

Classroom Management and Leadership among EFL instructors: Self-Efficacy, Strengths, and Improvement Areas*

İngilizce Öğretmenlerinde Sınıf Yönetimi ve Liderlik: Öz-yeterlilik, Güçlü Yönler ve İyileştirme Alanları

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ABSTRACT

The present study investigated tertiary-level English as a foreign language instructors' beliefs and perceptions regarding classroom management, discipline, and leadership in the classroom. In order to achieve this aim, EFL instructors completed the Teacher Self-efficacy in Classroom Management and Discipline Self-Efficacy Scale and two other open-ended questions asking them about their strengths and areas of improvement in classroom management and leadership. As revealed by the findings, EFL instructors reported their teaching and classroom management self-efficacy as somewhat high, while their view of external influences was neutral. As for the role of background variables, only the experience positively influenced self-reported measures of classroom management and discipline self-efficacy. Analysis of the qualitative data from the responses to open-ended questions further corroborated and expanded the quantitative data revealing diverse perspectives regarding EFL instructors' strengths and areas of improvement in managing their classrooms more effectively.

Keywords: Classroom management, EFL teachers, Leadership, Teacher self-efficacy, University

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ÖZ

Bu çalışma üniversite düzeyinde İngilizce öğreten öğretmen görevlilerinin sınıf yönetimi, disiplin ve sınıftaki liderlik inançlarını ve algılarını araştırmaktadır. Katılımcılardan; (a) katılımcı bilgi formunu, (b) Sınıf Yönetimi ve Disiplininde Öğretmen Öz-yeterliliği Ölçeği sorularını ve (c) sınıf yönetimi ve liderliği konusunda güçlü yönlerini ve kendilerini geliştirmek istedikleri alanları soran iki açık uçlu soruyu yanıtlamaları istenmiştir. Bulgulara göre, öğretim görevlileri öğretim ve sınıf yönetimi öz-yeterliklerini orta düzeyde yüksek olarak bildirmiş, dış etkilere ilişkin görüşleri konusunda ise kararsız oldukları gözlenmiştir. Katılımcıya ilişkin değişkenlerin rolü ile ilgili olarak, yalnızca deneyimin, sınıf yönetimi ve disiplin öz-yeterliliğini olumlu yönde etkilediği sonucuna varılmıştır. Açık uçlu sorulara verilen yanıtlardan elde edilen nitel verilerin analizi yoluyla, öğretim görevlilerinin güçlü yönlerine ve sınıflarını daha etkili bir şekilde yönetmek için kendilerini geliştirmek istedikleri alanlara ilişkin farklı bakış açıları sağlanmış ve böylelikle nicel veriler de desteklenmiş ve genişletilmiştir.

Anahtar Sözcükler: Sınıf yönetimi, Liderlik, Yabancı dil olarak İngilizce Öğretmenleri, Öğretmen öz-yeterliliği, Üniversite

INTRODUCTION

Classroom management and teachers' self-efficacy have been well-researched in the field of education. Considerably rigorous research shows that effective classroom management with strategies plays a pivotal role in teaching and learning processes, such as impacting student learning and academic performance (Gettinger & Kohler, 2011; Marzano & Marzano, 2003), positive student behavior, motivation, and engagement (Espelage, Robinson, & Valido, 2023; Wentzel, 2011), supportive learning environment (Hettinger, Lazarides, Rubach, & Schiefele, 2021), teacher well-being/stress and job satisfaction (Evertson & Weinstein, 2011; McCarthy, Mosley, & Dillard, 2023; Shin et al., 2023). Yet, due to its central facet role in teaching and learning and its impact on teachers' job satisfaction, more research is needed focusing on the subject matter from diverse perspectives, including novice/experienced teachers' approaches to/perceptions of classroom events/problems (Wolff, 2016; Wolff, Jarodzka, & Boshuizen, 2021), and how teacher perceptions, individual differences including socio-emotional skills, and cultural diversity are accounted for in classroom management processes (Graham, White, Cologon, & Pianta, 2020; Hardré & Sullivan, 2008; Sakui, 2007; Williams, Mallant, & Svajda-Hardy, 2022).

Furthermore, investigating classroom management with its elements and strategies in a specific academic context/field of education has sometimes been neglected in teacher training (Tartwijk & Hammerness, 2011) including the context of language education (Wright, 2005). Yet, it forms another crucial part of classroom management literature and language teaching. In a more recent study, Sabornie and Espelage (2023) discuss several factors (e.g., student behavior related, external, etc.) influencing classroom management diversely and bringing novel teachers many issues to handle with their lacking necessary classroom management skills.

In addition, even though adopting a broad framework of classroom management based on a broad range of research is crucial, understanding the subject matter requires studying the very fabric, complexities, and attributions of classroom management in the context of an academic discipline at a specific level of teaching and learning to increase comprehensibility and comprehensiveness (Miller, 2011). In line with these, the current study focuses on teacher/instructor perceptions and beliefs on classroom management in the context of English as a Foreign Language (EFL) at the university teaching level since language teaching and learning have their own context and attributions. EFL context in the study is comprised of compulsory/optional EFL courses for undergraduate programs including the preparatory program in the Turkish higher education system (It should be noted that the focus of the study does not include the English Language Teaching (ELT) program context which concentrates on language teacher training).

Teachers' self-efficacy (in)directly influences a host of teaching constructs from learner achievement outcomes (Poulou, Reddy, & Dudek, 2019) and positive learning environment (Gettinger & Kohler, 2011) to teachers' wellbeing in the profession (Xiyun, Fathi, Shirbagi, & Mohammaddockht, 2022). Teachers' self-efficacy beliefs for classroom management, a key factor for effective classroom management and leadership practices (Poulou et al., 2019), constitute a central aspect of teachers' professional competence (Lazarides, Watt, & Richardson, 2020). Teachers' self-efficacy for classroom management impacts their leadership practices in leading communication (-related problems) and interpersonal relations (Hajovsky, Chesnut, & Jensen, 2020), student

motivation, and student-perceived mastery goal orientation in class (Lazarides, Buchholz, & Rubach, 2018). Teachers' self-efficacy "includes aspects such as instruction, assessment, and discipline in the classroom" (Hajovsky et al., 2020, p. 142). Here, discipline is not defined with its negative connotations, it is about managing and leading behavior and a positive learning environment with the established and recognized roles and procedures for engaged, motivated, and on-task learners with an understanding of collaborative self-management (Freiberg, Oviatt, & Naveira, 2020; Marzano & Marzano, 2003). Thus, it is important to support teachers' self-efficacy to improve their classroom management and leadership processes. Eventually, that points to the fact that there is still room for more research on improving teachers' self-efficacy, such as more research profiling teachers (based on the academic discipline and the teaching & learning level, etc.), studying country/culture-specific and contextual needs, and "developing targeted professional development experiences" accordingly (Dellinger, Bobbett, Olivier, & Ellett, 2008, p. 762). In line with these, the current study examines EFL teachers'/instructors' self-efficacy beliefs for classroom management in Turkish higher education institutions.

Overall, the contribution of our study to current research on classroom management and teacher/academician development is threefold. First, the study investigates EFL instructors' perceptions and beliefs regarding their EFL classroom management/discipline (behavior management) together with examining teachers'/instructors' self-efficacy for classroom management and instructors' beliefs about their strengths and areas of improvement in classroom management and leadership. Moreover, the study contributes to the literature by examining how external (out-of-class) influences and personal teaching (self-efficacy) factors interact to predict instructors' classroom management strategies. Finally, the study yields insights for future implementations by investigating EFL instructors' strengths and their desired aspects of professional development concerning university classroom management. In doing so, the study involves some descriptive variables to increase comprehensiveness by seeking to

explain the diversity of different teacher profiles. Accordingly, the study adopts three research questions as follows:

1. What are Turkish tertiary-level EFL instructors' perceptions of their self-efficacy in classroom management and discipline?
 - 1a. What background variables (age, teaching experience, administrative positions, courses in classroom management, undergraduate degree major) affect EFL instructors' perceptions of self-efficacy in classroom management and discipline?
2. What are Turkish tertiary-level EFL instructors' self-reported strengths in classroom management/discipline & leadership?
3. What are Turkish tertiary-level EFL instructors' self-reported areas of improvement in classroom management/discipline & leadership?

THEORETICAL FRAMEWORK

Effective classroom management and leadership include a variety of elements from establishing procedures and consequences for a safe learning environment to developing positive relationships in the classroom as the accumulating research on the subject shows (Sabornie & Espelage, 2023). There are some evidence-based elements of effective classroom management as the researchers suggest (Marzano, 2003, pp. 88-89; Marzano, Waters, & McNulty, 2005, pp. 90-92):

- (1) establishing and enforcing rules and procedures, (2) carrying out disciplinary actions, (3) maintaining effective teacher and student relationships (by providing behavioral and academic guidance; by communicating appropriate levels of cooperation), and (4) maintaining an appropriate mental set for management (with healthy emotional objectivity).

