T.C.

BAHCESEHIR UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE RELATIONSHIP BETWEEN ONLINE CLASSROOM MANAGEMENT AND THE SELF-EFFICACY OF K-12 EFL TEACHERS

MASTER'S THESIS

WINIFRED GYIMAH

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THESIS ADVISOR

ASSOC. PROF. ENISA MEDE

ISTANBUL 2023

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

THE RELATIONSHIP BETWEEN ONLINE CLASSROOM MANAGEMENT AND THE SELF-EFFICACY OF K-12 EFL TEACHERS

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Master's Thesis, Master's Program in English Language Education

Supervisor: Assoc. Prof. Enisa MEDE

June 2023, 69 pages

This study explored if there is a relationship between classroom management and the self-efficacy of K-12 EFL teachers in an online environment. It also delved into the teachers' perceptions of classroom management and teaching online. By using an explanatory mixed-method design, participants who were English as a Foreign Language teachers (EFL) in K-12 schools (N=62) during the Covid-19 pandemic were investigated. The quantitative data collection instrument used in the study was the Teachers' Sense of Efficacy Scale (TSES) which was modified to suit online education. Using Pearson correlation analysis, the data reported a positive and strong correlation between the teachers' sense of efficacy and classroom management in the online environment. A further investigation was carried out on the impact gender, years of experience, and current grade levels had on the sub-categories of the scale; Classroom Management, Efficacy in Student Engagement, and Efficacy in Instructional Strategies in the online classroom. Using a three-one-way between-group analysis of variance (ANOVA), the results detected no statistically significant difference. Finally, the qualitative findings gained from the teachers' interviews supported the results and revealed a striving attitude toward the teachers' professional development which was deemed positive during the online education.

Keywords: Online Environment, Classroom Management, Self-Efficacy, K-12, Professional Development

ÖZ

ÇEVRİMİÇİ SINIF YÖNETİMİ İLE K-12 EFL ÖĞRETMENLERİNİN ÖZ-YETERLİLİKLERİ ARASINDAKİ İLİŞKİ

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Yöneticisi: Doç. Dr. Enisa MEDE

Haziran 2023, 69 sayfa

Bu çalışma, K-12 grubunda yabancı dil İngilizce öğretmenlerinin çevrimiçi ortamda sınıf yönetimi ve öz yeterlikleri arasında bir ilişki olup olmadığını araştırmıştır. Ayrıca, öğretmenlerin sınıf yönetimi ve çevrimiçi öğretime ilişkin algıları da araştırılmıştır. Açıklayıcı bir karma yöntem tasarımı kullanılarak, Covid-19 salgını sırasında K-12 okullarında Yabancı Dil olarak İngilizce (EFL) öğretmeni olan katılımcılar (N=62) araştırılmıştır. Çalışmada kullanılan nicel veri toplama aracı, çevrimiçi eğitime uygun olarak modifiye edilen Öğretmenlerin Yeterlik Algısı Ölçeğidir (ÖYAÖ). Pearson korelasyon analizi kullanılarak elde edilen veriler, öğretmenlerin yeterlik duygusu ile çevrimiçi ortamda sınıf yönetimi arasında pozitif ve güçlü bir korelasyon olduğunu göstermiştir. Cinsiyet, deneyim yılı ve mevcut sınıf düzeyinin ölçeğin alt kategorileri olan Sınıf Yönetimi, Öğrenci Katılımında Yeterlilik ve Çevrimiçi Sınıfta Öğretim Stratejilerinde Yeterlilik üzerindeki etkisi ayrıca araştırılmıştır. Üç tek yönlü gruplar arası varyans analizi (ANOVA) kullanılarak, sonuçlardan istatistiksel olarak anlamlı bir fark tespit edilmemiştir. Son olarak, öğretmenlerle yapılan görüşmelerden elde edilen nitel bulgular, sonuçları desteklemiş ve çevrimiçi eğitim sırasında öğretmenlerin mesleki gelişimlerine yönelik olumlu olarak değerlendirilen çabalayıcı bir tutum ortaya koymuştur.

Anahtar Kelimeler: Çevrimiçi Ortam, Sınıf Yönetimi, Öz Yeterlik, K-12, Mesleki Gelişim.

To my husband, dad, and late mom who have always been supportive of my education

ACKNOWLEDGEMENTS

The completion of my master's dissertation has been the pinnacle of my personal achievement and academic journey. During the process of reaching this height, there has been the support of great people who served as pillars in helping me carve out this research successfully. First of all, I thank the Almighty God for his provision and for taking me through.

A special thank you to my ever-loving supervisor, Dr. Enisa Mede who willingly accepted to walk this thesis journey with me as she gave timely and very constructive feedback which I deem invaluable. The completion of this work wouldn't have been possible without her. I would also like to thank the thesis committee members for their dedication to grooming me through their insights which have thrown more light on my path.

To all my lecturers who in many ways have educated me during the course of my three-year master's journey, I am very much grateful. The sleepless nights, presentations, and the writing of reaction and synthesis papers all paid off. I can boldly say that I have acquired knowledge in my educational career and my professional development as a whole.

Finally, I am highly delighted by the support of my family and friends who constantly checked up on me and went through thick and thin with me during the zigzag moments of my journey. To my dad, Mr. Fred Gyimah, my husband, Edmund Sowah, and Mrs. Bekah Nague, your words of encouragement, directions, prayers, and belief in me served as a daily fuel that has brought me this far.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
K-12	Kindergarten through Grade 12
MOOC	Massive Open Online Course
T	Teacher
TSES	Teacher's Sense of Efficacy Scale

CHAPTER 1

Introduction

1.1 Theoretical Framework

Classroom management is a term that encompasses various factors that include the action of the teacher to develop a supportive learning environment for learners' academic skills as well as their social-emotional skills. (Evertson and Weinstein, 2006). Classroom management skill is an important element in the success of a teaching career and the impact of it is vital to the teacher and student's interaction (Jones and Jones 2004). Greater responsibility is placed on the teacher in balancing the ability to influence the environment with teaching and learning. These come in the form of the teacher having an upper hand over their teaching styles, knowing how to physically set the class, and checking the energy that emanates from the class to suit learning.

For a teacher to function properly there needs to be a belief in their capabilities to emerging tasks in which they can successfully organize and execute in a specific context (Moran, Hoy, and Hoy, 1998). Thus, the confidence, the self-efficacy of the teachers is crucial to promote student learning. In a study by RAND Corporation over 25 years ago, the self-efficacy of teachers proved to enhance the learning of students as one of the few characteristics related to the achievement of students (Hoy, 2000).

However, due to the fast changes occurring in the educational sector due to the Covid-19 pandemic, EFL (English as a Foreign Language) teachers have had to juggle teaching online majorly and then switching to face-to-face minorly as per government instructions. Now online education has become the new norm among K-12 EFL teachers where information sharing and instructions are asynchronously done. This has carried the management of the classroom from the physical setting into a virtual one with the computer screen being the mediator.

1.2 Statement of the Problem

Many studies have emerged teacher self-efficacy as a variable, worthy of educational research; students who generally had highly efficacious teachers excelled more than other students in other teachers' classes (Woolfolk and Hoy, 1990). Additionally, teachers who had a high level of efficacy tended to test with instructional

materials and teaching methods and found improved teaching methods (Allinder, 1994; Guskey, 1988; Stein and Wang, 1988). In this 21st century, teachers are no longer the central content expert but rather facilitators of knowledge (Partnership for 21st Century Learning, 2016). It is concluded by other researchers that the instructional behaviors of teachers are influenced by their beliefs about their duty in facilitating students learning (Brown and Medway, 2007; Delpit, 1995; Pajares, F., 1992; Palak and Walls, 2009; Speer, 2008; Tschannen-Moran, Hoy, and Hoy, 1998). These beliefs and attitudes are essential antecedents to their classroom behaviors and can affect how they teach and their desire to still want to remain in the profession (Nieto, 2009).

Moreover, other research on the multicultural self-efficacy of teachers has primarily used pre-service teachers. In-service teachers have been found to have a higher self-efficacy in sustaining students' attention and managing disruptive behaviors than pre-service teachers (De la Torre Cruz and Casanova Arias, 2007). In this study, the context of managing disruptive behaviors and student attention, and other factors that encompass classroom management in an online class is determined by its connection with EFL teachers' self-efficacy.

Since online education is no more a possibility of the future but a current reality (AAUP, 1999), there is a need for EFL teachers to assess how this reality affects their current statuses as teachers in this pandemic era concerning who they are or have become and their classroom environment. Several kinds of research have stated the adoption of online education by higher education without an extensive comprehension of its impact on the learning of students, resource allocation, and educational institutions (O'Malley, Patterson, and Evans, 1999). Contrary to this era of Covid-19, not only are higher educational institutions adopting online education but preschools through to primary, middle, and high schools. If learners are to excel, it is needed for EFL teachers to do more by understanding themselves and the virtual state of the learners rather than just providing access to information (Gibson, 1992).

1.3 Purpose of the Study

The purpose of this study aims to bridge the gaps in the literature by exploring the link between online classroom management and EFL teachers' self-efficacy. Teachers have been often discovered to analyze their classroom setting and teaching task before evaluating their self-efficacy (Knoblauch and Hoy, 2008). With the online classroom setting that EFL teachers have now, their demands can be assessed to provide

new findings on how related these two variables are different from the usual face-to-face setting. Higher self-efficacy has been shown significantly among elementary school teachers than among middle and high school in the areas of classroom management, student engagement, and instructional behaviors (Tschannen-Moran and Hoy, 2001). However, these studies have only looked into the physical settings of teaching. The current study examines whether there is a relationship between online classroom management and the self-efficacy levels of EFL teachers in K-12 schools.

1.4 Research Questions

For this study, the following research questions are addressed:

1. What is the self-efficacy level of EFL teachers in online education?
2. Is there a relationship between online classroom management and EFL teachers' self-efficacy? If so, to what extent?
3. What are the perceptions of EFL teachers about online classroom management?

