



Relationship between teacher's self-efficacy and classroom management practices in the Kwahu West Junior High School

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Abstract

The study sought to examine the relationship between teachers' self-efficacy and their classroom management practices among public Junior High School teachers in the Kwahu West Municipality. The descriptive survey design was used for the study. Proportional sampling and simple random sampling procedures were used to select a total sample of 217 respondents for the study. The Tschannen-Moran and Woolfolk Hoy teacher self-efficacy scale (TSES) was adapted and used in the study. Pearson Product Moment Correlation was used to analyse the data for the study. The results showed a statistically significant moderate positive correlation between teachers' self-efficacy and classroom behaviour management practices. The study also revealed a statistically significant moderate positive correlation between teachers' self-efficacy and instructional management practices as well as between teachers' self-efficacy and student classroom engagement practices. The study recommended that the Ghana Education Service organise training programmes for teachers to receive more training in the fields of self-efficacy and classroom management practices to yield higher outcomes in the classroom management.

Keywords: teachers self-efficacy and classroom management

Introduction

A teacher is required to teach a classroom full of students with a wide range of learning abilities, possibly coupled with some levels of learning abilities (Ryan, 2007) [28]. Also, every classroom is made up of students from stable, traditional, or supportive home environments and from unstable, broken, or homeless situations. According to Senler (2011) [30], both pedagogical knowledge and content knowledge are not the only factors which makes a teacher effective. Evidence has been established on the fact that a lot of factors affect the teaching and learning process (White 2009) [36]. These factors, either remote or direct, mostly influence educational outcomes. Teachers' ability to manage time, space, activities, materials, social relations and the behaviour of students have come to be accepted as some of the factors that can be affected by teacher self-efficacy, which in the long run affects academic achievement (White, 2009) [36].

According to Bandura (1977) [6], self-efficacy proves to be a powerful tool in teaching and learning and motivation. Teacher self-efficacy, refers to teachers' confidence in their ability to promote students learning. The success of these teaching activities and practices depends to a great extent on teachers' self-efficacy and confidence in their professional capacity to face up to the changes involved in teaching and learning. Self-efficacy plays a major role in how teachers select assignment and activities, shaping their efforts and perseverance when addressing certain challenges, and even in their emotional response to difficult situations. Self-efficacy ultimately accounts for a cognitive construct that mediates between knowledge and

actions. Teacher self-efficacy; a teacher 's belief in his or her own capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context (Bandura, 1977) [6]. People select and participate in an activity based on their belief that they are able to accomplish it. In addition, people with high self-efficacy expend more effort and persist longer than those with low self-efficacy. Research has indicated that teachers' sense of self-efficacy has a toll on the way they teach and maintain order in the classroom (Bandura, 1977) [6]. Hence, teacher self-efficacy is a teacher's perceived capabilities to teach students effectively and to provide meaningful lessons to students. Teacher self-efficacy is psychological construct which influences teachers' approach to teaching and learning, thus teachers' belief in the abilities to promote teaching and learning. Teacher self-efficacy is mostly developed at the earlier stages of teaching (Bandura, 1977) [6]. It could be seen to be a critical period to the development of the efficacy level of the teachers. If the development doesn't go well it leads to doubtfulness on the part of the teachers in promoting teaching and learning and if development of self-efficacy goes well there is the believe one can achieve successful teaching and learning (Bandura, 1977) [6].

Classroom management on the other is considered a very important factor to the effectiveness of teaching and learning. This means that teaching is a complex endeavour which requires teachers not only be effective in delivering instruction but also maintaining order in the classroom (Rosas & West, 2009) [27].

Milner and Tenore (2010) ^[23] defined classroom management as the organization of learning environment; management of students' discipline, order, and care; the grouping of students for different tasks and patterns of interaction; and the individualization of student learning. Classroom management can also be referred to as all the actions taken by the teacher to create an effective classroom atmosphere where students could be highly engaged in the teaching and learning process (Romi, Lewis, & Roache, 2013) ^[26]. The competence of a teacher, as well as a teacher's ability to generate and retain order in the classroom has been viewed as important (Evertson, 1985) ^[13]. A conducive learning environment is not easy to establish, however, research reveals that the teacher's ability to supervise and organize instruction is vital to successful classroom management, leading to students' engagement in the learning process (Brophy, 1986) ^[9]. If well-managed, classrooms can become a place of freedom to learn and can provide safety for students. If not distracted, students can attend to instruction and further their long-term memory for retrieving information when taking examinations, doing assignments, and studying.

