

THE RELATIONSHIP BETWEEN NOVICE AND EXPERIENCED TEACHERS'
SELF-EFFICACY FOR CLASSROOM MANAGEMENT AND STUDENTS'
PERCEPTIONS OF THEIR TEACHERS' CLASSROOM MANAGEMENT

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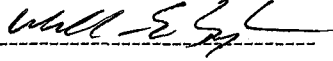
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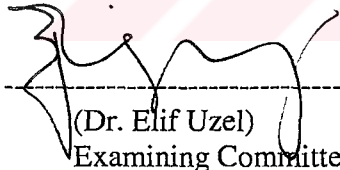
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ABSTRACT

THE RELATIONSHIP BETWEEN NOVICE AND EXPERIENCED TEACHERS' SELF-EFFICACY FOR CLASSROOM MANAGEMENT AND STUDENTS' PERCEPTIONS OF THEIR TEACHERS' CLASSROOM MANAGEMENT

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This study explored the relationship between novice and experienced teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management. The study was conducted with 10 novice and 10 experienced English teachers and 295 students of those teachers at Marmara University Department of Foreign Languages Preparatory School in the spring semester of 2004.

Data were collected through two questionnaires and interviews done with 16 of the 20 teachers. The questionnaire administered to teachers measured teachers' self-efficacy for classroom management. The questionnaire completed by students provided data about their perceptions of teachers' actual classroom management practices. Both the teacher and student questionnaires consisted of 36 Likert scale items. The interviews provided insight into teachers' feelings, experiences, and practices concerning classroom management.

To analyze the data, t-tests and Kendall's tau were calculated. The results reveal 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 self-efficacy for personal teaching and external influences. Students did not distinguish between novice and experienced teachers' classroom management, viewing both positively. No significant relationship was found between teachers' efficacy levels and students' perceptions.

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.

ÖZET

MESLEĞİN İLK YILLARINDAKİ ÖĞRETMENLERLE DENEYİMLİ ÖĞRETMENLERİN SINIF YÖNETİMİ ALANINDAKİ ÖZ-YETERLİLİKLERİ VE ÖĞRENCİLERİN ÖĞRETMENLERİNİN SINIF YÖNETİMİYLE İLGİLİ ALGILAMALARI ARASINDAKİ İLİŞKİ

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Bu çalışmada mesleğin ilk yıllarındaki öğretmenlerle deneyimli öğretmenlerin sınıf yönetimi alanındaki öz-yeterlilikleri ve öğrencilerin öğretmenlerinin sınıf yönetimiyle ilgili algılamaları arasındaki ilişki incelenmiştir. Çalışma 10 mesleğin ilk yıllarındaki ve 10 deneyimli İngilizce öğretmeni ile bu öğretmenlerin 295 öğrencisinin katılımıyla Marmara Üniversitesi Yabancı Diller Bölümü Hazırlık Okulu'nda 2004 yılı bahar döneminde gerçekleştirilmiştir.

Veri toplama aşamasında iki anket kullanılmış ve 20 öğretmenin 16'sıyla görüşülmüştür. Öğretmenlere uygulanan anket, öğretmenlerin sınıf yönetimi alanındaki öz-yeterliliklerini ölçmüştür. Öğrenciler tarafından doldurulan anketse, öğretmenlerin sınıf yönetimi uygulamaları hakkında veri sağlamıştır. Hem öğrenci hem de öğretmen

anketleri 36 adet Likert ölçeği tipinde soru içermektedir. Yapılan görüşmeler öğretmenlerin sınıf yönetimiyle ilgili duyguları, deneyimleri ve uygulamaları konusunda daha derin bilgi edinilmesine katkıda bulunmuştur.

Toplanan verinin analizi için t-test ve Kendall's tau uygulanmıştır. Sonuçlar öğretmenlerin sınıf yönetimi alanında yüksek düzeyde öz-yeterlilikleri olduğunu ortaya koymuştur. İki grup karşılaştırıldığında, mesleğin ilk yıllarındaki öğretmenlerle deneyimli öğretmenlerin sınıf yönetimi alanında öz-yeterlilikleri açısından birbirlerinden farklılık gösterdikleri belirlenmiştir. Ancak iki grubun öğretmenlik ve dış etkenlerin gücü alanlarındaki öz-yeterlilikleri arasında bir farklılık görülmemiştir. Çalışmada yer alan öğrenciler, mesleğin ilk yıllarındaki öğretmenlerle deneyimli öğretmenler arasında sınıf yönetimi konusunda bir farklılık gözlemlememiş ve her iki grubu da olumlu değerlendirmiştir. Öğretmenlerin sınıf yönetimi alanındaki öz-yeterlilikleri ile öğrencilerin algılamaları arasında bir ilişki belirlenmemiştir.

Öğretmenlerin sınıf yönetimi alanındaki öz yeterliliklerinin geliştirilmesi amacıyla hizmet içi eğitim verilebilir. Ayrıca öğretmenlerin biraraya gelip deneyimlerini paylaşacağı toplantılar düzenlenebilir. Öğretmenler, öğrencilerin görüşlerini paylaşmalarına olanak tanıyan tartışmalarla, anketlerle ve yazılı geri bildirim olarak kendi öğretim yöntemleri ve sınıf yönetimi uygulamalarıyla ilgili öğrencilerinin düşünceleri hakkında bilgi sahibi olabilirler.

Anahtar Kelimeler: Öz-yeterlilik, sınıf yönetimi, uygunsuz davranış, mesleğin ilk yıllarındaki öğretmen, deneyimli öğretmen.

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CHAPTER I: INTRODUCTION

Introduction

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). 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. Data were collected from 20 English teachers working at Marmara University Department of Foreign Languages Preparatory School and 295 preparatory class students of these teachers.

Background of the Study

Classroom management with its various dimensions, such as lesson planning and time management, is an area educators have long been interested in (Emmer, 2001). Providing discipline and dealing with students' misbehavior are dimensions of classroom management teachers are often highly concerned with (Cangelosi, 2000) and research on classroom management has examined teachers' experiences with disruptive students in the classroom (Lewis, 2001; Lickona, 1992). In order to overcome classroom

management problems, teachers need to know a large number of classroom management strategies (Burden, 1995; Levin & Nolan, 2000).

In handling student misbehavior, a variety of strategies involving not only non-verbal but also verbal intervention and leading students towards self-discipline can be observed in classrooms. While it is possible to solve less serious problems, such as lack of attention and participation by establishing eye contact, touching and making gestures, moving close to the student, and asking questions, teachers may have to intervene verbally when students' misbehavior negatively affects the flow of the lesson. Verbal intervention can be practiced by telling the student to put an end to the particular behavior (Burden, 1995; Cohen, Manion & Morrison, 1996; Levin & Nolan, 2000). However, teachers have been encouraged to search for ways to prevent such behavior from taking place rather than dealing with it as it arises (Nunan & Lamb, 1996; Ur, 1999). Various strategies, such as observing students during class work, being at a proper position to see all students, using body or hand movements and facial expressions, establishing rules at the beginning of the semester, and acting accordingly when students break rules (Turanli, 1999), are employed for the purpose of preventing students' misbehavior (Harmer, 2003; Lewis, 2001; Lickona, 1992; Ur, 1999). To make one example more specific, educationalists claim that teachers should let students take responsibility in the process of establishing rules and discussing the consequences of breaking rules (Aspin, Chapman & Wilkonson, 1994; Lewis, 2001; Lickona, 1992). Being the creator of the rules may eventually lead them towards self-discipline (Lickona, 1992; Robbins & Alvy, 1995; Ur, 1999).

The strategies teachers follow and the way they react to students' inappropriate behaviors in class shape students' attitudes and actions. Turanli (1999) states that the

relationship between the teachers' management behaviors, the students' responses to these behaviors, and the learning environment is significant. The researcher found that the students were obedient when the teacher was empathetic towards them. However, when the teacher was too rigid in providing discipline, the students were not pleased with the classroom environment.

Because it is inexperienced teachers who often complain about misbehavior in the classroom (Alan, 2003; Emmer, 2001; Nunan & Lamb, 1996), this condition is probably related to insufficient knowledge of classroom management skills and practice of these skills. Training programs focusing on classroom management can be implemented in order to help inexperienced teachers improve their skills (Alan, 2003; Henson, 2001; Şentuna, 2002). With these training programs, teachers' confidence in their ability to manage disruptive behavior can develop and this change may lead to an increase in teachers' levels of self-efficacy (Brouwers & Tomic, 2000).

Bandura (1997) defines self-efficacy as "the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). The level of self-efficacy people have varies. People with low self-efficacy have doubts about their capabilities. They have difficulty coping with the stress this state produces and often give up. On the contrary, people with high self-efficacy believe in their ability to obtain successful results and continue working on the task however demanding it is. Teachers' self-efficacy is connected to effective teaching and student achievement because teachers' beliefs have an influence on their attitudes, instruction, and classroom management.

The theory of self-efficacy has been the basis for studying the relationships between the perceived efficacy of teachers and the phenomena of teachers' inclination to

use new ideas and methods (Ghaith & Yaghi, 1997), student achievement (Ross, Hogaboam-Gray & Hannay, 2001), teacher burnout (Brouwers & Tomic, 2000), and classroom management skills (Brouwers & Tomic, 2000; Henson, 2001). Brouwers and Tomic (2000) studied the connection between perceived self-efficacy for classroom management and teacher burnout in relation to time. The researchers described a cyclic relation among student misbehavior, teachers' self-efficacy, and teacher burnout. A high level of student misbehavior leads to low self-efficacy of teachers for classroom management. Teacher burnout follows from low self-efficacy and results in a further increase in student misbehavior, which again leads to a decrease in the level of teachers' self-efficacy for classroom management. It was concluded that teachers' emotional exhaustion had a significant impact on perceived self-efficacy for classroom management in a synchronous time frame.

Henson (2001) did a study entitled, Relationships between Pre-Service Teachers' Self-Efficacy, Task Analysis, and Classroom Management Beliefs. Student teachers having high self-efficacy and those with low self-efficacy were found to be different from one another in terms of their use of instructional activities and classroom management. Henson claims that teachers with high self-efficacy are likely to be successful in managing their classrooms and because they believe they can succeed in teaching the subject matter to their students, they are less controlling than teachers with low self-efficacy.

Statement of the Problem

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; Demirden, 1994; Giallo & Little, 2003; Şentuna, 2002). Teachers' beliefs about their own impact on providing a state of discipline in class is significant. 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). However, there is little research on classroom management in universities and on students' reflections on teachers' classroom management. The research has mainly been carried out in the context of elementary and secondary schools. In Turkey, Turanli (1999) did a study entitled, *Influence of Teachers' Orientations to Classroom Management on their Classroom Behaviors, Students' Responses to these Behaviors, and Learning Environment in ELT Classrooms*. Although Turanli examined the orientations of teachers to classroom management, the study did not address the teachers' self-efficacy for classroom management. The population of this study was limited to three teachers and their students at the Preparatory Class at Erciyes University in the 1996-1997 school year. My study will focus on the relationship between teachers' perceived efficacy for classroom management and students' perceptions of teachers' classroom management.

Student misbehavior, a global problem, can be considered an important issue for teachers in Turkey because of the lack of student motivation. In the preparatory school of Marmara University, an orientation program is held for new teachers before school starts and training workshops are held throughout the year for all the teachers. However, not much information is given on classroom management. In order to be prepared for problematic situations, teachers should be knowledgeable and efficient in management skills.

Research Questions

1. What is the Marmara University Preparatory School English teachers' level of self-efficacy for classroom management?
2. Are there any differences between the novice and experienced teachers' self-efficacy for classroom management?
3. What are the Marmara University Preparatory School students' perceptions of their teachers' classroom management?
4. What is the relationship between the novice and experienced English teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management at Marmara University Preparatory School?

Significance of the Study

There is a gap in the literature on the relationship between teachers' beliefs about their ability in managing the classroom and students' reflections on the state of discipline provided in class. Hence, this study may contribute to the field by providing valuable information about teachers' perceived efficacy for classroom management and students' perceptions of teachers' classroom management. Good classroom management can help teachers avoid spending time on disruptive events and focus on their students' needs in the learning process.

At the local level, this study intends to help English teachers at Marmara University School of Foreign Languages Preparatory School become aware of their students' opinions about teachers' classroom management and draw teachers' attention to the importance of their beliefs in their capacity to solve problems in class. As a result, training workshops can be held on classroom management so that teachers feeling the

need to improve their classroom management skills can benefit. It may also contribute to the orientation sessions held for the new teachers each year.

Key Terminology

Below are the terms used throughout this study:

Self-efficacy: 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).

Classroom management: 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).

Misbehavior: Misbehavior is regarded as actions that affect the lesson negatively, causing distraction (Burden, 1995; Supaporn, Dodds & Griffin, 2003).

Novice teachers: For the purposes of this study novice teachers are accepted as those with less than five years of experience.

Experienced teachers: For the purposes of this study experienced teachers are accepted as those with five or more than five years of experience.

Conclusion

In this chapter, an overview of the literature on self-efficacy and classroom management has been provided. The statement of the problem, research questions, and the significance of the study have also been presented. In the second chapter, relevant literature is explored in more detail. In the third chapter, the methodology of this study is presented. In the fourth chapter, the collected data of the study are analyzed. In the last chapter, conclusions are drawn from the data in the light of the literature.

