

Beyond Pedagogy: Relationship of Self-Efficacy and Classroom Management Practices

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Abstract

Classroom management has proven to be a plaguing aspect of the teaching and learning process over the past century. The aim of this study was to explore the correlation between teacher self-efficacy and classroom management practices at the higher secondary school level in the district of Mansehra, Pakistan, using a correlational research design. The study surveyed 86 teachers and 310 students. Partial least squares structural equation modeling (PLS-SEM) was employed to analyze the collected data. The empirical results showed that both Teacher Self-efficacy ($\beta = 0.342$, $t = 6.156$, $p < 0.000$) and teacher performance ($\beta = 0.365$, $t = 6.124$, $p < 0.000$) have a positive impact on classroom management. Additionally, teacher practices were identified as a significant mediator in relation to classroom management ($b = 0.257$, $t = 5.677$, $p < 0.000$). This study emphasizes the critical role of teacher self-efficacy, performance, and practices in fostering effective classroom management, underscoring the necessity for tailored training and support programs for educators in secondary schools.

Keywords: Pedagogy, Teacher Self-Efficacy, Classroom Management Practices.

Introduction

The concept of self-efficacy refers to a cognitive factor associated with individuals' health and wellbeing and with their performance [1] quoted in their study the Bandura concept, which defines self-efficacy as "a judgment of one's capability to accomplish a given level of performance". The concept is related to other cognitive factors, such as self-concept and self-esteem, locus of control, and all parts of the individuals' system of beliefs. In the cognitive-behavioral paradigm, in a stressful or demanding situation, individuals' system of beliefs generates rational or irrational beliefs about the event, leading to automatic thoughts [2].

[3] posits that individuals tend to accept these thoughts as valid without taking the time to reflect. These thoughts subsequently give rise to specific consequences, including emotions, behaviors, and further thoughts. Therefore, the cognitive framework, shaped by life experiences during childhood and adolescence, plays a significant role in influencing our emotional and behavioral responses in challenging situations [4]. People who perceive themselves as ineffective often restrict their engagement and initiation in a task, perceiving the task's challenges as insurmountable [5]. Conversely, those who have confidence in their abilities will seek various methods to manage the situation and achieve the desired outcome [6]. Research has illustrated a substantial connection between the variables of efficacy and behavior. Studies have shown that therapy centered on self-efficacy aids individuals with phobias in conquering their fears and adopting appropriate behaviors [7]. In educational environments, educators with high self-efficacy anticipate success in classroom practices, encompassing effective teaching and proficient student management. This outlook influences how they perceive achievements and setbacks, the benchmarks they establish, and their strategies for

managing challenging instructional situations [8]. Robust self-efficacy beliefs serve as a buffer against stress and burnout, and a teacher's sense of self-efficacy, along with their job satisfaction, is intertwined with instructional methods and student performance [9]. The connection between beliefs and practice is thoroughly documented. Nevertheless, additional research is needed to explore the link between perceived self-efficacy and effective classroom management [10].

Numerous research studies examining the relationship between teacher self-efficacy and classroom management have been conducted in different countries. The literature suggests that researchers have devoted less attention to the interplay between teaching practices and experience with these variables, especially in emerging nations such as Pakistan, potentially offering new and valuable insights. Hence, this study delved into the three-way interrelationship among variables, namely, learning teacher self-efficacy, its impact on classroom management, and the indirect influence mediated by teaching practice. Furthermore, the present research focuses on two research hypotheses:

H1: Teacher self-efficacy and classroom management have a significant and positive relationship.

H2: There is a positive and significant correlation between teacher performance and classroom management.

H3: Teacher self-efficacy has a positive and significant relationship with teaching practice.

