

## **Classroom Management of Secondary School Teachers in relation to their Self Efficacy**

**Dr. Puneet Kaur**  
**Assistant Professor, D.D. Jain College of Education,**  
**Ludhiana, Punjab.**

### **INTRODUCTION**

Classroom is a place where students make effective and maximum use of the resources available. Teachers play very important role in the classrooms. They act as an agent of change in the classrooms. Teachers help in creating a community of learners where they form their own environment, understand their roles and work cooperatively and effectively with their peers. Teachers should manage and maintain classrooms with the aim to minimize disruptions and development of an effective environment where each student can be benefitted.

### **CONCEPT OF CLASSROOM MANAGEMENT**

Classroom management is a multifaceted concept. It is defined differently by various writers. Conceptions of classroom management have undergone many changes since the last 1960s and are mostly influenced by the research perspectives at various points. (Harris and Evertson (1999)). From that time the meaning of classroom management has shifted from discipline practices and behavioral interventions to teachers' actions in orchestrating supportive learning environments and building community.

Akbaba and Altun (1998) also defined classroom management with the phrase "classroom climate" and stated that classroom management relates to preparing specific rules, establishing a warm climate, and maintaining an orderly environment with problem solving strategies

According to Burden (2000) classroom management refers to all those efforts made by teachers to effectively organize and manage all aspects of classroom activities such as student behavior learning and social interactions.

Stenberg and Williams (2002) defined classroom management as a set of techniques and skill used by the teacher to direct students effectively in order to create positive learning environment for all students.

Johnson et al. (2005) defined classroom management as "a wide array of proactive, well established and consistent techniques and practices teachers employ to create an atmosphere conducive to learning."

According to Wong and Wong (2009) classroom management is the capability of the teacher to maintain order in the classroom, engage all students in learning and eliciting student's cooperation and moreover, balancing the unskilled tasks of the classroom. Thus, it has aim to maintain effective environment in the classroom for making teaching and learning effective and involving all the students for better achievement.

Thus, from above definitions it can be concluded that there are two main goals of classroom management which are as follows:

- a) To create and maintain a positive, productive learning environment.
- b) To support and foster a safe classroom community

### **STYLES OF CLASSROOM MANAGEMENT**

Glickman and Tamashiro (1980) developed three classroom management styles

a) Interventionist: According to interventionists external environment such as reinforcers influences the development of the organism. (Unal and Uludag, 2008).

b) Non Interventionist: In Non-interventionists approach the goal of the teacher is to provide opportunities to the students to learn and manage appropriate behavior.

c) Interactionalists: According to Interactionalists for good and effective classroom management, teachers and students should together share responsibility. (Martin et al. 1998a). According to Froyens and Iverson (1999) Classroom management focuses on three major components:

1. **Content management** or Instructional management: According to Kounin, this component involves not only providing instructional material to the students but also activities and skills must be provided which are required to make instructions effective and useful.

2. **Conduct management**: This component is related to one's beliefs about the nature of people. For managing the classrooms, instructional material and skills should be prepared by considering the individual differences among the students.

3. **Covenant management**: According to this component, classrooms should be considered as a society. Teachers should consider societal needs while providing instructions to the students.

Classroom management is not only an approach but also a process which involves motivating students for their involvement in the teaching learning process, explaining concepts, interactions with students through questioning, probing, commenting, evaluating, assigning and checking homework etc. Classroom management is a skill but not a gift- a skill that can be learnt and proficiency can be achieved only by practice. In addition to skills (such as planning, organizing, and reflecting as well as an aptitude for teamwork and perseverance), it requires willingness, commitment and efficacy to adjust one's thinking and actions as one learns what works and what does not work.

### **Concept of Self efficacy**

One of the most important characteristics of teachers for managing classrooms is self-efficacy which can help in achieving academic excellence by influencing the lives of students. In order to manage the classrooms and achieve academic excellence there is a need of sense of belief that can make a difference in the lives of students they are teaching and that those children are learning. According to Bandura, individuals perceive their capabilities that influence choices of activities and persistence in reaching a goal and referred to these self-perceptions as self-efficacy. It is these beliefs of self-perceptions that make a teacher able to achieve their goals and accomplish their task than their actual ability. (Bandura (1986,1997); Pajaras (2002)).