CHAPTER II: LITERATURE REVIEW

Introduction

This study investigates the relationship between 10 novice and 10 experienced English teachers' self-efficacy for classroom management and their students' perceptions of the teachers' management of the classes. The study was conducted at Marmara University School of Foreign Languages in the 2003-2004 academic year.

In this chapter, literature on 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, classroom management, students' misbehavior, teachers' classroom management methods and behaviors, novice and experienced teachers' attitudes towards teaching and classroom management, and student perceptions of their teachers' classroom management are presented.

Self-Efficacy

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.

Differences in Self-Efficacy

Bandura states that people improve their skills as much as they can in particular fields 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 challenging and 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.

Dweck (2000) uses the terms "helpless" and "mastery-oriented" (p. 5) while explaining how different students respond to failure. People in the helpless group are unwilling to continue a task when it starts to be challenging for them. They think that they are incapable of dealing with the problem they are facing and believe that failure

reflects “their whole intelligence and perhaps their self-worth” (p. 10). On the other hand, people in the mastery-oriented group concentrate on accomplishing the task without falling into doubts about their capabilities. They try to solve the problems by mastering strategies different than the ones they have used before, and enjoy this process.

The distinguishing characteristics of the people in the helpless group make them fall into the group of people having low self-efficacy while mastery-oriented people can be seen as people having high self-efficacy. In one study conducted by Diener and Dweck, students in the helpless group forgot how many correct answers they had given in a previous test after trying to answer hard questions. They actually decreased the number of correct answers from 8 to 5 and increased the number of wrong answers they had given from 4 to 6 “maybe because the failures were so meaningful to them” (Dweck, 2000, p. 8). People in the helpless group think they are a failure, not their performance. Students in the mastery-oriented group, however, were able to give the actual number of correct and wrong answers almost exactly. They remembered the number of correct answers probably because they did not torment themselves about the failure. They accepted where they had failed and aimed to do better the next time.

Structure of Self-Efficacy

Self-efficacy beliefs have three dimensions: level, generality, and strength (Bandura, 1997). The level of difficulty of tasks is important in determining the level of self-efficacy people have in particular fields. “Situational conditions” (p. 42) affect people’s beliefs in their capacity to accomplish tasks. For example, people ask themselves whether they have the skill and can make the effort to succeed in a task. Depending on how challenging the particular situation is people’s level of self-efficacy

changes. One may have high efficacy for driving an automatic car, but the same person may have low self-efficacy for driving a stick shift car due to the increase in the level of difficulty of the task.

The extent to which people can generalize their capabilities depends on “the degree of similarity of activities, the modalities in which capabilities are expressed (behavioral, cognitive, affective), qualitative features of situations, and the characteristics of the persons toward whom the behavior is directed” (p. 43). These factors, which can influence people’s generalizing their capabilities in doing a task, can be observed in the example of students’ self-efficacy for completing a course on aerolatino after taking aerobics and Latin dances courses. First of all, the degree of similarity of the activities is high because aerolatino is the combination of aerobics and Latin dances. Second, making the moves, keeping the steps that come one after another in mind, and enjoying the activity are the behavioral, cognitive, and affective dimensions of the capability, respectively. Third, a threatening instructor may create a depressing atmosphere. Fourth, doing aerolatino with friendly classmates can help. If the conditions for the aerolatino class were similar to those for the aerobics and Latin dances classes, students’ self-efficacy for those two classes might then be generalized to the aerolatino class.

The strength of self-efficacy beliefs refers to how much and how long people can endure the difficulties and continue working on a task even after experiencing failure. One needs to have a certain degree of self-efficacy to try to make a cake for the first time in their life, but the strength of their self-efficacy especially carries importance when they face difficulties or failure. If people persist in making cakes and keep trying even after their family or friends have teased them about an initial failure, it can be

claimed that they have strong self-efficacy for accomplishing the task. Bandura states that if people have a strong “sense of personal efficacy” (p. 43) for a task, they are likely to succeed in it.

Sources of Self-Efficacy

The sources of self-efficacy are “enactive mastery experiences” (Bandura, 1997, p. 80), “vicarious experiences” (p. 86), “verbal persuasion” (p. 101), and the “physiological and affective states” (p. 106) of people. These factors influence the degree to which people consider themselves capable in a particular area and their level of self-efficacy.

Enactive mastery experiences, which are success stories people have, are seen as the influence that has the greatest effect on self-efficacy. Achieving certain tasks, especially under formidable conditions after working hard, helps people believe in their capabilities. The obstacles they encounter on their way help them have stronger self-efficacy as they overcome problems one by one. Because of such positive experiences, they realize that they have the capacity to accomplish the task despite any problems. On the other hand, completing tasks which do not require much effort may lead to making incorrect assumptions about capabilities. When people get used to achieving tasks in a short period of time without making much effort, they expect to succeed in doing every new task as easily as they did the earlier ones.

Vicarious experiences are concerned with the inferences people make about their own capabilities by observing or learning about the performances of others. If people who have just started to learn how to play tennis compare their performances to that of a famous tennis player who has won numerous championships, it may not be meaningful. However, people may have higher levels of self-efficacy when they observe the

successful performance of others who are at similar positions. “The greater the assumed similarity, the more persuasive are the models’ successes and failures” (p. 87). One’s experiencing a certain task may seem to be a stronger source of self-efficacy, but vicarious experiences may sometimes play an even stronger role on the level of self-efficacy of the person. For example, students who fail to spell words may have low self-efficacy for doing the task. However, if they see other classmates spelling successfully, the self-efficacy level of those students for doing the task is likely to increase. The reason for this is that they are at a similar position with their classmates in terms of age and the teacher they are taught by.

Other people’s expression of positive thoughts about potential future success may persuade people of the presence of their capabilities. Verbal persuasion may be advantageous or disadvantageous considering the result it brings. Persuading a person of the presence of non-existent capabilities leads to low self-efficacy upon failure. On the other hand, a person who has the necessary skills and who has made enough effort to succeed in an activity will feel the strength to accomplish the given task and have high self-efficacy with the help of verbal persuasion. Bandura reports that especially if people believe that they can do a certain task by making the necessary effort, verbal persuasion can have positive influence on their self-efficacy level.

The effect of physiological and affective states holds true especially for activities that require physical strength. When people think that they are stressed because they do not have the competence to perform well and that being stressed will lead to failure in accomplishing a task, they feel even more uneasy about their performance. As a result, they may experience real failure. “Mood states” (Bandura, 1997, p. 106), which refers to how tired, breathless, and uncomfortable people feel, also affect the level of self-efficacy

for the same reason. For instance, a student's experiencing tiredness and soreness after playing football in his sports class may affect his level of self-efficacy for playing football.

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 (Bandura, 1997; Brownell & Pajares, 1996; Pintrich & Schunk, 2002; Ross, Hogaboam-Gray & Hannay, 2001) and self-efficacy for learning (Bandura, 1997) vary.

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). Ghaith and Yaghi (1997) found that teachers with high personal teaching efficacy were more eager to use new instructional methods and that they did not have complaints about the difficulty of the task of using new methods in teaching as teachers with low personal teaching efficacy did. They also showed that the teachers with high personal teaching efficacy

found using the new instructional method, which required the use of cooperative learning in this study, very important for teaching their classes.

Bandura (1997) states that the levels of self-efficacy people have in one area cannot be generalized to other areas. The self-efficacy of teachers may vary in relation to specific areas in the teaching profession. Classroom management, being part of teaching, is one area in which researchers have evaluated teachers' self-efficacy. Teachers having low self-efficacy for teaching are more rigid in their management behaviors (Bandura, 1997; Henson, 2001). Henson explains that teachers with high self-efficacy are likely to be successful in providing order in the classroom due to their positive beliefs. Because such teachers are certain about their capacity to succeed in managing their classrooms well, "the perceived need/desire for classroom control diminishes" (p. 25). This state allows them to have "less interventionist attitudes toward classroom management" (p. 24). Teachers with low self-efficacy, on the other hand, are more likely to intervene when students misbehave. For example, teachers with low efficacy may give long speeches about how inappropriate students' behavior is. In such cases, students feel uneasy about the situation and time that could be spent for teaching and learning is lost (Levin & Nolan, 2000).

Both teachers with low and high self-efficacy use rewards, but teachers with low self-efficacy use severe punishments, as well, to maintain order in their classrooms. Gordon (2001) categorizes "intervention strategy factors" under three headings, which are "rewards", "severe punishments", and "negative consequences" (p. 40). When teachers want to reward their students, they may use "positive reinforcement" or "helping strategies" (p. 38). When their aim is to punish students severely, they may tell students to leave the classroom or go to the administration. Gordon shows that "negative

consequences, such as taking away a student's materials, or privileges, writing students' names on the board" (p. 40), are preferred 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 feelings for disruptive students. Teachers with low self-efficacy feel more annoyed at and responsible for students' inappropriate behaviors than teachers with high self-efficacy do.

The different attitudes, instructional characteristics, and management behaviors teachers have, affected by their levels of self-efficacy, have been found to be significantly related to student success (Bandura, 1997; Brownell & Pajares, 1996; Pintrich & Schunk, 2002; Ross, Hogaboam-Gray & Hannay, 2001) and self-efficacy for learning the subject matter (Bandura, 1997). Bandura states that teachers' low self-efficacy has a negative effect, especially on students who have low self-efficacy for learning the subject matter. Ross et al. evaluated the effect of different teachers' levels of self-efficacy on students. As students moved to an upper grade, their teachers changed. The students who had teachers with high self-efficacy for computer skills in their new classes were shown to make progress in using computers more than the students taught by teachers with low self-efficacy. Ross et al. explain that both the students taught by teachers with high and low self-efficacy made progress because they had previous knowledge and greater opportunity to use computers in their second year. Given the equal impact of experience with using computers on better performances, the researchers stress that teachers' level of self-efficacy is the reason for the difference between the level of improvement made by students studying in different classes.

Bandura points to the difference between teachers with high and low self-efficacy in terms of the way they approach to difficult students and their effect on students' success. Because teachers with low self-efficacy try to stay away from the subjects they do not have self-confidence for and stick to using only the methods they feel comfortable with while teaching, their students may not learn the subject matter well. However, teachers with high self-efficacy tend to help students succeed in academic tasks by preparing lesson plans according to the needs of their students (Pintrich & Schunk, 2002). Bandura (1997) reports the results of a study done by Ashton and Webb about the influence of teachers on students' achievement level. He states that "students learned much more from teachers imbued with a sense of efficacy than from those beset with self-doubts" (p. 242).

Teachers having high self-efficacy can arouse the desire in students to study more and be successful at school. Teaching is not just "a transfer of information" (Csikszentmihalyi, 1997, p. 72) but a process that can be effective due to teachers' feelings and thoughts about their duties and responsibilities. Csikszentmihalyi (1997) states that when teachers are intrinsically motivated to learn and teach, they can make a change in the level of students' awareness of learning and setting goals. Because students observe their teachers carefully and model their behaviors after them, students can develop an understanding that what they are studying is "worthwhile in and of itself" (p. 82). As a result of highly efficacious teachers' positive influence on students' motivation for learning, their students may display higher levels of effort to reach their goals and be more successful.

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). 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).

Good classroom management has several characteristics, including student commitment to class work in a safe environment, students' knowledge about their teachers' expectations in the learning process, and little time spent on distracting events (Sanford, Emmer & Clements, 1983). 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 learning. Students need to know the school and classroom rules and the consequences of breaking those rules. For example, if students know what to do when they complete working on an activity or how to ask for their teachers' help when in need, classrooms can be managed better. It is also important that teachers treat students in accordance with

the established rules and make the necessary moves to stop inappropriate behaviors immediately. If following these guidelines does not prevent students' misbehavior, teachers have to deal with the problem through different classroom management practices.

Student Misbehavior

Misbehavior is regarded as actions that affect the lesson negatively, causing distraction (Burden, 1995; Supaporn, Dodds & Griffin, 2003). Students' unexpected actions or lack of expected actions and attitudes (Supaporn, Dodds & Griffin, 2003) lead to a state in which teachers are not pleased (Hogelucht & Geist, 1997). In order to bring a change in such situations, teachers may have to consider the aim of the misbehaving student and the effect of the action on the classroom to conclude whether a particular behavior is disruptive or not (Turanli, 1999). Teachers may also need to consider how severe the misbehavior is (Burden, 1995), why students are acting in the way they do, and the consequences of the established rules in order to give an appropriate response and create a better classroom environment.

In deciding whether a certain kind of behavior is disruptive or not, teachers may need to consider the purpose of the student, context and the effect of the behavior on class (Turanli, 1999). Students may not intend to cause any distraction, but their personal problems or characters may lead to the performance of inappropriate behaviors. For instance, a student refusing to read a text or answer a question may simply be introverted and not have the self-confidence to speak aloud in class.

People coming from cultures having distinct characteristics from each other may react to the same behavior in totally different ways (Demirden, 1994). For instance, a student's looking into the eyes of the teacher while speaking may be considered

disrespectful in one culture whereas it is an appropriate behavior in another. Coleman (1996) reports that during English language lessons he observed at an Indonesian university, students were acting as they wished, speaking with peers around “quite openly and loudly” (p. 67), “giggling, smoking, wandering around” (p. 68), and “one girl was writing love poetry” (p.69). Coleman, as a non-native in this context, was surprised because the local teachers did not consider the situation problematic and in fact looked as if they were not much affected by the classroom atmosphere. Holliday (1994) states that teachers coming from cultures different than their students’ are sometimes unable to understand the reason behind students’ behavior or thinking, and that “national cultural traits” (p. 153) need to be considered to interpret such behaviors.

