Classroom Management Style, Teacher Efficacy, and Big Five Personality Factor among Higher Primary Teachers in India and in Iran – A Comparative Study

Introduction

Educators at all levels recognize the significant contribution of effective classroom management to student learning and development (Ormrod, 2003; Vitto, 2003). Unfortunately, teachers continue to report that classroom management is one of their most enduring and widespread challenges in the classroom (Manning and Bucher, 2003; Smith, 2000; Sokal, Smith, & Mowat, 2003). This challenge establishes the need for the current investigation of factors that influence classroom management in our schools.

Researchers generally describe classroom management as the full range of teacher efforts to oversee classroom activities, including learning, social interaction, and student behavior (Burden, 2000; Good & Brophy, 2000; Iverson, 2003; Weinstein, 1996). Doyle (1986) suggests that classroom management revolves around teachers' and students' attitudes and actions that influence students' behaviors in the classroom. Brophy (1986) defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning.

A variety of classroom management styles are available to teachers. Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a model in which classroom management styles are classified as interventionist, non-interventionist, or interactionalist. According to this model, interventionists believe that students learn appropriate behaviors primarily when their behaviors are reinforced by teacher generated rewards and punishments. Consequently, interventionists contend that teachers should exercise a high degree of control over classroom activities. At the other extreme, non-interventionists believe that students have
an inner drive that needs to find its expression in the real world. As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviors. In the middle, interactionalists believe that students learn appropriate behaviors as a result of encountering the outside world of people and objects. Therefore, interactionalists suggest that students and teachers should share responsibility for classroom management (See Figure1).

**Figure 1. Continuum of Teacher Classroom Management styles**

<table>
<thead>
<tr>
<th>Low</th>
<th>Teacher Control</th>
<th>High</th>
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<tr>
<td>Non-Interventionist</td>
<td>Interactionist</td>
<td>Interventionist</td>
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To measure teachers' interventionist, non-interventionist, and interactionalist orientations, Martin, Yin, and Baldwin (1998a) developed the Classroom management style Inventory. This instrument measures teachers' styles to the classroom management in three broad dimensions - instructional management, people management, and behavior management. Instructional management includes activities such as establishing daily procedures, allocating materials, and monitoring students' independent work. People management refers to the teachers' efforts to establish teacher-student relations. Behavior management is any pre-planned intervention aimed at preventing misbehavior.

Researchers have examined an array of dispositional and situational variables related to a teacher's propensity to behave as an interventionist, noninterventionist, or interactionalist (Henson, 2001; Martin & Baldwin, 1994; Martin & Shoho, 2000; Martin, Yin, & Baldwin, 1998b). Unfortunately, the results of these studies have been mixed. For example, Martin and
Shoho's (2000) investigation of differences in the classroom management orientations of teachers certified through a traditional university training program and those participating in an alternative certification program revealed that teachers in alternative certification programs were significantly more interventionist (i.e., controlling) than were traditionally certified teachers regarding instructional management. However, these alternatively certified teachers were not more interventionist regarding people management or behavior management.

In another study, Martin and Yin's (1999) examination of classroom management differences between teachers in rural settings and those in urban settings found that urban teachers were significantly more interventionist than were rural teachers regarding people management. However, in the same study, rural teachers were more interventionist regarding instructional management.

In a study examining gender differences, Martin and Yin (1997) discovered that females were significantly less interventionist than were males regarding instructional management and regarding student management (i.e., a combination of people and behavior management). However, in a separate investigation, Martin, Yin, and Baldwin (1997) found no gender differences related to any of the classroom management orientations.

In an investigation of the impact of teachers' experience levels on classroom management practices, Martin and Baldwin (1994) found that novice teachers were significantly more interventionist than were experienced teachers. However, in a similar study, Martin and Shoho (2000) found that experienced teachers were significantly more interventionist than were novice teachers regarding people and behavior management, but not regarding instructional management.

Previous research points to the importance of teacher personality traits in the teaching –
learning process. Martin and Baldwin’s (1993) study revealed significant relationship with classroom management style were both positive and negative in direction and seemed to be in keeping with expected patterns. Teachers scoring more interventionist (controlling) on ABCC tended to be less venturesome and inhibited, more practical, more astute and aware of social convections as measured by the 16PF. However, Henson’s (2003) findings pointed to a limited relationship between personality and classroom management beliefs.

