



Teachers' Classroom-Management Behavior in Relation to Self-Efficacy among Higher Secondary School Teachers in Ranipet District

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Abstract

Background: The classroom management and teacher self-efficacy are important factors in determining the quality of instruction and student engagement in the classroom, but the relationship between the two has not been well studied at the higher secondary level in Ranipet district. **Purpose:** This study was conducted to find out the level of classroom management behavior and self-efficacy of higher secondary teachers in Ranipet district and to find out the differences in classroom management behavior and self-efficacy among the teachers based on the different demographic variables and to find out the relationship between classroom management behavior and self-efficacy among the higher secondary teachers in Ranipet district. **Methodology:** A descriptive survey design was used with 200 higher secondary teachers (100 male and 100 female) selected randomly from government, aided and private schools of Ranipet District; the instruments used were 31 item Teacher Classroom Management Behaviour Scale and 10 item Self Efficacy Scale (both adapted and validated with satisfactory reported test-retest reliability). **Results:** Most teachers exhibited moderate levels of classroom management behavior (49.5%) and moderate self-efficacy (48.5%); with the exception of the few comparisons, no significant differences were observed between the classroom management behavior and self-efficacy, across gender, medium of instruction, locality or qualifications; a small but positive correlation was obtained between classroom management behavior and self-efficacy ($r \approx 0.057$).

Keywords: Classroom management, teacher self-efficacy, higher secondary teachers, teaching behaviour and teacher effectiveness.

Introduction

A teacher in higher secondary school is expected to ensure discipline, keep the learners engaged, establish a conducive classroom environment and at the same time fulfill the curriculum and assessment requirements. Classroom-management behavior is consequently a core element of effective teaching as it has an impact on time use, behavior and learning environment. Teacher self-efficacy, defined as teachers' confidence in their ability to design and implement successful teaching practices, is also significant as it is important for teachers to continue to respond to challenges in the classroom and apply proactive strategies.

The present study is based on the belief that the successful management of a classroom is a technical as well as a psychological achievement dependent on teacher confidence in their professional competence. Self-efficacy, in the context of higher secondary schooling, can have a significant impact on the way teachers should act when dealing with adolescents who have multiple academic and behavioral needs, with a reactive or structured, consistent and controlled approach. Self-efficacy and classroom management are contextually and specifically related to the quality of teaching, as suggested by international evidence.

The gap in the literature is evident that while many studies have focused on the general classroom management behavior or broad teacher efficacy, few studies have attempted to look into the relationship between classroom-management behavior and self-efficacy of higher secondary teachers at the higher secondary level in Ranipet District. These variables may be modified by the school context, the type of school and the characteristics of the teaching workforce and additional evidence from the local context is needed. The problem statement of the present study is whether there is relationship between classroom management behavior and self-efficacy among the teachers of higher secondary schools of Ranipet district and whether there are differences between the selected demographic variables. The value of the study is that it may guide teacher educators, administrators and policymakers in their design and implementation of interventions to boost teacher confidence and classroom practice. The objectives were to assess the level of classroom-management behavior, assess the level of self-efficacy, examine differences by demographic variables and determine the relationship between classroom-management behavior and self-efficacy.

Problem of the statement

This study examines the levels of classroom-management behavior and self-efficacy among higher secondary teachers in Ranipet District.

Significance of the study

The study provides district-level empirical evidence to inform school administrators, teacher-educators and policymakers about training needs and the potential for efficacy-focused interventions to improve classroom environments and learning outcomes.

Objectives of the study

1. To find out the level of classroom management behavior among higher secondary school teachers.
2. To find out the level of self-efficacy among higher secondary school teachers.
3. To find out significant difference in classroom management behavior among higher secondary school teachers with respect to
 - Gender
 - Medium of instruction
4. To find out significant difference in self-efficacy among higher secondary school teachers with respect to:
 - Gender
 - Medium of instruction
5. To find out the relationship between teachers' classroom management behavior and self-efficacy among higher secondary school teachers.

Hypotheses of the study

1. The level of classroom management behavior among higher secondary school teachers.
2. The level of self-efficacy among higher secondary school teachers.
3. There is no significant difference in classroom management behavior among higher secondary school teachers with respect to
 - Gender
 - Medium of instruction
4. There is no significant difference in self-efficacy among higher secondary school teachers with respect to:
 - Gender
 - Medium of instruction
5. There is no significant relationship between teachers' classroom management behavior and self-efficacy among higher secondary school teachers.

