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## INTEREST AND SELF EFFICACY OF TEACHERS AS CORRELATES OF THEIR CLASSROOM BEHAVIOUR MANAGEMENT SKILLS IN JUNIOR SECONDARY SCHOOLS IN NSUKKA EDUCATION ZONE

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### Abstract

*This study investigated the relationships between teachers' interest and self efficacy on their classroom behaviour management skills. The study adopted co-relational design and was guided by four research questions and four hypotheses. The sample consists of 447 junior secondary school teachers in Nsukka educational zone of Enugu State. Three instruments were used to collect data for the study – Teachers' Interest Inventory (TII), Teachers' Sense of Efficacy Scale (TSEC) and Teachers' Classroom Behaviour Management Scale (TCBMS) - which were developed by the researchers and validated by three experts. The internal consistency reliability estimate was determined using Cronbach alpha method and an internal reliability coefficient of 0.85, 0.90 and 0.85 were obtained for TCBMS, TIS and TSEC respectively. Data gathered for the study were analyzed using linear regression analysis and the hypothesis were tested at 0.05 level of significance. Findings reveal significant relationships between teachers' interest, teachers' efficacy in teaching profession and their classroom behaviour management skills. Based on the findings the following recommendations among others were made that educative workshops and seminars should be organized from time to time to educate teachers on the need to boost their interest and efficacy in their teaching profession as it will help in handling behaviour problems often encountered in the classroom.*

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**Keyword:** Interest, Self Efficacy, Teachers, Classroom Behaviour Management Skills

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## Introduction

The importance of education in development of any country cannot be overemphasized. Education is conceived as a powerful agency for any national development. It is obvious that development of any nation largely depends on the availability of appropriately trained teachers. Teachers seem not to be fully interested in their teaching profession due to their observed attitude of lateness to school, inability to acquire more teaching skills, complaints about poor remuneration, unconcerned attitudes towards low achieving students and the likes. Asikhia (2010) referring to teachers, stressed that, the attitude of some teachers to their job is reflected in their poor attendance to lesson, lateness to school, poor method of teaching and unsavory comments about students performance which could be detrimental to students' achievement in school. The assertion by Adimora and Umeano (2013) that Nigeria teachers are being denied of a better recognition, motivation and remuneration could be some of the reasons for teacher's negative attitudes towards teaching profession. The question remains as to what really is responsible for this situation? When one engage in an activity which keeps once life going, devoid of what one will gain or lose, it could be termed interest.

Interest is "a specific relation between person and objects" (Krapp, 2002) in other words it is the feeling of a person whose attention, concern or curiosity is particularly attracted by something. Renninger (2003) asserted that interest is an individual tendency to have something to do with some person or choice of an activity. It describes the reason an organism favours some situation and comes to react to them in a selective manner. Renninger further describes interest as being deep seated and originating in the individual, and influence task choice and task investment which in turn influence achievement. Interest in teaching profession is viewed as that which energized the underlying needs or desires of teachers in a way that could positively influence the cognitive, affective and psychomotor components of learners (Alexander, Murphy, wood Duhon & parker, 2007) It's been noted that teachers interest in teaching usually go a long way to improve the performance of their learners. Teachers' interest in the teaching profession could be described as their feeling of wanting to teach and learn more about teaching (Adedeji, 2008). From these assertions, suffice it to say that, any teacher who is highly interested to teach must make effort to equip him/her self with all the qualities needed to become an effective teacher. This is because interest is a stimulating force urging an individual to get involved in a particular deed whole heartedly (Patchaivaziamman & Krishnamurthy, 2010). They further asserted that interest in teaching varies from person to person and changes with ones' experience, while its end product is satisfaction. Therefore, this implies that if an individual gains satisfaction in an activity he or she is interested in, interest will arouse continuously. If the satisfaction wanes, interest will also wanes. In spite of these assertions, how interested a teacher is depends largely on his level of satisfaction which could be positive or negative towards teaching. Thus, interest is described as how the teachers are willing and ready to contribute effectively to the teaching and learning process. However, the



state of teachers' interest in teaching profession may have relationship with their self-efficacy.