Bandura (1997) stated that teacher efficacy depends on efficacy beliefs, their ability to teach subject matter as well as their efficacy beliefs in maintaining classroom discipline that establishes an environment of learning, in using resources, and in supporting parental efforts to help their children learn. Accordingly, Self efficacy deals with how we perceive our competencies. As is the perception, the person will do the course of action with that attitude and belief. Thus, perception indicates capability within the person and influences the skills they have to use to achieve the goal.

Moran and Hoy (2001) defined teacher's self-efficacy belief as "a teacher's judgment of their abilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated."

Margols and McCabe (2006) defined Self-efficacy beliefs as one's capabilities to organize and implement the course of action essential in producing given attainments.

Rotter (1966) in his article "Generalized Expectations for Internal versus External control of Reinforcement" divided teacher attitudes, i.e., locus of control into two categories, nature and nurture. In 1976, the Rand organization on the basis of his Rotter's pre-existing theory added two items regarding teacher's beliefs. These are: - general teaching efficacy and personal teaching efficacy.

General teaching efficacy teacher's beliefs that external factors such as conflict, violence or substance abuse in the home or community influence the students more than the teachers and

students and this type of efficacy is known as general teaching efficacy whereas in personal teaching efficacy teachers believe that they have adequate experience and training to develop the strategies for enhancing student's learning.

Gibson and Dembo (1984) found that teachers who score high on both general teaching efficacy and personal teaching efficacy would be active and certain in their responses to students and that these teachers would continue longer, provide a greater academic focus in the classroom and exhibit different types of feedback than teachers who had lower expectations of their ability to influence student learning. Conversely, teachers who scored low on both general and personal efficacy were expected to give up readily if they did not get results.

Bandura (1977) in his social cognitive theory developed the model of self-efficacy that involved two types of expectations.

1. **Outcome expectancy:** - It refers to a person's judgment that a certain behavior will result in certain consequences.

2. **Efficacy expectancy:** - It refers to the belief that a person can successfully accomplish the behavior that results in the desired consequence, i.e., person has knowledge, skills and abilities to perform a task in order to achieve the desired level of performance. Efficacy expectations are related with confidence of an individual which he/she has to carry out an action in an effort for achieving the goal.

#### **SOURCES OF SELF EFFICACY**

According to social cognitive theory, motivation comes through many links between goal setting and self efficacy. Bandura (1977) proposed four sources of self efficacy. These are as follows:

1. **Mastery Experiences:** - Accordingly if a person experiences easy successes every time they will come to expect quick results and are easily discouraged by failures. But, if a person experiences success by obstacles and through continuous and sustained efforts, a good sense of efficacy develops.
2. **Vicarious Experience:** - According to this, self-efficacy can be increased by observing others success in task, the person assumes he/she also possesses the capabilities to perform the task.
3. **Social Persuasion:** - Social Persuasion is the third source of enhancing people's self efficacy beliefs. When teachers are praised and persuaded by colleagues and supervisors that they can teach successfully, surely, it will increase teacher's self efficacy.
4. **Physiological and Affective States:-** Physiological and Affective States is the fourth source of enhancing people's efficacy beliefs. If teachers possess excitement, enthusiasm, readiness, it will help to successfully accomplish the task whereas stress, anxiety and other negative states can lead to negative judgments of teacher's abilities and skills.

Also, teacher efficacy as a motivational construct proposes that the amount of efforts a teacher will expand and the persistence a teacher will show in the face of obstacles in a teaching situation is affected by level of efficacy.

Researches reveal that self-efficacy can be enhanced among teachers when they actually face the classrooms, interact with the students. This develops competencies and confidence among teachers which further leads to increase in the level of efficacy. Thus, self-efficacy is an

important variable among teachers 'as it influences their work in workplace and helps in developing a plan for managing their classrooms in a proper manner.

