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**Comparison between Fresh and Experienced Teachers’  
Self-Efficacy and Classroom Management  
The Case of EFL Secondary School Teachers ,at M’sila**

**Dissertation Submitted to The Department of English in Partial Fulfillment of  
The Requirements for The Master Degree in Linguistics.**

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**2017 /2018**

# Declaration

I hereby solemnly declare that the work I am going to present in this thesis entitled

**Comparison between Fresh and Experienced Teachers' self-Efficacy and Classroom Management- The case of EFL Secondary School Teachers , at Msila .**

Is my own to the limits of my knowledge, has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

**Signature**

.....

**MISS CHARIK BOCHRA**

**Date:..June 3<sup>rd</sup>,2018**

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**Signature**

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**MISS AICHE NADIA**

**Date: June 3<sup>rd</sup>, 2018**

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## ***Dedication***

*I dedicate this work to the ones who made me who I am today, my beloved parents. I shall never forget what you have done for me, only to see that joyful smile at my face.*

*I also dedicate this piece of writing to my dear brothers and lovely sisters, to my soul mate , Yaakoub whose continuous support has given me enough strength to keep it up.*

*To everyone who helped make it happen, especially you!*

**Bochra**

## ***Dedication***

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**Bochra-Nadia**

## **Abstract**

This study tends to focus on finding out the most important differences between fresh and experienced teachers' self-efficacy and classroom management .The work was mostly based on students' views about their own fresh and experienced teachers, and how those teachers may view one another. Data was basically gathered through two main questionnaires. One was conducted with 05 Fresh and 05 English Experienced teachers of English and the second was conducted with 70 students from two secondary schools - Mihoubi Mohamed-Belaiba- and Abderahmane Ben Aouf-Ain Al khadra ,Msila .The purpose of this study was to investigate how much fresh and experienced teachers could believe in their capacities to be self-efficient and whether their ability or inability to manage their classrooms could help students reach their desired outcomes.

**Key Terms:** Fresh Teachers, Experienced Teachers, Self-Efficacy, Classroom Management.

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# **General Introduction**

## General Introduction

Historically, it has been argued that teachers are the leaders of the nation, the source of students' motivation as well as their inspiration. Students are usually affected by the quality of teaching provided by their teachers whether novice or experienced.

Teachers' passion to enter teaching career is highly important. Teachers with strong motivation feel the necessity to experience such kind of professions, and make their expectations seen in a real way. Researchers have concluded that teacher education programs need to be improved and training programs need to be held for novice teachers (Freiberg, 2002; Henson, 2001; Martin & Baldwin, 1996; Şentuna, 2002) to be constantly ready to enter the educational world with an offhand ease.

Teaching as a career, is very complex. It often requires great efforts from most teachers who are recommended to be qualified enough to provide the best teaching quality that suits all students and upkeep them from deviating and turning the good classroom atmosphere into a disturbed educational milieu. Hence, on one hand ;teachers have been encouraged to search for ways to prevent such behavior from taking place rather than dealing with it as it arises (Nunan & Lamb, 1996; Ur, 1999), while on the other , such teachers need to develop their skills and teaching strategies to reach the desired goals of teaching.

There is mainly a strong disagreement of having a great amount of self-efficacy for classroom management. Between fresh and experienced teachers; there exist certain differences though they have the same kinds of responsibility. Teachers who have been working for less than three years are viewed as 'novice', while those working for five or more years are 'experienced' (Freeman, 2001).

Novice teachers enter the profession with great expectations because they are pushed to choose teaching as a career where they have to invest their potentials to maintain their role models. But sooner, new teachers' views may change because they may discover another reality of teaching that is different from the one they have expected to see. They are faced with problem discipline and misbehavior which is regarded as actions that affect the lesson negatively, causing distraction (Burden, 1995; Supaporn, Dodds & Griffin, 2003). Misbehavior can be categorized

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according to the degree of severity of the behavior from mild to severe (Burden, 1995; Dunham, 1992; Supaporn et al., 2003).

In contrast, experienced teachers may differ from fresh ones. For them, it is very easy to act as role models, illustrate passion, make curricular lessons relevant and meaningful, and build a classroom atmosphere of communication and trust. This might be the main things that new teachers could not reach.

To find out the difference between new and experienced teachers, and how it should be interpreted, many researchers and experts have given importance to having the ability to manage their classroom and to be self-efficient. Teachers with high self-efficacy also are more open to new ideas, more willing to adopt innovations, are less likely to experience burn-out, support pupils' autonomy to a greater extent, and are more attentive to low ability students (Brouwers & Tomic, 2003; Henson, 2001; Ross & Bruce, 2007).

These scholars emphasized these two key elements to increase teachers beliefs about their own capacities, and to influence their students outcomes, and to manage their classroom in an effective way. Because most novice teachers express a need to improve classroom management skills (Alan, 2003; Emmer, 2001; Giallo & Little, 2003; Nunan & Lamb, 1996; Şentuna, 2002), teacher education and in-service training programs must be developed (Freiberg, 2002; Henson, 2001; Hoy & Woolfolk, 1993; Martin & Baldwin, 1996).

This research tries to investigate the difference between fresh and experienced teachers and how this can be perceived. The problem that is still felt in the classes today is what concerns self-efficacy and classroom management and who is capable to attend to these two qualities-Is there really a difference of experience? Age? Or ability presented by teachers? A novice teacher may better do whereas an experienced cannot. This challenging controversial problem needs to be discussed and solved. In this respect, the research focuses on the possibility to distinguish the effective teachers from the ineffective ones depending on their capacities of being self-efficient and capable of managing their classrooms through multiple effective strategies.

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The problem posed in this research work necessitates the following three questions: How shall the difference between fresh and experienced teachers be interpreted? How can new teachers increase their self-efficacy and manage their own classroom? What are the challenges faced by fresh teachers and the strategies adopted to overcome them?

The purpose of this study is to reach many goals, namely; to find out the crucial differences between fresh and experienced teachers, to discover how teachers can increase their self-efficacy and manage their classroom effectively, to dig deep into the challenges faced by new teachers and the way they adapt the different strategies to overcome them.

Teaching is the most valuable profession that requires efforts from most teachers, who may vary in terms of achieving the teaching desired goals in order to meet students' needs. According to Bandura (1997), all humans possess a set of internal personal attributes, the most important of which are self-efficacy beliefs that enable them to choose particular courses of action from among other alternatives to attain the goals they wish to pursue in a given domain.

Many teachers tend to leave their own profession because they may find themselves lacking the appropriate knowledge of the subject matter, lacking enthusiasm in class, and lacking how to keep instructions to manage their classrooms. Because it is inexperienced teachers who often complain about misbehavior in the classroom (Alan, 2003; Emmer, 2001; Nunan & Lamb, 1996), this condition is probably related to insufficient knowledge of classroom management and practice of these skills.

However, experienced teachers seem to be comfortable and very satisfied with their teaching, by building connection with students. Ghaith and Yaghi (1997) found that teachers with high personal teaching efficacy were more eager to use new instructional methods and that they did not have complaints about the difficulty of the task of using new methods in teaching as teachers with low personal teaching efficacy did. .

Once, this idea is reached, communication is established, relationship start to thrive; hence, trust is built, a sense of accomplishment is experienced to teaching

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successfully in the classroom. According to Talis' Surveys (2008) the experienced teachers start to feel the necessity of developmental needs to improve their skills to create more teaching and learning time in class. In order to overcome classroom management problems, teachers need to know a large number of classroom management strategies (Burden, 1995; Levin & Nolan, 2000).

Experienced teachers had high level of professional needs to develop their class management. However, Martin and Baldwin (1993, 1996) show that novice teachers are more interventionist than experienced teachers in providing order in class.

Moreover, teachers consider their professional needs to have a large impact on their students' development as teachers. When teachers are happy to teach, students' interest in learning increases (Csikszentmihalyi, 1997; Turanli, 1999). If teachers use a variety of teaching methods while helping students learn, students will be more likely to participate in the lesson and behave in the classroom (Supaporn, 2000).

Brauner and Tomic (2000) asserted that teaching efficacy has been noted in several studies to increase positive behaviors in teachers such as a better relationship between students and increased classroom management. Classroom management with its various dimensions, such as lesson planning and time management, is an area educators have long been interested in (Emmer, 2001).

Freiberg (2002 p. 56) claims that novice teachers have the most difficulty with "organizing strategies," which "include planning, lesson design, time use, advance work, and classroom management" Daloğlu (2002) found that the more experienced teachers were, the less difficulty they had in dealing with classroom management problems. However, Önkol (2002) claims that it is not only the inexperienced but also the experienced teachers who face problems in classroom management

This can be given back to teachers coming into the field without teaching efficacy and learning better instructional strategies, which result in higher teaching efficacy. Teaching is not just "a transfer of information" (Csikszentmihalyi, (1997,

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p. 72) but a process that can be effective due to teachers' feelings and thoughts about their duties and responsibilities.

The importance of self-efficacy in teaching and learning continues to attract a large number of researchers and experts. It even has been defined as a teacher having enough confidence in his ability to promote students with good sufficient learning. Research has shown that teachers' sense of self-efficacy affects the way they teach and provide order in the classroom (Bandura, 1997).

Another important idea that has been stated by Takahashi (2012) defined "Self- efficacy as a mediator of the relationships between learning and ethical behavior from human resource development in corporate social responsibility activity". Bandura has a major emphasis on the idea that people improve their skills as they can in a particular field of interest. For him, having higher teaching efficacy leads to an increase in the implementation of new classroom practices , an increase of motivation to work with students and staff , an increasing desire to improve one's teaching techniques.

Bandura (1997. p. 3) defines self-efficacy as "the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" Teacher's self-efficacy, also known as instructional self-efficacy, is "personal beliefs about one's capabilities to help students learn" (Pintrich & Schunk, (2002, p. 331).

Bertholomew (2007) asserted that mastering the art of teaching and the craft of teachers takes three to five years (it takes from three to five years to master the art of teaching and the craft of classroom.). Indeed, to train efficient teachers to really know how to master their classes and be self-efficacious demands time and efforts.

The alteration between fresh and experienced teachers is an issue which needs a formidable attention in order to discover how the difference between the two should be interpreted. In order to find out the main difference between fresh and experienced teachers, we tend to use the comparative method in which the two types of teachers will be compared in terms of self efficacy and classroom management. Hence,a comparative approach will be adopted.

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In this study, the questionnaire, the interview and the observation as instruments for data collection and as part of the qualitative method, which emphasizes the what, the why and the how of the analysis process, will be accordingly used. A questionnaire will be handed out to both experienced and novice teachers. Both teachers will be also interviewed and observation grids will be completed on the field. A questionnaire is also distributed to students evaluating their teachers –experienced and novice about how efficacious their teachers are and how each category of teachers manage their own class effectively.

This study is significant because it attracts the attention of many scholars and is still have a part of focus in many recent researches and studies .The aim behind that is to discover how teachers may differ, and in what way?

In this study there is a gap between teachers' beliefs about having a strong capacity to be more or less effective in terms of being self - efficient or not and how they can properly manage their classrooms. The distinction between novice and experience is a challenge that can be proven on the field. Teachers may be new but manage well their classrooms whereas other experienced teachers but lack self efficacy and cannot control their classes-This is the true significance this work tries to prove.

The whole work is divided into three chapters distributed as follows; chapter one, part one, deals with the context study to fresh teachers, the definition, the fresh teachers' experience though mean, the fresh teachers and the class management. In addition, the chapter comprises some theoretical background on fresh teachers' facing challenges and the strategies adopted in their respective classrooms. Chapter one, part two, deals with experienced teachers, their qualities and characteristics, their experience and classroom management.

Chapter Two treats the difference between fresh and experienced teachers in terms of self efficacy and classroom management. The chapter opens with the definition of self-efficacy, Albert Bandura and self-efficacy, new teachers and self-efficacy; experienced teachers and self-efficacy. In addition, the chapter comprises classroom management-definition and scope and the difference between fresh and experienced teachers in terms of self – efficacy

## General Introduction

Chapter Three, part one is devoted to research Methodology process and Design. The chapter starts with research design decisions where two main elements research approach and research method are treated. In this chapter, we will describe the research tools as the questionnaire, the interview, the observation; in addition to the qualitative method, the identification of the population and the sampling method and procedure. Moreover, an insightful overview about the data collection process, the literature review analysis, field observations and surveys will be investigated.

Chapter Three part two is devoted to the analysis of findings and Interpretations. This chapter will be consecrated to questionnaires, interview and observation Analysis. In addition, the analysis of literature, the discussion of results and recommendations will be also treated.

The main limitations in this research is how to meet secondary school teachers of English and schedule convenient time tables to observe them all and interview them. Another limitation may be at the level of collection to the questionnaires where some teachers might not give them back at the right time or give back incomplete answers.