Classroom management style may also vary as a function of teacher’s sense of efficacy. Teacher efficacy has surfaced as a variable often linked with effective teaching and learning(Henson,2003). Henson postulated that the relationships between teachers’ classroom management and self efficacy beliefs may provide ways in which an individual’s expectation for success impacts classroom management behavior. Conversely, Woolfolk and Hoy suggested that beliefs about how to manage and motivate students as well as initial success in acting on these beliefs may be related to the development of a sense of efficacy for beginning teachers. Teachers’ with a higher sense of efficacy tended to favor more humanistic and less controlling classroom management orientations in how they handle their students’ behaviors (Enochs, Riggs, 1995). However, in other research teachers who favored interventionist style had a high sense of efficacy (Gencer, 2005).

Clearly, additional research is needed regarding situational and dispositional factors that influence classroom management. Toward that end, the current study sought to clarify and expand the findings of previous studies involving the relationship between teachers' efficacy beliefs, teachers’ personality traits, teachers’ background variables, and teacher's classroom management orientations (interventionist, non-interventionist, or interactionalist). In addition to, these variables investigated in the context of higher primary school teachers who are teaching at
two different countries, Iran and India. The scope of this study was limited to higher primary level in both educational systems in Iran and in India. Higher primary students have personal and educational needs that are different from those of students at the primary or high school level. These unique needs require an adequate response from their teachers. Students of middle grades are simultaneously sophisticated young adults in search of solutions to their problems are in essence social problems epidemic in the world; these students are at the same time students particularly in need of quality assistance from their teachers. Moreover, students of higher primary grade are very diverse in terms of developmental characteristics, and this diversity requires teachers to be creative and flexible in their teaching. Thus, much more attention must be paid to the preparation of those teachers who are going to teach these students.

Need and Importance of the study

In Iran and India, as in many other countries, there is considerable scrutiny of the professional skills of teachers. Today, teachers are expected to manifest a high degree of professional competence, and therefore to be able to manage their classes in such a way that students derive the maximum benefit from their schooling. A growing body of evidence suggests that teachers can make a great difference in terms of student outcome or achievement greater than students’ general intelligence, home environment, motivation and socioeconomic status., and a substantial portion of that difference is attributable to their classroom management beliefs.

The researchers analyzed 86 chapter from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles to produce a list of 228 variables affecting student achievement. They combined the results of these analyses with the findings from 134 separate Meta – analysis. Of all the variables, classroom management had the largest effect on student achievement. These researches not only support the importance of
classroom management, but they also emphasize on the dynamic of classroom management, to have effective learning (Marzano, 2003).

Since mastery of classroom management appears to be a necessary component of effective teaching and learning, teachers are often evaluated based on their management of the classroom. Concerns about classroom management have been and continue to be a primary concern for teachers and administrators. Two essential questions are driving this study. First, what styles or practices of classroom management yield the most desired result according to the teachers’ beliefs in this study? Second, what is the basic classroom management variables required for effective teaching and learning to take place? Teachers who are efficient and effective are more capable of affecting the lives of students than teachers who are not efficient and effective. Two characteristics of an effective teacher described by Wong & Wong (2002) include a teacher with positive expectations for student success (sense of efficacy) and a teacher that is an extremely good classroom manager.

2. **Statement of the problem**

This study was undertaken in an attempt to identify higher primary teachers’ classroom management styles, sense of efficacy, and personality characteristics associated with the classroom management style and sense of efficacy. This study entitled:

“Classroom management Style, Teacher Efficacy and Big Five Personality Factors among Higher Primary School Teachers in Mysore (India) and in Arak (Iran). A Comparative Study”.

2.1. **Objectives of the Study**:

The present study focused on the following objectives:
1. To study and compare the classroom management styles of higher primary school teachers in Mysore (India) and in Arak (Iran).

2. To study and compare the teachers’ sense of efficacy in Mysore (India) and in Arak (Iran).

3. To study the relationship between teachers’ classroom management styles and their sense of efficacy in Mysore (India) and Arak (Iran).

4. To study the difference in classroom management styles with regard to the following items of higher primary school teachers in Mysore (India) and in Arak (Iran).
   a. Grade level
   b. Type of school
   c. Class size

5. To predict the teachers’ classroom management styles in Mysore (India) and in Arak (Iran) separately and together by:
   a. Gender
   b. Years of experience
   c. Educational level
   d. Area of specialization (Science / Art).

6. To describe the difference in teachers’ sense of efficacy with regard to the following items in Mysore (India) and in Arak (Iran).
   a. Grade level
   b. Type of school
   c. Class size
7. To predict the teachers’ sense of efficacy level in Mysore (India) and in Arak (Iran) separately and together by:
   a. Gender
   b. Years of experience
   c. Educational level
   d. Area of specialization (Science / Art).