1.5 Significance of the Study

The essence of the study directly relates to the perceptions and acceptance of K-12 online education and its impact on classroom management, teaching, learning, and teachers' self-efficacy. This study may provide strategic points of view on online education and the online classroom environment amongst EFL teachers during the Covid-19 pandemic. There has been a paradigm shift, in that K-12 schools are now affected and it is critical to look into the new nature of the classroom environment as well as teaching and learning.

It has been stated by Burke and Louviere (2013) about multiple reasons why either certified or traditional teachers decide to leave the classroom. These include the demands of teaching full-time, classroom management, cultural contexts, and feeling unsupported. On the other hand, Duckworth et al. (2009b) affirmed that there might be some contributions to teacher effectiveness through positive characteristics that buffer against adversity which 'adversity', in the context of this study relates to the Covid-19 pandemic or any unforeseen circumstances in the future.

A statistically significant relationship between online classroom management and teacher self-efficacy may yield new insights and perspectives towards the perceptions of administrators' teacher beliefs and confidence about teaching and managing a class virtually. If there be any academic pursuits, it is in the power of the administrators to

make strategic plans that will enhance an online classroom environment and its management. Also, EFL teachers' awareness of themselves will enhance some readiness in any similar situation to promote learning.

1.6 Definitions

Teacher Self-Efficacy: The belief in a teacher's competence to execute and organize courses of action that are required to accomplish a particular task in a specific context in teaching (Moran, Hoy, and Hoy, 1998).

Distance/Online Education: Distance education has been widely used as a term to explain a type of system to offer education in which the educator and the learner are in a remote setting (Gallagher and McCormick, 1999).

English as a Foreign Language (EFL): This refers to learners of English in a non-English speaking country.

Classroom Management: This refers to the elicitation of student collaboration in decreasing troublesome conduct along with handling misbehavior effectively when they occur (Brophy, 1988).

CHAPTER 2

Literature Review

2.1 Overview of Classroom Management

One of the historical problems for teachers since the early 1930s is classroom management. Teachers who were new or sometimes even experienced have had to deal with student misbehavior (Johnston, 1978; William, 1976). Classroom management has remained the most trying issue for new teachers even though the educational system and society have gone through a transformation since that time (Evertson, 2001; Latz, 1992; Merrett and Wheldall, 2003; Ritter and Hancock, 2007; Rosas and West, 2009; Silvestri, 2001; Stoughton, 2007).

In this era of globalization and changes in technology, there has been a high expectation from human resources not excluding the context of educational institutions. In the education sector, there is a higher demand for teachers to properly manage their classes effectively so that a maximum level of school activities can be benefitted from students. Classroom management involves the methods exercised by teachers to improve and maintain students' attitudes and traits in the classroom setting and managing these traits like a director (Woolfolk, 1995). Research reveals that up to one-half of instructional time engaged in tasks spent by students is not related to learning but rather to discipline situations, off-task activities, and classroom procedural matters (Codding and Smyth, 2008).

In a meta-analysis study conducted by Kaya and Selvitopu (2009), the effects of professional, personal and organizational factors on teachers' classroom management skills were examined. After an examination of 59 data sets, findings indicated that teachers' skills in classroom management were at a medium level. Several studies go in line with the conclusion of this study. An example is Korkmaz, Saban, and Akbaşlı's (2004) study on professional challenges encountered by beginning classroom teachers which concluded that inadequate management, bias in task sharing, poor connections with students and families, poor control systems in the schools and classroom, and lack of collegiality constituted challenges faced by teachers in the classroom.

In a recent phenomenology study about the teacher's perspective on classroom management in a public school, Özen and Yıldırım (2020), revealed five themes which

included the opinions of teachers on the definitions of classroom management, poor classroom management, characteristics of strong classroom management, the behavior disrupting the classroom environment and lastly, recommendations to prospective teachers. The results revealed that, although strong skills are needed to manage a class, every class has its characteristics and dynamics that need to be recognized by beginning teachers.

According to Akturan, Uzuner, Yalçın, Yavuzer, Kaya, and Akman, (2015), although strong skills are needed in the teaching profession, many teachers are stressed due to the challenges of managing a class. This stress needs to be reduced and one way is the support of teachers' postgraduate studies by the administration so that they can improve their techniques and strategies for classroom management.

2.2 Behaviorism and Classroom Management

The majority of disruptive behavior is consistent in the classrooms rather than in other parts of the school (Algozzine et al, 2008). Furthermore, students who are exposed to these environments are likely to exhibit consistent behavioral problems. Research has discovered that a disruptive classroom has a greater impact on a child's behavior than student poverty and the size of a school (Barth, Dunlap, Dane, Lochman, and Wells, 2004). Suggestions made were that the demographics of a school do not influence students' behavioral adjustments as with the contextual influences provided by teachers and interactions in the classroom (Thomas et al. 2006).

Behaviorism, also known as behavioral psychology is a learning theory that is based on the idea that all behaviors are developed through conditioning (Cherry, 2009). Two types of conditioning are used in behaviorism: operant conditioning and classical conditioning. According to Cherry (2009), when a naturally occurring stimulus is paired with a response, the technique is termed classical conditioning. Then, a formerly neutral stimulus is matched with the naturally occurring stimulus. Sooner or later, a response is evoked by the previously neutral stimulus without the presence of the stimulus occurring naturally. These two elements are then referred to as the conditioned stimulus and the conditioned response.

The drooling dog experiment and the Pavlov experiment are mostly associated with this type of conditioning. Even though this kind of theory can be applied to the educational setting, the theory which is more widely used by educational professionals is operant conditioning (Williams, 2008). Operant conditioning was defined by Cherry

(2009) as a learning method that happens through rewards and punishment for behavior. An association is made between a behavior and an outcome for that behavior through operant conditioning.

Until the last few decades, behaviorism has been the basis of classroom management and for several years this has governed classrooms and traditional schools as teachers and principals relied on behaviorism (Boghossian, 2006). The use of a technique that brings students' behavior under stimulus control is the primary emphasis for classroom management in a behavioral model (Garrett, 2008). The use of rewards and punishments conditions students to conform to rules. From a behavioral point of view, the procedures needed to cut down on student misbehavior fall under two categories; reactive strategies and proactive strategies- these are the techniques for rewards and punishment (Wilks, 1996).

One of the top public concerns for education is the lack of discipline, notwithstanding unsuccessful attempts to control behavior (Gallup and Newport, 2008). The behaviorist classroom management strategies have not had much success in student behavior after decades of use and this has become extremely difficult for teachers in the areas of classroom management (Freidberg and Lamb, 2009). For many years, the field of education the society as a whole have come up with dramatic changes concerning education and children. This diverted the focus to a learner-centered, hands-on approach to educating children, which resulted in abandoning the behaviorist ideas for newer, more catchy ideals based on current research in the educational field (Boghossian, 2006). Constructivism is a key theoretical rival to behaviorism since the teacher takes up the role of a facilitator in providing experiences and aiding learners to acquire knowledge through the completion of tasks.

2.2.1 Piaget and Constructivism. The French developmental psychologist, Jean Piaget originated the constructivist theory of learning. Piaget suggested that knowledge is constructed: it is either integrated into schemata or accommodated (Wadsworth, 1989). Piaget related the minds of people to a filing cabinet. It is explained that, when a piece of information enters the brain, information is filed into an existing schema or a new folder is made to accommodate it. According to Piaget, this activity is executed by children based on their mental stage. Four developmental stages that children pass through to adulthood were observed, as well as the approximate age at which these stages happen. The approximate stages include the sensory-motor intelligence which

starts between the ages of 0-2 years, the preoperational thought, 2-7 years, the concrete operations, 7-11 years, and the formal operation stage which is between 11- 15 years. The mental and physical behavioral patterns are characterized by each stage. The impact these stages have on student behavior is very critical and as such necessary for researchers when investigating the area of classroom management.

2.3 The Importance of Classroom Management

Over the past few decades, classroom management has become increasingly vital and a concern of teacher education programs (Hicks, 2012). The fundamental reason for this is that effective teaching and learning cannot take place without very good classroom management (Marzano, Marzano, and Pickering, 2003). Recently, there has been a lot of pressure on teachers concerning the performance of their students. Students are expected to meet an anticipated level of academic excellence due to high-stakes testing and increased accountability. The teacher needs to be certain about the learning of students and this is made possible through the management of a classroom. When a classroom is poorly managed, it breeds a high-stress level in teachers, it increases burnout and teacher attrition (Hamann, 1985; Mercer and Mercer, 1986; Jepson and Forrest, 2006; Little and Keinhuis, 2008). The following section summarizes some findings about teacher burnout, stress, and attrition.

2.3.1 Teacher burnout, teacher stress, and teacher attrition. Presently, teaching seems to be a very stressful profession. Teachers undoubtedly experience some level of stress which strongly affect their performance, physical and mental health, career decision, and overall job satisfaction (Jepson and Forest, 2006). Greenberg (1984) defines stress as the physical, emotional, or mental reactions that emanate from a person's response to environmental tensions, pressures, conflicts, and other inducements. Many influential factors come to play regarding the stress of teachers. Some studies have come up with findings that the gender of teachers is a contributing factor to stress (Farber, 1991; Gupta and Jenkins, 1981). Particularly, female teachers have been studied as those who are likely to experience more stress, especially when dealing with matters of discipline (Gupta and Jenkins, 1981; Okebuloka and Jegede, 1989). Also, the method of certification has been contributed as a factor that in the amount of stress experienced by teachers (Ritter and Hancock, 2007). Despite the many things that cause teacher stress, classroom management and discipline are the most

prevalent (Hamann, 1985; Mercer and Mercer, 1986; O'Hair, 1995; Lewis, Romi, Qui, and Katz, 2005; Clunies-Ross, Little, and Keinhuis, 2008). Studies have also shown that the feeling of teachers about how inadequately they have been prepared in dealing with classroom management issues amounts to a dominant factor of stress (Merrett and Wheldall, 1993; Silvestri, 2001; Youseff, 2003).

