

The Relationship between Novice and Experienced Teachers' Self-Efficacy for Classroom Management and Students' Perceptions of their Teachers' Classroom Management

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Abstract

This study investigates the effect of teachers' self-efficacy on classroom management and students' perceptions of their teachers' classroom management. The study involves 18 novice and 18 experienced English teachers teaching at Ilam high schools and their 120 students from March to September of 2014. Data were collected through two questionnaires. Both the teacher and student questionnaires consist of 36 Likert scale items. To analyze the data, t-tests were applied. The results revealed that teachers have high efficacy for classroom management. When the two groups were compared, novice and experienced teachers were found to differ in their self-efficacy for classroom management, but not in their efficacy for personal teaching and external influences. Students did not distinguish between novice and experienced teachers' classroom management, viewing both positively. In order to improve teachers' efficacy for classroom management, in-service training programs and regular meetings where teachers share their experiences can be held. Teachers may also spare time for class discussions or administering questionnaires to their students to learn about their students' perceptions of their own teaching and classroom management practices.

Keywords: Self-efficacy, classroom management, misbehavior, novice teachers, experienced teachers

1. Introduction

1.1. Structure of Self-Efficacy

Teachers have a primary role in determining what is needed or what works best with their students. Findings of studies on teachers' perceptions and beliefs indicate that they not only have considerable influence on their instructional practices and classroom behavior but also affect their students' achievement (Grossman, Reynolds, Ringstaff & Sykes, 1985; Hollon, Anderson & Roth, 1991; Johnson, 1992; Morine-Dersheimer, 1983; Prawat & Anderson, 1988; Wilson & Wineburg, 1988). Thus, perceiving the perceptions and beliefs of teachers enables one to make predictions about teaching and assessment practices in classrooms.

Perceived self-efficacy, i.e., "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3), can be developed by four main sources of influence. Bandura (1997) postulated these sources of efficacy expectations as:

- mastery experience, also called enactive self-mastery
- vicarious experience, also called role-modeling
- social or verbal persuasion
- and arousal or physiological
- and emotional states

The most prevailing and powerful influence on efficacy is mastery experience in which a successfully performed behavior increases self-efficacy of that behavior. The perception that a performance has been successful enhances perceived self-efficacy and ensures future proficiency and success. In contrast, the perception that a performance has been a failure can weaken efficacy beliefs and leads to the expectation that future performance will also be inefficient (Bandura 1997).

The second prominent influence, vicarious experience, originates from observing other similar people to perform a behavior successfully. In contrast, observing people who are similar to oneself regarding failure lowers an individual's confidence and subsequently undermines his/her future efforts (Bandura 1997).

A third source of influence is a social or verbal persuasion received from others. Successful persuaders foster people's beliefs in their capabilities, while at the same time, ensure that visualized success is achievable

(Bandura 1997). Negative persuasion, on the other hand, may tend to defeat and lower self-beliefs. The most contributing effect of social persuasion pivots around initiating the task, attempting new strategies, and trying hard to succeed (Pajares, 2002).

Psychological and affective states, such as stress, anxiety and excitement, also provide information about efficacy perception and boost the feeling of proficiency. Hence, trying to reduce individual's stress and anxiety and modifying negative debilitating states to positive ones play an influential role in amending perceived self-efficacy beliefs. Another important affective factor, according to Pintrich and Schunk (2001), is attribution. For example, if success is attributed to internal or controllable causes such as ability or effort, efficacy will be enhanced. Nevertheless, if success is attributed to external uncontrollable factors such as chance, self-efficacy may be diminished (cited in Woolfolk Hoy & Burke Spero, 2000).

Teachers' beliefs about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape students' educational experiences (Soodak & Podell, 1997, p. 214). Teacher efficacy is believed to be strongly linked to teaching practices and student learning outcomes.

As stated earlier 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). Bandura's 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 towards tasks and the amount of work to be done, the structure of self-efficacy, and sources of self-efficacy.