Research Framework

According to [11], classroom management (CM) refers to the effective and efficient use of all resources available in the classroom setting to meet the teaching and learning process's goals and objectives. It is a technique used by teachers to ensure that classroom lessons operate smoothly despite disruptive student behavior [12]. Classroom management also entails

avoiding student disturbance [13]. Classroom management is a set of skills and procedures that the teacher uses in the classroom to keep the students organized, focused, alert, orderly, on task, and academically productive [14]. Many studies show that teachers' actions in the classroom are more significant than all school administrators' other arrangements [15]. There is a wide range of teaching and learning materials for teachers. Some writers focus on the individual traits of the teacher; others stress their roles and skill set. It is essential to create the right atmosphere in the classroom. To accomplish this task, the teacher must practice class management based on constructive and productive relationships with the students [16].

The connection between teacher self-efficacy and the classroom management of higher secondary schools in Pakistan remains an

area with limited research. To fill this gap, our current study aims to comprehensively explore the influence of these concepts within a unified framework. Our research framework scrutinizes the correlation between teacher self-efficacy, classroom management, and the mediating role of teaching practice. While some prior studies have suggested that teachers with high self-efficacy tend to exhibit stronger coping skills, the intricate relationship between teaching self-efficacy, teaching practice, and classroom management necessitates further investigation. Therefore, our present study strives to probe teacher self-efficacy with teaching practice as an additional construct intertwined with classroom management. Previous literature has firmly established a strong link between self-efficacy and classroom management. To visually represent these relationships, the model of our current study formulates the following hypotheses (see Figure 1).

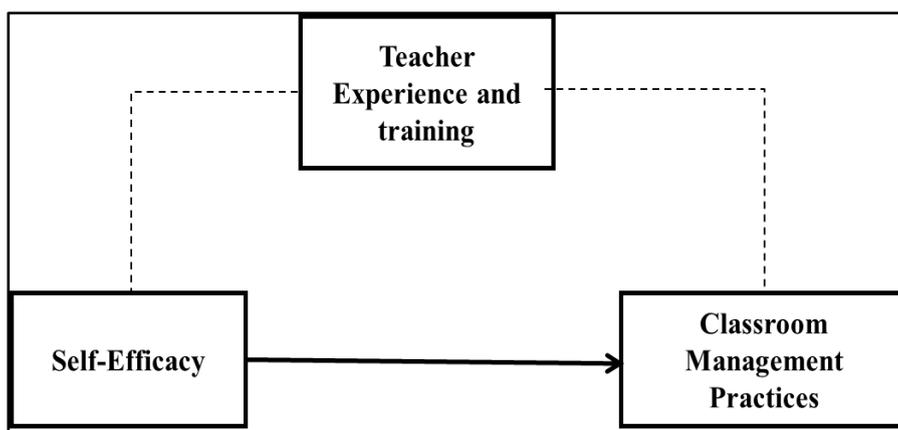


Figure 1: Conceptual Research Framework.

Participants and Procedure

This study involved sixty-two (62) class teachers, of which 36 were male and 26 were female. Additionally, the study involved three hundred and ten (310) students, comprising 180 males and 130 females, from secondary schools in the Mansehra district of Pakistan. The Mansehra district in Pakistan was selected for this study due to its unique cultural and educational landscape. Data were collected face-to-face utilizing Google Forms as the data collection method. The survey was provided to the participants through a link, which they accessed to complete the questionnaire [17] suggest maximizing the sample size, asserting that larger samples are more likely to accurately represent the entire community, thus enhancing the generalizability of the study's findings.

Measures

Teacher Sense of Self-Efficacy and practices Scale: This study on teachers' self-efficacy utilized ten statements developed by [18]. The statements were rated on a five-point Likert scale, ranging from one ("Never") to four ("Always"). Sample statements included, for instance, the ability to maintain a friendly classroom environment, to minimize interruptions and to adapt behavior for improved situations. The scale employed in this research demonstrated validity and satisfactory internal consistency, as indicated by a Cronbach's alpha value of 0.857.

