



A Study on the Relationship between Self-Efficacy of Teachers Dimensions, Classroom Management Techniques and Teachers' Job Satisfaction

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Abstract: This study aimed to determine the relationship between self-efficacy of teachers' dimensions, classroom management techniques, and their job satisfaction. A total of 90 elementary school teachers of Jask city, including 58 women, equal to 64 percent and 32 male, equal to 36 percent of the sampling were selected based on the available sampling method. They simultaneously answered the questions of teacher efficacy questionnaire, teacher's classroom management strategies questionnaire, and teacher's job satisfaction questionnaires as research instruments. Obtained Data from the questionnaires was used by applying descriptive and inferential statistical techniques such as frequency, frequency percentage, mean and the standard deviation. In order to test the research hypotheses inferential statistical methods of Pearson and stepwise regression correlation coefficient was use. The results of correlation coefficient test between teachers' efficacy and classroom management strategies showed that regard to $r = 0.221$ and $p = 0/3$ there is no significant relationship between self-efficacy of teachers and classroom behavior management. Regarding $r = 0.192$ and $p = 0.2$ also there is no significant relationship between efficacy and instructional specific techniques. However, regard to $r = 0.405$ and $p = 0./02$ there is a significant relationship between self-efficacy of teachers and the strategies for working with parents, regard to $r = 0.499$ and $p = 0.005$ there is a significant relationship between self-efficacy of teachers and planning and support. The results of this study indicated that teachers' efficacy is not able to predict the classroom management strategies and their job satisfaction. In other words, teachers' efficacy cannot be a direct effect on classroom management strategies and their job satisfaction.

KEYWORDS: Teachers' Efficacy, Classroom Management, Job Satisfaction

INTRODUCTION

Education is one of the main institutions of society which undertakes training and education as well as making good and effective people in the society. To foster good people, an efficient educational system is required and its elements, including the components of the curriculum, students, teachers,

educational materials, space and others, interact with each other to achieve the expected goals.

On the other hand, regarding the nature, teaching and education are an interactional communicative system. And school as a dynamic group tries to prepare individuals for entrance to the society which is much broader level. Classroom as a small social group and the smallest social sub-system in educational system has unique features and characteristics, which make it distinguishable from other organizations and social institutions. This sub-system tries to achieve educational- training goals. Therefore it needs management .¹

According to Bandura's social- cognitive theory, determining principal factors of the teachers' success in classroom management is their judgment about their self-efficacy. With regard to cognitive abilities, and problem-solving skills that are essential for effective performance, teachers judge their efficacy. On the other hand, good governance of the classroom is the major prerequisite for effective education .²

According to Bandura, self-efficacy is one's belief about his ability to organize and manage resources.

These beliefs are the wishes and the level of the need for action to produce determined achievement. Commitment to these beliefs affects the quality of analytical and strategic thinking, motivation and perseverance level in the face of difficulties, avoid disasters, causal attribution for success or failure, and vulnerability to stress and depression .²

Relationship between self-efficacy of teachers, classroom management techniques and job satisfaction among primary school teachers of Jask city. This study aimed to investigate the relationship between each of the dimensions of preventive, supportive and remedial efficacy, and classroom management strategies in dimensions of students' behavior, space, time and the organization (school), and job satisfaction of primary school teachers of Jask city.

The overall goal of this study was to determine the relationship between teachers' efficacy, classroom management strategies and job satisfaction of primary school teachers in Jask city. To achieve this goal, the determination of the relationship between self-efficacy and classroom management techniques, the determination of the relationship between self-efficacy component (preventive, supportive and remedial) and classroom management strategies, the determination of the relationship between self-efficacy and job satisfaction, the determination of the relationship between self-efficacy component (preventive, supportive and remedial) and teachers' job satisfaction were considered as the specific objectives.

