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Teacher Self-Efficacy and Classroom Managment

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This is to certify that the doctoral dissertation by

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Abstract

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MED, Freed-Hardeman University, 2004

MS, Tennessee State University, 1999

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education Psychology

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Abstract

When the classroom environment is safe, reductions in aggression and an increase in compliance with rules can be expected. Teacher self-efficacy is therefore likely to play a significant role in teachers' participation in the change process of implementing strategies that assist with classroom management styles. The purpose of this study was to examine the relationship between teacher self-efficacy and classroom management styles (reward strategies, preventive strategies, initial corrective strategies, and later corrective strategies). Teachers' characteristics such as age, gender, education level, years of teaching experience, grade level taught, and class size were also explored to provide insight on teacher training and professional development programs. Survey data were collected from 43 teachers in urban and rural area of West Tennessee. The Spearman correlation analysis indicated a correlation between teacher self-efficacy and the four classroom management styles while the linear regression model showed that teacher characteristics do not predict teacher's self-efficacy. This study revealed that the practice of preventive strategies by teachers had a greater impact on teacher self-efficacy scores compared to other classroom management strategies (reward strategies, initial corrective strategies, and later corrective strategies). Findings reinforce that school climate plays a significant role in the professional development of teachers and their use of specific classroom management practices. Addressing the gap between teachers' efficacy beliefs and classroom decisions could help school professionals to develop interventions to minimize this gap, which could, in turn, promote positive school outcomes, such as students' behavior adjustment and academic achievement.

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Dedication

I dedicate this dissertation, with love and sincere thanks and appreciation, to my parents, Mr. Curtis and Mrs. Reta Mitchell; my son, George Michael Copeland; and my grandson, George Michael Copeland Jr., whose love, support, and encouragement has been instrumental in helping me in my education endeavors.

Acknowledgments

My sincere thanks and gratitude goes to, the chairperson of my dissertation committee, Dr. Michael Johnson, for his patience, guidance, supervision, and assistance. Appreciation is also extended to Dr. Sandra Street and Dr. Charles Diebold, my committee member and University Research Reviewer, respectively, for their acceptance and cooperation. I would like to also extend a special thanks and appreciation to the West Tennessee Charter School and the District for allowing the study to be conducted within their schools. Appreciation is further extended to Mrs. Jennifer Preston, Mrs. Jo Carter, and Dr. Marc Morris for their time and assistance. A further note of thanks goes to the principals and teachers who enthusiastically volunteered and participated in this research study. And to the greatest of all, I give thanks to my Lord and Savior, Jesus Christ, through whom all things are made possible.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Teacher self-efficacy is defined as a teacher's belief in his or her capabilities to bring about desired outcomes of student engagement and learning (Bandura, 1977). Researchers have found that teacher self-efficacy is powerfully related to many meaningful educational outcomes, such as teachers' persistence, enthusiasm, commitment, and instructional behavior (Tschannen-Moran & Hoy, 2001). Furthermore, high teacher self-efficacy is associated with teacher perseverance in regard to challenging tasks, such as classroom management (Romi & Leyser, 2006).

Because students' behavior is one of the most problematic issues in school, professional techniques are needed to assist teachers with strategies that encourage responsible behavior and the use of problem-solving skills in students (Aldemand & Green, 2011; Bandura, 2002; Collie et al., 2001; Fay, 2012; Ladson-Billings, 1994; Nicholson & Tracey, 2001). Classroom behavior such as reductions in aggression and compliance with rules is essential to create a safe environment in the classroom. Yet, many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers (Simonsen et al., 2013).

When the classroom environment is safe, classroom behaviors such as reductions in aggression and an increase in compliance with rules can be expected. Therefore, teacher self-efficacy may play a significant role in teachers' participation in the change process of implementing strategies that assist with classroom management styles. In this study I examined the relationship between teacher self-efficacy and classroom management practices (reward strategies, preventive strategies, initial corrective

strategies, and later corrective strategies). In addition, I explored teachers' characteristics such as age, gender, teacher's education level, years of teaching experience, grade level taught, and class size to gain more knowledge about teacher training and professional development programs. I hypothesized that teachers with high self-efficacy are more likely to differentiate than teachers with low self-efficacy when comparing classroom management practices.

Background of the Study

Teacher self-efficacy is one important indicator of how teachers perceive their ability to influence positive learning and behavior outcomes. Researchers have found that teacher self-efficacy influences teachers' teaching behaviors and students' motivation and achievement (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2001). However, persistent measurement problems have been a recurrent issue for those who have studied teacher self-efficacy (Hives, 2003). Bandura (1997) suggested that when researchers measure teacher self- efficacy the measurement should reflect a particular context or domain of functioning rather than a global function. A comprehensive measure of teacher self- efficacy encompasses how confident the teacher feels in teaching, whereas a particular context or domain measures teachers' confidence to accomplish particular tasks (Reupert & Woodcock, 2010). Brady and Woolfson (2008) identified teacher self-efficacy as a teacher's feeling of his or her capacity to facilitate learning successfully; they also found that teachers with high self-efficacy were more willing to take responsibility for meeting the needs of students in their classroom.

However, more recent empirical research is needed to demonstrate the link between teachers' attributions and behaviors and the impact of these on students.

According to Reupert and Woodcock (2010), although the importance of effective classroom management is repeatedly emphasized by teachers there is little comprehensive research identifying the management strategies teachers employ or their feelings of success or confidence toward various strategies. Therefore, Reupert and Woodcock(2010) conducted an extensive review of the literature published between 1990 and 2008 in the EBSCOhost databases. A range of management practices was identified in either elementary/primary schools, high/secondary schools, or both (Reupert & Woodcock, 2010). The authors developed the Survey of Behaviour Management Practices (SOBMP) to survey pre-service teachers' frequency, confidence, and success regarding various behavior management strategies. The items were categorized into four subscale variables (preventive strategies, rewards strategies, initial corrective strategies, and later corrective strategies) through factor analysis using principal components extraction and Varimax rotation (Reupert & Woodcock, 2010). Reupert and Woodcock found that teacher with high self-efficacy is associated with teacher perseverance of challenging tasks, such as management issues and positive classroom management. Therefore, it is not only important to identify what teachers report is being used but how confident and successful teachers are in various classroom management practices.

To gain further insight into classroom management practices, I used the SOBMP (Reupert & Woodcock, 2010) to specify the four different types of management practices commonly used in the classroom among a sample of participating teachers. My survey

also included the Teacher Interpersonal Self-Efficacy Scale (2001) developed by Brouwers and Tomic (2001). I compared scores to determine if teacher participants with high self-efficacy use specific classroom management practices when compared to teacher participants with low self-efficacy. I sought to determine if teachers who display high self-efficacy have specific strategies compared to teachers with low self-efficacy. Using findings from the study, school facilitators may be able to predict teachers' effectiveness and better understand how to enhance ongoing teacher training and professional development programs.

Problem Statement

Classroom management is one of the primary areas of concern for both experienced and newly qualified teachers (Brouwers & Tomic, 2001; Rose & Gallup, 2006). In American Psychological Association (APA; 2006) surveys, teachers identified classroom management and instructional skills as necessary to assist with students' safety and disruptive behaviors in the classroom. Teachers are responsible for creating the best learning environment possible in the classroom; therefore, efficient management of the classroom is essential (Martin, Yin, & Mayall, 2006). Researchers have linked teacher self-efficacy to specific activities (Bandura, 1997; Deroshier & Soslau, 2014) and found that teacher self-efficacy influences teachers' teaching behaviors and students' motivation and achievement (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2001). Given that teacher efficacy may be related to specific classroom management styles, it is important to determine which classroom management practices are ultimately used by teachers with high self-efficacy. A study of the

relationship between teacher self-efficacy and classroom management may enhance teacher training and professional development throughout school districts.

Purpose of the Study

In this quantitative study I examined the relationship between teacher self-efficacy and four specific classroom management styles (reward, preventive, initial corrective and later corrective strategies). I also explored the level of association between teacher efficacy and teacher characteristics (teachers' education level, class size, and years of teaching experience, teaching level, and teacher's gender). Multivariate analysis of variance was performed to examine the relationships between the four independent variables (reward, preventive, initial corrective and later corrective strategies) and the dependent variables (teacher self-efficacy). I anticipated that the results of this study would show the difference in classroom management practices when comparing teachers with high and low self-efficacy. This study may promote positive change in K-12 education by providing insight on the value of teachers' training and a concise understanding of classroom management practices.

Research Questions and Hypotheses

Research Question 1: Is there a relationship between teacher self-efficacy and classroom management practices?

Null Hypothesis 1 (H_o1): There is no relationship between teacher self-efficacy and the four different types of classroom management practices identified in this study.

Alternative Hypothesis 1 (H_a1): There is a relationship between teacher self-efficacy and the four different types of classroom management practices identified in this study.

Research Question 2: Do teacher characteristics predict teacher self-efficacy?

Null Hypothesis 2 (H_o2): Teacher characteristics do not predict teacher self-efficacy

Alternative Hypothesis 2 (H_a2): Teacher characteristics predict teacher self-efficacy.

Theoretical Foundation

Gibson and Demo's (1984) research suggests that teachers with a greater sense of instructional efficacy spend more time attending to student learning, provide more support to students with learning difficulties, and give students more praise. In contrast, teachers with a lower sense of efficacy spend less time on learning, offer less time to students with learning difficulties, and provide more criticism (Gibson & Dembo, 1984). In sum, efforts to increase teacher self-efficacy should increase teacher effectiveness and student performance. For this reason, school district leaders often seek to provide teachers with skills necessary to implement class management practices in the classroom (Tschannen-Moran & Barr, 2003). To address the professional development needs of teachers, it is important to understand the concept of professional development. The concept of professional development involves the idea that professional development is a continuous process. Guskey (2002) argues that "highly quality professional development is a central component in nearly every modern proposal for improving education" (p.57)

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Nature of the Study

School districts invest time and money in professional development related to classroom management under the assumption that classroom management training will make a difference in teacher effectiveness and student performance (Tschannen-Moran & Barr, 2003). Teaching self-efficacy is considered an important variable in the implementation of classroom management styles. Therefore, I examined the relationship between teacher self-efficacy and four specific classroom management practices (reward, preventive, initial corrective and later corrective strategies) to determine if teachers who display high self-efficacy have a specific type of practice compared to the teachers who display low self-efficacy. Also, I sought to identify the level of association between teacher self-efficacy and teacher characteristics (education level, years of teaching experience, class size, teaching level, and gender). A MANOVA was performed to examine the relationships between the four independent variables (reward, preventive, initial corrective and later corrective strategies) and the dependent variable (teacher self-efficacy).

Findings from the study may help district administrators predict teacher effectiveness and understand the type of classroom management practices used by teachers who display high self-efficacy. I believe teachers with high self-efficacy are known to differentiate from teachers with low self-efficacy. Early prediction may help school leaders to provide assistance and training for their teachers, which may increase teachers' self-efficacy in teaching and students' subsequent academic performance.

Definitions

Classroom management practices: Actions by the teacher to establish order in the classroom that engage students or elicit their cooperation in positive social interaction, active engagement in learning, and self-motivation (Reupert & Woodcock, 2010). Preventive strategies, rewards strategies, initial corrective strategies, and later corrective strategies are types of classroom management techniques (Reupert & Woodcock, 2010).

Education level: The number of degree levels (bachelor, master's, or doctoral) a teacher has.

Gender: Male or female characteristics.

Grade level: The grade taught by a teacher (first grade, middle school, high school, etc.).

Initial corrective strategies: Techniques that include mild or low intrusive corrective strategies such as proximity control, signaling, and re-directive statements (Reupert & Woodcock, 2010). These strategies are also known as low-level corrective strategies, in particular using physical proximity (e.g., moving closer to a student) and saying a student's name as a warning (Reupert & Woodcock, 2010).

Later corrective strategies: Discipline techniques that focus on more intrusive such as time out and behavioral contracts.

