

Teachers' Self-Efficacy and Role Play Methods on Classroom Management among Primary School Pupils in Lagos State

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Abstract: This study investigated teachers' self-efficacy and classroom management role-play methods in primary school children in Lagos State. A descriptive study design type was used for this study. The study population included all primary school teachers in Lagos State. The sample included 100 primary school teachers drawn from 20 primary schools. We used a multilevel sampling technique to select 5 LGEAs from the local education authorities in Lagos State, and a stratified random sampling technique to select 4 primary schools from each LGEA. A self-development instrument was designed to study teacher self-efficacy and the role-play method of classroom management (TSaRPMoCM). To determine the reliability of the instrument, Cronbach's alpha method was used to examine its reliability factor, which was 0.77. As a result, it was found that there is a large difference in the level of self-efficacy between male and female teachers in managing elementary school classrooms. As a result, we found a positive and significant association between elementary school teachers' self-efficacy and classroom management methods. The study recommends that teachers should centralize teaching and learning for learners rather than for themselves, and that state education departments should monitor teacher activity appropriately. Ultimately, federal and state departments of education must find ways to provide adequate numbers of teachers for elementary schools.

Keywords: Classroom, Teacher Efficacy, Classroom Management, Pupils

Introduction

Classroom management has proven to be a painful aspect of the teaching and learning process over the past century. This single skill is the primary cause of teacher stress and burnout (Gordon, 2002; Jepson & Forrest, 2006), teacher turnover, and Rosas & West (2009). Ritter & Hancock (2007), Expected general self-efficacy expected of the teacher (Caprara et al., 2003; Edwards et al., 2002), Student performance and teacher behavior in the classroom (Edwards et al., 2002; Milner Poulou, 2007), and principals are most interested in new teachers (Williams, 2006). Classroom management issues are a major concern for new teachers and a major cause of teacher turnover in the first five years (Latz, 2002; Ritter & Hancock, 2007; Rosas & West, 2009; Silvestri, 2001; Stoughton Merrett & Wheldall, 2003; Ritter & Hancock, 2007). Educational programs have historically failed to provide well-designed, hands-on approaches to educational management. (Burden, 2003; Jones, 2002). Although classroom management functions are in place (Gilbert & Lignugaris-Kraft, 2007), classroom leadership has only recently become a major concern in teacher education programs.

Despite the fact that most teacher education programs now include class management training, most teacher education programs currently require no class management training at all (Clement, 2010; Windshcitr, 2005).). School districts across the country have also taken note of the problem and have initiated mentoring programs for two new educators (Barrera, Braley & Slate, 2010; Beutel & Spooner-Lane, 2009; Riggs & Sandlin, 2002). Despite many beneficial changes in classroom practice, recent research shows that the above problems facing teachers still exist (Ritter & Hancock, 2007, Rosas & West, 2009, Stoughton 2007).

Recent research confirms that self-efficacy is an important determinant of teacher performance, influencing teachers' ability to achieve desired outcomes in the classroom (Poulou, 2007). Because self-efficacy is a relatively new construct (Bandura, 1977), research on the variables affecting teachers' self-efficacy in relation to educational administration is limited and sometimes contradictory (Gordon & Debus, 2002; Henson, 2001; Tschannen-Moran, et al., 2008). Despite this fact, self-efficacy is known to play an important role in initiating teachers' attitudes and behaviors regarding classroom management (Emmer & Hickman, 2001; McNeely & Mertz, 2000).

Since the classroom is where students and teachers interact most frequently, the way teachers conduct their lessons has a significant impact on their own teaching and student learning (Muhammad and Ismail, 2001). The effectiveness of teacher education and student learning depends on competent classroom management. Students feel safe, respected, cared for and secure in classrooms with effective teachers who foster a healthy, encouraging and welcoming environment. To this end, effective teachers create conditions of collaboration, discipline, and responsibility, both for themselves and their students (Riaz, 2009). The teacher is the final arbiter of the classroom. They play an important role in influencing student behavior. Practical planning by teachers helps address problems

such as confusion, deviant behavior and student disobedience. In this sense, the type of trainer matters. For example, different teachers have different innate strategies for controlling the classroom atmosphere and ways of arranging the classroom to best serve their goals (Aly, 2007). , to lead the class. A student's attitude towards learning depends on how the teacher conducts the lesson.