### **Review of Related Literature**

Skaalvik and Skaalvik, (2007) in their study found a positive correlation between teacher efficacy and effective instruction, classroom management, and academic performance of students.

Sridhar and Javan (2011) in their study found that there exists positive relationship between teacher efficacy and classroom management. Moreover, it was also found that male teachers were higher in behaviour management in classroom than female teachers.

Incecay and Dollar (2012) found significant relationship between the pre-service teachers' classroom management efficacy and their readiness to manage the challenging classroom behaviors. However, no significant difference was found in the implementation of classroom management skills of pre-service teachers in a real teaching environment.

Kurt et al. (2014) collected the study using self-efficacy beliefs of student teachers towards teaching process instrument. Results of the study indicated that self-efficacy perceptions of student teachers towards teaching process was found high and classroom management course have a positive and medium leveled effect on self-efficacy beliefs regarding teaching process.

Nejati et al. (2014) collected data from 34 EFL teachers who were teaching in private English language institutes in Karaj by using Teachers' Sense of Efficacy Scale (TSES) questionnaire. Findings revealed that there exists no difference among males and females in classroom management. Also, it was found that male teachers were superior at student engagement, while female teachers were better at instructional strategies.

Safa et al. (2015) collected data from 100 EFL teachers working in private institutes having master's degree. The results revealed that there exists positive relationship between teacher's self-efficacy and their management styles. Also, results revealed that experience influences self efficacy. Greater the experience more will be the classroom management.

From above it is found that very few studies are conducted in India related to our variables of interest. Hence the present study.

### **Need and Importance of the study**

Hon'ble Prime Minister of India Shri Narendra Modi has a vision and mission before him and that is "make in India", a developed India, a skilled India, to be achieved by 2020. This aim can only be achieved if its every citizen is educated. Classrooms are the places where future of students is shaped and teacher is the architecture who has to give the shape to these students by providing quality education and make them better citizens of tomorrow. Thus, teacher's behavior plays very important role in the classroom. Whatever actions teacher take in the classroom are influenced by their beliefs and assumptions about their school, teaching and pupils. Their self efficacy plays very important role in the management of their classroom which further influences student's achievement. It is one of the abilities of the teacher to organize and execute actions and plans to successfully achieve the goal.

### **OBJECTIVES OF THE STUDY**

The objectives of the study are given below :-

1. To find out the relationship in classroom management and self efficacy of secondary school teachers .
2. To find out the relationship in classroom management and self efficacy of male secondary school teachers .

3. To find out the relationship in classroom management and self efficacy of female secondary school teachers .
4. To find out the relationship in classroom management and self efficacy of rural secondary school teachers .
5. To find out the relationship in classroom management and self efficacy of urban secondary school teachers .

### **HYPOTHESES OF THE STUDY**

The hypotheses of the study are stated as under:

1. There exists no significant relationship in classroom management and self efficacy of secondary school teachers.
2. There exists no significant relationship in classroom management and self efficacy of male secondary school teachers.
3. There exists no significant relationship in classroom management and self efficacy of female secondary school teachers.
4. There exists no significant relationship in classroom management and self efficacy of rural secondary school teachers.
5. There exists no significant relationship in classroom management and self efficacy of urban secondary school teachers.

### **SAMPLE OF THE STUDY**

A sample of 500 Government secondary school teachers from Amritsar and Ludhiana districts was selected randomly. Multistage randomization sampling technique was employed, i.e., districts, the schools, the teachers was selected by using random sampling technique.

### **DESIGN OF THE STUDY**

A survey type study was designed to find out the relationship between classroom management and self efficacy of secondary school teachers with respect to locale and gender .Data was collected by the investigator using the tools mentioned below.

### **TOOLS USED**

Tools used in the study were very carefully selected.

1. Classroom Management Scale by Gautam (2011).
2. Self Efficacy Scale was constructed and standardized by the investigator.