Preventive strategies: Strategies commonly considered stopping behavioral issues from arising, such as establishing routines, having seating arrangements, and enforcing class rules (Reupert & Woodcock, 2010).

Reward strategies: Techniques that relate to the use of rewards (stickers, praise,

etc.).

Teacher self-efficacy: A teacher's belief in his or her capabilities to bring about desired outcomes of student engagement and learning (Bandura, 1977). Teachers who believe they are competent to teach their students are considered to have strong self-efficacy beliefs in teaching, whereas teachers who doubt their ability are considered to have low/weak self-efficacy beliefs in teaching (Bsndura, 1977).

Teaching experience: The number of years in teaching.

Assumptions

I had three key assumptions. The first was that every teacher in the study would be given an opportunity to complete each questionnaire. Secondly, I assumed that teachers participating in the study would answer truthfully about their teaching experience. In the study I explored the relationship between teacher self-efficacy and four classroom management styles. Thirdly, I assumed that study data would allow me to identify if the teacher who experiences high self-efficacy differs from the teacher who experiences low self-efficacy when using specific management practices to enhance professional development programs.

Scope and Delimitations

Participants in the study will be volunteer teachers from the Chester County School System and Southern Avenue Charter Elementary School in the West Tennessee area. Due to the method, it may not be possible to obtain accurate response rates. It will not be known of how many teachers received or read the email inviting them to participate in this study because principals will be responsible for forwarding the email to

teachers. The research will be restricted to the faculty of the Chester County School System and Southern Avenue Charter Elementary School in the West Tennessee area. The limited number of participants will reduce the generalization of the study, but data from this study can be of interesting to similar school systems throughout the United States.

Significance of the Study

Teacher self-efficacy in the classroom is both interesting and important to understand classroom practices. Despite the keen interest of teacher self-efficacy, there are still gaps in understanding the theory of teacher self-efficacy. According to Fives (2003), there are three factors that should be considered when studying teacher efficacy. First, there are potential inconsistencies in the way teacher efficacy has been defined and variability in the manner in which it is measured. Therefore, it is imperative to recognize the difference type of measurement and understand the theoretical traditions the difference measurement reflect and their implication for research and practice. Second, efficacy is related to some important variables, but we do not understand the nature of the relationship between teacher self-efficacy and those variables. Third, little focus has been placed on teacher self-efficacy as related to teachers' demonstrated knowledge. The purpose of this study is to explore the relationship between teacher self-efficacy and specific classroom management practices to determine if there is a specific practice used by the teacher who experiences levels of teacher self-efficacy.

Significance to Theory

Previous studies have explored teacher self-efficacy in the classroom. However, few of those studies related specifically to classroom management and teachers' characteristics. Teacher self-efficacy in the classroom is both interesting and important to understand classroom practices. Despite the keen interest of teacher self-efficacy, there are still gaps in understanding the theory of teacher self-efficacy. The purpose of this study is to explore the relationship between teacher self-efficacy and specific classroom management styles to determine if there is a specific practice used by the teacher with a high level of self-efficacy. The information in this study will provide data that aid in the success of professional development as it relates to classroom management practices.

Significance to Practice

Teacher self-efficacy is related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment, and instructional behavior, as well as student performance (Tschannen-Moran and Hoy, 2001). According to Tschannen-Moran and Hoy (2001), teachers with high self-efficacy compared to teachers with low self-efficacy were found to be more willing to take responsibility for meeting the needs of students in their classroom. Simonsena et al. (2013) suggested that administrators should have a multi-tiered support that includes: (a) training all teachers in classroom management practices, (b) identifies teachers who require additional training in classroom management, (c) supports the designated teachers, and (d) continues to monitor teachers' classroom management to adjust supports. The importance of training,

collaboration, and gaining additional knowledge will empower school district leaders to make the necessary adjustment in assisting teachers in the general education setting.

Significance to Social Change

This quantitative study will examine teacher self-efficacy and classroom management practices along with teacher characteristics to explore the association of teacher self-efficacy in the classroom. Relating teacher self-efficacy to specific factors may aid similar school districts in providing the necessary support for their teachers to implement policies that serve in meeting the needs of the students. Teachers' beliefs in their ability to perform tasks related to teaching have been and continued to relate to classroom management skills (Woolfolf, Rosoff, and Hoy, 1990). Therefore, teacher self-efficacy can be used to reflect the teacher's competency beliefs to predict future tasks. In sum, understanding teacher self-efficacy as it relates to classroom management practices will help determine teacher outcome in the classroom.

Summary and Transition

Teacher self-efficacy is expected to guide teachers in their behaviors, decisions, and motivation concerning teaching. The power of self-efficacy is rooted in its ability to guide the decisions that teachers make in the course of their role as teachers. This quantitative study will examine the connection between teacher self-efficacy and specific classroom practices and explore teacher characteristics. This study seeks to achieve three primary goals:

1. Explore the characteristics of teachers in the West Tennessee area along with their efficacy level.
2. Determine the specific types of classroom management practices each teacher uses in the classroom.
3. Explore the relationship between teacher self- efficacy and the specific type of classroom practices with the teachers in the urban and rural West Tennessee area used in the classroom.

Chapter 2 contains a literature review that explains the link between teacher self-efficacy and classroom management. Chapter 3 provides describes the participants, methodology, and instrumentations, as well as a discussion of the reliability and validity of the instruments used in the study.

Chapter 2: Literature Review

Researchers have found that teacher self-efficacy influences teachers, teaching behaviors and students' motivation and achievement (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2001). A study about the relationship between teacher self-efficacy and classroom management practices can provide knowledge that school leaders can use to enhance teacher effectiveness and professional development

Literature Search Strategy

I used four basic terms in my literature search: teacher efficacy, classroom management practices, and professional development. Educational and psychology databases, which included ERIC, Education from SAGE, and Education Research Complete, along with Psych INFO, Psyc Articles, Psyc Critiques, and Psyc Tests, were used to conduct this study. I examined teacher efficacy and classroom management by gathering information such as teacher experience, grade level, gender, and education level to answer these questions: Do teacher self-efficacy relate to the type of classroom management practices used in the classroom? And does teacher self-efficacy predict teacher characteristics?

Theoretical Foundation

Three theories that help explain teacher self-efficacy and its relationship with teacher performance are Rotter's (1966) locus of control theory and two of Bandura's theories: self-efficacy (Bandura, 1977, 1986) and social cognitive theory (Bandura, 1986). Locus of control is the degree to which an individual believes that the perceived cause(s) of an intended outcome are within his or her control (Rotter, 1966). Rotter

suggested that teachers who believe they are competent to teach difficult or unmotivated students possess an internal locus of control. Efficacy is conceptualized as the extent to which teachers believe that factors that they can control have a larger impact on teaching outcomes than the environment (Tschannen-Moran, Hoy, & Hoy, 1998).

Bandura's (1977) social cognitive theory introduced the concept of self-efficacy as the primary motivational force behind an individual's action. Bandura defined self-efficacy as "the conviction that one can successfully execute the behavior required to produce outcomes" (p.193). Self-efficacy is considered to lead the individual from knowledge to action. Bandura (1986) implied that increased efficacy beliefs will lead to increased persistence and high levels of performance. However, personal teacher efficacy is viewed as a more accurate description of teacher efficacy than the construct called general efficacy (Guskey & Passaro, 1994; Tshannen-Moran et al. 1998).

According to Bandura (1997), teacher self-efficacy influences behavior through cognitive, motivational, and affective processes because efficacy expectations are influenced by how teachers initiate the behaviors and how persistent the teacher performs in adversity. Bandura asserted that "people's level of motivation, effective states, and actions are based more on what they believe than on what is objectively true" (p.2). Tschannen-Moran et al. (1998) defined self-efficacy as "a future-oriented belief about the level of competence a person expects he or she will display in a given situation" (p. 210). Furthermore, Tschannen-Moran et al. explained that self-efficacy, specifically teacher efficacy, is a motivational construct. Teachers with low levels of self-efficacy will be less motivated in putting forth effort during instruction and will show lower levels of

persistence. It is important to note that teacher efficacy is not an "all-or-none" concept; teachers can have different levels of efficacy between and within content areas (Tschannen-Moran et.al., 1998).

The ultimate goals of professional development are to produce more effective teachers. Researchers have called for continued efforts to identify and examine best practices in the area of professional development. For instance, Tournaki and Lyublinskaya (2011) conducted a study in which they measured teacher effectiveness by exploring teachers' planning and preparation, classroom environment, and instruction. Tournaki and Lyublinskava determined that high-quality professional development does not always address all domains of teaching; therefore, professional development opportunities should be ongoing and highly focused on improving inquiry-based instruction. Shanks, Miller, and Rosendale (2012) also concur that a professional development setting help to adjust to teacher candidates' teaching responsibility. The teacher candidates in their study were in charge of planning, teaching, and assessing language instruction in their classrooms (Shanks et al., 2012). The authors collected and reflected on teacher's action, research data, used it to understand their practice, and then made plans according to improve their practice (Shanks et al., 2012). According to Shanks et al., the study was empowering and helped pre-service teachers grow in confidence and competence.

Literature Review Related to Key Variables

Classroom management has been a primary concern among teachers for centuries (Rose & Gallup, 2006). Classroom management, especially management of behavior

problems, appears to be the most difficult task for both experienced and newly qualified teachers (Brouwers & Tomic, 2001). In an APA (2006) survey, teachers identified classroom management and instructional skills as a top priority to assist with students' safety and disruptive behaviors. Researchers have identified classroom management practices as being associated with positive effects on student behavior and increasing students' opportunities to respond during instruction (Haydin et al., 2010; Sutherland, Alder, & Gunter, 2003).

According to Bandura (1994), teacher candidates with high self-efficacy can approach challenging tasks and recover quickly from disappointment and setbacks. In contrast, low self-efficacy results in avoiding challenging situations and believing that difficult tasks are beyond one's capabilities. Brouwer and Tomic (2001) concur with Bandura in the view that teachers who believe that they are competent to teach their students have strong self-efficacy beliefs in teaching. In Brouwer and Tomic study, teachers who doubted their ability in this respect were considered to have weak self-efficacy beliefs in teaching. Teacher self-efficacy is related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment, instructional behavior, and student performance (Tschannen-Moran & Hoy, 2001). Teachers with high efficacy were found by Bandura (1994) to be more willing to take responsibility for meeting the needs of students in their classroom. Teachers who enter their field without adequate training can experience challenges throughout their career (Simonsen et al., 2013). According to Simonset al. (2013), administrators should have multi-tiered support. The multi-tiered support should consist of (a) training all teachers in

classroom management practices, (b) identifying teachers who require additional training in classroom management, (c) supporting the designated teachers, and (d) continuing to monitor teachers' classroom management to adjust supports (Simonsen et al., 2013).

Effective classroom management contributes significantly to student learning and development (Reupert & Woodcock, 2010). According to Stoughton (2007), techniques that teachers develop to prevent misbehavior in the classroom do not come naturally, and unless drawn up and emphasized in teacher education programs, will be undervalued and underused. Often classroom management is viewed as the way to discipline inappropriate behavior rather than a way of supporting positive behavior. Roache and Lewis (2011) suggested that teachers who use discussion, hinting, involvement, and reward create students who are more responsible for their behavior and the behavior of their peers.

Teacher Self- Efficacy

Teacher self-efficacy as a belief is expected to guide teachers in their behaviors, decisions, and motivation concerning teaching. The power of self-efficacy is rooted in its ability to guide the decisions that teachers make in the course of their role as teachers. According to Bandura's (1977) self-efficacy proposal, coping behavior will be initiated, how much effort will be expended and how long it will persist in the face of aversive experiences" (p. 191). One can see how self-efficacy aid teachers in the course of their professional life. Specifically, teachers' level of efficacy for teaching affects their daily decisions related to teaching and their willingness to invoke specific strategies and techniques (Hives, 2003).

