



Research Article

English as a Foreign Language Teachers' Proactive Classroom Management Strategies and Their Self-Efficacy

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ABSTRACT

The present investigation investigated the proactive classroom management strategies and self-efficacy of 110 EFL teachers (77 females and 33 males) and examined if there were differences in their use of such strategies based on gender and experience level. To this end, the study used the Competency and Behavior Management survey created by Herrera and Little (2005) and the scale for measuring Teachers' Sense of Efficacy created by Tschannen-Moran and Woolfolk Hoy (2001) were utilized in this study. Additionally, 15 teachers were interviewed to gather their opinions on management strategies and self-efficacy. The analysis of Pearson correlation indicated a statistically significant positive relationship between EFL teachers' use of proactive classroom management strategies among English as a Foreign Language (EFL) teachers and their perceived levels of self-efficacy. Moreover, an analysis using the independent-sample t-test demonstrated a noteworthy disparity in the utilization of proactive strategies among teachers with varying levels of experience; that is, less experienced teachers used proactive strategies less frequently than more experienced teachers. No positive difference in proactive strategy use was found between male and female EFL teachers. These findings impact teacher education programs by emphasizing the significance of self-efficacy in managing classrooms.

Introduction

Classroom management plays a significant role in facilitating efficient learning environments (Duke, 1976). Indeed, effective classroom managers, as described by Cotton (1990), maintain orderly classrooms with a minimum of student

misbehavior and high levels of student engagement. This study focuses on how proactive strategies can assist teachers in effectively managing their classrooms. Proactive strategies encompass the deliberate actions employed by educators to mitigate the probability of a child exhibiting

misconduct. These strategies entail modifying the environment and conditions preemptively to prevent the exacerbation of problems, such as the implementation of rules and the acknowledgement of appropriate conduct (Little, Hudson, & Wilks, 2002; Safran & Oswald, 2003). Proactive strategies encompass a preventative and constructive approach to the management of classroom dynamics. Proactive classroom management involves positively organizing a classroom and creating an emotionally supportive environment, thereby fostering an ideal atmosphere for learning (Little et al., 2002). In contrast to proactive approaches, reactive strategies in educational contexts pertain to teacher behaviors that arise subsequent to a child's display of inappropriate behavior, such as implementing a fitting consequence (Safran & Oswald, 2003). According to Little and Hudson (1998), reactive strategies can be construed as remedial in nature. In the educational context, it is commonly observed that teachers commonly exhibit a tendency to react unfavorably towards students' incongruous conduct, rather than meriting and acknowledging students' commendable actions.

The Classroom Management Survey suggests that effective teaching also involves effective classroom management (Laut, 1999). Hence, teachers who lack self-efficacy may face challenges in managing their classrooms. According to the research conducted by Goddard, Hoy, and Woolfolk Hoy (2004), teachers who possess a high level of self-efficacy demonstrate exceptional proficiency in implementing effective classroom management techniques within their instructional environments. The educators exhibit a preference for employing classroom management strategies that manifest enhanced organization, meticulous planning, student-centered and humanistic approaches, and openness to students' insights (Anthony & Kritsonis, 2007). Bandura (1995, 1997) suggests that self-efficacy is grounded on a social-cognitive basis, referring to people's beliefs about their capacity to accomplish a task. Indeed, self-efficacy is considered the most crucial precondition for behavioral change (Bandura, 1997).

In the classroom management setting, self-efficacy has the potential to foster the realization of

advantageous transformations. The correlation between teachers' proficiency in managing classroom dynamics and teachers' perceived level of efficacy has been corroborated in contemporary scholarly works. (Gordon, 2001; Henson, 2003); however, research on the role of teachers' proactive classroom management strategies and teachers' self-efficacy is scant and demands more investigation. An examination of the pertinent literature indicates that previous studies have concentrated on the notable influence of teachers' self-efficacy on their effectiveness in teaching (Ghanizadeh & Moafian, 2011), as well as the correlation between teachers' self-efficacy and their level of emotional intelligence (Moafian & Ghanizadeh, 2009). This study examines the connection between pre-service teachers' self-reported language learning strategies (Wong, 2005). Although there is growing curiosity surrounding how teachers' self-efficacy links with their emotional and cognitive abilities, there is a limited amount of research examining how teachers' self-efficacy relates to their approach in implementing proactive classroom management techniques. In recent years, several studies have explored classroom behavior management and teacher self-efficacy. However, none have specifically examined the self-efficacy of Iranian EFL teachers in utilizing proactive strategies. To address this gap, this study aims to examine the association between the use of proactive strategies for classroom management and the self-efficacy of Iranian EFL teachers.

