Novice teachers' classroom management self efficacy beliefs[1]

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Abstract

This study aims to determine novice teachers' classrom management self efficacy beliefs as well as the extent to which these beliefs change according to independent variables. This research which aims to determine novice teachers' classroom management self efficacy beliefs is a survey type research. The participants of the study are 85 novice teachers on duty in their first year in Hatay Province in Turkey. Classroom Management Self-Efficacy Convictions Scale that is internally consistent and valid in measuring classroom management self-efficacy beliefs of prospective teachers devised by Çetin (2013) was used in the study. There is not any statistically significant difference in terms of school of graduation and classroom management efficacy belief and result expectation sub-dimension. There is not any statistically significant difference in classroom management efficacy belief and result expectation sub-dimension. In terms of gender, there is not any statistically significant difference in the result expectation sub-dimension but there is a statistically significant difference in classroom management efficacy belief. Male novice teachers have higher level of classroom management efficacy beliefs than female novice teachers.

Keywords: Novice teacher; classroom management; classroom management self efficacy beliefs.

1. Introduction

According to Bandura (1997), teacher efficacy is "the outcomes of cognitive process in which people construct beliefs about their capacity to perform at a given level of competence" (p. 80). It is determined that novice teachers are better at presenting the lesson plans, providing student discussion and classroom management at a study conducted by high efficient novice teachers (Bandura, 1997; Saklofske, Michaylukve, & Randhawa, 1988). It can be said that the teachers believed in teacher efficacy support students to be academic self-managed individuals, their interests and prefer convincing process rather than authoritative controlling (Bandura, 1997). Specific domains of teacher self-efficacy that have received previous research attention include student engagement, instructional strategies, and classroom management (Coplan & Bosacki, 2015; Tschannen-Moran & Hoy, 2001; cited in Bullock). Classroom management is the ways teachers organize and structure their classrooms for the purpose of maximizing student cooperation and engagement and minimizing disruptive behavior (Arends, 1997). Effective classroom management is critical for the establishment of learning environments that promote academic success (Rosas & West, 2010).

A study by Emmerand Hickman (2012) found that classroom management efficacy is separate from other types of teacher efficacy. Thus, a teacher's level of total self-efficacy (SE) may not be a clear reflection of self-efficacy in regards to classroom management and discipline (cited in Hicks, 2012). Self efficacy in classroom management defined as teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order (Brouwsers &Tomic, 2000). Teachers' self-efficacy in their classroom management capabilities is thought to be an important factor in teachers' overall judgments of their teaching SE. Low SE in classroom management has been linked to teacher attrition and burnout, and reduced student learning outcomes (O'Neill & Stephenson, 2011).

Numerous studies have shown that classroom management is the main problem that novice teachers face. Korkmaz and Saban's study (2004) showed that novice teachers have difficulty in classroom management (preparing students for lesson, motivating, providing discipline in class and effective communication with students). Veenman' study (1984) showed that novice teachers perceive class discipline, motivate students, deal with individual differences and the relations with families as problems.

Williams (1976) found that discipline and pupil control, which are combined to make up a significant component in classroom management, were among the most common problems faced by new teachers (cited in Hicks, 2012). Hicks' (2012) study indicated that classroom management is a large problem for novice teachers who do not feel prepared for their experiences in the classroom. Giallo and Little's study (2003) revealed that teachers feel moderately confident in their abilities as classroom managers. In their study, Shohani, Azizifar and Kamalvand (2014) showed that novice teachers do not believe in their capacity to manage their classes. Yılmaz's study (2004) found that novice teachers have lower levels of self-efficacy for classroom management than personal teaching. Öztürk and Yıldırım (2013) as ell as Çakmak (2013) showed that novice teachers have difficulty in classroom management, too.