Over time, as that might happen in any subject, classroom management knowledge and research have enlarged involving criticisms of the previous studies and adding new contributions, such as with an understanding of a more student-centered approach. Nevertheless, it is possible to witness how similar evidence-based elements of classroom management continue to be studied and evolved/expanded over time (Sabornie &

Espelage, 2023). The evidence-based elements for classroom management are elaborated with further notes below:

- Rules and procedures for a safe learning environment (establishing general classroom behavior, expectations, transitions, and democratic norms in a participatory environment) (Egitim, 2022)
- Discipline and consequences (reinforcing positive behavior and dealing with inappropriate and disruptive behavior with constructive, preventive, and restorative strategies) (Levin & Nolan, 2022)
- Teacher-student relationships (a function of what teachers do; positive teacher attitude and connectedness to each student) (Marzano & Marzano, 2003; Zhang, 2022)
- Fostering interpersonal communication in the classroom (student-student relationships and meaningful interactions in learning) (Jones, 2022; Jones & Symonds, 2022)
- Mental set (being mindful and aware in teaching)
- Student responsibility (leading soft skills is at play; teaching and developing learners' social and emotional skills including self-awareness, self-discipline, self-management, self-regulation, task orientation, collaboration, and interpersonal communication) (Chernyshenko, Kankaraš, & Drasgow, 2018; Collaborative for Academic, Social, and Emotional Learning [CASEL], 2013)
- Getting off to a good start and sustaining quality (getting prepared and organized considering various aspects of a classroom from physical settings to relationship-related foundations, such as ice-breaking activities; promoting learner engagement) (Zhang, 2022)
- Management at the school level (As the system approach suggests, a classroom is a part of the whole school. Thus, consistency and integration between the system and sub-systems are important.)

More recent studies on classroom management study similar elements for creating supportive learning environments both in in-person and online/digital teaching that gained momentum after the COVID-19 pandemic with a particular look at teacher experiences and teacher perceptions (Hepburn & Beamish, 2019; Lohmann, Randolph, & Oh, 2021; Nguyen et al., 2022; Shank & Santiago, 2022; Wilkins, Verlenden, Szucs, & Johns, 2022) involving:

- teacher expectations,
- teacher caring and support,
- peer connection and support,
- student autonomy and empowerment,
- management of classroom social dynamics,
- solving problematic situations,
- promoting learning motivation,
- developing and evaluating learners' competence,
- and behavior management.

Teachers' beliefs and perceptions of their teaching skills (i.e., personal teaching efficacy) in managing their classroom with such elements influence what they do and how they do it in creating a supportive learning environment. Their efficacy beliefs form their beliefs concerning their capabilities to organize and act accordingly to produce the targeted attainments. Those beliefs, "commonly referred to as contextually situated confidence," influence how they think, feel, motivate themselves, and act (Hajovsky et al., 2020, p. 143). As Bandura explains (1997, p. 3), "People guide their lives by their beliefs of personal efficacy." That is, "people's level of motivation, affective states, and actions are based more on what they believe than on what is objectively the case" (Bandura, 1995, p. 2).

In the classroom context, teachers' perceived self-efficacy refers to the beliefs in their capabilities to organize and act to produce the given attainments in diverse situations, such as even in the face of obstacles and failures. Moreover, in the classroom, teachers' self-efficacy beliefs influence their general orientation toward the educational process and their instructional behavior (Hettinger et al., 2021). That means teachers' self-efficacy beliefs influence both their approach, activities, and student outcomes. This is due to the fact that teachers build the learning environment for/with students while influencing students' efficacy beliefs as learners by impacting the sources of efficacy in the learning environment (e.g., creating mastery experiences for learners) (Bandura, 1997; Chacón, 2005).

To detail the sources of efficacy, people's beliefs concerning their efficacy rely on their mastery experiences (their successes and failures), vicarious experiences (observing social models), social persuasion (receiving realistic persuasive boosts that they are capable), and physiological and emotional states in judging their capabilities (cognitive processes, that is, how the states are perceived and interpreted are important) (Bandura, 1995). Consequently, in the classroom context, a reciprocal relationship exists between teachers' perceived self-efficacy and their pedagogical actions, which also leads to consequences on the learners' perceptions including the sense of achievement, trust in the classroom community, and the teacher's teaching & leading practices, the sense of connectedness to a social group and enjoyment. (García Sánchez, Scholes Gillings de González, & López Martínez, 2013; Hajovsky et al., 2020; Hettinger et al., 2021; Holzberger, Philipp, & Kunter, 2013).

To elaborate on the issue, different levels of teachers' perceived self-efficacy lead to different outcomes. For instance, regarding their classroom management practices, teachers with high self-efficacy tend to use different practices from teachers with low self-efficacy as research shows (Mitchell, 2019). Those practices include strategies for promoting/ensuring positive student behavior, such as corrective or preventive strategies. In other words, when teachers with high confidence in their pedagogical knowledge & practices (i.e., highly perceived self-efficacy) face challenging situations they tend to perform better by sticking to the goals and showing persistence owing to their sources of efficacy, contextualizing the task (and assessing their competences) and learning a lesson from each experience (Hajovsky et al., 2020; Markova, 2021). Therefore, teacher behaviors (verbal and nonverbal) in the classroom influence student perceptions and behavior as well as determine the climate of the learning environment.

Teachers have "the professional responsibility of employing techniques" in classroom management that maximize student on-task behavior by evaluating the needs at the time. That is, teachers continuously develop ideas about (a) the relationship between teaching and discipline, (b) the factors influencing student behavior, (c) their expectations for student behavior, and (d) a systematic plan to influence appropriate student behavior

(promoting discipline/behavior management considering individual and group aspects) (Levin & Nolan, 2022, p. 4). In executing those, teachers with a high sense of teaching efficacy, as an addition to the earlier note, believe that they can exert new solutions even with difficult learners who exhibit disruptive behavior to help them improve and succeed. Yet, teachers with a low sense of teaching efficacy believe that they cannot do much for each learner, especially when they are not eager to learn or persistently exhibit disruptive behavior. In such cases, those teachers believe it is not much for them to do in the classroom by relating the situation of students to out-of-class (external) factors (Emmer & Hickman, 1991). However, teachers with a high sense of teaching efficacy tend to manage such difficult processes or student misbehavior in class with the right intervention and restorative strategies (promoting discipline/behavior management) (Levin & Nolan, 2022).

The relationships between the teacher and students, and among students, form “the most powerful variable in influencing appropriate student behavior and academic learning” (Levin & Nolan, 2022, pp. 127-128), and in EFL classrooms, those relationships and interactions play a vital role in language ability development (Gan, 2021; Zhang, 2022). This view is widely acknowledged in sociocultural theory (SCT; Lantolf, 1993; Vygotsky, 1978), which underscores the critical role of “the interpersonal and person-environment interaction” in language development, as well as the internalization of the knowledge acquired in these interactions (Lantolf & Thorne, 2007, p. 216). In line with this, from a sociocultural perspective, rooted in the work of Vygotsky (1978), classroom management aims at creating a “learning community” in which both the teachers and learners interact as participating members (Martin et al., 2016, p. 37; Postholm, 2013). That is, the way an EFL teacher creates a climate in the classroom by considering the essential elements of classroom management influences relationships, motivation, and engagement in language learning, learners’ self-regulation and goal orientation, participation and cooperation in-class activities, commitment in dealing with problems through friendly help and support, and positive interpersonal communication processes

(Gan, 2021; Jiang & Zhang, 2021; Merç & Subaşı, 2015; Wang, Derakhshan, & Zhang, 2021).

METHOD

Design

This study examines tertiary-level EFL teachers'/instructors' self-efficacy in classroom management & discipline and leadership using a questionnaire that includes both multiple-choice and open-ended questions. A mixed-methods, questionnaire variant of parallel convergent survey design in which qualitative data confirms the quantitative data was employed (Creswell & Clark, 2018; Mackey & Gass, 2015). In this kind of design, the purpose is to reach "a more complete understanding of a research problem [through] collecting both quantitative and qualitative data" (Creswell, 2014, p. 570).

Participants

This study involved EFL instructors teaching EFL courses at higher education institutions in Türkiye. They were recruited from various universities located in each of the seven regions across Türkiye using a mixture of snowball and purposeful sampling (Dörmyei, 2007). However, the cities with a higher number of universities were prioritized in invitation emails; therefore, the number of participants was not equally distributed across Türkiye ($N = 80$). More than two third of the participants comprised instructors who were 34 years and below ($n = 30, 38\%$), and those who were 35-39 years old ($n = 30, 38\%$). About 66% of the participants were female, and 80% of all participants reported having received at least one course on classroom management and leadership at some level of their education, although no details regarding these courses were requested from the participants. Seventy-four percent of the participants were graduates of an ELT undergraduate program, and about 63% of them had less than 15 years of teaching experience. The number of participants who reported having held an institutional leadership/administrative position (i.e., head of the department, (vice) director of the school of foreign languages, etc.) in their departments was 40 (50%). It should also be noted that the number of participants without a graduate degree was only 9 (11%) while

those with a master's or a doctorate constituted about 59% ($n = 47$) and 30% ($n = 24$) of the sample, respectively. Descriptive statistics about the participants are presented below (Table 1).

Table 1. Description of participant profiles ($N = 80$)

Degree	n	Gender		Admin position		CM & L Course		Teaching Experience		B.A. Degree program	
		M	F	Yes	No	Yes	No	<15 yrs	>15 yrs	ELT	Non-ELT
B.A.	9	3	6	4	5	5	4	5	4	5	4
M.A.	47	16	31	24	23	39	8	33	14	37	10
Ph.D.	24	8	16	12	12	20	4	12	12	17	7
Total	80	27	53	40	40	64	16	50	30	59	21

Note. CM & L: Classroom Management and Leadership, B.A., Bachelor of Arts, M.A., Master of Arts, Ph.D., Doctor of Philosophy, Non-ELT: Departments of English/American Language and Literature/Culture, English Translation and Interpreting (Studies).

