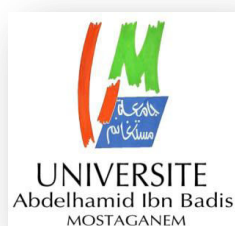


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Novice Teacher Self-Efficacy in Classroom Management
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Dedication

I dedicate my master dissertation work to my parents, and I want to thank them for their efforts with me during my study. Also big thanks go to my brothers for their encouragement. Special thanks for my friend and my cousin for her help all the time.

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- Special acknowledgement is given to my supervisor Ms. Djoub who helped me a lot all the time thanks to her efforts to assist, her understanding and kindness.
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Abstract

Effective teaching and learning refers to the degree to which teachers are successful in accomplishing their personal and educational objectives. Teachers' self belief influences their performance in their classroom and student's achievement. When teachers feel they have the ability to execute a set of goals, they can succeed to perform different tasks and activities and handle different strategies to enhance learning and create orderly environment for learning to take place. Consequently, this dissertation aims to investigate the relationship between novice teacher's self-efficacy and classroom management and find novice self-efficacy in classroom management. The study determined English novice teacher's self-efficacy of secondary schools. The questionnaire was used as a data collection tools. The results show that self-efficacy is low with beginner teachers in the area of classroom management. This sense of belief affects teacher's performance of such activities and tasks student's achievement and motivation. If teachers do not have high amount of self-confidence about their capabilities, they will drop to achieve their objectives. So teachers need more training before starting teaching to get experience.

Keywords: self-efficacy, classroom management, novice teachers and professional development.

List of figures:

Figure 2.1: Attending Teacher Pre-service Training before Starting Teaching	25
Figure 2.2: Teacher's Opinion about Classroom Management	26
Figure 2.3: The Difficulties Teachers Face in Classroom Management	27
Figure 2.4: Strategies Selected by Novice Teachers to Use in Cassroom to Motivate their Students	27
Figure 2.5: Teachers' Views their Self-Efficacy and their Classroom Management	28
Figure 2.6: Is their Difference between Experienced and Novice Teachers in terms of their Beliefs	29

Table of Contents

Dedication	I
Acknowledgement	II
Abstract	III
List of figures	V
General introduction	1

Chapter One: The Literature Review

1.1 Introduction	4
1.2 Self-efficacy.....	4
1.3 Teacher’s Self-efficacy.....	6
1.4 The Impact of Teacher’s Self- efficacy on Teaching and Learning....	8
1.5 Classroom Management	12
1.5.1 Discipline	15
1.6 Novice Teacher.....	16
1.6.1 Building Teacher Self-efficacy through Service Training Programme.....	18
1.7 Conclusion	19

Chapter Two : Research Methodology

2.1 Introduction	22
2.2 Research methodology	22
2.2.1 Participants	23
2.2.2 Data collection	23
2.2.2.1 Questionnaire	23
2.3 Data Analysis	25
2.4 Discussions of Findings	30
2.5 Recommendations	33
2.6 Conclusion	35
General conclusion	36
References	38
Appendices	43

General Introduction

Classroom management involves all strategies used by teachers in order to provide order in the classroom. These are important for effective teaching and learning. One of the most important characteristics of teachers in classroom behavior is teacher's sense of efficacy. It is very important to develop self-efficacy for an effective performance. However, teachers who are trained to be effective in classroom have to be positive to achieve student's perceptions and meet their needs. The importance of self-efficacy in behavior management is highlighted by most of scholars such as "Albert Bandura", "Tschannen -Moran" and "Woolfolk Hoy". Research findings concerning classroom management is emphasized the importance of in-service and pre-service teachers training to develop the way adopted by new teachers to deal with different situations. The processes of teaching and learning cannot reach success in an environment where teachers are not self-efficacious.

Besides, self-efficacy does not only influence motivation, goals setting, and strategies, but it also leads to the success of teachers and student's achievement. Self-efficacy is the ability to execute specific goals, controlling disruptive behavior, and responding to defiant students in positive way without making noise or spending much time. Thus self-efficacy develops throughout experience. When the teacher lacks experience and loses self-confidence, the classroom will be disrupted.

The aim of this research proposal is to shed the light on self-efficacy in classroom management amongst novice teachers of one to five year-experience, and how they apply classroom management strategies. We want to help new teachers to be aware of the importance of their self belief about their capabilities in managing their classrooms and influencing others.

Despite the fact that this topic is important, few scholars made studies on this subject. The reason behind this lack of focus on the teacher's self-efficacy in the area of classroom management should be highlighted.

There is a number of factors that could affect the success of the school system, but the researchers suggest that teachers themselves are a very important contributor. With regard to the Algerian context when it comes to teaching, we notice that teachers who lack experience have low sense of self-efficacy because there are teachers have an amount of knowledge but low degree of self-belief.

The questions that are asked before within this research are:

- Is achieving classroom management related to the level of teacher's self-efficacy?
- Do novice teachers reach their current level of self-efficacy in classroom management?
- What methods do novice teachers use in terms of classroom management ensuring students engagement?

In order to answer the above questions, the following hypotheses are suggested

- Yes, probably, teacher's self-efficacy is low with novice teachers. Since there is no pre-service education or in-service teacher's training.
- The novice teachers have low sense of self-efficacy, so it is important to highlight the need for pre-service classroom management training for new resented teachers.
- An inexperienced teacher can handle difficult issues and disruptive behaviors by being competent, being self-confident, and having strong presence in classroom.

The research participants represent secondary school novice teachers. This study will be based on quantitative research question to gather the necessary data. To carry out this study, the work is divided into two main parts, a theoretical part and a practical one. The first chapter begins with defining the notion of self-efficacy, teacher's self-efficacy and its impact on teaching and learning, classroom management, discipline, English novice teachers, and how self-efficacy is built through service training programs. The second chapter, which represents the research methodology, is devoted to the data analysis of the research. It also includes the discussions of findings and provides suggestions and conclusion.

Chapter one
literature review

1.1 Introduction

This chapter presents the background knowledge about English teachers' self-efficacy and its relation with classroom management. Teacher's self-efficacy has been found to be an important variable in the area of classroom management. Teachers change their classroom management approach over time due to their experiences. Teachers have to change the difficult situation and look for solutions better than ignore it.

The objective of this chapter is to find out how teachers are self-efficacious enough to manage the classroom effectively. In this chapter, teachers' self-efficacy for classroom management and its effect on both teachers and students is discussed. As part of this topic, sections on self efficacy, teacher self-efficacy, its role in teaching and learning, classroom management, and novice teacher's self efficacy in schools is mentioned.

1.2 Self-efficacy

Self-efficacy is the ability to produce a desired or intended result¹. According to social cognitive theory, self-efficacy is a person's belief in his abilities to execute the behaviour to achieve desired outcomes. In contrast to self-confidence which is the belief that in the person can get what s/he wants in the future. Self-efficacy is when a person has high sense of belief in his/her abilities to do certain things. It refers to beliefs about specific behaviors in specific situations. Self-efficacy is the level of individual's about their expected level of performance in specific situation.

According to Bandura (1997), self-efficacy is the "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p.3). This theory of self-efficacy is based on the observation that different people have different levels of self-efficacy under particular conditions. The main concerns of the theory are the differences between people with high self-efficacy and low self-efficacy in terms of their attitudes for tasks, the amount of work to be done, and their performances. Moreover, according to Bandura (1994), self-efficacy is the belief in one's life and control over the way these events are experienced (Bandura, 1994). He emphasizes on human capacity rather than human failings and weaknesses. He focuses on the idea that if a person believe he can do something, he will succeed to do it.

¹ - [https:// en. Oxforddictionaries. Com](https://en.Oxforddictionaries.Com)

Bandura (1994) explains how self-efficacy can be influenced and developed, and how it affects all facets of human experience. According to him, self-efficacy is not a trait that a person has and others do not, but he proposes that any one regardless of their post or current environment has amount of ability to heighten and strengthen their self-efficacy. Bandura (1997) states that “without or resilient sense of efficacy, people are easily covered by adversities in their efforts to improve their lives and that of others”. He goes on the note that self-efficacy remains static in its definition and benefits across all cultures. He states that if people have a strong “sense of self-efficacy” for a task, they are likely to succeed in it and gain their and others goals. It can be claimed that they have strong self-efficacy for accomplishing the task. (1997, p .43).

The strength of self-efficacy beliefs refers to how much and how long people can care on, if they face difficulties and continue working on a task even after experiencing failure or problems. Bandura defines self-efficacy as, “Beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p.3). Moreover, it is what influences a person’s motivation, goal setting, and strategies. Classroom management self-efficacy is a term applied to a teacher who is competent in maintaining order in an organized classroom, and maintaining the attention and participation of all students. It means when the teacher defects classroom management self-efficacy, the environment suffers and the learning experience of all students is affected negatively. Moreover, Bandura’s other works continued to develop and defend the idea that our beliefs and our abilities affect our behaviors, motivation and our success or failure strengthfully (cf. Bandura, 1982, 1986, 1993, 1996, 1997). Bandura (1986) observed: “People regulate their level and expect their actions to have. As a result, their behavior is better predicted from their beliefs than from the actual consequences of their actions” (Bandura, 1986, p. 129). It means when self-efficacy in classroom management is low, the students are disruptive and teachers become tired by daily tasks trying to keep order, they may avoid accepting challenges. However, teachers with high self-efficacy feel more confident, accept failure as challenges.