Classroom management is a dichotomous element which can be broken down into behavioural management and instructional management (Magableh & Hawamdeh, 2007) ^[22]. Behavioural management and instructional management intertwine to form a healthy classroom atmosphere for students and teachers. Behaviours which are related to behaviour management in the classroom include: side talks, joking during lessons, changing sitting places with friends, issuing annoying voices, too many requests, using a cell phone, occupation in side matters, eating in the classroom, stubbornness, lying, theft, laughing without reason, assaulting others, pretending of sickness, noninterest of classroom cleanliness, damaging individual or classroom property and bullying other students (Coddling & Smyth, 2008) ^[11]. Instructional management also refers to events and procedures involved in the decision to initiate a specific activity for an individual student (Tosti & Harmon 1973) ^[33]. According to Tosti and Ball (1969) ^[32], the logic of the instructional management activity has three functions that must be performed namely assessment, decision and initiation. Assessment are samples of students or individual behaviours or environmental conditions that are observed, measured and summarized. Decision on the other, is the data that are evaluated with regards to some criteria set for various purposes which is because of the selection or assignment of some specific presentation and finally initiation is assigned actions that are commenced or terminated. These three activities form part of instructional management. According to Wong and Wong (2009) ^[38], the goal for classroom management is to provide a healthy and safe environment for learning, and to equip students with the necessary skills to be successful in life, both academically and socially. The study therefore, investigates the relationship between teacher's self-efficacy and classroom management practices in the Kwahu West Junior High School. In the view of Yilmaz (2004) ^[39], despite the prominence of self-efficacy of teachers in the instructional process, little study regarding the link between self-efficacy of teachers and classroom management in the basic schools. Literature has also shown that there is limited research on the link between self-efficacy of teacher in the management of the classroom at Kwahu West Municipality's Junior High Schools. Empirically, findings conducted on teachers' self-efficacy is

limited, however, this study was conducted as a result the observation made by the Kwahu West Director of Education, Mr Maxwell Bonsu on November 12, 2013, that the rate of misbehaviours on the part of teachers in the Kwahu West Municipality was very high and needed to be changed. He made the statement at an educational forum organized by Nkawkaw Catholic Elementary Schools. In this light, the study sought to explore the relationship between teacher self-efficacy and classroom management among Kwahu West Municipality's junior high school teachers.

Hypotheses

1. H0: There is no statistically significant relationship between teacher self-efficacy and students' classroom behaviour management practices.

H1: There is a statistically significant relationship between teacher self-efficacy and students' classroom behaviour management practices.

2. H0: There is no statistically significant relationship between teacher self-efficacy and instructional management practices.

H1: There is a statistically significant relationship between teacher self-efficacy and instructional management practices.

3. H0: There is no statistically significant relationship between teacher self-efficacy and student classroom engagement practices.

H1: There is a statistically significant relationship between teacher self-efficacy and student classroom engagement practices.

Ripple Effect Theory

Kounin (1977) ^[20] was an educational psychologist and a classroom management theorist. He was popular for his work on classroom management in the 1970s. Prior to the Kounin's work, most educational researchers viewed discipline and instruction as two very different variables of education which were not related in any way (Evertson, 1985) ^[13]. Kounin's work integrated the concepts of discipline and instruction and postulated that the two entities were not separate, but in fact very much interrelated and dependent upon one another (1997). Kounin (1977) ^[20] became aware of several important teacher behaviours that dramatically impact the occurrence of misbehaviour in students. After years of research, Kounin (1977) ^[20] used five terms to denote actions of teachers that made a vast difference in preventing student behaviour. These includes with-it-ness, overlapping, momentum, group alerting, and smoothness.

With-it-ness

Refers teacher's ability to know what is always going on in the classroom. The teacher is responsible for inhibiting poor behaviour. The teacher can always maintain his strategy by making eye contact to all students. The teacher must know all each student on a personal basis (the teacher must know each student's strength weaknesses, name, and interests). The teacher must be able to communicate to all students the expectations and should have these displayed so that everyone can be "with it".

Overlapping

According to Kounin (1977)^[20], overlapping refers to a teachers' ability to multi-task. The teacher can have procedures that will allow the teacher to be effective when two situations occur at the same time. For instance, if a student finishes an assessment or an assignment early, the teacher must be able to find something else for the student to do, asking the student to move to the next assignment, reading a book, or quiet enrichment exercise. While the students who finished early are staying busy, the teacher can move around the classroom to answer questions or assist struggling students.