8. To predict personality characteristics associated with the classroom management styles of higher primary teachers in Mysore (India) and Arak (Iran).

9. To predict personality characteristics associated with the teachers’ sense of efficacy in Mysore (India) and Arak (Iran).

2.2. Research Questions:

The following questions have been developed for this study:

1. Is there a significant difference between Indian and Iranian higher primary teachers in their classroom management styles?

2. Is there a significant difference between Indian and Iranian higher primary teachers in their classroom management styles?

3. Is there a relationship in higher primary teachers’ sense of efficacy with their classroom management styles in India and in Iran?

4. Is there a difference in higher primary teachers’ sense of efficacy in India and in Iran, relative to grade level taught?

5. Is there a difference in higher primary teachers’ sense of efficacy in India and in Iran, relative to type of school?
6. Is there a difference in higher primary teachers’ sense of efficacy in India and in Iran, relative to class size?

7. Is there a difference in higher primary teachers’ classroom management styles in India and in Iran, relative to grade level taught?

8. Is there a difference in higher primary teachers’ classroom management styles in India and in Iran, relative to type of school?

9. Is there a difference in higher primary teachers’ classroom management styles in India and in Iran, relative to class size?

10. Can higher primary teachers’ sense of efficacy be predicted from gender, educational level, years of experience, and area of specialization in India and in Iran?

11. Can higher primary teachers’ classroom management styles be predicted from gender, educational level, years of experience, and area of specialization in India and in Iran?

12. Can higher primary teachers’ sense of efficacy and their classroom management styles be predicted from their personality characteristics as measured by NEO-FFI in India and in Iran?

2.3. Hypotheses of the Study

H₀₁: There is no significant difference between Indian and Iranian higher primary school teachers in their classroom management styles.

H₀₂: There is no significant difference between Indian and Iranian higher primary school teachers in their sense of efficacy.

H₀₃: There is no relationship in higher primary teachers’ sense of efficacy with their classroom management both in Iran and in India.
H₀₄: There is no significant difference between higher primary school teachers’ sense of efficacy in India and Iran when ordered by grade level taught.

H₀₅: There is no significant difference between higher primary school teachers in India and Iran in terms of classroom management style when ordered by grade level taught.

H₀₆: There is no significant difference between higher primary school teachers’ sense of efficacy in India and Iran when ordered by type of school.

H₀₇: There is no significant difference between higher primary school teachers in India and Iran in terms of classroom management style when ordered by type of school.

H₀₈: There is no significant difference between higher primary school teachers’ sense of efficacy in India and Iran when ordered by class size.

H₀₉: There is no significant difference between higher primary school teachers in India and Iran in terms of classroom management style when ordered by class size.

H₁₀: Higher primary teachers’ sense of efficacy can be predicted from gender, year of teaching experience, area of specialization, and educational level both in Iran and in India.

H₁₁: Higher primary teachers’ classroom management styles can be predicted from gender, year of teaching experience, area of specialization, and educational level both in Iran and in India.

H₁₂: Higher primary teachers’ sense of efficacy and their classroom management orientation can be predicted from their personality as measured within framework of the five factor model by the NEO-FFI in Iran & India.
3. Operational Definition of Key Terms:

Classroom Management: A broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behavior. Within this study, classroom management was defined as a multi-faceted construct that includes three broad dimensions-instructional management, people management, and behavior management as measured by ABCC inventory (Martin & Yin, 1997).

Instructional Management: Monitoring seatwork, structuring daily routines, and allocating materials (Martin et al., 1998).

People Management: What teachers believe about students as people and what teachers do to develop the teacher-student relationship (Martin et al., 1998).

Behavior Management: Preplanned means of preventing misbehavior rather than the teacher’s reaction to it (Martin et al., 1998).

Interventionist Style: An interventionist teacher emphasizes what the outer environment does to the human organism to cause it to develop in its particular way. These teachers are most controlling. In this study styles to the classroom management were measured by ABCC inventory.

Non-Interventionist Style: A non-interventionist teacher presupposes the child has an inner drive that needs to find its expression in the real world. The non-interventionist is the least directive and controlling.

Interactionalist Style: Interactionalists focus on what the individual does to modify the external environment, as well as what the environment does to shape the individual.

Self-Efficacy: People’s judgments of their capabilities to organize and execute courses of action that require the attainment of designated types of performances (Bandura, 1997).
**Teacher Efficacy:** Teachers’ beliefs in their ability to have a positive effect on student learning or teachers’ beliefs that they can influence how well students learn, even those who may be difficult or unmotivated (Ashton, 1984). Within this study teacher efficacy was measured by Teacher Efficacy Scale.