In the other hand, teacher’s competency is based on self-efficacy; they will have low confidence and low self esteem. Bandura (1997) defines self-efficacy as the organization of social, technical, and behavioral skills to achieve targets. It means self efficacy refers to the ability to accomplish set of goals of the students’ work.

Not only self-efficacy does influence motivation, goal setting and strategies, but it also organs from Weiner's (2000) attribution theory, where one believes their success in affecting an outcome is controllable by internal causes (Benher, 2009). In other words, the attribution theory explains why people do what they do. It explains how a person is able to accomplish the set tasks or goals, use strategies, or maintain the necessary motivation required to accomplish the set tasks or goals. So maintaining the skills or necessary motivation to accomplish tasks or goals within the classroom falls within their teaching efficacy.

1.3 Teacher Self-efficacy

Studies on teacher self-efficacy have largely been conceptualized within Bandura's (1994, 2002) notion of self-efficacy. Teacher self-efficacy has been defined as the extent to which a teacher is confident enough to his or her ability to promote students' learning and desired results. Teachers with high level of self-efficacy are open to new methods and have the ability to adopt new techniques. In the past a teachers' responsibility was only to teach (Gul, 2014); but today, special skills need to be taught to the students like decision making, critical analysis, and a balanced mind set , which will help students in both professional and personal life.

The study of teacher efficacy is a little over two decades old and began with RAND researcher's evaluation of whether teachers believe they could control the reinforcement of their actions (Armor et al. 1976). This early work was founded on Rotter's (1966) locus of control theory, and it was assumed that learning and motivation were the relevant reinforces of teaching action. In spite of the measurement confusion, teacher efficacy still emerged as a worthy variable in educational research. Woolfolk and Hoy (1990) noted, "Researchers have found few consistent relationships between characteristics of teachers and the behavior or learning of students. Teacher's sense of efficacy... is an exception to this general rules" (p. 81). The idea that teachers' self beliefs are determinants of teaching behavior is a simple, yet powerful idea. Pajares (1996) noted:

"Omnibus tests that aim to assess general self-efficacy provide global score that decontextualize the self-efficacy-behaviour correspondence and transform self-efficacy beliefs into a generalized personality trait rather than the context-specific judgment Bandura suggests that the problem with such

assessments is that students or teachers must generate judgements about their... capabilities without a clear activity or task in mind. As a result, they generate the judgements by in some mentally aggregating related to perceptions that they hope will be related to imagine tasks” (p.547).

For him, there is a relation between knowledge and actions, and they evaluate their experiences and thought. The beliefs that individual has about their abilities, influence the ways in which they will behave. Regarding teacher efficacy, Tschannen-Moran et al (1998) also precept against “developing measures so specific that they lose their predictive power for anything beyond the specific skills and contexts being measured” (p.219). It is not useful or predictive of the behavior if a teacher only feels not have the learning disabilities, enjoy working in cooperative groups, and never asks difficult questions. He can lose his individual’s belief in his or her own ability to predict whenever face difficulty.

Self-efficacy is when a teacher believes in their own ability to guide their students. According to Pintrich and Schunk (2002), teacher self-efficacy is also known as instructional self-efficacy, is “Personal beliefs about one’s capabilities to help students to learn” (Pintrich and Schunk, 2002, p. 331). Teacher self-efficacy in relation to classroom management has been prevalent in literature over the past 40 years, since being linked to student’s achievement the RAND Corporation (Amor, 1976). The extent to which a teacher has the competency in maintaining classroom order, organizing a classroom, gaining and maintaining the attention and participation of all students is known as classroom management self-efficacy. Also, it can be defined as the ability to establish order which keeps classroom learning activities running smoothly while disruptive behavior is controlled, and calming and responding to defiant students. When teachers lack efficacy in these fields, they struggle to maintain a healthy classroom environment, and each individual in the classroom will be affected negatively.

Tschannen-Moran and Woolfolk Hoy (in press) defined teacher efficacy as a teacher’s “judgment of his or her capability to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated”. That means teacher self-efficacy can be understood as teachers’ belief that they can have about their abilities and skills may influence how well the students learn and behave, even those who may be considered difficult or unmotivated. Teachers with high self-efficacy are likely to

develop the belief that they can reach even the most difficult students and motivate them to learn. So the teacher competencies influence student's achievement

Researchers emphasized on the importance of teacher focus upon student self beliefs in the sense that teacher self-efficacy beliefs influence students to enhance their learning motivation and increase their sense of self-efficacy (Tschannen-Moran & Hoy, 2007). Additionally, Teachers who encourage students to learn are having teaching efficacy beliefs, it means they believe to produce their abilities to engage students and help them stop feeling of annoyance or loss of confidence through reaching set of goals and build closer relationship with them (Tschannen-Moran & Woolfolk Hoy).

Furthermore, teacher's sense of self-efficacy affects the way they teach and provide order in the classroom. As a result of dealing with student misbehavior and establishing rules which is a goal of teachers because it is regarded as a requirement for effective teaching and learning, students will be engaged actively in the lesson for learning to take place.

Gordon (2001) shows that "Negative consequences, such as taking away a student's materials, or privileges, writing students' names on the board" (p.40), are preferable by teachers with low self-efficacy more than teachers with high self-efficacy to manage the classroom. Moreover, teachers with high self-efficacy believe in the possibility of students' ending their disruptive behavior on their own and they tend to have positive reaction for disruptive students.

Bandura (1997) reports the results of students done by Ashton and Welds about the influence of teachers on students' achievement level. He stated that "students learned much more from teachers imbued with a sense of efficacy than from those beset with self doubt". Teachers having self-efficacy can stimulate students to learn effectively in the classroom. The success of the students is because of the self-efficacy of their teachers.

1.4 The Impact of Teacher Self-efficacy on Learning and Teaching:

The study of self-efficacy and its role on human performance has discussed by lot of scholars during the last two decades (e.g. clayson, D. & Sheffet, M. 2016; Nauta, M.2001; Muijs & Rejoulds, 2001; Bandura, 1997; Podells Soodak, 1993). The role of self-efficacy in teaching and learning continues to interest researchers and practitioners. The class teacher's role has a huge impact on the learning process of students. Thus, the more competent teachers are the more effective educational system is. If the teachers are competent efficacious enough, they will impact students' performance.

But for this a teacher must have one quality among many qualities which is self-efficacy. It has been said that teachers with a high level of self-efficacy have a positive attitude towards everything. They always have control on their emotions. Thus the teacher should recognize the significance of teacher self-efficacy beliefs and apply them in their classroom.

Woolfolk (1998) says that self-efficacy also related to results of activities used in the classrooms. If teachers accomplish the task successfully, self-efficacy will increase while low level of teachers' self-efficacy leads to failure. Thus self-efficacy gives teachers the ability to use new methods of teaching to meet the outcomes of students. So sense of efficacy of teacher has a strong positive impact on student's performance. Ashton and Welds (1986) further explain that teachers who have a higher level of self-efficacy are more organized, have a greater skill of instruction and questioning have better qualities to explain and can solve academic problems easily.

On the other hand, teacher with low level of self-efficacy seem more confused feel threaten to be questioned, cannot maintain tasks and feel difficulty in countering students affairs. To illustrate more, teacher's level of self-efficacy affects their performances. Low self-efficacy leads to questions about self in terms of capabilities. When people fail in an activity, they question their capacities. However, people with self-efficacy feel the strength to cope with difficulties.

Tschannen-Moran et al. (1998) suggested that the task analysis "will be most explicit for novice teachers and for those entering a new teaching assignment, experienced teachers are likely to rely more heavily on memories and interpretations of similar past teaching experiences" (p.231). It can be assumed that teachers who have been at a school for a long time may be able to influence the assignment process in order to secure their preferred classes. For instance, classes with higher-achieving students, experienced teachers are assigned higher achieving students, so task analysis is first step to describe new teaching assignments. However, this assumption proves empirical evaluation.

Henson, Bennett, Sieuty, and Chambers (2000) found some limited support for the model. Moving from Tschannen-Moran et al's (1998) assumption that novice teachers will emphasize the task analysis in efficacy judgments. Henson et al (2000) examined a sample of emergency certification teachers new to their teaching careers. The canonical correlation analysis revealed a relationship between teaching competence and efficacy. However, task analysis variables were not related to efficacy judgements.

In addition, Henson (2001) explains that teachers with high self-efficacy likely to be successful in providing order in the classroom due to their positive beliefs and attitudes. Because teachers are certain about their capacity to succeed in managing their classroom well, “the perceived need and desire for classroom control diminishes”. This state allows them to have “Less interventionist attitudes towards classroom management” (p. 25). Teachers with low self-efficacy, on the other hand, are more likely to interpose between students when they misbehave. It means whenever teachers are more experienced, there is no difficulty in dealing with classroom management problems.