The effect of the behavior on the class is also important (Turanli, 1999) because as the other students see the misbehaving students, they may well perform actions similar to those students’. For example, students who see a classmate daydreaming in class may do the same. Another reason for the importance of the effect on class is that students and the teacher may be distracted from learning and teaching respectively. Especially if the teacher warns the misbehaving student verbally and spends time talking about how inappropriate the behavior is, learning and teaching time is lost. Thus, teachers should evaluate students’ behavior with respect to the degree to which classroom environment is affected by the behavior.

Teachers may have problems in deciding the right way to respond to different types of misbehavior. Considering “the degree of severity of the misbehavior” (Burden, 1995, p. 23) is necessary in choosing the most effective response to such behaviors. Misbehavior can be categorized according to the degree of severity of the behavior from mild to severe (Burden, 1995; Dunham, 1992; Supaporn et al., 2003). Burden describes

mild disruptive behaviors as actions “related to attention, crowd control, and getting work accomplished in the classroom;” moderate as actions involving “tardiness, cutting class, talking, calling out answers, mild verbal and physical aggression, inattentiveness, and failure to bring supplies and books;” and severe as actions involving “violence, vandalism, coercion, robbery, theft and drug use” (p. 23).

Not only being aware of the degree of severity of misbehavior but also understanding the causes of misbehavior are the keys to solving management problems that arise in the classroom. Various conditions related to the classroom environment and students’ experiences outside the classroom have been seen as causes that lead to students’ misbehavior (Burden, 1995; Harmer, 2003). Both the classroom and home environments influence students’ behavior.

Classroom factors, such as teachers’ general attitude and responses to students’ actions, are related to the teaching and learning environment. The relationship between students’ perceptions of their teachers’ empathy for them in the learning process and students’ behavior has been found to be significant (Turanli, 1999). Atici and Merry (2001) show that Turkish and English teachers agree on the effect of home environment on students’ behaviors in class. The conditions under which the student’s family lead their life are influential. “Marital problems such as marriage breakdown”, “lack of discipline at home”, “a lack of care and guidance”, or “poverty” (p. 37) are all seen as reasons that lead to misbehavior at school. Thus, the participants of the study believed that as an external factor, home environment influenced students’ actions and attitudes. Individuals with low self-efficacy tend to blame external factors for failure (Bandura, 1997; Dweck, 2000). Preservice teachers who participated in the study conducted by Henson (2001) believed that home environment was a reason for students’ failure. They

felt the need to make a change in the classroom by controlling students' behavior when they especially perceived that the lack of order was leading to failure.

Establishing rules is useful to prevent misbehavior. When students know the rules, they know what is appropriate and what is inappropriate to do in class. Because students may break the established rules, setting consequences can help teachers handle misbehavior (Burden, 1995). For example, if students know that their teacher will send them to the vice principal of the school (Daloğlu, 2002) when they are late for class, they will be likely to consider this consequence before breaking the rule of arriving on time. If classroom rules and consequences are determined clearly and reasonably, they “increase on-task student behavior and result in improved learning” (Levin & Nolan, 2000, p. 131). In addition, when students have a say in the process of establishing rules and consequences, they are more likely to act properly (Edwards, 2000; Supaporn, 2000). Koshewa (1999) states that “constantly invoking rules builds hostility and resistance, which in turn inhibit learning” (p. 209). Instead of giving penalties upon misbehavior, students need to be given the right to make choices so that they can develop a sense of democracy, learn about the rights of others, and be in charge of their own behavior.

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. For instance, at the beginning of the year, students share their ideas about classroom rules with their peers and the teacher. The list of rules agreed upon by the class is followed during the year.

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.

Collaborative management theory developed considering time restrictions and crowded classes, in which the class as a whole should be considered before the individuals. While it is important "to give [students] some opportunity to control their behavior" (p. 88), teachers make sure that students act properly. Teachers usually present alternative courses to be followed so that students can have a say in the decision making process. Teachers using collaborative management methods pay special attention to the learning rights of all students in class. Their aim is to provide a classroom environment where students are not distracted by their peers' behaviors. The teacher deals with the problem student after giving a task to be done by the rest of the

class. If the student insists on behaving improperly, teachers use verbal intervention strategies to put an end to the behavior.

The way teachers manage their classes affect the methods they use to prevent or stop disruptive behaviors. In order to provide order in the classroom, teachers use both non-verbal and verbal intervention methods (Burden, 1995; Levin & Nolan, 2000). Non-verbal intervention methods are used “as a nonpunitive means to get the student back on-task” (Burden, 1995, p. 289). Verbal intervention methods, used for the same goal, may cause “limited disruption and intervention” (Burden, 1995, p. 292).

Non-verbal intervention can be practiced by disregarding the behavior, using hand or body movements, or touching the student (Burden, 1995; Levin & Nolan, 2000). Disregarding the behavior can be a solution only if the behavior is not distracting other students and the teacher from learning and teaching, respectively. “Pencil tapping, body movements, hand waving, book dropping, calling out an answer instead of raising a hand” (Burden, 1995, p. 289) can be given as examples to such behavior. By using body or hand movements teachers can make it clear to the student that they are uncomfortable about the behavior and want the student to end it immediately. Hand or body movement can be used for this purpose by making “eye contact with the student who is writing a note, shaking a hand or finger to indicate disapproval of inappropriate behavior, or holding a hand up to stop a student’s calling out” (Burden, 1995, p. 291). Warning students by touching them on the shoulder, for instance, “is a light, nonaggressive physical contact with the student” (Levin & Nolan, 2000, p. 160). Just like the other two methods, a touch makes students understand that they need to stop whatever they are doing.

Verbal intervention methods can be keys to good classroom management only if used with care (Levin & Nolan, 2000). Examples for verbal intervention methods can be using humor, “sending an I message” (Burden, 1995, p. 293) or reminding students of the rules (Burden, 1995; Levin & Nolan, 2000). By using humor, teachers can remind students to change their behavior and act properly (Burden, 1995). “A joke cuts the tension” (Glasser, 1998, p. 141) and helps “depersonalize the situation” (Burden, 1995, p. 293) so that students are told to stop inappropriate behaviors without making them feel uneasy about the situation. “Sending an I message” is performed by describing the situation, how the behavior affects the class, and how the teacher feels about the situation leading to problems (Levin & Nolan, 2000). A teacher using this method may say “When you tap your pen on the desk during the test, it makes a lot of noise and I am concerned that it might distract other students” (Burden, 1995, p. 293). Students can also be reminded of the classroom rules when they engage in inappropriate behaviors. Because the consequences of breaking rules will be known by the students, they will be likely to put an end to the inappropriate behavior (Burden, 1995).

Novice and Experienced Teachers’ Attitudes towards Teaching and Classroom Management

Teachers who have been working for less than three years are viewed as ‘novice’, while those working for five or more years are ‘experienced’ (Freeman, 2001). Differences between novice and experienced teachers have been observed especially in two areas related to classroom management. These are the way teachers provide order in the classroom (Daloğlu, 2002; Martin & Baldwin, 1993, 1996) and their attitudes towards students experiencing problems in learning (Tan, Fincher, Manross, Harrington & Schempp, 1994). Researchers have concluded that teacher education programs need to

be improved and training programs need to be held for novice teachers (Freiberg, 2002; Henson, 2001; Martin & Baldwin, 1996; Şentuna, 2002).

Classroom management is an area that causes problems for novice teachers (Bruneau, Niles, Slanina & Dunlap, 1993; Daloğlu, 2002; Freiberg, 2002; Martin & Baldwin, 1996; Mastrilli & Sardo-Brown, 2002). Freiberg (2002) claims that novice teachers have the most difficulty with “organizing strategies,” which “include planning, lesson design, time use, advancework, and classroom management” (p. 56). Daloğlu (2002) found that the more experienced teachers were, the less difficulty they had in dealing with classroom management problems. However, Önkol (2002) claims that it is not only the inexperienced but also the experienced teachers who face problems in classroom management. Her study with English language teachers “working at the preparatory schools of public and private universities” in Turkey showed that “disciplinary problems” were the primary source of influence on teachers’ experiencing stress (p. 99). Grouping the participant teachers into three groups as novice (3-36 months teaching experience), junior instructors (37-84 months), and senior colleagues (85 months and over), she found that junior instructors were more stressed than the other two groups of teachers.

Martin and Baldwin (1993, 1996) show that novice teachers are more interventionist than experienced teachers in providing order in class. They believe that in the case of two students writing notes to each other, novice teachers would be more likely to remind students of the classroom rules or ask them to stop writing notes directly. They claim that this state may be because of novice teachers’ lack of knowledge in management methods. Such interventions may bring more problems if not handled with care (Levin & Nolan, 2000). For example, scolding students in front of the

whole class or giving a long speech on how wrong it is to write notes to one another in class may make students feel uncomfortable. Teachers and students can also lose time that could be spent for teaching and learning.

Differences between novice and experienced teachers' attitudes towards students experiencing problems in learning have been found (Tan et al., 1994). The observed attitudes reflect differences between novice and experienced teachers' levels of self-efficacy for external influences. Studying novice and experienced teachers in physical education, researchers found that novice teachers took students' home environment, previous studies, or personalities into consideration as reasons for failure or having hard time in doing tasks. However, experienced teachers sought ways to solve the learning problems, which shows that they believed in their capabilities to deal with challenging situations more than novice teachers do.

Because most novice teachers express a need to improve classroom management skills (Alan, 2003; Emmer, 2001; Giallo & Little, 2003; Nunan & Lamb, 1996; Şentuna, 2002), teacher education and in-service training programs must be developed (Freiberg, 2002; Henson, 2001; Hoy & Woolfolk, 1993; Martin & Baldwin, 1996). Turkish novice teachers are willing to attend in-service teacher training courses (Alan, 2003; Şentuna, 2002). The study done by Şentuna (2002) shows significant differences between novice and experienced teachers' attitudes towards in-service training. Novice teachers were found to be more open to learning about the following areas related to classroom management: "giving instruction, ways of promoting interaction and collaboration among students, and ways of using groups effectively in the classroom" (p. 79). The researcher states that the difference in the attitudes of novice and experienced teachers towards training programs can be seen as typical because experienced teachers have

probably attended such courses before and they are more familiar with the topics discussed.

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).

The importance of the personality of the teacher was the second point students made. Students generally said that good teachers are "nice" (Gorham, 1987, p. 16) teachers. While some students related being nice to how the teacher instructs, some students took teachers' classroom management into consideration, and still others talked about the character of teachers. In terms of character, being "patient, sweet, and understanding, especially in regards to students' needs and desires" (p. 16) were the common characteristics of good teachers. However, students noted that "being too nice" (p. 17) may prove to be disadvantageous for teachers and classes because students may cause problems in the classroom (Gorham, 1987; Turanli, 1999).

Good teachers have certain classroom management behaviors from the perspective of students. Students claimed that good teachers do not get furious and start shouting at them unless they have misbehaved severely (Gorham, 1987; Wragg, 1995). However, even when students misbehave, they expected teachers to solve the problem with the disruptive student or students, not to get angry with the whole class. In addition, they like to be rewarded when they act properly and when they succeed in the tasks they are doing (Gorham, 1987).

The kind of relationship formed between teachers and students affects students' opinions about the teacher (Gorham, 1987), classroom management problems (Turanli,

1995, 1999), and student success (Dornyei & Murphy, 2003). Students who participated in Gorham's study pointed out that good teachers form a nice relationship with them. Teachers' not moving around in the classroom and almost always standing close to their desks were also shown as factors that negatively affect the relationship between students and teachers by students (Turanli, 1995, 1999). Dornyei and Murphy (2003) state that when teachers approach students "in an empathetic manner" and "establish relationships of mutual trust and respect with students" (p. 104), students can be more successful. The reason for this positive result is that students are likely to take their teachers as models when teachers have "personal ties with the learners" (p. 104). Students claim that when teachers try to understand students' perspectives, students are likely to put themselves in their teachers' places and see their point of view (Turanli, 1999). As a result, teachers who are empathetic towards students experience less classroom management problems.

While students like the characteristics of 'good' teachers, they find the manners or practices of some teachers disturbing. Miley and Gonsalves (2003) did a study with undergraduate students and asked them what the most disturbing manners or practices of their professors are. All students considered the character of the teacher and their teaching while answering the question. It was found that students felt uncomfortable in the classes of teachers who talk to them in a disparaging manner, speak too fast for them to follow, speak in an unvaried tone of voice and give too many assignments. Students were also concerned about the fact that some teachers do not explain their expectations from them.

Chen (1995) did a study with students at the fourth grade and their teachers from China, Taiwan, and the United States. Both groups rated possible classroom management methods while dealing with given examples of student behavior from

highest to lowest in terms of their preferences. The results of the study show that the culture of the students and teachers affect how the behavior is perceived. For example, both students and teachers from the United States rated 'private praise' more highly than 'public praise' when students behave in an appropriate manner. However, students and teachers from Taiwan were found to be in favor of public praise.