Secondary school teachers are selected on purpose because researchers believe there are a lot of fresh teachers who are recruited in secondary schools and the experiment on them will be very fruitful in terms of class management and self-efficacy. And it is also a place where more experienced teachers work and it will be easier to have this range and multitude of answers for our interviews and questionnaires.

This study tends to focus on discovering the common themes emerging from the lived experiences of new teachers, with regard to their expectations before and after entering teaching profession, and how they can be differentiated from experienced teachers in the way they have strong motivation to solve different problems within classrooms.

# **Chapter One**

## **Novice Teachers Versus Experienced Teachers**

## **1.1 Introduction**

Lots of researchers ,during the last years, have written about novice teachers, their characteristics and their pre-occupations including their reality shock, frustrations and loss between courses preparation, students' behavior in class, their own research and how to save their own image before the principal, the community and the students. Hence, novice teachers ,regardless the place they live in and the distance they run to go to school every day ; in addition to their own lack of linguistic potential have worsened their performance.

All these mishaps have affected their lives in schools to the extent that some have left the profession to seek another way of survival. Facing this calamity, novice teachers, to survive, they resorted to their peers the experienced teachers for scaffolding and help-Strategic teachers saved themselves from the routine life like atmosphere to stand on their feet, others have abandoned. This chapter will uncover the details about novice teachers, their challenges, their experiences within their new secondary schools and the strategies they adopted to give names to themselves through a tenacious grip to class management among agitated teenagers whose behavior is not up to the school requirements.

## **1.2. Definition of novice Teachers**

A novice teacher is a beginner teacher, a fresh trainee whose experience in the educational domain ranges from a zero to one year of teaching experience. In other words and according to (Huberman, 1993) with less than 3 years of teaching experience and one whose teaching tends to focus on “survival” and establishing basic classroom routines (Sherin & Drake, 2000).. Beginning teachers in Helms-Lorenz, Slob, Vermue, and Canrinus' study (2011) were defined as teachers who recently obtained their qualification and who had less than three years' experience in the teaching profession.

### **1.2.1. The experience of Novice teachers**

The transition period between being a pre-service trainee and a probation trainer is often very difficult because the trainee student who was totally dependent

on his teacher's prepared programs now faces a loneliness problem-an independent phase where he has to depend only on himself to face a teaching reality.

This transition period can be a very tiring time in the lives of new teachers. Learning to teach begins with the beginning of one's schooling. It is a complex and never-ending journey with excitements and challenges (Carre, 1993; Arends, 1994). Berl (2004) states that "...beginner teachers come fresh to teaching. While they are eager and imaginative, they can also be impatient, opinionated, and very passionate about their beliefs. High on ideals but low in self-confidence, beginning teachers want to do well and to be good teachers".

However, and in what concerns Algerian secondary school trainee teachers, the reality is contrary to what those trainees lived at the University with a wide gap that separates what was acquired in theory and what faces them in reality. As (Shulman, 1987) points out teachers' knowledge is a vast area of knowledge and learning to teach is a long and continuous process which comprises of pleasant as well as frustrating experiences. During the first year of their teaching beginning teachers come across 'reality shock' (Koetsier & Wubbels, 1995; Chubbuck, Clift, Allard & Quinland, 2001; Shamatov, 2005) when they face demands of teaching practices and see gaps between their ideas and the classroom realities.

When novice teachers start their first days at secondary schools, they may encounter a traumatic experience and a feeling of disgust and an atmosphere of unfamiliarity-a feeling that dictates a force of survival where the fresh teacher, alone, looks at the happy experts colleagues that he does not yet know. A good description to the scene is what (Carre, 1993) points out saying beginning teachers usually experience frustration, anxiety, and doubt during the first year of their teaching. Some logistical problems such as; classroom discipline, classroom management issues and dealing with the individual differences of the students are also the issues that beginning teachers experience in their classrooms .

New teachers often experience a "reality shock," which marks the collapse of missionary ideals formed during teacher education programs by the harsh and rude

reality of classroom life (Sadler, 2006; Veenman, 1984). The case of local secondary schools where classes are overloaded and students are difficult to control and manage. Hence, there grows a reality shock that could be attributed to several causes including a teacher's personality, beliefs, and attitudes, but most often the reality shock is caused by situational problems (Veenman, 1984). These could include, but are not limited to, leadership style of the school administration, inadequate teacher preparation, shortage of materials and supplies, absence of clearly stated goals, and lack of support (Veenman, 1984).

However, these challenges differ from context to context, from school to school and from person to person (Shamatov, 2005). In fact, this is true-the social milieu plays a great role; for often times fresh teachers find themselves with very respectful cultivated and cooperative milieu, they feel at home and do not feel any solitude. They quickly get involved within their new profession and within a short lapse they turn to experts.

Moreover, it is a fact that all teachers are adults and adults learn well in an environment that minimizes anxieties and encourages freedom to experiment new things (Smith, 1990). This could be a good opportunity for fresh teachers to incorporate themselves with experts colleagues where they could opt for self training through cooperation. In this way a school culture puts a strong impact on teachers' learning and behaviors (Joyce, Bennett & Rotheiser-Bennett, 1990; Deal and Peterson, 1999).

In addition, other causes can make things worse as the trainees' linguistic potential which is often doubtful. Novice teachers, linguistically speaking, are unable to teach at a secondary school without previous training. A fact new teachers face between what they have acquired and what they are supposed to teach in textbooks. So, those fresh teachers need to use their experience and language potentials with a bit of action research besides their total dependence and determination.

Teachers have to hold the grips and believe in their own confidence and beliefs. In Deal & Peterson's words (1999), it is the culture that comprises of the fundamental social meanings that shape beliefs and behaviors of the teachers over time. Likewise, Shamatov (2005) favors professional support for beginning teachers and argues that it makes the beginning teachers' experiences less traumatic and more positive and encourages them to develop their teaching skills overtime.

### **1.2.2. Novice teachers and classroom Management**

#### **1.2.2.1 Definition of Classroom Management**

Classroom management has always been and is still an acute point for discussion by practitioners and researchers in the educational domain over the past years. Classroom management has been one of the most studied disciplines in educational research, and produces the most inconsistent findings, leaving researchers searching for possible answers to longstanding questions (Veenman, 1984; Williams, 1976).

Research on classroom management began around the turn of the century, yet more than one hundred years later, beginning teachers still struggle with the same problems they did a century ago (Evertson, 2001; Latz, 1992; Merrett & Wheldall, 2003; Ritter & Hancock, 2007; Rosas & West, 2009; Silvestri, 2001; Stoughton, 2007; Veenman, 1984; Williams, 1976).

Classroom management has been defined as “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning” (Evertson and Weinstein 2006, p. 4). It refers to a teacher's “efforts to oversee the activities of a classroom, including learning, social interaction, and student behavior” (Martin, Yin, & Baldwin, 1998).

Numerous studies have shown that classroom management is the main problem that novice teachers face (Evertson, 2001; Latz, 1992; Merrett & Wheldall, 2003; Ritter & Hancock, 2007; Rosas & West, 2009; Silvestri, 2001; Stoughton, 2007). New teachers often complain that they have received little or no instruction

regarding classroom management and that, when incorporated, it has little value due to disconnection from 'real world' classrooms (Siebert, 2005). , research has revealed that new teachers feel that the training that they received was inadequate and that they did most of their learning 'on the job' (Baker, 2005)

This is a fact that even novice teachers, together with, administrators and inspectors in the field confessed about. The quality of training at the university is not up to the level and does not in reality equip the future teacher to manage his own class effectively and this at many levels-ages, degree of maturity, linguistic competence, and even at the physical stature level etc.

A study done by Stone (1964) noted that male novice teachers perceived fewer problems than did their female counterparts. Stone (1964) and Briscoe (1972) also found that beginning teachers in the 24 to 35 age range perceived fewer problems than teachers older than 35 or younger than 24. In contrast to those findings, Ayers (1972) found that age was not an important factor in perceived problems of beginning teachers.

Classroom management problems are the leading concern of novice teachers, and are the most common cause of teacher attrition within the first five years (Evertson, 2001; Latz, 1992; Merrett & Wheldall, 2003; Ritter & Hancock, 2007; Rosas & West, 2009; Silvestri, 2001; Stoughton, 2007).

Because self-efficacy is a relatively new construct (Bandura, 1977), research is limited, and at times contradictory regarding the variables that affect teacher self-efficacy regarding classroom management (Gordon & Debus, 2002; Henson, 2001; Tschannen-Moran, et. al., 1998).

Despite this fact, it is known that self-efficacy plays a major part in novice teachers' beliefs and actions toward classroom management (Emmer & Hickman, 1991; McNeely & Mertz, 1990). Recent research has linked teachers' self-efficacy with classroom management success (Gordon, 2001; Henson, 2003), however, little information is known regarding the variables that affect teacher self-efficacy regarding classroom management such as teacher age, teacher gender, certification

method, the presence or absence of a mentoring program during the first year of teaching, and the number of classroom management classes the teacher had during the teacher education program (Laczko & Berliner, 2001; Laczko-Kerr, 2002; Qu & Becker, 2003; Ritter & Hancock, 2007)

In short, novice teacher's experience should be personally woven, it starts as intrinsic motivation and bit by bit the teachers know how to control the students, prepare well, get into contact with their experienced peers, make constant research, know how to upkeep time, know how to love the students to be reciprocally loved, with a great sense of integrity growth, punctuality, perseverance and novelty in creation. The total sum of all these will make the novice's educational kit called class management.

#### **1.2.2.2 Challenges faced**

Novice teachers facing the educational time face different challenges in what concerns their new roles as teachers, educators, linguistic models, as class head in charge of coordination and pedagogy, their jobs as researchers finding about the different data to construe well informed lecturers and as part of community service suppliers. In fact, these are not so easy for an amateur teacher. Huberman (1989), in this respect, points out that challenges faced by Novice Teachers -the initial period of a teacher's professional life is a "shock phase" in which many beginning teachers experience reality shock. They often come to realize that their visions of teaching before joining the profession were quite opposite from the realities they encounter.

Murshidi, Konting, Elias & Foori, 2006; Wanzarae, 2007, speculated on this, saying, when novice teachers begin teaching, they encounter the complexity of the teaching task (, p.349). For them, the major challenges that novice teachers face can be summarized as follows:

time management; student assessment and evaluation; negative relationships with students teachers, principals, lack of time (to plan, prepare, carry out administrative duties); establishing positive relationships with students; the need to

establish authority; and difficulties in aligning instructional techniques to the subject content and evaluation. (ibid, p.349)

A view to home teaching situation for our novice teachers at secondary school levels shows a disastrous scene where most of novice teachers pretend to do their best in what concerns the physical aptitude ,the linguistic preparedness but the reality indicates that these novice teachers often find themselves lost; from their very first day of employment, they are divided against themselves with how to present something good to learners and between how to control adult learners in their teens, very harsh to control and to discipline especially with female teachers.

In addition, school principals consider only the way teachers teach as experts regardless their social and family conditions, something too much to seek besides preparation for courses, browsing the internet ,controlling students ,filling administrative papers, and correcting assignments.

Hence, with limited time, and an increasing number of tasks to complete, new teachers are suffering job-related stress and burnout. “Time to teachers, is one of the most valuable resources, which in the current teaching profession is limited,” (Crotwell, 2011, p. 11). Teachers are doing more work with less time allotted to them.

In one of Stone’s studies (1964), the author found that in a secondary education classroom, male teachers experienced fewer behavior problems than their female counterparts . Stone’s study also reported that teachers under the age of 24 experienced more behavior problems than teachers ages 24 to 35 (1964). However, historical findings on this topic have been inconsistent. Grantham (1961) and Williams (1976) reported no observable differences between teacher gender or teacher age. Veenman’s study also reported that teachers that exhibited higher concern levels about self (self-efficacy) reported more severe problems in teaching (1984).

Veenman’s study also concluded that the aspects of teaching that involved behavior control was perceived as the most challenging problems for teachers

despite experience levels (1984). The researchers believe that self-efficacy plays a great role in teaching. Hence, the age is not very important if the novice teacher is linguistically well equipped. Experience has shown that a good and well trained teacher can control his class through his language and his know how without resorting to force.

With regards to the previously mentioned challenges, novice teachers need to gain some support from peers and from inspectors. Harrison, Lawson & Wortley, 2005, believe that new teachers need help and support to put their college educations into practice and adapt to their new professional environments. A supportive environment is valuable for novice teachers (Harrison, Lawson & Wortley, 2005). And in the view of Elliott and Pynchon (2005), supportive programs are of a great value as they increase teachers' satisfaction, reduce their isolation, and enhance their professional growth. For this reason, novice teachers must be supported via induction and mentoring programs according to Bickmore & Bickmore, 2010; Ingersoll & Strong, 2011).