Momentum

According to Kounin (1977)^[20], momentum in the ripple effect theory refers to a teacher's ability to keep the lesson going smoothly. The teacher should make lesson short to allow students to group together and move around to gain more knowledge of the content. The teacher should make sure that these exercises remain short so students do not get bored.

Group Alerting

Group alerting refers to a teacher's ability to keep all students engaged and actively involved in the activities going on in the classroom. According to Kounin (1977)^[20], the teacher can implement this strategy with several techniques. Encourage accountability; the teacher should make sure that students are aware that they will be graded for their participation and contributions to the group.

Smoothness

This refers to a teacher's ability to transition from one activity to another (Kounin, 1977)^[20]. The teacher can have students make hand gestures that will tell the teacher whether a student has a comment or question concerning the lesson. This technique allows the teacher to have an idea about those students who may cause an unwanted tangent and those who may have a good question, pertaining to utilise the time effectively.

In preventing student misbehaviour, Kounin (1977)^[20] discovered the ripple effect theory. The theory states that how a teacher handles one student's behaviour influences the present and future behaviour of other students. The ripple effect can be positive or negative in terms of student behaviour (Kounin, 1977)^[20]. Kounin's contributions to the field of education have had a tremendous impact on the field of education, especially in classroom management. This theory is important to this study because it notes that instruction and discipline are interrelated and cannot be separated from one another. It also contributes to the ideology regarding the importance of planning and organization in the classroom, and putting up disciplinary measures for satisfactory teaching and learning to take place.

Empirical Review

Gordon (2001)^[17] conducted a study that compared the cognitive, affective, and behavioural factors associated with classroom management of 96 highly efficacious teachers and 93 low efficacy teachers. The study found that teacher self-efficacy is a good predictor of general effectiveness in the classroom management. Gordon's accusation that high teacher efficacy is directly related to managerial excellence is noted through the following findings of the study: High efficacy teachers are less

likely to perceive their difficult students as having chronic behaviour problems, are more likely to expect behaviour improvement, are less likely to feel angry, embarrassed or guilty about student misbehaviour, are more likely to like problem students, and are more likely to feel confident about being able to manage student misbehaviour. A study by Ford (2012) found a significant difference in the dimensions that supported the common notion that self-efficacy influence students' motivation. According to the study, such factors as the number of days that a teacher missed in a given school year and the teacher's grade level were found to be significant factors that determine a teacher's efficacy level and how that level influenced the way a teacher will motivate his/her students' punctuality and attentiveness in class.

Pappa (2014)^[24] studied the impact of academic and teaching self-efficacy on students' engagement and academic outcomes. The study found out that teachers perceived instructional efficacy does not significantly impact engagement in the course. Recent literature also shows that perception of instructor's teaching self-efficacy can influence how students engage in the course. Safo *et al.* (2015) conducted a study on teachers' self-efficacy beliefs: the relationship between gender and instructional strategies, classroom management and student engagement. The study which was made up of 437 participants recorded the following results mean and standard deviation scores of the three subscales of self-efficacy. The teachers' scored the highest on the student engagement aspect ($X = 35.05$; $SD = 6.20$), followed by the classroom management aspect ($X = 33.82$; $SD = 6.38$) and lowest been instructional strategies aspect ($X = 30.51$; $SD = 5.71$). This means that teachers' efficacy for student engagement is higher than efficacy for classroom management and instructional strategies. Overall, teachers indicated relatively higher self-efficacy ($X = 33.13$; $SD = 6.11$).

Huber, Fruth, Avila-John and Lopez-Ramirez (2016)^[19] conducted a study on teacher self-efficacy and student outcome and recorded a pre-test scores instructional management (mean = 54.7; $SD = 7.2$) and a post-test scores instructional management (mean = 55.4; $SD = 17.4$). Bruce, Esmonde, Ross, Dookie, and Beatty (2010)^[10] in their study teacher self-efficacy and related achievements concluded that research in a field of teacher efficacy beliefs has provided key information which shows that high self-efficacy teachers are more likely to persevere in their attempts to reach learning goals when they encounter obstacles, are more prone to experiencing with effective instructional strategies that represent a challenge and are more willing to run risks in their classrooms.

