

# Teachers' efficacy and self-role play methods on classroom management among Queen College in Kality Campus

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**Abstract:** *his study examined classroom management role-play techniques and teachers' self-efficacy among Queen College students at Addis Abeba's Kality Campus. For this investigation, a descriptive study design type was employed. All professors at Addis Ababa's Queen College, Kality Campus, were included in the study population. The sample included over 100 instructors from 20 higher educations who attended Queen College in Kality. We chose four representatives from each class and five departments from the Addis Abeba local education administration using a stratified random sampling technique. To investigate teacher self-efficacy and the role-play approach to classroom management, a self-development instrument was created (tsarpmocm). The instrument's reliability factor, which was 0.77, was examined using the Cronbach's alpha approach to measure instrument reliability. As a result, it was discovered that male and female instructors had quite different levels of self-efficacy when it comes to running higher education classrooms. As a result, we discovered a favorable and substantial relationship between classroom management strategies and self-efficacy among primary education instructors. According to the report, instructors should prioritize teaching and learning for students rather than for themselves, and state education departments should effectively oversee teacher performance. Ultimately, the federal and state departments of education must find a method to staff primary educations with an acceptable number of instructors.*

**Keywords:** Classroom, Teacher Efficacy, Management, Department

## Introduction

Throughout the past century, it has been clear that classroom management is a challenging component of the teaching and learning process. This one skill is the main factor causing teacher stress and burnout, teacher turnover, and Rosas & West (Gordon, 2002; Jepson & Forrest, 2006). (2009). Ritter & Hancock (2007), Student performance and teacher conduct in the classroom (Edwards et al., 2002; Milner Poulou, 2007), Anticipated overall self-efficacy expected of the teacher (Caprara et al., 2003; Edwards et al., 2002), and Principals are particularly interested in new teachers (Williams, 2006). Issues with classroom management are a big worry for new instructors and a big reason why teachers leave their jobs in the first five years (Latz, 2002; Ritter & Hancock, 2007; Rosas & West, 2009; Silvestri, 2001; Stoughton Merrett & Wheldall, 2003; Ritter & Hancock, 2007). In the past, educational programs have been unable to offer well-designed, practical methods to educational management. (Jones, 2002; Burden, 2003). Although there are classroom management procedures in place, classroom leadership has just lately emerged as a key topic in teacher education programs (Gilbert & Lignugaris-Kraft, 2007).

The majority of teacher education programs do not now require any class management training, despite the fact that most of them now contain it (Clement, 2010; Windshciti, 2005). Numerous education districts across the nation are aware of the issue and have started mentoring programs for two new teachers (Barrera, Braley & Slate, 2010; Beutel & Spooner-Lane, 2009; Riggs & Sandlin, 2002). Recent research demonstrates that the aforementioned challenges teachers face still remain despite numerous positive advancements in instructional methods (Ritter & Hancock, 2007, Rosas & West, 2009, Stoughton 2007).

Self-efficacy is a significant factor in teacher performance, influencing teachers' capacity to produce desired results in the classroom, according to recent research (Poulou, 2007). There is little and occasionally conflicting research on the factors influencing teachers' self-efficacy in relation to educational administration because self-efficacy is a relatively new concept (Bandura, 1977). (Gordon & Debus, 2002; Henson, 2001; Tschannen-Moran, et al., 2008). Despite this, it is known that instructors' attitudes and behaviors related classroom management are largely influenced by their level of self-efficacy (Emmer & Hickman, 2001; McNeely & Mertz, 2000). The way teachers conduct their classes has a huge impact on their own teaching and student learning because the classroom is where students and teachers interact most frequently (Muhammad and Ismail, 2001). Effective classroom management is essential for both teacher preparation and student learning. In classrooms with competent teachers who provide a healthy, encouraging, and welcoming environment, students feel protected, respected, cared for, and secure. To achieve this, good teachers establish environments that promote cooperation, control, and accountability for both themselves and their students (Riaz, 2009). The final arbiter in the classroom is the teacher. They have a significant impact on how students behave. Teachers' practical planning aids in addressing issues including student disobedience, deviant behavior, and bewilderment. The sort of trainer counts in this regard. For instance, various teachers have unique natural methods for managing the classroom environment and ways to set up the classroom to best serve their objectives (Aly, 2007). The way a teacher teaches a lesson affects how a student feels about learning.