Teacher self-efficacy in the classroom is both interesting and important to understand classroom practices. Despite the keen interest of teacher efficacy, there are still gaps in understanding the theory of teacher efficacy. According to Fives (2003), there are three factors that should be considered when studying teacher efficacy. First, there are potential inconsistencies in the way teacher efficacy has been defined and variability in the manner in which it is measured. Therefore, it is imperative to recognize the different type of measurement and understand the theoretical traditions the difference measurement reflect and their implication for research and practice. Second, efficacy is related some of important variables, but we do not understand the nature of the relationship between efficacy and those variables. Third, little focus has been placed on teacher efficacy as related to teachers' demonstrated knowledge. The purpose of this study is to explore the relationship between teacher self-efficacy and specific classroom management styles to determine if there is a specific technique used by the teacher with a high level of efficacy.

Teacher self-efficacy is related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment, and instructional behavior, as well as student performance (Tschannen-Moran & Hoy, 2001). Teachers with a strong sense of efficacy set more challenging goals, and have demonstrated high levels of planning and organization (Allinder, 1994). Teachers with a high sense of self-efficacy devote more classroom time to academic learning, provide assistance to students who have difficulty, and reward them for their achievements (Tschannen-Moran and Barr, 2004). Ashton & Webb (1986) concluded that teachers with a high sense of self-efficacy are less critical of

students who make mistakes and work longer with students who are having difficulty mastering the material. In contrast, teachers who have a low sense of self-efficacy spend less time on academics. Teachers with a low sense of self-efficacy will easily give up on the students when the students do not learn quickly and will criticize the students for their failures (Gibson & Dembo, 1984). Tschannen-Moran and Barr (2004) also state that teachers who have a low sense of individual self-efficacy rely on extrinsic rewards and negative sanctions to motivate students. Teacher self- efficacy has been investigated throughout the decades. According to Sharma et al. (2012), measuring teacher self-efficacy has been seen as task specific. In Gibson and Dembo's (1984) study, suggested Bandura's theory must be able to construct teacher self-efficacy by stating the outcome expectancy. When reporting the outcome expectancy, the environment could be controlled to the extent to which students can be taught given such factors like family background, IQ, and school conditions. In this particular study, the authors concluded that self-efficacy beliefs would indicate teachers' evaluation of their abilities to bring about positive student change. Teacher self-efficacy is multidimensional which means the measure of teacher self-efficacy identified through different methods converge, and can be differentiated from verbal ability and flexibility.

Tshannen-Moran and Hoy (2001) study explored issues related to the measurement of teacher self- efficacy and proposed a new indicator by sampling pre-service teachers. The efficacy subscales were correlated with preferences for using active strategies for classroom management. Policies aimed at increasing or encouraging helpful student responses through praise, encouragement, attention, and rewards. It was

concluded that teacher self-efficacy is related to student outcomes.

I used the Teacher Interpersonal Self-Efficacy Scale (Brouwers & Tomic, 2001) to assess teachers' confidence in their abilities to (a) manage student behavior in the classroom, (b) elicit support from colleagues and (c) elicit support from school principals. A correlation between teacher efficacy and classroom management will be determined. Classroom Management.

The learning climate in classes seems to be affected by the job satisfaction of the teacher and by the classroom management practices of the teacher. Research on educational effectiveness often investigates the importance of what's going on in the classroom on cognitive and no cognitive outcomes. Factors such as the quality of teaching, time on task, opportunity to learn, effective learning time, classroom management, classroom climate and relationships within the classroom have not only often been included as promising explanatory variables in models about learning and educational effectiveness, but their relevance has also regularly been proven in educational effectiveness research (Creemers, 1994b; Doyle, 1985; Fraser. Walberg, Welch, & Hattie, 1987; Scheerens, 1992; Scheerens & Bosker, 1997; Slavin, 1996; Stallings, 1985; Teddle & Reynolds, 200). Furthermore, it has been found that high teacher efficacy is associated with teacher perseverance of challenging tasks, such as management issues, and positive classroom management (Romi & Leyser, 2006). According to Reupert and Woodcock (2010), most teacher preparation courses include classroom management subjects (Backer (2005), but there is little comprehensive

research highlighting the management strategies using different strategies and how successful they find these various strategies.

According to Fives (2003), the existence and maintenance of high positive teacher efficacy in educators appears to be vital to the existence of successful classrooms and schools. People who believe in their abilities as a teacher and in teachers as a significant influence on students tend to have classrooms that are well run (e.g., Ashton, Webb, & Doda, 1983). Positive efficacy in teachers, general teaching efficacy or personal teaching efficacy, creates positive outcomes for students and an enriched learning environment (e.g., Ashton & Webb, 1984).

According to the Gallup Poll (2006), classroom management also known as classroom discipline continues to be a major issue in schools. According to a 2006 survey conducted by the APA, 2300 teachers identified classroom management and instructional skills as their top needs. Educators have consistently rated discipline as one of the most serious obstacles to promoting effective teaching. Also, classroom management has been cited as one of the most prevalent reasons for job burnout and attrition of first-year teachers. Teachers' concern over their safety directly relates to the use of effective classroom management program. Students in public schools have also reported that they feel unsafe due to lack of effective disciplinary procedures and the potential for violence.

According to Evertson and Weinstein (2006), classroom management has two purposes: to establish and sustain an orderly environment so students can engage in meaningful academic learning and to enhance student social and moral growth. The

authors identified five specific tasks teachers should perform that show classroom management is a multi-faceted activity: (1)Develop caring, supportive relationship with and among students; (2) Organize and implement instruction in ways that optimize students' access to learning; (3) Use group management methods that encourage student engagement with academic tasks; (4) Promote the development of student social skills and self-regulation; and (5) Use appropriate interventions to assist students who have behavior problems.

Everton and Weinstein (2006) also report that teachers concerned with classroom management typically need help with two issues: preventing discipline problems and dealing with current control problems. Effective classroom management must be aligned with instructional goals and activities. Many of the most effective classroom management procedures, especially those targeting the most disruptive student behaviors, involve behavior modification and applied behavior analysis. Research has repeatedly shown these methods to be effective in all ages and all grades. These methods are also useful with a broad range of problematic behavior in both regular and special education classroom settings. The procedures typically involve the use of positive reinforcement, negative reinforcement and time out interventions.

Most teacher preparation courses include classroom management subjects. However, little comprehensive research highlights the management strategies teachers would employ; how confident they feel in using different strategies and how successful they find these various strategies (Reupert & Woodcock, 2010).

Teacher Characteristics. A review of previous research suggests that teacher effectiveness cannot be attributed to any one factor but involves the interaction of several different teacher characteristics (Chidolue, 1996). Hence, six teacher characteristics were selected for the present study to understand the construct of teacher self-efficacy.
A trend appears to have emerged in teacher education toward competency performance-based instruction system; the demands that teacher education should focus more on how to teach (Chidolue, 1996). According to Chidolue (1996) study, teacher experience is essential in students' affective and cognitive development; it proposed that teachers should be adequately motivated to ensure that they remain in the profession.

Ten years later, Martin et al. (2006) further refined the significance of teacher characteristics. It revealed there was a significant difference between males and females and between novice and experienced teachers on Instructional Management subscale scores. Results revealed experienced teachers might have more realistic expectations regarding how to effectively manage their classrooms. In contrast, inexperienced teachers scored significantly less interventionist on the instructional Management dimension. This study suggested that inexperienced teachers may naively believe that students and teachers are always working toward the same goals. The study also showed no significant differences regarding gender were ascertained on the PM sub-scale.

Another study by Openakker and Damme (2006) also examined effects of teacher characteristics (gender, teacher education and certification, class management skills, and job satisfaction) and teaching styles on indicators of good classroom practice in mathematics classes in secondary education using multilevel analysis. The study

revealed that the presence of effective classroom practices could be explained by a learner-centered teaching style and by good class management skills. Furthermore, it was concluded that teachers with a high level of job satisfaction give more instruction support to their classes, especially to classes from a low-ability range than teachers with a low level of job satisfaction.

According to Fives (2003), teachers with higher levels of education were associated with higher levels of efficacy. This may be that people who earn more degrees, gain more knowledge about teaching, and feel more confident in their ability to teach successfully. However, there is no evidence given to the personal characteristics that influence individuals' decisions to pursue graduate study. It could be that these people had higher self-efficacy before investing in graduate work, and it was this higher self-efficacy that pushed them to learn more so that they could fill their expectations. In sum, teacher characteristics are examined in this present study to explain the relationship between teacher self-efficacy and four specific classroom management practices. It is believed that teachers with high levels of self-efficacy will show relationship between classroom practices and their characteristics to some degree related.

Summary and Conclusions

Over time, the concept of teacher self-efficacy has been connected with a multitude of critically important educational variables, such as student behavior. Since teachers are known to impact pupil learning and development positively, teachers' sense of efficacy is an idea that neither researchers nor practitioners can afford to ignore. Teachers with high self-efficacy are known to approach challenging tasks and recover

from disappointments and setbacks; whereas, teachers with little efficacy avoid challenging situations and believe difficult tasks are beyond their capabilities (Bandura, 1994).

Effective classroom management contributes significantly to student learning and development (Brown, 2013; Deroshier & Soslau, 2014; Woodcock & Reupert, 2010). According to Little, Akin-Little, and Cook (2009), it is better to target classroom management as an intervention as opposed to individual reductive approaches because this approach will allow teachers the advantage to reduce current problems as well as help to prevent future problems. Little et al., (2009) also indicates that teachers find managing behavior challenging; therefore, a review of research should be ongoing.

The proposed study will use data from questionnaires that identify teacher self-efficacy and the four different types of classroom management practices (reward strategies, preventive strategies, initial corrective strategies and later corrective strategies). The results of this study will add to existing empirical research that identifies characteristics (e. g., teaching experience, grade level, gender, and education level) that examine how teacher self- efficacy relates to classroom management practices designed to reduce problematic issues in the classroom.

Chapter 3: Research Method

Researchers have found that efficacy influences teachers' teaching behaviors and students' motivation and achievement (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Hoy, 2001). A study of the relationship between teacher self-efficacy and classroom management practices can add to the knowledge on professional development.

Research Design and Rationale

I used the Teacher Interpersonal Self-Efficacy Scale (Brouwers & Tomic, 2001) and the SOBMP (Reupert & Woodcock, 2010) to identify if teachers who experience high self-efficacy have a specific classroom management practice that differs from that of teachers who have low self-efficacy. The independent variable for the current study was classroom management practices. The four different strategies that I considered were reward strategies, preventive strategies, initial corrective strategies, and later corrective strategies. The dependent variable was teacher self-efficacy. I conducted a MANOVA to evaluate whether the group means for each classroom management practices differ regarding teacher self-efficacy. Then, I conducted a linear regression to assess if teachers' characteristics predict the relationship between teacher self-efficacy and the classroom management practices. An aim of this investigation was to provide evidence that may enhance ongoing teacher training and professional development programs.

Methodology

The primary purpose of this quantitative study was to examine the relationship between teacher self-efficacy and the four specific classroom management practices. I

also reviewed teacher characteristics as possible predictors of teacher self-efficacy and classroom management practices. After obtaining approval from the Walden University Institutional Review Board (IRB), I e-mailed an invitation letter (see Appendix A) to all principals in the selected schools in the West Tennessee school area. E-mail addresses were obtained from the West Tennessee School System's website. The principals were responsible for e-mailing every teacher the link to the survey. Participants who logged into the Survey Monkey website found the letter of informed consent, which explained the rights of each participant and provided information about the study. Individuals who choose to participate in the study were directed to the surveys. The survey took approximately 15 minutes. Completion of the surveys was considered an agreement to the terms in the consent form.

