Original Research

Teachers' Self-Efficacy and Classroom Management Practices: A Theoretical Study

Dhurba Shah* iD

School of Education, Kathmandu University, Lalitpur, Nepal

Abstract

Teachers are respected as community leaders who help drive society toward social change and development. A strong sense of self-efficacy is critical to maximizing teachers' professional contributions within and outside a school. Considering the importance of teachers' self-efficacy and classroom management practices, I review literature that discusses teachers' classroom management, self-efficacy, and the relationship between the two to explore these constructs theoretically. The findings from the literature show that there is a relationship between teachers' self-efficacy and classroom management practices. Teachers with higher self-efficacy are more effective in managing a classroom resulting in improved academic achievements of students. By deeply understanding teachers' self-efficacy and classroom management practices and acknowledging the relationship between these two constructs, school administrators can develop ways to enhance their levels and strengthen this relationship, which may, in turn, bring positive school outcomes such as students' improved academic achievement and behavioral adjustment.

Keywords: *classroom management, academic achievement, teachers' self-efficacy*

---

* Author Email: dhurba.shah@gmail.com
iD https://orcid.org/0000-0001-6035-2364

Introduction

Classical philosophers have had difficulties comprehending the role of choice and will in the behaviors of human beings. Self-efficacy was used by numerous philosophers in the past (Russell, 1945; Maddux, 2012; Vessey, 1967). McClelland et al. (1953) discussed achievement motivation, White (1959) developed the theory of competence motivation, and Rotter (1996) brought forward the concept of social learning theory. All these theories have tried to unpack the connections between human psychological well-being and behavior and feelings about one's ability (Maddux, 2012; Molden & Dweck, 2006; Skinner, 1995). Bandura (1977) brought forward a construct named "self-efficacy", which showcases how perceived self-competence influences human behavior.

In general, an individual's perception of one's capability to bring about the desired results in a given situation is defined as self-efficacy. The cognitive, motivational, influential, and selective beliefs exhibit varied effects through four significant processes (Bandura, 1994). A strong sense of efficacy bolsters human achievement and well-being in various ways. People who are confident in their skills handle challenging tasks by being motivated but not discouraged and threatened. Such a work ethic stimulates among them an inner passion and a deeper focus on their academic tasks (Maddux, 2012). They maintain self-discipline in setting goals and achieving them. When failure occurs, they learn, bounce back, and continue their efforts (Bandura, 1994). People with solid self-efficacy quickly regain their sense of accomplishment even after failing or falling back since they attribute failure to a lack of adequate effort while knowing they are achievable. They also calculate the risks associated with a task and feel confident about controlling them as they arise. This practical approach produces personal success, reduces stress, and relieves depression (Bandura, 1994). On the contrary, those who doubt their abilities fear complex tasks and consider challenging tasks as personal threats. They maintain low ambition and a weak dedication to the goals they choose to achieve. When faced with challenging tasks, they focus on their flaws, those obstacles, and negative consequences rather than how to work successfully. Thus, they slow down their efforts and give up quickly when in trouble. They are pretty slow to regain their sense of impact after failure or setbacks (Maddux, 1995). Since they see inadequate performance as the consequence of being underqualified, they do not need many

failures to lose confidence in their abilities. Therefore, individuals with low self-efficacy are subject to stress and depression (Bandura, 1994).

For individuals to persevere in their endeavor to achieve success, these beliefs remain the vital indicators that people choose to engage in their professional and personal works (Bandura, 1997; Maddux, 2012). Self-efficacy also applies to mental rehabilitation, physical health, and professionally guided behavioral change strategies (Bandura, 1997; Maddux, 2012). In simpler terms, a belief in a person's capability to succeed is considered self-efficacy. Teachers' principles influence their activities, goals, and behavior in school. Teachers' self-efficacy (TSE) is defined as their belief in their capability to handle tasks related to their professional work successfully. It impacts important academic outcomes such as students' well-being, achievement, and motivation (Barni et al., 2019).

Classroom management refers to a teacher's abilities, personality, and professional, ethical values designed to help them fulfill their academic tasks. All teacher actions that strive to create a stimulating learning environment are linked to classroom management (Djigic & Stojiljkovic, 2011). According to Martin and Baldwin (1993), there are three types of classroom management: participatory, non-intervening, and collaborative. Teachers with a sound work ethic are more effective in employing classroom management skills than teachers with poor self-esteem, according to Goddard et al. (2004). Those teachers with practical work ethics are more likely to use structured, well-organized, student-centered, and responsive to students' suggestions regarding classroom management tactics (Shernoff & Kratochwill, 2007).