**General Teaching Efficacy:** General teacher efficacy means teachers’ beliefs in the ability of teachers in general to influence student outcomes. (Bandura, 1997)

**Personal Teaching Efficacy:** Personal Teaching Efficacy means teachers’ beliefs about their own ability to affect student outcomes (Bandura, 1997).

**Personality Domain:** Refers to one of five major personality traits identified within the Five-Factor Model of personality. The five domains are named as follows: Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness (Costa & McCrae, 1992).

**Neuroticism:** Neuroticism is a measure of affect and emotional control. Low level on this factor indicates emotional stability whereas high level increases the likelihood of experiencing negative emotions.

**Extraversion:** The extraversion dimension contrasts an outgoing character with a withdrawn nature. High degree on this dimension consider person more physically and verbally active while low degrees person tend to be independent, reserved, steady, quite, and skeptic.

**Openness:** Openness is a measure of depth, breadth and variability in a person’s imagination and urge for experience. The factor relates to intellect, openness to new ideas, cultural interests, educational aptitude and creativity as well as a interest in varied sensory and cognitive experience. People with low openness are conventional, conservative and prefer familiarity.
**Agreeableness:** The agreeableness scale is linked to altruism, nurturance, caring and emotional support versus competitiveness, hostility, and indifference. People with low level of agreeableness consider critical, analytical, tough, and uncooperative.

**Conscientiousness:** Conscientiousness is a measure of goal directed behavior and amount of control over impulses. Conscientiousness has been linked to educational achievement and particularly to the will to achieve. Low level on this factor consider people careless, relaxed, and unorganized whereas high levels consider an organized, focused and timely achiever of their goals.

**Higher Primary:** This level covers grades 6 to 8 for students 11 to 13 years old in Iran and grades 5 to 7 for students 9 to 12 in India.

4. **Methodology**

4.1. **Research Design**

A comparative, descriptive research design was used to investigate the role of both dimension of teacher efficacy and big five personality factor on classroom control beliefs. This type of research design is appropriate when the independent variable is not manipulated and no treatment or intervention is given to the participants in the study. In addition, the researcher tried to control extraneous variables that could have affected results of the study.

4.2. **Variables considered in the study:**

4.2.1. **Major variables:**

1. Classroom management style (as dependent variable).
2. Teacher efficacy (as dependent variable).
3. Big five factor of personality (as independent variable).
4.2.2. **Background variables:**

1. Grade level  
2. Type of school  
3. Class size  
4. Gender  
5. Years of Experience  
6. Educational level  
7. Area of specialization 

4.3. **Setting for the study**

The study was conducted in Mysore (India) and in Arak (Iran) schools. There are a large number of schools in Mysore and in Arak. These schools provide all round education to the students in the cities. Well educated and efficient teachers in the schools of the cities provide holistic education to the students. There are both English as well as vernacular medium schools in Mysore while in Arak student are taught in Persian (National language).

4.4. **Population and Sample**

The study was limited to teachers in higher primary schools. Approximately 4620 teachers met the criteria for inclusion in the populations, which includes:

- Assigned full-time to their schools  
- Teaching in academic classrooms

Study participants were teachers from government and private schools in Mysore (India) and in Arak (Iran). Teacher lists were developed for random selection of higher primary school teachers. Participant teachers were identified from school lists acquired from the education offices in both cities. Preliminary development of the teacher lists indicated that there are approximately 4620 higher primary school teachers in the described schools in both cities. With the intent of identifying 250 teacher participants from each city, I selected a total of 500 teachers
(Based on Morgan’s sample size table, from 4500 a sample of 500 could be representative). To systematically, yet randomly, select approximately 250 teachers from each list, I placed the government and private schools in alphabetical order by name and maintained the arbitrary order of the teacher lists as they were acquired. The teacher participants were identified by selecting every 5th higher primary school teacher from the compiled government and private school lists. Of 500 questionnaires submitted to the identified teachers, 53 questionnaires left out due to altered answer or without answer (India, 25; Iran, 28).

