

Investigating English Teachers' Self-Efficacy in Developing Classroom Management Style

Sandy Listiani, Sudirman Willian, Lalu Muhaimi

Dept. of English Education, Postgraduate Program

University of Mataram

Mataram, Indonesia

sandylistiani@yahoo.com, sudirmanwillian@unram.ac.id, lalu_muhami16@unram.ac.id

Abstract—Teachers self-efficacy is seen as the teachers' beliefs of being able to achieve certain outcomes for students in his/her teaching practices. This study aims: (1) to discover sources of the teachers' self-efficacy, (2) to discover the type of classroom management style mostly practiced by the teachers, and (3) to describe how their self-efficacy integrated in their classroom management styles. It used descriptive qualitative as its research design. Interview, questionnaire and observation were carried out in order to collect the data. There were six teachers who had been participated in this study. The result of this study indicated that (1) there were mastery experiences, vicarious experiences, verbal persuasion, emotion and psychological states and incentive motivation found as the internal and external sources of the teachers' self-efficacy; (2) there were five teachers were categorized authoritative classroom management style and one was 2 were authoritarian, (3) gold experiences, teachers' skill, students' condition & condition became the factors of the development of teachers' self-efficacy in their classroom management.

Keywords—English teacher; self-efficacy; classroom management style

I. INTRODUCTION

Every formal teaching process requires the ability of teacher to manage classroom in which he should enhance his/her belief to create a good teaching learning process. This kind of personal belief is called a self-efficacy. Self-efficacy of a teacher may have a contribution to his/her performance in the classroom that can lead to appropriate classroom management and positive behaviors since it is the attitudinal characteristic of teacher that makes a certain difference in teacher's attitude, teacher's behavior, and teacher's way in taking decision which results to students' achievement [1].

Teacher's self-efficacy is also seen as the teacher's beliefs of being able to achieve certain outcomes for students in his/her teaching practices. Having high teaching efficacy leads to an increase of implementation of new classroom practices, an increase of motivation to work with students and staff, and an increase desire to improve one's teaching techniques [2]. A lack of commitment to the teaching profession implies that teacher has a low teacher efficacy [3]. Teacher will hardly apply various instructional strategies that may lead to the failure in managing their students then lead them to the failure

in managing the whole classroom. The ability to create a safe classroom management is much determined by the level of teacher's self-efficacy. For further influence, teachers' self-efficacy may also have contribution to the teachers' professionalism. There are personal factors and environmental factors that indicate the professionalism of teachers [4]. Specifically, there are teachers' aptitude and interest, teachers' subject matter mastery, teachers' job satisfaction, teachers' communication skills and teachers' resilience as the personal factors. These personal factors can affect teachers' self-efficacy since self-efficacy is about internal factor that indicates teachers' commitment in handling their teaching.

It is critical to note that it is equally important for teachers also to have their own sense of self-efficacy in the classroom. In other words, they ought to feel competent and confident with their ability to impart knowledge on and promote healthy development of their students with a good style of classroom management. Classroom management style refers to how teachers create positive and stimulate the learning in classroom. Taking the same role as self-efficacy, classroom management along with a good self-efficacy will create a healthy classroom environment.

In addition, classroom management style is also related to the problem faced by the novice teacher. Novice teachers are more likely to have a lower sense of teaching efficacy in comparison to experienced teachers [5]. Experienced teachers believe that they can impact student learning through their classroom management, instructional strategies and student engagement. It is in this context teachers with high self-efficacy tend to engage the students easily and employ classroom management strategies that are well-organized, better planned, student-centered and humanistic and more receptive to student ideas [6].

By contrast, teachers with a low sense of efficacy are less likely to criticize students following incorrect responses, more likely to persist with students in a failure situation and more likely to divide a class for small group instruction as opposed to instructing the class as a whole. Those teachers are more likely to declare regular education as the appropriate placement for students having a learning problem, a behavior problem, or both [2].

This study will concern how the teachers' self-efficacy and the classroom management style are developed by the teachers in one of senior high school of Mataram. It will be then followed by identifying and determining how well their self-efficacy reflected in the teachers' classroom management style.

- Which classroom management style is mostly practiced by the teachers in their classrooms?
- How does teacher's self-efficacy develop in their classroom management styles?