### **Results and Discussions**

**Table 1: Showing coefficient of correlation between Classroom Management and Self-Efficacy of Secondary School Teachers**

<b>Respondents</b>	<b>N</b>	<b>r</b>
Total sample	500	0.51*

**\*Significant at 0.01 level of confidence**



**Interpretation**

Table 1 represents coefficient of correlation between classroom management and self-efficacy of secondary school teachers. The value of coefficient of correlation came out to be 0.51 which is significant at 0.01 level of confidence. Thus, we can say that there exists average positive correlation between classroom management and self-efficacy of secondary school teachers. Hence, the hypothesis 1 stating that "There exists no significant relationship in classroom management and self-efficacy of secondary school teachers" is rejected.

**Table 2: Showing coefficient of correlation between Classroom Management and Self-Efficacy of Male Secondary School Teachers**

Respondents	N	R
Male	250	0.41*

**\*Significant at 0.01 level of confidence**

**Interpretation**

Table 2 represents coefficient of correlation between classroom management and self-efficacy of male secondary school teachers. The value of coefficient of correlation came out to be 0.41 which is significant at 0.01 level of confidence. Thus, we can say that there exists average positive correlation between classroom management and self-efficacy of male secondary school teachers. Hence, the hypothesis 2 stating that "There exists no significant relationship in classroom management and self-efficacy of male secondary school teachers" is rejected.

**Table 3 Showing coefficient of correlation between Classroom Management and Self-Efficacy of Female Secondary School Teachers**

Respondents	N	R
Female	250	0.26*

**\*Significant at 0.01 level of confidence**

**Interpretation**

Table 3 represents coefficient of correlation between classroom management and Self-Efficacy of female secondary school teachers. The value of coefficient of correlation came out to be 0.26 which is significant at 0.05 level of confidence. Thus, we can say that there exists low positive correlation between classroom management and self-efficacy of female secondary school teachers. Hence, the hypothesis 3 stating that "There exists no significant relationship in classroom management and self-efficacy of female secondary school teachers" is rejected.

**Table 4 Showing coefficient of correlation between Classroom Management and Self-Efficacy of Rural Secondary School Teachers**

Respondents	N	R
Rural	252	0.34*

**\*Significant at 0.01 level of confidence**

**Interpretation**

Table 4 represents coefficient of correlation between classroom management and self-efficacy of rural secondary school teachers. The value of coefficient of correlation came out to be 0.34 which is significant at 0.05 level of confidence. Thus, we can say that there exists low positive correlation between classroom management and self-efficacy of rural secondary school teachers. Hence, the hypothesis 4 stating that "There exists no significant relationship in classroom management and self-efficacy of rural secondary school teachers" is rejected.

**Table 5 Showing coefficient of correlation between Classroom Management and Self-Efficacy of Urban Secondary School Teachers**

Respondents	N	R
Urban	248	0.65*

**\*Significant at 0.01 level of confidence**

**Interpretation**

Table 5 represents coefficient of correlation between classroom management and self-efficacy of urban secondary school teachers. The value of coefficient of correlation came out to be 0.65 which is significant at 0.01 level of confidence. Thus, we can say that there exists average positive correlation between classroom management and self-efficacy of urban secondary school teachers. Hence, the hypothesis 5 stating that "There exists no significant relationship in classroom management and self-efficacy of urban secondary school teachers" is rejected.

**Discussion of Results**

The said results revealed positive and significant relationship between classroom management and self efficacy. Also, in all groups of teacher's namely male, female, rural and urban teachers as well as in total sample of teachers, significant and positive relationship was found between classroom management and self efficacy.

The results show that classroom management increases with the increase in efficacy of teachers. This may be due to the reason that more efficacious teachers are confident in their abilities as they are motivated both intrinsically and extrinsically. With their beliefs, they pay more attention towards the management of their classrooms.

The results are in line with findings of Sridhar and Jawan (2011), Incecey and Dollar (2012).

**Suggestions for further research**

1. The above research can be conducted at different levels of education such as primary, elementary and senior secondary level.
2. The variable self efficacy can also be studied with professional commitment, institutional climate etc.
3. The difference of self efficacy with respect to locale and gender can be found.