It also describes the roles, actions and decisions of students and the general goals and spirit of the school. Reducing discipline problems in the classroom has been associated with effective and consistent management and organizational skills (Froyen and Iverson) (2009). According to her 2000 research by Ali, these disaffected, disturbed and destructive children are now found in many Pakistani schools, both urban and rural. Many of these children grow up in rural areas with parents who are uneducated or live in dysfunctional family structures. Many such children live in community conditions that severely affect their readiness for school. According to Omar (2000), children who are stressed both at home are more likely to behave inappropriately in class. Ishtiaq (2009) argues that disruptive behavior impairs learning. Even the most extreme bad behavior can harm both students and teachers. The educational process is plagued with these instances of antisocial behavior. Saad (2009) examines how persistent classroom management problems can result in children being consistently antisocial. Therefore, teachers' failure to address classroom management issues can contribute to children suffering from antisocial behavior. In many of Pakistan's rural schools, students have low self-esteem, display defiant behavior and offensive language both at home and at school, and have high rates of truancy and crime.

The educational process requires complex classroom-controlled exercises. Managing a classroom requires educator talent, skill, dedication and expertise as it directly impacts student behavior. The most complicated thing is how people behave. Effective classroom management requires teachers with highly practical vision, strategies, skills, and expertise (Sardo-Brown, Parsons, Tan, and Hinson, 2003). All actions that teachers take to enhance learning and provide students with the best learning opportunities are called classroom management (Krause, Bochner, & Duchesne, 2003). According to Berliner (2008), classroom management includes all the essential tasks necessary to maintain an environment that promotes ideal learning conditions. Teachers can organize information, plan lessons more logically, prepare teaching and learning resources more carefully, decorate classrooms, and create regular routines to achieve this goal. Froyen and Iverson (2009) found that the primary goal of classroom management is to support positive student behavior and increase learning motivation. These authors also argue that effective classroom management improves student academic performance, increases teacher effectiveness, and improves student behavior. According to Feldman (2007), classroom management involves not only managing student behavior and teacher lesson planning, organizing materials and managing behavior, but also providing goal-oriented learning processes, providing a supportive environment, and providing a high level of education. It also includes maintaining effectiveness and learning, including learning experience all important aspects of the classroom environment.

Ostrosky, Jung, Hemmeter, and Thomas (2008) argue that teachers are essential in creating a positive learning environment. Such environments can be created by teachers in the classroom to help students feel safe and develop interpersonal and team skills. The teacher's job in these situations is to encourage students to improve their learning and minimize disruption. Teachers should encourage supportive, accepting and trusting attitudes in their students. Canter and Canter (2001) argue that educational management needs her dual purpose to keep students interested, motivated, and engaged in the learning process. Second, it promotes a safe class community. Third, children can form open connections and set their own goals. In this environment, students can share their needs with professors without feeling uncomfortable taking intellectual risks. For this, educators can create procedures and guidelines. Furthermore, according to Edwards (2004), norms and procedures provide students with the framework they need to work effectively and interact appropriately. Both verbally and in writing, students are required to refer to policies and procedures. Teachers should provide examples as needed during teaching and learning.

Concept of Teacher Self-Efficacy

Dellinger, Bobbett, Olivier, and Ellett (2008) define teacher effectiveness as: Teacher beliefs were assessed considering teacher opinion and parental involvement (Henson, 2001; Yeo, et al., 2008). Viaderi (2005) argues that parental involvement in the academia of children, especially minority and black children goes a long way toward helping students reach their full potential.

Teacher effectiveness plays a role in influencing student performance, classroom practice outcomes, and teacher-student behavior, particularly teacher-influenced behavior. It can be confusing, but there is a difference between efficacy and expected results. Dellinger et al. (2008) found that expectations of efficacy are related to actions that must be successfully performed to produce results and to an individual's belief that his or her actions can produce those results. Outcome expectations, on the other hand, are based on concrete actions taken to achieve a certain outcome. Pajares (2006) found that beliefs in efficacy partially determine outcome expectations. If students are confident in their academic performance, they are expected to do well in tests and exams. The opposite is also true. Students who lack confidence in their academic performance actually expect poor grades on tests and exams. Bandura (1997) points out that both beliefs in efficacy and expectations of outcomes are useful predictors of behavior, but expectations of self-efficacy are better predictors of behavior.

Teacher Self-Efficacy

"What a man thinks will be done to him," Proverbs 23:7 (KJV).

Self-efficacy is confidence in one's ability to accomplish a particular task. The idea of self-efficacy is relatively new in the field of education, but it has gained momentum in recent decades. Bullough suggests that beginners need to have a clear and positive image of themselves as teachers (self-efficacy) before they can grow. Without a clear self-understanding (high self-efficacy), beginners fail miserably in class (2001). A strong belief in self-efficacy is necessary for future teachers to continue teaching (Mulholland & Wallace, 2001). Teachers who exhibit high levels of self-efficacy are more satisfied with their work and feel more accountable (Edwards et al., 2002). Thus, self-efficacy is directly related to teacher success in the classroom.

