



ORIGINAL RESEARCH PAPER

Education

TEACHER SELF EFFICACY AS A FUNCTION OF STUDENTS LEARNING IN POSITIVE CLASSROOM MANAGEMENT

KEY WORDS: Teacher, Self efficacy, Classroom Management, Teacher self efficacy

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ABSTRACT

Development of any society depends on the quality of education in the community. Education is as a widespread and pervasive system and is also a fundamental element of modern society. Classroom is as a social sub-system of the educational system having unique features and distinguishes it from other institutions and social organizations. Learning and teaching will not be effective unless it is in a class that is well managed. The teacher plays multiple roles in the classroom that certainly one of the most important of which is classroom management. At an inappropriately-managed classroom, students and teachers will be damaged and students learn less than what is intended. Even though the teachers' professional competency contributes a lot to their effectiveness, the role of psychological well-being in terms of teacher effectiveness cannot be denied. Teachers efficiency and students self efficacy is needed for the compiled constitution of the effective classroom learning.

Introduction

In the knowledge industry, the teacher is the leader during teaching-learning process. Thus, his role in imparting knowledge into the learner cannot be over-emphasised. The teacher teaches in a school, gives information and instructs students on how to do something in the right and best way. Wragg (1984) cited in Smith & Laslet (undated) asserted that teacher's behaviour have noted specific skills which are demonstrated by effective teachers. Some of these skills are belief in one's ability to effectively impart knowledge into the students during the teaching-learning process in order to engender desirable change in learning behaviour and ability to effectively manage a class. Researchers have shown that teachers' perceptions and beliefs do not only have considerable influence on their instructional practices and classroom behaviour but also are related to their students' achievement and that school location could also have influence on students' academic attainment (Hollon, Anderson & Roth, 1991; Prawat & Anderson, 1988; Adeyemi, (2013). Therefore, it is imperative to investigate the effect of teacher self-efficacy in comparative with students efficacy and their academic achievements.

Self Efficacy

In the last couple of decades, the concept of self-efficacy has attracted a considerable amount of attention as a significant measure for understanding and predicting human behavior and its assumed consequences. Self-efficacy has a long convention and has been broadly connected to sociology related zones, for example, learning, program assessment, human asset administration, development, and preparing (Torkzadeh & Van Dyke, 2002). Self-efficacy is setting particular and fluctuates from situation to situation. Self-efficacy is subject to the space or the levels of task requests inside of which it is connected to, and can't be measured through an omnibus test (Hodges, 2008). High self-efficacy conveys students to a more profound engagement of learning tasks and prompts better execution, which thusly persistently raises students' feeling of Self-efficacy. Conversely, low self-efficacy realizes sub-par execution, and in turn diminishes the feeling of self-efficacy for a progression of taking after important tasks (Bandura, 1977) (Schunk, 2005).

Teacher Self-efficacy

Teacher efficacy has been remained a very important variable in education over the past 25 years (Cakiroglu, 2008). During the past two decades, the construct of self-efficacy has received increased attention in educational research. Teachers are one group of professionals whose self-efficacy has been extensively researched. Teacher efficacy is defined as „„the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context” (Tschannen-Moran, et al., 1998, p. 22). Teacher efficacy has also been defined as teachers “beliefs in their ability to have a positive effect on student learning” (Ashton, 1985, p. 142). This means that teachers with higher teaching efficacy find teaching meaningful and rewarding, expect students

to be successful, assess themselves when students fail, set goals and establish strategies for achieving those goals, have positive attitudes about themselves and students, have a feeling of being in control, and share their goals with students (Ashton, 1985). Henson (2001) stated that teacher efficacy has been found to be one of the important variables consistently related to positive teaching behavior and student outcomes.

Positive Classroom management

The class is one of the smallest structures of the social system called school. A class means both a specific group of students, a specific place, and a certain degree of teaching. Students are given the necessary knowledge and skills in the classroom (Ilgar, 2007). **Classroom management** refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong classroom-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly classroom filled with students who are not working or paying attention.