1.2. Teacher self-efficacy

Teacher self-efficacy, also known as instructional self-efficacy, is "personal beliefs about one's capabilities to help students learn" (Pintrich & Schunk, 2002, p. 331). Research has shown that teachers' sense of self-efficacy affects the way they teach and provide order in the classroom (Bandura, 1997). As a result of different teachers' practices and attitudes towards teaching and classroom management, students' success in learning subject matter and self-efficacy for learning are subject to variation (Bandura, 1997; Brownell & Pajares, 1996; Pintrich & Schunk, 2002; Ross, Hogaboam-Gray & Hannay, 2001).

Teachers who have low and high self-efficacy differ from each other in the way they instruct and deal with difficulties in teaching students. Teachers with low self-efficacy believe that there are other, more influential factors involved in students' learning than their teaching. For example, they think that if students are not motivated, they are not likely to be able to teach these students. On the other hand, teachers having high self-efficacy believe that if they endeavor to teach, they can accomplish teaching even when working with the most difficult students (Bandura, 1997).

Teachers' sense of efficacy can potentially influence both the kind of environment that they create as well as the various instructional practices introduced in the classroom (Bandura, 1997). Furthermore, teachers with a high sense of self-efficacy are confident that even the most difficult students can be reached if they exert extra effort; teachers with lower self-efficacy, on the other hand, feel a sense of helplessness when it comes to dealing with difficult and unmotivated students (Gibson & Dembo, 1984).

1.3 Related studies

The literature widely documents the pervasive influence of self-efficacy beliefs and corroborates social cognitive theory that places these beliefs at the roots of human agency (Bandura, 2001). Classroom management, involving all the strategies used by teachers in order to provide order in the classroom, can be regarded as a prerequisite for effective teaching and learning. Self-efficacy, which is the beliefs people have about their capabilities to accomplish tasks, affects the level of achievement of those tasks. Teachers' beliefs about their own impact on providing a state of discipline in class are significant (Bandura, 1997).

Bandura (1986) asserts that self-efficacy is a situational and domain specific construct while confidence varies depending upon the skill required, or the situation faced. In support for this view, Welch (1995) found no relationship between general teaching self-efficacy and self-efficacy specific to teaching art education, and concluded that "...self-efficacy cannot be considered a comprehensive quality which is generalised to every context, and that the level of confidence is likely to vary between subjects" (p.78).

Emmer and Hickman (1991) argued that teacher attention is often focused on matters other than teaching and learning outcomes, and that it would be useful to examine self-efficacy in sub-areas of teaching.

A considerable amount of research has been conducted on teachers' perceived efficacy for classroom management (Brouwers & Tomic, 2000; Henson, 2001). The interest and the need of teachers in learning about classroom management have also been pointed out in the literature (Alan, 2003; Demir den, 1994; Giallo & Little, 2003; Şentuna, 2002). Teachers' beliefs about their own impact on providing a state of order in class is very important. Teachers with high self-efficacy believe that difficult students can be taught if dealt with through appropriate techniques, while teachers with low self-efficacy doubt their ability in improving the attitude of

students (Bandura, 1997).

1.3.1 Differences in self-efficacy

Bandura states that people improve their skills provided that the field be of interest to them. As a result, they have different levels of self-efficacy in different areas. Improving skills necessary to succeed in certain activities and having high self-efficacy to handle demanding conditions are required for high performance. People's level of self-efficacy affects their performances. Low self-efficacy leads to questions about the self in terms of capabilities and lack of motivation, both of which prevent people from concentrating on the activity they are involved in. When people cannot succeed in an activity, they question their capabilities and feel depressed. However, people with high self-efficacy feel the strength to cope with difficulties. The difficulty of the activity may motivate them even more and they strive for success.

The fact that someone has high self-efficacy and has done their best with enthusiasm does not mean that they will be successful. They may fail, but people with high self-efficacy do not feel the need to hide behind external factors like the physical conditions in a setting or the fact that they have shortcomings as people with low self-efficacy do. Instead, they think they should work harder for success and strive to gain control over "potential stressors or threats" (Bandura, 1997, p. 39). These qualities of people with high self-efficacy separate them from people with low self-efficacy, helping them perform well.