Instrument

Data collection for this study was based primarily on the Teacher Efficacy in Classroom Management and Discipline Self-Efficacy Scale (Emmer & Hickman, 1991). The scale comprised 35 items with a three-factor structure: Personal teaching efficacy (TE), classroom management/discipline (CM), and external influences (EI). While CM and EI each had 14 items, TE was comprised of 7 items. Despite the existence of competing scales measuring various aspects of classroom management, Emmer and Hickman's (1991) scale has been an influential one widely used in the relevant literature, but not necessarily in a context similar to that of the present study. During the initial development stage of the scale items, Emmer and Hickman (1991) used previous scales at the time (e.g., Doyle, 1986) as their point of reference to ensure validity and reported checking test-retest reliability through various phases of measurements and administrations of the scale (for details, see Emmer & Hickman, 1991). In the present study, Cronbach's alpha values for TE, CM, EI, and the overall scale were found to be .67, .83, .79, and .67, respectively. Furthermore, minor adaptations were made to the items such as changing

the wording of “parents’ influences” to “home influences” since a big majority of the students in the higher education EFL classrooms did not reside with their parents. To support the quantitative findings and to provide further insights into EFL instructors’ classroom management and leadership competencies and practices, two open-ended questions were included in the instrument which asked the participants to mention (a) their strengths in EFL classroom management and leadership, and (b) the aspects they would like to improve on regarding their EFL classroom management and leadership.

Data collection procedure

About 670 email invitations were sent in Fall 2022 to participants’ institutional email addresses listed on their university’s website, and an estimated 12 percent of the invitations were returned. Permission to conduct the study was granted by Kütahya Dumlupınar University (E-67750228-050.99-156425/10.11.2022), and the participants provided written consent via online forms by indicating their voluntary participation. Within a single instrument, participants were presented with background questions, multiple choice questions of the scale, and two open-ended questions presented in English.

Data analysis

The present study required an analysis of both quantitative and qualitative data. The quantitative data were analyzed through descriptive statistics by presenting and plotting the findings in terms of mean scores and percentages. For inferential statistics, t-tests, ANOVA, and correlation analyses were conducted to test the effects of background variables on the measurements. The assumption of normality was checked and met as revealed by non-significant Shapiro-Wilk test results for the overall scale ($p = .057$), for TE ($p = .12$), and EI ($p = .50$), but not for the CM factor ($p < .001$). The skewness and kurtosis values were also checked and were found to be normal for all scores except for the kurtosis value (3.5) for the CM factor. Therefore, only for the analyses used for the CM dimension, non-parametric tests (Mann-Whitney U-test, the Kruskal-Wallis test, and

Spearman's Rho) were utilized. All other assumptions for each of the tests were also checked and met.

Basic content analysis was used to analyze the participants' responses to two open-ended questions. In this type of analysis, "word counts and other quantitative analytic methods" were used "to code mainly manifest data using deductively or inductively generated code lists" by aiming to be "systematic, objective, and transparent" (Drisko & Maschi, 2016, p. 3). The analysis of the qualitative data in the present study employed a descriptive design as a part of basic content analysis which used larger and representative sample sizes as opposed to exploratory designs with small sample sizes. The codes and themes were generated using MAXQDA, a software package designed for qualitative data analysis (VERBI Software, 2021). There are various measures to establish the credibility and trustworthiness of qualitative data (Creswell & Miller, 2000). First, an initial code of the data was performed by the first author until reaching data saturation (Heigham & Croker, 2009, p. 10). To achieve credibility, (a) a codebook that was developed by the first author with the assistance of the MAXQDA software package and (b) the 24% of the raw data set were both inspected by the second author for checking the consistency and agreement on the coding protocol. Furthermore, intra-coder reliability was ensured by coding the data twice at two different times to avoid coding drift due to boredom or tiredness (Mackey & Gass, 2015). Authors mostly agreed, but several minor disagreements as regards categorizing the codes under subthemes and naming the subthemes were noted (e.g., What does "rapport" involve? How should students with disabilities and disruptive students be categorized? How could parallelism be achieved across the names of the subthemes?), but any inconsistencies and disagreements were resolved. To determine the intercoder reliability, Cohen's kappa was calculated, and the agreement was found to be very good, $\kappa = .93$ (Altman, 1991). To ensure trustworthiness, "low-inference categories," which involved less interpretation and intuition were aimed at as opposed to those which required "high-inference," which would be more open to ambiguity (Révész, 2012, p. 213).

FINDINGS

Quantitative Findings

The first objective was to investigate EFL instructors' self-perceived degree of classroom management and discipline self-efficacy, which were constructed under three sub-dimensions. A summary of descriptive statistics about each of these factors as well as the overall scale is presented below in Table 2.

Table 2. Descriptive Statistics for EFL Instructors' Classroom Management and Discipline Self-Efficacy

Constructs	<i>N</i>	<i>M</i>	<i>SD</i>	Min.	Max.	Sk	Kurt
Classroom management/discipline	80	3.85	.43	2.36	5.00	-0.45	3.5
Personal teaching efficacy	80	3.55	.45	2.57	4.71	0.19	0.03
External influences	80	3.06	.51	1.93	4.14	0.14	-0.48
Overall Scale	80	3.47	.25	2.97	4.11	0.41	-0.33

EFL instructors were shown to rate themselves the highest on classroom management/discipline, followed by personal teaching efficacy. This indicates EFL instructors mostly reported themselves as having high self-efficacy in teaching and classroom management & discipline. However, the findings further indicated that EFL instructors were mostly neutral about the influence of external factors in classroom learning ($M = 3.06$). When the overall mean average of responses for the whole scale is considered, a mean score of 3.47 indicates that a majority of the instructors agreed or strongly agreed with the statements in the scale. To better evaluate each of the factors that constitute the scale, item percentages in each factor are presented in Figures 1, 2, and 3 further below.

As for the correlation among factors, a Pearson's product-moment correlation was computed for measuring the relationship between Personal Teaching Efficacy and External Factors, but no significant relationships were noted ($p > .05$). Seeking for a

similar relationship between Classroom Management and the other two factors, a Spearman’s rank-order correlation was computed. The analysis yielded a significant positive relationship between Personal Teaching Self-Efficacy and Classroom Management [$r_s(78) = .33, p = .003$] and a significant negative relationship between Classroom Management and External Factors [$r_s(78) = -.31, p = .005$]. According to these correlations, as the self-efficacy EFL instructors possessed in the areas of classroom management and discipline increased, their teaching efficacy beliefs also increased, while their beliefs in the role of external factors decreased.

Percentages for each of the seven items that were included in the first factor, i.e., personal teaching efficacy, were presented below (Figure 1). The figures reported in the graph demonstrate that a majority of the answers fall on the positive side of the continuum, which represents agreement with the statements. Instructors found themselves effective in reaching out to students and adjusting the assignment difficulty to their levels.