Self-efficacy often falls into her two categories: general educational effect and personal educational effect. Overall educational effectiveness is related to teachers' beliefs about the power of external factors such as home environment, violence and abuse compared to the impact of teachers and schools on student learning (Tschannen-Moran et al. ., 2008). Individual educational effectiveness refers to the extent to which teachers believe they have the appropriate training and experience to develop strategies for overcoming barriers in teaching students (Tschannen-Moran et al. ., 2008).

Together these two components form the theme of self-efficacy. Numerous studies have shown that teacher self-efficacy is one of the few attitude factors that influence student performance (Ashton & Webb, 2006; Moore & Esselman, 2002; Poulou, 2007; Ross, 2002; Tschannen-Moran et al., 2008; Watson, 2001). High educational effectiveness correlates with student performance in both reading and mathematics (Watson, 2001). Ultimately, teacher self-efficacy plays an important role in shaping students' attitudes toward school, subjects, and even teachers. A study by Woolfolk, Rosoff & Hoy (2000) found a direct correlation between teachers' levels of self-efficacy and students' interest in school. The study also showed that the higher a teacher's self-efficacy, the more likely students were to rate the teacher positively (Woolfolk, Rosoff & Hoy, 2000). The following quote summarizes the teacher self-efficacy cycle. Higher efficacy means more effort and endurance, better performance and effectiveness. The opposite is also true. Low effectiveness leads to less effort, more quitting, lower educational outcomes, and less effectiveness (Tschannen-Moran, et al., 2018). Bandura (1997) also found that ineffective teachers are silent about teaching, often resentful of student misconduct, use coercive disciplinary action, and are often cynical about their students' motivations and abilities. I found I found evidence that teacher self-efficacy is very important. This is associated with positive teacher behavior in the classroom (Guskey 2008; Milner, 2002) and increased enthusiasm for teaching (Allinder, 2004; Ashton, 2004; Fuchs, Fuchs & Bishop, 2002). It reduces teacher stress, increases resilience to teacher burnout (Brouwers & Tomic, 2000; Freidman & Farber, 2002; Greenglass and Burke, 2008; Smylie, 2008), and increases professional engagement. (Coladarci, 2002; Evans & Tribbel, 2006; Glickman & Tamaki, 2002). High levels of self-efficacy are also positively correlated with teachers' willingness to organize and plan, and their willingness to work with underperforming students (Fuchs et al., 2002). Finally, teacher effectiveness suggests that a teacher's level of self-efficacy directly influences perseverance and classroom participation in settings with disabilities (Tschannen-Moran et al., 2018).

Little is known about the exact cause of the phenomenon of self-efficacy. There are many idealistic notions of teacher self-efficacy. Research has shown that student teachers' beliefs about control and motivation are directly related to teacher effectiveness (Woolfolk & Hoy, 2010). Confidence in teachers' individual skills and teaching routines is also associated with increased levels of self-efficacy (Yeung & Watkins, 2000). Teacher experience during student classroom practice is also correlated with higher levels of self-efficacy (Bandura, 1997; Mulholland & Wallace, 2001; Pajares, 2017).

The question of whether self-efficacy changes over time leads to mixed results from a research perspective. Some research suggests that self-efficacy can be improved through new teacher training and support her programs (Tschannen-Moran et al., 2018). Other studies have argued that self-efficacy is more formative than teacher education (Henson, 2001; Gordon & Debus, 2002). Even other studies claim that teacher effectiveness decreases after experiencing the reality shock new teachers teach and may increase later in their careers, but for the most part, sitting do not reach initial levels of self-efficacy (Housego, 2002; Spector, 2000); Woolfolk & Hoy, 2005).

Teacher Self-Efficacy in the Classroom

Teacher empowerment helps create an environment conducive to student success. This effectiveness influences instructional management, instructional strategy, and student engagement. "Self-efficacy teachers spend more time teaching than teaching students who are struggling with learning and/or behavioral difficulties" (Yeo, et al., 2008).

"Evidence suggests that teachers' beliefs about educational effectiveness partially determine how they organize classroom activities and how students assess their intellectual abilities." (Bandura, 1997). Teachers with high self-efficacy believe they can teach all students, even the most difficult and unmotivated ones. It just requires more effort on the part of teachers and the right strategies to make it happen. Effective teachers develop and modify teaching strategies to meet the needs of their students. Yo et al. (2008) argue that high self-efficacy teachers find ways to motivate students and involve them in the learning process.

Bandura (1995) writes: People with a high sense of effectiveness visualize success scenarios to provide proactive guidance and support for performance. Those who doubt its effectiveness visualize failure scenarios and think of many things that could go wrong. It's hard to achieve much while battling self-doubt.