When there is an exceedingly high level of stress, teachers feel distressed or burnout (Punch and Tuettman, 1990). The consequences that teachers are likely to experience when they are distressed are physical and emotional fatigue, avoidance, detachment, cynicism, and apathy (Gordon, 2002). Like teacher stress, teacher burnout has been noted to be more common among female teachers than male teachers (Greenglass and Burke, 2003). This stress and burnout not only affect the teachers but goes a long way to infect the students, causing poor performance and low productivity levels in their classrooms (Payne, 1994).

The behavior of teachers is positively affected when there is a sense of job satisfaction (Caprara et. al., 2003; Judge, Thoresen, Bono, and Patton, 2001). Job satisfaction signifies the perceived accomplishment that a teacher receives from regular occupational activities (Hicks, 2012). Studies have shown that both collective efficacy and self-efficacy add to the job satisfaction levels experienced by teachers (Caprara et. al., 2003). Based on practical experience, the increase in a teacher's job satisfaction, the less stress and the less likely will the teacher be tempted to leave the profession. Research states that within the first five years, about 50% of teachers leave the profession (Henke, Chen, and Geis, 2000). One very costly process in the educational system is teacher attrition and it is also very detrimental to the achievement of students. Research carried out by the Alliance for Educational Excellence (2008) suggests that teachers who are not satisfied with their relationships with administrators, students, and parents were susceptible to leaving the teaching profession. Therefore, it is extremely essential that issues concerning classroom management that cause teacher attrition to be solved.

2.4 Online Education and Teacher Professional Development

There has been a demand for K-12 online teachers to teach courses online due to the higher number of K-12 online enrolments. However, the preparation programs for teachers do not specifically prepare them to teach online (Kennedy and Archambault, 2012; Shepherd, Bolliger, Dousay, and Persichitte, 2016). Teaching online involves the

use of different skills than those needed for a face-to-face class. In other words, online teaching utilizes a different pedagogical knowledge (Dockter, 2016) which is needed for instructors.

According to research, teachers that are well-supported and trained have their self-efficacy levels high (Franziska, 2016). This has been linked to students having a positive experience and teachers being successful (Franziska, 2016; Gosselin et al., 2016; Horvitz, Beach, Anderson, and Xia, 2015).

The barrier to accepting and supporting processes and procedures in an era of change needs to be overcome and normalized (Woolfolk, 2016). For years to come, online education has the potential of impacting the educational landscape positively because of its valuable teaching method. However, there have been some debates with regard to the effectiveness of online education compared to the traditional form of learning by academic scholars (Kentnor, 2015; Kizilcec et al., 2019; Rice, 2014; Spector, 2015; Y. Yang and Cornelious, 2004). The view of online education has been clouded with negative stigma and labels due to the challenge of its overall effectiveness and validity (Kizilcec et al., 2019). As a result, the perceptions of the public of the value of online education have been impeded- there's been a split between those who see it as an evolutionary step in delivering education and those who oppose it due to their belief of it being invalid and ineffective (Macias, J. J. 2023).

***2.4.1 Online Education and Classroom Management*.** It may seem as though online education has been in existence for a long time. However, many studies have only looked into its impacts on universities or higher institutions and online courses such as MOOCs, Coursera, and the like (Pappano 2012; Chafkin, 2013; Harasim, 2000). There have been many theories, concepts, and strategies in conflict management that dealt with traditional classroom disruption (Amada, 1999; Footer & Carr, 2001; Foral et al., 2010; Kirk 2008). Although these concepts may be transferable to the online environment, the emerging peculiar behaviors addressed in the online environment were faculty based and not centered on K-12 institutions.

In a study by Clark, Ahten, and Werth (2012) the effective ways of fostering civility in the online classroom were addressed. Three strategies noted were norms, behavioral expectations, and consequences for uncivil behavior, faculty role modelling of professionalism and civility, and dealing with incivility by holding offenders accountable. This was a follow-up of an earlier work by Dr. Clark in 2007 on the

thoughts of Incivility among students and faculty. He stated that there is too much incivility in the academic discourse and these behaviors need to be addressed with immediate effect (p. 94).

In a publication by Galbraith and Jones (2010), the fundamental reason for uncivil behaviors associated with online teaching and learning was the aspect of students insisting on special treatment such as the extension of assignment deadlines, missing deadlines, no need for explanations for being late as well as engaging in academic dishonesty like cheating and plagiarism.

As a matter of fact, there has been a paradigm shift, in that K-12 schools are now affected and it is critical to look into the new nature (online) of the classroom environment as well as teaching and learning.

2.5 Theoretical Overview of Self-efficacy

In 1966, the social learning theory was developed when Julian Rotter's idea of self-efficacy was developed. The fundamental premise of the theory is an interaction of an individual with what goes on around them which is represented by their personality. To put it in another way, one's behavior will change undoubtedly if one changes their thought pattern and the environment in which one lives. The idea of tempering with the thought pattern is the basic foundation of the self-efficacy theory.

An article was written by Rotter in 1966 entitled "Generalised Expectancies for Internal Versus External Control of Reinforcement" differentiated the attitudes of teachers into two categories concerning teacher locus of control: nurture and nature. These two categories were accurately described by Tschannen-Moron, et al as follows: The confident expression of teachers in their ability to teach unmotivated or difficult students portrays a belief that the underpinnings of teaching activities dwell within the control of the teacher, or are internal. Teachers who agree that the environment's influence overpowers a teacher's capability to have an impact on the learning of students show a belief that the strengthening of their teaching efforts lies beyond or outside their control, or is external to them (1998).

In 1976, two items were added by the RAND organization to a pre-existing survey concerning teacher beliefs about their ability to teach based on the pre-existing theory of Rotter. The following were the items:

RAND Item 1: "When it comes right down to it, a teacher really can't

do much because most of a student's motivation and performance depends on his or her home environment" (Tschannen-Moran, et. al, 1998).

RAND Item 2: "If I try hard, I can get through to even the most difficult or unmotivated students" (Tschannen-Moran, et. al, 1998).

Extraordinary findings were produced after teachers rated their level of agreement with each of the statements in the items. This proved to be the emergence of the idea of self-efficacy. However, there was an introduction of self-efficacy to the psychological literature by Bandura (1997) around the time of the studies by RAND. The concept of self-efficacy was explored by other researchers in different domains including education (Schunk and DiBenedetto, 2016).

In 1977, there was a clarification in the distinction between Rotter's (1966) locus of control and self-efficacy by Bandura. Data provided demonstrated that locus of control and perceived self-efficacy when measured at varying levels of generality are not essentially the same phenomenon. The data recorded showed that there is little or no empirical connection between perceived self-efficacy and locus of control. More so, the strong predictor of behavior is the perceived self-efficacy as compared to the locus of control which is typically a weak predictor. Tschannen-Moran et, al. (1998) stated that Rotter's concept of internal and external locus of control is more related to causal beliefs about the actions and outcomes of relationships and not to personal efficacy.

2.5.1 The evolution of teacher self-efficacy. A majority of teacher self-efficacy has been covered by two sets of researchers. The early body of work was critiqued by Tschannen-Moran et, al. (1998, 2001) while the later part (Lesesne,2016) was critiqued by Klassen et al. (2010). The purpose of the review was to make meaning of a well-defined body of work in its terms to enable researchers to comprehend the limitations and insights of the work. This was to enhance and expand the beliefs of teacher self-efficacy to comprise other viewpoints and methodologies suitable for their investigation. All information that was related to the belief of teachers about their confidence or competence dated between 1974 and 1997 that utilized the term "teacher efficacy" (p. 3) were virtually identified and reviewed by Tschannen-Moran et al. (1998). As it was in the tradition of both Rotter's (1966) and Bandura's (1977) work in which analysis was done through a psychological lens, so it was in their work. An impressive list of a strong sense of teacher efficacy was determined although much work remains to be completed (Tschannen-Moran et al., 1998). One difficult matter detected during the

investigation was the issue of transfer. Questions raised were to know the extent to which the context of efficacy can be transferred from one subject area to other situations, and the contributing factors to that transfer (Pajares, 1996).

The proposed model in this review recommends that the assessment of personal competence and an analysis of the task about the resources and constraints in a particular teaching context must have a valid measure of teacher efficacy. However, both dimensions of efficacy are not included in most existing measures of teacher efficacy. The relative predictive power needs to be tested regarding the assessment of the analysis of the task and the assessments of personal competence. Surely, even-though some situation is inferred in the assessment of personal competence, there needs to be a more meticulous valuation of those factors that both impede and facilitate teaching in a specific teaching context to yield more powerful instruments (Tschannen-Moran et al., 1988, p. 27).

A statement made by Tschannen-Moran and Hoy (2001) is that "persistent measurement problems have plagued those who have sought to study teacher efficacy" (p. 783). They noted problems that have resulted from each by going over many of the major measures that have been used to capture the construct.

According to Tschannen-Moran et al. (2001), the measures of efficacy emanating from Rotter's (1966) theory comprise the RAND measure (Amor et al., 1976); Responsibility for Student Achievement (Guskey, 1981); Teacher locus of control (Rose and Medway, 1981) and Webb Efficacy Scale (Ashton et al., 1982). Arguments by Ashton and Webb (1982) conferred that the two items previously used by RAND researchers (Amor et al., 1976) to study teacher efficacy essentially had a relation to Bandura's self-efficacy and product expectancy scopes of social cognitive theory. Measures of efficacy resulting from Bandura's theory include the Ashton Vignettes (Ashton et al., 1982); Teacher Efficacy Scale (Gibson and Dembo, 1984); Science Teaching Efficacy Belief Instrument (Riggs and Enochs, 1990); and Bandura's Teacher Efficacy Scale (Tschannen-Moran et al., 1998).

An innovative measure of teacher efficacy along with reliability and validity data from three separate studies was then proposed by Tschannen-Moran and Hoy (2001). In the Teacher's Sense of Efficacy Scale (TSES), there was an operationalization of teachers' sense of control over student outcomes. The Ohio State Teacher Efficacy Scale which is currently TSES is superior to past measures of teacher efficacy in that the factor structure is stable and unified and it assesses a wide range of proficiencies that teachers

consider vital to good teaching, without being so particular as to find it useless for evaluations of teachers across context, subjects, and levels (Tschannen-Moran and Hoy, 2001, p. 801-802).