Tourmaki and Podell (2005) published records of more than 300 teachers about the influence of their behavior on student success and teacher vision and predictions about students. Their findings revealed that teachers with high efficacy predict most of the time accurately and in case of wrong predictions, they somehow try to understand why they predicted incorrectly, where as teacher with low efficacy mostly predict wrongly about their students and sometimes even got harsh in difficult situations. In the fact that someone has high self-efficacy and has done their best for predictions about students, they may fail, but they work harder for success. Unlike people with low self-efficacy.

Mojavezi (2012) conducted a study with the similar topic in four different cities of Iran. He administered teacher self-efficacy scale to gauge teacher sense of self-efficacy beliefs and a questionnaire to weigh students’ motivational level and divided the teachers into groups according to their efficacy; he found that there is a significant correlation between teacher self-efficacy and students’ academic achievement. His findings were also in line with Bandura’s observation (1994) that teachers with high sense of self-efficacy about their competence can motivate their students and improve their cognitive development. For students’ motivation, he found that higher the self-efficacy of a teacher, the higher the motivational level of the students would be.

The overall results seem to be that teacher self-efficacy has a positive impact on student’s behavior, learning and achievement. Consequently, students achievement, teachers’ self-efficacy could change students perceptions of the learning outcomes.

Moreover, efficient teachers encourage students for understanding; they utilize different visual aids in order to make the subject more enticing and meaningful. They give students opportunities to engage in conversations, and give positive feedback; this can be affect students’ emotions.

Shaukat and Iqbal (2012) conducted a study on teacher self-efficacy a function of student engagement, instructional strategies and classroom management, and found that the teachers with higher education have higher sense of self-efficacy. They maintain their classroom far better than the teachers with low qualification. Teachers with high level of self-efficacy are more elaborative and more likely than teachers with low sense of self-efficacy to implement didactic innovations in the classroom, using adequate teaching methods and classroom management approaches.

However, another interesting findings of the research was that temporary teachers could control their classes better than the regular permanent teachers. This may be because the permanent teachers have more job security and safety, rather than the temporary teachers could control their classes better than the temporary teachers expressed significantly better classroom management than secondary teachers. This might be because elementary teachers have more time to spend with their classes as compared to the secondary teachers, because secondary teachers have many other responsibilities.

In the same context, Ahmed, Khan and Rehman (2015) conducted a comparative study to investigate the sense of teachers efficacy between male and female school teachers. The study also found that teacher self-efficacy is important to manage students' learning and bring a positive change in their educational career. To overall discussion suggests that teacher self-efficacy is a better predictor to enhance students' learning.

Hai, Hu, Wang, and Chen (2012) carried out a study with five different hypotheses. The researchers tried to related teacher self-efficacy with student learning satisfaction, student learning outcomes and teaching process. The researchers found that teacher self-efficacy and teaching process have a strong association with the learning satisfaction of students. The overall findings suggest that teacher self-efficacy beliefs do have positive and significant influence on students' learning, satisfaction and achievement (Hai, Hu, & Chen, 2012).

Teacher self-efficacy has a positive impact on student's performance (Gosky, 1988; Tshannen & Woolfolk, 2001) and low sense of self-efficacy has negative influence on student's performance, they will perform poorly. Unlike teachers who are over confident of their teaching capabilities had less command to engage students in studying to learn, they were more capable, encouraging and could make their students think critically and creatively. The researchers stated that the impending contribution of teacher self-efficacy in students' achievement and performance will highly be dependent on the classroom condition.

Bandura (1986) observed: "People regulate their level and distribution of effort in accordance with the effects they expect their actions to have. As a result, their behavior is

better predicted from their beliefs than from the actual consequences of their actions” (1986, p. 129). From the social cognitive theory perspective, because human agency is mediated by our efficaciousness, self-efficacy beliefs influence our choices, our effort, our persistence when facing adversity, and our emotions (cf. pajares, 1997).

In the spite of the measurement confusion, teacher efficacy still emerged as a worthy variable in educational research. As Woolfolk and Hoy (1990) noted: “Researchers have found few consistent relationships between characteristics of teachers and the behavior or learning of students. Teachers’ sense of efficacy... is an exception to this general rules” (p.81). The idea that teachers’ sense beliefs are determinants of teaching behavior is a sample powerful idea.

Self-efficacy develops self-control. It influences teachers’ personal relationships and professional commitments, and their students in interactions. Self-efficacy helps teachers to achieve certain goals.

1.5 Classroom Management:

The ever changing landscape of education nowadays calls for a re-thinking or teaching profession itself, and therefore of the teacher education and professional development. Teachers need to teach multicultural classrooms, they need to integrate ICT’s in their instructional strategies; they need to integrate students with special needs, build a learning community together with the students’ families and social environments.

Classroom management is a term for teachers’ actions to provide order and involve students actively in the lesson for learning to take place (Cothran, Kulinna, & Garrahy, 2003; Demirden, 1994; Emmer, 2001; Sanford, Emmer & Clements, 1983). So, in regard to classroom management, teachers provide rules and instruction in order to facilitate learning and actively engage the students in the tasks.

Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students suspicion of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it.

A difficult aspect of teaching for many teachers problems of this area causes some teachers to leave teaching. Williams (1976) found that discipline and pupil control which are important components in the area of classroom management that are the most shared problems faced by new teachers (cited in Hicks, 2012). Hicks (2012) study pointed out that classroom management is a considerable problem for novice teachers who do not feel

prepared for their experiences in the classroom. Additionally, Shohani, Azizifar and Kamalvand (2014) assumed that novice teachers do not believe in their abilities to manage their classrooms. It means a major reason was negative student attitudes and discipline that can make teachers leave the profession because they do not believe in their abilities to handle such behavior. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes difficult for them to regain that control.

Good classroom management having different dimensions, such as dealing with student misbehavior and establishing rules, is a goal of teachers because it is regarded as a requirement for effective teaching and learning.

Creating classrooms where students are not afraid of participating in discussions or asking questions is important. In such classrooms, if teachers are careful about explaining exercises or activities to be done and returning students' papers with comprehensible corrections quickly, students are more committed to learn. In addition to that, Students need to know the school and classroom rules and the consequences of breaking those rules from the beginning.

Much long the same lines, the report to UNESCO of the international commission on education for the twenty-first century learning: The treasure within stresses the fact that "The importance of the role of the teacher as an agent of change, promoting understanding, and tolerance, has never been more obvious than today" (Delors, 2000, p. 119). As teachers find themselves looking for new perspectives, the researcher further discuss that "One of the main functions of teacher education, both pre-service and in-service is to equip teachers with ethical, intellectual, and emotional wherewithal" (Delors, 2000, p. 221). Teachers find achieving their goals difficult when dealing with difficult students. For students to be engaged in their activities, the teacher should be a facilitator, mediator, and understanding their students as having efficacious beliefs to help students learn.

It can be viewed that classroom management is one element of teacher efficacy, as well difficult to learn. Sanford and Evertson (1981) argued that classroom management is a major difficulty for "teachers and administrators in junior high schools" (p. 34). The obstacle can be existing at other levels of education.

According to Mc Leod, Fisher, and Hoover (2003), the most important role of the teacher is that of instructional leader for student engagement, instructional strategies, and classroom management, because teacher's belief can have positive influence on student learning. The ability of teachers to organize classroom and manage the behavior of their students is critical for achieving learning outcomes. Although sound behavior management does not guarantee

effective instruction, it establishes the environmental context that makes good instruction possible. The elements that make up the classroom universe are “planning the curriculum; organizing routine procedures; gathering resources; arranging environment to maximize efficiency, monitoring student progress; and anticipating, preventing, and solving problems” (p. vii). Thus, the three elements of a well managed classroom are: using time and classroom space efficiently; implementing strategies empowering students to make good choices; and making wise choices and effectively implementing instructional strategies.

A significant body of research also attests to the fact that classroom organization and behavior management competences significantly influence the persistence of new teachers in teaching career (Ingersoll & Smith, 2003). New teachers typically express concerns about lacking effective means to handle the significant disruptive behavior of students (Browers & Tomic, 2000). Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom and they often report high levels of stress and symptoms of burnout (Berliner, 1986; Browers & Tomic, 2000; Espin & Yell, 1994). Disruptive behavior is a significant reason why teachers leave the profession (Ingersoll & Smith, 2003). In other words, the disruptive and different types of misbehavior can lead to psychological problems, or can cause damage to the profession of others, and profession of teacher.

Effective teaching and learning cannot take place in poorly managed classrooms (Jones & Jones, 2012; Marzano, Marzano, & Pickering, 2003; Vander Wal, & Torenbeek, 2011). It is the way teachers organize and structure their classrooms for learning to take place. Evertson and Weinstein (2006) defined classroom management as “The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning” (p.4-5). This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies. Teachers are seen to be responsible for using adequate activities that engage students in learning. Activities should be explained to students in very effective way as well as controlling student’s misbehavior. Organized classroom and teachers’ instructional strategies can lead to students’ engagement and enhance effective learning.