1.3.2. Classroom management and efficacy of classroom management

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. 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). Order can be maintained if students perform the appropriate behaviors for the successful flow of classroom activities (Burden, 1995; Pintrich & Schunk, 2002).

Little and Akin-Little (2003) reviewed classroom management procedures and concluded that there is no one specific technique that can be called classroom management. Rather, there are a number of techniques and procedures that can be followed to help teachers better manage the classroom. Classroom management is a more general concept than discipline (Martin & Baldwin, 1996). Discipline is teachers' reestablishing order in class (Burden, 1995) when students' inappropriate actions put obstacles in the way of teaching and learning, cause "psychologically or physically" insecure conditions, or cause harm to the possessions of others (Levin & Nolan, 2000, p. 23).

Literature bounds with studies done on teachers' efficacy of classroom management on the area of education in general (Cheung, 2008; Daugherty, 2005; Dibapile, 2012; Hoy & Woolfolk, 1993; Gencer, 2007; Hudley, Daoud, polanco, Wright-Castro, & Hershberg, 2003; Martin, 1995; Tschannen-Moran & Woolfolk Hoy, 2001) and language pedagogy in particular (Ataya, 2007; Moafian, & Ghnizadeh, 2009; Goker, 2006; Küçüköğlü, 2013; Liaw, 2009; Rahimi & Asadollahi, 2012; Rahimi & Hosseini, 2012). Generally, it is believed that individual differences of the teachers play a vital role to have successful EFL classroom and affects teachers' performances. Therefore, these individual differences influence both teaching and learning processes in EFL context. Classroom management, as defined by Martin (1995), is all the attempts made by the teacher to supervise students' learning, interaction, behavior and discipline in the classroom. It comprises three concepts, namely, classroom management, student management and instructional strategy (Tschannen-Moran & Woolfolk Hoy, 2001).

1.3.3. Teachers' Classroom Management Behaviors and Methods

Levin and Nolan (2000) explain three theories of classroom management developed by different educators, which are "student-directed" (p. 83), "teacher-directed" (p. 90), or "collaborative" (p. 88) management. While Charney and Kohn believe in student-directed classroom management, Cangelosi and Canter favor teacher-directed management. Between these extremes stand supporters of collaborative management, like Dreikeurs and Glasser. Attending to students as individuals or the class as a whole is an important distinction between these theories. Teachers' management behaviors and methods can be categorized under two headings, non verbal and verbal interventions (Burden, 1995; Levin & Nolan, 2000).

Those who argue that the young need to be taught in a democratic environment favor student-directed management. This theory is founded on two ideas. Each student is considered to be in charge of their own behaviors and able to decide how to behave. In classes managed by student-direction, teachers are guides rather than authority figures.

In teacher-directed management theory, students are usually not given alternatives and it is the whole class that is important, not the individuals. Teachers focus on the subject matter and do not follow time-consuming practices to manage the classroom. Rewarding and giving punishment are the main methods of classroom management used in teacher-directed classrooms.

1.3.4. Students' Perceptions of Their Teachers' Teaching and Classroom Management Practices

Student perceptions have not been studied as much as teacher perceptions in the literature. Learning about

student perceptions, their likes, and dislikes in the classroom environment may help teachers create classroom environments where students feel more comfortable and interested in learning (Gorham, 1987; Wragg, 1995). Student perceptions of the characteristics of 'good' teachers (Gorham, 1987) and teachers' behaviors they dislike most (Miley & Gonsalves, 2003) have been provided in the literature.

Although students from the same country were found to have similar perceptions of classroom management methods to their teachers' (Chen, 1995), studies also show differences between students' and teachers' opinions about possible reactions teachers can give to misbehavior (Wragg, 1995).