Self-efficacy is the ability of a person encountering problems to achieve his goals and success. Self-efficacy is more influenced by personal characteristics, rather than being influenced by the characteristics of intelligence and students' learning ability. Personal characteristics include self-believing (self-esteem), being

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enthusiastic and not giving, exploring the major causes of success while failing (self-assessment), new arrangement, the social grounds and procedures for achieving goals (self-regulation) and controlling impulses (self - leadership). These factors in some students, even more than learning ability, can lead to academic improvement and success.³

Bandura believes that the efficacy expectations are different in terms of importance, generality and power. For example, in terms of importance, when tasks are arranged according to the difficulty level, the efficacy expectations of different people may be limited to simple tasks or moderate or complex. In terms of generality, some experiences create limited mastery expectations, and some other experiences make a more general efficacy sense, which will be extended to other situations. In terms of strength, low expectations are easily turned off by the opposite experiences. But people who have strong expectations in their adaptation efforts are more resistant against the opposite experiences.²

In Bandura's system, self-efficacy means the feelings of competence and capability in coping with life. In fact, self-efficacy consists of a firm believe that based on various data sources, the abilities are evaluated. It is important to note that self-efficacy is somewhat independent of the real capability of a person in trying to do affairs. In other words, when the ability is high but the efficacy is low, there is little likelihood that the job is performed successfully. In addition, self-efficacy should be distinguished from outcome expectation.

While self-efficacy is concerned to one's beliefs about his own competencies, outcome expectation notes the situation in which one supposes that a certain action leads to a special conclusion. Bandura presented self-efficacy in his social cognitive theory as a central concept which is pointing to the abilities perception to perform the action that is desired.⁴

Classroom management is one of the issues that have great impact on improving the quality of education system. Prior to presenting definitions of classroom management, it's better discuss definition of management .⁵

Management is stated as working with people and by the people and groups to achieve organizational purposes. If we want to relate this definition to class management, in this definition the significance of teachers' participation as students' leader and guide are more included. Bandura also considers management as a set of processes through which appropriate and required human and material resources are provided and becomes effective through influencing on behavior and individuals in order to achieve the organization's objectives.

In this definition the optimal use of tools and educational aids is fulfilled for the development of learning that is the main purpose of school and classroom. In classroom management various elements involved. Classroom management includes general techniques of management, training, classroom interactive behavior and other elements.

Nasrabadi and Noruzi⁵ focus on the six strategic effective elements as follows:

1. Planning: teachers, who are planning, transfer their expectations to students and as a result improve their students' scientific progress and learning.
2. Simple and effective law's enactment: the main goal of school and classroom laws is to increase social and scientific progress of students.^{6, 7} Teachers, who are considered as effective managers, taught their students how to practice law and continue to act it. In classroom rules, classroom routines are organized. Simplicity is effective on understanding and practicing law .
3. Positive feedback at the beginning of the work: successful teachers discuss teaching methods and classroom management with students at the beginning of the academic year, and they provide opportunities in which students understand law very well by questioning about it.⁶
4. Clear and positive orienting: Although teaching or classroom methods orienting should be clear and concise, but regard to the importance of the orientation, they must be positive. Negative orientation leads to the failure spirit in students.
5. Illustration of organization and classroom control: effective teachers illustrate students' behavior in their classroom. They give responsibility to each student to work within learning activity and then illustrate what students should actually do.
6. Recording scores and points: Each teacher has the responsibility for recording the scores, the rate of presentation and participation in classroom, discipline issues and other aspects of the classroom. For being fair, reasonable and stable, the teacher requires a systematic method for recording and keeping the information and scores.

Marashi writes about classroom management and affecting factors on it in one of his articles: "Classroom management is associated with the environment and position of the class. Positions include educational goals, teacher behavior, student engagement, course time, students' number, classroom space and equipment, and the like". He also divides issues, factors and tools of classroom management and organization into seven parts of classroom management and organization, effective factors on classroom management and organization, affairs and problems of classroom management, lesson planning and organizing activities, discipline, punishment and reward, and evaluation.⁶

Teachers need certain scientific and technical skills to be successful in classroom management. Classroom management is the first level of training management and is assumed as the base of management higher-levels. Loslet and Smith draw teachers' attention to the importance of effective management in classroom, not as a simple adjective that each of the teachers are, but as a combined set of skills , knowledge and understanding that can be developed. They consider four aspects of management, mediation, modification and

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monitoring for teaching. Marashi believes: " In the new system of education , classroom is considered well-managed when the students could learn the materials well by effective participation of educational activities and the active, as well as being responsible for the design and implementation educational programs and teacher takes into consideration the students individual and collective reactions in the curricula setting .⁷

Based on a classification for classroom management three styles are offered: authoritarian style (rule-based democracy), despotic style (domineering) and liberalizing style (free rein, leniency).