Methods

Research Design

According to Best and Khan (2007), descriptive research is concerned with the conditions or relationships that exist, such as determining the nature of prevailing conditions, practice and attitudes; opinions that are held; processes that are going on or trends developed. Amedahe (2002)^[3] also maintains that in descriptive research, accurate description of activities, objects, processes and persons is the objective. It concerns the gathering of data to answer research questions or test hypotheses. The descriptive research design allows for generalization of findings from sample to population. It does not only deal with the characteristics of an individual but rather the characteristics of the

whole sample. It provides information useful to the solutions of local issues or problems. The study found the descriptive survey approach the most appropriate method to describe the relationship between teacher self-efficacy and classroom management in the Kwahu West Municipality. This is in the sense that it allows for usage of large population and again permits generalization of results from sample to population. Descriptive research allows for the collection of large amounts of data within a relatively short period of time. When used, the descriptive design also gives clear meaning to events. It will therefore be the best approach in finding answers to the variety of levels of teacher self-efficacy (high and low efficacy) and how they are related to classroom management in Basic Schools in the Kwahu West Municipality.

School Selection

The target population for the study included all public Junior High School teachers in the Kwahu West Municipality. The total number of public Junior High Schools were 47 and the total number of teachers in the Kwahu West Municipality were 499, these included 339 (68.0%) male teachers and 160 (32.0%) female teachers (Ghana Education Service [GES] Kwahu West, 2017). All the public Junior High Schools in the Kwahu West Municipality were involved in the study. Among the 47 schools, 25 (53.2%) had 11 teachers each, 20 (42.6%) had 10 teachers each and 2 (4.2%) had 12 teachers each. A sample of 217 teachers were selected from the total number of teachers (499) for the study. The sample size for the study was based on the table for sample size determination suggested by Krejcie and Morgan (1970). According to Krejcie and Morgan (1970) ^[21] population of about 499 will take an estimated sample size of 217. Accordingly, proportional sampling was used based on variations in teacher population in each of the 47 schools. The sample size 217 was divided by the population size 499 giving a ratio of 0.43 to reach the sample size for each school and then multiplied by the number of teachers in the school. Thereafter, to give all participants equal opportunity (Kothari, 2004), the simple random method was used to select the teachers from each school that were required.

Data Collection Instrument and Analysis

The study adapted the TSES from the Teacher Self-Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001). The original scale consisted of 24 questions measured on a 9-point scale. The score point ranged from 1-9 as follows; Nothing-1, Very Little-3, Some Influence-5, Quite A Bit-7 and A Great Deal-9. The instrument measures teacher self-efficacy in student engagement, instructional strategies, and classroom management with eight questions pertaining to each sub topic.

The TSES has an overall reliability coefficient of .94 and reliability coefficient for the subscales are instructional management. 91 and student engagement. 87. For the purpose of the study two sub topics (students' behaviour, instructional management and student classroom engagement) were adapted from TSES.

Hypotheses 1, 2 and 3 were tested using Pearson's product-moment correlation coefficient. The relationship between teacher self-efficacy and (student behaviour, instructional management and student classroom management) were tested at a significance level of $p < 0.05$ 2-tailed.

Findings

H0: There is no statistically significant relationship between teacher self-efficacy and students' classroom behaviour management practices.

H1: There is a statistically significant relationship between teacher self-efficacy and students' classroom behaviour management practices.

The main aim of the hypothesis was to ascertain the relationship between teachers' self-efficacy and student behaviour management practices. The results are presented in Table 1.

Table 1: Relationship between Teacher Self-Efficacy and Students' Behaviour Management

Variable	Mean	SD	Pearson correlation (r)	df	p-value	Coefficient of Determination
Self-efficacy	36.96	5.03	.544	202	.000	29.6%
Behaviour management	30.14	3.68				

Correlation is significant at 0.05 level

The Pearson' Product Moment Correlation was performed to determine the relationship between student behaviour management efficacy and students' classroom behaviour management practices. The results from Table 1 indicates a moderate positive ($r=.544$) relationship between teacher's self-efficacy in students' behaviour management and student classroom behaviour management practices. The two variables share 29.6% variance with degree of freedom 202. The relationship between teachers' self-efficacy and students' classroom behaviour management was statistically significant ($p = .000$). Therefore, the null hypothesis which states that there is no statistically significant correlation between teacher self-efficacy and students' classroom behaviour management is rejected. It can be inferred that the higher the teacher self-efficacy level for student behaviour management, the higher the teacher's student behaviour management in the classroom.