4.5. Tools Used in the Study

Four tools were used in this study:

1. Classroom Management Inventory (Martin, Yin, & Baldwin, 1997),

Attitude and Beliefs on Classroom Control Inventory (ABCC), was used to assess various aspect of teachers’ beliefs toward classroom management. The ABCC includes 25 items with a 4-point Likert scale format. Within this inventory, classroom management was defined as a multi-faceted construct that includes three broad dimensions: instructional management (14 items: 1, 2, 5, 6, 7, 8, 10, 13, 17, 20, 21, 23, 25, 26) “includes aspects such as monitoring seatwork, structuring daily routines, and allocating materials”, people management (8 items: 3, 4, 9, 11, 14, 16, 22, 24) “pertains to what teachers believe about student as persons and what teachers do to develop the teacher – student relationship,” and behavioral management (4 items: 12, 15, 18, 19) “includes setting rules, establishing a reward structure, and providing opportunities for student input.” Each subscale was derived to assess a continuum of control ranging from interventionist to interactional to non-interventionist (Martin et al., 1998). The numerical values associated with responses to items on each subscale were summed (scoring is reversed for items: 3, 4, 9, 11, 12, 14, 16, 18, 19, 22, 24) and divided by the number of items to obtain a mean score. The purpose of using mean scores is to allow direct comparison among the three
dimensions measured on the ABCC and provide scores that reflect the original scale of measurement. Possible scores could range from 1.00 to 4.00 on each dimension with high scores representing a stronger interventionist perspective.

The adaptation process of the ABCC inventory to Persian and Indian included translation, validity, and reliability. In India, the original English version with some modifications after pilot test was administered. In order to develop a Persian language version of the Teacher Efficacy scale the original instrument was translated into Persian by the researcher. The next step involved an independent back translation of the Persian version into English by two qualified Persian Ph.D. candidates in Iran who were not involved in the original translation. Then the researcher checked the back translations and, for some items, necessary modifications in the Persian translation were carried out.

Factor analysis was performed for total sample to confirm underlying dimensions or factors of the ABCC inventory. Initial principal component analysis with varimax rotation of the 26 items inventory revealed eight factors with eigenvalues greater than 1.00. However, results of a scree plot indicated that three factors should be examined. Initial principal component analysis calling for three factors was conducted. In three- factors structure, two items (items 19, 15) loaded on the wrong factor. After deleting the two items, subsequent factor analysis for the refinement of the three- factor structure retained items weighted highly on their own scale. These three factors corresponded to the instructional management, people management and behavior management scales of the ABCC inventory, accounting for 32.06% of the variance in the respondents’ scores. In the final version of the three factor structure of the ABCC inventory, the instructional management scale related to 14 items with loadings ranging from .41 to .63, the
people management scale pertained to 7 items with loadings ranging from .45 to .60 and the behavior management scale included 3 items with loadings ranging from .49 to .59.

Internal consistency coefficients for each sub-scale were calculated for the total sample. Cronbach's coefficient alphas were .76, .69, and .69 for Instructional Management, People Management, Behavior Management sub-scales, respectively. Examination of the correlation coefficients suggested that factor 1 was relatively independent of factor 2 (r = -.209) and factor 3 (r = -.214). Factors 2 and 3 were moderately correlated (r = .384). The results of the present study revealed that the ABCC Inventory has acceptable levels of validity and reliability. A copy of this instrument in English and Persian is presented in Appendix.

2. The Teacher Efficacy Scale (Woolfolk & Hoy, 1990),

Teachers' sense of efficacy was measured through the Woolfolk and Hoy standard Teacher-Efficacy Scale (1990) whereby participants responded to 22 six-point agree/disagree statements. Ten statements (items: 2, 3, 4, 9, 10, 13, 15, 17, 20, 21) dealt with General teaching efficacy and the remaining twelve (1, 5, 6, 7, 8, 11, 12, 14, 16, 18, 19, 22) dealt with Personal teaching efficacy. Responses for the items that were included on each subscale were summed (reverse score items: 1, 5, 6, 7, 8, 11, 12, 14, 15, 16, 18, 19, 22) to obtain a score. That score was then divided by the number of items on the subscale to obtain a mean score that reflected the original unit of measurement. This process allowed the researcher to make comparisons between the subscales using the same scale. According to the protocols of the instrument's authors, possible scores for both the subscales could range from 1.00 to 6.00, with higher scores indicating more efficacious in each subscale.

In India, the original English version with some modifications after pilot test was administered. In order to develop a Persian language version of the Teacher Efficacy scale the
Teacher efficacy scale was submitted to principal component analysis with varimax rotation to confirm underlying dimensions of the scale (personal efficacy and general efficacy). A factor analysis suggested the factorial structure of the Teacher Efficacy Scale developed by Woolfolk and Hoy (1990) was the same as the authors observed. Principal component yielded the same two factors with loading ranging from .50 to .78. Reliabilities for the teacher efficacy subscales (total sample) were .62 for general efficacy and .75 for personal efficacy. The results of the analysis indicated that the Teacher Efficacy Scale could be considered a reasonable tool to produce valid and reliable data. A copy of this instrument in English and Persian is presented in Appendix.