Analyzing the classroom self efficacy is important for evaluating classroom management in pre-service education process, developing pre-service and in-service programmes that promote novice teachers' self efficacy beliefs towards classroom management depending on the results taken from the study and providing support to novice teachers by school managers, counselling teachers and the other senior teachers in the school. In addition to this, while the studies conducted in literature are related with self efficacy perception, there are limited studies on classroom management self efficacy beliefs.

1.1. The purpose of the present study

This study aims to determine novice teachers' classrom management self efficacy beliefs as well as the extent to which these beliefs change according to independent variables. More specifically, the following research questions were investigated:

1. What are the novice teachers' classroom management self efficacy beliefs?

2. Do the novice teachers' beliefs differ according to gender, educational background, and field of study?

2. Method

This research which aims to determine novice teachers' classroom management self efficacy beliefs is a survey type research. The participants of the study are 85 novice teachers on duty in their first year in Hatay Province in Turkey. 21% of the sample is classroom teachers, 79% of the

sample is subject-matter teacher. 46% of the sample is female and 54% of the sample is male. 93% of sample has a Bachelor degree, while 7% of the sample has a Master degree.

Classroom Management Self-Efficacy Convictions Scale that is internally consistent and valid in measuring classroom management self-efficacy beliefs of prospective teachers devised by Çetin (2013) was used in the study. The scale including 15 items has two sub-scale as classroom management efficacy belief (3, 8, 9, 13, 14, 16, 17, 12) and result expectation (1, 6, 7, 10, 11, 29, 20). Internal coefficient of consistence is .76 and .77 for the sub-scales. The cronbach alpha value for all scale is .81. Since there are 15 items on the scale, the lowest point expected is 15, the highest is 75. Accordingly, the scale is as follows: "Never agree" 1, "Some what agree" 2, "Moderate agree" 3, "Much agree" 4, and "Total agree" 5. Highness of the score which can be achieved by the scale indicates high self-sufficiency and a low score indicates low self-sufficiency. Frequency, mean, standard deviation and independent samples t-test were used for the analysis of data.

3. Findings and Discussion

3.1. Findings related to the first sub-problem

The first question of the study has to do with exploring the novice teachers' classroom management self-efficacy beliefs. Descriptive statistics related to this problem are presented in Table 1.

Table 1. Descriptive Statistics Related to Novice Teachers' Classroom Management Self-efficacy Beliefs

Sub-dimensions	N	Min.	Max.	Mean	SD	Agreement degree	Agreement level
1.Sub-dimension: Classroom management efficacy belief	85	22	40	32.84	4.67	4.11	Much agree
2. Sub-dimension: Result expectation	85	15	35	27.68	4.02	3.95	Much agree
Total scale	85	37	74	60.52	7.49	4.03	**Much agree**

While determining Classroom Management Self-Efficacy Convictions, total mean, standard deviation and minumum, medium, maksimum scores from scale are taken as criterias.

At the general mean of Classroom Management Self-Efficacy Convictions Scale, 15x1 equaling 15 score can be taken as minumum score from scale, 15x3 equaling 45 score can be taken as median score from scale and 15x5 equaling 75 score can be taken as maximum score from scale. The lowest score taken from the first dimension of scale is 8x1 equaling 8 score, the median score is 8x3 equaling 24 score and the highest score is 8x5 equaling 40 score. At the second dimension that is the result expectation, the lowest score is 7x1 equaling 7 score, the median score is 7x3 equaling 21 score and the highest score is 7x5 equaling 35 score.

As seen in table 1, novice teachers took 37.00 score as the lowest score, 74.00 score as the highest score and 60.52 score as the medium score from Classroom Management Self-Efficacy Convictions Scale. Besides, novice teachers express their opinions on the Classroom

Management Self-Efficacy Convictions scale in the level of 'much agree' with 4.03 agreement degree. The mean score (60.52) gotten from the scale is higher than the medium degree of scale (45) and it can be said that teachers agree in the level of 'much agree'.