There has been the development and adaptation of other scales for various studies since this review; however, to correctly assess teacher efficacy, the recurrent theme in the development of scales needs to account for the context and discipline of the domain. In Bandura's publication in 2006 titled *A Guide for Constructing Self-Efficacy Scales*, he mentioned the inexistence of an all-purpose measure of perceived self-efficacy (p. 307). Further explanations made were that the "one measure fits all" approach normally has inadequate predictive and explanatory value because most of the items may be irrelevant to the domain of functioning (Bandura, 2006).

In a review of teacher self-efficacy by Klassen et al. (2010), two hundred and eighteen empirical articles were studied for the main characteristics of teacher self-efficacy and compared to research published in the past twelve years (Klassen et al., 2010). In addition to the previous evaluation of the earlier body of work, the aspects in the field of teacher self-efficacy were acknowledged as more varied methodologies, focus on domain specificity, examination of sources of teacher efficacy, internationalization of teacher efficacy research, augmented attention on collective efficacy research, and resolution of measurement issues (Lesesne, 2016, p. 23)

The outcome of the review displayed an increase in each of the identified fields as well as the entire teacher efficacy research (Klassen et al., 2010). An example is the recorded means being 5.7 and 18.2 between 1986 and 1997 and 1998 and 2009 respectively (Lesesne, 2016). Moreover, with Tschannen-Moran's review before 1998, much research was not done on the concept of collective efficacy. This has caused many more researchers to study the impact of collective teacher efficacy (Lesesne, 2016). Klassen et al. (2010) have also commented on the need to have a further examination done on its sources and impact.

Klassen et al. (2010) described the use of variations of the conceptually disturbed Gibson and Dembo's (1984) Teacher Efficacy Scale to be almost one-third of teachers' self-efficacy studies. Furthermore, problems that continued were the absence of attention to the sources of teacher efficacy, conceptual problems, and continued measurement, a lack of proof for the connections between teacher efficacy and student outcomes, and the relevance of teacher efficacy research to educational practice which was uncertain (Klassen et al., 2010). The possible future effect of the research review is

that many of the teacher efficacy studies do not cease to use poorly conceptualized discredited and defective measures (Klassen et al., 2010).

The study of this field with a keen focus on teachers solidifies the thought of what shapes the self-efficacy of teachers and can inform those in charge for assisting to foster it in teachers (Lesesne, 2016). The gradual development of teacher self-efficacy directly feeds into this study as it contributes to how applicable teacher self-efficacy is to the k-12 classroom with regards to online or distance education in the Covid-19 era.

2.6 Previous Research on Classroom Management and Self-Efficacy

In Educational Research, the merging of classroom management and self-efficacy theories is relatively new. Even though some researchers have dealt with the theories since the birth of Bandura's work on self-efficacy, only recent investigations have combined the idea that the self-efficacy of a teacher affects the teacher's behavior regarding the management of a class and even the behaviors of students if possible (Newman-Carlson and Horne, 2004; Narvaez, Vaydich, Turner, and Khmelkov, 2008). The following are some outcomes of research on self-efficacy and classroom management.

In a study by Emmer and Hickman (1991), it was discovered that the level of total self-efficacy of a teacher may not be a vivid reflection of self-efficacy regarding discipline and the management of a class. The beliefs about efficacy forecast preferences for particular strategies to deal with hypothetical issues brought about in the study.

In another study, the behaviors of eleven secondary student teachers were noted in various content fields. During the start of the term, a high sense of self-efficacy organized planning, and a variety of activities were experienced by the teachers (Mcneely and Mertz, 1990). At the end of the term, the teachers felt they were being controlled by their students, and thus saw the students as opponents. The focus of the teachers then turned to controlling the students' behavior by teaching lessons that put them in full control. The outcome of the research revealed that when teachers have high self-efficacy, it motivates productive activities and habits whereas the absence or lack of management abilities can have an efficacious classroom to be taken over by a dictatorship.

In a study conducted by Baker (2005), the results revealed that there is a relationship between self-efficacy and the willingness of teachers to manage challenging students. According to research, there is a low level of teacher self-efficacy when

dealing with students with emotional or behavioral disorders (EBD) than with students who are not disabled (Baker, 2005). This information is deemed to be necessary because of the direct relation self-efficacy has with teacher behavior in the classroom (Guskey, 1988; Milner, 2002). Thus, there is a need to increase the need for teachers' self-efficacy in the area of classroom management since it is important for teachers to be ready to deal with unwanted student behavior in the classroom.

A study by Gordon (2001) made a comparison between 96 highly efficacious teachers and 93 teachers with low efficacy concerning their cognitive, behavioral, and affective factors related to classroom management. The result was that, in the area of classroom management, a good predictor of overall effectiveness is the self-efficacy of the teacher. Some accusations made by Gordon were that when a teacher's efficacy is high, there is a direct relation to excellent management. She explained that highly efficacious teachers are not threatened by students with chronic behavior problems but rather see them as opportunities to solve or manage such problems through the confidence they have. Also, such teachers are less likely to get irritated or feel embarrassed or guilt-ridden about student misbehavior. They rather possess firm control over students and use fewer disciplinary actions or severe punishments. In a classroom of high efficacy, teachers have fewer behavioral problems, mentor teachers, have great relationships with school authorities, have better job satisfaction, and students are reported to be above average in their academics. On the contrary, teachers with low levels of efficacy tend to experience the opposite of what high-efficacy teachers experience.

Self-perception of teaching confidence has been discovered to be a contributing factor to the efficacy of instruction, students' engagement in learning, and classroom management (Poulou, 2007). However, the significance given to the theory of self-efficacy and its possible implications is very little. Henson (2003) remarked that self-efficacy is key to achieving the purpose of teacher education programs and creating a change in educational practice concerning classroom management. In other words, teachers may become better classroom managers if the development of self-efficacy is incorporated into teacher education programs combined with more practical courses on classroom management.

Quite a number of studies relating to teacher self-efficacy have been conducted in Turkey. However, many of them delved into the relationship between efficacy and in-service teachers (Yavuz, 2005); the relationship between efficacy and

Communicative Language Teaching (Ortactepe, 2006); the relationship between reflective thinking and teacher efficacy (Ozcalli, 2007); Primary school teachers' efficacy beliefs (Yılmaz and Cokluk-Bökeoglu, 2008); differences in teachers' perceptions and efficacy beliefs based on their experience, gender, and certification (Isler and Cakiroglu, 2010) and the relationship between classroom management self-efficacy and teaching styles of EFL teachers (Güvercin, 2022).

Yavuz's (2005) study on the perception of 226 EFL teachers in thirteen universities in Istanbul and their level of efficacy revealed that teachers who worked in preparatory schools perceived themselves as highly efficacious. Other than efficacy in student engagement, the areas that recorded a high efficacy were classroom management, and instructional studies. The study by Ortactepe (2006) after observing twenty EFL teachers revealed a null relationship between teachers' self-reported practise on Communicative Language Teaching and EFL teacher's efficacy. Nonetheless, teachers who completed the in-service teacher education program enhanced their training of CLT and viewed themselves as more efficacious.

The findings of Yılmaz and Cokluk-Bökeoglu (2008) study which aimed to determine the efficacy beliefs of in-service teachers who worked in primary schools found no significant difference between their perceptions on their efficacy based on their field of study, gender, experience, educational background, and the number of students assigned to a teacher.

On the contrary, Isler & Cakiroglu (2010) looked into primary school and mathematics teacher's beliefs on efficacy and their new mathematics curriculum in Turkey recorded different perceptions and their efficacy beliefs based on their gender, experience and certification. A total number of 696 classroom teachers and 109 mathematics teachers were studied and the results disclosed that teachers who had a high efficacy belief in the implementation of the curriculum were classroom teachers. Furthermore, teachers who had above 11 years of experience were found to have a significantly high level of utilizing their techniques in teaching than those with less than 10 years of experience.

Lastly, Güvercin's (2022) study on the relationship between teaching styles and classroom management self-efficacy discovered that out of Grasha's (1996) five teaching style models of being an expert, formal authority, facilitator, delegator and personal model, the teachers recorded a high efficacy in being Experts, Delegators and Facilitators which also improved their efficacy in classroom management.

In brief, teachers' feelings of being unprepared several times get in the way of the confidence that they have in their ability to control a class. Also, most studies in Turkey that have looked into teacher's efficacy and classroom management delved into higher education institutions and not K-12 education. When dealing with the topic of classroom management, especially during critically unforeseen circumstances like the covid-19 pandemic where K-12 teachers had to abruptly resort to teaching online, the level of the teachers' self-efficacy must be taken into consideration as well as their potential abilities to control students in the online environment.

CHAPTER 3

Methodology

3.1 Research Design

This study utilized an explanatory mixed methods design, in which the quantitative data were collected first and then further explored through qualitative data to better understand a phenomenon. Creswell and Plana Clark (2011) stated that mixed methods research deals with collecting, analyzing, and combining both quantitative and qualitative data in a single research or series of studies to gain a sounder understanding of research questions. Mixed research combines quantitative and qualitative approaches rather than using only one approach by itself. Similarly, Doyle, Brady, and Byrne (2009) claim that mixed-method research is acknowledged as the 'third methodological movement" in the history of research, and it enables its researchers to make use of various approaches or methods so that they could seek answers to their research questions instead of limiting themselves to a single approach (p. 175). Finally, Greene et al. (1989) portray five aims of carrying out mixed method research, one of the most common ones of which is triangulation to seek convergence of findings.

Based on these overviews, this study aims to achieve triangulation via a mixed-method design. A descriptive correlational design was used in the quantitative analysis to examine the variables and describe the relationship among them (Houser, 2012). This design is particularly appropriate for this study since it gives much more clarity to the interrelationships between the two variables; teacher self-efficacy and classroom management. Furthermore, using a descriptive correlational study will help determine whether the relationships observed among the variables are relevant for all or some sub-groups of the demographic variables (Robinia, 2018). Using correlational analysis as well as qualitative data may help EFL teachers and administrators in the K-12 sectors to better understand the professional development needs and other aspects where additional backing may be needed.