Although students and teachers of the same culture have been found to have similar perceptions about different management behaviors, Wragg (1995) claims that the perceptions of students and teachers do not match one another about the methods used to deal with misbehavior. In order to collect data for the study, students and teachers were shown three pictures and asked what they thought the teacher's reaction to the misbehavior would be. While students stated that teachers would yell at students, tell them to stop, or send them to the principal for one of the misbehaviors shown, teachers claimed that they would not get angry, nervous, or act in an unreasonable manner. Because the researcher observed the classes of those students, he had the opportunity to compare the results of the interviews with those of the observations. He found that students' claims matched the methods teachers used when they faced misbehavior in the classroom. However, teachers' claims were in parallel with their attitudes observed in classes because, while they did intervene to deal with misbehavior, they were not harsh in doing so.

Conclusion

In this chapter, a review of the literature on self-efficacy and the issues concerning classroom management were presented. In the next chapter, information about the methodology of this study is given.

CHAPTER III: METHODOLOGY

Introduction

This study investigates the relationship between experienced and novice teachers' self-efficacy for classroom management and how students perceive their teachers' classroom management. The answers to the following research questions are given in the study:

1. What is Marmara University Preparatory School English teachers' level of self-efficacy for classroom management?
2. Are there any differences between the novice and experienced teachers' self-efficacy for classroom management?
3. What are Marmara University Preparatory School students' perceptions of their teachers' classroom management?
4. What is the relationship between the novice and experienced English teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management at Marmara University Preparatory School?

In this chapter, information about the participants, instruments, data collection procedures, and data analysis is given.

Participants

The participants are 25 English teachers working at Marmara University Department of Foreign Languages Preparatory School and the 311 students of these

teachers. Because my intention is to discover if teachers' beliefs about their classroom management skills match with their students' perceptions of their behaviors, it was necessary for the students responding to the questionnaire to be the students of the teachers participating in the study.

One hundred and four English teachers, 18 of whom are novices and 86 experienced, work at Marmara University Preparatory School. 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 eight teachers who can be described as novice according to Freeman's definition at Marmara University Preparatory School, all teachers with less than five years of experience have been included as novice teachers in this study. The definition of novice and experienced teachers made in the light of Freeman's definition and also as a result of Marmara University Preparatory School English teachers' years of experience was found to match the definition made by Tschannen-Moran and Woolfolk Hoy (2002).

Among this population, 25 English teachers and students from 21 classes out of 52 responded to the questionnaires. Five of the teachers and one of the classes participated only in the pilot study. The teachers who participated in the pilot study were selected among the teachers teaching on March 5 due to time restrictions. The five teachers who were willing to participate completed the questionnaires. Two of the teachers were novice while three of them were experienced. The class that completed the student questionnaire had a population of 16.

In the actual study the teachers were selected considering the number of years they had taught and stratified into two groups: novice and experienced. Stratification was done in order to compare possible distinguishing features of the two groups (Creswell, 1994) in terms of their self-efficacy for classroom management and students' perceptions of their teachers' classroom management behaviors. Because teachers have off days at Marmara University Preparatory School, it was difficult to randomly select a group of 20 teachers. The novice teachers who had classes on March 18 and 19 were asked if they would participate in the study. After doing the first part of the study with the novice teachers, a list of experienced teachers was made. In order not to distribute student questionnaires to the same classes for the second time, the experienced teachers who were the partners of the novice teacher participants were excluded. The participants in the experienced teacher group were then determined by random selection from the remaining experienced teachers so that each of those teachers could have "an equal probability of being selected" (Creswell, 1994, p. 120).

Ten experienced and ten novice teachers and those teachers' students were selected for the actual study. Table 1 shows the number of participants and the years of experience of the teachers who participated in the study.

Table 1
The participants of the actual study

Participants	N	YTE
Novice Teachers	10	<5
Experienced Teachers	10	5+
Novice Teachers' Students	141	
Experienced Teachers' Students	154	

Note. N: Number of the participants, YTE: Years of teaching experience.

The reason for choosing ten experienced and ten novice teachers was to compare the possible differences between their levels of self-efficacy for classroom management. The teachers assigned numbers from 1 to 10 in the study are novices and those from 11 to 20 are experienced.

Instruments

Two different questionnaires, as well as interviews, were used to collect data in this study. Because the study had to be completed in a short period of time, questionnaires were useful to collect data from the participants relatively easily and quickly (Best & Khan, 1998). The first questionnaire given to teachers 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. Interviews were done in order to learn more about the actual practices, feelings, and thoughts of the teachers concerning classroom management problems. The interviews provided the opportunity to explain the intended meaning behind a question when necessary and to ask follow-up questions to gain more clear responses from the participants (Best & Khan, 1998). As a result, interviews proved to be helpful in obtaining more in-depth information (Basit, 2003) for 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). Emmer and Hickman omitted some of the items of the original scale. The scale in its

current form was used in studies measuring teacher efficacy for classroom management by Brouwers and Tomic (2000) and Giallo and Little (2003).

Emmer and Hickman's questionnaire (see Appendix A) consists of 36 items, which consider the 'personal teaching efficacy', 'external influences', and 'classroom management/discipline' (p. 107) of teachers. Table 2 shows the factors and the items associated with them.

Table 2
Items loading on the three factors in the self-efficacy scale

Factors	Items
Personal Teaching	1, 8, 13, 16, 22, 24, 29
External Influences	3, 6, 10, 12, 15, 20, 21, 25, 27, 30, 31, 32, 33, 34
Classroom Management/ Discipline	2, 4, 5, 7, 9, 11, 17, 18, 19, 23, 26, 28, 35, 36

The 14 items "that reflect teachers' confidence about their own ability to achieve order and co-operation in the classroom" (Brouwers & Tomic, 2003, p. 70) are used to assess teachers' self-efficacy for classroom management. Item 14 was inadvertently included in the questionnaire used in this study although a later review of Emmer and Hickman's presentation showed that it should be excluded from the analysis.

Information about the participants' thoughts and feelings was gathered through the use of a Likert scale (Brown & Rodgers, 2002). The questionnaire, which uses a 6-point Likert scale, provided the respondents with 6 possible answers ranging from 'strongly disagree' to 'strongly agree'. Because the teachers who filled out the questionnaires are proficient in English language, the questionnaire was distributed in its original language, which is English.

To assess students' perceptions of teachers' classroom management, Turanlı's (1999) classroom management questionnaire was used (see Appendix B) because he did

the study in a similar context to mine. Turanli administered this questionnaire for his doctoral dissertation research to English language teachers and students at the Preparatory School of Erciyes University, which is a state university like Marmara University.

The original questionnaire used a 5-point Likert type scale from 'never' to 'always'. However, for purposes of comparison between the two questionnaires used in this study, it was changed into a 6-point Likert type scale from 'strongly disagree' to 'strongly agree'. The number of items, which was originally 57, was reduced to 36. Because the first 36 items in the original questionnaire covered teachers' overt classroom management behaviors and attitudes, the questionnaire in its shortened form served the purpose of this study. The remaining items about student behaviors and the learning environment were omitted from the questionnaire.

The questionnaire, written in English, was translated into Turkish through a back translation process (see Appendix C) because this procedure is found to be more reliable than translation (Kim & Lim, 1999). I translated the questionnaire into Turkish first. Then, a colleague in the MA TEFL program at Bilkent University, who has a teaching position at a Turkish university, translated the Turkish version into English. Necessary changes were made on the Turkish version of the questionnaire by comparing the back translation and the original version.

In the interviews teachers answered three main questions in face to face meetings, by e-mail, or on paper (see Appendix D). The teachers, who were interviewed in face to face meetings, answered ten more questions depending on the answers they gave to the previous questions. Because my intention was "to move the interview forward as much as possible by building on what the participant has begun to share"

(Seidman, 1991, p. 59), I followed the teachers' speeches attentively and asked follow-up questions accordingly (Bogdan & Biklen, 1992; Seidman, 1991). The first question was about how much they were concerned about classroom management problems. The second question was about the types of management problems they often experience. The last question was about the methods they use to prevent such problems or deal with them when necessary.

Data Collection Procedures

I went to Istanbul in October and learned about the procedure to get permission from the Department of Foreign Languages Preparatory School at Marmara University to conduct my research. I visited the department in the first week of March to get permission. As the Head of our school had asked me to do during our talk in October, I had a copy of both questionnaires to be distributed to the participants with me. The questionnaires were approved on the fifth of March.

The pilot study was done on the fifth of March. Because pilot studies need to be done with participants similar to those in the actual study (Best & Khan, 1998), I piloted the questionnaires at my institution. One preparatory class of 16 students and five teachers at Marmara University were administered the questionnaires in order to ensure that all of the items in each questionnaire were clear enough for the participants to understand. I was present in class in order to distribute the questionnaires to the students and collect them. It took about fifteen minutes for students and teachers to fill out the questionnaires. The teachers responded to the questionnaires in the staff room or materials office. One teacher completed the questionnaire at home and brought it back to me later. Both students and teachers were asked to mark the items they had difficulty in understanding and note the reason for the problem. Necessary adaptations were made to

the teacher questionnaire as a result of the feedback received from the participants of the pilot study. However, the students stated that all of the items were clear and that there was no need to make any changes in the student questionnaire.

On March 18 and 19, the study was conducted with novice teachers and their classes. The experienced teachers and their students completed the questionnaires on March 26, 29, and 30. The teacher and student questionnaires for each class were kept together in separate numbered envelopes so that they could be matched easily. I administered the student questionnaires to the students and teacher questionnaires to the teachers at the beginning of class or in the last fifteen minutes of class and collected the questionnaires immediately after they filled them out. This procedure had two advantages. First, the teachers were able to think about the items in a room that was quieter than the staff room. Second, the teachers' presence did not cause any discomfort on the side of students because teachers were paying attention to the items in their questionnaires.

I started entering the data using the Statistics Package for the Social Sciences (SPSS 9.05) in the second week of April. After having completed entry of the data, I calculated the mean scores of the results for teachers' self-efficacy for classroom management and students' perceptions about how well their teachers manage their classes in the third week of April. I also ran t-tests and Kendall's tau to analyze the data.

In order to reach a deeper understanding of the teachers' classroom management practices, I collected qualitative data as well. Sixteen of the 20 teachers, to whom teacher questionnaires were previously administered, agreed to answer questions about their classroom management behaviors.

First, I made phone calls to four of the teachers who participated in the study. I asked if they would be willing to answer several questions about their classroom management behaviors and the problems they experience. Then, I went to Marmara University Preparatory School on May 31 to do interviews with those four teachers, two of whom were novice and two, experienced. On May 31, I was able to do interviews with three of the teachers. I did the last interview on June 1. The interviewees were asked if they would like to speak in English or Turkish at the beginning of the interviews. The interviews were conducted in English with three of the teachers and in Turkish with the other teacher. These interviews were tape-recorded in order to be loyal to the “actual wording of the responses” (Best & Khan, 1998, p. 321). However, I also took notes about the key points while listening to their answers in order to help myself concentrate on what they said more fully (Seidman, 1991). Table 3 shows the number of novice and experienced teachers interviewed.

Table 3
The interviews done with novice and experienced teachers

Interview	NT	ET
Face to face	2	2
By e-mail	6	2
On paper	2	2

Note. NT: Novice Teachers, ET: Experienced Teachers.

I also sent e-mails to the rest of the participant teachers whose e-mail addresses I was able to find. Among 10 teachers to whom I asked three questions in English, eight teachers sent back their responses. While six of those teachers were novices, two of them were experienced. I had the opportunity to see four more teachers I had not been able to reach by e-mail during the time I spent at Marmara to do interviews. I gave them the three questions typed on paper. They either immediately wrote their answers to the

questions or gave me their written answers on the next day, which was June 1. Two of those teachers were novices and the other two were experienced. I finished transcribing the interviews I made with the four teachers and analyzing the responses of all 16 teachers by June 4.

Data Analysis

The data collected from both the pilot and the actual study were statistically analyzed using SPSS 9.05. 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 reverse scored. Because the number of teachers who participated in the pilot study was small, I could not run a reliability test on the data collected from their questionnaires. However, the alpha reliability of the student questionnaire was calculated and found to be 0.89.

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. In order to see the relationship between these, t-test, which is "the most frequently used measure in second language research" (Brown & Rodgers, 2002, p. 205), was run. Using t-tests, the mean scores for novice and experienced teachers' self-efficacy for classroom management were compared. 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. The mean scores of the teachers' self-efficacy level and students' perceptions about their teachers' classroom management behaviors were rank ordered. It is recommended that Kendall's tau be used instead of Spearman's rank-order when there are ties in the ranks (Hatch & Lazaraton, 1991). Because there were three ties in the rank orderings, Kendall's tau was used to determine the correlation between the two orderings.

In order to analyze the data collected from the interviews and the written responses to questions via e-mail or on paper, I first read the e-mails because those were the first source of data I had. I underlined the parts I found interesting in terms of the relation between what teachers said and teacher efficacy for classroom management, the types of problems they experience, methods teachers use to prevent and deal with those problems, and how they feel about the problems. Then I started coding by numbering (Bogdan & Biklen, 1992; Mason, 1996) those underlined parts to see the patterns in teachers' answers so that I could understand and explain the collected data (Coffey & Atkinson, 1996). Then, I went over the notes I had kept during the interviews (see Appendix E) under each question. I listened to the recordings once to check if there is any important point missing in my notes and made necessary additions and corrections. After transcribing the important parts of the talks (see Appendix F) in order to save time (Bogdan & Biklen, 1992), I translated the transcribed portions of the interview done in Turkish into English.