As seen in the statistics in the sub-dimensions of the scale, teachers express their opinions towards classroom management efficacy belief with the score mean of 32.84 and with the degree of 4.11 and in the result expectation sub-dimension teachers express their opinions with the score mean of 27.68 and with the degree of 3.95 and this means that they agree in the level of 'much agree'.

While analysed the responses towards the classroom management efficacy belief sub-dimension of Classroom Management Self-EfficacyConvictions scale, descriptive statistics are presented in Table 2.

Table 2. Descriptive Statistics of the Items related to Classroom Management Efficacy Belief Sub-dimension

Items	N	Mean	SD	Agreement level
1. I know what I should do in an effective classroom management.	85	4.35	.81	Total agree
2. I have no idea on what I will do for the unwanted situations that can occur in the classroom.	85	3.85	1.14	Somewhat agree
3. I can easily handle negative things in the classroom.	85	4.29	.78	Total agree
4. I wish two teachers are in every lesson.	85	4.02	1.25	Somewhat agree
5. I am very anxious about being confronted with the students in the classroom.	85	4.15	1.18	Somewhat agree
6. Given half a chance, I want to lecture constantly in the apprenticeship.	85	3.64	1.35	Much agree
7. I can express my ideas on classroom management in every place.	85	4.35	.88	Total agree
8. I can contribute logically in solving my friends' problems on classroom management.	85	4.18	.90	Much agree
Classroom management efficacy belief sub-dimension	85	4.11	1.03	**Much agree**

As seen in Table 2, novice teachers with 4.35 agreement degree express their opinions in the highest level 'totaly agree' for the items of 'I know what I should do in an effective classroom management' and 'I can express my ideas on classroom management in every place'. Novice teachers with 3.46 agreement degree express their opinions in the lowest level 'somewhat agree' for the item of 'Given half a chance, I want to lecture constantly in the apprenticeship'. They express their opinions in the level of 'much agree' with 4.11 agreement degree towards classroom management efficacy belief sub-dimension. As analyzed the items in this dimension, novice teachers have positive views on the classroom management efficacy belief sub-dimension.

While analysed the responses towards the result expectation sub-dimension of Classroom Management Self-Efficacy Convictions scale, descriptive statistics are presented in Table 3.

Table 3. Descriptive Statistics of the Items Related to Result Expectation Sub-dimension

Items	N	Mean	SD	Agreement level
1. No matter how much I force myself to do, I dont think I can manage the class effectively.	85	4.22	1.13	Never agree
2. Students'success in lessons are directly related with teachers' effective calassroom management.	85	4.15	1.03	Much agree
3. I dont like being assesed on how I manage the class.	85	3.74	1.10	Somewhat agree
4. The less complaints about class, the less unsuccesfullnes of teacher on classroom management.	85	3.92	1.17	Much agree
5. I definitely think that I dont have any problems in classroom management while teaching.	85	3.67	1.22	Much agree
6. I wonder how much I have neccessary skills on classroom management.	85	3.41	1.31	Much agree
7. When I am a teacher and lecture, I believe that I acquire much effective experineces on classroom management.	85	4.56	.82	Total agree
Result expectation sub-dimension	85	3.95	1.11	**Much agree**

As seen in Table 3, novice teachers with 4.56 agreement degree express their opinions in the highest level 'totaly agree' for the item of 'When I am a teacher and lecture, I believe that I acquire much effective experiences on classroom management'. Novice teachers with 3.41 agreement degree express their opinions in the lowest level 'much agree' for the item of 'I wonder how much I have neccesary skills on classroom management'. They express their opinions in the level of 'much agree' with 3.95 agreement degree towards result expectation sub-dimension. As analysed the items in this dimension, novice teachers have positive views on the result expectation sub-dimension.

According to the results, novice teachers have high level of classroom management self efficacy beliefs. This result can be explained because the novice teachers were prepared on classroom management in the process of their teacher education programme.