3.2 Settings

The study mainly took place at a private K-12 school in Istanbul, Turkey. The school system is K-12, that is, education is given to learners from kindergarten through to 12^{th} grade. As an international school, they offer Canadian Dual Diploma Programs

to high school students. This program is taught by EFL teachers. Students in the school are majorly non-Turkish and have at least a pre-intermediate level of English.

Among many other K-12 schools, these schools had to switch to online education during their 2020 and 2021 academic year due to the Covid-19 pandemic. Generally, during face-to-face teaching, teaching hours ranged from a total of 6-8 hours a day. However, during online education, the hours of teaching were reduced to 3-5 hours a day. Thus, the weekly hours of teaching which were usually between 30-32 hours for face-to-face learning reduced to 15-25 hours during online education. The methods of teaching for middle and high schools were both synchronous and asynchronous. For the asynchronous sessions, students uploaded answers to extra assignments on the Google Classroom platform for the teacher to check and the synchronous sessions were done concurrently with the teacher. Kindergarten and Primary school students were not given extra lessons online on Google Classroom but were rather given homework in their textbooks which was discussed in the following lessons by the teacher online.

3.3 Participants

For this study, purposeful sampling was used to select the 62 participants due to its intentionality which aids in providing information with rich content (Patton, 1990). The participants of this study comprised Turkish, native, and native-speaking EFL teachers who are employed by the school. Other EFL teachers from other K-12 schools across the country also willingly participated in the research through direct contact via phone calls. Nonetheless, they all accepted to take the survey after reading the consent letters. All teachers who participated in this research experienced the sudden shift from face-to-face teaching to online teaching during the covid-19 pandemic. The online survey was within reach of a smartphone, computer, tablet, or any other device that had an internet connection. The population targeted for this study consisted of elementary, middle, and high school teachers who were given options to take the electronic survey.

3.3.1 Demographic Statistics of Participants

The Table below presents the demographic characteristics of the sampled respondents. It includes the number of years spent in the teaching profession, gender, and highest level of educational qualification of the respondents of the study.

Table 1 Frequency of Participants, Gender, Teaching experience and Qualification

Characteristics	**Frequency**	**Percentage**
Gender		
Male	22	35.5
Female	39	62.9
Prefer not to say		1.6
Highest level of Qualification	**Frequency**	**Percentage**
Bachelor	38	60.6
Masters	24	38.7
Doctorate	1	1.6
Number of years spent in the teaching profession	**Frequency**	**Percentage**
0-5	20	32.3
6-10	18	29
11-15	13	21
16-20	7	11.3
21 + years	4	6.5

Based on the information in the illustration above, the table indicated the gender distribution with 62.9% of respondents being female, 35.5% being male and 1.6% prefer not to say. In addition to that, about 60,6% of the respondents are Bachelor holders, 38.7% of the respondents are Master's Degree holders, and 1.6%, had a doctorate. Finally, the level of experience of the participants can be said to be averagely high since 32.3% of the respondents had 0-5 years in the teaching profession. 29% had 6-10 years of experience in the teaching profession. 21% of the respondents spent 11-15 years whiles 11.3% of teachers had spent 16-20 years in the profession. Lastly, only 6.5% of the teachers had more than 21 years of experience in the teaching field.

3.4 Procedures

3.4.1 Data Collection Instruments

In the quantitative part of the research, a survey consisting of two main parts, demographic information and the Teachers' Sense of Efficacy Scale (TSES) were utilized. (See Appendix A). Due to the advantages of response for data collection, a survey approach was preferred. A web-based survey was used due to the pandemic restrictions as well as the lockdowns. Nonetheless, this approach has quite a several advantages because data are directly available for analysis. Another pro is the decreased risks of errors in data entry because the participants are given specific options to choose from and the economical process of data collection (Polit and Beck, 2017). The collection of data does not require the movement of the researcher which may incur transportation or food costs or even the cost of getting participants for the research. Some disadvantages may include failed delivery due to internet connection problems, dishonesty in response, and less response (Polit and Beck, 2017).

The first part of the scale included a demographic information section, asking participants questions regarding their age, years of teaching experience, teaching certification, gender, and years of teaching their current grades using a questionnaire. The second part of the survey included the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001) (See Appendix B). The TSES consists of a 24-item and 12-item short form and this study utilized the 12-item short form which can be classified under three main categories: Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management. Either the 24 or 12 items survey have been stated by Tschannen-Moran and Hoy (2001) to be of reasonable length and have tested to be a useful tool for investigators who are interested in discovering the construct of teacher efficacy.

The TSES was developed with a 9-point Likert scale ranging from 1 being "Nothing" to 9 being "A great deal" which represents the entire work lives of teachers and the representation of the requirement of good teaching. To better analyze the data more efficiently, the short form of the TSES was modified by adding an "online environment" to the items to give a reflection on online teaching. (See Table 2).

To gain insight into the relationship between online classroom management and teacher self-efficacy to support the quantitative data, online semi-structured interviews

were utilized for the qualitative part of the research. The interviews focused on the teachers' perceptions of classroom management in an online environment as well as the impact of their professional development on teaching online. The interview questions were derived from the sub-category, Classroom Management, and Instructional Strategies items of the modified Teachers' Sense of Efficacy Scale (See table 2).

Table 2 Modified TSES Short Form and Related Questions

Efficacy Subscales	Questions
Efficacy in Instructional Strategies Online	5. To what extent can you craft good questions for your students in an online environment? 9. To what extent can you use a variety of assessment strategies in the online environment? 10. To what extent can you provide an alternative explanation or example when students are confused in the online environment? 12. How well can you implement alternative teaching strategies in your classroom online?
Efficacy in Classroom Management Online	1. How much can you do to control disruptive behavior in the online classroom environment? 3. How much can you do to calm a student who is disruptive or noisy in the online environment? 6. How much can you do to get children to follow classroom rules in the online environment? 8. How well can you establish a classroom management system with each group of students in the online environment?
Efficacy in Student Engagement Online	2. How much can you do to motivate students who show low interest in schoolwork in the online environment?

	4. How much can you do to help your students value learning in the online environment? 7. How much can you do to get students to believe they can do well in schoolwork in the online environment? 11. How much can you assist families in helping their children do well in school in the online environment?

3.4.2 Data Collection Procedures

In this study, the data were collected after the consent forms and matters of reciprocity were explained and sent to the schools and participants for approval via electronic mail (See Appendix C). A pilot study and training for implementation were not included in this study. Rapport was built with the participants through messaging and phone calls which included communicating the exact day of the online semi-structured interview even though it had already been stated in the letter of consent.

The interview lasted for about 15-20 minutes. The interview questions consisted of six lead-on questions and other probing questions based on the participant's responses (See Appendix D). Being the main interviewer, a prepared thematic framework was used to group topics and questions. An unconstrained format was employed to direct questions based on the context and the participants who were being interviewed (Lindlof and Taylor, 2011). There was an independent interview of the teachers which was carried out online via Zoom (https://us02web.zoom.us/j/7377459777?pwd=TkZLeU1MY2d5eUpqeTJ5WUJTRHlVUT09).

3.4.3 Data Analysis Procedures

Data collected by the electronic survey using Google Forms were all downloaded in an Excel sheet after the phase. The exported data was then analyzed using SPSS version 26. Before the analysis of the data was done, any incomplete surveys or ones with double or non-readable answers were cleaned. This process is important to prevent any form of bias in the results which may temper the conclusions gathered based

on the results (Polit and Beck, 2017). There was also an examination of the data set to find any missing data- random or non-random.

The study utilized the Variance Inflation Factor (VIF) to test for multicollinearity (Kothari and Garg, 2014). The reliability of the constructs was tested using composite reliability whereas the convergent validity of such constructs was determined using average variance extracted (AVE) as suggested by Garson (2016). Once the reliability of the questionnaire was established, the total scores of the subscales were determined and the research questions relevant to the inferential tests were examined. The report of the demographic data used frequencies and percentages to calculate the means and standard deviations for the data ratio.

To answer the first research question, which is to find the self-efficacy level of EFL teachers in online education, descriptive statistics were used, to sum up, the overall responses which included the total and subscale responses for all the participants in this study.

For the second research question, a bivariate Pearson's product-moment correlational analysis was used to determine the relationships between online classroom management and EFL teachers' self-efficacy. A significant correlation determined will show a variable being predictive of another variable (Polit and Beck, 2017). To give more depth ANOVA was used to determine whether there was any statistically significant difference existing based on the demographic; teachers' experience, gender, and the grade levels they teach.

To buttress the outcomes of the quantitative data, qualitative data gathered from the online semi-structured interview were analyzed using content analysis data, themes, and categories identified to explore the EFL teacher's perception of classroom management in an online environment with K-12 students.

3.4.4 Reliability and Validity

Since the creation of the TSES in 2001, the instrument has proven valid as it has been the common instrument for measuring teacher self-efficacy. The instrument, Ohio State Teacher Efficacy Scale (OSTES) has been used to verify the validity and reliability of research. Tschannen-Moran and Woolfolk Hoy in an article examined the construct validity of the TSES, which was called the OSTES by then. Included in the study was

the testing of the validity and reliability of three different studies. The outcome of the study proved both the long and short form of the TSES to be considered valid and reliable for examining the validity construct of teacher efficacy (Tschannen-Moran and Woolfolk Hoy, 2001). The overall alpha was .90, the alpha for Student Engagement was .81, and for Instructional Strategies, .86, and for Classroom Management alpha, was .86.

3.5 Limitations

This study has some limitations to address. One of the limitations is the unwillingness of schools to renew teachers' contracts. This possibly affected the teacher's response to the survey due to attitudes towards their job placement. Another setback of the study is teacher burnout which was caused as a result of the pandemic and changes in vacation extension dates by the government in 2021. This affected teacher motivation in filling out the online survey since it was deemed to the participants as "more work" which they wanted to escape from. As a result of this, a pilot study was not preferred or encouraged and the survey was closed-ended instead of an open-ended question which could have been a relevant addition. Another limitation could be the accuracy of the results being affected due to the self-reporting nature of the survey. There may be some misinterpretations of the items and their ranking scales which always happens in answering questionnaires (Polit and Beck, 2017).