The surveys were Internet-based and self-administered through Survey Monkey. According to Brown and Bailey (2008), Survey Monkey is a safe, easy, convenient, and sophisticated mechanism that allows study participants to complete an online survey. Additionally, Massat, McKay, and Moses (2009) reported that Survey Monkey enables researchers to conduct assessments, practice evaluations, and program evaluations. I allowed participants one week to complete the survey. At the end of one week, an automatic follow-up letter (see Appendix D) was e-mailed to each principal if the minimum threshold needed to assure a valid study was reached. Survey Monkey was used to gather the survey responses and present raw data, as well as reports after the survey period.

The survey consisted of four sections, which included the informed consent; the Demographic Questionnaire, the Teacher Interpersonal Self-Efficacy Scale, and the SOBMP. I scored the responses to the Teacher Interpersonal Self-Efficacy Scale and the SOBMP using a Likert-scale that included five points ranging from 5 (*always*) through 1 (*never*). The higher the participants' score, the more frequent the teacher scored on efficacy and the type of behavior management style used.

In the first section, if the teacher responded *no* to taking the survey than the test would end, but if the teacher responded *yes* then the demographic survey began. The demographic section included six questions (age, gender, ethnicity, level of education, number of years spent teaching, and the size of the classroom). Next was the Teacher Interpersonal Self-Efficacy section. This section included 14 items; questions numbered from 8 to 21.

The last section was the SOBMP and contained "How often have you used this strategy" as a question series. Questions 22 through 31 were classified as preventive strategies; this section included 10 items. Preventive strategies were classified as preventing behavior issues from arising (e.g., establishing routines, seating arrangements, and class rules). Questions numbered from 32 to 38 were classified as reward strategies; this section included seven items. Questions numbered from 39 to 45 were classified as initial corrective strategies; this section included seven items. Initial corrective strategies could be mild or low intrusive corrective through signaling, using a re-directive statement, or using proximity control. Questions numbered from 46 to 50 were classified as the later corrective strategies and included six items. Later corrective strategies were

strategies like time out or behavioral contracts. The survey consisted of a total of 50 questions.

Population

I chose the population from the West Tennessee for convenience reasons. I e-mailed several charter schools and school districts around the Memphis, Tennessee, area to request participation in the study and received only two responses. The West Tennessee District School System has six schools (one high school, one middle school, one junior high school, and three elementary schools). At the time of the study, there were approximately 2,846 students in Chester County Schools with a student: teacher ratio of 18:1. The schools are located in and around Henderson, Tennessee. According to schoolgrade.org, the schools had a grade of B at the time of the study. The Memphis Charter School is located in Memphis, Tennessee. There were approximately 372 students in kindergarten through fifth grade at the time of the study. According to schoolgrade.org, the student and teacher ratio was 20:1, which is higher than the Tennessee average of 16:1. First- and second- year teachers constituted 42.9% of the school's teachers. The schoolgrades.org rating was D.

Sampling and Sampling Procedures

Due to limited participation responses from schools in the West Tennessee area, I used the criterion and available sampling procedures. The convenience sample is a matter of taking what you can get. And the criterion sample is being used based on the one district and one charter school response. Although several school districts and charter schools were contacted via email to participate in the study, A West Tennessee District

and A Memphis Charter Schools are the only two school systems which can participate in this study. There is a population of 72 teachers (Chester County School District has 45 teachers and Southern Avenue School has 27).

Procedures for Recruitment, Participation, and Data Collection

The researcher has contacted the school principal at a charter school in Memphis, TN and the Director of School District in the west Tennessee area and received approval letters from each. Before collection of the quantitative data, permission from the IRB will be obtained. Next, the researcher will email each principle in the Shelby County Schools System After IRB review approval letters from Chester County School Director and Southern Avenue Charter school; the researcher will contact the school principal with a letter that explain the process to send the Survey Monkey's attachment with approval statement to the teachers

Instrumentation and Operationalization of Constructs

In this study, teachers will complete two Likert-type scale questionnaires via the Internet. Once the survey is completed, the responses will be analyzed via SPSS software using MANOVA. The Teacher Interpersonal Self-Efficacy Scale (Brouwers & Tomic, 2001) and the Survey of Behavior Management Practices (Reupert & Woodcock, 2010) are the two Likert-type scale questionnaires chosen to measure the variables of interest in this study (DV: teacher self-efficacy and IV: the four different types of classroom management practices).

Tshannen-Moran and Hoy (2001) developed the Teacher Interpersonal Self-Efficacy Scale (2001) to explore issues related to the measurement of teacher self-

efficacy and proposed a new indicator by sampling pre-service teachers. The efficacy subscales were correlated with preferences for using active strategies for classroom management. In this particular study, policies aimed at increasing or encouraging helpful student responses through praise, encouragement attention and rewards. It was concluded that teacher self-efficacy is related to student outcomes.

This study will also use the Survey of Behaviour Management Practices (SOBMP) developed by Reupert and Woodcock (2010) to assess teachers' frequency, regarding various behavior management strategies. The classroom management practices identified by the SOBMP are the use of reward, the initial corrective strategies, preventive strategies, and later corrective strategies; because these strategies were identified as the most commonly cited in the literature across a variety of theoretical approaches (Reupert & Woodcock, 2010).

The proposed study will use The Survey of Behavior Management Practices (2010) and the Teacher Interpersonal Self-Efficacy Scale (2001) to identify each factor that influences teacher self-efficacy and classroom management practices. The independent variables will be compared to the dependent variables using linear regression. The Teacher Interpersonal Self-Efficacy is a (14 items) that will be scored by a five-point Likert Scale. The Survey of Behavior Management Practices is a (30-items) that will be scored by a five- point Likert Scale. The four different types of classroom management practices that are being measured are reward strategies, preventive strategies, initial corrective strategies and later corrective strategies.

Data Analysis Plan

The SPSS software will be used to analyze if there is any difference among the group means for classroom management practices (i.e., reward, preventive, initial corrective and later corrective strategies) in term of teacher self-efficacy scores. Collected data will be analyzed using MANOVA. According to Creswell (2003), a quantitative study is the best approach to use to test a theory or provide an explanation. Creswell (2003) also suggests that surveys can provide a quantitative description of varying trends, attitudes, and opinions of a targeted population by studying a sample of that particular population. Fink (2006) reports how correlation research does not try to influence any variables, but measures the variables and seeks to determine whether there are relationships between variables as they occur naturally. The correlation design was chosen for this study because groups were not controlled or randomly assigned (Crewell, 2015). The research questions and hypotheses follow.

Research Question 1: Is there a relationship between teacher self-efficacy and classroom management practices?

Null Hypothesis 1 (H_o1): There is no relationship between teacher self-efficacy and classroom management practices identified in this study.

Alternative Hypothesis 1 (H_a1): There is a relationship between teacher self-efficacy and classroom management practices identified in this study.

Research Question 2: Do teacher characteristics predict teacher self-efficacy?

Null Hypothesis 2(H_o2): Teacher characteristics do not predict teacher self-efficacy.

Alternative Hypothesis 2 (H_a2): Teacher characteristics predict teacher self-efficacy.

Threats to Validity

External Validity

According to Gay and Airasian (2003), validity is defined as the degree to which a test measures what it is intended to measure; a test is valid for a particular purpose for a particular group. Gay and Airasian (2003) also state the validity is the most important characteristic a test or measuring instrument can possess because it is concerned with the appropriateness of the interpretations made from test scores. In this study, two instruments {The Teacher Interpersonal Self-Efficacy Scale (2001) and the Survey of Behavior Management Practices (2010)} will be used to make some different interpretations.

External validity is the extent to which the study results can be generalized to groups and settings beyond those of the experiment (Gay and Airasian, 2003). In this study, principals will be responsible for sending emails to every teacher in the Chester County School District and Southern Avenue Charter Elementary School. According to Gay and Airasian (2003), if a person's boss passes along a questionnaire and asks the person to complete and return it, that person may be more likely to do so than if you ask directly. It will be understood that the principal cares enough to email the survey to every teacher and the fact that the principal requested its completion does not influence the teacher's responses.

Internal Validity

Internal validity is concerned with threats or factors other than the independent variable that affects the dependent variable (Gay and Airasian, 2003). The dropout rate will be a concern in this study because teachers are not required to complete the survey. It is possible that group dropout rate for different reasons and with varying frequency. Therefore, teacher characteristics can have a significant effect on the results of the study.

Construct Validity

Construct validity can be considered one of the most critical forms of validity because it asks what is being measured. Teacher self-efficacy is multidimensional which means the measure of teacher self-efficacy identified through different methods converge; can be differentiated from verbal ability and flexibility. Therefore, this quantitative study seeks to achieve three primary goals: identify characteristics and high and low levels efficacy of teachers, determine teachers' classroom management practices, and explore the relationship between teacher self- efficacy and classroom management practices. Teachers in the Chester County School System and Southern Avenue Charter Elementary School will complete demographic questionnaire, the Teacher Interpersonal Self-Efficacy Scale (2001) and the Survey of Behavior Management Practices (2010).

Ethical Procedures

The role of the researcher is to collect and analyze the data and keep the information confidential. One way to do this is to not elicit any identifying information from teachers. The survey will be given through a web-based survey (Survey Monkey). The survey will be forwarded to teachers through the school's principal. The teachers will

be informed of their rights and any risks in taking the survey before they agreed to continue the survey through the forwarded email from their principal. The teachers will have the right to withdraw from the study at any time and the right to see the results of the study. There are no anticipated threats to the participants.

Summary

Effective classroom management is critical for teachers and students. Ineffective classroom management is associated with adverse outcomes for teachers and student. Effective classroom management is related to desired outcomes, including improved student behavior and academic achievement (Simonsen et al., 2013). School-based leaders and practice coaches can gain knowledge to provide training to teachers and identify teachers who require additional assistance and monitor classroom management to adjust support to understand teacher efficacy. Sharma et al., (2012) concludes that teachers competent in using effective teaching strategies, collaborating with others and managing disruptive behaviors would likely be more efficacious when teaching in an inclusive classroom. Therefore, this study of the relationship between teacher self-efficacy and classroom management practices can contribute to ongoing knowledge to assist in professional development.

Chapter 4 will describe the analytical techniques applied to the data. This chapter is organized by data collection, results, and a summary of the findings.

Chapter 4: Results

The purpose of this study was to examine the relationship between teacher self-efficacy and the following classroom management practices: reward strategies, preventive strategies, initial corrective strategies, and later corrective strategies. Teacher characteristics were also identified to determine if teacher self-efficacy predicts teacher characteristics. I collected responses from teachers in the urban and rural area of west Tennessee. The teachers' responses to the demographic survey, the Teacher Interpersonal Self-Efficacy Scale, and the SOBMP were used for analyses. The research questions and hypotheses were as follows:

Research Question 1: Is there a relationship between teacher self-efficacy and classroom management practices?

H_o1: There is no relationship between teacher self-efficacy and classroom management practices.

H_a2: There is a relationship between teacher self-efficacy and classroom management practices identified in this study.

Research Question 2: Do teacher characteristics predict teacher self-efficacy?

H_o2: Teacher characteristics do not predict teacher self-efficacy.

H_a2: Teacher characteristics predict teacher self-efficacy.

In Chapter 4 I describe the analytical techniques applied to the data. This chapter includes discussion of the data collection procedures, presentation of results in relation to the research questions and hypotheses, and a summary of the findings.

Data Collection

In this section I describe the time frame in which the data were collected, how the participants were recruited, and the response rate. After gaining approval from the Walden IRB, I e-mailed an invitation letter (see Appendix B) to all principals. E-mail addresses for the principals were obtained from each school's website. The principals were responsible for e-mailing every teacher a secured link to the data collection tools. The secured link (https://www.surveymonkey.com/r/teacherandclassroom) consisted of the Survey Monkey website that included the informed consent. Those who chose to participate in the study were directed to the surveys, and those who decided not to participate were not directed to the study. Principals were asked to take responsibility for recruiting teachers through e-mail. I submitted a second e-mail to the principals for recruitment when there was no response from either the principals or the teachers after 2 months. The only discrepancy in the data collection steps identified in Chapter 3 of this dissertation was the time between the first e-mail being sent to the principals and the second request. I initially stated that an automatic follow-up letter (see Appendix C) would be e-mailed to the principals at the end of one week. However, the first e-mail was sent on August 8, 2017, and the second request was posted on October 5, 2017. The reason for this change in time was because I lost time due to sporadic responses from the teachers. The surveys were completed by teachers during the fall of the 2016-2017 school year.