Giallo and Little (2003) have shown that classroom experiences and perceived preparedness significantly predict teachers' self-efficacy in classroom management. This result of the study concurs with Özder's results (2011) in terms of classroom management self efficacy. In addition to this, Rosasand West (2010) indicated that in-service teachers rate their beliefs regarding classroom management as positive. Stone (1964) and Briscoe (1972) also found that beginning teachers from 24 to 35 years old perceived fewer problems than teachers older than 35 or younger than 24 (cited in Hicks, 2012). Williams (1976) showed that beginner teachers who "were rated excellent by themselves or their principals" did not seem to experience fewer problems than did those who were rated as "average" (cited in Hicks, 2012).

3.2. Finding related to the second sub-problem

The second problem of the study is to get answers to the question whether there are any difference in novice teachers' views on pre-service teacher education according to independent variables (gender, school of graduation, field). The t-test results of novice teachers' views on classroom management self-efficacy beliefs according to independent variables, such as gender, school of graduation, field of study are given in the Table-4.

Table 4. T-test Results Related to Novice Teachers' Views on Classroom Management Self-fficacy Beliefs According to Independent Variables (Gender, School of Graduation, field of study)

Sub-dimensions		N	Mean	SD	Df	T	P
Classroom management efficacy belief	female	39	31.54	4.32	83	-2.426	.017
	male	46	33.93	4.72			
Result expectation	female	39	27.64	4.67	83	-.087	.931
	male	46	27.72	3.42			
Classroom management efficacy belief	Undergraduate	79	32.94	4.64	83	.725	.471
	Post graduate	6	31.50	5.28			
Result expectation	Undergraduate	79	27.73	4.08	83	.429	.669
	Post graduate	6	27.00	3.29			
Classroom management efficacy belief	Class teacher	18	32.22	5.53	83	-.625	.533
	Subject-matter teacher	67	33.00	4.44			
Result expectation	Class teacher	18	28.05	4.50	83	.442	.660
	Subject-matter teacher	67	27.58	3.91			

There is not any statistically significant difference in terms of school of graduation and classroom management efficacy belief [t(83)= -.725, p>.05] and result expectation sub-dimension [t(83)= .429, p>.05]. There is not any statistically significant difference in classroom management efficacy belief [t(83)= -.625, p>.05]   and result expectation sub-dimension [t(83)= .442, p>.05]. In terms of gender, there is not any statistically significant difference in the result expectation sub-dimension [t(83)= -.087, p>.05] but there is a statistically significant difference in classroom management efficacy belief [t(83) = -2.426, p < .05]. Male teachers ($\bar{X}$=33.93) have higher level of classroom management efficacy beliefs than female teachers ($\bar{X}$=31.54).

According to Bandura (1997), self-efficacy can differ depending on gender in different cultural contexts. Saracaloğlu, Yenice and Özden (2013) found a statistically significant difference on behalf of male novice teachers in terms of classroom management self efficacy. This finding was interpreted by researchers in a way that men take place in administrative tasks in our society more frequently and, thus, male novice teachers perceive themselves more efficient than female ones in administrative domains. Demirtaş, Cömert and Özer (2011) found a statistically significant difference on behalf of male novice teachers in classroom management sub-dimension of self efficacy perception. Demirtaş et al. (2011) associate this finding with the situation that men feel more confident than women at almost all subjects because of social norms and values.

3.3. Suggestions

According to Darling-Hammond (2003), having positive feelings and thoughts of being a teacher depends on a good pre-service education. The findings of this study showed that novice teachers have positive classroom management self efficacy beliefs. To continue this positive classroom management self efficacy belief, school managers, counselling teachers and supervisors can give support to novice teachers. This study is limited to 85 novice teachers working in Hatay and their classroom management self efficacy beliefs. New studies can be conducted with a larger sample group and novice teachers' classroom management self efficacy beliefs that have different students (social, cultural, academic). In this study, data was gathered using the quantitative method. Qualitative (interview, observation, open ended questions etc.) and mixed method studies can be conducted to probe into self- efficacy beliefs.

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