II. PREVIOUS STUDY

Self-efficacy is known as a belief of someone whether he/she is able to accomplish a task being faced. Four sources where a self-efficacy belief comes from are described in Santrock [7]. They are; mastery experiences, vicarious experiences, verbal persuasion, emotional and physiological states. The main source of self-efficacy is through mastery experiences especially having a direct experience of mastery to increase self-efficacy. Having a success, for example in mastering a task will build high efficacy in that task for the next challenge whereas a failure will undermine that efficacy belief.

Vicarious experiences are obtained through a social model where efficacy may increase when observing the success of others, meanwhile the efficacy will decrease by seeing people which have equal ability with them failed in doing the task. Conversely, when observing the failure of a figure that is equal to themselves, it is predicted that those people do not want to try that same things for long time because of the fear of failure experienced by the people equal to them.

Suggestions from influential people in life such as parents, teachers, managers or coaches can strengthen beliefs that we have to be successful. Being persuaded that we possess the capabilities to master certain activities means that we are more likely to put in the effort and sustain it when problems arise.

The state of emotion will influence the judgment of efficacy belief. In this case, depression, stress and anxiety can discourage confidence in capabilities. They are interpreted as signs of vulnerability to poor performance whereas positive emotions can boost confidence in that skill.

A. *The Styles of Classroom Management*

Discussing to the concept of classroom management seems to be unavoidable to also discuss the style of classroom management. As stated in Dibapile that the classroom management styles are the adaptations of the parenting styles. Popular kinds of classroom management styles are authoritarian, permissive and authoritative classroom management style [3].

The authoritarian classroom management style is restrictive and punitive. The focus is mainly on keeping order in the classroom rather than on instruction and learning. The authoritarian teacher usually takes controls on the students. This kind of teacher prefers extreme discipline and expects obedience so that students need to follow directions and not complaining. At the extreme, the authoritarian teacher gives no

indication that he/she cares for the students. Students in this kind of class are likely to be reluctant to initiate activity, since they may feel powerless. Teachers tell the students what to do and when to do it. Therefore, this style of managing the classroom does little to increase achievement motivation or encourage the setting of personal goals. In conclusion, this kind of teacher will affect much to the students to be passive learners, fail to initiate activities, express anxiety about social comparison, and have poor communication skills.

Permissive classroom management style is a management style that allows students considerable autonomy but provides them with little support for developing learning skills or managing their behavior. Not surprisingly, students in permissive classrooms tend to have inadequate academic skills and low self-control.

The authoritative classroom management style is the management style implemented by teachers who tend to be self-reliant, get along well with their peers, and show high self-esteem. Authoritative classroom management style encourages students to be independent thinkers and but still provides effective monitoring. Authoritative teachers engage students in considerable verbal give-and-take and show a caring attitude toward them. However, they still set limits when necessary.

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances. The teacher is also open to considerable verbal exchanges, including critical debates. The teachers democratically accept the students' opinion and are able to interrupt the teacher if they have a relevant question or comment. Therefore, this environment offers the students the opportunity to learn and practice communication skills.

The teacher who exemplifies authoritative teaching style performs a warm and nurturing attitude toward the students and expresses genuine interest and affection. The classroom is full of encouragement and praise and results positive remarks to students. This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. In conclusion, this style of classroom management is seen better and contrasts with the two ineffective strategies: authoritarian and permissive.

Self-efficacy had been researched by Abdullah et al. entitled "Teacher Efficacy and Classroom Management among Botswana Junior Secondary School Teachers:" [8]. This is a quantitative study and aimed investigated Botswana junior secondary school teachers' responses on the three subscales of the Teacher Sense of Efficacy Scale (TSES): Efficacy in Student Engagement, Instructional Strategies, and Classroom Management. The results of this study are; (1) all bivariate correlations among the three subscales were statistically significant for instructional strategies, student engagement and classroom management, (2) for teacher practices, results showed no significant relationship between the positive and negative practices reported by the teachers regarding classroom management, student engagement, and instructional strategies.

Second study was conducted by Fadley and Ghasab in their article entitled "Teacher self-efficacy and classroom

management styles in Jordanian schools” [9]. This study is quantitative in nature and was also conducted using a survey design. Findings of this study revealed that Jordanian teachers practiced the instructional classroom management style more than the other management styles: behavior management and people management. However, people management was rated the style least practiced by Jordanian teachers. Finally, personal teacher efficacy has the highest and significant relationship with each of the classroom management styles and classroom management styles overall. However, general teacher efficacy was found to be correlated insignificantly with each of the classroom management styles and classroom management styles overall.