Demographic Characteristics

There were a total of 72 teachers at the time of the study. Out of the 72 teachers, 64 completed the demographics section, and 21 of the 64 skipped the survey portion. Therefore, only 43 of the 64 respondents completed the entire survey. Dummy coding was used for each variable with more than one category. Dummy coding is the process of creating dichotomous variables from categorical variables (Field, 2018). The simplest case of dummy coding is when the categorical variable has many levels and is converted into two dichotomous variables. According to Field (2018), dichotomous is a description of a variable that consists of only two categories. An example is biological sex; it is a dichotomous variable because it consists of only two categories: male and female. Categorical variables with two levels may be directly entered as predictor or predicted variables in a multiple regression model (Field, 2018). Their use in multiple regressions is a straightforward extension of their use in simple linear regression. When entered as predictor variables, the interpretation of regression weights depends upon how the variable is coded. In this study, age was coded into two variables above 18 to 44 years =1 and 45 and over = 2; ethnicity as white = 1 and nonwhite = 2; education as undergraduate = 1 and graduate= 2; years of experience as 0 to 19 years = 1 and 20+ years = 2; and, last, class size as 0 to 19 = 1 and 20+= 2. Table1 gives a descriptive summary of teacher characteristics.

Table 1

Descriptive Summary of Teacher Characteristics (Age, Gender, Ethnicity, Education, Years of Teaching, and Class Size)

Characteristic	*N*	%
Age		
18 to 44	20	46
45+	23	54
Total	43	100
Gender		
Male	12	28
Female	31	72
Total	43	100
Ethnicity		
White	40	93
Non-white	3	7
Total	43	100
Education		
Undergraduate	16	37
Graduate	27	63
Total	43	100
Experience		
0-19	20	47
20+	23	53
Total	43	100
Class size		
0-19	9	21
20+	34	79
Total	43	100

The results of the statistical analyses are shared next. The results are organized by the research question, starting with an assessment of the statistical assumptions of the test being performed, followed by a review of the results from the statistical analysis.

Results

This Results section share the statistical analyses used for both the research question. This section begins with Research Question 1 and then moves to Research Question 2.

Research Question 1

To examine the first research question, "Is there a relationship between teacher self-efficacy and the classroom management practices?" descriptive statistics for all variables were identified first to evaluate the assumptions of the statistical tests to be performed. First, it must be noted that the statistical analysis described in Chapter 3 that was planned to be used (i.e., MANOVA) was determined to be invalid. The reason for this was that 41 of the 43 participants in this pool endorsed self-efficacy scores in the upper half of the assessment. This meant that breaking the participants' pool into two groups (i.e., a high and low self-efficacy group) was not possible. Therefore, it was required that a statistical test that fits the data be identified.

According to Field 2018, if the data have outliers, are not normal (and the sample is small) or your variables are measured at the ordinal level then the Spearman's rho can be used. Therefore, the Spearman correlation analysis was conducted among teacher self-efficacy, the preventive strategy, the reward strategy, the initial corrective strategy, and late corrective strategy to determine the correlation strength. Cohen's standard was used

to evaluate the strength of the relationships, where coefficients between .10 and .29 represent a relationship, coefficients between .30 and .49 represent a moderate relationship, and coefficients above .50 indicate a large relationship (Cohen, 1988). Spearman correlation requires that the relationship between each pair of variables does not change direction (Conover & Iman, 1981). This assumption is violated if the points on the scatterplot between any pair of variables appear to shift from a positive to negative or a negative to a positive relationship. Figures 1 to 4 present the scatterplots of the correlations. A regression line has been added to assist the interpretation.

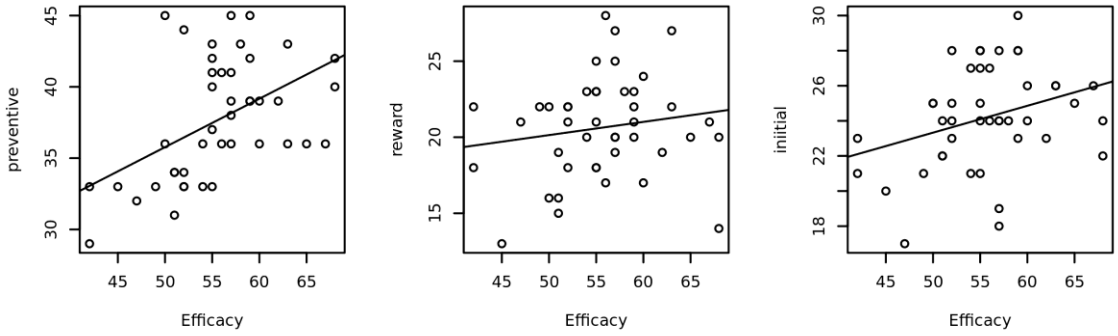

Figure 1. Scatterplots of Correlations of Preventive, Reward, and Initial corrective strategies between Self-efficacy with the regression line added.

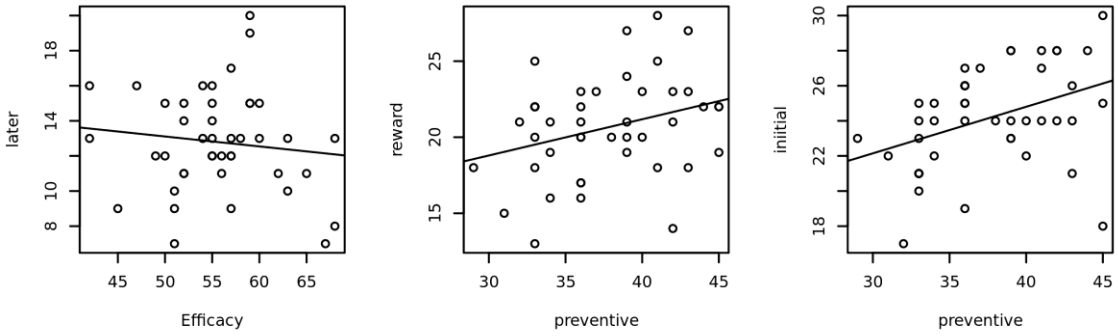

Figure 2. Scatterplots Correlations of Later corrective, Reward and Initial Corrective strategies between Self-efficacy with the regression line added.

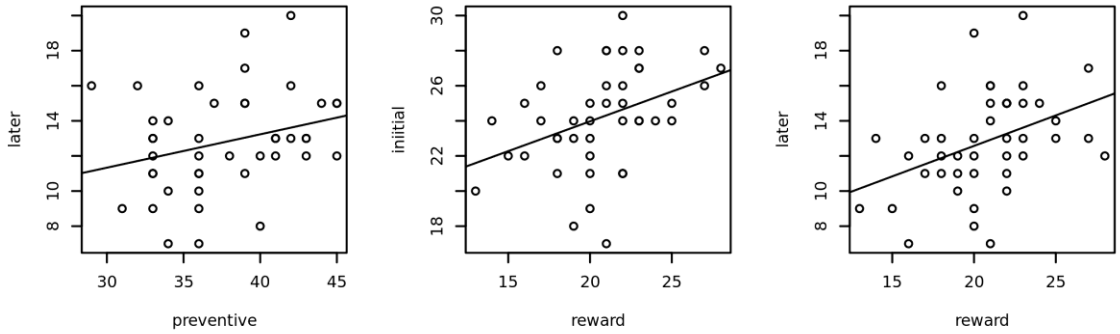

Figure 3. Scatterplots Correlation of Later Corrective and Preventive Strategies, Initial Corrective and Reward strategies , Later Corrective and Reward Strategies with the regression line added.

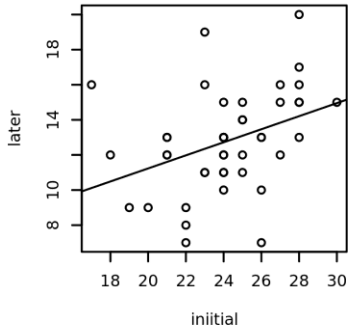

Figure 4. Scatterplots between Initial Strategy and Self-efficacy with the regression line added.

A significant positive correlation was observed between teacher self-efficacy and the use of preventive strategies ($r_s = 0.51$, $p < .001$). The correlation coefficient between teacher self-efficacy and using the preventive strategies was 0.51, indicating a large relationship. This correlation indicates that as teacher self-efficacy increases, the use of preventive strategies tends to increase. A significant positive correlation was observed between teacher self-efficacy and the use of initial corrective strategies ($r_s = 0.32$, $p = .035$). The correlation coefficient between teacher self-efficacy and using initial corrective strategies was 0.32, indicating a moderate relationship. This correlation indicates that as teacher self-efficacy increases, the use of an initial corrective strategy tends to increase. A significant positive correlation was observed between the use of

preventive strategies and the use of initial corrective strategies (r_s = 0.43, p = .004). The correlation coefficient between using preventive and the initial corrective strategies was 0.43, indicating a moderate relationship. This correlation indicates that as the teachers use preventive strategies increases, their use of initial corrective strategies tends to increase. A significant positive correlation was observed between using reward strategies and the initial corrective strategies (r_s = 0.44, p = .003). The correlation coefficient between using reward strategies and the initial corrective strategies was 0.44, indicating a moderate relationship. This correlation indicates that as the use of reward strategies increases, the use of an initial corrective strategy tends to increase. A significant positive correlation was observed between using the reward strategy and the later corrective strategy (r_s = 0.45, p = .003). The correlation coefficient between using the reward strategy and the later corrective strategy was 0.45, indicating a moderate relationship. This correlation indicates that when teachers use the reward strategy increases, using the later corrective strategy tends to increase. A significant positive correlation was observed between using the initial corrective strategy and the later corrective strategy (r_s = 0.43, p = .004). The correlation coefficient between using the initial corrective strategy and using the later corrective strategy was 0.43, indicating a moderate relationship. This correlation indicates that as the use of an initial corrective strategy increases, the use of later corrective strategy tends to increase. Table 2 presents the results of the correlations.

Table 2

Correlations Among Teacher Self-Efficacy, Preventive, Reward, Initial Corrective, and Later Corrective Strategies

Variable	1	2	3	4	5
1. teacher self-efficacy	-				
2. preventive style	0.51***	-			
3. reward style	0.17*	0.29**	-		
4. initial corrective style	0.32**	0.43***	0.44***	-	
5. later corrective style	-0.05	0.28**	0.45***	0.43***	-

Note. The critical values are *p<.05** p<.01, and *** p< .001

Hypothesis 1

H_o1 stated there would be no relationship between teacher self-efficacy and classroom management practices. There was a statistically significant relationship between teachers' self-efficacy and the four classroom management practices. A significant positive correlation was observed between teacher self-efficacy and the use of preventive strategies ($r_s = 0.51$, $p < .001$). The correlation coefficient between teacher self-efficacy and the preventive strategies was 0.51, indicating a large relationship. This correlation indicates that as teacher self-efficacy increases, the use of preventive strategies tends to increase. Therefore, the null hypothesis is rejected.

H_a1 stated there would not be a relationship between teacher efficacy and the four classroom management practices. There was a statistically significant relationship between teachers' self-efficacy and classroom management practices. A significant positive correlation was observed between teacher self-efficacy and the use of preventive

strategies ($r_s = 0.51$, $p < .001$). The correlation coefficient between teacher self-efficacy and the preventive strategies was 0.51, indicating a relationship. This correlation indicates that as teacher self-efficacy increases, the use of preventive strategies tends to increase. Therefore, the alternative hypothesis is accepted.