Review of the Literature

Ozcan (2017) defines classroom management as the measures taken by teachers to establish an educational environment that promotes the academic and socio-emotional development of learners. Consequently, classroom management encompasses all the activities that a teacher engages in to facilitate learning within a school setting. Indeed, classroom management pertains to all the pedagogical decisions that instructors make (Marzano, Marzano, & Pickering, 2003). Proactive discipline procedures involve preventative measures and a positive approach to classroom management. Teachers typically use proactive strategies to reduce the likelihood of children's

inappropriate behavior by addressing situations before problems arise (Safran & Oswald, 2003). Moreover, teachers tend to respond positively when students exhibit appropriate behavior (Little, Hudson, & Wilks, 2002).

The self-efficacy of the teacher greatly influences their professional skills, such as creating an appropriate learning environment for children, designing educational plans that cater to children's interests and needs, and effectively using teaching techniques to enhance learning, and increasing interaction between children and the environment (Bullock, Coplan, & Bosacki, 2015). These competencies are directly linked to a teacher's classroom management skills (Guo, Piasta, Justice, & Kaderavek, 2010). According to Manning and Bucher (2012), classroom management involves a range of strategies that promote a safe and positive environment in the classroom, including techniques for managing student behavior, promoting self-control, and ensuring efficient classroom routines. Classroom management encompasses the establishment of an optimal learning context, the design and execution of suitable educational strategies that correspond with children's growth and advancement, guiding the learning process, and encouraging open expression and communication among students (Sahin-Sak, Tantekin-Erden, & Pollard-Durodola, 2016). Effective classroom management requires teachers to possess a high level of professional competency.

Professional competence has the ability to impact both a teacher's self-belief and their skills in managing the classroom effectively (Bullock et al., 2015). The primary objective of the current inquiry is to gather both quantitative and qualitative data from teachers, with the intention of gaining a deeper understanding of their self-efficacy and ability to effectively manage their classrooms. Thus, the research aims to examine the correlation between teachers' belief in their own abilities and their ability to effectively manage a classroom, specifically considering factors related to teaching. The association between teachers' successful classroom management and their sense of self-efficacy has been corroborated by various studies (Gordon, 2001; Henson, 2003); however, few, if any study has investigated the connection between proactive

and reactive approaches to classroom management and their impact on self-efficacy. An examination of previous studies indicates that past research has primarily explored the importance of teachers' belief in their own abilities in relation to their success as educators (Ghanizadeh & Moafian, 2011). Furthermore, there has been a focus on the connection between teachers' belief in their own abilities and their emotional intelligence (Moafian & Ghanizadeh, 2009). In addition to its connection with language learning strategies self-reported by pre-service teachers, Wong (2005) demonstrates the correlation between the aforementioned factors. In spite of the increasing interest in exploring the intricate association between teachers' self-efficacy and their affective and cognitive aptitudes, empirical research on the extent to which teachers' self-efficacy influences their inclination towards employing proactive classroom management strategies remains inadequately addressed.

In an examination conducted by Guo et al. (2010), on the correlation between teacher self-efficacy and classroom management. The results uncovered a positive correlation between teacher self-efficacy and the successful implementation of classroom management strategies. This positive association subsequently facilitated meaningful advancements in the academic progression of students. Sahin-Sak et al. (2016) further substantiated the notion that the self-efficacy of preschool teachers exhibits a significant correlation with the implementation of classroom management strategies that harmonize with the prescribed developmental preschool curriculum. According to the studies conducted by Epstein and Willhite (2015) and Sak (2015), it is argued that teacher self-efficacy, a crucial component in effective classroom management, demonstrates variations depending on the demographic characteristics of teachers. According to the research findings, it has been indicated that there is a correlation between preschool teachers who exhibit diminished levels of self-efficacy and their potential lack of proficiency in classroom management abilities. These studies have indicated that both the demographic characteristics and professional background of teachers exerted a beneficial influence on their self-

efficacy, ultimately contributing to the enhancement of their professional skills.