2. **NEO-Five Factor Inventory (McCrae & Costa, 1992)**

The NEO-FFI is a personality inventory based on the Five-Factor Model of personality. The NEO-FFI is intended as a brief, comprehensive measure of typical personality traits that provides one score for each of five major domains (factors) of personality characteristics: Neuroticism, Extraversion, and Openness to Experience, Agreeableness, and Conscientiousness. The NEO-FFI is available in two forms: 1. Form S is a self-report version that was used in this study, 2. Form R is a version for rating by spouse and peers, however, no Form R of the NEO-FFI has been published. Form S consists of 60 items and each of the five dimensions is assessed by 12 statements. For each statement, the participants rated themselves on a five-point Likert scale.
scale from 0 to 4, with verbal anchors of strongly disagree, disagree, neutral, agree, and strongly agree. Twenty-seven items on the inventory are reversed score. After calculating $T$ scores for each domain, $T$ scores of 56 or higher are considered high, $T$ scores ranging from 55 to 45 are considered average and $T$ scores of 44 or lower are considered low. There is no time limit for the NEO-FFI. Most respondents require 10 to 15 minutes to complete it but old respondents and those with limited reading skills may take longer. The area in which the NEO inventory has proven its value most conclusively is in personality research or any research on personality correlates (McCrae & Costa, 1992).

In this study both Indian and Iranian version of NEO-FFI were used by the researcher. The alpha coefficients for the NEO-FFI scales in Iranian sample were 0.81 (neuroticism), 0.79 (extraversion), 0.78 (openness), 0.84 (agreeableness), and 0.83 (conscientiousness). The alpha coefficient for the NEO-FFI scales in Indian sample were 0.80 (neuroticism), 0.58 (extraversion), 0.76 (openness), 0.55 (agreeableness), and 0.52 (conscientiousness). These coefficients are comparable in magnitude with those obtained in previous studies of Iranian and Indian contexts (Khosravi, 2002; Khaikhavani, 2006). Notice that the alpha coefficients for extraversion, agreeableness, and conscientiousness scales in Indian are relatively low, as it was in previous study of Indian sample. Such a consistently lower alpha coefficients suggest a need for revising the items in the scales. A copy of this instrument in English and Persian is presented in Appendix.

4. Demographic Survey

A short demographic survey was developed to obtain information on the personal and professional characteristics of the teachers. The items on this survey used either fill-in blank or
forced choice responses. The use of these types of response format helps provide consistency across the teachers by limiting their responses to those that are relevant.

5. Data Collection

Following approval by the Doctoral Evaluation Committee of the Department of Education in Mysore University, the researcher developed survey packets for the schools. Each survey packet included a cover letter indicating the purpose and importance of the study for school principals and teachers, instruction for completing instruments (instructions were kept to a minimum with emphasis being even only to the requested honesty of the responses), and a copy of the survey instruments. A package containing individual survey packets was delivered to principals of the selected schools. Each school packet coded for school identification. In some cases the selected teachers did not participate in the study. Hence, a request was made for the individual survey packet to be randomly submitted to teachers who assigned full-time in their schools and were teaching in academic classrooms. The packages were distributed and administrated by confederates in Iran and India eliminating the possibility of any researcher bias that may have existed. All data collection was considered complete two months in Mysore (India) and five weeks in Arak (Iran) following distribution of the survey packets.

6. Data Analysis

Data collected from the surveys were entered into a computer file for analysis using the SPSS 15.0 for Windows. The analysis was divided into two sections: descriptive and inferential. The descriptive statistics were used to summarize the data to provide a comprehensive profile of the teachers. The inferential statistical analysis includes Pearson product moment correlation analysis, multivariate analysis of variance (MANOVA), and multiple regression statistical procedures.
5. **Major findings of the Study**

1. Most of the teachers perceived high their sense of efficacy including personal efficacy and general efficacy.

2. Most of the teachers were favored more controlling classroom management style when it comes to instructional management.

3. Most of the teachers were favored interventionist classroom management style when it comes to student management (people management and behavior management).

4. The teachers’ $T$ scores for the five personality domains fall under average category.

5. A statistically significant relationship was found between instructional management and personal efficacy in Iran.

6. Negative relationship between people management and personal efficacy achieved statistical significant at the .01 level in Iran.

7. In India a statistically significant relationship was found between personal efficacy and instructional management.

8. Negative relationships between personal efficacy and people management achieved statistical significance at .01 level in India.

9. Negative correlations occurred between general efficacy and instructional management in India.

10. People management demonstrated a significant relationship with general efficacy in India; however, the $Eta$ size was small .03.