### **1.2.2.3. The strategies adopted**

Teachers have problems when they face the real teaching atmosphere (Flores and Day, 2005). However, experiences have shown that a perseverant novice teacher relying on his own linguistic potentials, his constant action researching can develop his own strategies as how to cope with difficulties facing him. Teachers continue to learn more in their profession and they gain any useful insights in this process (Flores, 2005).

So, thanks to his cooperation, and contribution within the milieu he works in, he will develop into a strategic teacher. He will love his profession, love his students, correct and learn through his mistakes and creates things new. Hence his strategies in overcoming problems will give him other new insights in knowing things better.

This will certainly be a good indication that novice teachers will gain ground and be familiar with the unknown things as time goes by. They will also form a

global view about their learners' needs and requirements and get access to the new programs that satisfy their learners' in terms of contents, empowerment and efficiency.

In this respect, an outstanding strategy for novice teachers is to work hand in hand with experts colleagues for scaffolding to gain expertise and know how. Gilbert (2005) stated that cooperation with experienced teachers will be useful for novice teachers because they have problems in applying pedagogical teaching strategies in particular. Shkedi (1996) also argues that beginning teachers can learn many things from experienced teachers and that such interaction provides them with professional knowledge.

### **1.2.5. Experienced teachers**

Experienced teachers are simply teachers who have many years of work in education and known to a certain extent how to handle children and manage their classroom. And this is what makes the difference between them and the novice one. Researchers have long documented that teachers make their own progress during their first few years on the job .Hence, experienced teachers are more likely to work in schools and classrooms with more advantaged students with the aim to raise their achievements better than their less experienced counterparts.

Experience is often seen as not in the degree of our knowledge and understanding about something as it is measured by how is he equipped to have new experience and apply it in the field and to learn from. Gadamer (1989) claimed that experience has its proper fulfillment not in definitive knowledge but in the openness to experience that is made possible by experience itself (Gadamer, 1989, p. 355).

An experienced teacher ,thanks to his intelligible and tactful contact with his students, uses his/her personal qualities when imparting knowledge and integrating experiences which have a great impact on his and lives of his students. Intelligence is not the right criterion for being experienced but honesty, patience, perseverance and well versedness which accumulate experience and enhances the ability to create and successfully implement routines.

### **1.2.5.1. Qualities of an experienced teacher**

Teaching is hard work and teachers have to grow mature in the field. However, some teachers never think of getting a little bit higher as knocking their brains to do good for themselves and for their students. The great teachers, however, are those who work tirelessly to create a challenging, nurturing environment for them to teach with an offhand ease as well as for their students.

Great teaching is act of valour, it has less to do with what we know but rather is directly linked with our attitude toward our students, our subject, and our work. Teaching is a profession which has unity with experience based on practice and living besides theoretical knowledge and whose artistic, social and leadership dimensions are dominant (Gökyer and Özer, 2014, p. 694) [1]

A glance to the qualities of great teachers can be ranged as follows: A great teacher respects students by creating a cozy welcoming atmosphere where learners learn, feel safe to express their feelings, and where each person's ideas and opinions are valued. In addition, a great teacher creates a sense of community and classroom belonging by providing a supportive environment of mutual respect based on certain rules to observe and obey and a work to be accomplished. Students are not neglected and everyone should feel his integral part within this small community and belonging to the classroom.

Furthermore, great teachers possess good listening skills , they are warm, accessible, enthusiastic and caring, they help solve students' problems, they know how to set high expectations for all students and how to inspire students with their eagerness and curiosity to study and to do good at exams. Hence, effective teachers focus on shared decision-making and teamwork and strive to be good models for leadership. Great teachers show a sense of collaboration, they work hand in hand with peers .They are open to criticism as they themselves are willing to criticize but on constructive basis.

### **1.2.5.2. Experienced teachers and classroom Management**

Experienced teachers identify the establishment of classroom management as one of the major goals that needs to be accomplished in the first week of the year. Indeed, this is true because everything depends on the first days at school where novice teachers may relegate everything to later periods, experienced teachers rush to think about their teaching kits. A number of studies have found that classroom management is a primary area in which beginning teachers feel underprepared (Britt, 1997; Jacques, 2000; Ladd, 2000; Savage & Savage, 2009). Beginning teachers report that poor classroom management skills (82%) and disruptive students (57%) are the most significant barriers to professional success (Fideler & Haskelhorn, 1999).

While Experienced teachers are those who give everything its due time and attentively and see to every minute detail to classroom management which is a skill that can be gained through training and many years of experience in the field (Bosch, 2006). Beginning teachers cite classroom management as one of their most serious challenges.” Classroom management can be a problematic area for teachers who are new in their profession. Being experienced and having professional knowledge can play an important role in order to solve this problem (Sünbül, 1996, p. 601)

A number of researchers have speculated on classroom management-Martin and sass (2010) claimed that Instructional management includes aspects of classroom life such as establishing daily procedures, allocating materials, and monitoring students' independent work (Martin & Sass, 2010). For Burden (1995) and Weinstein(1993),the manner in which tasks are managed contributes to the general classroom atmosphere and classroom management style .However, classroom management today is more oriented towards discipline maintaining and behavior setting. Martin and Sass (2010) believe that behaviour management is any pre-planned intervention aimed at preventing misbehaviour. It is a means of preventing misbehaviour rather than a reaction to misbehaviour. Specifically, this facet includes setting rules, establishing a reward structure, and providing opportunities for student input.

### **1.3. Conclusion**

Novice teachers' new educative world is like a maze where the different trappings exist. Teachers delving deeper into it may face great problems; yet the linguistically portent and the ones with hard working intent may save themselves. Novice teachers, not well prepared, cannot resist and many of them have left this domain because of the multitude of hardships they encounter. Hence, supportive lessons related to good preparation, class management, discipline, students' learn ability and good educational psychology steps need to be enhanced. Novice teachers need to be briefed constantly by expert colleagues, administrators and inspectors. They need not be left alone-at this stage their scaffolding is a necessity, at least for the first few months before they get familiar with their professional milieu.

Experienced teachers, on the other hand, are more re-assured in terms of lesson planning, intelligibility and adaptability to any school environment. Their experiences enhance them to do better and quicker. They know how to gain students' confidence and know how to invite learners to participate in the lesson preparation as well as in sharing classroom management.

**Chapter Two**  
**Fresh and Experienced Teachers' Self-Efficacy**  
**and Classroom Management**

## **Chapter Two: Fresh and Experienced Teachers' Self-Efficacy and Classroom Management**

### **2.1. Introduction**

This chapter will be devoted to shed light on defining the two main concepts of “self-efficacy” as well as “classroom management”, with a particular focus on showing the main sources of self-efficacy dictated by Albert Bandura in his social cognitive theory. Such important theme of Self-efficacy as it has a strong relationship with Classroom Management which is considered as a major concern of both Fresh and Experienced Teachers, it is highly valued due its significant role in showing how much these teachers are well motivated or not to make their classroom well organized and ordered basing on their morale in doing so, following certain tips and strategies to cope with disruption.

### **2.2. Self efficacy Definition**

Self-efficacy is one of the most important concepts developed by Albert Bandura in his social cognitive theory .Such theme denotes that perceived self-efficacy refers to someone’s beliefs in his own capacities to organize and execute action. However , different studies conducted by Bandura in the mid of 1980 put self-efficacy in a state of being as a basic predictor of teacher’s behavior.

Self-efficacy’ major pioneers including Tshannen –Moran et al (1998) has proposed that teachers who have a higher level of self-efficacy tend to be extravert. They are open to new ideas, and more sensitive to have a sense for developing new teaching methods as a way to find more efficient approaches for student learning.

### **2.3. Albert Bandura and Self-efficacy**

It is highly recognized that self-efficacy has been developed under the situation of showing how much people may have a sense of passion, motivation and appreciation in their ability to organize and execute a course of action required to manage perspectives situations (Bandura, 1997, p.2) .As a belief, it tends to regulate choice, effort and persistence in the face of problems and have a strong relation with the individual’ emotional state.

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Such important pioneer of self efficacy theory (1977, 1997) proposed that self-efficacy construction beliefs happen due to the interpretation and meaning attributed to the information coming from the interaction of the individual with the environment.

That is to say, individual interaction with the environment and which starts from having inner resources such as talent, skills or will power. These resources are in need to outside ones such as tools, equipment and favorable working conditions that help in doing so (Eden, 2001). Bandura has a significant focus on self-efficacy beliefs; he even states that these recognized beliefs are built through life time.

### **2.4. Self-efficacy's Types of Experience**

Apparently, there are four major sources of influence through which people's self-efficacy beliefs can be developed. Such sources are: mastery experience, vicarious experience, social persuasion and emotional arousal. Bandura theory of self-efficacy is definitely based on observing the way how people may have varied levels of self-efficacy under particular conditions .Such theory has fundamental concerns that can be basically distinguished in terms of people having a strong level of self-efficacy and others with lower level of self-efficacy .This may probably include their attitudes toward tasks and the amount of work to be done ,the structure of self-efficacy and its sources.

Bandura has a major focus on the point that people tend to get improved and make a valuable progression as much as they can in particular field of interest to them ,and since self-efficacy is a personal belief that a person is capable of performing particular task, the activity will be performed successfully (Bandura,1977,1997). Hence, significant differences can be recognized as a result of having different level of self-efficacy .However, improving one's skills is a necessity since it contributes in his/her success in certain activities.

On one hand, having a lower level of self-efficacy may lead the individual to have a sense of doubt about oneself, he may even view himself as a weak person

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and having no sense of motivation concerning his capacities .This can be a major obstacle that prevents him from concentrating on the activity that he is probably involved in or required to perform. On the other hand, when someone fails in certain cases, he tends to have the feeling of depression. But on the opposite, a person with a higher level of self-efficacy feels the sense of strength to cope with faced difficulties.

As Bandura (1997, p.25.26) has a main contribution to the development of self-efficacy as a Theory , he has obviously based its construction on four main sources. These can be classified as the following : The first source is called mastery experience which is highly considered as a strong source of information for the development of self-efficacy (Bandura ,Adams & Beyer,1977;Biran & Wilson ,1981;Feltz,Landers & Raeder,1979; Wise & Trunnel,2000).

Individuals with a recognized past experience that is full of success are much more qualified to develop a strong sense of confidence .Moreover, their potential for success can't be easily influenced by faced stress. Past failures in such case is noticed to be a strong reason for lowering the level of self-efficacy. Bandura (1986) states that someone's feeling after being succeeded in completing a task can raise his level of self efficacy as a performer ;whereas ,his failure can lead to a weak performance.

The second source is vicarious experience. It is believed to be raisen from observing others' performing what seems to be threatening without paying attention to the results .This can evidently serve the fact of enhancing personal self-efficacy through viewing others performance of certain activities .That is to say , individual experiences have a major impact since they help him learn more and more. Furthermore, observing a model may provide an individual with plenty of information that might be neglected from verbal feedback (Gould & Weiss, 1981).

The third one is verbal persuasion which is based on having a sense of encouragement that will work on increasing positive persuasion and self efficacy, but being judged or criticized in negative way will lead to the contrary view .In such

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circumstance , people succeed in accomplishing tasks through using suggestions, exhortation or self instruction.

The last source is emotional arousal .In this case self-efficacy is enhanced by diminishing emotion such as fear and physical agitation since they are associated with decreased performance, reduced success and other evidence behaviors such as anxiety and stress.

### **2.5. Self-efficacy and Teachers Motivation**

Both Moran and woolfwoik Hoy (2001) have suggested that giving adequate support to the development of teachers' self-efficacy has a great importance in producing effective and enthusiastic teachers. However; Self-efficacy as a motivational construct is recognized to have a direct influence on outcomes within the classroom. Moreover, it has been related to students achievement (Moore & Esslman,1992 ;Ross,1999) , the increase of job satisfaction (Caprara , Barbarenli ,Borgogni & Steca,2003) ,commitment to teaching (Coldarci ,1992), greater level of planning and organization ,in addition to working long with students who are struggling (Gibson & Dimbo,1984). Albert Bandura asserts that individual efficacy has a significant importance due to the fact that it is highly associated with teachers' motivation, which would in turn have an effect on student achievement (Bandura, 1993, 1997).

Some Scholars have appreciated the idea of teachers having a strong level of self-efficacy .Usually such teachers tend to spend time in planning ,designing and organizing what they are recommended to teach since they are recognized to be open to new ideas ,have the will to try various strategies and establish high goals.(Goddard ,Hoy & Woolfolk Hoy,2000 ).

Here, teachers 'preparation to the lessons can contribute in achieving success and remaining motivated and at the same time, they can make changes when necessary to improve instruction. Besides, they have the likelihood to increase students' motivation. Fuchs et al (1992) has supported this idea and which focuses

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on the point that higher level of self-efficacy correlates with teacher organization, and planning tendencies, and teacher's willingness to work with students experiencing difficulties.