Toran (2017) investigated the correlation between a teacher's self-perceived efficacy and their aptitude in managing the classroom environment. The present inquiry demonstrates a significant relationship between an educator's perception of their own efficacy, specifically in relation to their demographic variables, and their level of proficiency in classroom management. This finding was further corroborated by conducting interviews with teachers. The present investigation discovered that the sense of efficacy exhibited by preschool teachers possessing both associate and undergraduate degrees, regarded as educational variables, significantly predicted their proficiency in classroom management. Additionally, the level of perceived efficacy among preschool teachers holding an undergraduate degree emerged as a more accurate prognostic indicator of their aptitude in effectively managing classrooms. During interviews, teachers with undergraduate degrees reported feeling more professionally competent, which had a significant impact on their classroom management skills and the learning environment. Marashi and Azizi-Nassab (2018) examined the relationship between EFL teachers' self-efficacy, language proficiency, and classroom management. The study involved 110 Iranian EFL teachers from various high school levels and private language schools in Tehran. Data were obtained via the implementation of two scales - the Teacher Self-Efficacy Scale - and one assessment, namely a sample TOEFL. These instruments were administered in separate sessions. Additionally, the instructional effectiveness of each teacher was evaluated by two raters who observed two respective sessions of their classes. Murdoch's (2000) checklist was utilized by the raters for scoring purposes. To determine the relationship between the three variables, the Pearson correlation was conducted. The findings revealed a correlation between teachers' self-efficacy and their language proficiency, but no correlation between language proficiency and effective classroom management was found. The study highlighted the importance of improving teachers' language proficiency to enhance their self-efficacy, which can contribute to

effective classroom management. The study made an effort to explore the relationship between some variables by determining the answers to the following research questions:

RQ1: Is there any statistically significant relationship between EFL teachers' proactive classroom management strategies and their self-efficacy?

RQ2: Is there any statistically significant difference between more experienced and less experienced EFL teachers in terms of their use of proactive classroom management strategies?

RQ3: Is there any statistically significant difference between male and female EFL teachers in terms of their use of proactive classroom management strategies?

RQ4: What types of proactive strategies do EFL teachers employ in their classes?

Method

The study employed a sequential explanatory mixed-methods design as it is believed that the qualitative data can complement and clarify numerical data, thereby enhancing the research findings (Creswell & Plano Clark, 2011). The study aimed to investigate the potential relationship between teachers' classroom management strategies and their sense of self-efficacy, as well as the influence of their years of teaching experience and gender on their classroom management strategies. The EFL teachers' years of teaching experience and gender were regarded as moderator variables in this study.

Participants

The investigation involved a sample of 110 Iranian EFL instructors teaching English in various private language institutes in Rasht. Convenience sampling was employed to select the participants, as this is a common non-random sampling method in EFL studies, given the challenges associated with accessing EFL teachers (Mackey & Gass, 2005; Dornyei, 2007). Convenience sampling was employed due to the challenges associated with accessing EFL teachers, which made randomization unfeasible. According to Mackey and Gass (2005), convenience sampling is a non-random sampling method that involves selecting individuals who are

readily accessible for the study. This method of sampling is the most commonly used in studies related to English as a Foreign Language (EFL) (Dornyei, 2007). Among the participants, 77 were females and 33 were males, aged between 20 and 42, with teaching experience ranging from 1 to 14 years. Experienced teachers were defined as those with at least five years of teaching experience, while novice teachers were those with less than three years of teaching experience, following Gathoton's (1999) classification. The participants had various English majors, including English Literature (16 BA, 6 MA), Teaching English (14 BA, 35 MA), and English Translation (39 BA).

Instrumentation

The study utilized two methods of data collection: questionnaires and semi-structured interviews. The participants completed three questionnaires on demographics, teacher management strategies, and their sense of self-efficacy. Following this, 15 teachers were randomly selected to participate in the semi-structured interviews.