Authoritarian style: In the classroom which is managed by this style, the teacher and students treat each other with respect to rights and full respect towards each other. In this educational condition the behaviors are within the rules and regulations that they have enacted or others have enacted and they have accepted.

Students of authoritarian teachers are confident and do not hurry in satisfying their needs, they come out with their friend's very well, and have high self-esteem.

Despotic style: In this style, teacher is the only one who rules over the whole class. There is no student voice. In this style of management, there are no laws or regulations or, if there is any, it is interpreted in favor of the teacher.

The students of this style are controlled and limited by their teachers. These students are passive learners and have poor communication skills.

Liberalizing style: In this style there is no rule and regulations governing student behavior, and anyone treats and acts in any way that he wants. Students in these classes have poor academic skills and poor self-control.

Best classroom management style is authoritarian liberalizing style or rule-oriented democracy style.⁸ according to Child teacher's better not to bind himself to a single style and makes use of other styles if necessary. "Due to a variety of classroom situations, it seems that applying each of classroom styles in its specific situation can be useful.

Job satisfaction typically refers to the attitude of the employees. Job satisfaction has many dimensions, and may reflect the general attitude towards the job or just some parts of the job. Job satisfaction as a set of individuals' feelings has a dynamic nature. It means that it eliminate by the same intensity that it arise (perhaps more harshly). So for continuity, management continuous attention is necessary.⁹ On the other hand, job satisfaction is a part of life satisfaction, so that the external environment affects the individuals' feelings in his job. Similarly, as the job is an important part of life, job satisfaction has an impact on overall satisfaction of life.

There is little research on the relationship between self-efficacy dimensions and classroom management techniques in Iran. But extensive research has been done abroad. In this regard, Ross investigated the effects of teachers in pre-

college periods by studying 88 researches, and confirmed the possible relationships between teachers' sense of efficacy and their behavior.¹⁰ Gibson and Dumbo also concluded that teachers who feel more self-efficacy, have more teaching abilities and create more opportunities for students for successful performance.¹¹

In another study, Ramadannejad et al. evaluated the relationship between self-efficacy of physical education teachers and classroom management techniques of physical education classes. They found that there is a significant negative relationship between self-efficacy and preventive management techniques of teachers, but there is no significant relationship between self-efficacy of teachers and supportive management and remedial management.

Regard to the relationship between self-efficacy of teachers and classroom management techniques, research results show that there is a positive significant relationship between the student behavior dimension in efficacy and preventive, supportive and remedial management, while there is a significant negative relationship between the space dimension and supportive management technique of teachers, and there is a significant negative relationship between time dimension and teachers' all management methods. Finally, it was found that there is a significant negative relationship between the organization dimension and preventive management technique, but there is no significant relationship with other teachers' management techniques¹².

MATERIALS AND METHODS

In this study, four hypotheses were presented as follows:

1. There is a significant relationship between self-efficacy and classroom management strategies.
2. There is a significant relationship between self-efficacy components (involving learners, teaching methods and classroom management techniques) and classroom management strategies.
3. There is a significant relationship between self-efficacy and teachers' job satisfaction.
4. There is a significant relationship between the self-efficacy components (involving learners, teaching methods and classroom management techniques) and teachers' job satisfaction.

Research Method

This research is a quantitative research that was done by correlation method. Study sample consisted of all primary school teachers in the city of Jask. Number of teachers teaching in Jask city was equal to 120 that 90 of them, including 58 women (equal to 64%) and 32 men (equal to 36%) responded to the questionnaire. Survey method applied to collect research required data. The data were collected through a questionnaire.