On the contrary, teachers who have less self-efficacy are likely to be more unstructured and poorer at classroom management skills. They are more likely to engage in bullying, which can lead to behavioral issues (Shernoff & Kratochwill, 2007). Gibson and Dembo (1984) explored the investigated differences between high and low-performing teachers in their classroom management practice. They claimed that when pupils cannot answer questions fast, low effective teachers give up readily and blame students for their failure. The highly effective teachers, on the other hand, spend the majority of their time on academic activities, tend to guide underperforming pupils, and are less critical and encourage achievement (Gibson & Dembo, 1984). It is also found that teachers with better self-efficacy have higher job satisfaction, reduced

work-related stress, and less trouble dealing with student wrongdoing (Caprara et al., 2003). As a result, a thorough grasp of self-efficacy may be beneficial in promoting teacher well-being and the effectiveness and efficiency of school development (Barni et al., 2019). The researcher agrees that with better self-efficacy, teachers could improve productivity resulting in good mental, physical, and social well-being.

A school is as good as its teachers. One of the contributing reasons for the underachievement of public schools in Nepal is the quality of the teaching staff. According to the Ministry of Education, Science and Technology (2020), 96% of teachers from public schools participated in training and were paid on par with other government employees. However, absenteeism and irregularity are common problems among Nepali public school teachers. A study conducted about the performance of Nepali community schools found that 66% of community school students have an unsatisfactory level of learning compared to students from private schools (Chapagain, 2021). From a boarder perspective, the degree to which teachers believe they can influence their pupils' learning and behavior is indicated by their teacher self-efficacy. TSE affects how they teach and how motivated and successful their pupils are (Klassen & Tze, 2014). However, persistent problems with measuring efficacy belief remained an issue for years. Bandura (1997) argued that the assessment should represent a specific context or domain of functioning rather than measuring a general function when evaluating teacher self-efficacy. In this context, it's critical to understand how instructors' self-efficacy affects their approach to instruction and classroom management. This study has attempted to elaborate more about two constructs, such as teachers' self-efficacy and classroom management practices, and to understand the relationships between these two constructs and how they improve students' academic achievements.

Methodology

I applied three major search criteria: teacher efficacy, classroom management practices, and the relationship between these two components. Articles and related documents were searched using Google Scholar and different educational and psychology databases such as ERIC, Education from SAGE, and Education Research Complete. The review was conducted over seven months. Thus, many references from the related literature are used in this article. I used inclusion and exclusion criteria and

the screening process to select the right amount and kind of literature. At the outset of the review, I established the inclusion criteria. The inclusion criteria included journal articles and book chapters in the English language, research focused on schools, school-based teachers, and student engagement, research focusing on teachers' self-efficacy or classroom management practices or both, and research that shows the linkage between teachers' self-efficacy and classroom management practices and students' academic achievement. Any studies that did not meet one or more of these research criteria were excluded. I reviewed all the articles using the three criteria mentioned above. The topic "teachers' self-efficacy" was explored by reviewing 18 articles (after removing duplicates), 19 articles and website reports were used for "classroom management", and six (after removing duplicates) articles were reviewed for "relationship between the teachers' self-efficacy and classroom management practices.

The conceptual framework for this study is based on the variables gathered through the literature review. The teachers' self-efficacy was an independent variable, while classroom management was a dependent variable. The research needs to assess the effectiveness of teachers in classroom management if it is to measure TSE. It has been determined that those with a high sense of efficacy are more inclined to perceive challenging work as something that should be mastered rather than as something that should be avoided. These are measured by individual items such as how competent a teacher feels in teaching a difficult subject and how well-prepared a teacher is before class. The literature states that the higher the TSE, the better CMPs. The improved CMPs contribute to improving students' academic achievement of learning (Mark et al., 2011). They further reinforced that the teachers with higher self-efficacy take on more challenging tasks and deliver the lessons effectively. Teachers with poor self-efficacy are more likely to avoid difficult jobs, focus on their shortcomings, and produce unfavorable results (Mark et al., 2011).

Teachers' Self-Efficacy

Earlier research showed that Albert Bandura was the first to present self-efficacy. All expected consequences and effectiveness influence individual behavior (Bandura, 1997; Chan et al., 2020). Expectations of an outcome based on human moral judgments might lead to certain results in a given scenario or setting (Chan et al., 2020). On the other hand, people would not be able to create that behavior, i.e., expected

performance, unless they believed they could (Chan et al., 2020). Self-efficacy is defined as one's beliefs about how their skills can affect the desired results, and it is at the heart of Bandura's public impression. Teachers' values guide their goals and actions in the classroom. Furthermore, values can boost an individual's self-efficacy by supporting their well-being and humility. Teachers' belief in their ability to successfully handle academic tasks, obstacles, and responsibilities vis-à-vis a professional job greatly impacts academic results such as student motivation and workplace well-being (Barni et al., 2019).

