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## Effective Classroom Management as Determinants of Students' Achievement in Economics in Public Secondary Schools in Ibadan, Oyo State

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### Abstract

*The paper examined how teacher self-efficacy and teacher effective classroom management determined both interactively and individually students' achievement in Secondary Economics in Ibadan Metropolis of Oyo State, Nigeria. Three hypotheses were tested at 0.05 level of significance. Multi-stage sampling technique was used to select six out of eleven Local Government Area Councils in Ibadan, 60 schools and subsequently 60 SS Economics Teachers as subjects in study while their classes were used intact. Two instruments and students' classroom examination records in Economics were used in collecting the data for the exercise. Findings were that while teacher self-efficacy and teacher classroom management effectiveness individually significantly determined the academic achievement of the students in Economics, they, however, did not significantly determine academic achievement in Economics when combined. It was, therefore, concluded that the latter might be as a result of the inability of the teachers to combine the two variables effectively or they were ill-motivated so they did not possess the capacity to effectively do so. It was recommended that teachers should be encouraged to imbibe the spirit self-efficacy in carrying their assignments and be trained on how to effectively manage classroom effectively as well as efficiently.*

### Introduction

There are lots of teacher factors that could predict or determine students' academic achievement in a given subject or course of study. Some of these factors include: teacher self-efficacy and classroom management. Self-efficacy is an individual's belief that he or she can perform well in a particular task or endeavour. In other words, self-efficacy is an individual's belief in one's ability to do things excellently well or perform excellently well in a given task may be with respect to an academic task. Bandura (2001) posits that self-efficacy is one's belief in one's ability to succeed in specific situations. It is people's perception of their ability to plan and take action to reach a particular goal. In the light of this, Tschannen-Moran and Woolfolk-Hoy in Adeyemo, Onongha and Agokei (2009) refers to teacher self-efficacy as a teacher's judgement of his or her capabilities to bring about desired outcomes of student engagement and learning even among those students who may prove difficult in being guided in learning tasks or is unmotivated to want to engage in learning tasks. According to George (2011), self-efficacy has to do with how a teacher feels about his or her ability to do his or her job. Gordon (2001) observes that teacher self-efficacy is often considered to be an indicator or prediction of teaching effectiveness. He further opines that an alternative word for self-efficacy is confidence in one self or ability. It is important to mention that a teacher who has the belief or confidence in his ability to teach all students regardless of their race, age, sex, ethnicity, learning ability,

economic, social or family background and being able to achieve the set instructional objectives is said to possess a high level of self-efficacy.

Teacher self-efficacy has been observed as a predictor of achievement (Moore & Esselman Adeyemo, Onongha & Agokei, 2009). Studies have unveiled that teacher's self-efficacy beliefs significantly predict students' cognitive achievements and success at school (Moore & Esselman 1992 & 1994; Muijs & Reynolds, 2001; Ross, 1992 & 1998; Gian, Claudio, Patrizia, & Patricia 2006). Researchers such as Moore & Esselman, (1992); Anderson, Greene, & Loewen (1998); Ross, (1992) and Watson (1991) found in their studies that students of efficacious teachers generally outperformed students of teachers with low self-efficacy. Their findings also revealed that teacher self-efficacy was predictive of achievement on the Iowa Test of Basic Skills, Canadian Achievement Tests and the Ontario Assessment Instrument Pool.

Teacher's self-efficacy beliefs could influence a student's achievement in a number of ways. These include: when teachers demonstrate high levels of self-efficacy with the ability to work hard under difficult or challenging conditions, motivate students to develop positive attitudes towards schooling and encourage them to do well in their studies (Lin & Tsai, 1999; Gordon, 2001; Muijs & Reynolds, 2002; George, 2011). Hence, these researchers found in their studies that teachers with high levels of self-efficacy are linked to high student achievement. Brown (1998) stressed that when an individual has low self-efficacy expectations concerning his behaviour, he limits the extent to which he participates in a particular task and is quick to give up at the first sign of difficulty or hurdle. Guskey (1988) asserts that teachers with high self-efficacy beliefs are more likely than teachers with a low sense of self-efficacy to implement educational or instructional innovations in the classroom and to use classroom management approaches and adequate teaching methods that encourage students' autonomy and reduce custodial control. Research studies have also revealed that teachers with high self-efficacy beliefs are more likely than teachers with a low sense of self-efficacy to take responsibility for students with special learning needs, and by extension, teachers with high self-efficacy beliefs are more likely to manage classroom problems than teachers with a low sense of self-efficacy (Allinder, 1994; Jorjani, Krcaali-Iftar, & Diamond, 1993). Furthermore, teachers with a low sense of self-efficacy are unable to keep students on task unlike those with high sense of self-efficacy (Podell & Soohoo, 1993).