Hypothesis Two

H0: There is no statistically significant relationship between teacher self-efficacy and instructional management practices.

H1: There is a statistically significant relationship between teacher self-efficacy and instructional management practices.

The main purpose of this hypothesis was to ascertain the relationship between teachers' self-efficacy and instructional management practices. The results are presented in Table 2.

Table 2: Relationship between Teacher Self-Efficacy and Instructional Management

Variable	Mean	SD	Pearson correlation (r)	df	p-value	Coefficient of determination
Self-efficacy	41.49	5.60	.533	202	.000	28.4%
Instructional management	33.61	3.63				

Correlation is significant at 0.05 level

The Pearson' Product Moment Correlation analysis was performed to determine the relationship between teachers' instructional management efficacy level and instructional management practices. The results from Table 2 indicates a

moderate positive ($r = .533$) relationship between teacher's self-efficacy on instructional management and instructional management practices. The two variables share 28.4% of their variance with degree of freedom 202. The relationship between teacher self-efficacy and instructional management practices was statistically significant ($p = .000$). Therefore, the null hypothesis which states that there is no statistically significant relationship between teacher self-efficacy and instructional management is rejected. It can therefore be said that the higher the teacher self-efficacy level for instructional management, the higher the teacher's instructional management level in the classroom. This implies that teachers are able to adjust their lessons to the proper level of individual students and implement alternative strategies in their classroom, provide a clear explanation of instructional objectives, measure student understanding of what they have taught, respond to difficult questions from students, use a variety of assessment and instructional strategies, provide alternative explanation or examples when students are confused, provide appropriate challenges for very capable students, and get students to do their assignments.

The results suggest that the teachers had high levels of self-efficacy in managing instruction. It also suggests that high self-efficacy level is related to high instructional management abilities.

Hypothesis Three

H0: There is no statistically significant relationship between teacher self-efficacy and student classroom engagement practices.

H1: There is a statistically significant relationship between teacher self-efficacy and student classroom engagement practices.

The main purpose of this research hypothesis was to ascertain the relationship between teachers' self-efficacy and student classroom engagement practices. The results are presented in Table 3.

Table 3: Relationship between Teacher Self-Efficacy and Students' Classroom Engagement

Variable	Mean	SD	Pearson correlation (r)	df	p-value	Coefficient of determination
Self-efficacy	40.86	6.44	.603	202	.000	36.7%
Student Engagement	33.80	3.64				

Correlation is significant at 0.05 level.

The Pearson' Product Moment Correlation was performed to determine the relationship between teachers' student engagement efficacy and student classroom engagement. The results from Table 3 showed a high positive ($r = .603$) relationship between teachers' self-efficacy in student engagement and student classroom engagement.

The two variables share 26.7% of their variance with degree of freedom 202.

The relationship between student engagement efficacy level of teachers and students' classroom participation was statistically significant ($p = .000$). Therefore, the null hypothesis which states that there is no statistically significant correlation between

teacher self-efficacy and student classroom engagement practices is rejected. It can be inferred from the results that the higher the teacher self-efficacy level for student engagement, the higher the teachers' ability to engage students in classroom practices.