Research Question 2

To examine research question 2, “Do teacher characteristics predict teacher self-efficacy?" linear regression analysis was conducted to assess whether age, gender, ethnicity, education, experience, and class size significantly predicted teacher efficacy. The descriptive summary, assumptions of normality of residuals, homoscedasticity of residuals, an absence of multicollinearity, and the lack of outliers were assessed. A linear regression analysis was conducted to assess whether age, gender, ethnicity, education, experience, and class size significantly predicted teacher self-efficacy. The assumption of normality was assessed by plotting the quantiles of the model residuals against the quantiles of a Chi-square distribution, also called a Q-Q scatterplot (DeCarlo, 1997). For the assumption of normality to be met, the quantiles of the residuals must not strongly deviate from the theoretical quantiles. Strong deviations could indicate that the parameter estimates are unreliable. Figure 5 presents a Q-Q scatterplot of the model residuals.

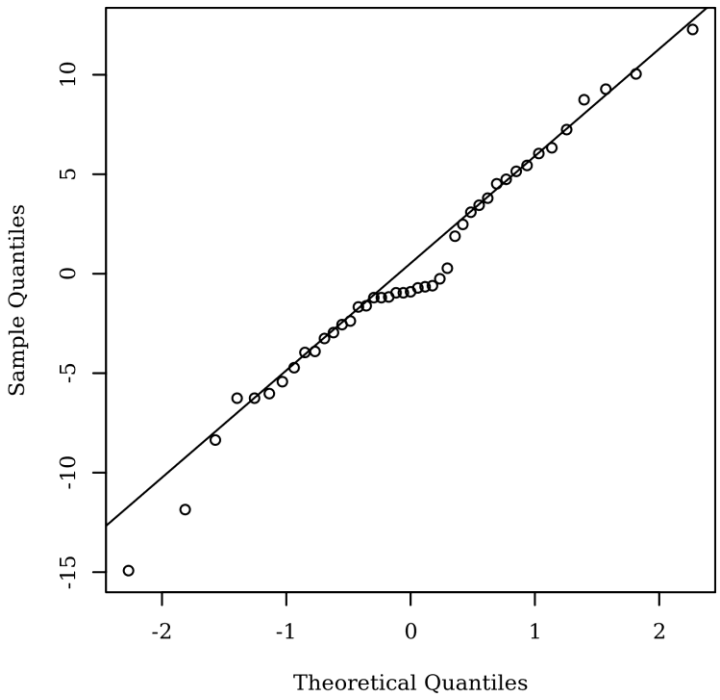

Figure 5. Q-Q scatterplot for normality of the residuals for the regression model.

Homoscedasticity was evaluated by plotting the residuals against the predicted values (Bates et al., 2014; Field, 2013; Osborne & Walters, 2002). The assumption of homoscedasticity is met if the points appear randomly distributed with a mean of zero and no apparent curvature. Figure 6 presents a scatterplot of predicted values and model residuals.

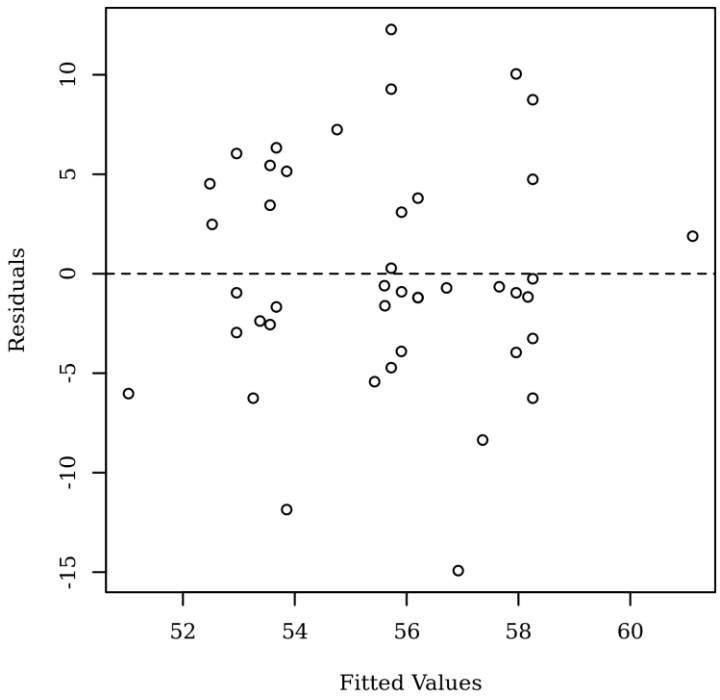

Figure 6. Residuals scatterplot testing homoscedasticity.

Variance Inflation Factors (VIFs) were calculated to detect the presence of multicollinearity between predictors. High VIFs indicate increased relationship of multicollinearity in the model. VIFs greater than 5 are cause for concern, whereas VIFs of 10 should be considered the maximum upper limit (Menard, 2009). All predictors in the regression model have VIFs less than 10. Table 3 presents the VIF for each predictor in the model.

Table 3

Variance Inflation Factors for age, gender, ethnicity, education, experience, and class size

Variable	VIF
Age	1.24
Gender	1.18
Ethnicity	1.17
Education	1.22
Experience	1.33
Class size	1.11

To identify influential points, Studentized residuals were calculated and the absolute values were plotted against the observation numbers (Field, 2013; Stevens, 2009). Studentized residuals are calculated by dividing the model residuals by the estimated residual standard deviation. An observation with a Studentized residual greater than 3.30 in absolute value, the 0.999 quartiles of a *t* distribution with 42 degrees of freedom, was considered to have a significant influence on the results of the model. Figure 7 presents the Studentized residuals plot of the observations. Observation numbers are specified next to each point with a Studentized residual greater than 3.30.

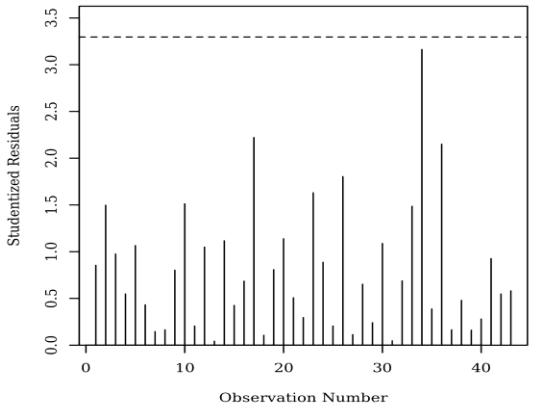

Figure 7. Studentized residuals plot for outlier detection.

The results of the linear regression model were not significant, F (6,36) = 0.88, p = .522, R^2 = 0.13, indicating age, gender, ethnicity, education, experience, and class size did not explain a significant proportion of variation in teacher efficacy. Since the overall model was not significant, the individual predictors were not examined further. Table 4 summarizes the results of the regression model.

Table 4

Results for Linear Regression with age, gender, ethnicity, education, experience, and class size predicting Teacher Self-Efficacy

Variable	*B*	*SE*	CI	β	*t*	*P*
(Intercept)	47.33	6.61	[33.92, 60.74]	0.00	7.16	< .001
Age	2.05	2.09	[-2.19, 6.29]	0.17	0.98	.333
Gender	-2.53	2.27	[-7.14, 2.08]	-0.19	-1.11	.273
Ethnicity	2.86	3.98	[-5.21, 10.93]	0.12	0.72	.477
Education	0.30	2.14	[-4.05, 4.64]	0.02	0.14	.890
Experience	2.35	2.18	[-2.07, 6.76]	0.19	1.08	.288
Class size	0.60	1.42	[-2.29, 3.49]	0.07	0.42	.676

Note. CI is at the 95% confidence level. Results: F(6,36) = 0.88, p = .522, R^2 = 0.13
Unstandardized Regression Equation: Efficacy = 47.33 + 2.05*age- 2.53*gender + 2.86*ethnicity + 0.30*education + 2.35*experience + 0.60*class size

Hypothesis 2

H_o2 stated teacher characteristics would not predict teacher self-efficacy. The results of the linear regression model were not significant, F (6,36) = 0.88, p = .522, R^2 = 0.13), indicating age, gender, ethnicity, education, experience, and class size did not explain a significant proportion of variation in teacher self-efficacy. The null hypothesis was accepted.

H_a2 stated teacher characteristics predict teacher self-efficacy. The results of the linear regression model were not significant, F (6,36) = 0.88, p = .522, R^2 = 0.13, indicating age, gender, ethnicity, education, experience, and class size did not explain a significant proportion of variation in self-efficacy. The alternative hypothesis was rejected.

Summary

This quantitative study completed what it was designed to accomplish. Teacher characteristics were described; the relationships between teacher self-efficacy and classroom management practices were explored. Little research in the field of teacher self-efficacy as it relates to classroom management is evident. It was discovered that teacher self-efficacy and classroom management practices are related. It was hypothesized that teachers who experienced high self-efficacy are more likely to use different practices from teachers who experienced low self-efficacy regarding teachers' classroom management practices. This study revealed a significant positive correlation between teacher self-efficacy and preventive strategies compared to the other classroom management strategies (reward, later corrective and initial corrective). Teacher characteristics did not predict teacher self-efficacy. Chapter 5 begins by discussing the interpretation of findings and the potential impact with the sample size and results. Limitations and recommendations for future research will also be addressed.

Chapter 5: Discussion, Conclusions, and Recommendations

In this quantitative study I examined classroom management practices along with teacher characteristics to explore the association of teacher self-efficacy in the classroom. The results from the current study add to the growing body of literature showing that teachers' self-efficacy and classroom practices are significantly related. I hypothesized that teachers with high self-efficacy are more likely to differ in classroom management practices when compared to teachers with low self-efficacy. A significant positive correlation was observed between teacher self-efficacy and preventive strategies when compared to reward, initial corrective, and later corrective strategies. Furthermore, teacher characteristics did not predict teacher self-efficacy. The results of this study may help district administrators better understand which type of classroom management practices teachers use in the classroom and guide professional development. Administrators may be better able to understand how to provide assistance and training to teachers throughout the world.

Interpretation of Findings

The focus of this study was on identifying teacher characteristics and classroom practices as they relate to teacher self-efficacy. The broader purpose of exploring the relationship of these elements was to provide knowledge those administrators with professional development offerings. A search of previous literature revealed that positive school climate is associated with stronger academic performance, high graduation rates, decreased incidents of violence, and increased teacher retention (Clifford, Menon, Gangi, Condon, & Hornung, 2012; Gangi, 2010; Haggerty, Elign, & Woodley, 2010). Previous

researchers also proposed that a positive school climate makes school an appealing, satisfying, and meaningful situation in which both teacher and student spend most of their time (Smith, Pryseski, & Conolly, 2014). Teachers are generally required to take part in professional development by certification or contractual agreements (Tran, 2015). For the most part, teachers engage in these activities to become better teachers (Tran, 2015)). Attitudes and beliefs about teaching, in general, are primarily derived from the classroom experience (Tran, 2015).

To measure teacher self-efficacy, researchers must identify a specific activity. Teachers' self-efficacy in classroom management is a dimension of teachers' self-efficacy (Brouwers & Tomic, 2001; Dicke et al., 2014), and refers to teachers' beliefs about their capabilities to organize and execute actions that lead to a positive learning environment. Woolfolk and Hoy (1990) found a relationship between teacher efficacy (i.e., confidence in positively managing the classroom) and student achievement. Generally, teachers with higher self-efficacy are more likely to handle the class effectively (Tschannen-Moran, Woolfolk, & Hoy, 2007), show higher instructional quality (Holzberger, Philipp, & Kunter, 2013), use more differentiated instruction and constructivism (Suprayogi, Valcke, & Godwin, 2017), develop challenging lessons (Deemer, 2004), use classroom management and instructional methods to encourage student autonomy (), and keep students on task (Chao et al., 2017; Miller et al., 2017). Dicke et al. (2014) specifically investigated the role of teachers' self-efficacy in classroom management and argued that lower levels of self-efficacy in classroom management predict emotional exhaustion via classroom disturbances. However, this

study was based solely on teachers' self-report and did not include measurement of actual teacher skills and knowledge.