Self-efficacy refers to a person's judgment of how well (or how poorly) he or she will cope with a situation, given the skills one possesses and the circumstance one faces (Bandura, 1993, 1997). Self-efficacy by extension could be taken to mean one's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Akaneme, 2013). It is the level of confidence that one has about one's ability to perform a certain task (Stephanie, 2012). Teachers' efficacy can be defined as teachers' beliefs in their abilities to organize and execute courses of action necessary to bring about desired results (Woolfolk and Burke-Spero, 2005). They further asserted that it is a future-oriented motivational construct that reflects teachers' competence beliefs for the teaching task. Teachers' beliefs in their bid to perform task related to teaching have been and continue to be related to students' achievement, students' motivation, teachers' valuing of educational innovations, classroom managements skills and teachers' stress (Skaalvik and Skaalvik, 2010). Bangs and Frost (2012) opined that, teachers need to possess a clear and positive image of themselves as teachers before growth can occur. Without a clear self-image, teachers are certain to fail miserably in the classroom task. In view of these assertions it becomes important that teachers need high teaching efficacy in order to be effective in carrying out their classroom management task.

Teachers' efficacy is often divided into two categories: general teaching efficacy and personal teaching efficacy. General teaching efficacy refers to the beliefs held by a teacher concerning the power that external factors, such as home environment, violence, or abuse, have in comparison to the influences that teachers and schools have on student learning (Brinson and Steiner, 2007). It is the perception of teachers in a school that the efforts of the entire school will have a positive effect on students (Goddard and Hoy, 2000). Goddard and Hoy further explained that teachers with general efficacy are characterized by "Can do" attitude "together we can make a difference" attitude are typically more likely to accept challenging goals and be less likely to give up easily.

Personal teaching efficacy refers to the degree to which teachers believe that they have adequate training or experience to develop strategies that can prevent student disruptive behaviours in the classroom (Goddard and Hoy, 2000). These two constructs work together to comprise the subject of teacher efficacy. Teachers' efficacy ultimately plays an important role in shaping students' attitudes towards school, the subject matter, and even the teacher's skill. A teacher efficacy level could be high or low. According to Goddard, and Hoy (2000) the higher the teachers' efficacy, the more likely students are to give a positive evaluation of the teacher. Suffice it to say that higher efficacy leads to greater effort and persistence, which in turn lead to better performance while, lower efficacy leads to less effort and giving up easily, which could lead to poor teaching outcomes. Gordons (2001) asserted that teacher efficacy is a good predictor of general effectiveness in the area of classroom management. Gordons further opined that high teacher efficacy is directly related to



managerial excellences. Gordon found that teachers with high efficacy are less likely to perceive their difficult students as having chronic behavior problems. They are less likely to feel angry, embarrassed or guilty about student misbehavior. They are confident about being able to manage student's misbehavior. Studies carried out by Sokol, Smith and Mowat (2003) on teachers' perception of disruptive behaviour and their confidence in United State of America indicated that teachers who choose to leave the teaching profession is due to their lack of classroom behaviour management skills. This is in line with Kirkpatrick, Lincoln and Morrow (2006) who found that teachers, whose interest and efficacy are low, are unprepared to function successfully in the contemporary classrooms environment with regard to managing behaviour problems. Brinson and Steiner (2007) has earlier asserted that teachers' efficacy affects various elements of the classroom, ranging from students behaviour and achievement to their psychological well being. Ingersoll (2001) also opined that teachers get worn-out of teaching profession due to discipline concerns. These findings and assertions are clear evidence that teachers whose interest and efficacy to the teaching profession are questionable may likely not be ready to tolerate the misconduct of some students in the classroom setting.

From the above assertions, it seems that the level of teachers' efficacy may determine how effective a teacher can handle student's classroom behavior. A teacher self efficacy is very crucial for his or her functioning. For the purpose of this study, teachers' efficacy is the confidence and ability of teachers in carrying out all the activities needed to bring about positive teaching-learning process in the classroom. In the event of a student's misbehavior, for instance, the teacher might implement a time-out procedure or response with negative reward. These represent an aspect of classroom behavior management skill.

Classroom behaviour management is the decisive, proactive and the preventive measures used to minimize student's misconduct and promote student engagement in the learning environment (O'Neill & Stephenson, 2014)). They further explained that it is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. Classroom behaviour management problems are the most common cause of teacher attrition within the course of their profession (Rosas & West, 2009). Classroom behaviour management is different for every teacher, every classroom, and every situation, and could possibly be the most complex aspect of teaching which relies heavily on enforcing rules with consequences (Wong & Wong, 2009). They further asserted that the ultimate goals of classroom behaviour management are to provide a healthy, safe environment for learning and to equip students with necessary skills to be successful in life, both academically and socially. In spite of these assertions, how well the classroom is being managed by teachers depends largely on their behaviour management skills. This is because the kind of skills teachers possess will determine the kind of environment one will find in the classroom.