Having examined the data I collected on paper in the same way as done for the e-mails, I drew a matrix showing the common and differing points (Brown & Rodgers, 2002) in the novice and experienced teachers' statements (see Appendix G). I used a matrix because the coded data could be examined more clearly and without difficulty in

a chart (Brown & Rodgers, 2002; Mason, 1996). Among the nine headings I put in the matrix, five of the themes were pre-determined as a result of the questions I prepared based on my literature review chapter (Coffey & Atkinson, 1996). Those headings were stress, types of problems, reasons for problems, methods used to deal with problems, and establishing rules. However, the rest of the themes, which were motivation, student background, experience, and the presence of one or two disruptive students in every class, emerged from teachers' answers to the questions. Because "everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied" (Bogdan & Biklen, 1992, p. 30-31), the emergent themes were also coded although I did not aim to learn about these issues. By examining the patterns in the matrix, I reported what the teachers said about each question during the interviews or in their written responses. While giving examples from teachers' responses, I relied on the direct quotations from teachers to stay as close as possible in the analysis to the intended meaning.

Conclusion

This chapter on methodology gives general information about the aim of the study, listing the research questions the researcher attempts to answer. It also provides information about the participants of the study, instruments used, data collection procedures, and data analysis. In the next chapter, the data analysis done using the above-mentioned statistical and qualitative methods to answer the research questions will be presented.

CHAPTER IV: DATA ANALYSIS

Introduction

The relationship between 10 novice and 10 experienced teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management is explored in this study. The collected data were analyzed to answer the following research questions:

1. What is the Marmara University Preparatory School English teachers' level of self-efficacy for classroom management?
2. Are there any differences between the novice and experienced teachers' self-efficacy for classroom management?
3. What are the Marmara University Preparatory School students' perceptions of their teachers' classroom management?
4. What is the relationship between the novice and experienced English teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management at Marmara University Preparatory School?

This chapter consists of three sections. In the first section, the analysis of the teachers' questionnaire results, supported by the data collected through interviews, is presented. In the second section, the results of the students' questionnaires are analyzed to explore students' perceptions of their teachers' classroom management practices. In

the third section, the relationship between teachers' self-efficacy for classroom management and students' perceptions about the management of their classes is shown.

Novice and Experienced Teachers' Self-Efficacy for Classroom Management

The data collected through teacher questionnaires were analyzed in three ways. First, the items in the teacher questionnaire were grouped under three headings based on Emmer and Hickman's (1991) findings from the factor analysis of the scale. Second, the results of all the teachers' responses to the items in the questionnaire were analyzed to measure how efficacious teachers are at Marmara University Preparatory School. Third, the answers given by the novice and experienced teachers to the items loading on the personal teaching efficacy, external influences, and classroom management and discipline factors were analyzed for both novice and experienced groups and individual teachers. The Cronbach's alpha reliability coefficient of the teachers' questionnaire was found to be 0.70. The Cronbach's alpha reliability coefficients were also calculated for each sub-scale. The reliability coefficient was 0.57 for personal teaching efficacy subscale, 0.66 for external influences subscale, and 0.64 for classroom management efficacy subscale. The low reliability coefficients for the sub-scales may be a reflection of the limited number of items in each subscale.

The analysis of the teacher questionnaire results was made to investigate the self-efficacy level of teachers at Marmara University Preparatory School. The means of the responses given by all of the teachers were calculated. The mid-point of the scale, which is 3.50, was accepted as the cut-point separating low and high efficacy teachers. Table 4 shows Marmara University Preparatory School English language teachers' levels of self-efficacy for personal teaching, external influences, and classroom management.

Table 4
Teachers' self-efficacy levels at Marmara University Preparatory School

Efficacy Construct	N	M
Personal Teaching	20	4.75
External Influences	20	3.50
Classroom Management	20	4.34

Note. N: Number of participants, M: Mean.

As can be seen in Table 4, the results show that the teachers have high levels of self-efficacy for personal teaching and classroom management. However, their efficacy for external influences is low. The participant teachers seem to believe that external influences, such as home environment or classmates, affect students' actions and attitudes in the classroom.

The results of the items in the teacher questionnaire were also analyzed in order to find the differences in novice and experienced teachers' efficacy levels for personal teaching, external influences, and classroom management. The mean scores of the three groups of items were calculated separately for both novice and experienced teachers. The possible differences between the two groups of teachers were examined in terms of their efficacy for personal teaching, external influences, and classroom management as shown in Table 5.

Table 5
The differences between novice and experienced teachers' level of self-efficacy for personal teaching, external influences, and classroom management

Efficacy construct	Participants	N	M	sd	t
Personal Teaching	NT	10	4.64	.31	-.94
	ET	10	4.86	.65	
External Influences	NT	10	3.47	.71	-.27
	ET	10	3.54	.43	
Classroom Management	NT	10	4.10	.52	-2.29*
	ET	10	4.58	.40	

Note. NT: Novice Teachers, ET: Experienced Teachers, N: Number of participants, M: Mean, sd: Standard Deviation, t: t-test result, *p<.05.

The results were analyzed through *t*-test to compare the responses of novice and experienced teachers. The *t*-test results shown in the table above indicate that the two groups of teachers do not significantly differ from one another in terms of their self-efficacy level for personal teaching and external influences. However, 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.

In the interviews, teachers' answers concerning how they see classroom management problems, how often they face such problems, and how they feel about these problems show similarities between novice and experienced teachers in terms of their efficacy for classroom management and external influences. Neither novice nor experienced teachers consider classroom management problems as a big source of difficulty in their classes, which can be seen as related to their high efficacy for classroom management. Although none of the teachers said that they have serious classroom management problems, two novice and two experienced teachers added that they may sometimes experience problems in the form of disruptive behaviors with some classes. Below are the statements of those novice and experienced teachers, Teachers 10, 5, 15, and 16. Here and in the following quotations the most relevant parts of teachers' responses to the discussed issue are presented in boldface.

(T10) Although classroom management is **not one of my major problems** in the classroom, just like any teacher would do, **I sometimes encounter disruptive behaviors** in my classes, too. Sometimes a student's or sometimes a few students' behavior may get in the way of my classes.

(T5) It [classroom management] is **not a great problem** unless the number of students in the class is low.

(T15) After I got my master's, I learned how to deal with students better and I grew older, I learned how to deal with them better. And the last three, four years **I don't have problems that much.**

(T16) **Generally** it is a **small problem**, but you know **this year** it was **bigger.**

Teacher 18, who scored highest in both teacher and student rankings, claim to have no classroom management problems.

(T18) There is **no such problem** for me.

Because the types of problems teachers face show the degree of severity of the situation, they shed light on teachers' classroom management abilities. The questions asked in the second section of the interviews were directed towards this purpose. Among the specific examples of classroom management problems teachers gave were students talking with one another, messaging on their cell phones, sleeping, having hostile attitudes towards the teacher or ignoring the teacher, arriving late, interrupting other students while speaking, not doing homework, and not bringing their books with them. When Burden's (1995) scale of disruptive behaviors considered, the types of problems the teachers experience range between mild and moderate disruptive behaviors. This can be treated as evidence for teachers' claims of not experiencing serious problems.

While discussing the types of classroom management problems they face, the participants talked mainly about lack of motivation, which led to classroom management problems and students' "resistance against activities, tasks, or subjects covered in class" in the words of Teacher 16. Although the number of novice teachers who talked about these types of problems is greater than that of experienced teachers, teachers from both groups mentioned such problems. Teachers 2 and 3 pointed to the difficulty of increasing student motivation, but Teacher 3 also explained that this difficulty is

especially due to time constraints considering the syllabus load. Teachers 3 and 17 stressed the link between students' level of motivation and academic background. The effect language learning materials have on students' interest in the activities or tasks to be done in class was another issue pointed out in relation to student motivation by Teachers 6 and 17.

(T2) If we have to call it a "problem" –which I don't prefer- **keeping the attention and active participation of as many students as possible** is the major challenge for me in my classes.

(T3) As you know I teach X (Here the discipline and the level of the class is specified.) classes. X class students are **not motivated or eager to learn**, so **my biggest problem in class is motivation**. It is **hard to keep up with the syllabi** and do other things to motivate the students.

(T6) And sometimes they find **the subject of the reading passage** boring or don't know much about the subject. This can also create classroom management problems.

(T17) X (Here the discipline of the students is specified.) students, who are the graduates of X schools, are problematic. **Because of** the education system in our country and **their educational background**, it is **almost impossible to make them join the lessons or participate in activities**. **We try to find books and materials that can attract their attention** but honestly this won't work. In the classroom environment they don't misbehave but **they are disinterested** which cause dissatisfaction with your job.

Teachers 5 and 7 explained how lack of motivation causes problems in their writing and speaking classes specifically.

(T5) I sometimes find it **difficult to make them write essays in the class**. **They are "a bit"** (punctuation original) **reluctant**. They always come up saying "Ma'am, can we write it at home?" This can be a bit offensive sometimes. In addition, I have to justify myself every time.

(T7) I mostly have problems when I want the students to do something. **When I ask them to stand up and have their oral exercises** with other students sitting on the opposite side of the classroom **I definitely cannot move them**.

Teachers' answers about the reasons for classroom management problems show that not only novice but also experienced teachers see external factors as the main sources of the problems they encounter in the classroom. Teacher 12 made it clear that teachers should not be blamed for the problems in every case. This experienced teacher believes that if teachers have difficulty in dealing with one student in a class, the reason can be that specific student's problems. S/he claims that the presence of one misbehaving student is different than classroom management problems and such cases should be referred to as "student or individual management problems".

(T12) **The problem may not be due to the teaching style of the teacher** and most of the time it isn't. For instance, if you don't experience any problems with 19 students in a class of 20 students by being careful about classroom management issues from the very beginning, I've seen that **the reason for the problem is about that student's own problems**. So, this is not a classroom management problem, we are talking about **student or individual management problems**. By bringing together all your experiences, empathy, psychology knowledge, and your attitudes towards human beings, you manage the classroom and the individuals.

Teacher 4 made a list of "factors hindering classroom management" under the headings of 'external', 'internal' factors and 'physical properties'. This novice teacher talks about not only students' personalities or backgrounds but also home environment and peer influence, as well as factors that are beyond students' control like the setting or "lack of facilities." It should be noted that Teacher 4 also talks about the effect teachers themselves have on classroom management problems while explaining the actions s/he takes in order to prevent problems in the first place or deal with the problems when they arise.

(T4) Factors hindering class room management (**external**); **Student background** (different walks of life), **family and friend relations**.- **Personality traits** and NLP patterns!-Misconception or pre-conceived ideas towards language in minds. Fictional and real barriers-deficiency.

Attacking those sandcastles might pay back. But what if those having Trojan Horses!? **Internal factors: Lack of facilities:** audiovisual aids, labs, camcorder recordings and playbacks, though might be beyond our scope. **Physical properties:** well air circulated, spacious classrooms, comfortable chairs, heating, and lighting systems, noise free atmosphere, etc.

The participants not only talked about external factors causing problems but also teachers' practices in the classroom. Teachers pointed to the importance of the language spoken in class, making expectations clear to students, and establishing rules and consequences. Teacher 8, who is a novice teacher and Teacher 12, who is an experienced teacher, stressed the difference using the native language or the target language makes in their classes. Teacher 8's explanation of the effect of speaking English all the time or using Turkish a lot on classroom management shows how the teacher gained experience as s/he practiced teaching by trial and error. Teacher 12, who shares his/her opinions about this effect, talks more confidently about what needs to be done as a result of previous experiences. S/he explains that speaking the target language is a way of preventing problems from arising and turning back to Turkish is a way s/he uses to end misbehavior.

(T8) Another challenge for me was **to figure out how much English to speak. When I spoke English all the time I got blank stares from students. So when explaining a grammar point I used Turkish when there was an equivalent structure. Sometimes when I used too much Turkish chaos resulted.**

(T12) The first two days we talk Turkish and learn about each other. Then, I speak English all the time in the classroom with any group of students. The level of the class doesn't matter for me: C, B, A.... **Students usually can't cause problems while trying to concentrate on English.** They have to concentrate on what the teacher or their classmates are saying to respond to them or to understand fully. However, from time to time some students may try to interrupt their friends while speaking or try to speak in Turkish... **When there is a student acting inappropriately, I start speaking in Turkish in a cold monotone.**

Three of the novices and three of the experienced teachers among the sixteen teachers emphasized that teachers need to make their expectations clear to the students and establish rules in order to create environments where students know what to do and what not to do. Below are the explanations Teachers 5 and 17 made about this issue, respectively:

(T5) In my opinion, if you **set a group of rules at the beginning**, students will understand you better. In this way, **you may get rid of all those management problems in the first place.**

(T17) The most important thing that **every teacher should do at the beginning of the term is to state and explain what is going to happen in the classroom throughout the year.** In a way, by giving confidence, hope and making them to put their trust in you, **a behaviour contract is signed before the management is put into practice.** Once you set your **goals and rules** clearly and they are accepted by the students, the problems which are likely to occur won't be of great importance to cause serious discipline problems.

When three of the four teachers who were interviewed in face to face meetings were asked if they also explain what the consequences will be for breaking rules, Teacher 15 answered negatively. Teacher 15 had a different understanding of explaining the consequences for breaking the rules. S/he denied talking about consequences and stated that s/he does not "threaten students" in this way. However, positive answers were received from both Teacher 10 and Teacher 12. While Teacher 10 explained his/her practice more generally, Teacher 12 gave examples of consequences.