Teachers' values further their goals and behavior in school. Additionally, values can support the physical and mental well-being as well as the humility of an individual for self-efficacy. Teachers' self-efficacy, which is defined as the belief of teachers in their capability to successfully handle tasks, responsibilities, and challenges related to their professional activities, plays a key role in influencing important academic outcomes such as students' motivation and achievement and their physical and mental well-being in the workplace (Barni et al., 2019).

The 'understanding of their teaching self-efficacy incorporates a set of confidences about their competence to educate and their capability to provide positive student learning outcomes. Instructors' classroom practices result in major differences in teaching methods and tactics teachers use daily (Achurra & Villardon, 2012). The social cognitive theory is the foundation for self-efficacy (Bandura, 1997). Teachers' belief and trust in their technical competence to deal with the changes required for student-centered methods are critical to educational activities and practices (Rodríguez et al., 2009). In this regard, self-efficacy, or self-awareness, is essential in how teachers choose assignments and tasks, develop their effort and patience in the face of tough activities, and respond emotionally to stressful situations. In the end, self-efficacy creates a psychological link that connects knowledge and practice. This, together with other factors, influences the action's success (Rodriguez et al., 2009).

Educators' self-efficacy contributes to improved teaching, student motivation and success, quality of learning processes, and teachers' mental health in various ways (Klassen & Tze, 2014; Zee & Koomen, 2016). Because of its potential impact on efficiency, teaching effectiveness, and school success, teachers' self-efficacy is found to have played an essential role in school psychological research (Klassen et al., 2009;

Klassen & Tze, 2014). Caprara et al. (2003) pointed out that teachers with high self-efficacy experience less trouble dealing with student misbehavior, enjoy their job, and experience less work-related stress. Therefore, cultivating teachers' self-efficacy may have critical benefits that support the teacher's well-being, effectiveness and efficiency in their teaching methodology for school development (Barni et al., 2019). Previous studies have shown that teachers' self-efficacy is associated with many results, including improved enthusiasm, commitment, and ethics (Tschannen-Moran et al., 2001). Furthermore, Romi and Lyyser (2006) have elaborated on the association between teacher self-efficacy and classroom management.

Classroom Management Practices

According to Isuku (2018), classroom management (CM) refers to the effective and efficient use of all resources available in the classroom setting to meet the teaching and learning process's goals and objectives. It is a technique used by teachers to ensure that classroom lessons operate smoothly despite disruptive student behavior. It also entails avoiding student disturbance. It is a set of skills and procedures that the teacher uses in the classroom to keep the students organized, focused, alert, orderly, on task, and academically productive (Isuku, 2018). Martin and Baldwin (1993) have stated that there are three styles of teacher classroom management: interventionist, noninterventionist, and interactionist. Space management, time management, teaching and facilitation work, building materials, staffing, social interactions, and student behavior are all aspects of classroom administration. As a result, this concept is linked to various classroom activities, such as creating a positive visual environment, defining, and implementing classroom-based rules, managing disruptive behaviors, and promoting student learning (Watkins & Wagner, 2000). Teachers' strategies that optimize counseling and behavioral approaches to assessing and addressing students' incorrect behaviors are part of effective classroom management (Harris & Muijs, 2005; Iqbal, 2005; Margaret, 2014).

One of the most critical issues in academic research is effective teaching. Many subjects are biased when describing factors contributing to effective teaching, as seen in student achievement. Many studies show that teachers' actions in the classroom are more significant than all the school administrators' other arrangements (Marzano & Marzano, 2003). There is a wide range of teaching and learning materials for teachers.

Some writers focus on the individual traits of the teacher; others stress their roles and skill set. It is essential to create the right atmosphere in the classroom. To accomplish this task, the teacher must practice the management of the class based on constructive and productive relationships with the students (Saricoban, 2006).

Moreover, teachers are accountable for managing the classroom teaching and learning environment. Classroom managers are also responsible for ensuring that students and other school resources are utilized properly to meet the school's goals (Isuku, 2018). Instructors' leadership style also plays a significant role in classroom management styles. According to Nepal (2020), the school leadership is a key facilitator who should have a proven leader to deal with students, teachers, and the school climate. From investment (physical resources and staff) to school success (student satisfaction, achievement, and development) to process (teaching-learning and after-school events) are different aspects of classroom management that an effective leader directs well. Leadership contributes to cultivating student learning by adapting to the school environment and maintaining personal and institutional interaction (Nepal, 2020).