**References**

Akbaba, S., & Altun, A. (1998). *Teachers' Reflections on Classroom Management*. Paper presented at the Annual meeting of Mid-Western Educational Research Association, Chicago, IL.

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- Burden, P. (2000). *Powerful classroom management strategies*. London: Sage Publications
- Froyen, L. A., & Iverson, A. M., (1999). *Schoolwide and Classroom management: The reflective educator-leader* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Gibson, S., & Dembo, M.H. (1984). Teacher efficacy: A Construct Validation. *Journal of Educational Psychology*, 76 (4), 569–582.
- Glickman, C. D., & Tamashiro, R. T. (1980). Clarifying teachers' beliefs about discipline. *Educational Leadership*, 37, 459-464.
- Incecay , G., & Dollar, Y. K.(2012). Classroom management, self-efficacy and readiness of Turkish pre-service English teachers. *ELT Research Journal*, 1(3), 189-198. Retrieved on 27.01.2013 from <http://www.ulead.org.tr/journal>
- Johnson, D., Rice, M., Edgington, W. & Williams, P. (2005). For the Uninitiated: How to Succeed in Classroom Management. *Kappa Delta Pi Record*, 28-32.
- Kurt, H.; Ekici,G.& Gungor, F. (2014). The Effect of Classroom Management Course on Self-efficacy of Student Teachers Regarding Teaching. *Procedia- Social and Behavioural Sciences*, 116, 791-795.
- Martin, N., Yin, Z., & Baldwin, B. (1998). *Classroom management training. Class size and graduate study: Do these variables impact teachers' beliefs regarding classroom management style?* San Diego, CA: Paper presented at the annual meeting of the American Educational Research Association. Retrieved on 04.04.2014 from ERIC database.(ED420671).
- Moran, T., & Hoy, A. W. (2001). Teacher Efficacy: Capturing an Elusive Construct. *Teaching and Teacher Education*,17, 223.
- Nejati, R., Hassani, M. T., & Sahrpaur, H. A.(2014). The Relationship between Gender and Student Engagement, Instructional Strategies, and Classroom Management of Iranian EFL Teachers. *Theory and Practice in Language Studies*, 4(6), 1219-1226 doi:10.4304/tpls.4.6.1219-1226 . retrieved on 6.3.2016 from <http://ojs.academypublisher.com/index.php/tpls/article/view/tpls040612191226>
- Pajares, F. (2002).Overview of social cognitive theory and self-efficacy. Retrieved from, <http://www.des.emory.edu/mfp/>
- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80, 1-28.
- Safa, S., & Ghonsooly, B. (2015).Examining the Relationship among Sense of Self-efficacy,Teaching Experience and Beliefs about Classroom Management: A case of Iranian EFL Teachers. *Journal of Applied Linguistics and Language Research*, 2(8), 273-283.
- Skaalvik, E. M., & Skaalvik, S. (2007). Dimensions of Teacher Self-Efficacy and Relations with Strain Factors, Perceived Collective Teacher Efficacy, and Teacher Burnout. *Journal of Educational Psychology*, 99(3), 611– 625.
- Sridhar, Y.N., & Javan, S. (2011). Teacher efficacy and its relationship to classroom management style among secondary school teachers of Kigali city, Rwanda. *Journal*



*of Education and Practice*, 2(2),1-5. Retrieved on 23.08.2015 from  
<http://www.iiste.org/Journals/index.php/JEP/article/viewFile/172/57>

Sternberg, R.J., & Williams, W.M (2002). *Educational Psychology*. Boston, Allyn & Bacon.

Unal, Z., & Uludag, A. (2008). *Comparing Beginning and Experienced Teachers' Perceptions of Classroom Management Beliefs and Practices in Elementary Schools in Turkey*. Retrieved 5.01. 2008 from [www.zunal.com/zportfolio/uploads/classroompaper\(3\).doc](http://www.zunal.com/zportfolio/uploads/classroompaper(3).doc)

Wong, H., & Wong, R. (2009). *The First Days Of School – How To Be An Effective Teacher*. California: Harry K Wong Publications.