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Teacher's Classroom Management Strategies Questionnaire: This questionnaire has been set up in 2012 by the Incredible Years Institute and has been translated by the researcher. The purpose of this questionnaire is to assess the strategies employed by teachers to manage classes. It consisted of four strategies including: behavior in the classroom (3 items), training specific techniques (38 items), working with parents (10 items), and planning and support (8 items). In order to assess the reliability of the questionnaire test retest was used. The correlation coefficient of the questionnaire was equal to 0.83 and the questionnaire reliability by calculating Cronbach's alpha coefficient was reported 0.76.

Teacher's self-efficacy Questionnaire: This scale has 24 items. The sum of scores of the items represents overall efficacy score. Higher score indicates higher self-efficacy. Construct validity of this scale is reported by Aschanan and Wolfolk (2001), through factor analysis method. The appropriate factor structure comprising three factors of engaging learners (0.87), teaching methods (0.90) and classroom management (0.90) is reported. The total reliability of the questionnaire in their study was equal to 0.94 .

Teacher's job satisfaction questionnaire: The questionnaire included four areas as follows: 1) salary, wage and facilities, 2) mental capacities and experiences application, 3) kind of relationships with school and colleagues, and 4) intrinsic satisfaction from teaching and working with students. It will include a total of twenty items. Training and education specialists' opinions were used before employing the questionnaire for the sample and to assess the questionnaire items and determining the validity of them. The questionnaire reliability was assessed using test - retest.

RESULTS

In order to analyze the research data, descriptive and inferential statistical methods were used as below. In order to describe the characteristics of the sample, descriptive statistics such as frequency, frequency percentage, mean and standard deviation were used. In order to test the research hypotheses inferential statistical methods of Pearson correlation coefficient and stepwise regression were used.

Results of Descriptive Statistics

Research findings: In this study, four hypotheses were tested and the results are as follows.

1. There is a significant relationship between self-efficacy and classroom management strategies.

In order to investigate the first hypothesis of the study the Pearson correlation coefficient was used. test results of correlation coefficient between teachers' self- efficacy and classroom management strategies showed that, regard to $p= 0.3$ and $r= 0.221$, there is no significant relationship between self-

efficacy of teachers and classroom behavior management. Regarding the amount of $p= 0.2$ and $r= 0.192$, there is no significant relationship between the self-efficacy and instructional specific techniques. However, regard to $p= 0.02$ and $r= 0.405$, there is a significant relationship between the self- efficacy of teachers and strategies for working with parents and regard to $p= 0.005$ and $r= 0.499$, there is a significant relationship between planning and support.

Table 1. Shows test results of Pearson correlation coefficient between self-efficacy and classroom management strategies

Variable	Self-efficacy	
	Pearson correlation coefficient	Significance Level
classroom behavior management	0.221	0.3
instructional specific techniques	0.192	0.2
working with parents	0.405	0.02
planning and support	0.499	0.005

2. There is a significant relationship between self-efficacy components (involving learners, teaching methods and classroom management techniques) and classroom management strategies.

Regression test results of classroom management strategies prediction show that the components of self-efficacy predict 19.9% of classroom management strategies total variance.

Table 2. Test results of regression classroom management strategies prediction through self-efficacy components

Predictor Variables	correlation coefficient	Determination coefficient	Adjusted coefficient	Estimation Standard Error
self-efficacy	0.446	0.199	0.107	26.6579

The results in Table 3 also indicate that self-efficacy components have no significant effect on classroom management strategies ($F=2.154$, $p=0.1$).

Table 3. Analysis of variance to determine the role of self-efficacy components in the explaining of classroom management strategies variance

	Sum of Squares	Freedom Degree	Squares Average	F amount	Significance Level
Regression	4592.653	3	1530.884	2.154	0.1
Error	18476.814	26	710.647		
Sum	23069.467	29			

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Regression results indicate that the components of self-efficacy including engaging learners ($\beta = -0.002$, $p=0.9$), teaching methods ($\beta = 1.194$, $p=0.2$), and classroom management ($\beta = 0.262$, $p=0.7$) are not significantly able to predict classroom management strategies.