(T10) I think they should also be aware of **the fact that there will be punishment if they do not obey the rules that I put...** What would they suffer from, what would be the punishment... but you might guess what I mean by "punishment"... any type of warning that they'll get from me.

(T12) When I set my rules, I also **explain the consequences for breaking those rules.** At first maybe they don't believe me, but as I start to apply the rules and consequences for breaking them, they of course believe me.... The punishments they get are usually fun. For example, if students don't do their homework or bring their books with them –these

are our biggest problems on the first days-, **I warn them twice. Then they are required to pay some money if they continue breaking these rules....** We use this money for the photocopies made for the class and to buy cakes.

None of the four teachers discuss the rules with their students before establishing them. However, Teacher 10 expressed his/her flexibility about the rules s/he announces to the classroom at the beginning of the year. Teacher 12 stressed the importance of the rules s/he establishes and how it is necessary to have those rules even if students have contrary opinions about them.

(T10) Of course... **I let them comment on the rules that I put in the classroom.** They have the chance to comment on what I put as a rule in the classroom. And sometimes **I do have the flexibility to change the rules** and these codes of conduct according to their wishes if they are logical-what they say is logical.... Any change is possible as long as they are logical.

(T12) There is **no negotiation about the rules.** I say “Institutions and individuals have rules. You have to obey those rules to work with them. If I cannot go to a tennis club with a blue jean to play tennis or if one wearing a mini skirt cannot enter a mosque, one cannot enter a class at a university without books. I have to bring my books with me.” **I do not negotiate about these rules because if students do not conform to these rules, they cause problems in the classroom environment.** They put obstacles in the way of teaching and learning which is the right of all students in the classroom.

The mean scores for each teacher’s efficacy for personal teaching, external influences, and classroom management were calculated and rank ordered from highest to lowest. The line between low and high efficacy teachers was accepted to be 3.50, which is the mid-point of the scale. Teachers whose answers to the items in the questionnaire were 3.50 and below were thought to be teachers with low self-efficacy whereas teachers having a mean score greater than 3.50 were thought to be highly efficacious. Table 6 shows each teacher’s level of self-efficacy for personal teaching, external influences, and classroom management.

Table 6

Individual teachers' self-efficacy for personal teaching, external influences, and classroom management

Teacher	PTE	PTER	EIE	EIER	CME	CMER
1	4.71	10	2.57	20	3.93	18
2	4.86	8	3.14	14	4.86	3
3	5.00	5	3.57	8	4.07	15
4	4.00	19	3.57	8	3.50	19
5	4.43	14	3.14	14	4.21	12
6	5.00	5	3.36	11	4.64	7
7	4.57	12	5.29	1	4.43	9
8	4.43	14	3.14	14	4.00	17
9	4.57	12	3.71	4	4.29	11
10	4.86	8	3.21	13	3.07	20
11	5.57	2	3.64	6	4.64	7
12	3.86	20	3.43	10	4.36	10
13	5.00	5	3.71	4	5.00	2
14	5.43	3	3.14	14	4.71	4
15	4.71	10	4.50	2	4.71	4
16	4.43	14	3.14	14	4.07	15
17	5.14	4	3.86	3	4.14	13
18	5.86	1	3.07	19	5.29	1
19	4.14	18	3.64	6	4.71	4
20	4.43	14	3.29	9	4.14	13

Note. PTE: Personal Teaching Efficacy, PTER: Personal Teaching Efficacy Rank, EIE: External Influences Efficacy, EIER: External Influences Efficacy Rank, CME: Classroom Management Efficacy, CMER: Classroom Management Efficacy Rank.

The results reveal that all teachers, both novice and experienced, have high self-efficacy for personal teaching. While nine teachers have high self-efficacy, eleven teachers have low self-efficacy for external influences. Four of the nine teachers with high efficacy are novice and the remaining five are experienced. With the exception of one teacher, Teacher 10, all teachers have high self-efficacy for managing their classrooms. The teacher with low self-efficacy for classroom management is a novice. Although the rest of the teachers have high efficacy, it is interesting for the purposes of this study to see that the 5 teachers having the lowest scores for classroom management efficacy in the list are all novices.

During the interviews, four of the teachers referred to the role experience plays in classroom management although no question was asked about the importance of experience. Teachers believe that the number of classroom management problems decreases as they become more experienced because with experience teachers learn to deal with problems better. Even one of the novice teachers, Teacher 3, stated that s/he observed a change over time in his/her ability to cope with difficulties while managing the classroom:

(T3) In my opinion **the key for effective classroom management is experience**. In the first days of my teaching career, it was more difficult for me to motivate the students.

(T15) **In the past** I was getting angry at them, I was yelling at them. I was saying “Why don’t you, you know, join? Do I have to listen to you?” You know... I was just scolding them all the time. Of course they were, as a result, they were yelling back at me. I was young back then. So, they had... I think they thought they had the right to yell back at me. So, I was always kicking them out of class and everything. **That was like the first two, three years, maybe four years... and then I think I learned how to be patient**. I mean I clearly remember I had this one class. It was my second year. I had... I mean like there were like 19 students in class. I’m pretty sure ten of them hated me because I was always angry. They were arrogant students, they were hardworking but arrogant. I remember this class clearly. And **now I think I could have handled that class ...** better. And I think there is a big change.

Whether teachers with high and/or low efficacy experience stress because of classroom management problems was an issue questioned through interviews. Although all three teachers, Teachers 1, 12, and 15, have high efficacy for classroom management, they gave different answers to this question. While Teacher 1 claimed that s/he does not experience stress much, Teacher 12 and 15 said that they sometimes feel stressed. One of the experienced teachers, Teacher 15, pointed to the importance of how long misbehavior continues and how negatively such behavior affects him/her.

(T15) **In the beginning of the year, yes....** If they are messaging on their cell phones, I warn them, warn them, warn them and hope that they'll learn that they are not supposed to, you know, message or play with their cell phones... So, when I see somebody messaging, **I really feel bad....** And **if they continue doing all throughout the semester, I get angry.** I mean, **I feel really discouraged** I think. I feel, I feel **a bit insulting.** At the end of the year, I think I am fed up with them too. So, I don't ... sometimes don't care as long as they don't speak.

On the other hand, Teacher 10, who has low efficacy for classroom management, clearly expressed how stressed s/he feels when students act inappropriately. This novice teacher stated that s/he feels uncertain about how to handle the situation and provide order in the classroom when there are classroom management problems.

(T10) I experience **a great amount of stress** and I feel that I should take action at once, do something about it. Maybe I should change what I'm doing at that moment, start another activity, another attractive type of activity which will involve all of them but at that moment, to tell you the truth, **I feel hesitant about what to do** in the classroom which will work best.... In most cases I change what I'm doing.

All participants were asked about the methods they use to deal with classroom management problems. At first, forming a friendly relationship, explaining the reasons behind what the teacher is doing or what the teacher asks students to do, waiting for a few minutes to let them talk with one another, bringing materials that are likely to be interesting for the students, and changing the subject are among the methods teachers use. If students keep acting inappropriately teachers send a look, raise their eyebrows, change intonation, raise their voice, switch to Turkish, or talk with the disruptive student about the problem and ask their reasons for their inappropriate behaviors. Intervening verbally while teaching is a last choice for novice Teachers 1 and 10 whereas experienced Teachers 12 and 15 stated that they use this method more immediately:

(T1) I do so [ignoring] **after having warned them in different ways as a last thing.** I tell their names, I can send a look or a gesture without letting his friends see it; as a last thing I warn him or her.

(T15) **“Put that phone away.”** (She tells the student to do so the first time s/he sees him/her playing with a cell phone.) If it’s a student always doing that, and then **I raise my voice:** “Put that away. I don’t wanna see that phone again.” and then in the end I say, “Can I have your phone?” So, I take the phone sometimes.

Ignoring the misbehavior is a way followed by both novice and experienced teachers but only when it is a minor problem which does not create an obstacle to learning and teaching. Teacher 15 openly stated that s/he does not prefer using this method when misbehaving students cause problems in the classroom environment. On the other hand, Teacher 1 and 8 exemplified the conditions under which they prefer ignoring disruptive behaviors.

(T15) **If they speak while I’m speaking, I don’t tolerate that,** no. I never tolerate because then I can’t understand myself, the other students can’t understand me. So, if they speak while I’m speaking, while I’m teaching something important, I don’t tolerate it, no. I mean it is not like “Oh, my God, what am I gonna do?” No, it’s not like that. I don’t get panicked.

(T1) **When I hear an offensive word or a swear word,** I disregard the behavior. I act as if I haven’t heard it. **Or when it is a minor disruptive behavior** like small jokes, give me your pen kind of talks, changing seats, ...

(T8) In addition, some students did not want to listen or participate, so in time **I learned to ignore them cause they were harmless and did not speak any English.**

Students’ Perceptions of Their Teachers’ Classroom Management Behaviors

The collected data from the student questionnaires were analyzed in two ways. First, how successful students perceive their teachers as classroom managers was explored. Second, students were grouped according to the years of experience their teachers have. The purpose was to see if students’ perceptions differed depending on their teachers’ years of experience. The Cronbach’s alpha reliability coefficient of the student questionnaire was found to be 0.93.

Table 7 shows students' perceptions of their teachers' classroom management at Marmara University Preparatory School.

Table 7
Students' perceptions of their teachers' classroom management

Participants	N	M
Students	295	4.89

Note. N: Number of participants, M: Mean.

Because the mid-point of the scale is 3.50, a mean score above 3.50 was accepted to indicate students' positive perceptions. The mean results clearly show that students perceive their teachers' classroom management performances positively. It can be claimed that teachers at Marmara University Preparatory School have strong classroom management skills from the perspective of students.

Table 8 shows how each class of students at Marmara University Preparatory School perceives their teachers' classroom management behaviors.

Table 8
Students' perceptions of teachers' classroom management behaviors by classes

Class	YTE	M
1	N	4.94
2	N	4.89
3	N	5.30
4	N	5.33
5	N	5.32
6	N	5.18
7	N	5.05
8	N	3.87
9	N	4.64
10	N	5.05
11	E	4.77
12	E	5.21
13	E	4.60
14	E	4.96
15	E	4.69
16	E	4.38
17	E	5.26
18	E	5.46
19	E	4.49
20	E	4.53

Note. YTE: Years of teaching experience, M: Mean.

The means for each classes' responses range between 3.87 and 5.46. Considering the fact that the mid-point of the scale is 3.50, the responses given by all classes are positive about their teachers' classroom management behaviors.

The possible differences between the students' perceptions of novice and experienced teachers' classroom management behaviors were analyzed by *t*-test. The results are presented in Table 9.

Table 9
Students' perceptions of novice and experienced teachers' classroom management behaviors

Participants	N	M	sd	<i>t</i>
Novice teachers' students	141	4.94	.67	1.38
Experienced teachers' students	154	4.84	.63	

Note. N: Number of participants, M: Mean, sd: Standard Deviation, *t*: t-test result.

As can be seen in Table 9, the perceptions of students taught by novice and experienced teachers did not show a significant difference. The present results demonstrate a difference between teachers' level of self-efficacy for classroom management and students' perceptions of their teachers' classroom management behaviors. 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, Teacher 18, gave to the question about the methods s/he uses to deal with classroom management problems may be showing the way to better classroom management practices:

(T18) [I deal with classroom management problems] With **love** and the necessary **knowledge** they need.

The Relationship between Teachers' Self-Efficacy for Classroom Management and Students' Perceptions of Their Teachers' Classroom Management Behaviors

In order to see the relationship between teachers' level of self-efficacy for classroom management and their students' perceptions about how well their teachers manage their classes, rank ordering was used and a rank order correlation (Kendall's tau) was calculated, as shown in Table 10.

Table 10
The relationship between teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management

Class	TE	TER	SP	SPR	p
1	3.93	18	4.94	11	-.07
2	4.86	3	4.89	12	
3	4.07	15	5.30	4	
4	3.50	19	5.33	2	
5	4.21	12	5.32	3	
6	4.64	7	5.18	7	
7	4.43	9	5.05	8	
8	4.00	17	3.87	20	
9	4.29	11	4.64	15	
10	3.07	20	5.05	8	
11	4.64	7	4.77	13	
12	4.36	10	5.21	6	
13	5.00	2	4.60	16	
14	4.71	4	4.96	10	
15	4.71	4	4.69	14	
16	4.07	15	4.38	19	
17	4.14	13	5.26	5	
18	5.29	1	5.46	1	
19	4.71	4	4.49	18	
20	4.14	13	4.53	17	

Note. TE: Teacher efficacy for classroom management, TER: Teacher efficacy rank, SP: Student Perceptions, SPR: Student Perceptions Rank, p: Kendall's tau result.

Teachers' responses to the items loading on classroom management and discipline were selected and the means of the given responses to those items were calculated. Likewise,

the means of the responses given by each class in the student questionnaire were calculated. The rank order correlation of the teacher and student questionnaire scores for all classes was calculated using Kendall's tau. Rho was determined to be -.07. Best and Khan (1998) describe such a level of correlation as "negligible" (p. 372), which means that there was only extremely limited correspondence between teacher and student scores.

Although the results lack any level of significance, the results for one specific class, class 18, attract attention. Class 18 ranked highest as a result of both the teacher's self-efficacy level for classroom management and the students' positive perceptions of their teacher's classroom management practices. Students' positive perceptions of the teacher's classroom management behaviors confirm that Teacher 18 is not mistaken about her beliefs in her capabilities for classroom management.