According to Brophy (2006) “classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students’ attention to lessons and engagement in activities)” (p.17). Effective classroom management refers to those teachers whose classrooms are well ordered, who have less misbehavior students and manage time of tasks and activities to create an orderly environment for learning and take into account

teacher's materials, and enforcement the routines and rules (Tan, Parsons, Hinson, & Sardo-Brown, 2003). Harmer (2003) stated that well managed classroom leads to high level of self-efficacy of teachers. It is obvious that teachers have qualifications to deal with inappropriate behavior. So, managing the classroom depends on the level of teacher's self-efficacy as well as it is the teachers' strategies that maintain order to facilitate learning.

Also, According to Lowis, Romi, Qui, & Katz (2005) teachers use a variety of strategies to control disruptive behavior to enhance learning that is viewed as the priority in education (Lewis, Romi, Qui, & Katz, 2005) because teachers reduce the rate of student engagement in the classroom management if they correct misbehavior that results from poor classroom management skills. It refers to variety of skills and techniques that teachers use to keep students organized, orderly, and on task. When classroom management strategies are executed effectively, teachers minimize the behaviors that frustrate learning for both peers and individuals.

So, effective classroom management involves clear communication and academic expectations as well as a cooperative learning environment.

1.5.1 Discipline:

According to Burden (1995), discipline is teachers' reestablishing order in class when students inappropriate motions put obstacles in the way of teaching and learning, For Lovin & Nolan (2000)it cause "psychologically or physically" insecure conditions, or cause harm to the possessions of others (Levin & Nolan, 2000, p.23). Thus, teachers provide order and control in which learning can take place, and avoid students' unexpected misbehavior that leads to bigger obstacles.

Researchers suggest that self-efficacy beliefs can enhance teacher's ability to respond effectively to stressful and challenging situations (Guskey, 1988; Stein & Wang 1988). It means the positive beliefs can help teachers to gain control over their stress and difficult situations.

In terms of control, Sharon (2003) indicated that teachers of high level of self-efficacy have higher level in controlling classroom management than those teachers who have low sense of self-efficacy. Furthermore, Chambers et al. (2001) conducted a study aimed at investigating the relationship between teacher personality and personal self-efficacy and teacher's control in classroom management; the results show that personal teaching efficacy

was a strong predictor of using instructional strategies. Similarly, Woolfolk & Hoy (1990) believed that the students control that is expected by teachers influence how they preside their classroom. It means as well as the behavior of students is controlled, the classroom can be managed.

1.6 Novice teachers:

A novice teacher is a teacher who typically has zero to five years of teaching experience and is newcomer to the teaching profession. (<https://www.igi-global.com>). Teachers who have been working for less than three years are considered as “novice”.

The first years of experience are crucial and challenging to novice teachers who face a variety of difficulties. Some unfamiliar conditions can be faced and can lead to low level of self-efficacy (Saenz-Lopez, Almagro & Ibanez, 2011). The first years of teaching are the most important challenging for every beginner teacher. It is when the teachers have problems in managing the classroom, but they cannot find the way to react to different types of misbehavior. Novice teacher may not have better classroom management skills. Consequently, Teacher’s self-efficacy in classroom management is the focus of this study. Teacher’s efficacy within classroom management is the most struggles for novice or beginner’s teachers, those who have less than five years of experience (Carr, 2013; Dunn, 2009; Hicks, 2012; Ritter & Hancock, 2007; Strange et al, 2004). Classroom management is difficult for novice teachers, because they still learning how to work in isolation and reacting unexpected events of the students.

Since novice teachers are experiencing different situations in which the self-efficacy is the goal (Bullock, Coplan & Bosacki, 2015). They are likely to struggle with self-efficacy, It means English novice teachers have to learn classroom management strategies in order to develop their sense of self-efficacy.

Bandura (1997) states that the levels of self-efficacy people have in one area cannot be the same as other areas. For example, novice teachers can have low sense of self-efficacy in the area of classroom management while they may have higher level in other area. Henson (2001) in the same line explains that teachers with high self-efficacy succeed in providing order in their classroom because they have positive belief in one’s ability to keep the classroom calm and control disruptive behavior, “the perceived need/desire for classroom control diminishes” (p. 25). However, Novice teachers are less interventionist “less interventionist attitudes towards classroom management” (p. 24). For instance, low self-

efficacy of novice teachers may spend long time in explaining how wrong this behavior is (Levin & Nolan, 2000), and spend much time to remind their students about their negative consequences. Due to this respond, the time of learning and teaching may be wasted.

Moreover, Martin and Baldwing (1993, 1996) show that novice teachers are more interventionist than experienced teachers in providing order in class. They believe that in case two students are writing notes to each other in piece of paper, novice teachers tend to be likely to remind them about the rules or ask them to stop it. They spend much time and long speech in explaining how wrong it is to do that, and may make students feel uncomfortable. This may be because of lack of knowledge in managing methods. Both teachers with low and high self-efficacy use rewards, as well as to maintain order in the classrooms, but teachers with low self-efficacy use severe punishment.

Furthermore, Bandura (1997) discussed self-efficacy as a construct that increases as the person develops experience and mastery in their crafts. However, novice teachers have neither experience nor content mastery, and yet they are often found to rate their sense of self-efficacy (Meristo, & Eisenschmidt, 2014; Shohani et al., 2015).

Moreover, According to Bndura the willingness of novice teachers to persist even despite obstacles appears relate to their limited experiences that cause failure and inherent motivation (Bandura, 1977; 1997). Also novice teachers' expanded sense of self-efficacy is because their experience is limited with much more failures.

According to Bandura, teacher's belief about their ability to provide order in classroom is very important. Teachers with high self-efficacy seem that they can teach difficult or unmotivated students, whereas teachers with low level of self-efficacy have disability to improve them. To explain more, novice teachers have low self-efficacy, and they are not confident enough to deal with the most difficult students and reach a set of goal, and do not give care to student's needs and desires.

Some studies have found that 40%-50% of novice teachers will leave the profession before they reach their fifth year of teaching. Previous literature states that novice teachers leave because of job dissatisfaction, school conditions and feeling ineffective with their students. Hence, leaders in the field of education can enhance novice teachers' experiences early on in their careers by providing such supports with opportunities for self-development through mentorship, training, and supportive environments that could enhance teacher's sense of self-efficacy.

1.6.1 Building teacher self-efficacy through pre and in-service teacher training:

An in service program is a professional training or staff development effort, relevant courses, and activities where professionals are trained and discuss their work with others in their peer group. It also refers to some programs offered to enlisted members of the military while they are in service. Whereas, pre-service teaching is a period of guided, supervised teaching. The student teacher is gradually introduced into the teaching role by a cooperating teacher; the student teacher begins as an observer and finishes the pre-service teaching experience as a competent professional.

Because most teachers need to develop ways of classroom management (Alan, 2003; Emmer, 2001; Giallo & Little, 2003; Nunan & Lamb, 1996; Sentuna, 2002), novice teachers may have a desire to attend teacher education, in-service, or pre-service training programs. Romano and Gibson (2006) stated that teacher training programs and school district can improve teachers' experiences during their first years of teaching. Referring to teacher preparation programs is an important way that Romano and Gibson (2006) refer to develop teachers to have more experience.

Research has shown that inexperienced teachers are less effective than those with experience, but little is known about the effectiveness of teachers with different types of preparation programs (Carroll, 2007; Drling-Hammond, 2000; Henry, 2014). To explain more, according to Hammond's study the weeks during student teaching, students mainly forgot what they have learnt in program courses especially when practices in their student-teaching classroom experience did not represent those described in the coursework.

Beck, Kosnik, and Rowsell (2007) conducted a study focused on 22 first-year teachers' views about their needs during first years of teaching. They concluded that teachers should be taught the way to practice the theories. This can make teachers educators understand better in order to relate the theoretical knowledge that is received and realize it in their classrooms.

The qualification of teachers does not happen only via the official teacher education program. Teachers can be taught in different settings throughout organized teacher training. According to Zeichner (2008) "One of the most vigorously debated issues throughout the history of formal teacher education has been concerned with the role of various settings on the formation of teachers" (p. 263). However, Brouwer and Korthagen (2005) claim that most research on teachers happens within teacher education and is done by

teacher educators. Similarly, Cochran-Smith and Fries (2008) have argued that most approaches to research on the qualification of teachers deal within different formulations of the “problem” with teacher education.

Furthermore, many other terms such as “teacher development, in-service education and training, staff development, career development, human resource development, professional development, continuing education and lifelong learning” (Bolam & McMahon 2004, p.33) are used by different writers. Most of these terms refer to the organized forms of training of teachers after graduation. However, teachers can learn and improve their self-efficacy through interacting with colleagues with different setting.