Demographic Questionnaire

The first questionnaire collected information on the teacher's age, gender, educational degree, and years of teaching experience.

Competency and Behavior Management Survey

The second questionnaire administered to participants was the short and modified version of the Competency and Behavior Management Survey, developed and validated by Herrera and Little (2005) (Appendix A). This questionnaire aimed to explore the types of management strategies teachers' use when dealing with problem behaviors in the classroom. The scale consists of 12 questions that explore management approaches, which are divided into proactive and reactive strategies. The participants were asked to rate each item using a Likert scale ranging from "extremely unlikely" to "extremely likely" (Herrera & Little, 2005). The instrument was pilot-tested with a sample of 60 EFL teachers, similar to the target sample of the study, to assess its validity and reliability.

Teachers' Sense of Self-Efficacy Scale

To assess the self-efficacy of educators, the investigators utilized the comprehensive version of the Teachers' Sense of Efficacy Scale, originally constructed and validated by Tschannen-Moran and Woolfolk Hoy (2001) (Appendix B). The Ohio State Teacher Efficacy Scale (OSTES), colloquially referred to as this questionnaire, effectively captures the comprehensive dimensions of self-efficacy among teachers. The extended version of the scale comprises 24 items that can be classified into three distinct subscales, namely: a) the efficacy of student engagement, b) the efficacy of instructional strategies, and c) the efficacy of classroom management. Each subscale comprises of eight items, with each item being assessed on a nine-point Likert scale, spanning from "nothing" to "a great deal" (Appendix C). Tschannen-Moran and Woolfolk Hoy (2001) presented the Cronbach's alpha coefficients to assess the internal consistency and reliability of the overall scale (0.94) as well as its constituent subscales (0.87, 0.91, and 0.90, correspondingly).

Semi-structured interview

The study utilized a semi-structured interview to explore teachers' attitudes on their classroom management strategies, self-efficacy, and the influence of professional training and experience on their classroom management behaviors and self-efficacy (Appendix D). Fifteen participants were invited to take part in the interview, and their permission was obtained to record the interviews. Recording the interviews enabled the researchers to capture all the information provided by the participants without missing any details. According to Perakyla (2005), interviews can provide valuable insights into areas of reality that might otherwise be inaccessible, such as people's subjective experiences and attitudes.

Procedure

The Competency and Behavior Management Survey (CBMS) and Teacher Sense of Self-Efficacy Scale were administered simultaneously in their original English versions, as all the participating teachers were proficient in English. Prior to the main study, the researcher piloted the instruments

with a group of 60 EFL teachers similar to the target population to ensure their reliability and validity. In the second phase of the study, the investigator obtained consent from the supervisors of the institutes and explained the research aims and procedures to the participants who agreed to participate in the study, which was conducted in several institutes. As all the teachers did not teach in one institute, these briefings were held in several institutes the participants were then requested to fill the demographic characteristics, Competency and Behavior Management, and Teacher Sense of Self-Efficacy Scale questionnaires. Afterward, semi-structured interviews were conducted with 15 English educators who were randomly selected. The interviews lasted between 25 to 40 minutes, and the researcher noted down every point that the participants referred to. The interviews predominantly took place within suitable rooms as recommended by the participants.

Data analysis

The analysis of quantitative data involved the utilization of the Pearson correlation test, in order to investigate the associations between the variables under study. An Independent sample t-test was also employed to probe the relationship between gender and experience and the use of classroom strategies. Qualitative data were analyzed using thematic analyses.

Results

Firstly, to check the normality of the data distribution, a One-Sample Kolmogorov-Smirnov Test was run. The findings indicated that the scores of the teachers' proactive classroom management strategies and self-efficacy ($p = .11, .54, .46, p > .05$) were normally distributed. To address the first research inquiry, which explored the connection between EFL teachers' proactive classroom management strategy use and their sense of self-efficacy, a Pearson correlation coefficient was calculated.