Literature Review

Recent studies have emphasized the importance of classroom management and teacher self-efficacy in improving teaching effectiveness. Erhan et al. (2023) examined the classroom management levels of 316 primary, secondary and high school teachers using a descriptive research design. The study found significant differences in classroom management based on gender, educational qualification and school level, highlighting the influence of teacher characteristics on classroom practices. Jerrim et al. (2024) explored the relationship between teacher self-efficacy, instructional practices and student outcomes using data from the TALIS Video Study. Their findings showed that teachers with higher self-efficacy employed more effective instructional strategies, developed positive classroom interactions and enhanced student achievement and engagement. Similarly, Mossafaie, Alibakhshi, and Heidari Tabrizi (2024) investigated self-efficacy among Iranian EFL teachers through structural equation modelling. The results indicated that teacher self-efficacy significantly improved instructional quality, classroom engagement and teaching motivation, enabling teachers to respond more effectively to students' learning needs. Extending the discussion to classroom behavior management, Alkherainej and Pinkney (2025) conducted a mixed-methods study involving 2,140 teachers from 45 public schools in Kuwait. The study revealed that many teachers had not received formal training in classroom behavior management, highlighting the need for professional development to support effective management of student behavior. Focusing on pre-service teachers, Akkus Çakir and Saridemir (2025) used a qualitative case study to examine perceptions of classroom management. The findings showed that pre-service teachers aimed to maintain authority while building positive relationships with students. Their classroom management approaches were influenced by contextual factors and their developing professional identities. Overall, the reviewed studies suggest that effective classroom management is closely associated with teacher self-efficacy, professional preparation and contextual influences. These findings highlight the importance of strengthening teacher training and professional development to improve classroom management practices and student learning outcomes.

Methodology

Research design

A descriptive cross-sectional survey design was used.

Population and sample

Population: higher secondary teachers under the jurisdiction of the Ranipet District CEO. Sample: 200 teachers (100 male, 100 female) from government, aided, and private higher secondary schools.

Sampling technique

Random sampling was used to draw participants across school types and media of instruction.

Research instruments

1. Teacher Classroom Management Behaviour Scale (Malik & Ganga, 2021) - 31 items across behavioral and instructional management; scoring and subscales described in the instrument manual.
2. Self-Efficacy Scale (Schwarzer & Jerusalem adaptation) - 10 positively worded items, 4-point rating; total score range 10–40; higher scores indicate greater self-efficacy.

Reliability and validity

Instrument reliability: self-efficacy scale test-retest $r = 0.89$; intrinsic validity reported (square root method) and other tool reliabilities reported as adequate in the pilot. Pilot testing was conducted to check administration procedures and timing

Interpretations and data analysis

Null Hypothesis 1

The level of Classroom management behavior among higher secondary school teachers is moderate in nature.

Table 1: Showing the Frequency and Percentage for the classroom management behavior among the Higher Secondary school teachers

Variable	No. of Samples	Range	Category	Frequency	Percentage
Classroom Management behavior	200	Below 74	Low	50	25.0
		75-127	Moderate	99	49.5
		Above 128	High	51	25.5

From the above table it is clear that the low level of Classroom management behavior among higher secondary school teachers is 25.0%, High level is 25.5% and Moderate level is found to be 49.5%. Hence the Classroom Management behavior among the Higher Secondary students is Moderate. Hence the above Hypothesis is accepted.

Null Hypothesis 2

The level of Self-efficacy among higher secondary school teachers is moderate in nature.

Table 2: Showing the Frequency and Percentage for the Self-efficacy among the Higher Secondary school teachers

Variable	No. of Samples	Range	Category	Frequency	Percentage
Self-efficacy	200	Below 15	Low	52	26.0
		16-31	Moderate	97	48.5
		Above 32	High	51	25.5

From the above table it is clear that the low level of Self-efficacy among higher secondary school teachers is 26.0%, High level is 25.5% and Moderate level is found to be 48.5%. Hence the Self-efficacy among the Higher Secondary students is Moderate. Hence the above Hypothesis is accepted.

Null Hypothesis 3

There is no significant difference in Classroom management behavior among higher secondary school teachers based on their Gender

Table 3 Table Shows the Significant Difference between the Classroom Management Behavior among Higher Secondary School Teachers Based on Their Gender Using Mean Scores

Variable	Gender	N	Mean	SD	t - value	L.S
Classroom Management Behavior	Male	100	102.24	29.941	0.680	NS
	Female	100	99.32	30.747		

From the above table we may infer that the calculated value (0.680) is lesser than the table value 1.96 at 5% level. The Female mean score 99.32 is lesser than Male mean score is 102.24. Hence there is no significant difference between Male and Female Higher Secondary Teachers with regard to their Classroom Management Behavior. Therefore the above Null Hypothesis is accepted.