In a study done by Gorham (1987), students were asked to describe what kind of characteristics 'good' teachers have, explain their expectations from teachers, and give advice to teachers who are new in the profession. The answers given by the sixth grade students during the interviews include three patterns. Students stressed the importance of instruction, personality, and classroom management in their responses to the questions. In terms of instruction, almost all students focused on the amount of homework given by teachers, the teaching methods they use, and their being willing to help students solve learning problems. Students especially like the classes of teachers who "teach in exciting and interesting ways, often using games, simulations, field trips, experiments, and projects to spark the interest of students" (p. 14). Gorham (1987) also found that students were aware of teachers' enthusiasm to teach when they worked with individual students on the problematic areas they had difficulty in learning. When teachers are happy to teach, students' interest in learning increases (Csikszentmihalyi, 1997; Turanli, 1999). If teachers use a variety of teaching methods while helping students learn, students will be more likely to participate in the lesson and behave in the classroom (Supaporn, 2000).

This study investigates the relationship between novice and experienced teachers' self-efficacy for classroom management and students' perceptions about their teachers' management of their classes. Iranian students have to pass English course at school and university, but most of the teachers are not able to manage the class with high level of self-efficacy. Thus, research on classroom management and teachers' self efficacy is worth studying. the present study aims to investigate the relationship between teacher's self-efficacy and classroom management. Therefore, the present study explores the factors that impact classroom management including self-efficacy.

Effective classroom management as a significant part of the teaching and learning process is fruitful to establishing a productive environment and contributes significantly to fostering students' learning and development (Roelofs & Veenman, 1994; Ormrod, 2003; Vitto, 2003; Ritter & Hancock, 2007). There is a gap on the relationship between teachers' beliefs about their ability in managing the classroom and students' reaction on the state of discipline provided in class. Hence, this study may help to the field by providing valuable information about teachers' perceived efficacy for classroom management and students' perceptions of teachers' classroom management.

Thus based upon the above arguments, the current study aims to address to the following questions and null hypotheses:

RQ1. What is the relationship between the novice and experienced English teachers' self-efficacy for classroom management?

RQ2. What is the relationship between the novice and experienced English teachers' self-efficacy with students' perceptions of their teachers' classroom management?

H0₁. There is no relationship between the novice and experienced English teachers' self-efficacy for classroom management.

H0₂. There is no relationship between the novice and experienced English teachers' self-efficacy with students' perceptions of their teachers' classroom management.

2. Methodology

2.1. Participants

The study is descriptive in nature and survey method was used to collect data. The participants are 36 English teachers working at Ilam high Schools and their 120 students. Because the study aim to discover if teachers' beliefs about their classroom management skills match with their students' perceptions of their behaviors, it was necessary that the respondents be the students of the teachers participating in the study.

2.2. Instruments

Two different questionnaires, were used to collect data in this study. The first questionnaire given to teachers (Appendix A) was used to measure their self-efficacy for classroom management. The second questionnaire was used to measure students' perceptions of their teachers' classroom management behaviors (Appendix B). In order to make the distinction between novice and experienced teachers, Freeman's (2001) definition was originally used. Freeman defines novice teachers as those having less than three years of experience and experienced teachers as those having five or more years of experience. However, because there are only few teachers who can be described as novice according to Freeman's definition at Ilam high Schools, all

teachers with less than five years of experience have been included as novice teachers in this study.

Emmer and Hickman's (1991) Teacher Efficacy Scale was used in this study to measure teachers' self-efficacy for classroom management and discipline. The researchers developed this questionnaire by adding 12 more items to Gibson and Dembo's Teacher Efficacy Scale, which is the most well-known scale for measuring teacher efficacy (Brouwers & Tomic, 2003; Henson, Kogan, & Vacha-Haase, 2001).

2.3. Procedure

The participants were asked to fill the questionnaires in order to investigate the relationship between novice and experienced teachers' self efficacy for classroom management and students' perceptions of their teachers' classroom management. It took about fifteen minutes for students and teachers to fill out the questionnaires. Information about the participants' thoughts and feelings was gathered through the use of a Likert scale (Brown & Rodgers, 2002). The questionnaire, which uses a sixpoint Likert scale, provided the respondents with six possible answers ranging from 'strongly disagree' to 'strongly agree'.