Another research was conducted by Hafini in their article entitled “measuring the self-efficacy of EFL teachers in elementary governmental schools in Kuwait: exploring years of teaching experience” [10]. This study was quantitative and aimed to explore the effect of teaching experience on EFL teachers’ self-efficacy in terms of classroom management, students’ engagement and instructional strategies. The study was conducted with 200 EFL female teachers in governmental elementary schools in Kuwait. Data were collected through online surveys and quantitatively analyzed using SPSS. Based on the findings, it was argued that teachers’ self-efficacy beliefs may remain stable once they were formed. Therefore, there is a need for teacher training courses that raise teachers’ awareness of the importance of their self-efficacy.

Those three studies had been conducted as quantitative study with large-scale study by using survey design. However, this research will be conducted as descriptive-qualitative study in order to investigate how the teachers’ self-efficacy in the development of classroom management style and saw what factors might appear that reflected into their classroom management style.

III. METHODS

This study was a qualitative study that used case study as its design. It was conducted in one of schools in Mataram. As one of the schools which have good reputation in Mataram, it was expected the school may have contribution to the quality of the teachers. Therefore, by conducting this study in this school, it was really interesting to describe how the self-efficacy that the teachers had may influence their good quality of their classroom management style or even the whole quality of the school.

The subject was English teachers from that school. There were six English teachers in that school and it consisted of one novice teachers and five senior teachers who have achieved teacher certification. The data sources in this study were from interview and questionnaire.

IV. RESULTS AND DISCUSSION

Referring back to the first research question, which explores the type of teachers’ classroom management style, the results shown in table 1 suggests that most common style of teachers were authoritative.

TABLE I. THE RESULTS OF THE TEACHERS’ CLASSROOM MANAGEMENT STYLE

No	Teachers	Classroom Management Style
1	Teachers 1 (experienced)	authoritarian
2	Teachers 2 (experienced)	authoritative
3	Teachers 3 (novice)	authoritative
4	Teachers 4 (experienced)	authoritative
5	Teachers 5 (experienced)	authoritative
6	Teachers 6 (experienced)	authoritative

Table 1 indicated that there were two teachers had different style in managing their classroom. The teachers who were categorized as the authoritative reportedly agreed with the idea of giving the students a democracy in their classroom. Most of these teachers implemented discipline but in careful consideration of circumstances for instance let the students to interrupt the lecture if they have a relevant question, if a student requests a hall pass, they always honor the request and assumed that the emotional well-being of their students was more important than classroom control. However, the teacher who was authoritarian tends to be more serious and restrictive in the class. He had many rules for their students and really taught them how to be discipline in his class by following every direction without complaining, for instance; the students could not interrupt them while his lecture was going, if a student was disruptive during class, he assigned him/her to detention without further discussion.

TABLE II. THE INTERVIEW RESULT OF THE TEACHERS’ CLASSROOM MANAGEMENT

No	Teachers	Classroom Management Style
1	Teachers 1 (authoritarian)	“I often give advice to my students to be more mature and independent since they will be a college student one day. To help students who show low interest to my lesson, I usually give them a chance to make up the score again.”
2	Teachers 2 (authoritative)	“There is a time when I need to deliver my explanation and I ask them to be silent with no one interrupts me even when they have questions. I will let them speak out next. I really do not like students who speak when I began my explanation. Moreover, they could not answer my question when I try to check their understanding. That makes me angry”

From table 2, it was concluded that although the teacher had been identified to have particular style of classroom management; authoritative and authoritarian, they also explained that their way in managing the classroom could change situational. It could base on the student’s participation or the material that they want to give to the students. Moreover,

the interview of the teacher was generally supported and in line with some characteristics in questionnaire.

This part is to answer the second research question: *how do the English teachers' self-efficacy develop in their classroom management style?* After analyzing the data, it was obtained that self-efficacy of the teachers was developed in classroom management style based on several aspects. They were;

A. Gold Experiences of Teaching

Most of the teachers taught that their experiences really help them to manage the classroom even though they are different in the style of managing the classroom.

- *Teacher 1*: "I feel really glad that I have so many years of experience in teaching that allowed me to guide my students easier"
- *Teacher 2*; "Yeaah.. although we met different characters of students every years or even in every class, Thank God experiences make me feel confident in managing the classroom."
- *Teacher 4*: "Experience will always be the best learning"
- *Teacher 5*: "These only-three-years-experience is really help me a lot to handle many characters of students"

From the aforementioned data, it is described that experience really helps teacher to instruct the students easier and manage the class well especially for the experienced teacher. Most of the authoritative teachers were very confident to teach in every classroom because once they are loved by the students, or by the way they teach, their confidence to teach in every classroom with different character of students will higher. It is related with the concept of self-efficacy, the higher self-efficacy is, the better the teacher manage the classroom. The teachers who have high self-efficacy and have a good style in managing the classroom are also not being strict to their students, being reflective and flexible in the classroom, and always trying to find a fun method in teaching.