Increase accountability and higher standards are critical to the professional development and maintenance of the educational arena. The goals are to improve teacher training so that students can transition from the classroom into the workforce in an active and productive way and be competitive in the global workplace. In this age of accountability, policymakers and educators are searching for factors that positively influence student achievement. Because teachers are responsible for initiating efforts to improve education, the efforts to affect change will begin with them. Therefore, classroom environments are determined, in part by teacher efficacy.

In Reupert and Woodcock (2010) study, pre-service teachers were reasonably confident in using a wide range of behavior management strategies. They reported being most confident in using preventive strategies, less confident in the later corrective strategies, in particular, referral procedures, and using time out from the classroom (Reupert & Woodcock, 2010). Similarly, Polulou, Reddy, and Dudek (2019) did not find differences between teachers' self-efficacy and observed CSAS discrepancy scores for the classroom management and student engagement domains. Polulou et al. did find significant differences between the area of instructional strategies and CSAS scores.

In self-report studies, teachers have claimed they feel efficient in using classroom management strategies. Teachers do not seem to use these strategies in real classroom situations. In a study based on information provided by exemplary technology teachers, Ertmer, Gopalakrishnan, and Ross (2000) concluded that technology use, as perceived

and practiced by teachers, does not align with the descriptions of best practice provided in the literature, even in the exemplary classrooms.

Shoulders and Krei (2015) showed a significant mean difference was reported between years of teaching experience and self-efficacy in instructional practices and classroom management. The follow-up post hoc analysis showed a difference between teachers with 0-4 years of teaching experience and teachers with 15 or more years of experience in both efficacies in instructional practices and classroom management. Also, the study by Soodak and Podell's (1997) found teachers with 20+ years of experience more efficient than beginning teachers, but what was surprising is that there was no difference in efficacy between the beginning teachers (0-4 years experience) and more established teachers (5-14 years of experience).

Tian (2015) found statistically significant differences were found between females and males on the mean scores of school-level environment factors, teaching efficacy, stress, and job satisfaction. The findings indicated that male teachers with positively high perceptions of the school-level environment in terms of professional interest, affiliation, mission consensus, student support, resource adequacy, and principal leadership had greater job satisfaction, whereas female teachers with positively low perceptions of school-level environment had lower job satisfaction. The findings highlight that factors of school environment play an essential role in high school teachers' job satisfaction.

The results show that male teachers who perceived better school environment factors reported more important classroom management (ability to manage the classroom

effectively), student engagement (ability to engage students in learning effectively), and usage of instructional strategies (ability to use teaching strategies effectively) (Tian, 2015). The findings indicate the important role of school-level environment factors for teachers' teaching efficacy in the working context. This means that teachers who had greater positive perceptions of school-level environment perceived higher management ability for classrooms, better engagement ability for student learning and higher usage of instructional strategies. This result is consistent with the findings of previous research studies (Butt et al., 2005; Caprara et al., 2006; Caprara et al., 2003; Collie et al., 2011; Collie et al., 2012; Fisher & Fraser, 1990), which indicated that factors of school-level environment impacted teachers' teaching efficacy at work. The results show that to improve the effectiveness of school-level environment, educators and administrators should consider the effects of teachers' perceptions of school environment factors on their teaching self-efficacy are fundamental to teachers' experience.

Incongruent to my current study that teacher characteristics did not predict teacher self-efficacy, Tian (2015) results indicated those female teachers with more significant student behavior stress and workload stress had lower teaching efficacy. In other words, high school teachers who experience more student behavior stress and workload stress reported less success in managing students' behavior, engaging students in learning, or applying effective instructional strategies in the classrooms. The results of my study validate the findings of previous research (Collie et al., 2012; Klassen & Chiu, 2010; Taylor & Tashakkori, 2010), which indicate there was a negatively significant relationship between teachers' teaching efficacy and their stress. The findings provide

educators with substantial information to integrate different skills into teacher education programs to help teachers work effectively with their students and colleagues so that they have the lowest experience of student behavior stress and workload stress.

Tian (2015) also indicated that teachers' school environment had positively significant influences on the three outcome variables – teaching efficacy, stress and job satisfaction. This finding shows that teachers closely associated with their school environment. Teachers are influenced directly by their perceptions of school environment factors, and this affects their teaching efficacy, stress, and job satisfaction. From the findings of Tian (2015), a positive school environment increases teachers' teaching efficacy, and job satisfaction and a decrease in stress included student behavior stress and workload stress.

My study helps administrators understand the dynamics of teachers' classroom management practices and aid teacher training and professional development programs. Although Bandura (1977) argued that efficacy beliefs are partly formed by actual skills and knowledge, which independently contribute to performance, there are limited studies linking teachers' self-efficacy beliefs in classroom practices and how teachers utilize these practices in their classroom. Klassen, Tze, Betts, & Gordon, (2011) reviews on teachers' self-efficacy and classroom practices are based on teachers' self-reports of both constructs. While self-report research is appropriate, there is a need to expand research to examine teachers' self-reported efficacy with other methods, such as classroom observations of teachers' classroom practices (Holzberger et al., 2013). This is especially true for how teachers' self-efficacy of classroom management strategies relate to actual

classroom management practices in schools (Gibbs & Powell, 2012). The results from the current study added to the growing body of literature about teacher self-efficacy. This finding helps close the gap in literature because understanding classroom management practice and teacher characteristics are critical to sustaining a healthy school system.

Another conclusion that evolved from my study is teacher characteristics did not predict teacher self-efficacy. Compared to teachers' self-reports of classroom management practices, the use of externally conducted observations can serve as an alternative, more objective assessment of the classroom (Pas, Cash, O' Brennan, Denham, & Bradshaw, 2015). Classroom observations are almost universally used to assess classroom teachers' effectiveness worldwide (Cohen & Goldhaber, 2016; Grossman, Cohen, Ronfeldt, & Brown, 2014; Martin & Sass, 2010). Typically, classroom observations describe teachers' instructional practices, provide formative feedback to teachers, and facilitate teachers' adoption of or changes in instructional practices (Halpin & Kieffer, 2015). Classroom observations by well-trained observers have the advantage in that they evaluate teachers using similar norms, and thus are more objective assessment tools (Muijs, 2006) compared to self-report methodology.

Almog and Shechtman (2007) also found significant differences between teachers' theoretical knowledge and their actual behavior. The authors attributed this difference to the fact that teachers respond spontaneously to classroom incidents, and do not always react to these incidents with the appropriate theoretical knowledge previously acquired. When such gaps between teachers' knowledge and their actual behavior arise, school administrators must ask why teachers do not apply their knowledge in real

classroom situations. One potential answer is to examine whether the expectations outlined in the research literature and best practice documents are unrealistic, and to what extent can teacher educators expect from their teacher trainees to utilize best practices, McLaughlin (1991) suggested that best practice may be an unrealistic goal because instruction reflects a teacher's response to various elements in school and classroom setting (e.g., students, competing demands, instructional goals, norms, and expectations)

In sum, characteristics of school climate can explain the influenced that teacher self-efficacy to have on classroom management practices and teacher characteristic because teachers are more opted to do what they observe in their school. In contrast to teachers' beliefs, what happens in classrooms depends on a variety of variables such as grade level, teachers' goals, students' needs, student-teacher relationships, the school culture, and the learning materials, as well as the constraints under which teachers have to implement their strategies, such as curricular expectations or availability of resources (Fang, 1996). Teachers' self-efficacy beliefs, in particular, have been found to vary depending on the specific students (Zee et al., 2016). Besides the direct link between teacher self-efficacy and their behavior, there is also an indirect relationship through the way they perceive their students' abilities which influence teachers' perceptions during instruction (Miller et al., 2017). The relationship between teaching experience and innovation adoption could be another factor to explain the divergence between teachers' beliefs and practices, as well. It has been argued (Suprayogi, Valcke, & Godwin, 2017) that early career teachers (5 or fewer years of experience) seem more eager to adopt innovations, whereas late-career teachers (over 20 years of experience) are more likely to

resist change and criticize the new instructional practices. Mid-career teachers (6–20 years of experience) have mixed reactions to educational innovations. These latter teachers feel competent and confident but are cautious about changes that require the development of new competencies (Suprayogi et al., 2017). Finally, the difference between teachers' self-reported efficacy and their actions regarding classroom management practices may be due to teachers' social desirability in their responses (Deemer, 2004). Teachers' answers to survey questions might reflect their preferences, which may not be implemented in their daily flow of instruction.

Limitations of the Study

The findings in this study are limited in several ways. First, the sample used was not truly representative of the total population of teachers in urban and rural schools. A purpose sample was created by selecting schools in the urban and rural area, one charter school in Memphis, TN and a school district in Henderson, TN. Both reside in the west Tennessee area as a subset of all schools and teachers. A convenience sample was conducted due to the inability to obtain a larger sample of a school district that was willing to complete this study. Therefore, the results can be generalized only for the participants within the two school systems. Second, this present study was limited by its reliance on teachers' self-reports of their perceptions of efficacy. The surveys were used as the instruments to gather the perceptions of the teachers within the study. The surveys were not a one-size-fits-all approach to measuring the construct of self-efficacy or classroom management practices. Surveys have limitations relative to the content of the item used. Nonresponsive bias was considered on the basis that it is impossible to control

for a participant's bias when taking the survey. Third, despite numerous efforts planned to ensure participation, it is not known which teachers responded from each school. A final limitation was gender, racial, and ethnic diversity in the population, although age, years of experience and education varied, there was limited gender, racial and ethnic diversity.

In sum, participants in the study were teachers from the urban and rural Western Tennessee area. It is not known how many teachers received or read the email inviting them to participate in this study as principals were responsible for forwarding the email to each teacher. It was also not known if a teacher completed more than one survey after returning to complete missing data. Within these limits, teachers vary in their expectations of what they can accomplish, which constitutes measures of teacher self-efficacy. School Administrators may speculate that most teachers have optimistic views about what can be achieved through education and that they do not perceive narrow limitations. If so, the perceived limitations to what can be accomplished through education may not affect teachers' expectations about what they can achieve. However, these speculations call for qualitative studies in which teachers reflect on reasons for their efficacy expectations. The limited number of participants reduced the generalization of the study; however, data from this study can be linked to or aligned with similar school systems throughout the United States.

Recommendations

Teachers in urban and rural were participants in this current study. Therefore, it may be determined that the schools' climate has a connection with teacher self-efficacy

and classroom practices. Qualitative studies may also help develop a more in-depth insight into teachers' characteristics and dispositions of teachers who display high self-efficacy. Pre-service training and professional development programs should focus on research that shows positive relationships between teacher self-efficacy and student outcomes.

Based on my study, teachers have difficulties in linking their knowledge to practice. There is a disconnect between specific teachers' practices, which are related to positive student outcomes as revealed by practical instruction literature and teachers' support to implement these effective practices (Reddy et al., 2013d). My findings underscore the need to reconsider teacher education programs and evolving professional development approaches. Most teacher evaluation measures focus exclusively on the identification of effective teaching practice, but they provide little information about how to improve effectiveness and offer little insight on teachers' professional development needs or activities (Van der Lans, van de Grift, & Van Veen, 2016). What teachers need from an evaluation process is specific information about effective instructional and behavioral management practices, support to implement these practices in the classroom, and implementation feedback that adds to their professional development. Suggestions for teacher training and professional development include preparing teachers to reflect on teaching practice while considering examples of theoretical principles and their application to real-life classroom situations and constraints (Almog, & Shechtman, 2007; Ertmer et al., 2000). Only by helping teachers in their actual classroom environment can school administrators to expect for best practice implementation (Ertmer et al., 2000).

Qualitative studies, especially field observation, may help develop a deeper understanding of the characteristics, dispositions, and behaviors of highly efficacious teachers. While the specific contributors to high levels of self-efficacy in teachers are yet to be fully identified, and the supports necessary to foster positive beliefs in teachers may not be fully understood, the impact of highly-efficacious teachers is sufficiently significant to merit continued investigation.