Table 3

Group Statistics (Teaching Experience)

	Teaching experience	N	Mean	Std. Deviation	Std. Error Mean
Proactive	Less experienced	48	22.6250	1.39337	.20112
	More experienced	62	26.5968	1.71263	.21750

Table 1

Descriptive Statistics of Teachers' Proactive Strategies and Self-Efficacy

	Mean	Std. Deviation	N
Proactive	24.8636	2.52865	110
Self-efficacy	72.7182	6.51200	110

Table 2

Correlation between Teachers' Proactive Strategies and Self-Efficacy

	Pearson Correlation	Proactive
Self-efficacy	.690 ^{**}	
	Sig. (2-tailed)	.000
	N	110

Table 1 illustrates that teachers' utilization of proactive classroom management strategies had a strong positive correlation with their self-efficacy ($r = .69, p = .00, N = 110$). Figure 1 depicts this relationship visually:

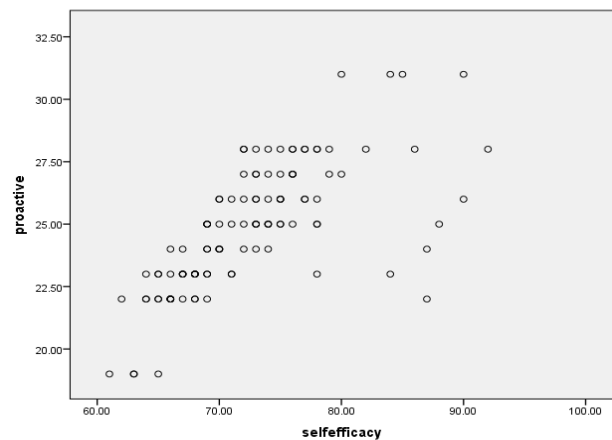


Figure 1. Correlation between teachers' employment of proactive strategies and self-efficacy

To answer the second research question, which investigates the positive difference between less experienced and more experienced EFL educators concerning their use of proactive classroom management strategies, an independent samples t-test was run. Table 3 presents the descriptive statistics:

As shown in Table 4, the study included 48 less experienced teachers and 62 more experienced teachers. The mean score for proactive classroom management among less experienced teachers was 22.62 with a standard deviation of 1.39. For more

experienced teachers, the mean score for proactive classroom management was 26.59 with a standard deviation of 1.71. The findings indicated that more experienced educators were more probably to apply proactive classroom management strategies.

Table 4

Independent Samples T-test Comparing Less Experienced and More Experienced Teachers on their Use of Classroom Management Strategies

	Levene's Test for Equality of Variance:		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	4.067	.046	-13.06	108	.000	-3.97	.30	-4.57	-3.36
Equal variances not assumed			-13.40	107.7	.000	-3.97	.29	-4.55	-3.38

Table 4 revealed a statistically significant difference between less experienced teachers ($M = 22.62$, $SD = 1.39$, two-tailed) and more experienced ones ($M = 26.59$, $SD = 1.71$; $t(108) = -13.40$, $p = .00$, $p < .05$) concerning the utilization of proactive classroom management strategies, in order to address the third inquiry of this investigation, which

pertains to the potential notable difference between male and female EFL teachers in association to their implementation of proactive classroom management strategies, an additional independent samples t-test was conducted. Table 5 displays the descriptive statistics:

Table 5

Group Statistics (Gender)

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Proactive	male	35	24.5714	2.39221	.40436
	female	75	25.0000	2.59417	.29955

Table 5 indicates that the study included 35 male and 75 female EFL teachers. The mean score for proactive classroom management among male EFL teachers was 24.57 with a standard deviation of

2.39, while the mean score for female teachers was 25.00 with a standard deviation of 2.59.

Table 6

Independent Samples T-test Comparing Male and Female Teachers' Use of Classroom Management Strategies

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.281	.597	-.827	108	.410	-.428	.518	-1.45	.59
Equal variances not assumed			-.852	71.64	.397	-.428	.503	-1.431	.57

The outcomes of the Independent samples t-test illustrate no statistically significant difference between male ($M = 24.57$, $SD = 2.39$, two-tailed) and female EFL teachers ($M = 25.00$, $SD = 2.59$; $t(108) = -.82$, $p = .41$, $p > .05$) regarding their orientations towards the utilization of proactive classroom management strategies. To address the fourth research question, which examined the types of proactive strategies employed by EFL instructors in their teaching practices, descriptive statistics were used. Table 7 presents the results.