B. Teachers' Skills

Beside the existing experienced of the teacher, they also consider their skills important. Teachers' skill came from many aspects. Some identified aspects were classroom management skill, student's engagement skill and subject matter expertise. Having teaching skills could support the teachers' performance to handle the teaching well.

- *Authoritative Teacher*: "The skill is very important. Students believe that we are the one who gives them input and clarify the material presented. So knowing how to teach English is the main thing. I like to ask them and I will give points to those who actively respond. Besides that, I also gave them the opportunity one by one to answer questions. And once a month, I asked them to explain the material directly to their friends in the front of the class as a teacher."
- *Authoritarian Teacher*: "I admit that I am weak in teaching English because I began this carrier when I

pass the civil servant recruitment. Basically, I never dream to become a teacher after I pass the English program when I was in a collage. Then, after passing the civil servant recruitment, the only carrier for that is becoming a teacher which is in line with my discipline. In fact, when I was in a collage back then, my favorite things are not about English. Moreover, after graduation, I spent my time with activity outside teaching or not something related to education. Therefore, I still feel weak in teaching skill and do not have a special ability on it."

Teachers' skill came from many aspects. Some identified aspects were classroom management skill, student's engagement skill and subject matter expertise. Having teaching skills could support the teachers' performance to handle the teaching well.

Authoritarian was very controlling but did not really involved with the students. He produced less review but directly gave the students assignment. He preferred delivering the material through power point or book with strict reinforcement to the students with quite environment. Having this kind of style with the low efficacy has brought the new assumption that not all the authoritarian teacher always has high job satisfaction that affect their efficacy. This is why teacher skill was also reportedly important in developing the teacher self-efficacy and classroom management style.

However, it was identified that one of the authoritative teachers really poses high interaction with the students. When teachers demonstrated a high-level of subject matter expertise, the more frequent the teachers encourage students to pose questions with a belief that they will be clarified. This overall knowledge about the subject to teach finally gain the way teachers create effective classroom sessions with mutual feedback.

C. Students' Condition and Treatment

The students' condition also continued to be the factor affecting the teachers' self-efficacy. When the students were positively responds the learning, it was easier for them to finish the lesson. Finishing the lesson here could be considered to increase the teachers' self-efficacy since they were being able to finish the task being given to them in particular time. However, when the students were not in a good condition and became unresponsive to the learning, the teacher started to complain at it and assumed that this was the students' problem not as the teachers' challenges.

They were also assuming by using fun method, we can manage the class well with an optimal participation of the students to follow their instruction. If the classroom activity runs well, it will positively increase their self-efficacy where their confidence and self-motivation to teach other classes are also increasing.

However, there was a way that made the teachers feel pressured in managing their class. Teachers felt a bit pressured from responsibility other than teaching responsibility could come from many aspects such as doubled-responsibility at school, teachers' meetings, school event, etc. All of this duties

outside teaching can make the teacher feel pressured and then forcibly try to leave the class.

Based on the results of the study, the aspects of teachers' self-efficacy in developing classroom management style were identified as several aspects; they were; gold experiences, teachers' self-teaching skills, and students condition and treatment. Teachers' self-efficacy is crucial factor in improving students' engagement because high teacher self-efficacy consistently had been found to relate to teacher's behavior and resulted to the student's performance. It was proven from the data that the higher self-efficacy was, the higher teaching enthusiasm teaching they showed. Having teaching skills for example could enhance the teachers' ability to handle the task well. Satmoko [11] and Klassen and Chiu [12], showed that there were a positive and significant impact of skill in teaching towards the positive result of the student's performance. When the students perform well in the classroom of course this will affect the confidence of the teacher to add another challenge for students. The teacher's self-efficacy was identified from many sources. This sources finally brought the teacher to be well-prepared and enhance the way they treated their students and managed their class with situational style they had. This result was contradicting with the study carried out by Dibapile which addressed that there was no significant relationship between positive and negative practiced to the teachers' classroom management in particular [3].