2.4. Data Analysis

The obtained data were loaded into the Statistics Package (SPSS). The mean scores of the results for teachers' self-efficacy for classroom management and students' perceptions about how well their teachers manage their classes was calculated. Before running any statistical tests on the data, the items with negative meanings were reversed. Items 17, 19, 23, and 33 in the teacher questionnaire and items 1, 6, 18, 23, 25, 26, and 27 in the student questionnaire were reversely scored. At the measurement stage of the collected data for the actual study, the correlation between the classroom management beliefs of novice and experienced teachers and students' perceptions of teachers' management of their classes was evaluated. Also, while comparing the mean scores of students' perceptions of teachers' classroom management, students were put into two groups according to their teachers' level of experience. The statistical data obtained from the questionnaires completed by the students and the teachers were examined to reveal whether the relationship between the perceived efficacy of teachers for classroom management and their students' perceptions about the management of their classes is significant.

3. Results

Statistical assumptions of normality test is set out as follows:

H₀₁: the distribution of data for each variable is normal.

H₀₂: The distribution of data for each variable isn't normal.

Table 1. Results of testing data normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Students' perception of Experienced teachers | .250 | 60 | .221 | .790 | 60 | .312 |
| Students' perception of Novice teachers | .085 | 60 | .200 | .965 | 60 | .213 |
| Self-efficacy of Experienced English teachers | .217 | 18 | .195 | .743 | 18 | .241 |
| Self-efficacy of Novice English teachers | .228 | 18 | .198 | .849 | 18 | .256 |

Based on the above table, the data distribution obey a normal distribution, and H₀₁ hypothesis is accepted.

As it can be detected from Table 2, the relationship between experienced teachers' self-efficacy with classroom management is significant, but the relationship between novice teachers' self-efficacy with classroom management isn't significant.

Table 2. Difference between Novice and Experienced English language teachers' self-efficacy and classroom management

| | The correlation coefficient | Significant level | Result |
|---|-----------------------------|-------------------|------------------------------------|
| Experienced teachers' self-efficacy with classroom management | 0.952 | 0.000 | The relationship is significant |
| Novice teachers' self-efficacy with classroom management | 0.310 | 0.211 | The relationship isn't significant |

The above table shows that there is significant difference between Novice and Experienced English language teachers' self-efficacy and classroom management.

Tables 3 and 4 detected the difference between experienced and novice English language teachers' self-

efficacy for classroom management.

Table3. Group Statistics difference between experienced and novice English language teachers' self-efficacy for classroom management.

| VAR | N | Mean | Std. Deviation | Std. Error Mean |
|-----------------|----|---------|----------------|-----------------|
| EXT 3.00 | 18 | 65.5556 | 12.47691 | 2.94084 |
| NT Dnsion1 4.00 | 18 | 55.9444 | 7.67327 | 1.80861 |

Table4. Independent Samples Test difference between experienced and novice English language teachers' self-efficacy for classroom management.

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|----------------|----------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .921 | .344 | 1.915 | 34 | .041 | 6.61111 | 3.45247 | -4.0516 | 13.62738 |

According to the above tables, based on the calculated value of t and a significance level lower than 0.05 (.041), there is the reason for rejecting the null hypothesis of normality based on the data, and H₀ hypothesis is accepted. So there was significant difference between experienced and novice English language teachers' self-efficacy for classroom management.

Tables 5 and 6 involve data that report students' perceptions of their teachers' classroom management.

Table5. Group Statistics for Students' perceptions of their teachers' classroom management

| VAR | N | Mean | Std. Deviation | Std. Error Mean |
|-------------------------|----|----------|----------------|-----------------|
| VAR00001 dimension1 EXT | 60 | 136.5667 | 11.30377 | 1.45931 |
| NT | 60 | 134.6000 | 8.38320 | 1.08227 |

Table6. Independent Samples for Testing Students' perceptions of their teachers' classroom management

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-------------------------|---|------|------------------------------|-----|-----------------|-----------------|-----------------------|----------------|---------|
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 2.847 | .094 | 2.734 | 118 | .075 | 4.96667 | 1.81683 | 1.36884 | 8.56449 |

Based on the calculated value of t and a significance level greater than 0.05 (.075) there is no the reason for rejecting the null hypothesis of normality based on the data, and H₀ hypothesis is accepted. According to the above table, the difference is not significant. Students' perceptions of their teachers' classroom management revealed that they have positive opinions about the management of the classes.