A teacher's self-efficacy may also contribute to or promote student's sense of efficacy, foster their involvement in class activities and their efforts in facing difficulties (Ross, 1998; Ross & Hogaboam-Gray, & Hannay, 2001). Research endeavours have also shown that students with teachers who scored high on self-efficacy did better on standardized tests than their peers who were taught by teachers with lower self-efficacy scores (Henson, 2001; Gordon, 2001; Lin, 1999; Muijs & Reynolds, 2002). Godwin (2011) states that student's academic achievement has a strong connection with teacher's sense of self-efficacy while teachers who lacked high self-efficacy qualities had low expectations of students, cast blame on students when things do not go as planned, and had a negative outlook about student's learning and their behavior (Ferguson, 2001; Gordon, 2001; Scharlach, 2008). John (1992) in his study found that students' achievement was higher in the classrooms of teachers with high teacher self-efficacy beliefs.

One of the skills a classroom teacher demonstrates is ability to manage a class; this implies that a teacher is a manager. Teaching-learning process starts with teacher's preparation which includes designing lesson plan based on the predetermined time frame. The onus lies on the teacher who is the class manager to have control over his class. Umoru-Onuka (2003) states that management is a process of initiating, planning, organizing, implementing, monitoring, regulating, supervising and evaluating. Effective classroom management is basically the responsibility of the class teacher and it is one of the most important responsibilities faced by teachers in any learning environment. Robert, Jana and Debra (2003) opine that effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm. According to them in such situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. On the other hand, well-managed classrooms provide an environment in which teaching and learning can flourish. Therefore, the ability of the teacher to organise classroom and manage the behaviour of their students is crucial to achieving education outcomes.

Classroom management in the secondary education often lagged behind some strategies use in primary or elementary education which vital to students' academic achievement. In the primary education classroom management is built on trust, support, care, affections, and effective communication but these have been replaced with compliance and obedience (Freiberg, 1995). According to Iverson (2003), classroom management is a preventive activity that results in decreased discipline problems. It also involves the act of supervising relationships, behaviours, and instructional settings and lessons for communities of learners. The inability of teachers to effectively manage classroom behaviour often contributes to low academic achievement (Donovan & Cross, 2002; Harrell, Leavell, Van Tassel & Mckee, 2004).

Disruptive behaviours are common features in classroom setting. It is apparent that discipline problems and disruptive behaviours are common in secondary school classrooms. Most often, disruptive behaviours and discipline problems are found in overcrowded classrooms which are made up of various groups of students of different ethnicity, cultural and socio-economic characteristics. It is pertinent to mention that most secondary school teachers sometimes spend up to thirty to fifty percent of their teaching period to resolve students' behavioural problems. Some of the disruptive behaviour usually exhibited by students in the classroom includes challenging teacher authority, interrupting teacher or students, arguing, and reacting emotionally (Sheets & Gay, 1996). According to Sheets & Gay, silencing and control of the student's behaviour have routinely been used to deal with disruptive situations by removing students from the class, along with verbal reprimands, or demands for compliance. High school students often reacted to the teachers' attempts at behaviour management by responding aggressively or by employing silence and absence strategies. Such students often withdrew from classroom discussions, neglected their assignments, cut class, and became truant, which usually lead to suspension or even expulsion from school. These subsequent behaviours evidently led to low academic achievement, and feelings of powerlessness and helplessness in the student.

The study carried out, by McGinnis, Frederick and Edwards (1995), which was aimed at breaking the cycle of teacher control and student compliance patterns revealed that some teachers had to employ a proactive classroom management process to foster student's

involvement. The proactive process focused on fostering student involvement and cooperation in decision-making, setting ground rules and problem-solving to establish a productive learning environment. Involved students appreciated the classroom environment when they felt accepted as individuals with unique differences and worthwhile opinions. The study revealed that classroom management which was culturally responsive and based on developing connectedness and community fostered more participation in class work, self-discipline and higher expectations by both students and teacher. According to Evans (1996) and Freiberg (1995), teachers who employed democratic management and cooperative participation in classrooms found that their students were more involved in cooperative learning, were also more responsible and academically more successful.