The study conducted by Fadley and Ghasab also discussed about self-efficacy and classroom management [9]. Based on this result this study collected the result that personal teacher efficacy has the highest and significant relationship with each of the classroom management styles and classroom management styles in overall. This was in line with the result of this study stated that teacher self-efficacy was described by the teacher to have relation with the way they manage the classroom. The factors that effecting them in developing it were based on their gold experiences which came from (1) training program they get, (2) self-skill ability that was assumed as the ability to transfer the knowledge they have and creativity to elaborate the material they wanted to deliver to their students, finally (3) the students condition and treatment that became the factor how the teachers believe in themselves that they could engage with all students and solved every problem in their classroom for safe classroom environment.

Individuals achieve success in accomplishing goal and tasks, they build a belief in their own personal efficacy. Successful experiences reinforce self-efficacy, but unsuccessful experience will damage individual's belief in their self-efficacy [2]. Therefore, as classroom teaching experiences was good enough, self-efficacy increases as well. This is in line with the finding of this study that concludes the higher level of self-efficacy in teaching and handle the classroom management for both authoritarian and authoritative teachers.

V. CONCLUSION

The mostly practiced classroom management style was authoritative which were good enough to help students increase

their self-efficacy because of the feedback or response given by their students using this kind of style. However only one teacher identified as authoritarian and the data proved that the classroom management style implemented by the teacher was not static but dynamic. It could situationally change based on student's condition or the material. The aspects of teachers' self-efficacy in developing classroom management style were identified as several aspects, that is, gold experiences, teachers' self-teaching skills, student's relationship and efficacy doubt.

ACKNOWLEDGMENT

I would like to express my special thanks of gratitude to lecturers in University of Mataram as well as all the participant of this study (English Teachers of in one of schools in Mataram) who gave me the chance to interview them all through this study and also helped me in doing this study and I came to know about so many new things. I am really thankful to them.

REFERENCES

- [1] S.D. Hicks, *Self-Efficacy and Classroom Management: A Correlation Study Regarding The Factors That Influence Classroom Management*, Liberty University, 2012.
- [2] A. Bandura, "Self-Efficacy: Toward unifying theory of behavioral change," *Psychological Review*, vol. 84, pp. 191-215, 1997.
- [3] W.T.S. Dibapile, *Teacher Efficacy and Classroom Management among Botswana Junior Secondary School Teachers*, University of Tennessee, 2012.
- [4] M. Amin, "What makes teacher of EFL professional or unprofessional," *Jurnal Pendidikan Humaniora*, vol. 2, no. 4, pp. 294-303, 2014.
- [5] Tschannen and Hoy, "The differential antecedents of self-efficacy beliefs of novice and experienced teachers," *A journal of Teaching and Teacher Education*, vol. 23, p 944-956, 2007.
- [6] M.Tschannen-Moran and A.W. Hoy, "Teacher efficacy: capturing an elusive construct," *Teaching and Teacher Education*, 17, p 783-805, 2001.
- [7] J.W. Santrock, *Educational Psychology (5thEd.)*. New York: McGraw-Hill, 2011.
- [8] A.M. Abu-Tineh, S.A. Khasawneh, and H.A. Khalaileh. "Teacher self-efficacy and classroom management styles in Jordanian school," *Management in Education*, vol. 25, no. 4, pp. 175-181, 2011.
- [9] A. Fadley and M. Ghasab, "Measuring the self-efficacy of efl teachers in elementary governmental schools in kuwait: exploring years of teaching experience," *International Journal of English Language Teaching*, vol. 5, no. 4, pp. 28-47, 2018.
- [10] Y. Hafni, *Pengaruh Keterampilan Mengajar Guru Terhadap Prestasi Belajar Siswa pada Mata Pelajaran Mengaplikasikan Keterampilan Dasar Komunikasi di SMK PAB 2 Helvetia Tahun Ajaran 1011/1012*. Skripsi, Medan:Universitas Negeri Medan, 2012.
- [11] A.A. Satmoko, *Pengaruh Persepsi Siswa Mengenai Keterampilan Mengajar Guru dan Motivasi Berprestasi Terhadap Prestasi Belajar Ekonomi Siswa Kelas XI IPS SMA Negeri 3 Purworejo*. Skripsi, Semarang: UNNES, 2013.
- [12] R. Klassen and M.M. Chiu, "Effects of teachers' self-efficacy and job satisfaction: teacher gender, years of experience, and job stress," *Journal of Educational Psychology*. vol.102, no. 3, pp. 741-756, 2010.