Discussions

The results suggested that teachers have high levels of self-efficacy in managing students' classroom behaviours. It also suggests that an increment in teachers' self-efficacy levels lead to an increment in their abilities in the management of students' classroom behaviour. This finding supports the assertion made by Shaukat and Iqbal (2012) ^[31] that, teachers with greater sense of self-efficacy attempt new ideas and are more eager to test novel methods to bring about a change in students' classroom behaviour. High sense of efficacy encourages productive habits and activities in teachers. This finding also corroborates the finding of Gordon (2001) ^[17] who found that teacher self-efficacy is a good predictor of general effectiveness in classroom management. Thus, high efficacy teachers tend to possess stronger humanistic pupil (student) control ideologies and tend to utilize fewer negative consequences and severe punishments, however, teachers who have low efficacy are more likely to perceive students who put up disruptive behaviours as having behavioural problems, and are less likely to expect improvement in students. It could be inferred that self-efficacy is directly linked to teacher behaviour and attitude toward students that are prone to misbehave. Self-efficacy is also directly linked to overall teacher effectiveness (Allinder, 1994; Ashton, 1984; Fuchs, Fuchs & Bishop., 1992; Guskey 1988) ^[2, 5, 15, 18]. The finding also supports Abu-Tineh Khasawneh, and Khalaileh (2011) ^[1] study on teacher self-efficacy and classroom management styles in Jordanian schools, the study found a statistically significant moderately positive correlation between general self-efficacy and behaviour management. The results showed that the relationship between teacher's self-efficacy and instructional management practices was statistically significant. The results, support Gibson and Dembo (1984) ^[16] who maintained that teachers with a high sense of efficacy believe that unmotivated students can be taught, given the extra effort and suitable methods. In contrast, teachers with a low sense of instruction efficacy feel that they can do little if students are poorly motivated. The kind of impact teachers can exert on their students' intellectual development is limited by non-supportive or opposing influences from the home and the community in which the students live. Tschannen-Moran and Woolfolk-Hoy (2001), argue that teacher self-efficacy is associated with many meaningful educational outcomes such as teacher persistence, enthusiasm, commitment and instructional behaviour, as well as student outcomes. This also supports the assertion made by Bruce *et al.* (2010) ^[10] that teachers with higher efficacy levels are more likely to persevere in their attempt to reach learning goals when they encounter obstacles, are more prone to experiencing effective instructional strategies that represent a challenge and are more willing to run risks in their classrooms. The results of this study support the findings of the researches (Tschannen-Moran & Hoy, 2001; Tournaki & Podell, 2005; Wolters & Daugherty, 2007) ^[35, 34, 37] suggesting a significant correlation among teacher self-efficacy and increased students' achievement, by influencing teachers' instructional practices, passion, commitment, and teaching behaviour. The results are also in line with Bandura's (1993) ^[7] observation that

teachers who have a strong sense of efficacy about their capabilities can motivate their students and improve their cognitive development. However, those who have a low sense of efficacy favour a “custodial orientation that relies heavily on negative sanctions to get students to study”. The level of self-efficacy of teachers can potentially affect both the kind of environment they create as well as the various instructional practices introduced in the classroom (Bandura, 1977) ^[6].

The results again showed that relationship between student engagement efficacy level of teachers and students’ classroom participation was statistically significant ($p = .000$). This finding is in line with Abu-Tineh, Khasawneh, and Khalaileh, (2011) ^[1], who found a statistically significant positive correlation between self-efficacy and people management. The finding corroborates the findings of Dibapile (2012), who recorded a significant positive correlation between instructional strategy efficacy and student engagement. However, this finding is not in agreement with the findings of Persinski (2015) ^[25] who found no significant relationship between teacher self-efficacy and students’ classroom engagement. When students are engaged in the learning activity, there is a less possibility of the learners being distracted and engaged in off-task or distractive behaviours. In the same way, when teachers use various tasks in their teaching to engage students in learning, undesirable classroom behaviours will decrease because students will be engaged in their work thereby increasing students’ academic achievement. For teachers to be able to use various tasks to engage students, the most needed ingredient is the belief that they can use these tasks (self-efficacy belief). Therefore, if teachers have high self-efficacy levels, they can use various tasks and instructional strategies to engage students in the teaching and learning processes. Student engagement with school refers to committing, valuing, and connecting with people, educational goals and learning outcomes desired by school (Appleton & Lawrenz, 2011) ^[4]. Saphier, Haley-Speca, and Gower (2008) ^[29] posits that if students are not actively engaged and participating in the lesson, they are probably not learning the academic content. Therefore, when students are involved in the learning activity, there is a less possibility of the learners being distracted and engaged in off-task behaviour or distractive behaviours. If teachers adopt more effective ways of teaching, they are more likely to be able to maintain students’ engagement and participation in the lesson for an extended span of time.

Conclusion and Recommendations

In terms of the relationships between teacher self-efficacy and classroom management styles, the results clarified that teacher efficacy has a high significant relationship with each of the classroom management styles. Although a direct causal relationship may not be drawn from this result, the positive and significant relationships between teachers’ self-efficacy and each of the classroom management practices suggest that the higher the teachers perceive their efficacy levels, the more successful they become in practicing classroom management. The study recommended that the Ghana Education Service should organise training programmes for teachers to receive more training in the fields of self-efficacy and classroom management practices in order to yield higher outcomes in the classroom and in future research.

The study again, recommended that training of pre-service teachers should become highly self-efficacious even before they leave school for the teaching field be made a top priority in the Colleges of Education. Further research is needed to investigate the difference in the self-efficacy levels among beginning teachers and experienced teachers.

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