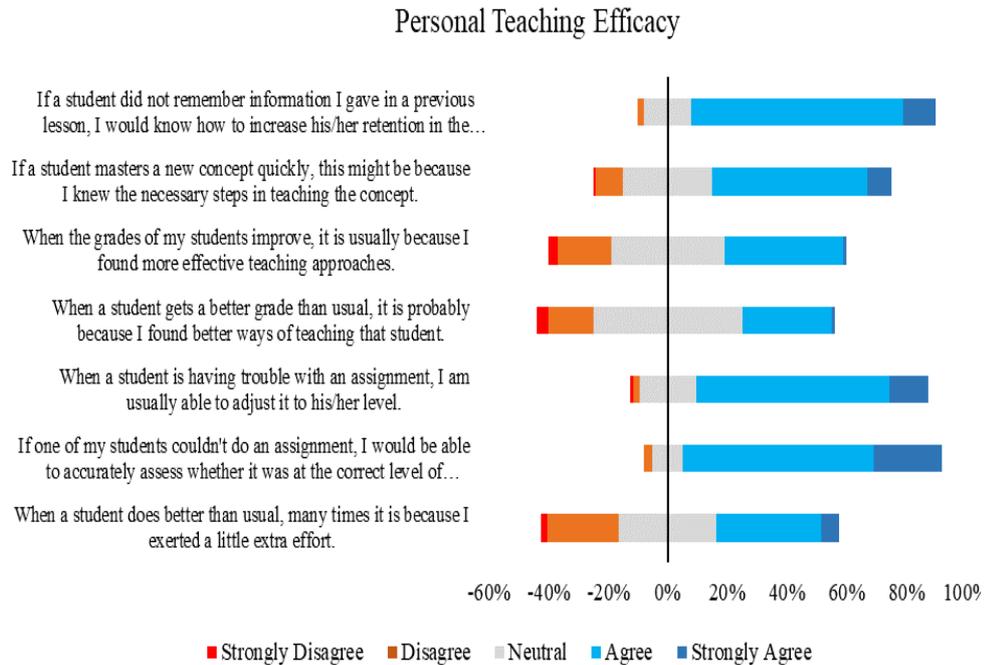


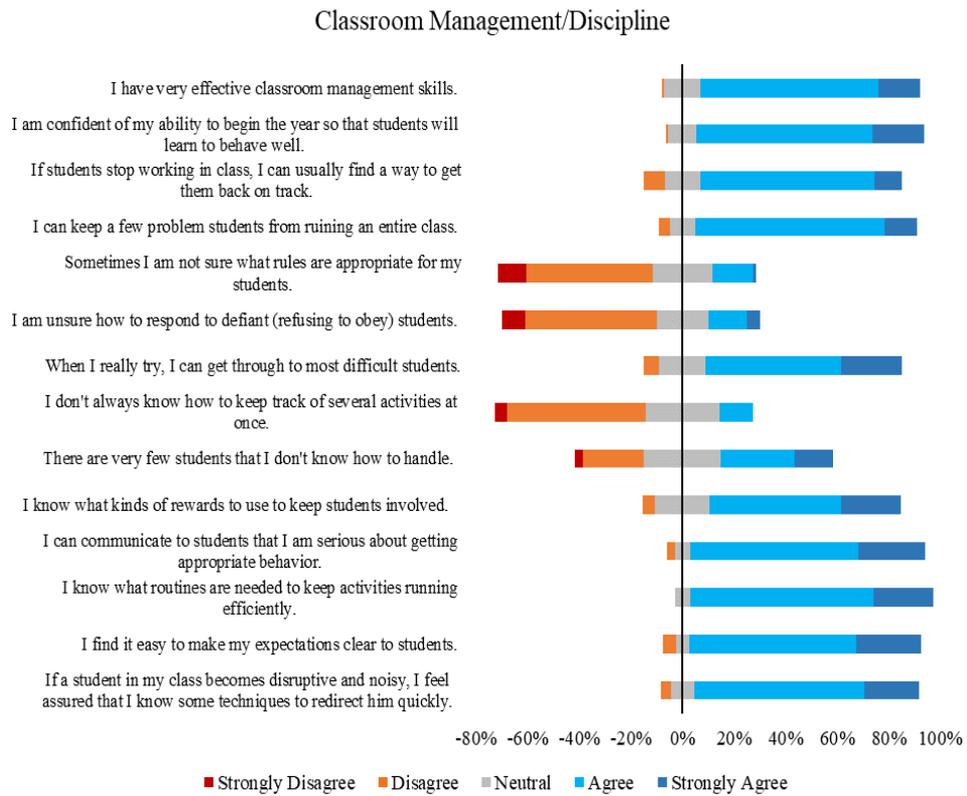
Figure 1. Item percentages in Personal Teaching Efficacy

However, for statements such as “When a student gets a better grade than usual, it is probably because I found better ways of teaching that student” or “because I exerted a little extra effort,” there was a lack of agreement among EFL instructors as the answers that fell on either side of the bar chart seemed to be similar. This may indicate that although instructors had reportedly high self-efficacy, not all agreed to attribute the success of their students to their effort or better teaching practices.

For the second factor (classroom management/discipline), almost all the items received high agreement among participants ($M = 3.85$), except for the three reverse-coded items (Figure 2). This demonstrated that EFL instructors’ self-perception of their classroom management and discipline was high compared to their perceptions of the influence of external factors and their teaching in self-efficacy. One statement that EFL instructors did not completely agree with was “There are very few students I do not know how to handle.” About 56% of the instructors were either not sure or disagreed with the fact that the number of students they could not reach out to was very low. Qualitative data might provide some insights into similar statements.

Finally, about the dimension looking into the role of external factors in classroom management and discipline, it should be noted that instructors were overall neutral ($M = 3.06$). The majority of the items either emphasized the role of external factors such as the home or peer influences on classroom behavior or success while others also compared instructors’ role and efficacy in affecting the outcome. As shown in Figure 3, there was not a complete agreement across items among instructors. While some items received complete agreement from instructors, for a majority of the items, instructors’ overall attitude was neutral. For example, 70% of the instructors expressed a (complete) disagreement with the statement, “Compared to other influences on student behavior, instructors’ effects are very small.” This also supported the high mean scores on the other two factors which showed high efficacy in teaching and classroom management/discipline. While 54% of the instructors also stated that they (completely) agreed with the statement, “Even a teacher with good teaching abilities may not reach

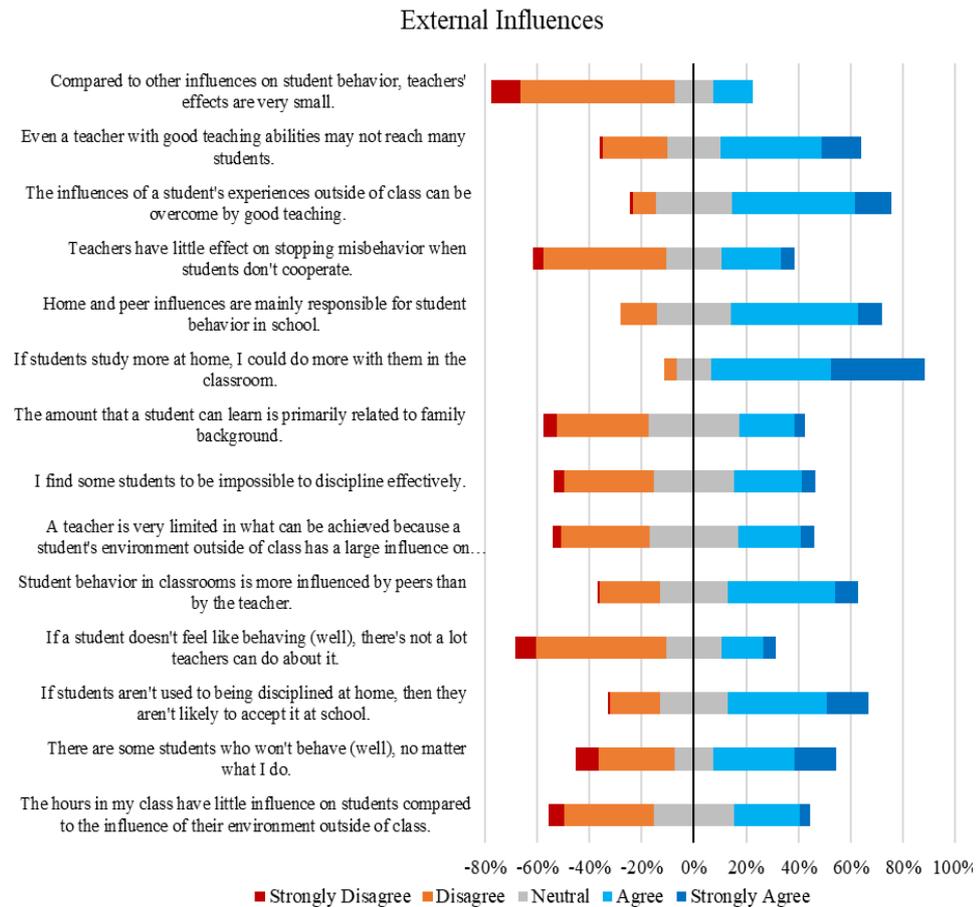
many students,” 61% of them strongly (agreed) with the following statement: “The influences of a student’s experiences outside of class can be overcome by good teaching.” In other words, a comparison of these two similarly worded items shows that although instructors believe that “good teaching” may help overcome external influences, their response rates also indicate that there will be many students whom instructors may not reach regardless of how “good” the teaching may be.



Note. The following items are presented without reverse-coding: “Sometimes, I am not sure what rules are appropriate for my students”, “I am unsure how to respond to defiant (refusing to obey) students”, and “I do not always know how to keep track of several activities at once.”

Figure 2. Item percentages in Classroom Management/Discipline

As shown by the tendencies in responses, instructors also believed that “home and peer influences” and not being “used to being disciplined at home” affected students’ behavior and success in the classroom, but they did not agree with the idea of a teacher being “very limited in what can be achieved.”



Note. The following item is presented without reverse-coding: “The influences of a student’s experiences outside of class can be overcome by good teaching.”

Figure 3. Item percentages in External Influences

To answer the sub-question of the first research question, the data were further analyzed for any effects of background variables in determining EFL instructors' perceived self-efficacy in classroom management and discipline. Various parametric and non-parametric tests were employed to test any effects of age, gender, teaching experience, undergraduate degree program, level of education, having held an administrative/leadership position, and having taken courses on classroom management and leadership through various grouping options within each variable as needed. However, except for teaching experience, none of the variables seemed to predict EFL instructors' scores on the overall scale or its subdimensions ($p > .05$). For teaching experience, instructors with at least 16 years of experience were found to self-report themselves significantly higher ($n = 30$, $M = 3.39$, $SD = .21$) than those with 15 years or more experience ($n = 50$, $M = 3.52$, $SD = .26$) on the classroom management and discipline self-efficacy as revealed by the findings of an independent t-test with a medium effect size, which, according to Cohen (1988) "is visible to the naked eye of a careful observer."

Table 3. The Effect of Teaching Experience on EFL Instructors' Classroom Management & Discipline Self-Efficacy ($N = 80$)

	Experience	<i>N</i>	<i>M</i>	<i>SD</i>	<i>SE</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
Classroom Management & Discipline	15 years or fewer	50	3.52	.26	.04	2.31	.023	.53
	16 years and more	30	3.39	.21	.04			

Qualitative Findings

In this section, qualitative findings of the two open-ended questions are presented by focusing on EFL instructors' self-perceived strengths and areas for improvement regarding their classroom management and leadership. In order to answer the second research question, one of the open-ended questions on the questionnaire asked, "What do you think your strengths are in EFL classroom management and leadership?" According to the content analysis, the resulting themes, subthemes, and frequency of codes are shown in Table 4 and Figure 4 below.