Incorporating emphasizes on the teacher self-efficacy gives the importance to the design of teacher in-service training that can enhance teacher effectiveness and students achievement. During the practice training, a successful mentor teacher with sufficient teaching experience is charged with educating the novice teachers (MEB, 1995), in which the support is given to the novice teachers who have entered the profession and have a desire to apply what they taught in their teaching sessions.

1.7 Conclusion:

This chapter is based on Bandura’s social cognitive theory that defines teacher self-efficacy as the belief in ones capability to execute set of goals (Bandura, 1994). Classroom Management Self-Efficacy is the term related to teacher who is competent enough to maintain order in the classroom in the way that creates learning environment, and keep activities moves smoothly. Teacher’s motivation, teaching goals, and strategies can be influenced by self-efficacy.

Based on this theory, teachers can be flexible and change each time their classroom management approach due to their teaching experience. The achievement and accomplishment of teachers influence their self-efficacy and vice versa (Nejati, et al, 2014). The experience of teachers affects their efficacy because the way teachers act in the classroom influences teacher’s self-efficacy. Besides, the positive experiences create a positive efficacy, and increase the self- confidence. Teachers who believe in their abilities tend to stop the disruptive behavior of the students, and may deal with difficult situations and succeed in maintain order and create environment for learning.

In addition, it is so important to highlight the need for pre-service or in-service classroom management training for novice teachers. Teachers with five or more years of

experience have greater grade of self-efficacy than those with less than five years of teaching experience. This could create a necessity for attending pre-service or in-service training education.

Chapter two

Research methodology

2.1 Introduction

The second chapter of this research is devoted to answer the questions that are related to teacher's self-efficacy and classroom management. The main aim of this study is to verify teacher's self-efficacy in classroom management. This study is based on quantitative research methodology which aims to identify the extent to which teachers demonstrated efficacy in classroom management. As stated in chapter two (02), this study was based on the framework of Bandura's social cognitive theory. Bandura's research (1994) reported that teacher self-efficacy is the belief in one's capability to accomplish and execute specific goals.

In order to find out a teacher's self-efficacy in classroom management, the number of years of experience in teaching was requested in order to verify that each participant was a novice teacher. For this study, I focused on seven questions within teacher's self-efficacy in classroom management. The goal of my study is to find if teacher's belief in themselves, can be effective teachers in the classroom management. In addition to seven questions that are asked to participants experience and achieving level follow up.

2.2 Research Methodology

The overarching research question that guided this study was: How novice English teacher's self-efficacy is related to classroom management?

1. Is always classroom management achieving related to the level of self-efficacy?
2. Do novice English teachers reached their current level of self-efficacy in classroom management?
3. What kind of techniques teacher use in terms of classroom management to achieve their student's achievement?

The purpose of this study was to find self-efficacy in classroom management amongst novice teachers, those with less than five years of teaching experience. This study was a quantitative case study analyzing teacher self-efficacy in classroom management. Teacher self-efficacy may be low with novice teachers in classroom management. Since there no pre-service or in-service development, the novice teachers may have low self -efficacy in classroom management. The research question allowed me also to gather information about the pre-service and in service training that participants received in relation to classroom management.

2.2.1 Participants

This study was conducted in wilaya de Mostaganem, by investigating secondary school teachers self-efficacy around the district of Achaacha: “Mohammed Bacha, Charief Yahya, Hamdi chief Abd alkhadher, Bachir bey Ada, Akhawayn Belkasmi, Bakhti Balkasam”. The number of the population is 25 participants were asked to answer a questionnaire. The sample of teachers includes gender: male and female, to have an equitable distribution of gender among the participants. Teaching experience is completely ignored by participants, this allowed me to make things clear for them to answer. I did questionnaire in six different secondary schools. In addition, I had to select between English secondary and English middle school teachers. I thought that secondary school teachers are suitable for my research because they are aware of self-efficacy and its relations hip with classroom management also they are more honest and cooperative.

2.2.2 Data collection

In order to collect data, I decided to investigate using one method because of time which is questionnaire delivered to secondary school teachers. I chose 25 participants to take into consideration their point of view. My objective is to find out how teachers are self-efficacious enough to manage the classroom effectively.

2.2.2.1 Questionnaire

To provide empirical evidence of how novice English teachers self-efficacy is related to classroom management, a case study was conducted to in which questionnaire was administered to a sample of novice English secondary school teachers. They were 25 males and females. Those teachers are from different secondary schools. I used homogenous tool data analysis approach, namely is quantitative research methods which is questionnaire. I used questionnaire as a tool to gather as much as possible data that have relation to teacher’s self-efficacy in classroom management.

The questionnaire consists of nein questions: five structured, three semi-structured and one open) which can be grouped under three sections. The first section aimed at obtaining some background information about the participants’ gender and teaching level. The second section attempted to unveil their views regarding the difficulties they may face in the area of classroom management and kind of strategies do they suggest. Moreover they were asked

about teacher's self-efficacy. Finally, the third section of the questionnaire concerns the teachers' views concerning giving advice to the novice teachers. Teachers are questioned to answer by ticking the most appropriate answers and providing their point of view in the space given to them using honest answers, and providing their views. I delivered my questionnaire to the participants and tried to make things easier to them. My presence was important to clarify things.

I requested the participants of the questionnaire in the first question to mention their gender to divide them into groups and classify them into males and females in order to help me in analyzing their responses. In the second question I asked them about their teaching experience. It aims to mention their number of years of teaching to know they are novice teachers who have less than five years. In the third question, teachers were asked to mention whether they have received any kind of training before they started teaching or not, the aim behind this question is to introduce the topic to them. The next question is about classroom management and how they find it during their first days by giving participants options: "difficult", "easy", "challenging", "so-so", "needs planning and preparing" and give them chance to mention others if there is. The fifth question is related to the previous one. Teachers who responded that classroom management was challenging and difficult (was not that easy), they have to mention what kind of difficulties they faced in classroom management by giving them 06 suggestions.

The next question was given to them to find out which strategy they suggest to deal with difficult and unmotivated students. The seventh question has the objective to mention their point of view about whether teacher's belief in their capabilities has a relation with their classroom management. The eighth question (is there any difference between experienced and novice teachers in terms of their beliefs?) has the purpose to identify the differences between experienced and novice teachers. The last question (what is your first advice to be a novice teacher?) has the aim to mention the qualities that make them effective teacher who can deal with difficult situations without being the teacher that students dislike and disrespect in the classroom.

2.3 Data analysis of results:

When the participants were asked about their gender, 28 % of teachers respond they are males and 72 % of them are females.

When they were asked about their teaching experience, their answers were per groups. One teacher reported he is taught for one year, 9 participants having taught between two and three years, and 15 teachers having taught around 4 and 5 years. With regard to the attending of any kind of training before being graduated officially, the result shows that the majority of teachers over 56 % had their training before they start teaching and being graduated. 44 % stated that they did not receive any kind of training.

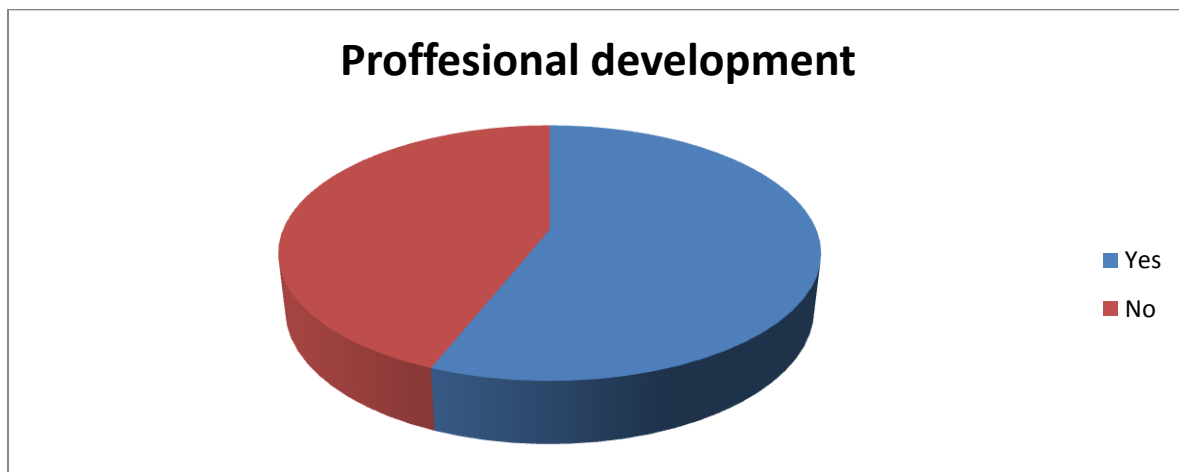


Figure 2.1: Teacher pre-service training

But, in that question, I liked participants to explain more their point of view. The group who get their training expressed that they had learnt a lot. There teachers who said that: *“It helped me to build up a good knowledge of learning and teaching process”*, and some others claim that: *“Training gave me strategy how to behave with learner”*, and others said: *“I had my training for a whole two months before t graduated, it was helpful and I was given the chance to meet all learners needs before I started teaching officially”*. In the same vein, for them it is very fruitful, many strategies of teaching and classroom management lessons was taken, and it helped them to learn some methods and techniques of teaching and learning. Others said that it is helpful because teachers get a suitable method to teach and motivate them, and make their learners motivated to improve their skills. One thing that the most agree on is that training makes them self-confident.