Lewin et al. (1939) conceptualized three types of classroom management leadership styles: authoritarian, laissez-faire or permissive, and democratic. The autocratic leadership style guides students' actions and uses a teacher-centered approach with limited student interaction. Conversely, the laissez-faire or permissive leadership style doesn't believe in strict regulations. Margaret (2014) elaborates on the laissez-faire leadership type as a style in which a teacher permits students to work with the least supervision. Teachers serve as mentors without really imposing views on students allowing them to flourish. The democratic leadership style in the classroom enables teachers to be a member of the classroom community. In such a community, he would exchange ideas with students, be involved, and guide activities without trying to govern. Such teacher behavior encourages students to take ownership of the assigned roles and responsibilities and set higher learning goals (Saricoban, 2006).

A study conducted among 200 Senior Secondary level students in Nigeria indicates that verbal instructions, instructional supervision, corporal punishments and delegations of authority significantly influence students' academic performance. This study demonstrates a relationship between the students' performance and how the classroom

is. Similarly, Adedigba and Sulaiman (2020) conducted research among 250 primary teachers and students in Ilorin Metropolis, Kwara State of Nigeria. Findings indicated that students learning enthusiasm and achievement were impacted by classroom management practices.

Previous research findings suggest that a school's climate is considered a critical factor in learning and behavioral change in the classroom (Adelman & Taylor, 2005). To create an enabling learning environment, respect and empathy between teachers and students remain critical (Miller & Pedro, 2006). The needs and characteristics of students also play a significant role in determining classroom management. As per Jones and Jones (2001), high expectations, active student engagement, joint learning, and diversity and inclusion of students are critical to effective teaching (Jones & Jones, 2001). A carefully designed approach to meet the needs of students, and their development, will help teachers reduce classroom management problems (Saricoban, 2006). Furthermore, appropriate seating allocation help strengthen the relationship between the teachers and students and enhance learning processes.

Another factor of classroom management is class sizes. The smaller the class, the better the student behavior and achievement scores (Whittington, 1985). Correa (1993) and Burnett (1996) also outlined that students' achievement was lower due to the bigger class size (Burnett, 1996; Correa, 1993). According to Beverly and Glass (1982), students might not be attentive because they sit back and guess they will probably not be called to participate. However, in a small group, they are close to the teacher, and each student is more likely to get a chance to interact with the teacher (Beverly & Glass, 1982).

A study by Subedi (2000) indicated a negative relationship between the students' achievements and classroom size in Nepali high schools (Subedi, 2000). Regarding the availability of instructional materials for classroom management, a study has demonstrated the need to change schools' traditional teaching styles into a new strategy by providing adequate incentives and readily available resources to teachers. The study showed that the availability of resources and how teachers use them had impacted student achievement (Subedi, 2000). Similarly, research conducted by Armstrong et al. also found a positive relationship between student achievement and classroom size when providing teachers with both information technology and non-information

technology-related resources to integrate into teaching activities (Armstrong et al., 1999). Another study by Alkadry and Nyhan (1999) revealed that the more help the students were given in the classroom, the better their performance (Alkadry & Nyhan, 1999). To improve school learning output, teachers need to be educated about the proper use of teaching resources. They still have a great responsibility to make good use of teaching materials, but the availability of resources varies from school to school (Alkadry & Nyhan, 1999).

On the other hand, there are many complexities to managing the classroom. A qualitative study conducted with 30 English teachers in Iran highlighted three types of classroom management challenges: (1) instructional challenges, (2) psychological or behavioral challenges, and (3) challenges related to the context (Soleimani & Razmjoo, 2016). Incomplete assignments, ambiguity in learners' skill levels, and students' insistence on using their native language were all instructional challenges. Learners' hesitation to talk, demotivation, latecomers, and improper use of cell phones and applications were all cited as behavioral and psychological challenges. Similarly, busy classrooms and time management were the contextual challenges for teachers to proper classroom management (Soleimani & Razmjoo, 2016). Some of the problems or issues that the classroom management (teacher) must deal with occasionally include students' backgrounds, interests, talents, and the most appropriate teaching approaches. It means how teachers behave in class impacts their teaching and students' learning.

Similarly, the study of Chamila (2019) has categorized classroom challenges based on students' and teachers' factors. Students' factors were behavioral problems such as laziness, latecomers, mobile phone users, and noisiness. Similarly, instructors can also cause problems in classroom management because of their time management skills, being absent from teaching time, and coming late in a classroom (Chamila, 2019).