4. Discussion and Conclusion

The findings of this study show some similarities and differences between novice and experienced teachers, teachers with low and high self-efficacy, and teachers' self-efficacy and students' perceptions about their teachers' practices in the classroom.

4.1 The first question of the study

The t-test results shown in the table 4 indicate that there is a significant difference between the novice and experienced teachers when the items questioning teachers' self-efficacy for classroom management and discipline are examined. The results support the claim that the self-efficacy levels of people depend on tasks (Bandura, 1997). Possible reasons behind these findings may be related not only to the amount of experience teachers have had but also to the expectations of teachers. Experienced teachers are likely to have had enough enactive mastery experiences (Bandura, 1997) that they have improved their levels of self-efficacy more than novice teachers. Even if they have faced difficult situations in the context of classroom management, the fact that they are still working as teachers shows their persistence. Experienced teachers possibly consider those situations challenging and think that they have managed to overcome those problems, which boosts their efficacy. Thus, as highly efficacious teachers, they are likely to experience success in providing order in the classroom due to their positive beliefs (Henson, 2001).

Teachers with high self-efficacy are expected to feel comfortable about the presence of challenging situations whereas teachers with low self-efficacy may feel depressed, especially when they cannot succeed in an activity (Bandura, 1997; Dweck, 2000).

4.2 The second question of the study

As it can be seen in Tables 5. and 6. the students' perceptions of novice and experienced teachers' classroom management reflected no significant difference. Novice teachers do not believe in their capacity to manage their classes as much as experienced teachers do. However, students taught by novice or experienced teachers perceive their teachers' classroom management behaviors similarly. In other words, students do not perceive a difference between novice and experienced teachers' classroom management.

Although teaching experience does not seem to be a significant factor affecting students' perceptions about the classroom management of their teachers, students have different perceptions about different teachers. Students may be influenced by their teachers' teaching skills or their teachers' general attitudes towards them, such as their readiness to help their students outside the classroom when students have learning problems. As a result, their emotional ties with their teachers may prevent them from being objective while evaluating their teachers' classroom management behaviors.

Gabrielatos (2002) emphasizes the importance of teachers' personalities and teaching skills in language teaching. He states that teachers need to be willing to help learners overcome the problems they face in the learning process. Because teachers may vary in the degree of willingness to help, students may have different perceptions of different teachers' practices. In relation to Gabrielatos's statements, the short response the teacher with the highest level of self-efficacy for classroom management.

Students' perceptions of their teachers' classroom management revealed that they have positive opinions about the management of the classes. Because teachers were asked to consider their general practices and students' were supposed to consider their teacher's practices for this year, there might have been a mismatch in some cases. The relation formed between the teacher and this year's class may be more positive or negative than the previous experiences of the teacher. This result may also be due to students' inability to judge their teachers' management behaviors effectively because they are not used to evaluating their teachers. The teacher's personality might have also influenced their answers to the items. Students may be considering the personality of the teacher because it may be hard for them to separate the teacher as an individual and her practices in the classroom.

Gabrielatos (2002) uses a triangle to describe the factors that influence a language teacher's success in teaching. He states that teachers need to be knowledgeable in terms of methodology of language teaching, efficient users of the language in all skills, and also have personalities that help learners overcome the problems they face in the learning process. For example, effective language teachers use various kinds of materials depending on the learning styles of students, are accurate and fluent users of the target language, and are careful about the interests and needs of their learners. Just as the three sides of a triangle form the whole picture, these three aspects are required to be effective teachers. Because of the interactive nature of these teaching characteristics, students may form more holistic views of teachers that include their teachers' personalities and teaching skills.