Table 4. Prediction of classroom management strategies based on self-efficacy components

Predictor Variables	Non-Standardized Regression Coefficient (B)	Standardized Regression Coefficient (β)	amount t	Significance Level
engaging learners	-0.013	-0.002	-0.006	0.9
teaching methods	2.339	0.369	1.194	0.2
classroom management	0.683	0.091	0.262	0.7

3. There is a significant relationship between self-efficacy and teachers' job satisfaction.

Test results of correlation coefficient between teachers' self-efficacy and job satisfaction showed that, regard to $p= 0.5$ and $r= 0.122$, there is no significant relationship between teachers 'self-efficacy and job satisfaction.

Table 5. Results of the correlation coefficient between teachers' self-efficacy and job satisfaction

Variable	Correlation coefficient	Significance Level
Teachers' self-efficacy	0.122	0.5
Job satisfaction		

4. There is a significant relationship between the self-efficacy components (involving learners, teaching methods and classroom management techniques) and teachers' job satisfaction.

Results of regression analysis of predicting job satisfaction from the components of self-efficacy showed that self-efficacy components predict 9.8% of job satisfaction total variance.

Table 6. Test results of prediction job satisfaction regression through self-efficacy components

Predictor Variables	correlation coefficient	Determination coefficient	Adjusted coefficient	Estimation Standard Error
Self- efficacy	0.313	0.098	-0.006	16.03706

The results in Table 7 also indicate that teachers' self-efficacy components have no significant effect on job satisfaction ($F= 0.939$, $p=0.4$).

Table 7. Analysis of variance to determine self-efficacy components roll in explaining job satisfaction variance

	Sum of Squares	Freedom Degree	Squares Average	F amount	Significance Level
Regression	724.601	3	241.534	0.939	0.4
Error	6686.866	26	257.187		
Sum	7411.467	29			

Regression results indicate that the components of self-efficacy, including engaging learners ($\beta = -0.113$, $p=0.6$), teaching methods ($\beta = -0.373$, $p=0.2$), classroom management ($\beta = 0.597$, $p=0.1$) are not significantly able to predict classroom management strategies.

Table 8. Classroom management strategies prediction based on the components of self-efficacy

Predictor Variables	Non-Standardized Regression Coefficient (B)	Standardized Regression Coefficient(β)	amount t	Significance Level
engaging learners	-0.527	-0.113	-0.417	0.6
teaching methods	-1.34	-0.373	-1.137	0.2
classroom management	2.532	0.597	1.416	0.1

DISCUSSION

This study examined the relationship between teachers' self-efficacy and classroom management strategies and their job satisfaction. The results of this study indicated that teachers' self-efficacy cannot predict classroom management strategies and their job satisfaction. In other words, teachers' self-efficacy cannot directly impact the classroom management strategies and their job satisfaction. Self-efficacy beliefs affect wishes and strive to achieve the goal, motivation level, coping with difficulties, resistance to problems and barriers, analytical thinking quality, causal attribution for success and failures and vulnerability to stress and depression. Strength of individuals beliefs about their effectiveness influence whether they try for organization and adapt to given situations or not.

Perceived self-efficacy impacts on behavior situations choice. People is scared of threatening situations that they think are beyond their adaptive skills, and avoid them, but when they perceive themselves able to manage the situations, they involve in those activities and act out proactively and with confidence. Perceived self-efficacy is not only a direct impact on the choice of activities and the environment, but also by expectations of possible situations can compromise the efforts that have begun.²

Teachers' self-efficacy is a psychological indicator that can be of great influence on individuals various aspects. But the results of this study indicate that teachers' self-efficacy is not directly related to classroom management strategies and their job satisfaction. It seems that classroom management strategies are a

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personal skill that has acquired aspect and cannot be associated with their psychological indicators such as self-efficacy. The results of this study are inconsistent with the research results of Ramazannejad et.al ¹².

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