Codding and Smyth (2008) enumerated behavior problems exhibited by students in learning situation as interruption of teacher, students giving collective answers, not participating in lessons, cheating, slowness in completing work, reading



another subject during the lesson, preparing an assignment during the lesson, and not completing the assignments. Other behavior problems include Side talks, joking during the lesson, changing sitting locations, using a cell phone during lesson, eating in the classroom, stubbornness, lying, and theft, laughing without reason, assaulting others, pretending to be sick, damaging individual or classroom property, or bullying other students among others. Choi and Lee (2009) reported that inattention, over activity, and non-compliance are disruptive behaviors in the classroom which most teachers commonly complained of. Choi and Lee further explained that classroom behavior management techniques are used for disciplining individual children's misbehavior in the classroom. Every classroom management plan therefore, must have a form of discipline that enforces consequence for undesirable behaviors. (Wong & Wong, 2009).

Kern and Clemens (2007) opined that classroom behavior management are those set of activities by which the teacher uses to promotes appropriate students behavior and eliminates inappropriate student behavior, develops good interpersonal relationships and a positive socio-emotional climates in the classroom. It also establishes and maintains an effective and productive classroom organization. In view of the importance of classroom behavior management skills to the teaching –learning process, it becomes regrettable that effective behavior management skills may be wanting in some teachers resulting to their classroom management problems. This could be related to their teaching efficacy and interest in teaching. Many researchers have linked classroom behavior management skills with many variables including teachers' efficacy and interest towards teaching.

However, little information is known regarding the state of teachers' sense of efficacy and interest in teaching in junior secondary school. Specifically in Nsukka Education Zone of Enugu state. It seems teachers in Nsukka Education Zone are not aware that classroom behavior management skills could have relationship with teachers' self efficacy and interest in teaching. It seems also that teachers in Nsukka Education Zone are being denied access to a classroom behavior management skills training programme which the teacher education programme is supposed to offer teachers that could improve their teaching efficacy and possibly help them improve their interest in teaching. The problem of this study, therefore, put in a question form is: what is the relationship between teachers' interest, self efficacy and their classroom behavior management skills in teaching junior secondary school students?

### **Purpose of the Study**

The general purpose of the study is to determine interest and self efficacy of teachers as correlates of classroom behavior management skill in junior secondary schools. Specifically, the study determined the;

1. Relationship between teachers' interest in teaching and their classroom behavior management skills.
2. The relationship between teachers' self efficacy in teaching and their classroom behaviour management skills.



### Research Questions

The following research questions posed guided the study

1. What is the relationship between teachers' interest in teaching and their classroom behaviour management skills?
2. What is the relationship between teachers' self-efficacy and their classroom behaviour management skills?

### Hypotheses

The following hypotheses were formulated and were tested at 0.05 probability level:

**Ho<sub>1</sub>:** There is no significant relationship between teachers' interest and classroom behavior management skills.

**Ho<sub>2</sub>:** There is no significant relationship between teachers' self efficacy and classroom behaviour management skills.

### Methodology

The study adopted correlation research design. The population of the study comprised of 1,292 junior secondary school teachers in Nsukka educational Zone. Simple random sampling technique was used to sample 447 teachers used for the study. Three instruments were used for the study namely; Teachers' Interest Inventory (TII) adapted from Patchaivaziamman and Krishnamurthy (2010), Teachers' Sense of Efficacy Scale (TSES) adapted from Tschannen-Moran, Megan and Woolfolk (2001) and Teachers Classroom Behavior Management Skills Scale (TCBMSS) which was developed by the researchers through review of literature. To determine the internal consistency of the instruments, the instruments were administered to 20 junior secondary school teachers in Nsukka education zone who were not part of the sampled school. The data collected were subjected to Cronbach Alpha method and an internal reliability coefficient of 0.85, 0.90 and 0.85 were obtained for TCBMSS, TII and TSEC respectively. The data collected were analyzed using linear regression in answering the research questions and testing the hypotheses at 0.05 level of significance. The bases for the decision for the research questions' conclusion include the following: 0.00-0.20= very low relationship, 0.21-0.40=low relationship, 0.41-0.60=moderate relationship, 0.61-0.80= high relationship and 0.81-1.00= very high relationship.