Dellinger et al. (2008) defined teacher self-efficacy as "the teacher's focus on the success of a particular educational task in the current educational context (a particular school/class/student)". As Swars (2005) noted, teachers' perceptions of self-efficacy expectations change significantly after taking continuing education courses to improve strategies and methods. An important aspect of teacher effectiveness is classroom management. Steere (2008) also agrees. It then lists a number of strategies that can be used to quickly nip destructive behavior in the bud and enable learning.

Research Questions

1. Are there significant differences between teacher self-efficacy and teacher gender in elementary school classroom management?
2. Is there a significant association between elementary school teacher self-efficacy and classroom management methods?
3. Is there a significant association between teacher-measured teaching strategies and elementary school classroom management?

Methodology

The study adopted a descriptive research design type. The study population included all primary school teachers in Lagos State. The sample included 100 primary school teachers drawn from 20 primary schools. We used a multilevel sampling technique to select 5 LGEAs from the local education authorities in Lagos State, and a stratified random sampling technique to select 4 primary schools from each LGEA. A simple random method was used to select 5 teachers from each elementary school. In this study, Teacher Self-Efficacy and Classroom Management Role Play Method (TSaRPMoCM), a self-developed instrument was designed and the instrument was calibrated to four Likert types. 15 items: Strongly agree (SA), Agree (A), Disagree (D), Strongly disagree (SD). To determine the reliability of the instrument, Cronbach's alpha method was used to examine its reliability factor, which was 0.77. Independent t-tests and inference statistics from Pearson product-moment correlations were used to test the formulated research question at the 0.05 significance level.

Results

Research Question 1: Are there significant differences between teachers' self-efficacy and teacher gender in elementary school classroom management?

Table 1: Summary of independent t-tests showing differences between teacher self-efficacy and teacher gender on classroom leadership for elementary school pupils

Variable	Gender	N	Mean	Std.D	T	Df	Sig.	Remark
Teachers' level of self efficacy	Male	35	15.083	1.184	17.644	98	0.000	Significant
	Female	65	9.765	2.378				

The table above shows that there is a large difference in self-efficacy levels between male and female teachers in elementary school classroom management ($t = -17.64$; $df = 98$; $P < 0.05$). This means that, on average, male teachers (15.08) outperform female teachers (9.77) in classroom management of primary school students.

Research Question 2: Is there a significant correlation between elementary school teachers' self-efficacy expectations and classroom management methods?

Table 2: Summary of the Pearson Product-Moment Correlation Coefficient between elementary school teachers' self-efficacy expectations and classroom management methods?

Variable	N	Mean	S.D	df	R	Sig	Remark
Teachers' level of self-efficacy	100	17.352	1.021	198	13.22	0.01	Significant
Method of Teaching	100	17.975	3.454				

**significant at $p < 0.05$

The table shows that Pearson's "r" is 13.22 and the p-value calculated at the 0.05 significance level is 0.01. A p-value of 0.01 is less than 0.05, so it is a significance level. This means that there is a positive and significant association between primary school teachers' self-efficacy expectations and classroom management teaching methods ($r = 13.22, p < 0.05$).

Research Question 3: Is there a significant association between teacher-measured teaching strategies and elementary school classroom management?

Table 3 Summary of the Pearson Product-Moment Correlation Coefficient between Self-Efficacy and Classroom Management Guidance in Elementary School Students

Variable	N	Mean	S.D	df	r	Sig	Remark
teachers' instructional strategies	100	14.982	2.952	198	11.35	0.000	significant
classroom management	100	17.975	3.454				

**significant at $p < 0.05$

The table above shows that a Pearson "r" of 11.351 is obtained with a p-value of 0.00 calculated at an alpha level of 0.05. The p-value of 0.00 is less than 0.05. Thus, there is a positive and significant association between teacher-measured instructional strategies and elementary school classroom management. ($r=11.351, p < 0.05$).

Conclusion

The findings confirmed that inadequate primary school teachers influence school performance and student evolution. We additionally determined that the gender variations that existed among male and lady respondents on the macro degree have been now no longer so extensive that gender problems masked scholar performance. In additionally, teacher shortages are impacting the growth of Nigerian schools. If a school has a bad teacher problem, the school will not develop effectively because one teacher will be in charge of many students. This framework of action prepares for the development of experienced primary school teachers. However, due to the shortage of primary school teachers, primary school teachers on duty can only fix them and improve students' learning ability. If a sufficient number of teachers are taught in primary schools, it will be easier to transfer lessons to students and reduce the burden of conducting lessons.

Recommendations

1. Teacher should not centralize teaching and learning to themselves but to the learner.
2. The state ministry of education should ensure proper supervision on the teacher activities.
3. Federal and state ministry of education has to and a way of providing enough teachers for primary school at all state.
4. Federal ministry of education should make sure that all the teachers teaching in primary school has at least the minimum background of N.C.E

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