Motivation within classroom setting is considered as an important key for assuring students will to perform well. If teachers have no ability to motivate students to perform. Basing on social cognitive theory, Tshannen- Moran & Woolfolk .Hoy (2007) have stated that teachers who do not expect to be successful with certain pupils are likely to put forth less efforts in preparation and delivery instruction ,and to give up easily at the first sign of difficulty, even if they actually know of strategies that could assist pupils if applied.

### **2.6. Teachers Morale And Efficacy**

According to Mendal (1987) morale is a feeling and a state of mind ,more particularly, it is an emotional attitude. Perumal (2011) also considers it as a state of spirit of a person or group as exhibited by confidence, cheerfulness, discipline and willingness to perform assigned tasks. Scholars such Benetley and Rempel (1980) describe morale as the professional interest and enthusiasm that a person displays towards the achievement of individual or group goals in a given job situation. Hence, although the term is identified differently and as it has focused on feelings, attitudes, interest and state of spirit of worker, it has proved to be useful in studying aspects of teachers' morale and how it affects students' academic achievement (French,1988)

Some studies conducted by William Miller shed light on the point that teachers' morale can have a valuable and positive effect on students' attitude and learning. So, raising the level of morale does not only make teaching be more enjoyable for teachers but pleasant to the students too. Significantly, teachers morale can be affected by different factors such as : job stress ,student behaviors ,school climate, amount of work load and salary. All the factors that have been mentioned would either increase or decrease teachers' morale.

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Kaye Jones (2011) points out that when teachers are faced by poor student' behavior in the classroom, their level of motivation would get lowered and their morale get negatively affected. That means, when teachers' morale declines due to the inability of controlling the classroom and having a minimal support of the administration, their self-efficacy would decline. All that may lead them to be ineffective. Thus, self-efficacy is affected by teachers 'morale and the more administrations begin to create positive experiences that allow making decisions and having control over various elements of the school dynamic, the higher the likelihood for increased achievement.

### **2.7. Fresh Teachers and Self-efficacy**

For teachers , mastering experience may result from teaching in the classroom However , self –efficacy can be shaped when these teachers start working in their own classrooms ,where they tend to interact daily with students , colleagues ,and administrators.(Yeo,Ang,Chong.Huan,&Quek,2008)

Mastering experiences play a major role in the way it raises teachers' self-efficacy, particularly, for those fresh teachers who have limited opportunity to engage in actual classroom experiences .As a result, they may have a greater resilience on verbal persuasion, vicarious experience, and psychological arousal to build their self-efficacy (Trait, 2008)

According to Trait (2008) ,fresh teachers' self-efficacy has a strong relationship with resilience ,which can be defined as a manner or a way of acting during times of stress. Yet, it has been characterized by the ability to confront challenging situations and ultimately prevail and feel stronger. But significant studies have been done by Tshannen-Moran and Hoy (2007) who show that fresh teachers demonstrate a lower sense of self-efficacy in their teaching practices. In addition, as fresh teachers in their first years of experience are noticed to leave their profession due to lack of self-efficacy.

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### **2.8. Experienced Teachers And Self-Efficacy**

Several studies have focused on the importance of teachers' self-efficacy in increasing their beliefs about their own capacities to perform certain tasks successfully, where the desired outcomes are reached. Scholars such as, Tschannen-Moran and Hoy have found that experienced teachers have a strong level of self-efficacy and desire for instructional strategies. This may refer to the source whereby they gain efficacy.

Experienced teachers tend to use the strongest source of efficacy which is mastery experience. Such successful experiences along their teaching career would strongly contribute in reinforcing teachers' sense of efficacy through clinical nature, thus when they achieve in accomplishing a task, they gain greater efficacy, leading to greater efforts and persistence. This would help in enhancing teachers' performance and boosting efficacy.

### **2.9. Classroom Management Definition and scope**

Definitions of classroom management are significantly various, but it is evident that there are certain provisions and procedures that are necessary to establish an environment in which instruction can occur. Cotton (1990) describes effective classroom managers as those who are orderly and have the minimum of student misbehavior and have a high level of time on tasks. Hamer (1983.p.38) also emphasized the point that teachers' effectiveness and learning activities are definitely based on how classroom is successfully managed.

According to Mok (2005), an effective classroom is recognized to contribute significantly to the students' learning and development. However; some teachers tend to consider this latter as a biggest challenge for them. Teachers make efforts to manage their classrooms effectively with focusing on how to deal with students' behavior

Doyle (1986) is among those scholars who initiate the idea that classroom management has two basic elements which are students and teachers' behaviors,

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where actions would merely influence students' behavior in the classroom setting. So, good classroom managers should always organize materials effectively and involve all students in the process of learning and not focusing only on those students who raise their hands. Also, they should establish a schedule or set routines and provide expectations for work; produce development and behavior when working in groups and develop support system of reliable outcomes for others.

### **2.9.1. Teachers And Classroom Management**

Classroom management has been recognized as an important concern for both experienced and fresh teachers. Either a man or woman, old or young without exceptions. For many graduates, controlling classroom environment can be overwhelming, even teachers with long years of experience still face the same problem of managing their classrooms (Kyriacou, 1991). Hence, maintaining classroom order cannot be easy especially when it is poorly managed.

When students are disordered, then that chaos and noise would be a norm. If this situation remains longer, both students and teachers suffer. Teachers may struggle to teach and students may suffer to learn. But if the classroom is well managed, effective teaching and learning get easier.

Berliner (1988) shows that the time taken by teachers in order to correct the students' behaviors that result from having a poor classroom management skills would lead to lower engagement in the classroom.

### **2.9.2. Classroom Order**

Among the skills and responsibilities that teachers are required to develop is maintaining classroom order, where teachers are recommended to design the appropriate and suitable classroom environment that helps in reaching effective instructional goals.

Within classroom setting, teachers may have various obligations such as ensuring and maintaining classroom order, arranging physical setting compatible with contents of lessons, realizing pre-planned instructional processes, effective

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time management, students motivation, retaining teachers leadership and authority (Savage & Savage, 2010).

Certain principles of effective and well managed classroom are expressed by Good and Brophy (1994) .Both focused on how students tend to obey the roles they are cooperated to establish. Some students' disruptive behaviors can be minimized so as long they participate in meaningful learning experiences that coincide with their interests and skills It is possible to prevent disruptive behaviors by leading students to productive activities rather than striving to control undesirable behaviors caused by students, where the aim of teachers is not to establish control but to lead students get controlled by themselves.

### **2.9.3.The Importance Of Classroom Management**

Among the critical issues that have been discussed by different scholars are teachers ability to organize and manage their students' behaviors , where they put an emphasis on the importance of achieving positive educational outcomes. But what can be noticed shows that teachers, especially those beginners may lack the most effective means to handle different disruptive students' behavior.

Therefore, teachers who have problems such as behavior management and classroom discipline tend to be ineffective and are recognized to have a sort of stress and symptoms of burnout. Such disruptive behaviors within classroom setting may lead teachers to leave the profession as soon as possible. (Perliner, 1986; Brozers &Tomic,2000;Espin &Yell,1994)

Teachers' inability to manage classroom behaviors effectively often put students' achievement in a lower situation of risk. (Donvan & Cross, 2002; Harrel ,Leavell ,Vantassel & Mckee,2004).

### **2.9.4 Effective Classroom Management**

Classroom management is a process that includes a set of activities guided by a teacher and students at the same time in which the subject to be taught should be

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suitable for the needs as well as the abilities of students, and previously mentioned goals.

When the appropriate kind of classroom management is established, the students would be able to achieve good results and the teacher as a good classroom manager would benefit students as he involves them in activities; and who in turn would do them with much care. Moreover, students would take into consideration what is expected from them and would be pleased with it .In such classroom, the atmosphere is work oriented, relaxing, and much more pleasant (Jankoveski ,D,2002:167).

### **2.9.5. Why Classroom Management ?**

Lakes and Smith (2002) have focused on the significance of effective classroom management .They consider classroom management as a tool or process to improve learning effectiveness ,and suggested that classroom should be recognized as an integrated function of characteristics development of a teacher, behavioral management across the school community, effective teaching and learning ,organizing and managing resources for effective learning ,and designing effective lessons for effective student learning whereby they could show up their optimal participation and process engagement.

Previously mentioned scholars have claimed that effective classroom management has a noble reason for doing all the things that a teacher does to organize students, space, time and materials. Thus, instructions in context and students learning can take place through fostering students' involvement and cooperation in all classroom activities and establishing a positive working environment.

### **2.9.6. Classroom Natural Environment**

Most teachers believe that creating a positive classroom is not an easy task to be done, although it is considered an important aspect of effective teaching. However, it is argued that positive environment is essential to reduce faced

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problems to the minimum. Such environment may help students with the opportunity to think and behave appropriately .Moreover, positive classroom management has a significant role which is based on enhancing, promoting and encouraging student' learning in academic setting.

Classroom environment is particularly defined in terms of students learning and teachers' shared perceptions in that environment (Fraser & Pickett, (2010).Within the classroom setting ,teachers may use different ways in order to create a positive environment among them :highlighting high expectations at the beginning of the year, encouraging students to get involved in various activities ,making the classroom visually appealing ,getting parent involved ; in addition to using effective praise and effective feedback.

Setting up valuable expectations at the beginning of the year may help in the way that it guarantees a positive classroom environment. These positive implemented expectations are necessary to occur at the first days of school .Like that, students would be responsible for their actions.

Andrews (2008) points out that in order to ensure positive classroom environment, what teachers must do first is to explain previously designed expectations. In turn, students must have an input in the development of positive environment. Therefore, this kind of involvement would significantly allow them to become stakeholders in the learning process and encourages the atmosphere of shared beliefs.

Having a sense of responsibility may push students towards their ability to make decisions about their learning. One of the most important utilized strategies in the use of classroom is mentorship. Mentors can be either an individual student or a whole group. These students would have assigned tasks to be carried out within the classroom every day. Being engaged in such activities contributes in a way that initiates positive interaction with their peers through the classroom setting.

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Doyle (1977) has stated that from the ecological perspective, classroom is an environment where 20 to 30 students are gathered with perhaps one or two adults (teachers) to engage in activities, which have educational purposes and outcomes for the students. Basing on this point, there are several important features as well as dimensions of classroom. These may include:

- Multi dimensionally –a large amount of events and tasks that take place in the classroom. Classroom is usually a crowded place, where people with different preferences and abilities meet together. These people must use restricted supply of resources to accomplish a broad range of social and personal objectives.
- Simultaneity: many things happen at the same time in classroom-while helping students during seat time. For instance, handle interruption, and keep track of time.
- Immediacy: where events within the classroom happen quickly. Gump (1967) and Jackson (1968) have estimated that an elementary teacher has over 500 exchanges with individual students in a single day. In most instances; teachers have little leisure time to reflect before acting.
- Unpredictability in which classroom events may be unexpected. Events are interrelated and it is often difficult to anticipate how an activity will go on a particular day with particular group of students.

### **2.10. Best Keys For Successful Classroom Management**

If classroom management is considered as important role that must be guided by effective teachers through the use of different procedures to organize space, time and materials in order to initiate learning and make it vital most of times. Here are certain tips that help in doing so :

- Setting clear expectations for students is very important. That means, giving insight about the roles, procedures and policies at the first day of class. This may

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have an emphasis on the course and behaviors norms and expectations in teacher' syllabi.

- Today's problems must be dealt with immediately though using different techniques such as verbal warning ,redirection of students behavior and other immediate consequences that can lessen the loss of instructional time due to immediate correction and behavior modification.

- Students must be all treated with respect because it is necessary in assuring the leadership of the classroom. So like that, they tend to be convinced that they are important and the teacher is confident that they can master the content. Then, Teachers should commit themselves to learn each student's name; this may make them feel they are a part of the classroom during the organization. More importantly, teachers should smile and show enthusiasm because no one would be interested in subject that is obviously boring.

- Provide sound instruction –most important element that is necessary for a well planned lesson plan that would have a vital role to engage students in the learning process.

- Monitor your students. Here, you need to pay attention to what is happening and demonstrate withness at the same time beware of your body language especially students off task, etc.

- Don't be targeted, certain physical and verbal responses by an instructor seem to attract inappropriate behavior by students. These responses may include threats of consequences that can't be administered and extreme physical reactions such as blushing

Teachers are required to ovoid such overreactions ,like that, students do not get the satisfaction of seeing them lose their cool attitudes ,and threats that can't be backed up should never be given.

## **Chapter Two: Fresh and Experienced Teachers' Self-Efficacy and Classroom Management**

### **2.11. Conclusion**

Self-efficacy and Classroom management and how they are interrelated have been among the issues that are still the concern of different scholars around the world since both have a notable connection with both fresh and experienced teachers who are facing the same problems within classroom setting .Basing on such idea , both categories of teachers need to have beliefs in their abilities in order to get motivated ,ordered and well organized because all these will in turn help teachers overcome different problems and at the same time student's achievement will be as expected.