11. There were no significant differences in higher primary teachers’ sense of efficacy when ordered by grade level in both countries.
12. There were no significant differences in higher primary teachers’ sense of efficacy when ordered by type of school in both countries.

13. There were no significant differences in higher primary teachers’ sense of efficacy when ordered by class size in both countries.

14. There was no significant difference between Iranian teachers and their colleagues in India in terms of sense of efficacy.

15. There were no significant differences in teachers’ classroom management beliefs when ordered by grade level in both countries.

16. There were no significant differences in teachers’ classroom management beliefs when ordered by type of school in both countries.

17. There were no significant differences in teachers’ classroom management beliefs when ordered by class size in both countries.

18. The main effect of country was found to be significant for instructional management subscale of ABCC inventory.

19. The main effect of country was found to be significant for behavior management subscale of ABCC inventory.

20. Personal efficacy could not be predicted adequately from the combination of variables (gender, years of experience, area of specialization, and educational level in Iran.
21. Gender showed positive influence on general efficacy. The beta weights, presented in the study, suggest that female teachers are more likely to have higher level on general efficacy in Iran.

22. Gender showed positive influence on personal efficacy. The beta weights, presented in the study, suggest that female teachers are more likely to have higher level on personal efficacy in India.

23. In general efficacy four variables (gender, years of experience, area of specialization, and educational level) were not significantly contributing to the prediction in India.

24. In overall the data result indicated that gender and years of experience were predicting a significant amount of variance in personal efficacy.

25. In overall the data result indicated that gender and years of experience were predicting a significant amount of variance in general efficacy.

26. Results indicated that instructional management, people management, and behavior management could not be predicted adequately from combination of variables (gender, years of experience, area of specialization, and educational level) taken together in Iran.

27. The results indicated that instructional management could be predicted adequately from combination of variables (gender, years of experience, area of specialization, and educational level) taken together while in two other subscales of classroom management four variables were not significantly contributing to the prediction in India.

28. In overall the data years of experience was predicting a significant amount of variance in instructional management.
29. The predictors did not enter the stepwise multiple linear regression equation for people management and behavior management, indicating they were not statistically significant predictor of these two subscales of classroom management.

30. The result revealed that conscientiousness predicting a significant amount of variance in personal efficacy in both countries.

31. Openness and Extraversion in Iran explained significant amount of variance in general efficacy while Neuroticism and Conscientiousness did so in India.

32. The results revealed that conscientiousness and Openness predicting a significant amount of variance in instructional management and people management in both countries.

33. None of the five factor of personality was significant predictor of behavior management subscale of ABCC inventory in both countries.

6. Limitations

The limitations acknowledged for this study may affect the generalizability of the findings. This study is limited to teachers in urban higher primary schools (fifth, sixth, and seventh grades) in Mysore (India) and in Arak(Iran). Results of this study may not be applicable to teachers who are assigned to school with other grade configuration at other grades. The findings may no be generalizable to rural areas that the teachers may have different classroom management style, sense of efficacy and personality characteristics. Three surveys were used in this study, the Teacher Efficacy Scale (Woolfolk&Hoy, 1990), Attitudes and Beliefs on Classroom Control Inventory (Martin, Yin, & Baldwin, 1997), and NEO- Five Factor Inventory (McCrae& Costa, 1992). A limitation of three surveys was the willingness of the participants to respond honestly and accurately because all the indicators in the present study-teacher efficacy, personality and
classroom management- relied on self-report. This may have allowed bias among the teachers. Finally, most of the significant relationships were small in size. This is important limitation that must be considered when drawing conclusions based the research results.

7. Educational Implication

1. Classroom management continues to be a challenge in many schools. Teachers in this study reported they were more controlling in their classroom management including instructional management, people management, and behavior management. This result highlighted the reliance of the traditional or authoritarian methods of classroom management by higher primary teachers that may be effective yet. The teachers overall may have felt confident with this style but outcomes being reported in the school do not support this confidence. The findings of this study may be help administrators become aware of the present atmosphere in classroom and assist them to expose teachers to additional management styles or styles .Teachers need support to implement styles that can maximize student outcomes.

2. Teachers’ perceptions of efficacy exist in varying degrees. Yet, the range of these degrees is narrow rather than widely dispersed. Teachers perceived themselves to have high degree of efficacy, and feel that their efficaciousness, to a degree, helps students achieve. A limited number of teachers labeled themselves a possessing low efficacy or as inefficacious. Researchers have shown that teacher efficacy has been linked to a variety of teaching behavior. Further, extensive research on efficacy of teachers suggests that teachers with a high sense of efficacy are more willing to implement instructional innovations and competent teaching method to be effective teacher. This study can be provided a fundamental understanding of self- efficacy for teachers and administrators especially as it relates to classroom management. In addition, this
study help teachers and educational leaders to understand the sources through which efficacy is built, increased, and developed.