Rationale of the study

Self-efficacy mediates between an individual's knowledge and their actions. "Knowledge, skill, and prior attainments are often poor predictors of subsequent attainments because the beliefs that individuals hold about their abilities and about the outcome of their efforts powerfully influence the ways they will behave" (Pajares, 1996). Self-efficacy perceptions affect goals which people identify for themselves, amount of effort which they are to spend to reach these goals, duration of exposure to difficulties, and reactions they show against failure (Alabay, 2006, cited in Uzun, et al., 2010). . On the other hand, Evers, Brouwers and Tomic (2002, p. 229) state that self-efficacy is related not only to ones' skills or competences but also the belief that one is able to do things in some cases. So, self-efficacy includes both ones' competences and beliefs in terms of oneself being able to operate successfully.

Teacher self-efficacy was found to be associated with teachers' classroom behaviors and performance (e.g., Rimm-Kaufman & Sawyer, 2004) as well as with their students' learning and motivation (e.g., Mojavezi & Tamiz, 2012; Yi-Hsiang, 2014). Teacher self-efficacy was found to be associated with teachers' classroom behaviors and performance (e.g., Rimm-Kaufman & Sawyer, 2004) as well as with their students' learning and motivation (e.g., Mojavezi & Tamiz, 2012; Yi-Hsiang, 2014). Efficacious teachers devote more time on students' learning, support students with their aims and reinforce their intrinsic motivation (Bandura, 1997).

The Jennings and Greenberg (2009) Prosocial Classroom Model emphasises teachers' socio-emotional competences (SEC), which enable teachers to set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on students strengths and abilities, establishing and implementing behavioural guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students, and acting as a role model for respectful and appropriate communication and exhibitions of prosocial behaviour.

Enhancement of High Efficacious Students

Even though there is many students in a class they are graded based on their progress as bright, average and dull students. Every students must achieve success of their abilities so such students must be trained in all aspects as

- Encourage to participate in their learning activities
- Expend more effort in their learning
- Seek more challenging learning experiences
- Persist longer when faced with difficulty
- Cope peacefully in the face of adversity
- Recover from failure more quickly
- Achieve higher goals in learning
- Use variety of learning strategies
- Quickly discard a faulty strategies
- Attribute success to ability and strategic effort.

These strategies may help the teachers to enrich their classroom students to exhibit their abilities. As teachers are responsible for assisting their students to develop the knowledge, understanding, skills, values and civic efficiency. Teachers with high self efficacy characteristic tend to possess humanistic characteristics. They possess beliefs that emphasize an accepting, trustful view of students and an optimistic perspective towards students self-responsibility and cooperation.

Characteristics of Teacher Self Efficacy

Teachers with high self efficacy is expected to have positive and friendly exchanges between the teacher and the students. Which helps in creating a positive classroom climate. The teachers must trust themselves for their students. They must have high expectations for all the students, should be patient in dealing the problems. The teachers should be persistence with difficult circumstances. He should have the ability to cultivate the positive students behaviors. They should create positive feeling about learning and school. Motivate good student work ethics (Gordon,2001;Henson,2001;Lin &Tsai,1999).

Impact of teacher self Efficacy on Students Learning

Students achieve deep knowledge when they are successfully construct knowledge and then retain the constructed knowledge for the purpose of bringing benefits to themselves and society. So learning outcomes were the target of teachers and students. Teachers provide school education and their efficiency is reflected in the teaching process and practice. Researches show that teachers produce different teaching situations through how differing backgrounds and decisions intersect with the teaching model. Learning satisfaction is an important factor in student learning outcomes. Teaching practice and learning satisfaction are important indicators of teachers instruction and students learning outcomes. Emotional competence of teachers is necessary both in general and in particular. In general it is essential for their own well-being and for effectiveness and quality in carrying out teaching-learning processes in the classroom, and in particular for the socio-emotional development of students (Sutton & Wheatly, 2003).

However it is evident that no clear direction has emerged about the implications of teacher selfefficacy on students learning outcomes. Bassler and Brissie describes that teacher selfefficacy includes teaching effectively oneself, learning abilities and professional knowledge.

Conclusion

Teacher self efficacy have strong association between teaching

process and learning satisfaction. It is also considered to be the significant factor in teaching learning process. Teachers beliefs in his/her capability to perform his job well will engender high level of self efficacy in students which would in turn bring about desirable change in students behavior and achievement. It is evident that teachers at the rural and urban areas should be exposed to teacher self efficacy enhancement programme where they will be given adequate orientation and counsel which will serve as an eye opener to the importance and the nit gritty of building in themselves the spirit of self efficacy in order to engender students academic achievements.

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