Classroom Management Practices: The scale developed by Willower, Eidell, and Hoy (1967) measures Pupil Control Ideology (PCI) [19]. It consists of a 10-item Likert-type scale with responses ranging from "Never" to "Always." This tool assesses a teacher's approach on an ideological spectrum from custodial (more controlling) to humanistic (less controlling). The adapted scale in this study showed good validity and internal consistency, with a Cronbach's alpha of 0.779.

Data Analysis

The process of data analysis in this study comprised two principal phases. Initially, descriptive statistics and correlational analyses were carried out utilizing Smart PLS version 4.0. These analyses presented a comprehensive understanding of the variables and explored their interrelationships. Subsequently, a series of structural equation models (SEMs) were computed to investigate the mediating role of teacher practices within the relationship between teacher self-efficacy and classroom management. In the first step, the overall impact of teacher self-efficacy on classroom management was evaluated. The second step involved integrating teacher practices as a mediating variable within the model. For the estimation of both overall and specific indirect effects, bootstrapping with 5000 resamples was implemented. The 95% bias-corrected confidence intervals (CIs) were employed to ascertain the statistical significance of the effects. An indication of a statistically significant indirect effect, thus demonstrating mediation, is signified by the absence of zero within the 95% bias-corrected CI [20].

Table 1: Reliability and Validity.

Factor	Items	Factor loading	Cronbach's Alpha	Composite Reliability	AVE
Teacher Self-Efficacy (TSE)	TSE1	0.739	0.836	0.817	0.550
	TSE2	0.693			
	TSE3	0.646			
	TSE4	0.648			
	TSE5	0.616			
Teaching Practices (TP)	TP1	0.652	0.801	0.803	0.502
	TP2	0.687			
	TP3	0.719			
	TP4	0.59			
	TP5	0.697			
Classroom Management (CM)	CM1	0.664	0.657	0.802	0.586
	CM2	0.746			
	CM3	0.789			
	CM4	0.701			

Measurement Models

In this study, the researchers employed SmartPLS 4 statistical software for conducting confirmatory factor analysis during the initial stage of data analysis. It is worth noting that in this study, structural equation modeling (PLS-SEM) was utilized, which is recognized for its lower sensitivity compared to covariance-based structural equation modeling (CB-SEM). To evaluate reliability, several measurement indicators, including Cronbach's alpha, factor loading, and composite reliability, were considered. Most of these indicators had a specified threshold of 0.07.

Furthermore, the AVE (average variance extracted) index, utilized to measure convergent validity, exceeded the threshold of 0.50. Therefore, it can be concluded that the scales used in this study demonstrated adequate discriminant validity, as they met the requirement of being higher than or equal to 0.50, as outlined by [21]. For additional details regarding the reliability and threshold values of other indicators, please refer to Table 1. Consequently, the scale was deemed both valid and reliable for data collection purposes.

Table 2: Direct Relations.

Direct Relations	Coefficients	Mean	Standard Deviation	T Statistics	P Values	Decisions
Teacher Self-Efficacy -> Classroom Management	0.342	0.34	0.056	6.156	0.000	Accepted
Teacher Performance -> Classroom Management	0.365	0.369	0.06	6.124	0.000	Accepted
Teacher Self-Efficacy -> Teacher Performance	0.405	0.407	0.04	8.497	0.000	Accepted

Structural Equation Model

To test the hypotheses, the present study employed the bootstrapping feature of SmartPLS 4.0. The outcomes, which include direct relationships, coefficients, means, standard deviations, t values, and P values, are displayed in Table 2. According to the results, teacher self-efficacy has a significant relation with classroom management (b=0.342, p < 0.00), which

supports the current study's hypothesis H1. Additionally, teacher performance is positively associated with classroom management (b= 0.69, p < 0.00), supporting this study's second hypothesis. Similarly, teacher self-efficacy is significantly related to teacher performance (b = 0.405, p < 0.04), which supports the third hypothesis of the current study. (See figure 2)

Table 3: Indirect Relations.