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## **Chapter Three: Research Methodology and Design, Research Findings Analysis and Interpretation**

### **3.1. Introduction**

This chapter is mainly devoted to research design and methodology where researchers try to give a general overview about the approach and the methods used in this study as a first part. In the second part, an idea about data collection tools and the types of questionnaires administered to both teachers and students are also mentioned and minutely studied. The chapter ends with data analysis, findings and recommendations pertaining to the same study.

### **3.2. Research Design**

This research is conducted at two secondary schools as a way to find out the most important views mentioned by students about their teachers whoever they are, either fresh or experienced. More particularly, another study is done with teachers from both categories due to the reason of investigating their points of view about teaching as a career, to conclude later on with having a clear insight about the main differences among these teachers.

#### **3.2.1. The Teaching Situation**

Our study is undertaken in two secondary schools. One is Mihoubi Mohamed, Belaiba. Another is Abd Rahmane Ben Aouf, Ain Alkhadra, Msila.

#### **3.2.2. The Method Used**

The data collected in such research will be significantly based on both quantitative as well as qualitative methods as important tools to know the different views of students about their teachers, and teachers about their teaching as a career. Hence, a great importance was given to the field study where both experienced and French teachers of English were questioned and observed.

#### **3.2.3. The Sample Population**

Webster (1985) states that a sample is a finite part of statistical population whose properties are studied to gain information about the whole. This study notably deals with second and third year EFL students, at two secondary Schools- Mihoubi Mohamed as well as Abd Rahmane Ben Aouf, suburbs of Msila. Hence, a sample of seventy participant students is chosen, in addition to 10 teachers from each category (fresh and experienced) are also included in this study.

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### **3.2.4. Data collection Tools**

This part is devoted to focus on describing the most important tools and instruments used to collect data.

### **3.2.5. Students and Teachers Questionnaires (see Appendix 01)**

Questionnaires are defined as printed forms for collecting data (Seliger and Sohamy , (1998.172) .Such tools contain questions and other items designed to solicit information appropriate to analysis (Babbie, 1990:377).

There are two designed questionnaires . The first one is designed for the purpose of investigating students' views about both categories of teachers. This may include their behaviors , skills ,attitudes , strengths and weaknesses . The second one is basically designed to investigate how different teachers may view their teaching career ,with particular focus on finding out how much they are effective or ineffective in terms of their self-efficacy and classroom management.

Hence, the division of the questionnaire is as follows:

Part One: (from Q1 to Q10) Students views about fresh and experienced teachers.

Part Two:(from Q1 to Q17) A comparative study between fresh and experienced teachers self-efficacy and classroom management.

### **3.2.6. Classroom Observation**

In order to investigate the main differences between fresh and experienced teachers ,and to see to what extent they tend to be effective or ineffective. An observation is made in two sessions with both teachers ,either experienced or fresh in the same week.

The first sessions tend to focus on experienced teachers within the classroom setting .As observers , what attracted us more is how these teachers entered the class with their full energy and how students responded in the same way. Teachers' use of body language was highly noticed , their own ways on how they talked and expressed themselves made students engaged all the time. Teachers found it easy to

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cope with what went through the classroom setting ,by focusing more on how they interacted and attracted students' attention to avoid any occurring problem.

The second sessions emphasized fresh teachers who seem to be new to the field. Their own way of teaching was somehow poor especially in how they delivered their subjects and in how they kept students engaged .Students made a lot of mess .Their intense noise made their teachers ask them questions just to keep them quite all the time ,such misbehaving attitudes created in teachers a kind of stress and anxiety .

### 3.3. Research Findings Analysis and Interpretation

This part is mainly concerned with the quantitative and qualitative analysis obtained through the questionnaires.

#### 3.3.1. Analysis of The Students' Questionnaire

Q1: How can you describe your novice teacher's level of confidence ?

|                    | Number | Percentage |
|--------------------|--------|------------|
| Very confident     | 25     | 35,71%     |
| Somewhat confident | 34     | 48,57%     |
| Not confident      | 11     | 15,71%     |

**Table 3.1.** Students' description to novice teachers' level of confidence.

Twenty five students who represent 35,71% state that novice the teacher is very confident .Up to thirty four students who represent 48,57% focus on the point that fresh teacher tends to be somewhat confident .Whereas , only eleven students who represent 15,71% argue that this teacher is not confident.

So, according to students' point of view, the fresh teacher is somewhat confident. Basing on such idea , it is difficult for any teacher who is fresh to the field of education to be actively engaged in experiencing teaching as a career.

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**Q2: How do you regard your novice teacher?**

|                | Number | Percentage |
|----------------|--------|------------|
| Motivated      | 33     | 47,14%     |
| Less motivated | 19     | 27,14%     |
| More motivated | 18     | 25,71%     |

**Table 3.2.** Students’ regard to the novice teacher:

Thirty three students representing 47,14 % consider the fresh teacher to be motivated, nineteen students up to 27,14% argue that this teacher tends to be motivated; whereas, eighteen students up to 25,71% focus on regarding their novice teacher as more motivated.

Based on Students’ views, a novice teacher is regarded as a motivated person This may refer to his own way to motivate students towards achieving good results , his ability to maintain positive behavior may lead him to develop a sense of trust that keeps him motivated most of time. Thus, he can cope easily with classroom faced problems.

**Q3 :How do you regard your experienced teacher?**

|                | Number | percentage |
|----------------|--------|------------|
| motivated      | 30     | 42,85%     |
| Less motivated | 11     | 15,71 %    |
| More motivated | 29     | 41,42%     |

**Table 3.3.** Students ‘consideration to an experienced teacher:

Through the statistical estimates, thirty students who represent 42,85% regard an experienced teacher to be motivated , about eleven students who represent 15,71%, while 41,42 % that represent twenty nine students recognize that an experienced teacher is more motivated.

According to students’ views about an experienced teacher, it is noticed that students approximately focus on the first and the third choices (motivated and more

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motivated). That means, teachers’ experience plays an important role in acquiring different skills and strategies all over their teaching career, and which may aid them to stay effective and positive

**Q4: Many students learn due to their previous teacher’s influence .These teachers may have a bad effect on the way the students may learn. Do you think that this is related to ....?**

|  | Number | percentage |
|--|--------|------------|
| Teacher’s performance                                      | 22     | 31,42%     |
| Caring of few students and neglecting others               | 30     | 42,85%     |
| Students’ results of exams lead the teacher to be hopeless | 18     | 25,71%     |

**Table 3.4. Students learning due to previous teachers influence. This may influence them in a bad way, how?**

The different views provided by students about how teachers may influence the students are their way of learning. This attracts about twenty two members who represent 31,42% arguing that bad effect refers to teacher’s performance ,thirty members dealt with caring of few students and neglecting others representing 42,85% as a major reason for the negative influence. Whereas, 25, 71% dictated by eighteen members focus on the point that students’ results of exams lead the teacher to be hopeless.

What has been argued by students denotes that previous teachers bad way of teaching has a negative effect on their actual achievement .Hence, making the difference between students, and in certain cases caring of few students and neglecting others may create a sort of racism by the teacher, which will in turn lead the students to be hopeless or even they may leave their own studies.

**Q5: Novice teachers may struggle to create suitable atmosphere for teaching and try to understand what students need to learn and want to know first, and**

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**develop their skills to cope with first year of experience. Do you think that the teacher is able to:**

|                            | Number | Percentage |
|----------------------------|--------|------------|
| Able to perform well       | 10     | 14,28%     |
| Able to be self-confident  | 28     | 40%        |
| Able to acquire new skills | 32     | 45,71%     |

**Table 3.5. During first year of experience are able to :**

According to the statistics mentioned in the table, 14,28% that coincides with ten students agree that novice teachers have the capacity to perform well ,40% represented by twenty eight students chose the second choice that focused on novice teachers 'ability to be self-confident ;whereas, 45,71% including thirty two students claimed that such a teacher has the ability to acquire new skills. Hence ,such points of view give more emphasize on teacher's ability to acquire new skills and the ability to be self-confident ,and giving less importance to teacher's ability to perform well .So, neglecting or giving less importance to teachers' ability to perform well will not either lead to acquiring new skills ,nor to being able to be self-confident.

**Q6: Novice teacher' first year of experience is very difficult, but what the entire teacher may face; he tries to cope with all what goes through the classroom setting. In your opinion, do you think that teachers will be able to?**

|                                   | Number | percentage |
|-----------------------------------|--------|------------|
| Keeping students busy and engaged | 26     | 37,14%     |
| Having fun                        | 21     | 30%        |
| Giving punishment                 | 23     | 32,85      |

**Table 3.6. Although novice teacher's first year of experience is very difficult, they try to cope with all what goes through the classroom**

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Twenty six students who represent 37,14% , claimed that novice teacher’s first year of experience is very difficult , the teacher tries to cope with classroom setting through keeping students busy and engaged . So, up to twenty one students who represent 30% agree that having fun can be used as a strategy to cope with existing difficulties .Whereas, twenty three students who represent 32,85 focus on giving punishment as a way to cope with problems within the classroom environment.

Novice teacher’s first year of experience is extremely hard , but he can cope with all what goes on through the classroom setting basing on keeping students busy and engaged all the time , without forgetting to look for another ways to cope with various occurring situations.

**Q7: As a student, you may think of teachers as average, good and others great .Do you think the difference between them lies in :**

|   | Number | Percentage |
|---|--------|------------|
| The ability to identify what they are doing right and what is going wrong | 20     | 28,57%     |
| The way they share knowledge  | 35     | 50%        |
| Knowing their strengths and weaknesses                                    | 15     | 21,42%     |

**Table 3.7. The difference between teachers**

Students’ point of view may vary in terms of identifying their teachers .Hence, twenty students whose percentage coincides with 28,57% say that the difference between teachers lies in the ability to identify what they are doing right and what is going wrong, about thirty five students who represent 50% confirm that the difference may refer to the way they share knowledge ,whereas,15 students up to 21,57% state that knowing their strengths and weaknesses can be seen as an important characteristic that distinguishes teachers ’difference.

About 50% of students confirm that the difference between teachers lies in the way they share knowledge , as it is considered the main thing that demands high efforts from teachers , but we can’t give precise difference between teachers since they may vary in their ability to identify what they are doing and what is going wrong ,and knowing their strengths and weaknesses.

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**Q8: Along your study career you have thought of two categories of teachers- experienced and novice .Do you think that the best among them is the one who**

|  | Number | Percentage |
|--|--------|------------|
| Establishes positive teacher-student relationship      | 14     | 20%        |
| Communicates openly                                    | 13     | 18,57%     |
| Encourages students to speak their minds               | 27     | 38,57%     |
| Makes use of technology to assist students in learning | 16     | 22,85%     |

**Table 3.8. The best teacher among novice and experienced teachers**

About fourteen students who represent 20% argue that the best one among the two categories of teachers is the one who establishes positive teacher-student relationship, about thirteen up to 18, 57% state that the teacher who can do so is the one who can communicate openly, some up to twenty seven students represent 38,57 focus on the point that the best teacher is the one who encourages students to speak their minds. However, sixteen students representing 22, 85% propose that making use of technology to assist students in learning can be highly valued.

Basing on students' views , a higher number of students give importance to the idea that the best teacher among novice and experienced teachers is the one who encourages students to speak their minds. Why?

Teachers who give students the opportunity to speak their minds make things easier , where they tend to know their students' needs through the way they interact, talk and express their own points of view. But we cannot focus only on this point because there are some other characteristics that describe teachers very well such as being an open minded communicators who welcome different views without being racist.

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**Q9:In your opinion ,what strength is mostly important for a teacher to make learning in classroom active all the time?**

|  | Number | Percentage |
|--|--------|------------|
| Welcoming students 'opinions and ideas to the flow of activity | 22     | 31,42%     |
| Enables collaborative work                                     | 9      | 12,58%     |
| Avoids deception and promise-breaking                          | 10     | 14,28%     |
| Do all of them   | 19     | 27,14%     |

**Table 3.9. The most important strength for making learning in classroom active all the time.**

Among the students who state that the most important strength for a teacher to make learning in classroom active all the time was favoured by about twenty two students who represent 31,42%.They tend to focus on the idea of welcoming students' opinion and ideas to the flow of activity ,nine students up to 12,58% assert that keeping learning active depends on teacher's ability to make collaborative work .Hence, ten students up to 14,28% have a major focus on avoiding deception and promise breaking as a strategy to keep the classroom active ,while nineteen students who represent 27,14% confirm that this can be reached only through taking into account all previously mentioned strengths.

Coming to the point that attracts twenty two students in case of the most important strength for a teacher to make learning in classroom active is welcoming students' opinions and ideas to the flow of activity .What can be noticed here may not always work within classroom because the teacher needs other strengths such as, enabling collaborative work in order to create a sort of equality between students in order to make them feel the sense of having a chance to work together and benefit from the skills of one another.