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APPENDICES
APPENDIX A

TEACHING QUESTIONNAIRE

How many years have you been teaching English including this year?.....
 Please indicate the degree to which you disagree or agree with each item by circling the appropriate numeral to the right of each statement. Please use the following scale :

1 = Strongly disagree 2 = Moderately disagree 3 = Slightly disagree
4 = Slightly agree 5 = Moderately agree 6 = Strongly agree

| | DISAGREE | | | AGREE | | |
|--|----------|------------|----------|----------|------------|----------|
| | Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| 1. When a student does better than usual, many times it is because I exerted a little extra effort. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him quickly. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. The hours in my class have little influence on students compared to the influence of their home environment. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I find it easy to make my expectations clear to students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. I know what routines are needed to keep activities running efficiently. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. There are some students who won't behave (well), no matter what I do. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. I can communicate to students that I am serious about getting appropriate behavior. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. If one of my students couldn't do an assignment I would be able to accurately assess whether it was at the correct level of difficulty. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I know what kinds of rewards to use to keep students involved. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. If students aren't disciplined at home, then they aren't likely to accept it at school. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. There are very few students that I don't know how to handle. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. If a student doesn't feel like behaving (well), there's not a lot teachers can do about it. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. When a student is having trouble with an assignment, I am usually able to adjust it to his/her level. | 1 | 2 | 3 | 4 | 5 | 6 |

| | DISAGREE | | | AGREE | | |
|---|----------|------------|----------|----------|------------|----------|
| | Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| 14. Student misbehavior that persists over a long time is partly a result of what the teacher does or doesn't do. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Student behavior in classrooms is more influenced by peers than by the teacher. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. When a student gets a better grade than usual, it is probably because I found better ways of teaching that student. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. I don't always know how to keep track of several activities at once. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. When I really try, I can get through to most difficult students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. I am unsure how to respond to defiant (refusing to obey) students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. A teacher is very limited in what can be achieved because a student's home environment is a large influence on achievement. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. I find some students to be impossible to discipline effectively. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. When the grades of my students improve, it is usually because I found more effective teaching approaches. | 1 | 2 | 3 | 4 | 5 | 6 |
| 23. Sometimes I am not sure what rules are appropriate for my students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 24. If a student masters a new concept quickly this might be because I knew the necessary steps in teaching the concept. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. The amount that a student can learn is primarily related to family background. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. I can keep a few problem students from ruining an entire class. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. If parents would do more with their children at home, I could do more with them in the classroom. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. If students stop working in class, I can usually find a way to get them back on track. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson. | 1 | 2 | 3 | 4 | 5 | 6 |

| | DISAGREE | | | AGREE | | |
|--|----------|------------|----------|----------|------------|----------|
| | Strongly | Moderately | Slightly | Slightly | Moderately | Strongly |
| 30. Home and peer influences are mainly responsible for student behavior in school. | 1 | 2 | 3 | 4 | 5 | 6 |
| 31. Teachers have little effect on stopping misbehavior when parents don't cooperate. | 1 | 2 | 3 | 4 | 5 | 6 |
| 32. The influences of a student's home experiences can be overcome by good teaching. | 1 | 2 | 3 | 4 | 5 | 6 |
| 33. Even a teacher with good teaching abilities may not reach many students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 34. Compared to other influences on student behavior, teachers' effects are very small. | 1 | 2 | 3 | 4 | 5 | 6 |
| 35. I am confident of my ability to begin the year so that students will learn to behave well. | 1 | 2 | 3 | 4 | 5 | 6 |
| 36. I have very effective classroom management skills. | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX B
 CLASSROOM MANAGEMENT QUESTIONNAIRE

| | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| 1. The teacher speaks to the students disdainfully. | 1 | 2 | 3 | 4 | 5 |
| 2. The teacher tries to learn the names of the students in order to call them with their names. | 1 | 2 | 3 | 4 | 5 |
| 3. The teacher is aware of the difficulties the students may face while learning English and accepts them sympathetically. | 1 | 2 | 3 | 4 | 5 |
| 4. The teacher treats the students understandingly and patiently who have difficulty learning English. | 1 | 2 | 3 | 4 | 5 |
| 5. The teacher comes to the class prepared for the lesson. | 1 | 2 | 3 | 4 | 5 |
| 6. When the teacher is tired, s/he reflects this to the class. | 1 | 2 | 3 | 4 | 5 |
| 7. The teacher keeps his/her willingness to teach throughout the sessions. | 1 | 2 | 3 | 4 | 5 |
| 8. The teacher has a smiling face throughout the sessions. | 1 | 2 | 3 | 4 | 5 |
| 9. The teacher speaks English at a level the students do not have difficulty understanding. | 1 | 2 | 3 | 4 | 5 |
| 10. The teacher adjusts the transitions between exercises so that the students do not have difficulty following them. | 1 | 2 | 3 | 4 | 5 |
| 11. The teacher tries various teaching techniques in order to attract the students to the lesson. | 1 | 2 | 3 | 4 | 5 |
| 12. When preparing the students for pair or group work, s/he uses the time efficiently. | 1 | 2 | 3 | 4 | 5 |
| 13. When the students are distracted, the teacher makes changes in the lesson flow that can attract the students. | 1 | 2 | 3 | 4 | 5 |
| 14. If there is any grammatical structure related to the subject being studied, the teacher writes it clearly on the board. | 1 | 2 | 3 | 4 | 5 |
| 15. The teacher gives clear and understandable instructions for the exercises to be done. | 1 | 2 | 3 | 4 | 5 |
| 16. During the lessons, the students can hear clearly what the teacher is saying. | 1 | 2 | 3 | 4 | 5 |
| 17. The teacher gives each student equal opportunity to participate in the class. | 1 | 2 | 3 | 4 | 5 |
| 18. The teacher deals with certain students more closely. | 1 | 2 | 3 | 4 | 5 |
| 19. The teacher helps us to overcome our timidity while we are trying to speak English. | 1 | 2 | 3 | 4 | 5 |
| 20. The teacher tries to have the students gain the confidence that they can learn English very well. | 1 | 2 | 3 | 4 | 5 |

| | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| 21. The teacher tries to encourage the students to take part in class activities. | 1 | 2 | 3 | 4 | 5 |
| 22. The teacher keeps monitoring the class while s/he is giving any explanation related to the lesson. | 1 | 2 | 3 | 4 | 5 |
| 23. The teacher spends most of the time by his/her desk. | 1 | 2 | 3 | 4 | 5 |
| 24. The teacher tries to solve the discipline problems using his/her mimics and gestures instead of interrupting the lesson flow. | 1 | 2 | 3 | 4 | 5 |
| 25. The teacher reprimands the students shouting at them. | 1 | 2 | 3 | 4 | 5 |
| 26. The teacher is in a strict mood in order to control the class. | 1 | 2 | 3 | 4 | 5 |
| 27. The teacher loses the control of the class while calling roll. | 1 | 2 | 3 | 4 | 5 |
| 28. During the lesson, the teacher monitors each student carefully in order to see how they are doing the task. | 1 | 2 | 3 | 4 | 5 |
| 29. The teacher gives satisfactory answers to the questions that the students ask. | 1 | 2 | 3 | 4 | 5 |
| 30. While the students are doing any classroom task, the teacher walks around the students and helps them. | 1 | 2 | 3 | 4 | 5 |
| 31. The teacher gives satisfactory correctives related to the mistakes that the students have made. | 1 | 2 | 3 | 4 | 5 |
| 32. After a writing task, the teacher asks different students to read their work. | 1 | 2 | 3 | 4 | 5 |
| 33. The teacher provides the students with the time they may need when s/he asks comparatively slow learners any questions. | 1 | 2 | 3 | 4 | 5 |
| 34. In order to reinforce, the teacher provides the students with the opportunity of practicing what they have studied. | 1 | 2 | 3 | 4 | 5 |
| 35. The teacher asks different students various questions related to the subject in order to check whether the subject has been understood. | 1 | 2 | 3 | 4 | 5 |
| 36. The teacher sets challenging assignments related to important topics. | 1 | 2 | 3 | 4 | 5 |

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