While agreeing with most recommendations by different researchers, I argue that classroom management has much to do with how teachers have set their academic goals to enhance teaching-learning processes. An effective classroom would be a democratic workshop where students feel empowered to express themselves, inspiring innovation and creativity.

Relationship Between Teachers' Self-Efficacy and Classroom Management Practices

Teacher self-efficacy is related to teaching strategies, classroom organization, questioning techniques, work ethic levels, level of creativity, and answering students' questions (Gibson & Dembo, 1984). Teachers with better self-efficacy are more impactful in utilizing the skills related to class management (Goddard et al., 2004). Those with strong efficacy optimally use strategies to ensure a structured, well-organized, and student-centric classroom (Anthony & Kritsonis, 2007). Shernoff and Kratochwill (2007) argue that teachers' improper classroom management plans will lead to behavioral problems. On the contrary, those who firmly believe in their teaching competencies will not criticize students who respond with supposedly wrong answers and endure challenges (Tschannen-Moran et al., 1998).

Henson (2001) highlights that the relationship between teacher classroom management and self-efficacy implies how a person sets expectations to succeed in a classroom setting. These relationships may be circular, given that classroom behavior may affect a person's beliefs about their performance (Henson, 2001). In an observational study conducted by Gibson and Dembo (1984), they concluded that teachers with low beliefs in their ability to succeed gave up rather quickly when students could not respond to questions. Whereas teachers with a strong belief in their capability to succeed invested more time in activities related to the classroom, supported relatively weaker pupils, and were highly driven in their goals (Gibson & Dembo, 1984).

Sharon (2003) pointed out that the teachers with stronger self-efficacy scored more in their beliefs about controlling classroom management than those with low efficacy beliefs. Chambers et al. (2001) indicated that working with personal efficacy belief was a stronger factor in managing a classroom than the teacher's personality types. Similarly, Woolfolk and Hoy (1990) found that the most effective teachers were very kind in evaluating students and thought positively about student controlling mindset. The teacher is responsible for observing the school environment for effective classroom management, and the learning climate of the classroom is a determinant of students' achievement.

Bista (1999) suggested that more attention should be given to what is happening within schools in Nepal because local actions and objectives often determine student outcomes. A proper class size promotes effective teaching and learning strategies creating a profitable classroom environment. This will also help provide individual student care, student-teacher interaction, and student achievement (Bista, 1999).

Teachers are the managers of the classroom, so they have to maintain discipline in the classroom during teaching and learning time. It is important to consider the needs and characteristics of students while designing classroom activities and building materials to teach effectively and efficiently. Since classroom management is closely linked to effective instruction and the needs and characteristics of students (Jones & Jones, 2001), It is also necessary to learn about the child's family and culture so that the teacher can take into account the cultural values of the learners and their family background and integrate them into teaching and learning. The teacher's job is to design the learning and teaching process according to the factors in the classroom, school, and community (Saricoban, 2006).In this regard, motivated teachers are likely to be proactive in understanding students' cultural values and socio-economic conditions.

In mathematics instruction, Khanal (2016) found that students' learning styles are affected by their views towards student participation, mathematics teaching and learning, and students' attitude toward mathematics as a subject. Teachers in private schools had a close relationship with students, while public school teachers had not as good a relationship with their students (Khanal, 2016). According to Khanal (2016), private school teachers offer flexibility for their pupils to apply diverse learning strategies. Still, the students at public schools have a rigid set of strategies to follow. The strategies that private school students apply include learning from peers and thinking critically about subject matters.

In contrast, the public-school students seek regular help, rehearse, and ask for elaboration. It can be agreed that given the availability of resources such as technology and well-managed classrooms, private school teachers can use teaching strategies more effectively. Khanal (2016)   further stated in his article that teachers who demonstrated the ability to establish a good relationship with school management produce the desired performance levels in classroom management. How a teacher uses the teaching-learning materials, makes seating arrangements, and cooperates inspires students to

determine their ability to manage a classroom effectively. Ensuring a proper seating plan is an essential component of teaching-learning processes to flourish the interaction between teacher-student and student-student. If our goal is to deliver instruction in the native language, it is important to plan a system for students seating properly so that they can communicate in their own language with their fellow friends. For the researcher, partial circles or U-shaped circles are quite desirable as they help students to face eye-to-eye with each other, and as a result, they feel safe in society. It is important to plan the study area so that students are not distracted from the teaching-learning activities. Allowing students to choose their seats is one way to increase mental security (Weinstein, 1996). Smaller class sizes have shown improvements in student behavior and achievement scores (Whittington, 1985). I argue that proper use of technology, the relationship between the management-teachers-students, the activeness of students, and seating arrangement effectively support classroom management.