Table 4. Teacher Strengths in Classroom Management and Leadership

Themes	Sub-themes	<i>f</i>	%	
Classroom climate		129	81.5	
	Leading interpersonal relations	Rapport Respect Empathy Inclusion & Diversity Trust	19 9 8 5 4	12 5.7 5 3.1 2.5
	Planning of classroom learning & teaching	Awareness of the new generation's needs Well-prepared lesson plans Fun/Humor Engaging Lessons Variety & Innovation	11 7 5 4 4	7 4.4 3.2 2.5 2.5
	Establishing procedures and consequences	Consistency & Fairness Discipline Taking preventative measures Friendliness vs. being friendly	12 9 5 2	7.6 5.7 3.2 1.3
	Encouraging student voice and empowerment	Freedom/Safety Collaboration Responsibility Listening to students Motivation Autonomy	5 5 5 4 4 2	3.2 3.2 3.2 2.5 2.5 1.3
Teacher background and professional characteristics		29	18.5	
	Professional characteristics	Professional enthusiasm Built-in competence and intuition Emotional self-regulation Non-verbal communication Professional commitment	7 5 5 3 2	4.4 3.2 3.2 1.9 1.3
	Background	Teaching experience Educational background	5 2	3.2 1.3

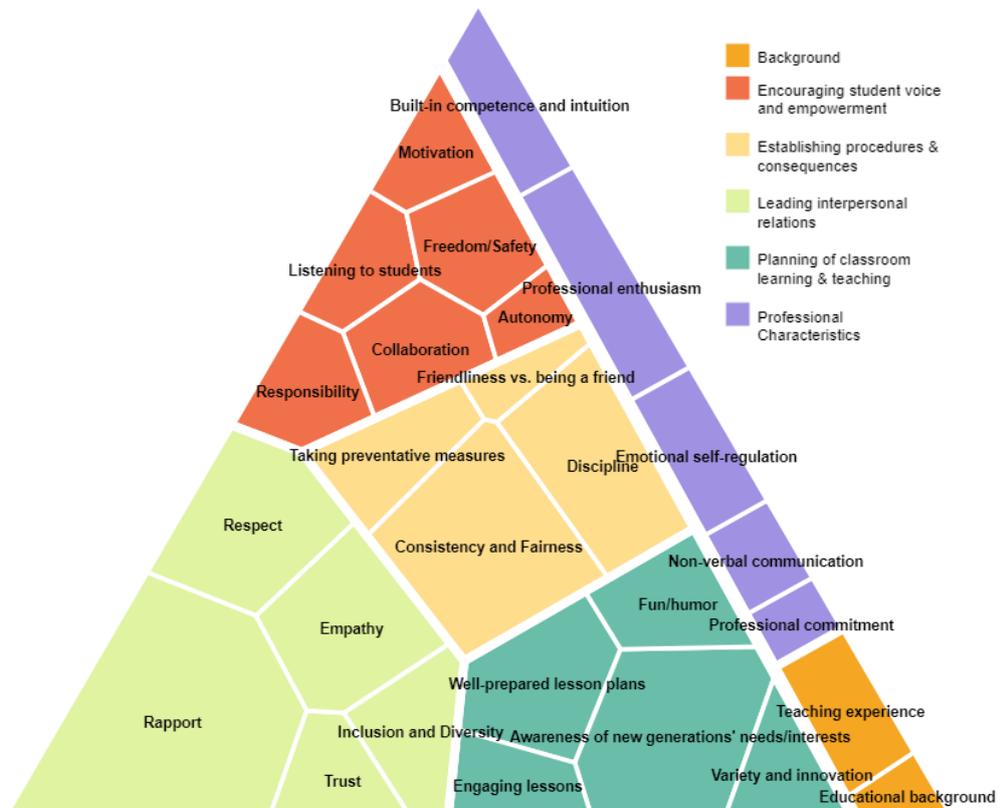


Figure 4. A diagram representing the relative contribution of each sub-theme.

According to the analysis of the qualitative findings, EFL instructors in this study reported both teacher-related and classroom climate-related strengths with the latter comprising a big proportion. To begin with, among teacher background and professional characteristics, instructors ascribed utmost importance to enthusiasm (e.g., T36: *I am passionate about teaching and love my job.*) and they most reported that they improved their management and leadership practices through experience (e.g., T48: *After getting more experienced in teaching, things become easier and I don't feel stressed when problems occur*). Several instructors have also expressed using various forms of non-verbal communication as a classroom management technique:

I mostly trust my body language, competence in my field, and interest in my students. I have a good command of body language such as tone of voice, posture, eye contact, etc. Most of the time, I don't even need to express myself verbally. (T30)

EFL instructors also mentioned that they had a tendency or intuition to be able to manage the classroom well. This sub-theme emerged apart from the educational background and teaching experience mainly because instructors expressed such competence as an inborn skill they were equipped with (e.g., T23: *I think I have some intuition to predict the students having a potential of displaying unpleasant behaviors in the classroom*). Under emotional self-regulation, one teacher (T4) mentioned that he/she could “*keep cool during heated situations*” and two other instructors reported similar strategies:

Even if I have several management problems, I am good at keeping calm and managing the problem professionally by not taking it personally. (T53)

I don't easily take it personally when a student misbehaves in class. (T27)

Next, as regards the theme with the biggest share in strengths, i.e., classroom climate, EFL instructors mentioned that they have various ways to manage and lead the classroom. The qualitative analysis revealed that these strengths were categorized under four sub-themes: leading interpersonal relations, planning classroom learning & teaching, establishing procedures and consequences, and encouraging student voice and empowerment. EFL instructors valued the interactions among instructors, students, and peers and considered them of great importance in classroom management.

I communicate and listen well in general. My social skills also help to build a warm atmosphere in class. This way, I manage my classes very easily. (T20)

Building a bond with learners, rapport and good meaningful communication are my strengths in management and leadership. (T44)

Under interpersonal relationships, EFL instructors also mentioned respect, empathy, trust, and inclusion/diversity. Mutual respect between instructors and students/peers and establishing trust among classroom members were also very important for a warm classroom atmosphere and learning. Although less frequently, issues such as embracing all learners regardless of their cultural background, abilities, and success rates were also

mentioned by a few instructors. While one teacher (T13) stated that she/he “accept[s] and appreciate[s] the uniqueness of every individual,” another one (T30) mentioned that she/he “give[s] importance to the efforts of students, not their levels, so everybody is appreciated and accepted.” Regarding respect, empathy, and trust, below are some excerpts from instructors’ responses.

I respect my students first and then expect the same in return. (T49)

Being a lifelong student myself (Ph.D.) helps me establish empathy with my students. Telling that I don’t know when I don’t know something so that my students understand that it is not something to be ashamed of. (T53)

As for planning classroom learning and teaching, a number of EFL instructors mentioned their abilities and efforts in understanding and accommodating the needs of their learners who were members of the new generation. Some striking excerpts from instructors are presented below.

I can keep myself up-to-date in terms of the lifestyle of the current generation: what they like, how they speak, their sense of humor, popular culture, social media, inside jokes, and current trends, and I tailor my teaching and instruction accordingly. (T29)

My strengths are: knowing students’ likes and dislikes in daily life, and following trends among young adults. (T32)

I can say that choosing topics to discuss or to write on based on what the students’ generation is interested in is a major management plus; they enthusiastically contribute. (T48)

The other sub-components under classroom learning and teaching practices were well-prepared and engaging lesson plans using innovative tools and methods as well as humor. It should be specifically reported here that the use of humor was included in the classroom planning subtheme mainly because the excerpts indicated that the teachers used this as a classroom strategy as demonstrated by the following excerpts:

I also don’t mind doing some silly things because silly things do fine to attract attention, and they are more memorable...I had taken a fire extinguisher to the classroom. (T29)

I am open to new learning methods, which are likely to be useful for contemporary learners. I try to integrate technology into my teaching practices. (T5)

I believe I am good at...using humor to get students involved in the lessons. (T16)

Finally, under the main theme of classroom climate, EFL instructors reported believing in the power of valuing students' voices and empowering them. Some of the sub-themes that were derived from the analysis were listening to them, motivation, letting them freely express themselves by providing a safe environment, encouraging collaboration, giving them responsibility, and fostering autonomy.

I believe I accept and appreciate the uniqueness of every individual and have a high level of empathy for them. This is of big help both for the design of my lessons and the just right amount of responsibility and autonomy culture I build in the classroom. (T13)

They need to know and understand that they are heard and they are in the classroom for a good reason for themselves. This way, they collaborate with you. (T10)

Finally, the second open-ended question, which aimed to answer the final research question, asked EFL instructors what aspects of their EFL classroom management and leadership they would like to improve. The resulting themes and subthemes, frequencies, and their proportion concerning the total number of codes along with their empirical indicators are provided further below (Table 5 & Figure 5).