CHAPTER 4

Findings

This chapter presents the results of the analysis carried out to determine if there is a relationship between EFL teachers' self-efficacy and classroom management in an online environment. English as Foreign Language Teachers in K-12 schools were specifically chosen for this study due to the sudden shift from face-to-face learning to online learning during the Covid-19 pandemic. In the following sections, both the quantitative and qualitative data have been presented consecutively. Finally, the researcher provides a summary of the data analysis.

4.1 Reliability Testing

Cronbach's alpha is a standard method for assessing the reliability of individual constructs in research. To ensure that the variables were internally consistent, the Cronbach value must be greater than .65. According to our analysis, the questionnaire on the Sense of self-efficacy consisted of 12 Items, and the value for Cronbach's Alpha for the variable was $\alpha = .94$, which surpassed the acceptable range ($\alpha > .65$). As a result, the construct used in the study can be deemed reliable for further investigation.

4.2 Findings of First Research Question

To determine the general level of EFL teachers' self-efficacy in online education, the means and the standard deviations of the TSES, including its sub-categories which are Online Classroom Management, Student Engagement, and Instructional Strategies were calculated.

The results presented in Table 4.2.1 summarized and described the descriptive properties of the scale variables of our study. The average value of a teacher's self-efficacy is 6.22 in our study. It shows the average sense of self-efficacy is high. The standard deviation is 1.63, meaning the variability is very low in our samples. The skewness and kurtosis value are -.862, and .23, respectively, meaning the spread and shape of the teacher's sense of self-efficacy are closer to that of a normal distribution.
The mean value of subscales- Online Classroom Management, Student Engagement, and Instructional Strategies are 6.19, 5.89, and 6.57 respectively. We can see that the

average sense of Instructional Strategies is the highest in our samples. This suggests that overall, the teachers had a high level in coming up with strategies in the online classroom, exhibiting a high interest in the teaching process and making an effort to run the class successfully Finally, the standard deviation of the subscales- Online Classroom Management, Student Engagement, and Instructional Strategies are 1.81, 1.76, and 1.78, respectively meaning there is very low variability among the sub-scales.

Table 3

Descriptive Statistics

	N	M	SD	Skewness		Kurtosis	
					Std. Error		Std. Error
Teacher's Self Efficacy	62	6.22	1.62	-.862	.304	.023	.599
Online Classroom Management Efficacy	62	6.19	1.81	-.525	.304	-.781	.599
Efficacy in Student Engagement	62	5.89	1.76	-.395	.304	-.737	.599
Online Efficacy in Instructional Strategies Online	62	6.57	1.78	-.932	.304	.250	.599

4.2.1 ANOVA of Sub-scales with Gender

To investigate the impact of Gender on Online Classroom Management, Efficacy in Student Engagement, and Efficacy in Instructional Strategies, three one-way between-group analysis of variance (ANOVA) was used.

There was no statistically significant difference for gender at the $p < .05$ level in Online Classroom Management, F (2, 59) = .385, p = .682, Efficacy in Student Engagement F (2, 59) = .733, p = .682, and Efficacy in Instructional Strategies F (2, 59) = .270, p = .764. (See Table 4)

Table 4

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.

Online Classroom Management	Between Groups	2.587	2	1.29	.385	.682
	Within Groups	198.215	59	3.36		
	Total	200.802	61			
Efficacy in Student Engagement	Between Groups	4.602	2	2.30	.733	.485
	Within Groups	185.205	59	3.14		
	Total	189.807	61			
Efficacy in Instructional Strategies	Between Groups	1.749	2	.87	.270	.764
	Within Groups	191.147	59	3.24		
	Total	192.896	61			

4.2.3 ANOVA of Sub-scales with Current Grade Levels

To examine the impact of Grade Levels on Online Classroom Management, Efficacy in Student Engagement, and Efficacy in Instructional Strategies, three one-way between-group analysis of variance (ANOVA) was used. As reported in the table below, there was no statistically significant difference for the impact of Grade Levels at the $p < .05$ level in Online Classroom Management, F (8, 53) = 1.89, p = .08, Efficacy in Student Engagement F (8, 53) = .66, p = .71, and Efficacy in Instructional Strategies F (8, 53) = .87, p = .54.

Table 5
ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Online Classroom Management	Between Groups	44.684	8	5.585	1.896	.080
	Within Groups	156.119	53	2.946		
	Total	200.802	61			
Efficacy in Student Engagement	Between Groups	17.366	8	2.171	.667	.718
	Within Groups	172.441	53	3.254		
	Total	189.807	61			

Efficacy in Instructional Strategies	Between Groups	22.391	8	2.799	.870	.547
	Within Groups	170.505	53	3.217		
	Total	192.896	61			

4.2.4 ANOVA of Sub-scales with Years of Experience

To find out the impact of Years of Experience on Online Classroom Management, Efficacy in Student Engagement, and Efficacy in Instructional Strategies, three one-way between-group analysis of variance (ANOVA) was used. There was no statistically significant difference for the impact of teachers' years of experience at the $p < .05$ level in Online Classroom Management, F (4, 57) = .155, p = .96, Efficacy in Student Engagement F (4, 57) = .03, p = .99, and Efficacy in Instructional Strategies F (4, 57) = .375, p = .82. (See Table 6)

Table 6
ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Online Classroom Management	Between Groups	2.167	4	.542	.155	.960
	Within Groups	198.636	57	3.485		
	Total	200.802	61			
Efficacy in Student Engagement	Between Groups	.413	4	.103	.031	.998
	Within Groups	189.395	57	3.323		
	Total	189.807	61			
Efficacy in Instructional Strategies	Between Groups	4.944	4	1.236	.375	.826
	Within Groups	187.952	57	3.297		
	Total	192.896	61			

4.3 Findings of the Second Research Question

To explore the size and direction of the linear relationship between the scores of Classroom Management and Teacher's sense of self-efficacy, a bivariate Pearson's product-moment correlation coefficient (r) was calculated.

According to Table 4.3.1, The bivariate correlation between these two variables was positive and very strong, r (62) = .93, p <.001. This means that EFL teachers had a high sense of efficacy and this positively impacted their classroom management in the online environment.

Table 7

Correlations

			Online Classroom Management	Teacher's Self Efficacy
Online Classroom Management		Pearson Correlation	1	.93**
		Sig. (2-tailed)		.000
		N	62	62
Teacher's Self Efficacy		Pearson Correlation	.93**	1
		Sig. (2-tailed)	.000	
		N	62	62

**. Correlation is significant at the 0.01 level (2-tailed).

4.4 Findings of the Third Research Question

Just as the Teachers' Sense of Efficacy Scale sought to find out about the efficacy of teachers with their relations with Classroom Management, the interviews conducted also aimed to identify some details about the perceptions EFL Teachers in K-12 schools had about online education. Ten EFL teachers participated in the interview. The following table summarizes the gathered findings.

4.4.1 Teachers' Response to the interview question. The first question that the teachers responded to was "What are your perceptions of online teaching?". The responses of the teachers generated quite a lot of feedback which emerged several themes and sub-themes

4.4.1.1 Classroom Management. The most apparent theme that the analysis revealed was the management of the online classroom- with nearly all of the teachers expressing negative views about different aspects of classroom management. From this theme emerged the following subthemes.

Challenging

The analysis discovered a high occurrence of the words “difficult” and “challenging” and the exclamation “hmm” to describe their perception. All the teachers with these responses found the new phenomenon of teaching online as a problem except one teacher, who, even though used the word “challenging” expressed it as positive. Below are three sample responses from teachers.

[…] So online classroom management is quite difficult and it's challenging. As you know, everyone is new to this kind of platform so I believe it is quite challenging for teachers and also for trainers (T1).

[…] Um, so getting to understand how to set a class for children is basically what's challenging (T3).

[…] Well, online classroom management has been a challenge, I think for everybody, yeah. In this field, um, it is very difficult, especially, you know, with COVID, having lessons on zoom…(T8).

Lack of contact

Teachers also thought that the lack of contact affected their ability to manage the online class well. One of the teachers stated, “there’s this thin line between the teacher and the student. We are all behind screens so sometimes it is difficult to control and manage the behaviors and attitudes of students” (T7). Another teacher also said, “You just feel like there is this wall, this bridge between the teacher and the student. It doesn’t feel like a real classroom” (T2).

Attendance

A few teachers also thought the attendance of students affected their ability to be effective teachers. For instance, one stated that “the main issue was students attending late or not attending at all. Uh, and when students do attend you know they don’t turn their cameras on” (T8). Another teacher’s view was “There’s this challenge of students not showing up to the lesson” (T2).

In brief, the teachers experienced a quite challenging time in successfully managing their online lessons. Although some teachers perceived these challenges as an avenue to learn something new, the general sentiments of the teachers were not very positive.

4.4.1.2 Teaching Strategies. After the teachers’ expressed their views about the perceptions of online education, a follow-up question about how they controlled disruptive behaviors and managed the challenges was asked. The theme that emerged

from this investigation was teaching strategies. The following are the sub-themes with some teacher responses.

Setting clear objectives

One of the remedies to having a well-managed online class by one of the teachers was to have the aims of the lessons set out for the students. In words, the teacher said;

[…] Well for me, for classroom management I take step by step. I will do the introduction. Every kid has to speak up and you know, the more you call every student, they know like you are getting attention to listen to you. And once I'm done with the introduction, I will tell them, okay, what did we learn yesterday and today's topic? I'm gonna do, we are gonna do this or that (T5).

Rewards

Teachers also thought that using rewards helped them to have some sort of control over the class. For instance, a teacher said;

[…] You can't, you can't, you can't do much mm-hmm, but you can have an agreement with your students. And what I did to help me to control my students online was to have rewards. So, I was like, okay, if you behave, when in the lesson- you listen, you participate, you can change your filters or you can use filters (T2).