Table 7
Mean Ratings for Specific Classroom Management Strategies

Proactive strategies	
Listen actively and negotiate commitments	3.79
Instruct the child in coping skills	3.32
Modify the current teaching style	3.60
Spend time and energy to help the child	3.75
Read articles about the problem	2.75
Provide nurturance and support	3.77
State the rules and expect compliance	3.86

Table 7 shows that EFL teachers mostly utilized proactive strategies in their teaching practices. The strategy of stating the rules and expecting compliance had the highest mean score of 3.86 among the proactive strategies. Other proactive strategies frequently employed by EFL teachers included listening actively, negotiating commitments, and providing nurturance and support. The teachers indicated that the support provided during in-service work included reflective teaching, their past teaching experiences, participation in workshops, and reading empirical research findings and articles. For instance, one of the experienced female educators with six years of teaching experience aged 28 stated:

Reflecting on our teaching practices and evaluating what might lead to the problems are very effective. Also reading papers and using other scholars' findings are very illuminating which I engage in as an in-service teacher.

Teachers indicated that teacher preparation education built their current self-efficacy through providing knowledge of teaching and psychological

issues, fostering their self-confidence, and developing their professional identity. As an example, one of the novice female teachers with two years of teaching experience at the age of 25 indicated:

The teachers in the study reported that their teacher preparation education had positively influenced their current self-efficacy by providing them with knowledge of teaching and psychological issues, fostering their self-confidence, and shaping their professional identity. For instance, one inexperienced female teacher with two years of teaching experience and aged 25 mentioned:

Reading about the psychological characteristics required for successful language teacher and reinforcing my self-confidence help me to improve our sense of self-efficacy as teacher.

The participating teachers stated that they demonstrated their sense of self-efficacy by establishing relationships with students, setting out expectations for them, anticipating unexpected and emotional situations, and teaching practices. For instance, one inexperienced male teacher with three years of teaching experience aged 25 stated:

I try to manage the relationship between students and also my relationship with them. I encourage students to participate in classroom discussions and activities. I specify my expectation and require them to live up to the expectations.

Discussion

The current inquiry sought to probe the inclination of Iranian EFL teachers to employ proactive strategies for classroom management. Furthermore, this study examines the potential association between EFL educators' utilization of proactive classroom management approaches and their perception of self-efficacy. Furthermore, this inquiry investigated the potential influence of gender and teaching experience on the execution of classroom management strategies and self-efficacy.

The results of the first research question demonstrated a significant correlation between teachers' sense of self-efficacy and their use of proactive classroom management strategies. Specifically, educators with high self-efficacy tended

to prefer proactive strategies. This finding aligns with the results of several prior studies (Giallo & Little, 2003; Gibson & Dembo, 1984; Henson, 2001; Woolfolk & Hoy, 1990) that found efficacious teachers tend to use positive and humanistic methods for managing their classrooms. Gibson and Dembo (1984) reported that teachers with low self-efficacy tended to become angry when their students could not answer questions quickly and were critical of their failures. On the other hand, highly effective educators dedicate ample time to learning activities, are more apt to guide low-achieving students, and are less crucial and more encouraging of their student's accomplishments.

Consistent with the results of this investigation, Giallo and Little (2003) identified that educators with elevated levels of self-efficacy demonstrate greater effectiveness in addressing challenging and uncontrollable behaviors exhibited by their students, in comparison to those with diminished levels of self-efficacy. Similarly, Main and Hammond (2008) declared that educators with high levels of self-efficacy consistently employ effective strategies for classroom management. Furthermore, Tschannen-Moran, Hoy, and Hoy (1998) found that a teacher's sense of efficacy is strongly linked to their willingness to work with students who are facing difficulties, rather than those with special education. According to Anthony and Kritsonis (2007), teachers with a strong sense of self-efficacy are highly effective at utilizing classroom management skills and implementing well-planned, organized, student-centered, and humanistic strategies. They are also more receptive to student ideas. Conversely, educators with a low level of self-efficacy and limited classroom management expertise often have classrooms with higher rates of aggression, which perpetuate behavior problems (Shernoff & Kratochwill, 2007). In contrast, highly efficacious educators are less likely to condemn pupils for inappropriate responses and more likely to persist with them in challenging situations. This finding emphasizes the critical role of teachers' self-efficacy in shaping their educational practices. Educators with a higher sense of efficacy are better equipped to make and maintain a positive learning context and interact

with learners positively and responsively, which promotes learning.