Table 5. Instructors' self-reported areas for improvements in classroom management and leadership

Themes	Sub-themes	<i>f</i>	%
Learners in the classroom	Working with challenging students	13	21.7
	Increasing motivation/engagement	9	15
	Fostering autonomy and empowerment	5	8.3
	Accommodating different learner styles	2	3.3
Classroom learning and teaching practices	Implementing innovative teaching methods	7	11.7
	Establishing rules & consistency	6	10

Better time management	4	6.7
Maintaining more enjoyable classes	3	5
Creating a less authoritarian learning environment	2	3.3
Interpersonal relationships		
Supporting learners' socio-emotional skills better	4	8.3
Improving rapport/communication	5	6.7

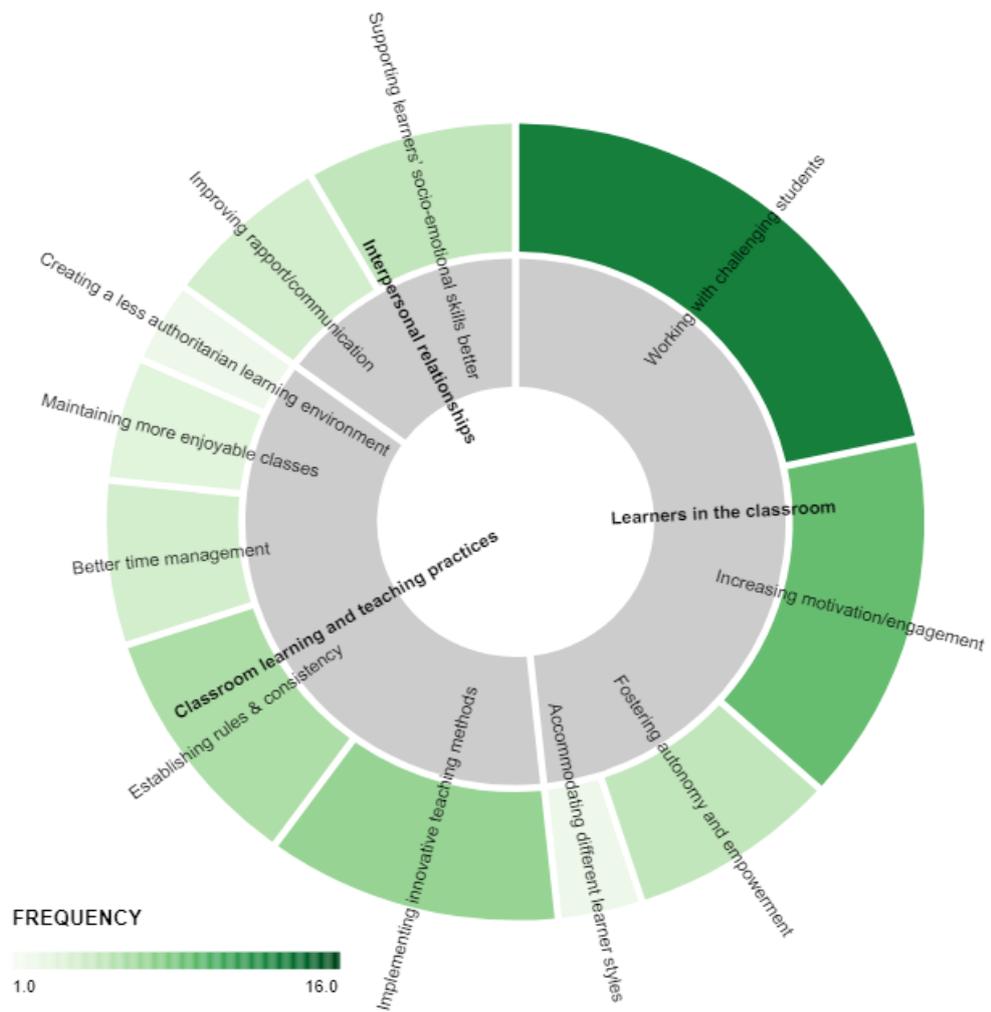


Figure 5. A diagram representing the relative contribution of themes and sub-themes

The content analysis revealed the main areas of classroom management and leadership in which they would like to improve themselves. The biggest concern EFL instructors reported was that they sometimes had difficulty dealing with disruptive students in the classroom. While one teacher (T11) stated that she/he “would love to learn how to approach the ‘impossible’ ones,” another teacher (T16) stated, “I would like to improve trying to reach ‘problem’ students.” These statements indicate that EFL instructors have challenging students, and they are not always sure how to handle them. Besides, two instructors mentioned that learners with learning difficulties were also challenging for them.

I sometimes partially ignore students who don't want to learn English. That is, I don't have the energy to deal with those students. It may be good to know practical ways to deal with these students. (T27)

I would like to improve my skills in how to approach stubborn students who totally reject behaving in the classroom without threatening them with high-powered strategies. (T43)

I don't know how to deal with students with learning disabilities. It would be nice to get some training on it. (T18)

In line with these quotations, EFL instructors mostly mentioned that being able to accommodate diversity in learning styles, increasing engagement & motivation, and fostering autonomy & empowerment in learners were all valuable means of managing classrooms as well as challenging students. One teacher (T13) said “I would like to be able to appeal to each and every learner’s style more than I do now” while T7 wanted to know how to “handle multicultural classrooms.” Also, EFL instructors were mostly concerned about low motivation and engagement in some students and expressed their eagerness to discover new ways to deal with this.

Classroom management is not only about ‘problematic’ students. It is also about increasing the engagement of all the students. I would like to improve my skills in increasing engagement or retention. (T4)

I wish I had some magical powers to provide unmotivated students with some intrinsic motivation, enthusiasm, and eagerness, but some causes of

demotivation are due to some root problems which I myself have no control over.
(T29)

As for fostering autonomy and empowerment in learners, five instructors stated that they needed to improve themselves more and were in search of practical tips and training. The quotations below provide a summary of responses in this regard.

I still find myself spoon-feeding the student, thus rendering the student more dependent on me. I would like to improve this for sure because this is also a sign of a lack of trust in student skills or the feeling of not doing enough, which is one of the most fossilized teacher beliefs. (T13)

The second theme was about management issues in classroom teaching and learning practices. EFL instructors reported that they wished to improve themselves in innovative and more enjoyable ways of classroom teaching and learning as well as managing their times better. Also, while some instructors stated that they wanted to be better at establishing rules and being consistent with the rules, others wished that they were less authoritarian in the classroom. Some sample responses to support these views are provided below.

Technology-based assessment and new classroom management techniques can significantly improve the effectiveness of teaching strategies and student outcomes. (T61)

Some sides that I need to improve are being too disciplined and serious. I feel that if I play games in class as part of the teaching, the academic aspect is undermined. Being too much disciplined sometimes leads students to be unsure of how to behave in class. (T48)

Sometimes I feel I am not consistent with the classroom rules. Every year I would like to explain my expectations clearly...but I think I still have a long way to go.
(T31)

The final dimension EFL instructors wanted to improve themselves in was interpersonal relationships which included improving their rapport & communication with their students and supporting them in terms of their socio-emotional skills. This theme did not necessarily indicate the relations inside the classroom, and thus, was coded as a separate

dimension under a different theme in the analysis. EFL instructors mainly expressed their desire to be able to communicate with the students in and outside of the classroom better, and they wanted to have certain skills that could make it possible for them to understand learners' psychological problems and family issues that might hinder them from learning effectively in the classroom. This way they wished to support them to increase their resilience and persistence in the classroom. Some instructors also thought that they were not interacting enough with their students by trying to keep a professional attitude or due to compulsory English classes being delivered via distance education in their institutions. Below are some excerpts that indicate how EFL instructors wished that they could help learners in their classrooms.

Maybe I can be more caring about my students. I usually don't get engaged with them outside the class. I keep my relations with them very professional, so I don't know much about their personal lives. Perhaps I can ask them some questions to get to know them better, but I don't have time for that in class. (T36)

Because of remote teaching, I have some problems with communicating and establishing sincere relationships with the students. I think I cannot overcome these problems on my own. The system needs to change, at least for hybrid teaching. (T60)

DISCUSSION AND CONCLUSION

The present study was designed to examine what perceptions university-level EFL instructors had regarding their classroom management and leadership, as well as the factors that contributed to those perceptions. Within this respect, first, how teaching and classroom management/discipline self-efficacy and their view of external influences affected these perceptions were examined. The findings indicated that EFL instructors rated themselves as highly competent in terms of self-efficacy in classroom management, discipline, and teaching, but were neutral regarding external influences on classroom management. The sub-dimensions of teaching self-efficacy and classroom management & discipline self-efficacy were found to be positively correlated while the dimension of external influences was only found to be negatively correlated with classroom

management self-efficacy. Among the socio-demographic variables, teaching experience was found to be the only factor predicting EFL instructors' ratings, with those having more than 15 years of experience reporting a significantly higher level of classroom management and discipline self-efficacy.