The key to preventive strategies is to help teachers predict episodes of problematic behavior before it occurs. Preventive strategies involve efforts to control those events that are identified as most predictable of student failure and to teach specific skills that will help the student to deal with those events before issues occur more effectively. According to Landrum, Lingo and Scott (2011), the same routine used to teach and reinforce reading, math, or science concepts can and should be used to teach and promote positive social and classroom behavior. The teacher's role in developing, recognizing, and reinforcing initial success is critical.

Educators learn about prevention and intervention concerning problematic behaviors through their own experiences, through seeking out and reading materials about the problem, or by attending workshops and presentations devoted specific actions. Teachers are also often called upon to teach students social skills that reduce the likelihood of interpersonal conflict. However, teachers seldom address their classroom management practices and how they may contribute to the existence of problematic behaviors. Prevention, rather than intervention, is the most effective way to work with

students who exhibit problematic behavior. Therefore, educators should invest time by engaging in preventive strategies, thus avoiding the occurrence of many crises.

School administrators need better and more efficient methods of providing teachers with regular feedback on the learning progress of their students. Teacher attitudes and beliefs need to be explored for professional growth and development to find better ways of measuring teacher self-efficacy. Studies should focus on how teachers learn classroom management practices and their beliefs and assumptions.

Implications

Teacher self-efficacy has considerable implications for instructional planning and development, as it affects the establishment of objectives and goals by the teachers, the activities and evaluation methods they apply (Bandura, 1997), and the effort they are willing to make in trying to achieve them. Thus, teachers with a high sense of self-efficacy will tend to think that their students' difficulties can be resolved with the appropriate support, activities and evaluation methods, which means that their involvement and persistence will be greater. On the other hand, teachers with lower self-efficacy will tend to believe that they can have less influence on their students, which means they will show less involvement, reducing the probability of obtaining satisfactory results. The implications for positive social change in this study revealed that school climate plays a significant role in the professional development of teachers; it is reasonable to expect that the classroom management practices teachers adopted within

the classroom will be impacted by the practices teachers observe during their personal experience in their school and the climate in which they work.

Moreover, teachers' self-efficacy also shows a close relationship with their collective efficacy (beliefs within teaching teams about their ability to organize and carry out practical action proposals), which is closely linked to schools' results because a strong sense of group capacity establishes expectations of success and norms of persistence and great effort (Skaalvik & Skaalvik, 2007, 2010; Woolfolk Hoy, Davis, & Pape, 2006).

Researchers have also focused on analyzing the relationship between teacher self efficacy and some socio-personal variables (e.g., gender, academic education or work experience), obtaining inconclusive results. Thus, although many studies show that women usually present higher levels of self-efficacy than men, specifically in elementary, special and higher education (Vera, Salanova & Martín del Río, 2011), Klassen and Chiu, (2010) indicated the opposite in the case of specific dimensions and tasks. Regarding academic education, results suggest that in primary school, teachers with higher levels of academic preparation usually show greater self-efficacy (Hoy & Woolfolk, 1993). On the other hand, although some studies show a direct relationship between self-efficacy and work experience, others point out that there is a significant increase during the academic training stage that declines in the first year of teaching experience and is related to the level of support received in the schools (Woolfolk, Hoy &Burke, 2005).

Research on educational effectiveness often investigates the importance of what's going on in the classroom by focusing on cognitive and behavioral outcomes. Typical professional development approaches for teachers aim to alter knowledge and belief

structures with the idea that changes in belief or knowledge precede and will lead to changes in classroom practice (Guskey, 2002; Mitchell, Hirn, & Lewis, 2017). However, changing belief structures alone is not sufficient to produce changes in classroom practices since teachers appear to change their belief structures in response to improved student outcomes, ultimately suggesting teacher practice changes proceed belief changes (Guskey, 2002; Tschannen-Moran, & Hoy, 2007). In light of the current study, understanding potential differences between teachers' actual classroom practices and their self-efficacy beliefs about these practices can help administrators identify related practices and belief structures that can be targeted for professional development activities and interventions utilizing a more direct service delivery approach such as instructional coaching.

My study serves as the first known investigation to examine the association between teachers' self-efficacy reports and direct observational assessment of classroom management in Tennessee. Although teachers' self-efficacy beliefs on classroom management are essential, it is equally important to address teachers' actual usage of classroom management strategies. Studies that examine the relationship between teacher self-reports of students' classroom management and classroom observations provide a comprehensive picture of the classroom that is useful for generating targeted interventions and supports for classroom teachers (Nelson et al., 2017). Observations provided information of the class environment at a given point in time, whereas teachers' self-efficacy perceptions of these classroom management issues represented views that are shaped after spending a significant amount of time in the class environment.

Teachers need data-based feedback on their implementation of classroom management strategies. In 1977, Bandura argued that although persons may know that individual achievements result in desired outcomes, they may not make use of such knowledge when they lack the belief that they can produce such actions. Similarly, teachers may have self-efficacy beliefs relevant to the implementation of classroom management strategies, they may require additional support structures, as it is not yet clear how this information translates into practice. Addressing the gap between teachers' efficacy beliefs and classroom decisions could help school professionals to develop interventions to minimize this gap, which may, in turn, promote positive school outcomes, such as students' behavior adjustment and academic achievement.

Conclusion

Researchers have identified classroom-management practices associated with positive effects on student behavior, including increasing student opportunities to respond to instruction (Hayden et al., 2010; Sutherland et al., 2003). My study provides support for ideas that teacher self-efficacy and classroom practices are significantly related. It was determined that a significant positive correlation was observed between teacher self-efficacy and the preventive strategies compared to reward strategy, initial corrective strategies and later corrective strategies. Furthermore, teacher characteristics did not predict teacher self-efficacy. School climate plays a significant role in the professional development of teachers. It is reasonable to expect that the classroom management practices adopted within the classroom will be impacted by the practice's teachers observe during their personal experience in their school and the climate in which they

work. As district administrators become aware of the results of this study, it will help them guide professional development and understand which type of classroom management practices teachers use in the classroom. With this in mind, administrators can better understand how to provide assistance and training to teachers throughout the world. Additionally, colleges and universities must place students in schools and classrooms where they will see educators modeling positive and respectful behavior management strategies. Teachers also need field experiences that allow them to observed high-quality teaching right from the beginning of the school year. Peer coaching and mentoring are two ways that may provide teachers with the basic structure (feedback) and support to learn about, practice and reflect on changing their classroom management practices. Such efforts need to be endorsed by informed and progressive administrators who understand current research and who themselves foster communities of learners among their staff members.

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Appendix A: Letter of Intent

To: Director of Chester County Schools

My name is Michelle Mitchell and I am a doctoral student at Walden University. I am conducting a research study regarding the relationship between teacher efficacy and classroom management techniques. Although research indicates teachers' behavior and classroom practice are critical to student outcome; until now, little research has explained the degree to which teacher self-efficacy relates to classroom management styles.

The purpose of the study is to obtain demographic information and data to determine if there is a correlation between teacher efficacy and classroom strategies. Participants will be contacted via email sent by the principal. Participants will complete demographic information and two Likert-type scale surveys (Teacher Interpersonal Self-Efficacy scale (2001) and the Survey of Behavior Management Practices (SOBMP, 2010). Both surveys are content that may be reproduced and used for non-commercial research and educational purposes without seeking written permission.

There are no perceived risks to the teachers or the schools. The survey is anonymous and will have no personal identities. The information gained from the study will contribute to the ongoing knowledge base about classroom management styles and teacher efficacy that serves the entire educational community. The consent form and surveys will be internet based and self-administered through Survey Monkey. Survey Monkey will not retain the identity of the participants, data, or any rights to the data collected during this study.

Thanks for your time,

Michelle Mitchell

Appendix B: Initial E-mail

Dear Principals,

My name is Michelle Mitchell. I am a doctoral study at Walden University. The title of the research project is The Relationship between Teacher Efficacy and Classroom Management. This survey will be for any teacher who wants to participate in the Chester County School System. The survey will take approximately 15 minutes.

The survey is a combination of two research surveys the Teacher Interpersonal Self-Efficacy Scale (2001) and the Survey of Behavior Management Practices (2010). The information gained from the study will contribute to the ongoing knowledge base about classroom management styles and teacher efficacy that serves the entire educational community.

There are no perceived risks to the teachers or the school. The survey is anonymous and will have no school or personal identifies. The study has been approved, but is not conducted by the Chester County School system. Information gained will enhance ongoing teacher training and professional development programs. Please email each teacher this link (Http://www.surveymonkey.com).

Thanks for your time,

Michelle Mitchell

Appendix C: Follow-Up E-mail to Principals

Dear Principals,

My name is Michelle Mitchell and I have been in contact with you two weeks previous concerning the classroom management styles and teacher efficacy survey. Thank you very much for forwarding out my previous email. Teachers have responded to the survey, but the minimal threshold needed to assure a valid study has not been reached. I would be very grateful if you could forward the survey again to help ensure this threshold is met. Please find the consent form and survey attached. Thank you very much for your time.

Sincerely,

Michelle Mitchell
Doctoral Student
Walden University

Appendix D: Demographic Questionnaire

Educator Demographic Information

Directions: Please complete and check the response that most accurately describes you. It is understandable there may be more than one answer that applies to you. However, for this questionnaire, you must provide only one response for each question.

1. Age: _____

2. Gender: Male ___ Female ___

3. Ethnicity and/or racial group (please select only one):

African American/Black ___

White ___

Asian ___

Hispanic, Latino, or Spanish ___

American Indian or Alaska Native Other ___

4. Highest level of education completed:

High school (including GED) ___

Some college ___ Associate's degree ___

Bachelor's degree ___

Master's degree ___

Doctorate degree ___

5. Years of teaching experience (indicate "0" if you have not completed a full year of teaching): ___

7. Size of classroom:

Appendix E: Site Approvals

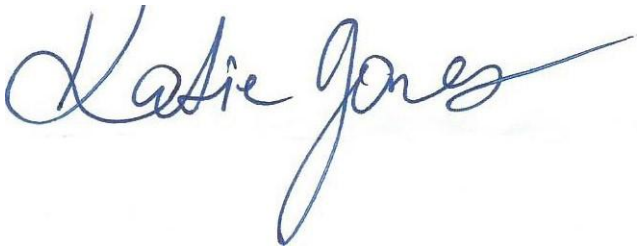
SOUTHERN AVENUE
CHARTER SCHOOL
OF ACADEMIC EXCELLENCE & CREATIVE ARTS

To Whom It May Concern,

Ms. Michelle Mitchell has the approval of Southern Avenue Charter School to conduct research relating to the self-efficacy of teachers and classroom management techniques (study approval number 12-29-16-0270706). This study will be conducted via online survey monkey and teacher be asked to reveal their name or place of employment to ensure anonymity. We understand that there is no perceived risk to the school or teachers employed by the school.
Data used in this study will be strictly confidential and used under the condition of anonymity in any public research or presentations related to the study.

Respectfully,

Katie Jones
Campus Principal
Southern Avenue Charter School



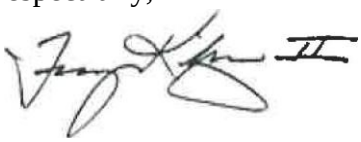
Wednesday, April 19, 2017

To Whom It May Concern,

Ms. Michelle Mitchell has the approval of Chester County School System to conduct research relating to the teachers efficacy and classroom management techniques (study approval number 12-2916-0270706). This study will be conducted via online survey monkey and teachers will not be asked to reveal their name or place of employment to ensure anonymity. We understand that there is no perceived risk to the schools or teachers employed in the Chester County School System.

Data used in this study will be strictly confidential and used under the condition of anonymity in any public research or presentations related to the study.

Respectfully,



Troy Kilzer, 11

Chester County Director of Schools