Indirect Relations	Coefficients	Mean	SD	T statistics	P values	Decisions
Teacher Self-Efficacy -> Teacher Performance -> Classroom Management	0.257	0.261	0.045	5.677	0	Accepted

The findings from the mediating analysis, as illustrated in Table 4, reveal a significant indirect effect of teacher self-efficacy on classroom management through its influence on teacher performance (Coefficient: 0.257, T Statistics: 5.677, P Value: 0.000). This signifies that while teacher self-efficacy directly impacts classroom management, it also exerts an additional influence via its positive effect on teacher performance. In essence, teachers with higher levels of self-efficacy not only demonstrate enhanced classroom management practices directly

but also exhibit improved performance in their teaching roles, which in turn contributes to more effective classroom management. This mediating relationship stands as a statistically verified and accepted phenomenon, shedding light on the complex interplay between these critical facets of effective teaching.

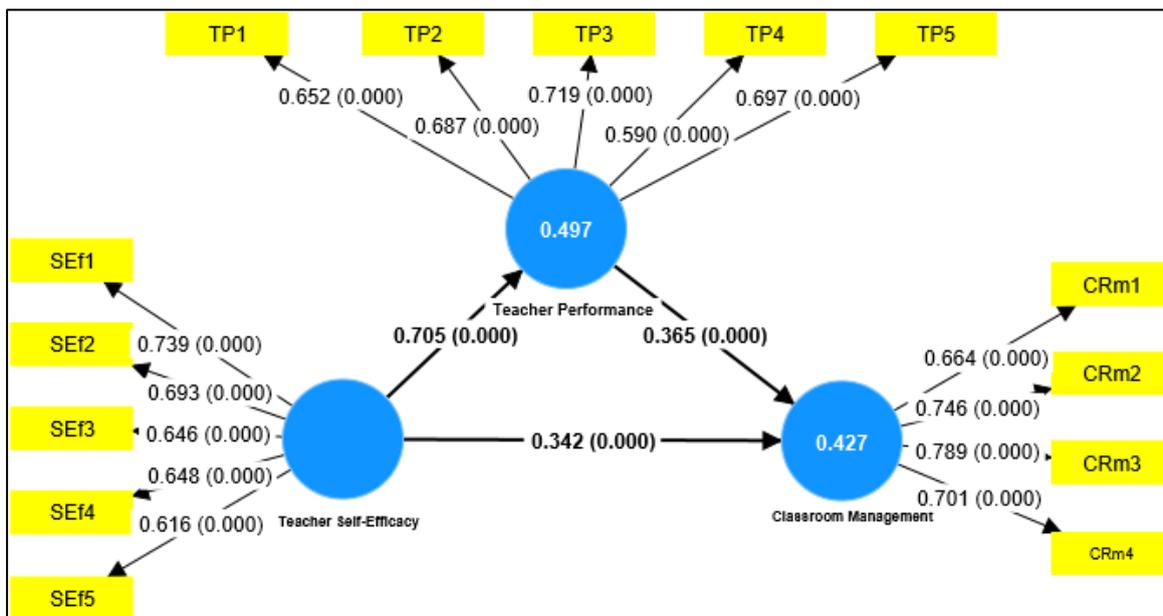


Figure 2: Structural relations between variables used in research model.