Comparing the rankings of teachers' efficacy for classroom management with those of students' perceptions of teachers' classroom management point to differences between novice and experienced teachers. While eight of the classes ranked their teachers higher than their teachers regarded themselves among the other teachers, ten of the teachers' level of self-efficacy for classroom management did not match their students' perceptions. The level of experience of these teachers may be playing a role on these results. Six novice teachers ranked themselves lower than their students did and 7 experienced teachers ranked themselves higher than their students did. Thus, 6 of 10 novice teachers believed their capabilities were lower than what their students actually observe in the classroom. Seven of 9 experienced teachers, on the other hand, have high efficacy even when their students express relatively less positive perceptions about their management practices. However, because there are both novice and experienced

teachers ranking themselves higher and lower than their students, it is not possible to make strong claims.

Conclusion

In this chapter I presented the results of the statistical tests done on the collected data and the data collected through interviews. The results were given in three different sections: novice and experienced teachers' self-efficacy for classroom management, students' perceptions of their teachers' classroom management behaviors, and the relationship between teachers' self-efficacy for classroom management and students' perceptions about the management of their classes.

In the next chapter, the major findings of the study will be summarized in relation to the literature.

CHAPTER V: CONCLUSION

Overview of the Study

This study explores the relationship between novice and experienced teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management. First, the self-efficacy level of 20 teachers for classroom management was determined through the administration of questionnaires. Second, possible differences between 10 novice and 10 experienced teachers were investigated. Third, 295 students' perceptions of their teachers' classroom management were examined using questionnaires. Fourth, students' perceptions were compared among classes according to the experience level of their teachers. In the last stage of the analysis, the teachers' self-efficacy for classroom management was compared with students' perceptions of their teachers' classroom management. In order to deepen our understanding of the teachers' actual management behaviors and to have more evidence of the similar or differing practices of novice and experienced teachers with high and low efficacy, interviews were done with the teachers.

The research questions answered by this analysis were as follows:

1. What is the Marmara University Preparatory School English teachers' level of self-efficacy for classroom management?
2. Are there any differences between the novice and experienced teachers' self-efficacy for classroom management?

3. What are the Marmara University Preparatory School students' perceptions of their teachers' classroom management?
4. What is the relationship between the novice and experienced English teachers' self-efficacy for classroom management and students' perceptions of their teachers' classroom management at Marmara University Preparatory School?

In this chapter, the findings of this study will be discussed. The findings of the statistical analysis and the results reached through the analysis of the interviews will also be related to the literature in the discussion section. Both the points where the results are in parallel with literature and the points that conflict with the literature will be presented. The possible reasons for the results will be explained. After the next section on pedagogical implications, limitations of the study are clarified. Drawing conclusions from this study, suggestions for further research are made. In the conclusion, the major findings of this study are summarized.

Discussion of the Findings

The findings of this study show 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. How much stress teachers experience, the factors they see as the reasons for classroom management problems, and the kinds of methods they use to manage their classes are considered while commenting on the similarities and differences between the groups.

The results show that there is not a significant difference between novice and experienced teachers' self-efficacy for personal teaching and external influences. However, novice and experienced teachers are significantly different from one another in terms of their self-efficacy for classroom management. The results support the claim

that the self-efficacy levels of people depend on tasks (Bandura, 1997). For example, the mean score for novice teachers' personal teaching efficacy is 4.64 whereas the mean for their classroom management efficacy is 4.10. Thus, novice teachers' efficacy for personal teaching is higher than their efficacy for managing the classroom well.

Possible reasons behind these findings may be related to not only 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).

Novice teachers have lower levels of self-efficacy for classroom management than personal teaching. Although they lack enactive mastery experiences for classroom management, they might have experienced giving private lessons to students and helped friends or siblings with their class work. As a result, they might have had the opportunity to see that they can overcome obstacles while teaching English. Because they have less experience teaching in the classroom environment, their efficacy for classroom management may be lower than experienced teachers'. Verbal persuasion, which is one of the sources of self-efficacy (Bandura, 1997), can also be seen as a source of novice teachers' lower levels of efficacy than experienced teachers. As the interviews show, the teachers believe in the difference experience makes in classroom management. Hearing

teachers saying that experience counts in managing the classrooms, novice teachers may be persuaded negatively about their own abilities.

Although novice teachers may be acting in similar ways to experienced teachers in the classroom, novice teachers may expect to be able to prevent or deal with problems more efficiently. As a result of their limited experience, novice teachers' expectations might be higher than what is possible to achieve. For example, novice teachers may be evaluating their performance low because there are one or two students they cannot control as well as they would like to. However, experienced teachers may accept the presence of one or two disruptive students as the general situation in most of the classrooms. Thus, they may not consider such exceptional cases while evaluating their general practice.

The results of this study indicate that both novice and experienced teachers face classroom management problems, which is in line with the findings of Önkol (2002). In addition, interviews done with the teachers reveal that teachers believe that the more experienced teachers deal with the problems more easily (Daloğlu, 2002). The teachers who talked about the effect of experience on classroom management were in agreement about the positive influence of experience on the number of problems teachers face and difficulty of dealing with those problems.

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). However, in this study, the teachers who admitted that they experience stress when students misbehave (Önkol, 2002) were not only the teachers with low but also high efficacy for classroom management. Three of the 4 teachers who were interviewed

in face to face meetings clearly expressed how stressed they sometimes feel due to classroom management problems. While two of these teachers, Teacher 12 and Teacher 15, had high levels of efficacy for classroom management, Teacher 10 had the lowest level of self-efficacy among all the teachers. Teacher 1, who claimed that s/he does not experience stress much, is a highly efficacious novice teacher. It is important to note that this teacher is talking about high levels of stress, so s/he may be experiencing stress, as well.

The factors teachers see as the reasons for the disruptive behaviors are the characters of the students, home environment, classroom environment, and teachers' practices in the classroom. The first two reasons are external factors over which teachers do not have much control. As the results of the teacher questionnaire show, the mean score of teachers' efficacy for external influences is low. When novice and experienced teachers' efficacy for external influences is measured separately, experienced teachers are found to have high efficacy for external influences. However, experienced teachers as well have a lower level of efficacy for external influences than their efficacy for personal teaching and classroom management. Although teachers with high efficacy are expected not to believe external factors are the reasons for difficult situations they need to deal with (Bandura, 1997; Dweck, 2000), several experienced, highly efficacious teachers in this study pointed to the difference these factors make. The reason for identifying external factors may not be an attempt to cover failure as teachers pointed out not only external factors but also the effect teachers' practices make. This result may show that teachers are aware of the various sources of influence on student behavior.

Teachers believe in the effect these factors make on classroom management problems, but they also ask students about the reasons for their inappropriate behavior,

which is one of the methods to deal with problems. This study shows a contradiction with what the literature says about the relation between efficacy and intervention methods. While novice teachers stated that they do not prefer intervening verbally, experienced teachers explained how they warn their students and tell them to end their behavior. The practices of the experienced teachers using verbal intervention do not match their levels of efficacy when the literature is considered (Bandura, 1997; Henson, 2001). The reason behind the novice teachers' sensitive approach towards students might be the fact that they have studied classroom management and teaching methods more recently than the experienced teachers. As Teacher 12 stated, experienced teachers might well be losing their patience in time because they have dealt with so many problematic students, which may result in their using the verbal intervention method.

Students' perceptions of their teachers' classroom management revealed that they have positive opinions about the management of the classes. When students' perceptions and teachers' efficacy levels were rank ordered and correlated, no significant relationship was found. 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.

However, teachers are likely to concentrate on their classroom management behaviors while answering the questions. 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.

Pedagogical Implications

Highly efficacious teachers for classroom management are likely to manage their classes successfully (Henson, 2001) and teachers having high efficacy for teaching have the potential to arouse the desire in students to study hard and aim for learning (Csikszentmihalyi, 1997). In order to reach these two positive outcomes, necessary conditions need to be provided for the improvement of teacher efficacy. Two ways to boost teacher self-efficacy for teaching and classroom management can be pre-service (Emmer, 2001; Giallo & Little, 2003; Gibbs, 2003) and in-service training (Alan, 2003; Brouwers & Tomic, 2000; Freiberg, 2002; Giallo & Little, 2003; Henson, 2001; Martin & Baldwin, 1996; Şentuna, 2002) and the organization of regular meetings where teachers share their experiences with one another (Brouwers & Tomic, 2000). Although students express positive opinions about their teachers' classroom management, action

needs to be taken to overcome teachers' doubts about their capacity to manage their classes well, if not management problems in reality.

Brouwers and Tomic (2000) state that through training teachers can learn about various ways to manage classroom management problems. After training, novice teachers confidently use the management methods in their classes (Alan, 2003). In order to help teachers improve their classroom management abilities and self-efficacy for classroom management, three methods can be followed in training programs.

Brouwers and Tomic (2000) explain that participants can practice using new methods "in a laboratory classroom" (p. 250), watch video recordings of teachers' classroom management behaviors, and also experienced teachers can be asked to share their experiences with novice teachers commenting on the recorded teachers' management methods. Practicing the newly learned methods can help teachers to gain enactive mastery experiences (Bandura, 1997) although teachers do not experience using these methods in a real classroom setting. Watching videos can be a source of vicarious experiences (Bandura, 1997) because participants will be learning about how other teachers deal with problems similar to those they experience. After watching videos, experienced teachers may share their opinions about the behaviors or methods they have observed. Experienced teachers may also comment on how novice teachers performed while using the method of focus. Hearing positive comments and hearing that they can manage their classrooms better by using these methods, novice teachers may be persuaded verbally (Bandura, 1997) about their capacity to handle classroom management problems.

While collecting data for this study, I saw the teachers' curiosity about their students' opinions. Teachers can make time for student discussion about the lesson at the

end of sessions in their lesson plans (Freiberg, 2002). The discussions can provide feedback to the teachers so that they can make necessary changes in their classes according to the needs and interests of their students. Teachers can also use questionnaires or ask students to write about their thoughts and feelings about their classroom management, teaching or the classroom environment. Thus, introvert students in particular may be more willing to share their ideas with their teachers. These discussions or written feedback can be beneficial for not only students but also teachers because the classes will be more useful and interesting and teachers will be able to create classroom environments where the target language can be taught more effectively. Involving students in the process of creating better classroom environments can result in higher levels of students' conforming to the rules (Edwards, 2000; Supaporn, 2000).

Limitations of the Study

This study has three noteworthy limitations. These limitations are the number of teachers who participated in the study, the cross-sectional design of the study, and the factorial model of the teacher efficacy scale.

First, the number of novice and experienced teachers could be increased. The results of this study about the novice and experienced teachers' self-efficacy for classroom management or classroom management practices cannot be taken as evidence to make strong claims about the two groups of teachers in general. The reason for having a limited number of teachers was the increase in the number of students with each additional teacher, which would have been difficult to handle in the period of time allocated for this study.

Second, the findings of this study about students' perceptions of their teachers' classroom management behaviors are restricted to the group of students teachers had this

year. We are unable to determine that the teachers' classes always have similar opinions about the teachers. Because every class is different from the other, the relation formed between classes and teachers may differ from year to year. Thus, this analysis could be done over a longer period of time, which would provide a longitudinal view of this question.

Third, the questionnaire used in this study to measure teachers' self-efficacy for classroom management has been criticized for being based on a faulty factorial model, just like other questionnaires measuring self-efficacy (Brouwers & Tomic, 2003; Henson, Kogan, & Vacha-Haase, 2001). Brouwers and Tomic claim that scales measuring teacher efficacy are "not suitable for obtaining precise and valid information about teacher efficacy beliefs" (p. 78) due to the fact that the factorial model does not fit data. They claim that changes and/or additions need to be made on the scale so that more "precise and valid information" can be gained.

Suggestions for Future Research

The present findings reveal that Teacher 18 has the highest level of self-efficacy among the other teachers and that Class 18 evaluated their teacher highest among the other classes. Making a case study about Teacher 18 would be useful to observe his/her classroom management practices and learn about not only the teacher's but also the students' opinions and behaviors in more detail. This case study could help teachers with low self-efficacy for classroom management by showing possible ways to follow and providing them with the response this teacher gets from his/her students.

The classes of the teachers who participated in this study can be observed in order to see the teachers' classroom management practices. Observations can also be useful to learn about students' responses to teachers' management behaviors. Because

the results showed a difference between teacher and student rankings for most classes, observations would help to learn which source of data was more trustworthy. It is also interesting that the intervention methods teachers with high and low self-efficacy for classroom management claim to use do not match what the literature says. Thus, teachers' self-efficacy levels for classroom management and students' claims about their teachers' practices could be confirmed.

Further research could also be done by exploring the effect of training on teachers' self-efficacy for classroom management (Giallo & Little, 2003). It could be an experimental study with participants having low self-efficacy for classroom management. Training aiming to increase teachers' efficacy can be given to the teachers in the experimental group. The efficacy levels of teachers in the control and experimental groups can be compared after the training. As a result, the possible changes in those two groups of teachers in terms of their efficacy for classroom management can be seen and the effectiveness of the training can be determined.

Research specifically on teachers' self-efficacy for external influences could also prove to be helpful. Because both novice and experienced teachers were found to have a relatively low level of self-efficacy in this area, determining the factors that affect teachers' self-efficacy for external influences would explain the results more clearly. It would especially be interesting to do such a study across cultures and see if cultural characteristics shape teachers' beliefs about the external influences on students' actions and attitudes in the classroom.