Additionally, the results indicated a statistically positive difference between less experienced and more experienced teachers in their use of proactive classroom management strategies. Specifically, experienced teachers were more likely to utilize proactive management strategies. This results supports the notion that years of teaching experience shape effective teaching practices. It suggests that "professional development is experiential" (Mushayikwa & Lubben, 2009, p. 375) and that an increase in a teacher's experience is conducive to success in teaching and better knowledge of how to teach effectively. Similarly, Bosch (2006) acknowledges that classroom management is a skill that is honed through years of teaching and educational experience. Teaching experience helps to shape teachers' instructional practices and knowledge, as experienced teachers promote the ability to reflect on various elements in their educational environment and identify the most significant ones (Bartels, 2005). They acquire a combination of years of service and a repertoire of classroom skills and strategies, which empowers them to connect their theoretical knowledge of education with their knowledge of contextual variables. Experienced teachers possess the necessary expertise to prioritize important aspects of instruction and selectively attend to critical classroom issues (Hagger & McIntyre, 2000).

Furthermore, the findings showed that there was no statistically positive difference between male and female EFL teachers in their preference for proactive classroom management strategies. Both genders favored the use of proactive strategies. Concerning the third research question, the results indicated that EFL teachers were primarily inclined to implement proactive strategies in their teaching practices. They favored strategies such as stating rules and expecting compliance, active listening and negotiating commitments, and providing nurturance and support. This outcomes is in line with several other investigations (Poulou & Norwich, 2000; Witt, Van Der Heyden, & Gilbertson, 2004) that have reported teachers' preference for proactive management strategies, like active listening. However, Infantino and Little

(2005) discussed that the utilization of ineffective classroom management strategies to handle student misbehavior is widespread, and some research suggests that although teachers claim to implement proactive strategies, their actual behavior does not reflect their self-reported practices (Poulou & Norwich, 2000).

Conclusion

The current study's results demonstrated a significant correlation between teachers' sense of self-efficacy and their propensity to use proactive strategies in the classroom. Furthermore, the results revealed that more experienced teachers were more likely to favor the integration of proactive strategies in their instructional activities. Also, no positive difference was found between male and female EFL teachers concerning their orientation toward the employment of proactive classroom management strategies. The findings of the current investigation support the positive association between EFL teachers' self-efficacy and their utilization of effective classroom management strategies. This finding aligns with the growing emphasis placed on teacher quality and effectiveness since the emergence of post-method conceptualization. Evidence suggests that teacher quality and effectiveness are among the most critical educational factors that contribute to student's academic achievement (Cochran-Smith, 2004; Goldhaber, 2002).

From a pedagogical perspective, teachers must recognize the complexity of classroom management and self-efficacy constructs to understand what constitutes effective instruction. Given that classroom management strategies and a sense of self-efficacy are fundamental characteristics of teaching, language teachers must be mindful of these psychological and cognitive aspects of teaching. This involves identifying and minimizing the forces that undermine the effectiveness of teacher education practices and requires teachers to challenge dominant historical and structural forces that hinder their professional practices and restrict their ability to maneuver and adapt to different student needs and contexts. To improve the quality of teaching behavior, future educators must be equipped with the necessary knowledge and

expertise. This can be achieved by providing effective teaching training, which includes instruction on various teaching and management techniques. Prospective teachers should also receive training on social skills, such as flexibility and tact, and be provided with sufficient guidance on managing challenging and disruptive student behavior (Vescio, Ross, & Adams, 2008). By providing future teachers with these tools, it is possible to enhance the quality of teaching and finally enhance the academic achievement of learners. As the results have shown, experienced instructors tend to be more efficacious and inclined towards the employment of proactive strategies. To address this disparity, there needs to be increased communication between these groups of teachers. Sharing information about effective management strategies and teaching standards can be beneficial for both groups. Novice teachers should have the opportunity to observe and learn from experienced teachers' instructional practices and how they handle disruptive student behavior. By providing opportunities for collaboration and knowledge-sharing between novice and experienced teachers, we can enhance the overall quality of teaching and management practices in the field of education.