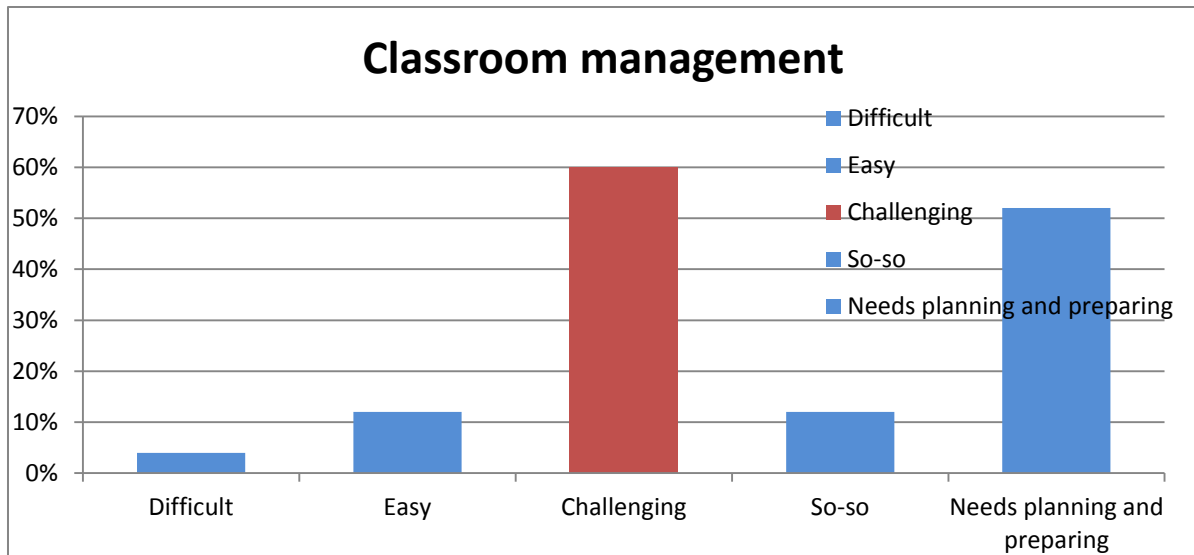


Figure.2.2: teacher’s opinion about classroom management

With regard to the situations in which teachers can find classroom management during their first days of teaching, most of the participants (60%) indicated that classroom management is challenging while 52% claimed that classroom management area “needs planning and preparing”. But, 04% stated it is “difficult”. Likewise, participants expressed that it is “easy” and “so-so” with the same average (12%). Furthermore, going through difficulties that can be faced in the area of classroom management, the majority of teachers (84%) pointed out that lack of interest is the most obstacle for them, i.e., the way they present the lessons becomes boring for students. Also, 40% referred to student’s misbehavior with teachers and 20% referred to the misbehavior with their peers. Still, only, 32% stated that time management constitutes problem for them. Nihilistic result was about explaining the lessons clearly. The results also revealed that a few of them (08%) suggest other difficulties: One teacher said that: the syllabus is overloaded, while other two students stated that: Each time the program is changed and some lessons are irrelevant to students’ needs and interest.

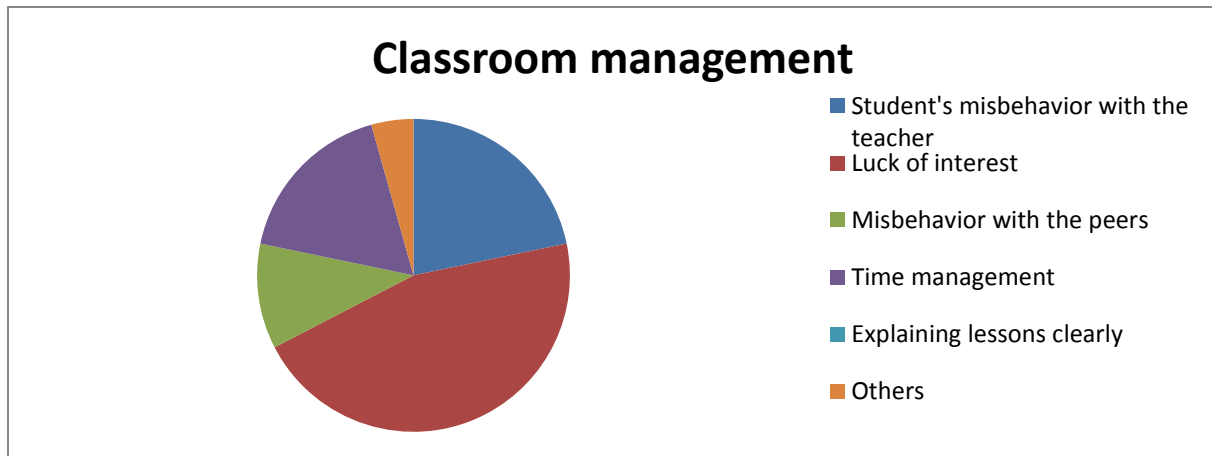


Figure 2.3: The difficulties teachers face in classroom management

The above chart shows that the most teachers see that lack of interest is the most difficult thing by 84%, also 40% agree that students misbehave mostly with their teachers, and 20% agree that students misbehave with their peers. Teachers find time management difficult by 32%, and few of them suggest other difficulties.

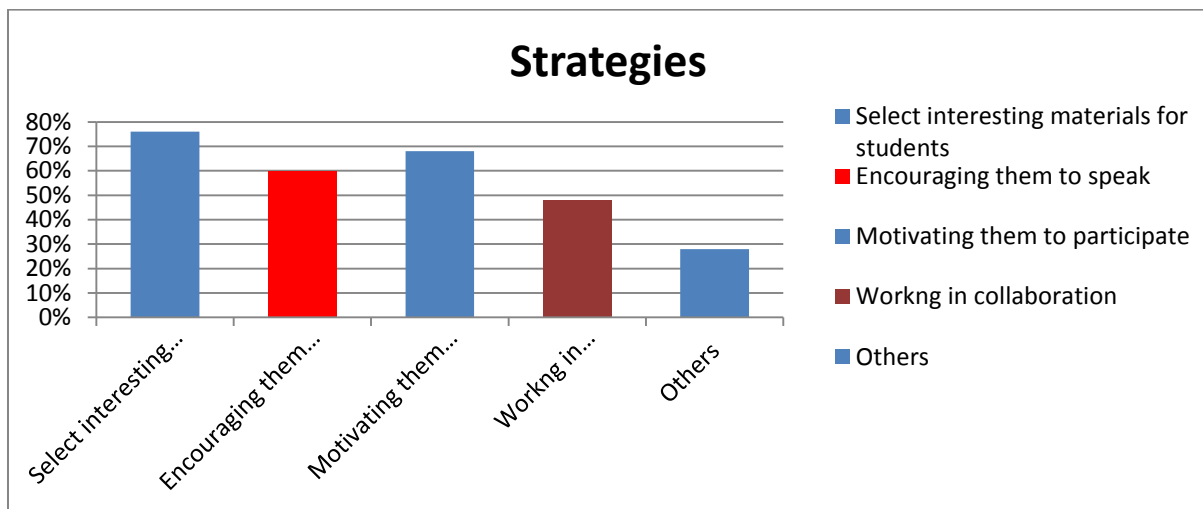


Figure.2.4: strategies that novice teachers use in classroom to motivate their

Students

The result of the above chart shows that (76%) of teachers suggest select interesting materials for their students. 60% teachers encourage their students to speak in the classroom, and 68% motivate them to participate, while 48% of teachers prefer to make them working in collaboration. Still, 28% suggest other strategies can be used by teachers: 1) Using technological devices. 2) Using CBA approach to simplify and facilitate thing to learners. 3)

Applying sociometric theory in the class to have knowledge about the students. 4) Using games, songs and role play to motivate them.

For question five, the students' answers show that the most of them (84%) argue that self-belief has an impact on the way classroom is managed. Some of those who support the idea of the relation between self-efficacy and classroom management claim that: *"when the teacher is self-confidence, he can control the classroom and gain his students' interest"*. While others said that: *"students grasp their self-confidence from their own teachers, since the teacher is a model; but if the teacher lacks self-confidence, he will care doubts about what he is presenting in the class"*. Others declare that: *"the confidence and honesty are two things that can help teacher control his classroom"*. Also, there are teachers who said that: *"the teacher with his/her experience can be able to know the way the classroom is managed"*. However, (12%) think that there is no relation between teacher self- belief and classroom management in the sense that teacher self-belief is not important to manage the classroom effectively.