Null Hypothesis 4

There is no significant difference in Self-Efficacy among higher secondary school teachers based on their Gender

Table 4 Table Shows the Significant Difference between the Self-Efficacy among Higher Secondary School Teachers Based on Their Gender Using Mean Scores

Variable	Gender	N	Mean	SD	t - value	L.S
Self-Efficacy	Male	100	24.10	9.511	0.182	NS
	Female	100	23.86	9.127		

From the above table we may infer that the calculated value (0.182) is lesser than the table value 1.96 at 5% level. The Female mean score 23.86 is lesser than Male mean score 24.10. Hence there is no significant difference between Male and Female Higher Secondary Teachers with regard to their Self-Efficacy. Therefore the above Null Hypothesis is accepted.

Null Hypothesis 5

There is no significant difference in Classroom management behavior among higher secondary school teachers based on their Medium of Instructions.

Table 5 Table Shows the Significant Difference between the Classroom Management Behavior Among Higher Secondary School Teachers Based on Their Medium Using Mean Scores

Variable	Medium	N	Mean	SD	t- value	L.S
Classroom Management Behavior	Tamil	100	100.39	28.86	0.182	NS
	English	100	101.17	31.82		

From the above table we may infer that the calculated value (0.182) is lesser than the table value 1.96 at 5% level. The Tamil teachers mean score is 100.39 is lesser than English teachers mean score 101.39 Hence there is no significant difference between Tamil and English Higher Secondary Teachers with regard to their Classroom Management Behavior. Therefore the above Null Hypothesis is accepted.

Null Hypothesis 6

There is no significant difference in Self Efficacy among higher secondary school teachers based on their Medium of Instructions.

Table 6 Table Shows the Significant Difference between the Self -Efficacy among Higher Secondary School Teachers Based on Their Medium Using Mean Scores

Variable	Medium	N	Mean	SD	t - value	L.S
Self- Efficacy	Tamil	100	23.51	9.19	0.714	NS
	English	100	24.45	9.41		

From the above table we may infer that the calculated value (0.714) is lesser than the table value 1.96 at 5% level. The Tamil teachers mean score is 100.39 is lesser than English teachers mean score 101.39. Hence there is no significant difference between Tamil and English Higher Secondary Teachers with regard to their Self Efficacy. Therefore the above Null Hypothesis is accepted.

Null Hypothesis 7

There is no significant relationship between teachers' classroom management behavior and self-efficacy among higher secondary school teachers.

Table 7 Showing the Relationship between teachers' classroom management behavior and Self-efficacy among higher secondary school teachers

Variable	Number	Correlation
Classroom Management Behaviour Vs Self-efficacy	200	0.057

From the above table, it is observed that there is a positive relationship between classroom management behavior and self-efficacy among higher secondary school teachers. Therefore the null hypothesis is accepted. There exists a positive relationship among these two groups.

Results

The majority of teachers reported moderate classroom-management behavior and moderate self-efficacy. The distribution of classroom-management behavior was 25.0% low, 49.5% moderate, and 25.5% high. The distribution of self-efficacy was 26.0% low, 48.5% moderate, and 25.5% high. The relationship between classroom-management behavior and self-efficacy was positive but weak, with Pearson's $r = 0.057$ and the association were not statistically significant. Most demographic comparisons also showed no significant differences, including comparisons by gender and medium of instruction.

Discussion

The finding that most teachers demonstrated moderate classroom-management behavior and moderate self-efficacy suggests a stable but improvable professional profile. This pattern is consistent with the idea that many teachers possess functional classroom skills without yet reaching a high level of confidence or mastery. The weak correlation indicates that self-efficacy may support classroom management, but the relationship may be constrained by contextual factors such as class size, institutional climate, workload or school support. The largely non-significant demographic differences imply that classroom-management behavior and self-efficacy may be shaped more by professional and contextual conditions than by personal characteristics alone. This is important for practice because it suggests that broad school-based support may be more effective than narrow demographic targeting. Theoretically, the findings support a socio-cognitive interpretation of teaching behavior, while also showing that belief-behavior links are modest unless reinforced by sustained practice and supportive environments. Practically, professional development should focus on classroom routines, behavior prevention, communication strategies and mentoring so that teachers can convert confidence into effective action.

Conclusion

The study compared the classroom-management behavior with the self-efficacy among the Higher Secondary school teachers in Ranipet District. The data indicates that the two variables are only moderately high and their correlation is a positive but weak relationship between them. The study provides empirical evidence at the district level and emphasizes the need for a professional structure to enhance classroom practice and teacher confidence.

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