Conclusion

This study explored answers for the differences between novice and experienced teachers' self-efficacy for classroom management, students' perceptions of their

teachers' classroom management, and the relationship between the two. Firstly, the results of the statistical tests done on the data showed a significant difference between novice and experienced teachers' efficacy for classroom management. Secondly, the results revealed students' positive perceptions about their teachers' classroom management behaviors. Finally, no significant relationship was found between teachers' efficacy levels and students' perceptions.



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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
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

	DISAGREE			AGREE		
	Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
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
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

	DISAGREE			AGREE		
	Strongly	Moderately	Slightly	Slightly	Moderately	Strongly
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

	Never	Rarely	Sometimes	Often	Always
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
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

	Never	Rarely	Sometimes	Often	Always
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

APPENDIX C

SINIF YÖNETİMİ ANKETİ

Lütfen her cümlenin sağ tarafında yer alan ve cümlenin doğruluğunu ne kadar onayladığınızı gösteren sayıyı daire içine alınız.

1= Kesinlikle katılmıyorum. 2= Çoğunlukla katılmıyorum. 3= Kısmen katılmıyorum.
4= Kısmen katılıyorum. 5= Çoğunlukla katılıyorum. 6= Kesinlikle katılıyorum.

	KATILMIYORUM			KATILIYORUM		
	Kesinlikle	Çoğunlukla	Kısmen	Kısmen	Çoğunlukla	Kesinlikle
1. Öğretmen öğrencileriyle küçümser bir tavırla konuşur.	1	2	3	4	5	6
2. Öğretmen öğrencilerini isimleriyle çağırmak için onların isimlerini öğrenmeye çalışır.	1	2	3	4	5	6
3. Öğretmen öğrencilerin İngilizce öğrenirken karşılaşılabileceği zorlukların farkındadır ve bunları anlayışla karşılar.	1	2	3	4	5	6
4. Öğretmen İngilizce öğrenirken zorluk çeken öğrencilere anlayışlı ve sabırlı davranır.	1	2	3	4	5	6
5. Öğretmen derse hazırlıklı gelir.	1	2	3	4	5	6
6. Öğretmen yorgun olduğunda, bunu sınıfa yansıtır.	1	2	3	4	5	6
7. Öğretmen derslerin başından sonuna kadar öğretmeye isteklidir.	1	2	3	4	5	6
8. Öğretmen derslerin başından sonuna kadar güler yüzlüdür.	1	2	3	4	5	6
9. Öğretmen öğrencilerin anlamakta güçlük çekmeyeceği bir seviyede İngilizce konuşur.	1	2	3	4	5	6
10. Öğretmen alıştırmalar arasındaki geçişleri öğrencilerin takip etmekte güçlük çekmeyeceği şekilde ayarlar.	1	2	3	4	5	6
11. Öğretmen öğrencileri derse çekmek için çeşitli öğretim yöntemleri dener.	1	2	3	4	5	6
12. Öğrencileri ikili ya da grup çalışmaları için hazırlarken, zamanı verimli kullanır.	1	2	3	4	5	6

	KATILMIYORUM			KATILIYORUM		
	Kesinlikle	Çoğunlukla	Kısmen	Kısmen	Çoğunlukla	Kesinlikle
13. Öğrencilerin dikkati dağıldığında, öğretmen öğrencileri çekmek için dersin akışında değişiklikler yapar.	1	2	3	4	5	6
14. Çalışılan konuyla ilgili her hangi bir dilbilgisi yapısı varsa, öğretmen bunu tahtaya açık bir şekilde yazar.	1	2	3	4	5	6
15. Öğretmen yapılacak olan alıştırmalar için açık ve anlaşılır talimatlar verir.	1	2	3	4	5	6
16. Dersler sırasında öğrenciler öğretmenin sesini rahatlıkla duyabilir.	1	2	3	4	5	6
17. Öğretmen her öğrenciye derse katılmak için eşit fırsat verir.	1	2	3	4	5	6
18. Öğretmen belli öğrencilerle daha yakından ilgilenir.	1	2	3	4	5	6
19. Öğretmen İngilizce konuşmaya çalışırken çekingenliğimizi yenmemize yardımcı olur.	1	2	3	4	5	6
20. Öğretmen öğrencilerin İngilizce'yi çok iyi öğrenebileceklerine dair kendilerine güven duymaları için çalışır.	1	2	3	4	5	6
21. Öğretmen öğrencileri sınıf içi faaliyetlerde cesaretlendirmeye çalışır.	1	2	3	4	5	6
22. Öğretmen dersle ilgili her hangi bir açıklama yaparken sınıfı izlemeye devam eder.	1	2	3	4	5	6
23. Öğretmen zamanın çoğunu masasının başında geçirir.	1	2	3	4	5	6
24. Öğretmen dersin akışını bozmak yerine mimiklerini ve el, kol, baş hareketleri kullanarak disiplin sorunlarını çözmeye çalışır.	1	2	3	4	5	6
25. Öğretmen öğrencileri yüksek sesle azarlar.	1	2	3	4	5	6
26. Öğretmen sınıfa hakim olmak için sert bir tavır içindedir.	1	2	3	4	5	6
27. Öğretmen yoklama alırken sınıfın kontrolünü kaybeder.	1	2	3	4	5	6
28. Ders sırasında öğretmen çalışmalarını nasıl yaptıklarını görmek için her bir öğrenciyi dikkatle izler.	1	2	3	4	5	6

	KATILMIYORUM			KATILIYORUM		
	Kesinlikle	Çoğunlukla	Kısmen	Kısmen	Çoğunlukla	Kesinlikle
29. Öğretmen öğrencilerin sorduğu sorulara tatmin edici cevaplar verir.	1	2	3	4	5	6
30. Öğrenciler her hangi bir sınıf içi çalışmada bulunuyorken, öğretmen öğrenciler arasında dolaşır ve onlara yardımcı olur.	1	2	3	4	5	6
31. Öğretmen öğrencilerin yaptığı hatalarla ilgili tatmin edici düzeltmeler yapar.	1	2	3	4	5	6
32. Bir yazı çalışmasından sonra, öğretmen çeşitli öğrencilerden yazdıklarını okumalarını ister.	1	2	3	4	5	6
33. Öğretmen nispeten yavaş öğrenen öğrencilere soru sorduğunda, onlara ihtiyaç duyabilecekleri kadar zaman tanır.	1	2	3	4	5	6
34. Öğretmen öğrencilerin çalıştıkları konuyu pekiştirmeleri için alıştırmaya yapma fırsatı verir.	1	2	3	4	5	6
35. Öğretmen konunun anlaşılıp anlaşılmadığını kontrol etmek için farklı öğrencilere konuyla ilgili farklı sorular sorar.	1	2	3	4	5	6
36. Öğretmen önemli konularla ilgili zor ama ilginç ödevler verir.	1	2	3	4	5	6

APPENDIX D

INTERVIEW QUESTIONS

1. How much of a problem is classroom management for you?

Do you experience stress because of classroom management problems?

How often do you experience such problems or rather difficulties?

2. What types of classroom management problems do you have?

Can you give examples for these problems?

What do you think can be the reasons for these problems?

Do you think the reasons are inside or outside the classroom?

3. How do you deal with these problems?

Do you have certain methods?

Do you explain your expectations from students in terms of classroom management at the beginning of the semester?

Do you intervene verbally and tell disruptive students to end their behaviors?

If not, how do you solve the problem?

Do you prefer ignoring the behavior? When?

APPENDIX E

INTERVIEW NOTES

1. How much of a problem is classroom management for you?

Not one of her major problems but sometimes encounters disruptive behavior in the classroom.

Do you experience stress because of classroom management problems?

Yes. A great amount of stress when they act in this way. Feels hesitant about what to do at such moments.

How often do you experience such problems or rather difficulties?

Changes from classroom to classroom. Thinks every teacher has one or two students.

2. What types of classroom management problems do you have?

Hostile attitudes towards her. They sometimes become completely unresponsive and uncooperative. This disturbs her most.

Can you give examples for these problems?

Student publicly disagreeing with her... Arriving late, interrupting other students, not doing homework.

What do you think can be the reasons for these problems?

Negative attitudes towards learning English. Maybe they don't find learning English much fun.

Do you think the reasons are inside or outside the classroom?

Different characters, their personal problems. Psychological, economical problems. Home environment: suffering from economical problems, strict parents...

3. How do you deal with these problems?

Changes what she is doing at that moment, starts another activity, does something more enjoyable.

Do you have certain methods?

To avoid disruptive behavior, she makes herself clear in the classroom: what she wants them to do and not to do. Asking them to sit in the front...

Do you explain your expectations from students in terms of classroom management at the beginning of the semester?

Yes. Not necessarily on the first day, but at the beginning of the semester.

Do you establish rules and/or consequences for breaking those rules? Do you establish those rules on your own or with your students?

Yes. Establishes a code of behavior. Consequences: They know she will warn them... They have the chance to talk about the rules. Any change is possible as long as reasonable.

Do you intervene verbally and tell disruptive students to end their behaviors? If not, how do you solve the problem?

She tries not to intervene verbally. Talks to the student in private, tries to learn about the sources of the problem. Her, school, parents?

Do you prefer ignoring the behavior? When?

Tries not to do that. Ignoring isn't a permanent solution. Other than acting directly, sometimes yes, to make a decision when insulting looks at me... Minor problems also...



APPENDIX G

SAMPLE MATRIX

	Teacher 4	Teacher 7	Teacher 17
Types of problems	-	They constantly do not do their homework in the dead lines. Also when they are asked to do a research about a specific subject they refuse to do it.	I only have occasional problems in my classes which are really easy to cope with.
Student background	The major setback encountered might be heterogeneity of group.	The student profiles are changing year by year. Many of them have bad experiences at their high school background.	I have had so many students from different social classes, ages, levels or opinions... Because of ... their educational background, it is almost impossible to make them join the lessons or participate in activities.
Motivation	A secondary concern is that when a non-participating group (drifters) come before you. Then you have to motivate and keep them going but, not to do it to yourself by being driven away.	We try lots of things to motivate them in classes but they resist. This year, especially, I had bad mooded students and I felt myself helpless.	In the classroom they don't misbehave but they are disinterested, which cause dissatisfaction with your job.
Experience	-	-	I have gained extensive experience throughout my teaching years... I believe that the problems which used to bother me resulted from inexperience.
Establishing rules	Upon early diagnosis, clear and applicable (non-questionable) guidelines should be announced at the very start to overcome the said hurdle.	-	... every teacher should explain what is going to happen in the classroom... a behavior contract is signed before management is put into practice.

APPENDIX F

SAMPLE TRANSCRIPTION

Researcher: OK. I think we can start the interview. How much of a problem is classroom management for you?

Teacher 15: OK. This year it wasn't a problem, but when I first started teaching, I think, my second year, I had a problem. It's probably because of my attitude towards class, but this year it wasn't a big problem. I mean... It's partly because I learned how to deal with students. And partly because of the students. I guess I didn't have any problem students this year, but again I believe that I've just improved myself over the years about you know, handling the problem students, handling the students let's say...

Researcher: OK. Problem students and your attitude... You think these are the reasons, possible reasons let's say... What else? What kind of reasons can you think of?

Teacher 15: One thing is, you know, these distracted, always bored students who doesn't want to participate in classroom, work, you know, hmm... In the past I was getting angry at them, I was yelling at them. I was saying "Why don't you, you know, join? Do I have to listen to you?" You know... I was just scolding them all the time. Of course they were, as a result, they were yelling back at me. I was young back then. So, they had... I think they thought they had the right to yell back at me. So, I was always kicking them out of class and everything. That was like the first two, three years, maybe four years... and then I think I learned how to be patient. I mean I clearly remember I had this one class. It was my second year. I had... I mean like there were like 19 students in class and I'm pretty sure ten of them hated me because I was always angry. They were arrogant students, they were hardworking but arrogant. I remember this class clearly. And now I think I could have handled that class ... better. And I think there is a big change. After I got my master's, I learned how to deal with students better and I grew older, I learned how to deal with them better. And the last three, four years I don't have problems that much. No. Because I. I try first, I try to make them participate in class and then I just, if the students are not willing, I just let it go. I don't deal with it that much and I don't talk to them aggressively. I learned not to do it. I mean sometimes, yes, if necessary, I yell at them, you know, just to put them in place but after that I don't pursue that kind of attitude. I mean, continue that kind of attitude that much. I'm trying to form a kind of friendly relationship with them. So they kind of know... like... they... I mean they are kind of friends, but there is a fine line there. I think this year especially, this year and last year I formed that relationship pretty well. So they can understand. When I look at them, they can understand they should shut up. If they don't shut up, they know I'll kick them out of class. And again I'm... How should I say? I'm thinking of the word here. I'm flexible I think. That's why I mean... Yeah, I'm more flexible with the compared to my first teaching years.

Researcher: So, you said when you look at them, they understand that...

Teacher 15: Yeah, they understand.

Researcher: Yeah, OK.

Teacher 15: In the past, I looked at them and I yelled at them and I was really... I think I had this anger in my eyes, but this year I look at them and they say "OK teacher, OK". They say that. So, they understand.. I don't know how I formed this, but I... in years I think I learned how to... I've improved my people skills with them.