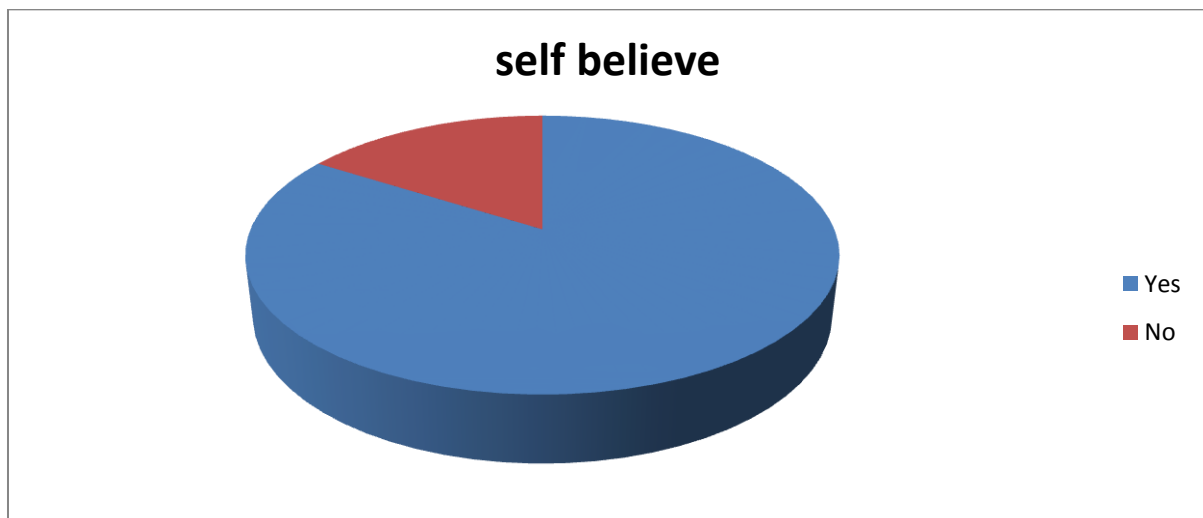


Figure.2.5: Teacher's views on self-efficacy and their classroom management

So when this question is asked, participants tend to explain more their opinion. The teachers whom argue that the teacher believes in his or her self he will be able to manage his classroom management effectively because the teacher believes in his abilities and has high self confidence and feel relax. By this teacher can give his learners what they need. In addition, they relate classroom management with self belief because students grasp their self confidence from their teachers since the teacher is the model in classroom. They also agree that when the teacher is confident and has positive attitude, he/she can control the classroom

and gain the interest of his/her students. In contrast, those the participants who assume that it is not necessary for teachers to believe in their self to manage their classroom, it is because the good teacher is not selfish and it is not preferable to think they are good enough, and this is good tip to form their self properly.

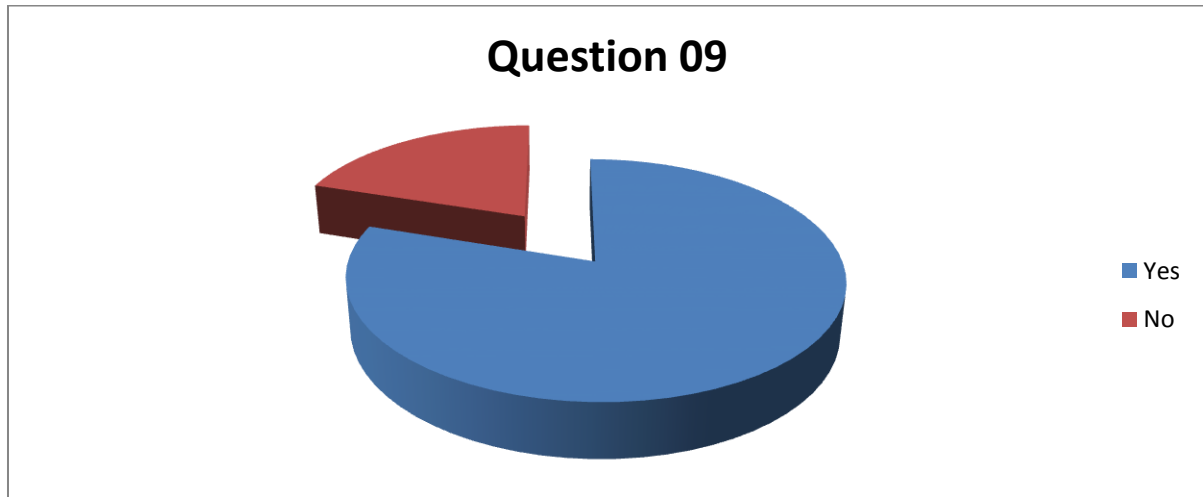


Figure.2.6: Is their difference between experienced and novice teachers in terms of their beliefs

When this question is asked, the results show that the majority of participants agree that there is difference between experienced teachers and novice teachers in terms of their self-efficacy. Teachers give different justification in order to make their answer understandable and clear. Teachers affirm that there is difference between experienced and novice teachers. Most of them agree that: *“the experienced teachers have high self belief because they always discover their student’s weaknesses and can explain the lesson in different methods, unlike novice teachers whom generally try to finish their lesson if they face difficult situations”*. In addition, some of them said that: *“the experienced teachers faced many difficult situations with their classes, so they learn from their past experience and develop his self-efficacy through experience, otherwise, the new teachers may lose their control if they face any change”*. Other suggestions also indicated that: *“there is difference between them. However, we can find a beginner teacher has qualities that make him a good and self-confident teacher in which can deal with difficult students without making problems”*.

For question seven, the results varied by different responses. Around of 15 teachers declare that a novice teacher should be self-reliable, self-confident, and knowledgeable to be able to manage the classroom effectively and maintain the order in the class. Others also think

that novice teacher should go on training and keep contact with experienced teachers and never hesitate to ask them whenever they face difficulty because what they have studied is different from what happens in classroom. Also, the beginner teachers should have self-confidence and believe in their potentials and capacities in order to motivate their students, keep in touch with their colleagues to learn from their past experiences, be patient, and apply effective techniques and different teaching methods according to learner's needs is given by 20 teachers.

2.4 Discussion of findings

As mentioned previously, questionnaire is the data tool collection that is used in order to gather data about teachers' self-efficacy and its role in managing the classroom.

The questionnaire is given to novice teachers having less than five (5) years of teaching experience. The purpose behind using this tool is to collect data that is related to my topic self-efficacy of novice teachers in classroom management, and teacher's methods used to manage their classrooms. In addition, I wanted to check if teacher's self-efficacy has an impact on managing their classrooms, and if classroom management reached related to their self-efficacy, besides the strategies teachers classroom use to achieve student's engagement. The teacher's answers related to this questionnaire can be summarized as following:

First, concerning teaching experience, the results show that the majority of them having taught between 4 and 5 years whereas 09 of them having taught for 2 to 3 years experience and 1 of them having taught for 1 year.

Additionally, receiving training before starting teaching officially, it has been shown that the majority of them had their training for a period. When the participants were asked how their training preparation assisted them in classroom management, a common response was that its focus is to teach them strategies to deal with difficult and unmotivated students and how they get confidence from that and never get capitulating. We can say that this result is seem to be valid in the sense that it is helpful for them, acquire them with new strategies and techniques of teaching during their teaching career. The most important thing is that it makes them confident to meet their learners.

Second, regarding the participants' views about classroom management area and how they find it during their first days of teaching, most of the teachers find it challenging. Besides, for

them classroom management needs planning and preparing of lessons each day. Moreover, few of them mention that it is easy, so-so with the same average. In addition, 40% of them said it is difficult.

Concerning teachers' opinions about the difficulties that are faced in the area of classroom management, we can say that the most common problem or difficulty for the novice teachers is lack of interest and student's misbehavior with the teacher. In other words, teachers' methods and their tasks become boring for their students. Besides, the result showed that if the students dislike students' tasks and materials, they disturb their teacher and tasks cannot go in the way they want. In addition, other difficulties that are mentioned are misbehavior with the peers, time management, and explaining lessons clearly.

Regarding to the kinds of strategies that teachers suggest, the participants suggested that the teacher select interesting materials for his/her students, those who are unmotivated students. Moreover, for the ones who are silent in the class and do not participate, teachers suggested encouraging them to speak, motivating them to participate, and working in collaboration. In addition to other strategies, teachers suggested to teach something meet with student's needs, using CBA approach to simplify things to them, using role play to change the routine. Besides, they suggested applying the sociometric theory in the class in order to know the shy learners, the peers, the leaders. So the study shows that when teachers use effective classroom management strategies, students become engaged in activities Woolfolk, Rosoff and Hoy (as cited in Ross & Bruce, 2007).