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**Q10: Disturbing students may create a sort of mess that leads the teacher to lose control over the classroom setting .Do you think that this refers to :**

|                                       | Number | percentage |
|---------------------------------------|--------|------------|
| The inability to manage the classroom | 34     | 48,57%     |
| Lack of subject matter knowledge      | 8      | 11,42%     |
| Lack of enthusiasm                    | 13     | 18,57%     |
| Other reasons(the lack of activities) | 15     | 21,14%     |

**Table 3.10. The reason behind teacher loss of control.**

About thirty four students up to 48,57% confirm that the reason behind teacher's loss of control over the classroom setting may refer to the inability to manage the classroom, about eight students who represent 11,42% argue about the second choice which is the lack of subject matter knowledge ,some up to thirteen students who represent 18,57% focus on the second choice that emphasizes the lack of enthusiasm, while fifteen students up to 21,14 suggest that the main reason behind losing control over the classroom may refer to other reasons focusing on the lack of activities.

Students' confirmation about the point that a teacher may lose control due to the inability to manage the classroom is something unbelievable .Why? teachers tend to lose control because of the lack of subject matter knowledge that provides students with satisfactory information .Moreover ,teachers lack of enthusiasm may lead students to get bored, thus students in turn will create a sort of disturbance that leads to the loss of control, a as a reaction to teachers weaknesses.

### 3.4. The Analysis of Teachers' Questionnaires (see Appendix 02)

**Q1:How can you define teaching as a career?**

|                        | Fresh Teachers |            | Experienced Teachers |            |
|------------------------|----------------|------------|----------------------|------------|
|                        | Number         | Percentage | Number               | Percentage |
| Valuable profession    | 4              | 80%        | 1                    | 20%        |
| Tiring profession      | 1              | 20%        | 0                    | 0          |
| Challenging Profession | 0              | 0          | 4                    | 80%        |

**Table 3.11. Definition of teaching as a career.**

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Fresh Teachers: about four fresh teachers up to 80% confirm that teaching is a valuable profession and only one teacher who represent 20% argue that teaching as career These teachers refuse totally the idea that teaching career is a challenging profession. According to fresh teachers, teaching is a valuable profession .That means in spite of the fact that teaching seems to be tiring, fresh teachers give a higher value to it due to their sense of occupying the most enjoyable profession that rise one’s knowledge.

Experienced Teachers: one teacher who represents 20% defines teaching as a valuable profession. The second choice (Tiring profession) is refused by them; whereas, four teachers who represent 80% define teaching as a challenging profession. Basing on such views. And though experienced teachers confirm that teaching is a challenging profession, they never consider it to be tiring but it is a valuable one.

### **Q2: Under what reasons you have chosen teaching as a future career?**

|                                      | Fresh Teachers Views |            |  | Experienced Teachers Views |            |  |
|--------------------------------------|----------------------|------------|--|----------------------------|------------|--|
|                                      | Number               | Percentage |  | Number                     | Percentage |  |
| teaching is fun                      | 2                    | 40%        |  | 0                          | 0          |  |
| inspire students                     | 1                    | 20%        |  | 2                          | 40%        |  |
| share your passion<br>for<br>subject | 2                    | 40%        |  | 3                          | 60%        |  |

**Table 3.12. The reason behind choosing teaching as a career.**

Fresh teachers : two teachers up to 40% argue that the reason behind choosing teaching as a future career refers to the focus on teaching as a fun profession , one teacher who represents 20% considers inspiring students as a major reason, whereas, two teachers up to 40% confirm sharing passion for the subject as a basic reason. Basing on such view , there is a balance in percentage among teachers about

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the idea that the reason behind choosing teaching as a future career may refer to the fact that teaching is fun or due to the reason of sharing passion for the subject.

But we can't neglect the way teachers may inspire students in rising their hope about occupying this profession. Experienced Teachers: Teachers refuse the first point totally. Two teachers who represent 40% dictate inspiring students as important reason , whereas, three others confirm that sharing passion is the reason why they choose teaching as a career. That means, the reason behind choosing teaching as a profession is to inspire students and sharing passion for subject, not because it is a fun profession.

#### Q3:How can you describe your first year of experience?

|           | Fresh Teachers Views |            | Experienced Teachers Views |            |
|-----------|----------------------|------------|----------------------------|------------|
|           | Number               | Percentage | Number                     | Percentage |
| important | 3                    | 60%        | 4                          | 80%        |
| crucial   | 2                    | 40%        | 1                          | 20%        |
| Daunting  | 0                    | 0          | 0                          | 0          |
| demanding | 0                    | 0          | 0                          | 0          |

**Table 3.13. Novice teachers' description.**

Fresh Teachers: three teachers who represent 80% describe their first year of experience as important, two other teachers focus on the point that is crucial. All teachers refuse to describe their initial year of work by being demanding or daunting. What can be noticed based on fresh teachers views first year of experience is described as important and crucial at the same time .That is to say, teaching is important because it will help teachers build a sense of identity that makes them acquire new skills, and it is crucial due to what teachers may face and cope with.

Experienced Teachers: four teachers up to 80% describe teaching as an important profession. Hence, only one teacher who represents 20% defines it as

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being crucial. So, they refuse the idea that teaching is daunting or tiring. That means, experienced teachers describe teaching as important though it is somehow crucial. Thus, they exclude the idea that it is daunting or demanding.

**Q4:Being able to manage daily classroom problems in the first year of experience where you tend to adapt different strategies is an issue in itself .Do you think that experienced teachers intervention will help in providing effective ways, that will be:**

|            | Fresh Teachers Views |            | Experienced Teachers Views |            |
|------------|----------------------|------------|----------------------------|------------|
|            | Number               | Percentage | Number                     | Percentage |
| Effective  | 4                    | 80%        | 5                          | 100%       |
| Impressive | 0                    | 0          | 0                          | 0          |
| Sufficient | 1                    | 20%        | 0                          | 0          |

**Table 3.14. The benefit of experienced teachers’ intervention.**

Fresh Teachers : four teachers up to 80% confirm that the benefit to experienced teachers intervention helps in being able to manage classroom problems in first year of experience .The second choice (impressive) is totally refused .While one fresh teacher who represents 20% argues that the other category of teachers can provide a sense of sufficiency to make classroom effective. Basing on the analysis, experienced teachers’ intervention is highly beneficial in case of having much influence by creating a sort of sufficiency to manage their classroom and cope with different problems.

Experienced Teachers: five teachers who represent (100%) confirm that the benefit of experienced teachers’ intervention is based totally on providing ways that will be effective. Teachers refuse the two other ways (impressive and sufficient).Thus, teachers consider that experienced intervention provides ways that will be effective, not impressive or sufficient.

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**Q5: Novice teachers may lack the appropriate strategies and even the skills that help in meeting students needs .In your opinion ,do you think that they are unable to:**

|  | Fresh Teachers Views |            | Experienced Teachers Views |            |
|--|----------------------|------------|----------------------------|------------|
|  | Number               | Percentage | Number                     | Percentage |
| Produce an effective generation                      | 2                    | 40%        | 1                          | 20%        |
| Rise their hope about the future of teaching         | 2                    | 40%        | 1                          | 20%        |
| Push them towards deciding about their future career | 1                    | 20%        | 3                          | 60%        |

**Table 3.15. Fresh teachers’ weaknesses.**

Fresh Teachers: There are two teachers who represent 40% and two others up to 40 % confirm that among teacher’s weaknesses the inability to produce effective generation or rise their hope about the future of teaching . Only one teacher who represents 20% tends to focus on the inability to push them towards deciding about their future career. That means, fresh teachers’ lack of important strategies make them unable to perform their responsibilities as they are expected.

Experienced Teachers: They consider that novice teachers are unable to produce an effective generation .In such case, one teacher who represents 20% agrees with this idea. Other teacher who represent the same percentage(20%) say that they are unable to rise their hope about the future of teaching .Whereas, three teachers up to (60%) confirm that these category of teachers are unable to push students towards deciding about their future career. According to experienced teachers, fresh teachers are unable to produce an effective generation or rise their hope about the future of teaching. Hence, they focus more on the idea that fresh teachers are unable to push students towards deciding about their future career.

**Q6: Self-efficacy has the meaning of a teacher having a strong belief in his ability to perform a task .According to you ,a novice teacher is able to:**

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|  | Fresh Teachers Views |            | Experienced Teachers Views |            |
|--|----------------------|------------|----------------------------|------------|
|  | Number               | Percentage | Number                     | Percentage |
| Trust their ability to do well with all the subjects that he may teach | 4                    | 80%        | 1                          | 20%        |
| Motivate students to achieve good results                              | 0                    | 0          | 3                          | 60%        |
| He cannot do so  | 1                    | 20%        | 1                          | 20%        |

**Table 3.16. Fresh teacher’s abilities**

Fresh Teachers: Mainly, four teachers up to 80 % emphasize on the point that fresh teachers are able to trust their ability to do well with all the subjects they may teach.

The second choice is totally refused. While only one teacher say that fresh teacher cannot perform any one of the two previously mentioned ideas. That means, teachers abilities are confined in doing well with all the subjects that they may teach ,and neglecting the most important element that increases his abilities much more which is motivating students to achieve good results.

Experienced Teachers: they dictate that fresh teacher is able to trust his ability to do well with all the subjects that he may teach, this what has been agreed about by one teacher who represents 20%.Three teachers mainly up to 60% state that among fresh teachers’ abilities is motivating students to achieve good results .One teacher who represents 20% say that they can’t do so.

Thus ,experienced teachers give much more focus on the idea that fresh teacher is able to motivate students to achieve good results .But at the same time ,he is able somehow to trust his ability to do well with all the subjects that they may teach ,but sometimes cannot do so.

**Q7: Building a classroom community is one of the most challenging areas in making connection between what a teacher may deliver and what students need to know. Do you think that building a classroom community is about?**

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|                                       | Fresh Teachers Views |            | Experienced Teachers Views |            |
|---------------------------------------|----------------------|------------|----------------------------|------------|
|                                       | Number               | percentage | Number                     | percentage |
| Showing care                          | 3                    | 60%        | 0                          | 0          |
| Doing a lot of home works             | 0                    | 0          | 0                          | 0          |
| Do not let students insult each other | 0                    | 0          | 0                          | 0          |
| Do all of them                        | 2                    | 40%        | 5                          | 100%       |

**Table 3.17. The way of building a classroom community.**

Fresh teachers: three teachers up to 60% confirm that building a classroom community basically depends on showing care. Hence the second and the third choice are totally neglected. Two teachers who represent 40% focus on doing all what have been previously suggested to build a classroom community .Basing on such agreements, building a classroom demands the interference of different elements not only one. Thus, we can make sure that neglecting a basic responsibility can lead to different problems .Experienced Teachers: They refuse the first three points (showing care, doing a lot of homework or do not let students insult each other. Five teachers who represent 100% focus on the point of doing all of them that means experienced teachers give much importance to do all of them.

**Q8: Self-efficacy is believed to be a necessity for most teachers .According to you having such capacity is based on:**

|                   | Fresh Teachers Views |            | Experienced Teachers Views |            |
|-------------------|----------------------|------------|----------------------------|------------|
|                   | Number               | Percentage | Number                     | Percentage |
| Performance       | 1                    | 20%        | 1                          | 20%        |
| Experience        | 3                    | 60%        | 1                          | 20%        |
| Confidence        | 1                    | 20%        | 3                          | 60%        |
| Verbal persuasion | 0                    | 0          | 0                          | 0          |

**Table 3.18. Self-efficacy basis.**

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**Fresh Teachers:** A teacher who represents 20% states that having the capacity of being self-efficient is based on performance, three teachers up to 60% confirm that this refers to experience, other teachers who represent 20% focuses on confidence as a basic for such capacity. Hence, they refuse totally verbal persuasion. That means, self-efficacy is a matter of experience, and somehow is based on confidence and performance.

**Experienced Teachers:** Two experienced teachers .One who represents 20% agrees that self-efficacy is merely based on performance, the other who represents the same percentage (20%) states that it a matter of confidence. A bout three teachers who represent 60% consider it as a matter of confidence as well. Hence, They refuse the idea of verbal persuasion. So ,self-efficacy is based on confidence and somehow on performance and confidence ,it is not a matter of verbal persuasion.