Also, it discusses the basic aims and spirit of the education as well as the roles, decisions, and actions of the students. Effective and consistent management and organizational skills have been linked to fewer discipline issues in the classroom (Froyen and Iverson)

(2009). These disengaged, disturbed, and destructive kids are now present in many Pakistani educations, both urban and rural, according to Ali's 2000 research. Many of these kids are raised by parents who are either uneducated or come from dysfunctional families in rural areas. Many of these kids reside in neighborhoods where it is very difficult for them to be prepared for education. Children who experience stress at home and in education are more likely to act badly, claims Omar (2000). Stressed-out kids are more prone to act improperly in the classroom. According to Ishtiaq (2009), disruptive behavior hinders learning. Even the worst misconduct can have a negative impact on both students and teachers. These incidences of antisocial behavior impair the educational process. Saad (2009) looks at how ongoing issues with classroom administration might lead to kids acting out consistently. As a result, when teachers neglect to address problems with classroom management, children may exhibit antisocial conduct. Students in many rural educations in Pakistan have low self-esteem, act defiantly and use inappropriate language at home and at education, and absenteeism and criminality rates are high.

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**

Teacher beliefs were evaluated taking into consideration teacher opinion and parental engagement, according to Dellinger, Bobbett, Olivier, and Ellett's (2008) definition of effective teaching (Henson, 2001; Yeo, et al., 2008). According to Viaderi (2005), parents' involvement in their children's academic lives, particularly those of minority and black children, is crucial for assisting students in realizing 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. 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 educations 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 education, 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 education. 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, -efficacy teachers Skenandore student time teaching than engagement teaching students who are struggling with learning and/or behavior "Evidence suggests that teachers' beliefs about educationalists and how students assess their intellectual-efficacy believe abilities 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 education/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 higher education classroom management?
2. Is there a significant association between higher education teacher self-efficacy and classroom management methods?
3. Is there a significant association between teacher-measured teaching strategies and higher education classroom management?

### **Methodology**

The study adopted a descriptive research design type. The study population included all queen college in kality campus teachers in Addis Ababa. The sample included her 100-queen college in kality campus teachers drawn from 20 department. We used a multilevel sampling technique to select 5 department from the local education authorities in Addis Ababa, and a stratified random sampling technique to select 4 department from each department. A simple random method was used to select 5 teachers from each higher education. 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 higher education classroom management?

**Table 1:** Summary of independent t-tests showing differences between teacher self-efficacy and teacher gender on classroom leadership for higher education department

| Variable                      | Gender | N  | Mean   | Std.D | T      | Df | Sig.  | Remark      |
|-------------------------------|--------|----|--------|-------|--------|----|-------|-------------|
| Teache 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 higher education 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 queen college in kality campus students.

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

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

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

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 queen college in kality campus 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 higher education classroom management?

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

| Variable             | N   | Mean   | S.D   | df  | r     | Sig   | Remark      |
|----------------------|-----|--------|-------|-----|-------|-------|-------------|
| teachers' strategies | 10  | 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 higher education classroom management. ( $r = 11.351$ ,  $p < 0.05$ ).

## Conclusion

The findings confirmed that inadequate queen college in kality campus teachers influence education performance and student evolution. We additionally determined that the gender variations that existed among male and lady respondents on the macro de gree have been now no longer so extensive that gender problems masked scholar performance. In additionally, teacher shortages are impacting the growth of nigerian educations. If a education has a bad teacher problem, the education will not develop effectively because one teacher will be in charge of many students. This framework of action prepares for the development of experienced queen college in kality campus teachers. However, due to the shortage of queen college in kality campus teachers, queen college in kality campus teachers on duty can only fix them and improve students' learning ability. If a sufficient number of teachers are taught in department, 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 queen college in kality campus at all state.
4. federal ministry of education should make sure that all the teachers teaching
5. college in kality campus has at least the minimum background

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