A study conducted by Adhikari (2020) on the self-efficacy beliefs of teachers demonstrated that the score of self-efficacies on instructional strategy (6.99) was higher than on classroom management (6.76) and student engagement (6.96). Experienced teachers have firmer self-efficacy beliefs than those new to the teaching profession. Despite the government's huge investment in public school teachers, institutional schoolteachers had higher self-efficacy beliefs in mathematics instruction. I agree that teaching experience, participation in professional activities, understanding of pedagogical techniques, and the school's academic climate can contribute to self-efficacy beliefs in mathematics teachers.

The study also found a positive relationship between teachers' self-efficacy and classroom management practices. Previous literature confirms the findings of this study. For example, a survey among 566 public school teachers in Jordan found that personal TSE and the instructional management style had a relatively strong (r = 0.423), positive, and significant (P=.001) correlation. Similarly, a study that investigated the link between teachers' sense of self-efficacy and the methods they use in the classroom found a correlation that could be considered statistically significant between the two factors. It was shown that there was a substantial positive link between TSE and the utilization of preventative methods (r = 0.51, P=.001) (Mitchell, 2019). Hasan (2019) explored TSE's influence on students' achievement scores. A total of 1100 male respondents from the District Kasur, which is located in the Lahore

Division, participated in the study. Of those participants, 300 were secondary school teachers, and 800 were students. The study investigated the effectiveness of multilingual instruction on students' academic achievement. The regression analysis results indicate that overall, TSE has affected students' achievement scores by 65%. In contrast, students' engagement has affected students' achievement scores by a factor of 59%, educational strategies have affected students' achievement scores by 60%, classroom management has affected students' achievement scores by 59%, and teachers' medium of education has affected students' achievement scores by a factor of 30% (Hassan, 2019) In a similar vein, in an Australian study involving 395 primary and secondary school teachers, it was discovered that the classroom management self-efficacy of teachers was positively correlated with aspects of their perceived classroom management, particularly in the early stages of their careers (Lazaridesa et al., 2020). These studies support the findings that there is an intricate link between TSE and CMPs, resulting in improved student academic achievement.

Conclusion

Self-efficacy is about human beliefs determining how well a person can act in a situation. Teachers' self-efficacy is their ability to handle teaching responsibilities, tasks, and challenges vis-à-vis their profession. It plays a critical role in impacting academic results, such as motivation, achievement, and well-being of the students and teachers. Teachers' personality, delivery skills, use of teaching-learning materials, relation with students, visual scenes, defining and performing classroom procedures, observing student behavior, addressing disruptive behavior, promoting student-centered learning, and teaching lessons effectively relate to the personal ability of teachers to influence the classroom environment. Various factors like verbal instructions, instructional supervision, corporal punishments, delegations of authority, classroom environment, needs and characteristics of students, seating arrangements, class size, and availability of teaching materials determine the effectiveness of a classroom management practice. There is a positive relationship between teachers' self-efficacy and classroom management practices. However, the level and strength of the relationship should be empirically tested. Teachers with high self-efficacy can effectively manage classroom teaching and learning practice. This relationship proves to be of paramount importance to improving the student's academic learning and achievement.

Consequently, it supports the development of quality public schools. It pushes a narrative of transformative education since teachers with a higher sense of self-efficacy tend to follow critical pedagogy with students as participants in creating knowledge. This study is helpful for educational policymakers and school administrators in Nepal to understand the importance of and relationship between these two constructs and take effective measures to improve teachers' professional development programs by considering teachers' self-efficacy as the main psychological factor.

References

Achurra, C., & Villardon, L. (2012). Teacher's self-efficacy and student learning. *The European Journal of Social & Behavioural Sciences, 2*, 366-383.

Adedigba, O., & Sulaiman, F. R. (2020, May 13). Influence of teachers' classroom management style on pupils' motivation for learning and academic achievement in Kwara State. *International Journal of Educational Methodology, 6*(2), 471-480. https://doi.org/10.12973/ijem.6.2.471

Adelman, H. S., & Taylor, L. (2005). *Classroom climate.* Sage.

Adhikari, K. P. (2020). Self-efficacy beliefs among school mathematics teachers of Nepal. *International Journal of Research -GRANTHAALAYAH, 8*(7), 192-204. https://doi.org/10.29121/granthaa layah.v8.i7.2020.694

Alkadry, M. G., & Nyhan, R. C. (1999). The impact of school resources on student achievement test scores. *Journal of Education Finance, 25*(2), 211-28.