Threats

Quite a few teachers mentioned threats and using some students as scapegoats as a way to manage their online classes. For example, a teacher said, "You're just reminding the student that this lesson is being recorded, and if there is any misbehavior, or if there is any kind of disruption you are saying that it's gonna be shared by your parents and by your coordinators. There is an option that you just make the student leave the lesson. In this case, you have to do so otherwise the whole class won't study. I mean, it will be all about that student's misbehavior and you cannot keep on with your lesson" (T2). Another teacher said, "there were some that I had to threaten, if you don't stop, I'm going to report you!" (T4).

Increased task

Some teachers thought if they got their students busy with tasks and assignments, the challenge of dealing with disruptions could be overcome. The following are some remarks made by the teachers.

[…] another effective method was asking them to present something. So, they screen share and they are obliged to talk. You know, it did kill the lesson time (T8).

[…] I give them more tasks. I give them more assignments, like something to do. I'm trying to engage the student when they're trying to misbehave. It helps (T6).

Overall, every teacher had their unique ways of coming up with instructional strategies to enhance the smooth running of the online classes in the various levels that they taught.

Figure 1 Teaching Strategies Used in the Online Classroom

4.4.1.3 Teacher Confidence. The sub-themes that emerged from this theme was very paramount after the teachers were asked about their credence in teaching online. The question they answered was "Were there any areas in the online lessons that you felt less confident in?" The adjectives that emerged were "powerless"," low" and "weak". Various factors such as parent intrusion, online assessment, and teaching writing and vocabulary online contributed to the decrease in the teacher's confidence. Below are two responses from the teachers;

[…] when it comes to reading, some of the students were not listening, and teaching vocabulary was another problem because they were not listening and couldn't identify the vocabulary that's why I feel less confident in these areas (T4).

[…] So, you couldn't assess the students accurately because you don't know if it was their own words or if they were looking at, you know, on Google or their phone simultaneously. Um, so it was meaningless, you know, the online exams were meaningless (T8).

[…]it was just a bit tricky to teach writing online, to assess writing, and also to give feedback on their writing. So yeah, that was a challenge for me and it affected my confidence a little (T2).

[…] I mean, they sit with their parents, and their parent asks them questions, let's say it's about vocabulary; what is this? What is that? If the student is not, able to answer it, I mean parents will start complaining about my teaching methods and say I'm not a good teacher, you know? Yeah. So, these are some of the things I feel less confident about (T4).

In brief, the application of some productive (writing) and receptive skills, (listening), as well as teaching vocabulary, crippled the confidence of the teachers since the kind of feedback they got from their students were not forthcoming.

4.4.1.4 Professional Development. Due to the responses that the teachers gave to the questions, the final question that was probed was how their professional development has impacted their online teaching. Most of the answers that the teachers gave seemed to be a complaint about the forms of training they had about the platform. The sub-themes were "peer-to-peer mentoring", "organizational training" and "self-learning". Out of ten teachers, six of them learned to familiarize themselves with the zoom or google meet platforms they used by watching YouTube videos and signing up for webinars (T1, T2, T3, T4, T5, T8). One teacher got training from a colleague (T6) and the others were through online development courses organized by the school (T7, T10). Nonetheless, there were some positive responses given about the impact Professional Development had on their teaching.

[…] I would say that it's, um, it has had some positive effects. It's taught us about the problems or challenges with online learning or teaching. So that kind of, um, heightens your knowledge about what you're dealing with. So, you prepare better. That was one good thing (T10).

[…] The online system was very new to me. I mean, it came out of the blue and everybody had to join it. So I was, I didn't have enough information about it. I didn't know what to do. I mean, joining these seminars gave me a lot of ideas to do online (T4).

[…] Uh, so it's something that I realized helped to some extent, of course, not complete but at least some issues were resolved using those techniques that we were taught. I think it imparted my professionalism in the classroom to a certain level (T7).

The table below outlines the outcomes of the qualitative findings which have been simply categorized into themes, sub-themes, and sample responses of the EFL teachers.

Table 8

Themes, Sub-themes, and Sample Responses about the EFL Teachers' Perception of Online Education

Themes	Sub-themes	Sample Responses
Classroom Management	*Challenging*	I would rather just say that it was difficult for teachers and trainers (T1). In this field, it was very difficult having lessons on Zoom (T8).
	Lack of contact	We were all behind screens and there was no physical contact (T7). You just feel like there's a wall or bridge (T2).
	Attendance	Students don't show up in class (T2). Students either attend late or do not attend at all (T8).
Teacher Confidence	*Powerless, low, and weak*	My confidence was low because I had to build a relationship with new students (T10). My confidence was low because I couldn't teach writing skills online (T2, T8). I felt less confident in teaching vocabulary online (T4, T6). I felt less confident because of the parents' intrusions (T4, T8). I couldn't assess students accurately online (T8).

Professional Development	*Peer-to-peer mentoring*	It was a colleague who came to me and taught me how to use the online platform (T6).
	Organizational training	We had a week of training about how to manage the platform (T10). My school gave some online development courses (T7)
	Self-learning	It was based on my own experience (T9) and my own studies (T1, T2, T3, T4, T5, T8).
	Positive Impact	It helped to prepare better (T10). It gave a lot of ideas to teach online (T4).
Teaching Strategies	*Setting clear objectives*	I tell them we are going to this or that (T5).
	Rewards	I had an agreement with my student to reward them for good behavior (T2).
	Threats	You're obliged to kick students out otherwise they won't study (T1). There were some I had to threaten to report (T4).
	Increase task	I give them more tasks, and more assignments so they don't get bored (T6, T8, T9).
	Mute buttons	With disruptive students, I just mute all on Zoom (T8, T10).

Note: Participants Teachers are coded as T1-T10

To summarize, the findings of the teachers' perceptions towards online education and classroom management indicated that EFL teachers in K-12 schools faced difficulties in the area of classroom management which in turn negatively affected their confidence. Despite their Professional Development, the sudden switch from face-to-

face to online platforms caught them off-guard. Nonetheless, the circumstances of the EFL teachers, although not pleasant, urged them to thrive.

CHAPTER 5

Discussions and Conclusions

The purpose of this study was to determine whether or not there is a relationship between the self-efficacy of EFL teachers and their classroom management in an online setting. EFL teachers in K-12 schools were specifically chosen for this study because of the tremendous shift that occurred during the Covid-19 outbreak from traditional face-to-face schooling to online schooling. Following the recommendations of previous studies, a correlational analysis mixed method design was used to understand the research problem. The analysis involved gathering qualitative and quantitative data from various sources and instruments were used to ensure data triangulation. In this chapter, the findings of the study concerning the research questions are evaluated as well as the pedagogical implications and recommendations for future research are discussed.

5.1 Discussion of Findings for Research Questions

The first research question was to discover the self-efficacy levels of EFL teachers in online education. To analyze this, various demographics which included gender, current grade levels, and years of experience of the teachers were used to find out if they had any significant difference in the teachers' efficacy. According to the results of the findings, the teachers had a high level of self-efficacy with an average score of 6.22. Evaluating the results of the teacher demographics on the sub-scales of Online Classroom management, Efficacy in instructional strategies, and Efficacy in student engagement, there were no significant differences both between and among the groups. This shows that the level of the teachers' experience in the field of teaching, their gender, as well as grade levels, did not have any significant impact on their levels of efficacy when teaching online. These findings contradict other studies that stated that the high level of experience of teachers showed a high level of self-efficacy (Bellibas and Liu, 2017; Gkolia et al.,2016; Klassen and Chiu, 2010). Even though the findings of these researchers were not directly related to online education, it can be deduced that the abrupt shift from face-to-face to online teaching put the teachers on the same pedestal to achieve their goals, disregarding their gender, their grade levels, or their level of experience as factors to influence their efficacies. Interestingly, this study also

discovered that teachers had high efficacy in Instructional Strategies when teaching online with a mean score of 6.57 followed by efficacy in Classroom Management with a mean score of 6.19, and efficacy in Student Engagement with a mean score of 5.89. Evidence of the highest possible average awareness of teaching tactics can be found that teachers developed helpful strategies for use in the virtual classroom, had some degree of enthusiasm for the material they were teaching, and made a significant amount of effort to ensure that the class ran efficiently. Although other researchers reported that the lack of adequate preparation affected the instructional delivery of K-12 teachers during the global pandemic, (E. Agnello, 2021; García and Weiss, 2020; Hargreaves, 2021; Hartshorne et al.,) the result of this research somehow reported otherwise.

The second research question was to find out if there is a relationship between online classroom management and EFL teachers' self-efficacy. The results showed that there were strong and positive correlations between these two variables with a value of .93. This indicates that the teachers' sense of efficacy increased with better management of the online classroom and decreased in a like manner. Nonetheless, the teachers did not experience a significant decrease in their ability to manage the online classroom.

In a similar study by Hicks, (2012), about the relationship between the teachers' sense of efficacy and classroom management among preparatory school teachers, the findings reported that there was no correlation whatsoever between the variables. Rather, out of 141 teachers, 96.5% of them said that their classroom management skills were acquired as and when they taught. In other words, they learned on the job. However, the findings of this study showed that the experiences of the teachers didn't have much impact on their ability to manage a class well but rather their high sense of efficacy during the online classes positively affected their classroom management. Thus, it can be deduced that even though the teachers were new to the virtual platform, it presented an atmosphere that was quite manageable for effective teaching.

The third research question investigated the perceptions teachers had of online teaching and classroom management. The purpose of this qualitative research was to discover the sentiments about the EFL teachers' new virtual environment and also to find out how their responses connect to the quantitative results. The responses of the teachers emerged several themes that ranged from their classroom management, teaching strategies, and confidence, as well as the impact of their professional development skills on their online teaching. It's likely that teachers of English as a foreign language (EFL) don't find the performance of online teaching to be tough or

confusing because there is a proliferation of professional development training which was carried out by themselves, and their organization and they routinely exchanged ideas with their colleagues. It's probable that this helps explain, at least in part, why the EFL teachers were so dedicated to the work during the pandemic. The teachers were required to put in a specific amount of time and put in a lot of work in order to equip themselves with the necessary skills and knowledge that are required to conduct online teaching. As a result, the teachers improved their potential to teach online in a short amount of time. Teaching students online presents a new set of challenges, one of which is the requirement to create interactive online learning environments in which students may participate. This is one of the challenges that can be faced when teaching students online. When compared to the more conventional approach of educating students face-to-face, teaching students online presents a new set of obstacles. The frequency with which worries about assessment, the ability to teach writing and vocabulary, the amount of labor required of online educators, and the quality of online instruction are voiced by the teachers to be high.