**Q9: What a novice teacher considers a problem within the classroom ,it is seen routine for experienced teacher .Is this a matter of?**

|            | Fresh Teachers Views |            |  | Experienced Teachers Views |            |  |
|------------|----------------------|------------|--|----------------------------|------------|--|
|            | Number               | Percentage |  | Number                     | Percentage |  |
| belief     | 1                    | 20%        |  | 1                          | 20%        |  |
| strength   | 3                    | 60%        |  | 0                          | 0          |  |
| capacity   | 1                    | 20%        |  | 1                          | 20%        |  |
| experience | 0                    | 0          |  | 3                          | 60%        |  |

**Table 3.19. Novice teachers’ consideration to occurring situations within the classroom.**

**Fresh Teachers:** One teacher represents 20% .For him, what a fresh teacher considers a problem within the classroom is a routine for an experienced one. This can be a matter of belief .Other three teachers up to 60% focus on experience as a way to deal with occurring situations. Hence only one teacher who represents 20% argues about confidence in referring to how to cope with problems. Moreover, the fourth choice is totally refused.

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Experienced Teachers : one teacher who represents 20% argues that what considers a problem within the classroom ,it is seen as routine for experienced ones is a matter of belief. The second choice (experience) is totally refused. Hence, one teacher who represents 20 % argues that this idea is a matter of confidence. Three teachers up to 60% give much importance to do so. Thus, experienced teachers give particular focus of what teachers may face to verbal persuasion

**Q10:Novice and experienced teachers may have the same responsibilities ,but they may differ in dealing with each responsibility .Is this a matter of?**

|                       | Fresh Teachers Views |            | Experienced Teachers Views |            |  |
|-----------------------|----------------------|------------|----------------------------|------------|--|
|                       | Number               | Percentage | Number                     | Percentage |  |
| Motivation            | 2                    | 40%        | 0                          | 0          |  |
| Positive expectations | 2                    | 40%        | 0                          | 0          |  |
| capacity              | 1                    | 20%        | 5                          | 100%       |  |

**Table 3.20. Novice and experienced teachers difference in terms of responsibility.**

Fresh Teachers: According to two teachers who represent 40% and two others up to 40%,The difference between fresh and experienced in dealing with each responsibility is a matter of motivation and positive expectations. While only one teacher who represents 20% focuses teachers’ capacity in doing so .So , basing on such views, teachers focus more on motivation and positive expectations as two basic differences between fresh and experienced teachers in dealing with each responsibility. Hence, capacity is mentioned but it hasn’t given too much emphasis.

Experienced Teachers: According to them, the difference between novice and experienced teachers is totally based on teacher’s capacity .This what has been states by five teachers who represent 100%.So,the difference is only a matter of capacity.

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**Q11: As a teacher, what would you do if the strategies adopted to manage classroom behavior fails?**

|                           | Fresh Teachers Views |            | Experienced Teachers Views |            |
|---------------------------|----------------------|------------|----------------------------|------------|
|                           | Number               | Percentage | Number                     | Percentage |
| Adopt new strategies      | 5                    | 100%       | 5                          | 100%       |
| Get stressed              | 0                    | 0          | 0                          | 0          |
| Loss of classroom control | 0                    | 0          | 0                          | 0          |

**Table 3.21. Suggested solutions.**

Fresh Teachers: According to fresh teachers, teachers’ failure to manage classroom behavior depends only on adopting new strategies. This has been argued about by most teachers who represent 100%. That is to say, teacher’s failure to manage his classroom requires adopting new strategies from time to time in order to keep the classroom setting from getting too much noisy.

So, adopting new strategies can be seen as a very workable solution. But this doesn’t mean that these strategies can be effective most of the time. What may lead teachers to get stressed and even lose their classroom control?

Experienced Teachers: They agree with novice teachers about adopting new strategies to manage classroom behavior .Most teachers up to 100% state that when the strategies adopted to manage the classroom fail, teachers need to adapt new ones.

**Q12: What frustrates you more in the classroom?**

|  | Fresh Teachers Views |            | Experienced Teachers Views |            |
|--|----------------------|------------|----------------------------|------------|
|  | Number               | Percentage | Number                     | Percentage |
| Students and their daily doings                    | 4                    | 80%        | 4                          | 60%        |
| Lacking confidence                                 | 1                    | 20%        | 1                          | 20%        |
| Having no sense of enthusiasm within the classroom | 0                    | 0          | 0                          | 0          |

**Table 3.22. The reason behind teachers’ frustration.**

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Fresh Teachers: four teachers who represent 80% state that what frustrates them most in classroom is students and their doing. Only one teacher who represents 20% argues that frustration may back to the lack of confidence. The third choice is totally refused by most teachers. That means, teachers frustration is basically depended on students and their doing in addition to other reasons like the lack of confidence .But no one can neglect the idea of having no enthusiasm within the classroom which lead teachers to leave the profession .Experienced Teachers: Four teachers up to 80% confirm that what annoys teachers more is students and their doings .One teacher who represents 20% states that this may refers to the lack of confidence .So, what frustrates them more is students and their doings and the lack of confidence.

#### Q13:Why do you think classroom procedures are important?

|  | Fresh Teachers Views |            | Experienced Teachers Views |            |
|--|----------------------|------------|----------------------------|------------|
|  | Number               | Percentage | Number                     | Percentage |
| Dictate what students are to do and how they will work | 2                    | 40%        | 3                          | 60%        |
|  |                      |            |                            |            |
| Explain how things are to be done                      | 3                    | 60%        | 1                          | 20%        |
|  |                      |            |                            |            |
| Reduce classroom interruption                          | 0                    | 0          | 1                          | 20%        |
|  |                      |            |                            |            |

**Table 3.23. The importance of classroom procedures.**

Fresh Teachers : Two teachers who represent 40 % think that classroom procedures are important because they dictate what students are to do and hoe they will work. Approximately, three teachers who represent 60 % confirm that classroom procedures are important due to its easiness to guide teachers for explaining how things are to be done. The third choice is totally neglected. That means, classroom procedures are important because they dictate what students are to do and how they will work. More importantly, they help in guiding teachers to

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explain how things are to be done. But neglecting the third procedure may lead to the ineffectiveness of previously mentioned ones.

Experienced Teachers: Three teachers up to 60% confirm that classroom procedures are important because they dictate what students are to do and how they will work .Hence, one teacher who represents 20% says that procedures are helpful in the way of explain are to be done. Another teacher up to 20% claims he can reduce classroom interruption. That means, experienced teachers argue that classroom procedures are important because they guide them to know what to do.

**Q14: What positive behavior that make an influence upon your students results?**

|                     | Fresh Teachers Views |            | Experienced Teachers Views |            |  |
|---------------------|----------------------|------------|----------------------------|------------|--|
|                     | Number               | Percentage | Number                     | Percentage |  |
| Motivating students | 2                    | 40%        | 3                          | 60%        |  |
| Giving free rewards | 0                    | 0          | 1                          | 20%        |  |
| Encouragement       | 3                    | 60%        | 1                          | 20%        |  |

**Table 3.24. Positive behavior that influence students result.**

Fresh teachers: Two teachers who represent 40% state that among the positive behaviors that influence students 'results is motivation them. The idea of giving free rewards is totally excluded .While three teachers who represent 60% give much importance to encouragement as a positive behavior. Thus, when teachers encourage students surely their results will be increased.

Experienced Teachers: Three teachers who represent 60% that the most highly valued positive behaviors that can lead students towards achieving good results is motivating them .whereas, one teacher who represent 20% and another up to 20% state that behaviors like giving free rewards and encouragement are appropriate positive behaviors that influence students' results.

**Q15: Some teachers focus on grading students rather than on teaching them what they need. Do you think by doing so, they will lead to:**

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|                                      | Fresh Teachers Views |            | Experienced Teachers Views |            |
|--------------------------------------|----------------------|------------|----------------------------|------------|
|                                      | Number               | Percentage | Number                     | Percentage |
| Positive outcomes                    | 2                    | 40%        | 1                          | 20         |
| Negative outcomes                    | 2                    | 40%        | 3                          | 60         |
| Something against morals of teaching | 1                    | 20%        | 1                          | 20%        |
|                                      |                      |            |                            |            |

**Table 3.25 .The results of teachers focus on grading students rather than on teaching them.**

Fresh Teachers : About two teachers who represent 40% and two other teachers up to other 40% confirm that teachers focus on grading students rather than on teaching them what they need may lead to positive and negative outcomes .Teachers refused the idea that grading students rather than teaching them what they need as something against morals of teaching. That means, grading students instead of giving what they need to know has positive and negative outcomes.

But it is possible to say that this can be something against morals because teachers will perform their responsibilities only as guiders not as community members. Experienced Teachers: One teacher who represents 20% argues that teacher’s focus on grading students rather than on teaching them what they need to know may lead to positive outcomes .three other teachers up to 60% confirm that this has a negative outcomes .One teacher who represents 20% considers this idea as something against morals of teaching. That means, teachers state that grading students rather than teaching them what they need has a positive and negative sides, but at the same time it is something against, orals of teaching.

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**Q16: Both novice and experienced teachers may face different problems.**

**According to you ,do you think that experienced teachers :**

|   | Fresh Teachers Views |            | Experienced Teachers Views |            |  |
|---|----------------------|------------|----------------------------|------------|--|
|   | Number               | Percentage | Number                     | Percentage |  |
| Still face the same problems as novice teachers       | 2                    | 40%        | 0                          | 0          |  |
| Consider these problems as routine and cope with them | 3                    | 60%        | 1                          | 20%        |  |
| Can overcome these problems easily                    | 0                    | 0          | 4                          | 80%        |  |

**Table 3.26 .Views about experienced teachers.**

Fresh teachers : Two teachers up to 40 % state experienced teachers still face the same problems as novice teachers, while three teachers who represent 60 % confirm that they consider these problems as a routine and can cope with them Teachers are totally against the idea that experienced teachers can overcome faced problems easily. That means, experienced still face the same problems as newly ones, but they may consider them as routine and cope with them.

Experienced Teachers: Experienced teachers exclude the point that they still face the same problems as fresh ones. Hence, one teacher up to 20%states that teachers consider these problems routine and can cope with them .Other four teachers who represent 80% confirm that they can overcome them easily. That means, experienced teachers face no more problems because they consider them routine and can cope with them. Moreover, they can overcome them easily.

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**Q17:What are the most important barriers to teachers professional development ?**

|  | Fresh Teachers Views |            | Experienced Teachers Views |            |
|--|----------------------|------------|----------------------------|------------|
|  | Number               | Percentage | Number                     | Percentage |
| Difficult working conditions             | 3                    | 60%        | 3                          | 60%        |
| Teacher’s professionalism                | 1                    | 20%        | 0                          | 0          |
| Poorly designed professional development | 1                    | 20%        | 2                          | 40%        |

**Table 3.27. Important barriers to teachers professional development.**

Fresh Teachers: Three teachers up to 60% confirm that the most important barriers to teachers professional development is difficult working conditions .One teacher up to 20% and another up to 20% state that teaching barriers such as teacher’s professionalism and poorly designed professional development .That is to say, The most important barriers to teachers professional development refers to difficult working conditions and teacher’s professionalism.

Experienced Teachers: Three teachers up to 60% confirm that the most important barriers for teachers professional development is difficult working conditions. The second choice which is concerned with teacher’s professionalism is totally refused by experienced teachers. Two teachers state that important barriers for teacher’s professional development. That is to say, for experienced teachers the most important barriers to this stated idea are the difficult working conditions and poorly designed professional development. Hence, teacher’s professionalism is not considered as barriers for them

**3.5. Results Discussion**

Secondary schools students tend to describe fresh teacher as somewhat confident .Basing on such idea, it is more difficult for someone who is new to the field of education to be actively engaged in experiencing teaching as a career.

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Students regard that newly teacher as a motivated person. This may refer to his ability to maintain positive behavior that will lead him to develop a sense of trust. Hence, the same idea is stated by students about experienced teacher, who tends to be motivated. This may back to the strategies and skills acquired all over the experienced career, and which help him to remain effective and positive. Another important idea that students focus on is how teachers may influence students negatively. Students give much emphasis to teacher's bad performance and caring of few students and neglecting others.

They also state that fresh teacher in first year of experience is able to acquire new skills, self-confidence, and the ability to perform well. However, although fresh teacher' first year of experience is extremely hard, he can cope with all what goes within the classroom through making students busy and engaged all the time and giving punishment from time to time .According to students, the difference between fresh and experienced teachers lies in the way they share knowledge, the ability to identify what is doing right and what is going wrong, and knowing their strengths and weaknesses.

In addition , they confirm that the best one among fresh and experienced teachers is the one who encourages students to speak their minds , make use of technology to assist students in learning ,establishes positive teacher-student relationship ,and communicate openly .Moreover ,making learning active most of the time requires important strengths to do so. Basing on students' views , this may refer to welcoming students to the flow of activity ,enabling collaborative work, avoiding deception and promise-breaking.

Fresh teachers define teaching career as valuable profession though it is tiring .They state the reason behind their choice to teaching as a career is due to the fact that teaching is fun, the desire to share their passion for the subject, and somehow to inspire students. So , although fresh teachers are new to the field of education, they describe their first year of experience as important and crucial. They argue that experienced teachers intervention can help in creating a sort of effectiveness and sufficiency to manage their classrooms.