Next, when teachers were asked about if teacher beliefs in his/herself, this can help him/her managing the classroom or not, 84% of participants agree on the value of being self-confident in order to manage the class and gain the interest of learners. Similarly, it was reported in the second chapter that individuals achieve success in accomplishing goals or tasks, they build a belief in their own personal efficacy (Bandura, 1997). Besides, they said that students grasp their self-confidence from their own teachers since the teacher is a model in class. In addition, if a teacher lacks self-confidence, s/he will always have doubts about what he is presenting in class. It was also shown that when the teacher is confident enough and believes in himself, s/he is able to give his/her learners what they need. Moreover, they recommended that when the teacher believes that there are some conditions tend to help him in the classroom, s/he will do well.

Additionally, in regard to whether there is difference between experienced and novice teachers in terms of their beliefs, the result shown that the majority of participants argue that there is difference between them in terms of experience which self-efficacy comes through. Experienced teachers have a lot of methods on how to deal with difficult students and unmotivated ones. Besides, experienced teachers passed through many difficult situations, their self-efficacy will be increased, and manage the classroom effectively by controlling student's behavior. In addition, experienced teachers can manage the lesson according to any new challenges. However, this does not mean that novice teachers cannot perform well. The novice teachers have a lot of updated information and teaching strategies. Also, novice teachers need to pass via different situations to have a high self-efficacy. As well, the new teachers follow their plan and if they face any change, they will lose the classroom control.

Finally, concerning "what is your first advice to a novice teacher?" in this question, teachers have to give their opinions and their advice to the new teachers to manage their classroom effectively. To start with, the participants suggests that novice teacher should be self-reliable, self-confidence, and knowledgeable.

Besides, they should be trained before they start to teach their learners, and try to motivate learners by using different materials and different styles of teaching according to learners needs. In addition, beginner teachers need to be patient and love their job and learners. Also, novice teacher has to follow the new way of teaching which is learner-centered approach in order to make students participate and active, in order to not disturb him. On the other hand, a teacher should prepare the lesson every day using technology in order to bring creativity to classroom.

Furthermore, the main advice is to keep in touch with experienced colleagues, never get bored to ask them whenever s/he faces difficulty because what s/he has studied is totally different from what could happen in the reality. Besides, a novice teacher must have self-confidence and believe in his/her capacities.

2.5 Recommendation

Through questionnaire, I summarized some recommendations for teachers in the classroom in order to enhance the level of self-efficacy in classroom management and being effective teachers.

Self-efficacy:

The study of teacher self-efficacy in classroom management for the novice teacher is recommended for further research. As this study would cover up specific strategies that helped English novice teachers improve teacher self-efficacy in classroom management.

1- Pre-service teacher training: The need for coping self-efficacy is recommended to all teacher preparation programmes. New teachers should be taught some practical skills in their preparation programs in which they will get educational courses. It helps them on how to be confident and prepare them to face their students in the first time and how to deal with difficult and unmotivated one.

2- Performance accomplishments: The experience of mastery influences teacher's abilities. Successful experiences lead greater feelings of self believe and failure also weaken self-efficacy.

3- Vicarious experience: Observing someone else or colleague perform a task can help a new teachers to perform the task in the same way successfully. So teachers have to observe their colleagues to increase their beliefs.

4- Verbal persuasion: Teachers need encouragement from other to feel that they are capable to handle such situation.

5- Physiological states: Person's internal feelings and emotions influences his feeling about personal abilities. If the teacher feels stressed and nervous, he will dout about himself and enhances a weak sense of self-efficacy. If he is confident enough about himself, you will feel capable to reach set goal.

6- Stay in the stretch zone: Teacher's setting is important to build self-efficacy. Teachers should set at the stretch zone where they can use their abilities. Teachers can try to do what they want, making new things, facing challenges and reducing the stress.

7- Set simple goals: Teacher with low self-efficacy, or new teacher needs not to destroy his trust or confidence, he should take things easy and try to work on simple ideas and does his best to achieve them and get better results.

8- Look at the bigger pictures: Teachers have to highlight their goals and try to achieve them. Besides, they should make in their mind that they can perform well. So they have to plan their goals and work on them.

9- Identifying obstacles: The most important thing to heighten self-efficacy is to identify the obstacles and replace them by positive interfering. Also, they should look at the problems as something challenging and be motivated to face them; it means interpret them not as problems but as challenges.

10- Feel confident: They should be self-confident and trust themselves about their learning abilities and believe positively in order to have better performance.

Regard for classroom management:

It is obvious that the new teachers will face some difficulties in dealing with some students and such disruptive behaviours during their first years of teaching. The first thing to worry about is probably going to be how to manage the classroom, how to control students and improve your authority. Thus, teacher should be interested to take part in classroom tasks and should teach his students how to identify their goals, strengthen, and how to achieve them. Teacher self-efficacy is reliable when students are self-aware about their goals. Besides, the teacher should praise his student whenever he works hard or does activities not the absence of them. For example, a teacher have to know when to praise the student and when does not, he should praise him for his achievements and working hard to guarantee healthy environment. Moreover, teacher should use technology. This can help students find the tasks interesting, and they can be engaged without disturbing. The teacher should bring creativity to classroom in order to make learning very effective. Finally, managing classroom for a teacher is never an easy tasks, it requires him to be at his best every time. That is why this chapter is devoted to highlight the problems and tried to convey some techniques in order to overcome these difficulties.

2.6. Conclusion

The second chapter which is an important part in our research methodology aims to collect data related to English novice teacher's self-efficacy in classroom management. The second chapter which is the practical part of our research is devoted to use the questionnaire for teachers in order to collect data, also analyzing it. This chapter presents different results of the questionnaire to make our hypothesis clear.

Besides, it presents recommendations to the teachers. The present research has shown that classroom management is a difficult task for novice teachers where their self-belief takes place. Yet only teacher's self-efficacy does not guarantee reducing the problems of self-efficacy. Indeed, teachers need to attend pre-service training before being graduated officially. This could help them improve their sense of self-efficacy. Also, recommendations can be considered as advices to the teachers as beginners to enhance their self-efficacy in classroom management, and to be effective teachers in the future.

General conclusion

Teachers' self-efficacy in their classroom management capabilities is thought to be an important factor in teaching and learning processes. Teachers have possessed knowledge, skills and belief in their capabilities to enact proactive and reactive decisions to maintain an environment for learning. The main objective of our research work is to examine schools teachers' efficiency in regards to classroom management amongst the new teachers.

To carry out this study, we divide the work into two main parts, the theoretical part and the practical one. The first chapter is devoted to review the theoretical foundation of teacher efficacy, its impact in teaching and learning, classroom management, novice teachers and how do they build their self-efficacy through different training education programs in order to manage their classrooms effectively. Additionally, we critically reviewed some research related to teacher efficacy and highlight some methodologies to develop teacher self-efficacy. After that, the second part is devoted to the methodology. In order to conduct this study, we adopted quantitative research method. Therefore, data has been collected through questionnaire which is responded by 25 secondary school teachers. Moreover this chapter is devoted to the discussion of findings. Through this chapter, the major focus was to the analyze the data collected and discuss its results in order to come out with different ideas and suggestions that might help teachers who are new in their career to manage the classroom.

Based on the responses of participants, the most of participants highlighted the importance of teacher's training. However, there are minimal opportunities for pre-service teachers to learn classroom management and put the strategies in to effect. In regards to the teacher's opinions about classroom management, the results show that most of participants find it challenging. It also shows that lack of interest is a major problem for novice teachers. The study also shows that participants agree on the impact of teacher's self-belief on managing the classroom effectively. Finally, all these results confirm our hypotheses of our research questions. Thus, suggestions have been stated to solve the problems indicated in our thesis. We hope our work we clear, and we welcome the teachers' suggestions concerning teachers' self-efficacy in the area of classroom management.

In addition, to expand this study, future studies help provide more insights about teacher's self-efficacy in classroom management amongst experienced or veteran secondary school teachers. One may also made research on what is the link between novice and experienced teachers' self-efficacy in the area of classroom management, or teacher self-efficacy in classroom management amongst veteran middle school teachers.

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Appendices:

Questionnaire:

This questionnaire is part of an academic research, it aims to support English teachers develop. Would you please provide honest answers by putting a tick or cross next to your answer? Thank you so much for your collaboration.

Personal information:

Gender: Male Female

Teaching experience

1. Have you ever received any kind of training before you started teaching? Yes No

If yes, to what extent has it helped you?

.....
.....
.....

2. How do you find classroom management?

Difficult

Easy

Challenging

So-so

Needs planning and preparing

Others

How so?

.....
.....
.....

3. What kind of difficulties are you facing in classroom management?

Student's misbehavior with the teacher

Lack of interest

Misbehaviour with their peers (each other)

Time management

Explaining lessons clearly

Others (mention them)

.....
.....
.....

4. What are the kind of strategies do you suggest?

Select interesting materials for students

Encouraging students to speak

Motivating them to participate

Working in collaboration

Others (please, mention them)

.....
.....
.....

5. Do you think that the teacher's believe in their ability to manage their classrooms more effectively?

Yes

No

Explain.....

.....
.....

6. Is there any difference between experienced and novice teachers in terms of their beliefs?

Yes

No

if yes say why?

.....
.....
.....

7. What is your first advice to novice teachers?

.....
.....
.....