To what extent instructors are able to successfully implement online instruction is impacted by each of these criteria to varying degrees. It is impossible to teach a language effectively using virtual settings because doing so requires the use of body language, which cannot be taught correctly. This makes it impossible to teach a language effectively (Rejeki Murtiningsih, 2017).

It has been demonstrated that there is a correlation that may be considered statistically significant between the teachers' sense of efficacy and their ability to teach online. This suggested that EFL teachers who had a higher level of confidence in their abilities to conduct online teaching were more likely to accept online teaching as part of their EFL teaching practice. Those who lacked confidence in their abilities to teach online were less likely to do so. When teachers have greater confidence in their own technical abilities, a recent study on the technology-related self-efficacy of preservice teachers indicated that the teachers were more willing to employ instructional technology in their lessons (Dağ Akbaş, 2022).

The significant quantity of online participation that was shown by the students was one of the most difficult challenges that teachers needed to overcome. Despite the fact that they logged their attendance and were even accessible online, it was not quite evident whether or not the children were actually taking part in the activity. After all, a teacher in an online class does not have the same opportunity to monitor each individual

student as they do in a traditional classroom setting. This is in contrast to the situation in which they are able to do so. In contrast to the condition in which they are able to do so, this circumstance prevents them from doing so. In light of this limitation, the instructors put in a lot of work and invested a lot of time into the design of the courses with the intention of increasing the level of engagement that students had in an online setting. This was done in an effort to make up for the lack of face-to-face interaction that was absent from the online learning environment. This was done so that they could maximize the use of the few resources that they did have at their disposal. They were self-assured in their capacity for student involvement as well as instructional strategies, which were two crucial traits related to instructors' support of teaching online because of the direct effect of this. On the other hand, the sub-dimensions of self-efficacy did not demonstrate any significant effects on teachers' intentions to teach online classes. It was observed that the objectives of the teachers did not have a very substantial connection with the student's capabilities in the areas of computing and classroom management. According to the results of the study, an individual's likelihood of becoming an online educator is unaffected by factors such as their capacity to run a classroom or their level of computer literacy.

5.2 Pedagogical Implications

The knowledge about learning and teaching according to Shulman (1986) is termed pedagogical content knowledge p.85. This knowledge is what helps the teacher to choose tasks and identify problems, representations, and clarifications that assist learners to understand a subject that is being taught. Teacher knowledge affects their instructional decisions and classroom practice. Thus, in this research, many decisions and actions which were taken by the teachers during their online lessons question both the Behaviorist and Constructivist approaches to learning and also explore the successes and failures of online classroom management.

5.2.1 Contextual Background of Constructivists and Behaviorists Approaches to Online Education. Giving to this approach to teaching and learning, knowledge is not received passively by students but rather actively through a build-up of prior knowledge (Steele, 1995). In other words, the teacher leads the students in

communicating meaning through discourse and interactions. It was noted by Cobb and Steffe (1983) that in the constructivist view, teachers should constantly make a conscious attempt to see both their own and the learner's actions from the student's point of view (p.85). This places much emphasis on the teacher in ensuring that the students construct *correct* knowledge.

However, this study discovered that teachers barely adapted to this approach due to challenges faced which included the student's lack of participation as a result of the screen that created a barrier between them. Basically, to some of the EFL teachers, online teaching was sort of a "survival of the fittest" as one teacher stated that s/he assigns tasks to the students to just kill the lesson time. In terms of learners connecting a subject to prior knowledge to develop their learning ability according to the constructivist theory, was not very fruitful in the virtual classroom among K-12 students. This is because the teachers barely had a facial connection with the students due to their cameras being turned off. Not to talk of the lack of body language of both the teacher and the students to enhance learning. Furthermore, in the quest for the teacher to do collaborative work using breakout rooms on the Zoom platform, either student decided to chitchat on another topic with their mates or left the virtual classroom was the outcome.

As a result, the Behaviorist Approach became a savior for EFL teachers during their online lessons. The Behaviorist Theory is based on the principle that learning is a change in behavior that occurs as a response to external stimuli (Ivan Pavlov, 1849-1936). In the context of this study, the change in behavior of the students was the new classroom environment that they encountered which negatively affected them. Like Pavlov's classical conditioning experiments which showed that a stimulus would produce an outcome, the teachers became conditioned to use threats, rewards, and several means to get the students to either participate or stay focused. Within these differentiating perspectives, the opportunities for both learning and teaching increase.

It is therefore critical that combining both the Constructivist and Behaviorist Approaches in the classroom environment (whether face-to-face or online) is an important step in progressive teaching. The coming together of these perspectives into one unit, that can be improved and adapted to unique circumstances may enhance educational opportunities for all students and even teachers by triggering their individual needs within a social setting, thus justly providing real-world experiences (Freitas, 2003).

5.2.2 Online Classroom Management. For a successful output of students, effective classroom management is vital whether in the traditional or online setting. The prevalence of a disruptive and challenging classroom (Sullivan et. al, 2014) and the effects it can have on the proficiency of both teachers and students (Demir, 2009) were not far-fetched in this research. In research conducted by Frazier (2022), teachers were asked about the advantages and disadvantages of managing the virtual classroom. The response, similar to that of this study recorded that 90% of teachers found the management of the online class as a disadvantage and 10% found it otherwise.

Furthermore, the responses of the teachers in relation to both the strategies and the perceptions of classroom management in the online environment are similar to responses of teachers in traditional settings in several studies. In research conducted by Siebert (2005), new teachers complained that they had little or no instructions regarding classroom management and that the effect didn't carry much value due to their disconnections from the 'real world'. Other research revealed that teachers received inadequate training and learned on the job (Baker, 2005; Merrett &Wheldall, 1993; Siebert, 2005). Regarding the results of the aforementioned studies and of these current findings, it can be deduced that the challenges faced by teachers in managing a classroom generally are quite similar, irrespective of the medium- be it face-to-face or online.

A study by Clark, Werth, and Ahten (2012), highlighted that the anonymity of online students is a major source of incivility. These uncivil behaviors resurfaced in this study in the form of student's unwillingness in answering questions or taking part in a discussion online, students engaging in academic dishonesty like plagiarism and cheating, and missing deadlines. In an attempt to solve these uncivil behaviors Baker, Comer, and Martinak (2008) suggested creating an appealing positive learning environment as a mechanism to reduce the possibilities of incivility in the online classroom rather than hustling to fight student misbehavior (p.77).

Thus, it is important that through the advances of online technology delivery software, professional development training that covers all scopes in the traditional and online environment be given to instructors to positively engage students in online learning experiences.

5.3 Conclusion

This study was an attempt to add to the effect that online education has on classroom management and EFL teachers' sense of efficacy in K-12 schools during the Covid-19 pandemic. The findings of the study not only demonstrated the significance of online classes and effective management of the classroom, but they also demonstrated that EFL instructors had a high efficacy in their instructional strategies to have effective teaching. In addition to this, it demonstrated that EFL teachers, although didn't have much confidence in teaching writing skills, and vocabulary and taking an effective assessment of students online, were very capable in their abilities to organize, administer, and coordinate online courses. They were also able to manage their online classrooms through their professional development skills which they acquired through organizational training and seminars, self-learning, and peer-to-peer mentoring.

Moreover, the quantitative data carried out did not exhibit any discernible gender bias, as there was no apparent difference between the educators who were male and those who were female. The grade levels the teachers taught, as well as their years of experience, didn't have much significance on their self-efficacies. It's possible that teachers will recognize this as an excellent opportunity to improve their technical skills since all the participants in this research needed some sort of technical training with the platforms they used. This can then apply to the instruction of future in-person sessions they may be responsible for. If they do so, this will be a win-win situation for everyone (teachers, students, institution) involved.

5.4 Recommendations

5.4.1 Researchers

The current study could be replicated with a larger EFL teacher population to further explore the relationship between teachers' sense of efficacy and classroom management in online education. It would be also advisable to have a path analysis conducted with a larger sample to strengthen the evidence that, teachers have a high sense of efficacy in online education as well as the correlation with classroom management. Also, a study to determine whether the platforms used served as a mediator between the teacher and the student was effective enough to enhance learning. This is because should there be other unforeseen circumstances, can there be a platform that can enhance the teaching of writing and vocabulary to kindergarten, primary school, middle, and high school students? A future study should look into the possibility and

efficiency of classroom management in teaching some specific subjects in the virtual classroom.

Furthermore, studies should request that respondents reflect on their face-to-face and virtual teaching experience with discerning retrospectively about their teaching through journaling. It would be interesting to conduct a longitudinal study to investigate the sentiments of K-12 students as well about their experiences during the virtual mode and their on-ground learning mode.

5.4.2 Teachers and Institutions

There is a desire for professional development by teachers to support their purpose, mastery, and autonomy.

It may be prudent for educational institutions and administrators of schools to incorporate training programs to meet up with the professional development needs in dealing with student engagement in an online environment.

Teachers should also take up Professional development programs such as seminars, webinars, workshops, mentoring, and coaching. Specifically, coaching should be an ongoing activity that is embedded in the implementation programs of teachers. This is because according to research, only 10 percent of teachers are able to convey a new skill into tangible practice when no additional support is given. In contrast, 90 percent of teachers who are given ongoing entrenched support in their implementation have an outcome of transferring their skills into practice (Bush, 1984; Truesdale, 2003).

Additionally, coaching programs have been revealed to have successful outcomes in changing teacher practices (Showers, 1984; Slinger, 2004; Knight 2007; Batt, 2009; Stephens et al., 2007; Knight and Cornett, 2009).

Thus, if teachers acquire the needed skills through these developmental programs, with the required hours of instruction between 30 to 80 hours of coaching, instructions, and mastering (French, 1997; Banilower, 2002; Joyce & Showers, 2002; Yoon et al., 2007), there will be a significant level in student learning and engagement.

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