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However, fresh teachers point out that they have weaknesses can be noticed through the inability to produce an effective generation or rise students hope about the future of teaching. At the same time , teachers say that they are able to do well with all the subjects they may teach .They also confirm that building a classroom community is about showing care ,not doing a lot of home works or not letting students insult each other .Moreover, they confirm that self-efficacy as a belief is approximately based on experience ,and somewhat on performance and confidence. Teachers agree that what may be considered as a problem for a fresh teacher, it is a routine for experienced teacher. They confirm that this is matter of strength, with some emphasis on belief and capacity. Hence, fresh and experienced teachers may vary in terms of dealing with the responsibilities they are required to perform.

According to fresh teachers, this can be a matter of motivation and positive expectations. In addition, fresh teachers suggest that among to solutions that they tend to think of when their adopted strategies fail is to adopt new ones. These teachers sometimes get frustrated due students and their doings and lacking confidence. Notably, Fresh teachers consider classroom procedures as important because they dictate what students are to do and how they will work or explain how things are to be done. These teachers can make influence upon their students' results through encouraging and motivating them.

Fresh teachers' points of view about focusing on grading students rather than on teaching them what they need to know can be positive and negative, but at the same time it is something against the morals of teaching. Yet, fresh teachers say that experienced teachers still face the same problems as the way they do .In addition, they can consider these problems and can cope with them. Teachers also focus on the point that the most important barriers to teachers professional development is difficult working conditions, and somehow teachers professionalism and poorly designed professional development.

In contrast, experienced teachers define teaching as a challenging profession though it is a valuable one. They dictate that one of the most important reasons that push then towards choosing teaching as a future career is to inspire students and

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share their passion for the subject. They tend to describe their first year of experience as important and crucial. They view their intervention to manage daily classroom problems helps in providing effective ways to do so. According to experienced teachers, fresh teachers are weak at pushing students towards deciding about their future career. However, fresh teachers may have the ability to motivate students to achieve good results.

They have a major emphasis on the idea that building a classroom community is about : showing care, not letting students insult each other, and doing a lot of home works. Experienced teachers argue that having the capacity of being self-efficient is basically a matter of experience, and a bit a matter of performance and confidence. Hence, what may be considered as by fresh teachers as a problem, it is a routine for an experienced teacher can be a matter of experience, and somehow a matter of belief and strength. These teachers propose that the main difference between fresh and experienced teachers refers to teachers capacity.

Moreover, they suggest that adopting new strategies can be helpful when the other strategies adopted by them fail. They even agree that what frustrates them most within the classroom is the same which annoys fresh teachers (students and their doings, the lack of confidence). According to them, classroom procedures are important because they give more emphasis on dictating what students are to do and how they will work. Teachers state that the most important behavior that makes influence upon students is motivating them, and providing them with a sense of encouragement.

Thus, they say that teachers focus on grading students rather than teaching them what they need to know may lead to negative outcomes. Teachers may face different problems but they can overcome them easily. They may even confirm that the most important barriers to teachers professional development can be noticed through difficult working conditions and poorly designed professional development.

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### **3.6. Recommendations**

In the light of our study' results we recommend for both fresh and experienced teachers to give much importance to teaching as career, as it is considered as the most highly valuable and important profession, through which students are going to decide about their future.

Both teachers should not give up easily when problems take place within the classroom .They must always think of workable solutions that help them in overcoming different problems. Both teachers should encourage students to communicate and express themselves. Thus, teachers will know the needs of each student. Teachers should show care of all the students without any exception in order to create a sort of equality among them .Thus , they will avoid the idea that the teacher is racist.

Teachers should think of the most important ways that inspires students and will lead them towards achieving good results. Teachers must focus on verbal persuasion in order to guide students towards reaching what they need to learn.

### **3.7. Conclusion**

Self-efficacy and classroom management are the most important themes that are discussed through this chapter, where both are given a higher value since they focus on how much fresh and experienced teachers are able to develop a sense of trust , and have the capacity to be self-confident in performing different responsibilities within the classroom. Basing on adopting different strategies that can aid them to cope with faced problems, and without having a sense of apprehension or stress from all what goes through the classroom setting.

## **General Conclusion**

## General Conclusion

Self-efficacy and classroom management are among the most important issues that still attract the interest of different scholars and researchers in the field of education generally and teaching particularly. Hence , The ability to have such two capacities among fresh and experienced teachers still the main goal that each one of the two categories of teachers attempts to reach along his own teaching career .In this essence , we have conducted a comparative study that tends to focus much more on finding out the most important differences between fresh and experienced teachers , and how these fresh teachers increase their self-efficacy and manage their classroom effectively .

Basing on the most important challenges that they may face and which may push them towards adopting effective strategies that help in overcoming any daunting situation . Here ,what can be noticed through the findings of the research shows that students agree upon the point that both fresh and experienced teachers are characterized by being motivated .But at the same time ,they dictate that these teachers may influence the way the students may learn negatively due to their bad performance and giving a value to some students and neglecting others . Among the other points that have been discussed in this study is the fact of difference between fresh and experienced teachers ,and which basically refers to the way teachers may share knowledge, in addition to the ability to identify what is doing right and what is going wrong, and the way teachers may know their strengths and weaknesses .

However, students describe that the best one among fresh and experienced teachers as the one who encourages students to speak their minds, makes use of technology to assist students in learning , establishes positive teacher- student relationship ,and communicates openly. Moreover, another issue that have been included in this study is the fact of fresh teachers first year of experience that can be described as being daunting by most teachers. Teachers get frustrated due to students and their doing , and their lack of confidence .Such weaknesses may lead

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them to be unable to be self-efficient or even manage their classrooms . How can these teachers cope with all what goes through the classroom setting is mainly based on making students busy and engaged all the time and give punishment from time to time .Thus , they can perform their responsibilities as they are required to do and develop their self-efficacy to manage their classroom effectively.

**Chapter one: Literature Review**  
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## Students' Questionnaire

This questionnaire is designed to collect data about novice and experienced teachers-. It aims at identifying novice and experienced teachers' characteristics, experiences and classroom management difficulties faced when teaching . The researchers will be very grateful for your answers and thank you for your cooperation.

- 1- How can you describe your novice teacher's level of confidence ?
  - a- Very confident
  - b- Somewhat confident
  - c- Not confident
  
- 2- How do you regard your novice teacher ?
  - a- Motivated
  - b- Less motivated
  - c- More motivated
  
- 3- How do you regard your experienced teacher ?
  - a- Motivated
  - b- Less motivated
  - c- More motivated
  
- 4.Many students learn due to their previous teachers' influence. These teachers may have a bad effect on the way the students may learn .Do you think that this is related to :
  - a- Teacher's performance
  - b- Caring of few students and neglecting others
  - c- Students' results of exams lead the teacher to be hopeless.
  
5. Novice teachers may struggle to create suitable atmosphere for teaching and try to understand what students need to learn and want to know first ,and develop their skills to cope with their first year experience. Do you think that teachers will be able to :
  - a- Able to perform well
  - b- Able to be self-confident
  - c- Able to acquire new skills
  
6. Novice teacher' first year of experience is very difficult ,but all what the teacher may face ; he tries to cope with all what goes through the classroom setting .In your opinion ,do you think that a teacher can do that by
  - a- Keeping students busy and engaged
  - b- Having fun
  - c- Giving punishment

7. As a student , you may think of teachers as average , good , others great.Do you think that the difference between them lies in
- a- The ability to identify what they are doing right and what is going wrong?
  - b- The way they share knowledge?
  - c- Knowing their strengths and weaknesses ?
8. Along your study career you have thought of two categories of teachers- experienced and novice ones . Do you think that the best among them is the one who
- a- Establishes positive teacher-student relationship?
  - b- Communicates openly?
  - c- Encourages students to speak their minds?
  - d- Makes use of technology to assist students in learning?
9. In your opinion , what strength is mostly important for a teacher to make learning in classroom active all the time ?
- a- Welcoming students’ opinions and ideas to the flow of activity
  - b- Enables collaborative work
  - c- Avoids deception and promise -breaking
  - d- Does all of them
10. Disturbing students may create a sort of mess that leads the teacher to lose control over the classroom setting. Do you think that this refers to :
- a- The inability to manage the classroom
  - b- Lack of subject matter knowledge
  - c- Lack of enthusiasm
  - d- Other reasons (specify)

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**Thanks for your cooperation**

## Teachers' Questionnaire

This questionnaire is designed to collect data about novice and experienced teachers-. It aims at identifying novice and experienced teachers' characteristics, experiences and classroom management difficulties faced when teaching . The researchers will be very grateful for your answers and thank you for your cooperation.

- 1- How can you define teaching as a career ?
  - a- valuable profession
  - b- Tiring profession
  - c- Challenging profession
  
- 2- Under what reasons you have chosen teaching as a future career ?
  - a- Teaching is fun
  - b- Inspire students
  - c- Share your passion for subject
  
- 3- How can you describe your first year of experience ?
  - a- Important
  - b- Crucial
  - c- demanding
  - d- Daunting
  
- 4- Being able to manage daily classroom problems in first year of experience ,where you tend to adapt different strategies is an issue in itself .Do you think that experienced teachers intervention will help in providing effective ways ,that will be :
  - a- Effective
  - b- Impressive
  - c- Sufficient
  
- 5- Novice teachers may lack the appropriate strategies and even the skills that help in meeting students needs .In your opinion ,do you think that they are unable to :
  - a- Produce an effective generation
  - b- Rise their hope about the future of teaching
  - c- Push them towards deciding about their future career
  
- 6- Self-efficacy has the meaning of a teacher having a strong belief in his ability to perform a task .According to you , a novice teacher is able to :
  - a- Trust his ability to do well with all the subjects that he may teach .
  - b- Motivate students to achieve good results
  - c- He cannot do so

- 7- Building a classroom community is one of the most challenging areas in making connection between what a teacher may deliver and what students need to know .Do you think that building a classroom community is about
- a- Showing care
  - b- Doing a lot of home works
  - c- Do not let students insult each other
  - d- Do all of them
- 8- Self-efficacy is believed to be a necessity for most teachers . According to you having such capacity is based on
- a- Performance
  - b- Experience
  - c- Confidence
  - d- Verbal persuasion
- 9- What a novice teacher considers a problem within the classroom ,it is seen as a routine for experienced teacher .Is this a matter of
- a- Belief
  - b- Strength
  - c- Capacity
  - d- Experience
- 10- Novice and experienced teachers may have the same responsibilities ,but they may differ in dealing with each responsibility .Is this a matter of
- a- Motivation
  - b- Positive expectations
  - c- Capacity
- 11- As a teacher ,what would you do if the strategies you adopted to manage classroom behavior fails ?
- a- Adopt new strategies
  - b- Get stressed
  - c- Loss of classroom control
- 12- What frustrates you the most in the classroom ?
- a- Students and their daily doings
  - b- lacking confidence
  - c- Having no sense of enthusiasm within the classroom
- 13- Why do you think classroom procedures are important ?
- a- Dictate what students are to do and how they will work
  - b- Explain how things are to be done
  - c- Reduce classroom interruption
- 14- What positive behavior that make an influence upon your students results ?

- a- Motivating students
  - b- Giving free rewards
  - c- Encouragement
- 15-** Some teachers focus on grading students rather than on teaching them what they need . Do you think that by doing so ,this will lead to
- a- Positive outcomes
  - b- Negative outcomes
  - c- Something against morals of teaching .
- 16-** Both novice and experienced teachers may face different problems. According to you ,do you think that experienced teachers
- a- Still face the same problems as novice teachers
  - b- Consider these problems as routine and can cope with them
  - c- Can overcome these problems easily
- 17-** What are the most important barriers to teachers ‘ professional development ?
- a- difficult working conditions
  - b- Teacher’s professionalism
  - c- Poorly designed professional development

**Thanks for your cooperation**

## ملخص:

تميل هذه الدراسة إلى استكشاف أهم الاختلافات بين الأساتذة أصحاب الخبرة وكذلك المبتدئين منهم، هذا بطبيعة الأمر يشمل كفاءتهم الذاتية وكذا قدراتهم على حسن تسيير القسم.

من خلال ذلك اعتمدنا في معظم الدراسة على تجميع المعلومات المطلوبة من خلال استبيانين اثنين.

الأول اجري مع عشرة أساتذة، خمسة أساتذة خبراء وخمسة جدد بالنسبة لمجال التعليم.

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تتمحور هذه الدراسة حول استكشاف مدى قدرة الأساتذة أصحاب الخبرة وكذلك الجدد منهم الايمان بقدراتهم لبلوغ الكفاءة الذاتية المطلوبة والتي تساعد على حسن تسيير القسم وتمكن الطالب من بلوغ النتائج المرجوة خلال مسارهم الدراسي