These findings support some previous studies in multiple ways. First, instructors were found to self-report themselves high on classroom management and teaching self-efficacy, supporting some previous studies (Yılmaz, 2004; Yüner & Barış Pekmezci, 2021). However, in comparison to the mean scores reported by Yılmaz (2004), who used the same scale on a group of 20 EFL instructors, the scores were found to be relatively lower by about one point for personal teaching and classroom management with the latter coming first in this study, and about half a point lower for external influences. These findings indicate that despite the mismatch in score averages, the overall trend in scores in both studies is similar. The differences may well be attributed to the incomparable sample sizes and the fact that in Yılmaz's case study, the sample was limited to a single group of instructors working in the same school. These findings show that EFL instructors self-report themselves as "high" on their self-perceived self-efficacy in classroom management and teaching; however, they also believe that the effect of external factors is effective in classroom management. The findings of a more recent study by Yüner and Barış Pekmezci (2021) showed that instructors who reported themselves as high on self-efficacy also rated themselves high on their classroom management skills, which exacerbates previous research (Alasmari & Althaqafi, 2021). This is likely because instructors' self-efficacy beliefs are based on what they perceive regarding their abilities in classroom management rather than what they actually perform in their classrooms (Aliakbari & Heidarzadi, 2015; Bandura, 1997; İnceçay & Keşli Dollar, 2013). In a similar vein, the significant negative correlation between the sub-dimension of external factors and classroom management can be accounted for based on this premise. In other words, EFL instructors with high self-efficacy in classroom management are less likely to attribute classroom management-related problems to external factors alone but rather believe that they are competent in teaching and can accommodate the dynamics of their

classrooms (Bandura, 1997; Thomson, 2022). Finally, regarding the positive effect of experience in classroom management, previous studies also reported somewhat similar findings (Cooper, 2019; Wolff, 2016), but they differed in terms of how the experience was described. Despite the fact that the experience was not operationalized as novice or expert, as some of the previous studies have done (e.g., Sari, 2013; Wolff, van den Bogert, Jarodzka, & Boshuizen, 2015), teaching experience was found to affect the way instructors perceived their self-efficacy in classroom management and teaching.

The secondary purpose of the present study was to examine how EFL instructors described their strengths in classroom management and leadership based on a single open-ended question. The content analysis of the data revealed that leading interpersonal relations, planning classroom learning & teaching, establishing procedures and consequences, and encouraging student voice and empowerment were the most commonly mentioned themes. To begin with, interpersonal relationships were further categorized as establishing rapport and maintaining respect, empathy, and trust in the classroom climate. These findings are in support of previous empirical as well as conceptual studies, which underscore teacher-student interactions for effective classroom management (Hajovsky et al., 2020; Marzano, Gaddy, Foseid, Foseid, & Marzano, 2005; Nazari, Zohoorian, & Faravani, 2021; Zhang, 2022) because such interpersonal relations on classroom management constitute the basis for improved learning environment fostering students' socioemotional learning (Wubbels, Brekelmans, den Brok, & van Tartwijk, 2006). Similarly, EFL instructors in the present study indicated that classroom teaching and learning practices such as adapting to the needs and expectations of new generations, lesson planning, or humor in the classroom were some of the important aspects of classroom management and leadership they considered to be their strengths. The findings are significant because, supporting previous studies, the reporting by the EFL instructors indicates their awareness of learners' needs and the importance of well-planned and engaging lessons (Gan, 2021; Jiang & Zhang, 2021; Levin & Nolan, 2022; Merç & Subaşı, 2015) that incorporates humor as a strategy to effectively manage the classroom (St-Amand, Smith, & Goulet, 2023).

EFL instructors in this study regarded rule setting, consistency, and discipline as keys to successful classroom management (Cevallos & Soto, 2020; Merç & Subaşı, 2015); however, they also valued freedom, collaboration (Egitim, 2020; Raelin, 2016), responsibility, and autonomy in the classroom (Benson, 2011). These findings revealed that while instructors were aware of the critical role of rules and discipline, they also encouraged student empowerment and voice for successful classroom management. Previous research has also shown that valuing students' voices and empowerment are important in creating a positive classroom atmosphere, which allows for sharing responsibility with the students in classroom management decisions (Kaya & Selvitopu, 2019; Wentzel, 2011). The importance of learner autonomy and responsibility has been found to be essential for maintaining effective classroom management in the literature (e.g., Balçıkanlı, 2010), supporting the findings of the present study. Therefore, maintaining rules and consistency through empowering learners, giving them a voice, and striking the balance between the two are all desirable and likely to yield positive outcomes for successful classroom management in the EFL classrooms. However, an analysis as to whether instructors who valued rule setting equally valued student empowerment and voice was beyond the purposes of the present study, and thus seeks further investigation.

EFL instructors in the current study were also found to value instructors' background in terms of experience and professional background, which was in line with previous research (Lap, Lien, & Thao, 2022). Most of the participants in the present study attributed their use of successful coping strategies with challenges to their experience (Shohani, Azizifar, & Kamalvand, 2014; Yerli Usul & Yerli, 2017) and less often to in-born abilities, talents, or intuitions. Although some instructors specifically mentioned the contribution of their previous educational background to the development of these abilities and intuitions, this link was not clearly expressed in all responses. In other words, although classroom management may be argued to be an inborn talent fed by expertise, it is also claimed to be "a skill that can be taught like any other" (Bosch, 2014, p. 2). EFL instructors were also shown to report the role of enthusiasm, commitment, and emotional self-regulation as their strengths. All three constructs were previously found to affect

classroom management and leadership practices in the classroom (Kaur & Ranu, 2017; Kaya & Selvitopu, 2019; Postholm, 2013; Sutton, Mudrey-Camino, & Knight, 2009).

The final research question asked what aspects of their classroom management and leadership skills they wished to improve. EFL instructors' suggested areas of improvement were categorized under three different themes, which were related to learners in the classroom, learning, and teaching practices, and interpersonal relationships. Teachers were aware of the fact that learner-related issues in the classroom could be addressed more efficiently by engaging learners and supporting them. However, they also stated that challenging students constituted a major issue in classroom management and that despite their experience, they sometimes encountered disruptive students or students who had learning difficulties. Challenging students was commonly expressed as an issue in classroom management in EFL classrooms (Debreli & Ishanova, 2019; Merç & Subaşı, 2015). Specifically, dealing with disruptive behavior requires student-specific approaches and techniques depending on the grade level or the circumstances (e.g., Levin & Nolan, 2022; Tılfarlıoğlu & Ulusoy, 2012). Previous research also suggested various means of effective management of disruptive behavior specifically in language classrooms. Some of these are the use of students' native language for making warnings and maintaining discipline (Kang, 2013), creating communicative learning environments through group work or pair work (Macías, 2018), or adopting more general classroom management strategies such as the use of body language (Merç & Subaşı, 2015), and creating a supportive learning environment with clear and fair rules (Sarı, 2013).

A related theme that was generated was interpersonal relations, and it comprised supporting learners' socio-emotional skills and improving rapport with students. For areas of improvement in classroom management and leadership, EFL instructors expressed they wished to be able to better understand and help their students with their psychological and family-related problems which affected their performances in the classroom. They mentioned that they felt helpless towards those students, which led them to feel weaker in their classroom management skills. Similar findings were reported by

Sakui (2007), who also found that Japanese teachers of EFL attributed about 45% of the classroom management problems to young EFL learners' psychological problems and stress, and teachers did not have clear ideas as to how to address this issue. These results are echoed in various perspectives under sociocultural theory, which emphasizes when applied to language learning, the role of the teacher as well as the social and cultural context in the learner's language development (Lantolf, 2011; Postholm, 2013; Vygotsky, 1978). Within the same perspective, when effective classroom management is achieved through the teacher constituting the role of a mediator and providing the learners with a learning environment conducive to learning, language learners are more motivated to learn in their learning community (Postholm, 2013). A final theme that was mentioned by EFL teachers as an area of improvement was that they wished to improve their overall use of innovative teaching and learning methods and to establish rules that they would be able to maintain consistently, all of which were already shown to play a crucial role in maintaining effective classroom management (Gan, 2021; Hettinger et al., 2021; Levin & Nolan, 2022; Malone & Tietjens, 2000).

The present study has its limitations. First, it is based on self-report measures of classroom management and leadership, and what instructors perform in the actual classroom might differ. Also, the number of participants is limited, and thus the findings cannot be generalized. Although the participants represent various universities across Türkiye, there is not an equal distribution of them from all institutions. Besides, there is not a complete understanding and description available regarding the context of teaching. Since the responses are very likely to be influenced by the context of teaching, they should not be generalized. Despite the limitations, the present study contributes to the relevant literature, based on which some pedagogical implications can be made. First, tertiary-level EFL instructors have unique challenges in their contexts of teaching, and therefore, they should be supported through professional development webinars and activities geared towards specific teaching contexts to help them become better at classroom management. Since teaching experience was found to be positively correlated, institutions may be encouraged to design mentorship or peer coaching programs in which more

experienced teachers support those with less experience (see, Karaferye, 2020). Since a high level of self-reported self-efficacy in classroom management may only be an indication of “unrealistic optimism,” (Hoy & Weinstein, 2006), policy makers and educational specialists responsible for in-service and pre-service EFL teacher training are encouraged to pay special attention to preparing EFL pre-service teachers in classroom management, specifically in dealing with challenging students and disruptive behavior. This could be achieved by discussing and simulating real-classroom cases and providing solutions by also emphasizing theoretical underpinnings. What needs to be emphasized is that classroom management goes beyond maintaining discipline and rules to cover contemporary needs of classroom learning and teaching, which involves engagement, innovation, collaboration, empowerment, and humor among others. Language teachers achieving to make these a part of their teaching and learning practices are likely to naturally manage their classrooms with fewer issues.

Overall, the present study demonstrated how tertiary-level EFL teachers self-reported their level of self-efficacy in classroom management and discipline, and what strengths and areas of improvement they mentioned. Teachers were shown to have a high level of self-efficacy in classroom management and teaching; however, they were mostly neutral concerning how they viewed the role of external factors in classroom management. As for their strengths, they mentioned interpersonal relationships, educational background, experience, professional characteristics, planning, supporting student empowerment, and voice. For the areas they wanted to improve themselves on, they mentioned supporting their students’ socio-emotional skills better, including helping them with their psychological and family-related problems better, dealing with learner-related issues in the classroom in a more effective way, and finally equipping themselves with more innovative and engaging classroom learning and teaching methods and techniques. Further studies investigating the role of socio-demographic and educational background variables using larger sample sizes, along with data triangulation involving classroom observations and interviews may help gain a better understanding of the issue.