Discussion

The main goal of this research was to explore the correlation between teacher self-confidence and their approaches to classroom management. The study uncovered a remarkable and statistically significant positive association between teachers who displayed high levels of self-confidence and their ability to maintain effective classroom management. These results are consistent with the outcomes documented in prior research by [22], which suggested that teacher with high self-efficacy levels tend to be more adept at motivating and inspiring students, all the while nurturing positive classroom relationships. Other research has also demonstrated that teachers with robust self-efficacy are better prepared to tackle student misbehavior and sustain an orderly educational setting. [23]. Moreover, instructors with a strong sense of self-efficacy tend to dedicate a greater portion of class time to academic pursuits while giving less priority to disciplinary matters [24]. Based on these findings, one can infer that teachers with heightened self-efficacy levels are less prone to resorting to disciplinary referrals for their students [25]. The research discovered that teachers who lack confidence may face difficulties in managing their classrooms and dealing with discipline issues, potentially leading to lower self-efficacy levels. In contrast, teachers with elevated self-efficacy are adept at inspiring students to actively participate in class and engage with their lessons [26].

The importance of teacher self-efficacy cannot be emphasized enough, as it profoundly impacts an educator's conduct in the classroom. Elevated self-efficacy encourages heightened teacher engagement within the educational setting, thereby promoting favorable developmental trends. Teachers become more inclined to actively tackle student obstacles using a variety of methods, ultimately enhancing their self-efficacy [27]. Classroom management is a critical skill that demonstrates a teacher's ability to maintain order, effectively control students, engage them in the learning process, and foster cooperation, ultimately striking a balance between various learning activities within the class [28].

Another significant discovery from this study emphasizes a noteworthy positive and substantial connection between teacher performance and classroom management. This outcome aligns with previous research that highlights the importance of teachers understanding their students' family and cultural backgrounds. By considering the cultural values of their learners and their family backgrounds, teachers can integrate them into their teaching and learning methods. The teacher's role is to tailor the learning and teaching process based on the dynamics within the classroom, school, and the broader community [11]. Teachers who exhibit the capacity to cultivate positive relationships with school administration achieve the desired levels of performance in classroom management. The way a teacher utilizes instructional materials, arranges seating, and collaborates with students serves as an inspiration for students in assessing their own ability to effectively oversee a classroom [29]. A survey involving 176 experienced teachers revealed that 72% of them believed their training and preparation in the realm of classroom management were insufficient. Moreover, school administrators consider classroom management strategies to be a vital skill for teachers [30]. [31] emphasized the growing consensus on the necessity for enhanced teacher preparation in the field of classroom management.

Conclusion

In conclusion, this discussion has illuminated the vital relationship between teacher self-efficacy and classroom management practices. The findings underscore the significance of teachers possessing high levels of self-efficacy, as it is closely linked to their ability to effectively manage classrooms. Furthermore, teacher performance, encompassing an understanding of students' backgrounds and effective classroom management, plays a pivotal role in the overall educational experience. The study emphasizes the pressing need for enhanced teacher preparation in classroom management, as a substantial proportion of experienced teachers and school administrators have expressed concerns about the inadequacy of existing training in this area. This deficiency in teacher preparation has far-reaching implications for the quality of education and the learning environment in schools. In summary, this discussion underscores the importance of teacher self-

efficacy and teacher performance in promoting effective classroom management and fostering a positive educational atmosphere. Addressing the gaps in teacher preparation in the realm of classroom management is essential to enhance the overall quality of education and support the professional growth of educators.

Limitations and Future Studies

This study has a couple of limitations. One limitation of this study is that it primarily relies on self-report data from teachers and students, potentially introducing response bias and social desirability effects. Additionally, the study employs a cross-sectional design, restricting the ability to establish causation or examine the dynamic nature of teacher self-efficacy and classroom management practices over time. The research is geographically confined to the district of Mansehra, Pakistan, which could limit the generalizability of findings to different educational contexts. Furthermore, the mediation effect of teacher practices, as suggested in the study, is not definitively established without additional longitudinal or experimental data. While the study is illuminating, it also acknowledges that further research with larger and more diverse samples, alternative measurement methods, and a longitudinal perspective could provide a more comprehensive understanding of these critical educational aspects.

Contribution of the author(s).

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Data Accessibility and Availability Statement

The study includes the authors' original work that could be found in the article or additional material. If more information is needed, interested parties can contact the corresponding authors.

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