The present inquiry relied on self-report to obtain information concerning teachers' classroom management strategies and the limitations of self-report information are obvious. Future research needs to employ systematic observation and record of educators' utilization of proactive management strategies to depict a more vivid picture of teachers' practices. Moreover, the discrepancy between teachers' professed use of management strategies and their actual implementation might be the subject of future investigations. While this study utilized questionnaires and interviews as data collection instruments, future studies could benefit from using more sophisticated and robust data collection tools to improve the validity of the obtained data and further underscore the significance of psychological attributes like self-efficacy in teaching. Additionally, future investigations can consider larger teacher samples and those who teach different content areas such as science, mathematics, and chemistry. By expanding the breadth of research in this domain, one can

attain a more comprehensive comprehension of the correlation between self-efficacy and pedagogical strategies that yield positive outcomes in diverse academic disciplines and contexts. Teachers' self-efficacy is a complex construct that varies in different activities and environments in which teachers practice their profession. It would be beneficial to investigate educators' sense of self-efficacy through additional research that displays a deeper comprehending of how teachers' self-efficacy impacts teachers' functions and decision-making in planning and managing classes. Moreover, longitudinal studies are also suggested to investigate whether teachers' sense of self-efficacy to teach EFL vacillates across the years. Plans that might assist the teachers in constructing a stronger sense of self-efficacy and fostering the quality of their teaching practices also deserve further exploration.

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Appendix A: Demographic Questionnaire

I hereby declare that I voluntarily participated in this study. I let the researchers use my responses as data as far as my identity remains anonymous. In addition, the researchers guarantee that all information I provide for this study will be treated confidentially.

Yes
No

Demographic Information

Gender:

Male
Female

Nationality:

Age:
Major:

Appendix B: Classroom Management Strategies

Proactive strategies	Extremely unlikely					Extremely likely
Listen actively and negotiate commitments						
Instruct the child in coping skills						
Modify the current teaching style						
Spend time and energy to help the child						
Read articles about the problem						
Provide nurturance and support						
State the rules and expect compliance						
Reactive strategies						
Recommend drug medications						
Use lectures and threats						
Use rewards and punishments						
Have the child removed						
Use corporal punishment						

Appendix C: Teachers' Sense of Efficacy Scale

1. How much can you do to get through to the most difficult students?
2. How much can you do to help your students think critically?
3. How much can you do to control disruptive behavior in the classroom?
4. How much can you do to motivate students who show low interest in school work?
5. To what extent can you make your expectations clear about student behavior?
6. How much can you do to get students to believe they can do well in school work?
7. How well can you respond to difficult questions from your students?
8. How well can you establish routines to keep activities running smoothly?
9. How much can you do to help your students' value learning?
10. How much can you gauge student comprehension of what you have taught?
11. To what extent can you craft good questions for your students?

12. How much can you do to foster student creativity?
13. How much can you do to get children to follow classroom rules?
14. How much can you do to improve the understanding of a student who is failing?
15. How much can you do to calm a student who is disruptive or noisy?
16. How well can you establish a classroom management system with each group of students?
17. How much can you do to adjust your lessons to the proper level for individual students?
18. How much can you use a variety of assessment strategies?
19. How well can you keep a few problem students from ruining an entire lesson?
20. To what extent can you provide an alternative explanation or example when students are confused?
21. How well can you respond to defiant students?
22. How much can you assist families in helping their children do well in school?
23. How well can you implement alternative strategies in your classroom?

24. How well can you provide appropriate challenges for very capable students?

Appendix D: Interview Questions

1. How did you learn about classroom management?
2. What pre-service preparation did you have in classroom management?
3. What support is offered now as an in-service teacher?
4. What in-service professional development have you participated in regarding classroom management?
5. How did your teacher preparation education shape your current self-efficacy?
6. How has your efficacy changed throughout your teaching experience?