Anthony, T., & Kritsonis, W. (2007). A mixed methods assessment of the effectiveness of strategic e-mentoring in improving the self-efficacy and persistence (or retention) of alternatively certified novice teachers within an inner city school. *District Doctoral Forum National Journal for Publishing and Monitoring Doctoral Student Research, 4*(1), 1-8.

Armstrong, J., Barbrow, D., Brush, T. A., & Ulintz, L. (1999). Design and delivery of integrated learning systems: their impact on student achievement and attitudes. *Journal of Educational Computing Research, 21*, 475-86.

Bandura, A. (1977). Self–efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*, 191–215.

Bandura, A. (1994). Self-efficacy. (V. Ramachaudran, Ed.) *Encyclopedia of mental health, 4*, 71-81.

Bandura, A. (1997). *Self-efficacy: The exercise of control.* W.H. Freeman.

Barni, D., Danioni, F., & Benevene, P. (2019). The teacher's self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*.

Beverly, H., & Glass, G. V. (1982). *School class size: Research and policy.* Sage.

Bista, M. B. (1999). Some issues confronting school reform in Nepal. *Educational and Development*, 90-98.

Burnett, G. (1996). *Enrollment growth and overcrowding in New York city schools.* Institute for Urban and Minority Education.

Caprara, G. V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology, 95*, 821–832.

Chambers, S., Sharon, M., Henson, R., & Sienty, S. (2001). *Classroom orientation in beginning teachers* [Paper presentation]. Annual meeting of the Southwest Educational Research Association.

Chamila, Y. (2019). *The challenges of classroom management in ESP course faced by new instructors.* University of Muhammadiyah Malang.

Chan, E. S. S., Ho, S. K., Ip, F. F. L., & Wong, M. W. Y. (2020). Self-efficacy, work engagement, and job satisfaction among teaching assistants in Hong Kong's inclusive education. *SAGE Open*, *10*(3). https://doi.org/10.1177/2158244020941008

Chapagain, Y. (2021). School student academic performance in nepal: an analysis using the School Education Exam (SEE) results. *International Journal on Studies in Education*, *3*(1), 22-36. https://doi.org/10.46328/ijonse.34

Correa, H. (1993). An economic analysis of class size and achievement in education. *Education Economics, 1*, 129-35.

Djigic, G., & Stojiljkovic, S. (2011). Classroom management styles, classroom climate and school achievement. *Procedia - Social and Behavioral Sciences, 29*, 819 – 828.

Gibson, S., & Dembo, H. (1984). Teacher efficacy: A construct validation. *Journal of Educational Psychology, 76*(4), 569–82.

Goddard, R., Hoy, W., & Woolfolk, A. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Researcher, 3*(33), 3-13.

Harris, A., & Muijs, D. (2005). *Improving schools through teacher leadership.* Open University Press.

Hassan, M. U. (2019). Teachers' self-efficacy: Effective indicator towards students' success in medium of education perspective. *Problem of Education in the 21st Century, 77*(5), 667-679. https://doi.org/10.33225/pec/19.77.667

Henson, R. K. (2001, January). *Teacher self-efficacy: Substantive implications and measurement dilemmas* [Paper presentation]. Annual Meeting of the Educational Research Exchange, College Station, TX.

Iqbal, A. (2005). *A comparative study of the impact of principals' leadership styles on job satisfaction of teachers.* University of Punjab.

Isuku, E. J. (2018). Classroom management and problems associated with it. In O. Kolawole, & B. L. (Eds), *A handbook of teaching practice.* Faculty of Education, University of Ibadan.

Jones, V., & Jones, L. (2001). *Comprehensive classroom management: Creating communities of support and solving problems* (6th ed.). Pearson Education.

Khanal, B. (2016). Learning strategies used by public and private school mathematics students of Nepal. *IRA-International Journal of Education and Multidisciplinary Studies, 5*(2), 66-75.

Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectivenss: A meta-analysis. *Education Research Review, 12*, 59-76.

Klassen, R. M., Bong, M., Usher, E. L., Har Chong, W., Huan, V. S., & Wong, I. Y. (2009). Exploring the validity of a teachers' self-efficacy scale in five countries. *Contemporary Educational Psychology, 34*, 67–76.

Lazaridesa, R., Wattb, H. M., & Richardson, P. W. (2020, October). Teachers' classroom management self-efficacy, perceived classroom management and teaching contexts from beginning until mid-career. *Learning and Instruction, 69*, 1-14. https://doi.org/10.1016/j.learninstruc.2020.101346

Lewin, K., Lippit, R., & White, R. (1939). Patterns of aggressive behaviour in experimentally created social climates. *Journal of Social Psychology, 10*, 271-301.

