



Teacher Efficacy in Classroom Management: Impact of Support and Experience

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Abstract

Teacher efficacy plays a pivotal role in classroom management and the associated positive outcomes for students. This study will examine the predictive relationship of perceived colleague and supervisor support, along with years of teaching experience on teacher efficacy in classroom management. Findings will provide school psychologists with additional information in regards to future consultation practices for increasing teacher efficacy in classroom management.

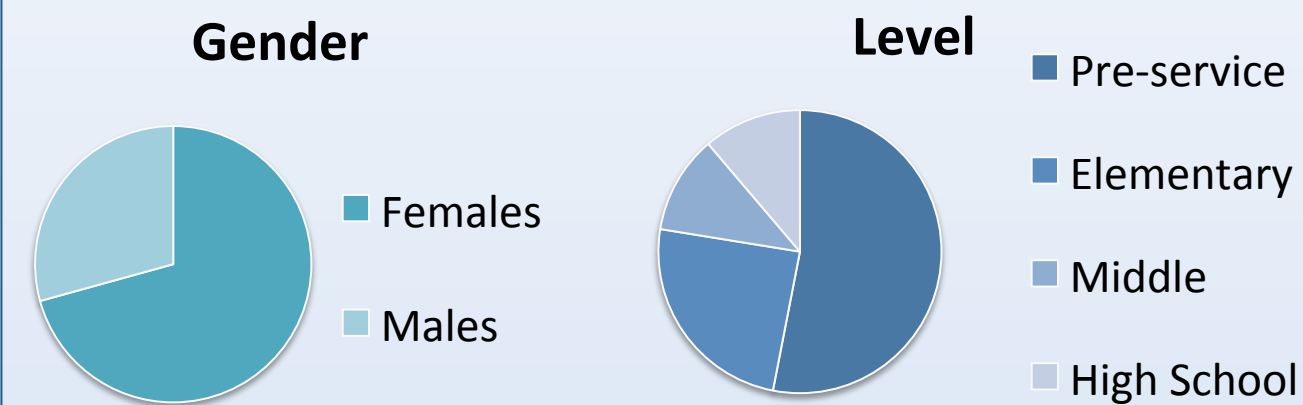
Literature Review

- Teachers are tasked with educating and managing classrooms with many students with ranging needs, often in a context of dwindling resources and pressure from the public for increased student achievement (Darling-Hammond, 2010). Therefore it is not surprising that approximately half of teachers leave the profession within the first five years (Sprick, et. al., 2010).
- Difficulties with classroom management and lack of administrative support for misbehaving students are major reasons given by teachers that leave the profession (Sprick, et. al., 2010).
- Teachers find support at school from different sources; the two that have been reported as the most crucial to teachers' efficacy beliefs are principal support and colleague support (Tsouloupas, Carson, & Matthews, 2014).
- Day, et. al. (2007) found that 76% of teachers felt it was important to have support from school leaders, and 63% of teachers felt supportive colleagues were important as well.
- There is consensus among much of the literature that novice teachers are more likely to struggle with managing classrooms and student misbehavior, (Day, et. al., 2007; Tsouloupas, Carson, MacGregor, 2014), as well as being significantly less confident in their knowledge of specific classroom management strategies, (Rosas & West, 2009).
- The purpose of this study is to examine the impact years of teaching experience and support at school has on teacher self-efficacy in classroom management.

Method

Participants:

- 99 pre-service and in-service teachers from 2 school districts in the Midwest completed the survey.



Instrumentation:

- Teacher Efficacy in Classroom Management was measured using the Teachers' Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2007). $\alpha = .861$
- Teachers' sense of support was measured using a modified version of the Teacher Interpersonal Self-Efficacy Scale (Brouwers & Tomic, 2001).
 - Colleague Scale $\alpha = .905$
 - Supervisor Scale $\alpha = .938$

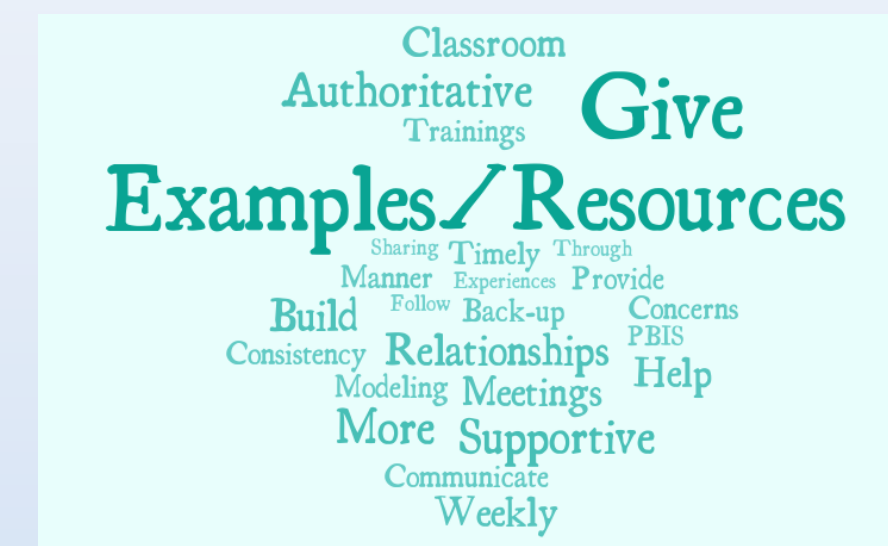
Results

- Multiple regression was conducted to determine the best linear combination of colleague support, supervisor support, and years of teaching experience for predicting teacher efficacy in classroom management.
- Results of the regression revealed that the combination of independent variables significantly predicted teacher self-efficacy in classroom management $F(3,95) = 10.33, p < .001$, with *supervisor support* and *years of teaching experience* significantly contributing to the equation.
- The adjusted *R* squared value was .22, indicating that 22% of the variance in teacher efficacy in classroom management was explained by these factors.
- Results indicate that years of teaching experience ($\beta = .32$) contributes most to predicting teacher efficacy in classroom management followed by supervisor support ($\beta = .23$).

Qualitative Data Top Answers

79% of participants responded to the open-ended questions

- Q1: How could supervisors make you feel more supported in handling student behavior and classroom management?**



- Q2: How could colleagues make you feel more supported in handling student misbehavior and classroom management?**

- Sharing Ideas and Strategies
- Alignment in Consequences and Strategies
- Open Dialogue and Time for Collaboration

- Q3: How well did/do you feel your training program prepared you in regards to your classroom management techniques, strategies, aspects, etc. for in the field?**



- Q4: What information related to classroom management do you wish you had received more training on or would like more professional development on?**

- Dealing with Extreme/Defiant Behaviors
- Behavior Management in RTI/PBIS Systems
- Additional Information on Special Education Populations

Discussion and Implications

- Results revealed that teacher efficacy in classroom management was significantly positively impacted by supervisor support and years of teaching experience.
- Teachers found defiant, disruptive, and aggressive behaviors to be the most significant challenges they encounter in their classroom.
- School Psychologists can consult with supervisors in how to aid teachers by offering resources regarding classroom management techniques targeting these behaviors.
- School Psychologists can support novice teachers in establishing classroom management techniques by creating a positive, collaborative culture among staff, particularly administrators.
- Based on the limitations within this study, future research should focus on increasing the number of overall participants and a greater distribution of participants in the ranging school levels.

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