### Results

**Table 1: Regression Analysis of the Relationship between Teachers interest and their Classroom Behaviour Skills**

Variables	Mean	SD	r	R <sup>2</sup>
Classroom behaviour management skills	65.35	5.40	0.34	0.12

Interest	27.22	6.84
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Table 1 show that the correlation coefficient between teacher' interest of junior secondary school and their classroom behaviour management skills is 0.34 with a coefficient of determination of 0.12. This implies that there is a negative moderate relationship between teachers' interest and their classroom behaviour management skill. Thus, 0.12 variations in teachers' classroom behaviour management skills have a low positive relationship with their interest.

**Table 2: Regression Analysis of the Significant Relationship between Teachers' Interest and Classroom Behaviour Management Skills**

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	133.566	1	133.566	5.038	.031
Residual	1007.534	38	26.514		
Total	1141.100	39			

Table 2 shows that the calculated value of F (5.038) with associated probability value of 0.031 was obtained. Since the probability value of 0.031 was less than 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant negative relationship between teacher' interest and their classroom behaviour management skills.

**Table 3: Regression Analysis of the Relationship between Teachers' Self efficacy and their Classroom Behaviour Management Skills**

Variables	Mean	SD	r	R2
Classroom Behaviour management skills	65.37	5.30	0.28	0.08
Teachers' self efficacy	26.30	6.96		

Result in Table 3 shows that the correlation coefficient between the teachers' self efficacy of junior secondary schools and their classroom behaviour management skills is 0.028 with a coefficient of determination of 0.08. This implies that there is a moderate relationship between teachers' self efficacy and their classroom behaviour management skills in schools. Thus 0.8 variations in teachers' classroom behaviour management skills manifested in the classroom can be traceable to be related to their self efficacy.

**Table 4: Regression Analysis of the Significant Relationship between Teachers' Self efficacy and their Classroom Behaviour Management Skills in Junior Secondary Schools**

Model	sum of squares	df	mean square	F	Sig
Regression	86.034	1	86.034	4.077	.005
Residual	1055.066	38	27.765		
Total	1141.100	39			



Result in table 4 shows that the calculated value of F (4.077) with associated probability value of 0.005 was obtained. Since the probability value of 0.005 was less than 0.05 level of significance, the null hypothesis was rejected. Thus, the researchers conclude that there is a significant relationship between teachers' self efficacy and their classroom behaviour management skills.

### **Discussion of findings**

The result shows that there is a significant positive correlation between teachers' interest in the teaching profession and their classroom behaviour management skills. This implies that as teachers tend to develop high interest in the execution of their tasks; their students tend to adjust better in their classroom. This is because high interest in an academic task aligns with a sense of responsibility and seriousness which will develop in a teacher the idea that one needs to acquire or equip him or herself skills necessary to keep the classroom environment conducive for teaching learning process. The finding of this study is inline with the findings of Kirkpatrick, Lincoln and Morrow (2006) who found that teachers, whose interest and efficacy are low, are unprepared to function successfully in the contemporary classrooms environment with regard to managing behaviour problems

This study also shows that there is a significant relationship between teachers' efficacy and classroom behaviour management skills. This also implies that the capability level of the teacher in carrying out academic functions is highly related to one's classroom management skills. This finding is supported by the research works carried out by Sokol, Smith and Mowat (2003), Kirkpatrick, Lincoln and Marrow (2006) and Lewis (2013) which shown that teachers' self efficacy in the teaching profession affects various elements of the classroom, mostly from students behaviour problems.

### **Conclusion**

The findings of this study showed that there is a significant relationship among teachers' interest, self efficacy and their classroom behaviour management skills in junior secondary schools in the study area. This implies that as teachers ensure high (intrinsic) interest and high self efficacy in their teaching profession there is every tendency for them to handle any form of misbehaviour in the classroom by making sure the classroom is conducive for effective teaching and learning to take place.

### **Recommendation**

The study therefore, recommends that: Government through the ministry of education should set up an educative workshop and seminars, from time to time in order to educate teachers on the need to boost their efficacy in their teaching profession, as it will help in handling behaviour problems often encountered in the four walls of the classroom. Secondly, government should step up in teachers' remuneration as well as making adequate provision for their welfare packages in order to boost their interest in teaching profession



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