Maddux, J. (1995). *Self-efficacy, adaptation, and adjustment: Theory, research, and application.* Plenum Press.

Maddux, J. (2012). Self-efficacy: The power of believing you can. In S. J. Lopez, & C. R. Snyder (Eds), *The Oxford handbook of positive psychology* (2nd ed.). Oxford Academic. https://doi.org/10.1093/oxfordhb/9780195187243.013.0031

Margaret, J. K. (2014). *Influence of head teachers' leadership styles on pupils' performance at Kenya certificate of primary education in Matinyani sub county, Kitui County Kenya.* University of Nairobi.

Mark, M. M., Donaldson, S. I., & Campbell, B. (2011). *Social psychology and evaluation.* The Guilford Press.

Martin, N., & Baldwin, B. (1993). *An examination of the construct validity of the inventory of classroom management style* [Paper presentation]. Annual Conference of the Mid-South Educational Research Association, New Orleans.

Marzano, R., & Marzano, J. (2003). The key to classroom managemeny. *Educational Leadership, 9*, 6-13.

McClelland, D., Atkinson, J., Clark, E., & Lowell, E. (1953). *The achievement motive.* Appleton-Century-Croft.

Miller, R., & Pedro, J. (2006). Creating respectful classroom environments. *Early Childhood Education Journal, 33*(5), 293-299.

Mitchell, M. (2019). *Teacher self-efficacy and classroom managment.* Walden University.

Molden, D. C., & Dweck, C. S. (2006). Finding "meaning" in psychology: A lay theories approach to self-regulation,social perception, and social development. *American Psychologist, 61*, 192-203.

Nepal, B. (2020). Performances of community schools towards students' learning and satisfaction: A case of Makawanpur and Udayapur districts. *International Research Journal of MMC, 1*(1), 71-79.

Rodríguez, S., Núñez, J. C., Valle, A., Blas, R., & Rosario, P. (2009). Autoeficacia docente, motivación del profesor y estrategias de enseñanza. *Psychological Writings, 3*.

Romi, S., & Leyser, Y. (2006). Exploring inclusion preservice training needs: A study of variables associated with attitudes and self-efficacy beliefs. *European Journal of Special Needs Education, 21*(1), 85-105.

Rotter, J. B. (1996). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monograph: General and Applied, 80*(1), 1-28.

Russell, B. (1945). *A history of Western philosophy.* Simon & Schuster.

Saricoban, A. (2006). Factors influencing how teachers manage their classrooms. *Journal of Language and Linguistic Studies, 2*(1).

Sharon, C. (2003). *The impact of length of student teaching on self-efficacy and classroom orientation of pre-service teachers.* Southwest Educational Research Association.

Shernoff, E., & Kratochwill, T. (2007). Transporting an evidencebased classroom management program for preschoolers with disruptive behavior problems to a

school: An analysis of implementation, outcomes, and contextual variables. *School Psychology Quarter.*

Skinner, E. A. (1995). *Perceived control, motivation, and coping.* SAGE.

Soleimani, N., & Razmjoo, A. (2016). Classroom management challenges: An account of EFL teachers at private language institutes. *Anatolian Journal of Education, 1*(1).

Subedi, B. (2000). *Study of the effect of teacher level variables on student achievement in the high schools of Lalitpur district, Nepal.* University Grants Commission.

Tschannen-Moran, M., & Johnson, D. (2011). Exploring literacy teachers' self-efficacy beliefs: Potential sources at play. *Teaching and Teacher Education, 27*, 751-761.

Tschannen-Moran, M., Woolfolk, A. E., & Hoy, K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research, 68*, 202-48.

Tschannen-Moran, M., Woolfolk, A. E., & Hoy, K. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783-805.

Vessey, G. N. (1967). *Volition* (Vol. 8). Macmillan.

Watkins, C., & Wagner, P. (2000). *Improving school behaviour.* Paul Chapman.

Weinstein, C. S. (1996). *Secondary classroom management lessons from research and practice.* McGraw Hill.

White, R. (1959). Motivation reconsidered: The concept of competence. *Psychological Review, 66*, 297-233.

Whittington, E. H. (1985). Effects of class size on first-grade students. *Spectrum, 3*(4), 33-39. https://eric.ed.gov/?id=EJ329605

Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82*, 81-91.

Zee, M., & Koomen, H. M. (2016). Teacher self-efficacy and its effects on classroom processes, student academic adjustment, and teaching well-being: A synthesis of 40 years of research. *Review of Educational Research, 86*(4), 981-1015.