3. Teacher efficacy has been reported extensively in the research to be a powerful construct related to teacher behaviors and student outcomes. It is important to consider ways that efficacy might be strengthened. It is particularly important to help pre-service, beginning, and in-service teachers develop a strong sense of efficacy beliefs. With experience teachers develop a strong sense of teacher efficacy. If support is given to teachers to help them develop strong efficacy beliefs early in their career, it will provide long-term benefits to both teachers and students.

4. Research has indicated that teachers had high expectation (efficacy) regarding their own ability to successfully instruct students. As a result, when teachers have high efficacy they set more challenging goals, experiment more with new instructional technique, take more responsibility for the teaching, and display more persistence through obstacles. This suggests that providing support to teachers who display these behaviors will promote the development and reinforcement of positive efficacy beliefs.

5. The study revealed that teachers’ personality traits played a significant role in their classroom management styles even beyond their gender, educational level, years of experience, and area of specialization. Although not all predicted relationships were obtained, those obtained were all in the anticipated directions. This finding should be used to raise the awareness of both teachers and administrators at schools. Both school teachers and administrators should realize that many factors, including teachers’ personality traits predispose teachers to using certain classroom management styles. For this reason, both teachers and administrators should accept the fact that teachers will have different classroom management beliefs. Moreover, teachers should be conscious of the relationship between personality traits and classroom management styles.
because such a relationship may not only affect their classroom behaviors, but also have significant impact on the way student learn. Whereas personality traits are not easily changed, classroom management styles have been empirically proved to be modifiable. Therefore, one of the styles that teachers can take is to systematically alternate their classroom management styles. Using a variety of styles should not only increase teachers’ flexibility of thinking and reduce the restrictiveness of habitual thinking, but also expand student learning modes. Furthermore, two of the NEO domains –Openness and Conscientiousness – promise to be of particular interest in the area of educational psychology. Scores on these domains may be a useful supplement to ability measures as predictors of teaching success. In the present study Openness and Conscientiousness explained a significant amount of variance in classroom management orientations.

8. Recommendations for further research

Classroom management has challenged teachers since schools began and will likely continue to be a central concern for teachers in the future. This study expanded research on classroom management, teacher efficacy, and personality traits of teachers. Specifically, the present study contributed to research conducted in higher primary schools in urban areas. Additional research in this area can improve practices in the classroom. The following recommendations are offered as possible topics for future research based on findings of this study.

1. Using a larger sample from higher primary schools with more variables to provide information regarding the link between the variables in this study and either support or refute the findings of the present study which used a similar sample.
2. The present study did not include the element of teacher – student interaction. Future research may want to explore teacher efficacy, student behavior, and classroom management.

3. Research on students’ perception of their teachers’ classroom management styles needs to be conducted to help teachers understand how their behavior in the classroom affect their students.

4. Teacher efficacy and classroom management interventions need to be examined using a longitudinal design. By following a group of teachers, trends and patterns could be observed and chartered. The observations could then be used to determine the evolution of a teacher from novice to experience to master.

5. Further research is needed that again uses a Five –Factor based tool, Larger samples, and improved criterion instruments to affirm the tentative relationships found here as well as to search for significant relationship between personality and teaching variables that may exist but that were not evident from this study.

6. It could be that significant differences will be determined in further research studies where relationship between classroom management subscales and other variables will be explored.

7. A mixed method study of teachers’ perception of self- efficacy, the principal’s perceived self-efficacy and the perceived impact that the principal’s efficacy has on the faculty would provide additional data for understanding teacher efficacy.

8. Replication of this study in suburban and rural schools would provide data from schools comprised of different demographics. Additional studies would provide comparative information as well as a larger area for which findings can be generalized.
9. Teachers may espouse beliefs and attitudes, but what occurs in their classrooms may not align with those beliefs and attitudes. Further research could investigate factors that allow teachers to or preclude teachers from implementing practices consistent with their beliefs.

10. Qualitative studies of classroom management and teacher efficacy are recommended to record the experiences and influences teachers identify as contributing to the development of their beliefs regarding efficacy and classroom management. Both interviews and teacher observations are desirable methods to obtain descriptive experiences of the development of teacher efficacy and classroom management style. It is recommended a “think aloud” methodology to examine teachers’ thoughts as they respond to teacher efficacy and classroom management items.

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