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GENİŞ ÖZET

Giriş: Önceki araştırmalarda, sınıf yönetimi ve disiplin konusu farklı açılardan incelenmiştir; bununla birlikte, bu konuda deneyimin ve öğretmen/öğretim görevlilerinin güçlü ve zayıf yönlerinin etkisi nispeten keşfedilmemiştir. Bu durum, öğretim görevlilerinin öz-yeterliliğini geliştirmede onların özelliklerinin veya ülkeye/kültüre özgü ve bağlamsal ihtiyaçların incelenmesi ihtiyacına işaret etmektedir. Bu doğrultuda mevcut çalışma, Türk yükseköğretim kurumlarında, İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin sınıf yönetimi ve liderliğe yönelik öz-yeterlik inançlarını incelemektedir.

Yöntem: Bu amaçla, bu çalışma üniversite düzeyinde İngilizce öğreten öğretim görevlilerinin sınıf yönetimi, disiplin ve sınıftaki liderlik inançlarını ve bu konuda kendilerini güçlü gördükleri veya geliştirmek istedikleri alanları araştırmaktadır. Katılımcılardan, (a) katılımcı bilgi formunu, (b) Sınıf Yönetimi ve Disiplininde Öğretmen Öz-yeterliliği Ölçeği sorularını ve (c) sınıf yönetimi ve liderliği konusunda güçlü yönlerini ve kendilerini geliştirmek istedikleri alanları soran iki açık uçlu soruyu yanıtlamaları istenmiştir. Verilerin analizinde nitel ve nicel yöntemler kullanılmıştır. Nicel veriler; bulguların ortalama puanlar ve yüzdeler açısından sunulması ile görseller ve betimsel istatistikler yoluyla analiz edilmiştir. Çıkarımsal istatistikler için arka plan değişkenlerinin ölçümler üzerindeki etkilerini test etmek amacıyla t-testleri, ANOVA ve korelasyon analizleri yapılmıştır. Katılımcıların iki açık uçlu soruya verdikleri yanıtları analiz etmek için temel içerik analizi kullanılmıştır.

Bulgular: Sonuçlar, öğretim görevlilerinin sınıf yönetimi ve öğretiminde yüksek öz yeterlik düzeyine sahip oldukları, ancak sınıf yönetiminde dışsal faktörlerin rolünü nasıl değerlendirdikleri konusunda genellikle tarafsız kaldıklarını göstermektedir. Güçlü yönleri konusunda ise çoğunlukla; kişilerarası ilişkiler, eğitim geçmişi, deneyim, mesleki özellikler, planlama, öğrenci güçlendirmeyi destekleme gibi konular ön plana çıkmıştır. Katılımcılar ayrıca kendilerini öğrencilerin sosyoduygusal becerilerini daha iyi destekleme, psikolojik ve aile ile ilgili sorunlarına daha iyi yardımcı olma, sınıfta öğrencilerle ilgili sorunları daha etkili bir şekilde ele alma ve son olarak kendilerini daha yenilikçi ve ilgi çekici öğrenme ve öğretme yöntem ve teknikleriyle donatma konusunda geliştirmek istediklerini belirtmişlerdir.

Tartışma: Genel olarak, çalışmanın sınıf yönetimi ve öğretmen/öğretim görevlisi gelişimi konusundaki mevcut araştırmalara katkısı şu üç şekilde açıklanabilir. İlk olarak; çalışma, öğretim görevlilerinin (a) sınıf yönetimi/disiplini (davranış yönetimi) ile ilgili algı ve inançlarına ve (b) öğretim görevlilerinin sınıf yönetimi için öz-yeterlikleri ve sınıf yönetimi ve liderliğindeki güçlü yönleri ve gelişim alanları hakkındaki inançlarına farklı bir bakış açısı sunmuştur. Ayrıca çalışma, öğretim görevlilerinin sınıf yönetimi stratejilerini yordamak için dışsal (sınıf dışı) etkilerin ve kişisel öğretim (öz-yeterlik) faktörlerinin nasıl etkileşime girdiğini inceleyerek alanyazına katkıda bulunmaktadır. Son olarak, çalışma, İngilizce öğreten öğretim görevlilerinin güçlü yönlerini ve üniversite sınıf yönetimi ile ilgili mesleki gelişim konusunda destek almak istedikleri yönlerini araştırarak gelecekteki uygulamalar için içgörüler sunmaktadır. Bu çalışma, İngilizcenin yabancı dil olarak öğretimi ve öğrenimi için bazı çıkarımlar sağlayarak ilgili alanyazına katkıda bulunmaktadır. Yükseköğretim düzeyindeki İngilizce öğretim görevlilerinin çalıştıkları ortama

özgü zorlukları vardır ve bu nedenle, sınıf yönetiminde daha iyi olmalarına yardımcı olmak için mesleki gelişim seminerleri ve etkinlikleri yoluyla desteklenmeleri önemlidir. Benzer şekilde, söz konusu öğretim görevlilerini mesleğe hazırlayan eğitim fakültelerindeki eğitim-öğretim programları, zorlu öğrenciler ve yıkıcı davranışlarla başa çıkma konuları başta olmak üzere, sınıf yönetimi konusunda İngilizce öğretmen adaylarını hazırlamaya ayrı bir yer ayrılmalıdır. Bu dersler ve eğitimler, teorik temelleri de vurgulayarak gerçek sınıf vakalarını tartışma, canlandırma ve çözümler sunma yoluyla başarılıdır. Hem hizmet içi hem de hizmet öncesi öğretmen hazırlama programlarında, etkili sınıf yönetimi için sınıftaki öğrenme ve öğretme uygulamalarının önemi vurgulanmalı ve öğretmenler/öğretim görevlileri sorunların ortaya çıkmadan önce önlenmesi konusunda teşvik edilmelidir. Son olarak, bu konuda özellikle vurgulanması gereken nokta sınıf yönetiminin disiplin ve kuralları korumanın ötesine geçerek sınıf içi öğrenme ve öğretimin çağdaş ihtiyaçlarını karşılamayı da kapsamı gerektiğidir. Bu ihtiyaçlar arasında öğrencilerin katılımı, yenilikçi yöntem ve uygulamalar, iş birliği içinde öğrenme ve mizah kullanımı gibi unsurlar yer almaktadır. Bunları öğretme ve öğrenme pratiklerinin bir parçası hâline getirmeyi başaran İngilizce öğretmenlerinin sınıflarını doğal olarak daha az sorunla yönetebilecekleri düşünülmektedir.

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Contribution of Researchers

The authors contributed equally to this article's creation and development.

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Conflict of Interest

The researchers do not have any personal or financial conflicts of interest with other individuals or institutions related to the research.

Ethics Committee Declaration

This study was conducted with the approval of Kütahya Dumlupınar University Ethics Commission dated 10.11.2022 and numbered E-67750228-050.99-156425. The ethical approval document is attached below.

We affirm that this research constitutes our original work and adheres to scientific ethical principles and guidelines at all stages, including data collection, analysis, and information presentation. We acknowledge that all cited sources have been included in the bibliography. This study was conducted with the participants mentioned herein. We hereby declare that, in the event of any discrepancy with this statement, we consent to all moral and legal consequences that may arise.

APPENDIX 1: ETHICAL COMMITTEE APPROVAL



T.C.
KÜTAHYA DUMLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği



Sayı : E-67750228-050.99-156425
Konu : Etik Kurul Kararları

GÜNLÜDÜR
16.11.2022

YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Üniversitemiz Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etik Kurulu'nun 10.11.2022 tarih ve 2022/10 sayılı oturumunda alınan kararlar ekte gönderilmektedir.

Bilgilerini ve gereğini rica ederim.

Prof. Dr. Muammer GAVAS
Rektör Yardımcısı



T. C.
KÜTAHYA DUMLUPINAR ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve
Yayın Etiği Kurulu

TOPLANTI TUTANAĞI

Toplantı Tarihi: 10.11.2022
Toplantı Sayısı: 2022/10

GÜNDEM 31: Kütahya Dumlupınar Üniversitesi Yabancı Diller Yüksekokulu Müdürlüğü'nün 24.10.2022 tarihli ve 149282 sayılı yazısı gereğince; Dr. Öğr. Üyesi Burcu GÖKGÖZ KURT'un "*İngilizceyi Yabancı Dil Olarak Öğreten Öğretim Görevlilerinin Liderlik Tarzları ile Sınıf Yönetimi ve Disiplini Özyeterliklerinin İncelenmesi*" başlıklı akademik çalışmasında kullanılmak üzere, görüşme ve anket yapma talebinin etik açıdan uygunluğu üzerine görüşme.

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Yapılan görüşmeler ve değerlendirmeler sonucunda, çalışma kapsamında yapılacak olan uygulama, anket-görüşme sorularının ve ölçeklerin, gerekli izinlerin alınması kaydıyla, fikri, hukuki ve telif hakları bakımından sorumluluğu başvurucuya ait olmak üzere etik açıdan uygun olduğuna oy birliği ile karar verildi.