It is pertinent to mention that teacher self-efficacy goes a long way in determining the ability of a teacher to effectively manage his students during the teaching-learning process. Osborne, Walker, and Rausch (2002) posit that self-efficacy will be manifested in the magnitude of the teacher's self-esteem and ability to effect positive change in the classroom. Goddard, Hoy & Hoy (2000) submit that research findings showed that efficacious teachers are capable of bringing about changes in student's behaviour, motivation, and learning in the classroom. Research has equally shown that the characteristics of efficacious teachers include better organization, a willingness to try new ideas to meet students' needs, being less critical of students whenever they make mistakes, more positive about teaching, a reluctance to refer students to special education services, and are more likely to implement positive classroom management strategies (Henson, 2001; Pinkston-Miles, 2003; Scharlach, 2008). Some other research findings also reveal that teachers with high level of self-efficacy are linked to high student achievement; these teachers have the ability to work hard under difficult circumstances and to motivate students to attend school and do well in classroom activities as well as in their studies (Gordon, 2001; Lin & Tsai, 1999; Muijs & Reynolds, 2002).

Based on these research findings, it has been discovered that teacher self-efficacy belief is directly linked with students' academic achievement and it is apparent that one of the biggest challenges faced by student-teachers and practicing teachers in the teaching profession is how to establish and maintain order in learning environments. It thus, becomes imperative to find out the extent to which teacher self-efficacy and teacher classroom management determine students' academic achievement in Economics in Senior Secondary Schools in Ibadan. Therefore, the study investigated how much teacher self-efficacy and teacher classroom management determine academic achievement of Economics students in Ibadan, Oyo State, Nigeria.

### **Research Hypotheses**

The following three null hypotheses were formulated for realising the objectives of this study.

1. Teachers' self efficacy does not significantly determine students' academic achievement in Economics?
2. Teacher classroom management does not significantly determine students' academic achievement in Economics?
3. Teachers' self-efficacy and classroom management do not significantly determine students' academic achievement in Economics?

## Methodology

### Procedure

This is a survey research adopting ex-post facto procedure to collect data since the researchers have no direct control over independent variables as their manifestations have already occurred.

### Population, Sampling and sample

The target population for this study comprised all public Senior Secondary School students in Ibadan, Oyo State of Nigeria. Multi-stage sampling technique was employed to select the subjects for the study as follows: Ibadan was clustered along the existing two educational zones. From each of the zones, three local governments were randomly selected, namely: Ibadan South West, Ibadan North West, Ido, Akinyele, Ibadan North and Egbeda Local Government Areas. Thereafter, 10 public secondary schools were randomly selected from each of the local government. Thus, 60 secondary schools were used in the study. An arm of SS II was selected from each of the 60 schools as an intact class. Also a total of 60 Economics teachers in the selected schools were used in the study.

### Instrumentation

The two instruments used in the study were:

Teacher Self-Efficacy Scale (TSES)

Teacher Classroom Management Scale (TCMS)

These two instruments were used together with the class examination records of the selected students to gather data for the study.

### Instrumentation

These two instruments namely: Teacher Self-Efficacy Scale (TSES) and Teachers' Classroom Management Scale (TCMS) were respectively adapted and designed by the researchers as detailed below. The Teacher Self-Efficacy Scale (TSES) was adapted from Teacher Self-Efficacy Scale-Long Form designed by Tschanne-Moran & Woolfolk-Hoy in 2001. The Teacher Self-Efficacy Scale- Long Form was used to quantitatively evaluate the teachers' sense of efficacy. The instrument was made up of 25 items and the items began with "How much can you do..?" "To what extent can you...?" or "how well can you...?" The responses are measured on a 9-point scale. Tschannen-Moran and Woolfolk-Hoy (2001) presented the Cronbach reliability alpha for this measure as 0.94. The Teacher Self-Efficacy Scale (TSES) comprised two sections. Section A elicited information on the demographic data of the respondents while section B consisted of 25 items. Some of the items are: "I can use a variety of assessment strategies", "I can keep a few problem students from ruining an entire lesson. The responses are measured on a 4-Likert point scale. The TSES was pilot tested for validation and Cronbach Alpha statistics was used to ascertain the reliability. After the validation, the items on the instrument were reduced to 18 items and the reliability coefficient was 0.79.

The second instrument: the Teachers' Classroom Management Scale (TCMS) was designed and validated by the researchers. It consisted of two sections namely: section 'A' which elicited information about the background of the respondents, while section 'B' was made up of items on classroom management to which the respondents have to indicate the degree of their agreement. The instrument was originally made up of 35 items and became 20 items following the validation

exercise. This is in addition to bio-data part of the instrument. The original scale was initially administered on 30 students who were similar to the sample selected for the main study, who were non-participants in the real study. The resulting data were computed using Cronbach Alpha statistic yielding a reliability coefficient of 0.70. Through factor analysis, the validity level was shown to be 0.73.

### Class Examination Records

The third means by which data were collected was from the class examination records of the subjects used in the study with regard to their performance in Economics. The scores were retrieved from the examination record sheets of the various schools under this study.

### Data Collection Procedure

The instruments were employed to collect data in the selected secondary schools for the study. The principals and the Economics teachers in the sampled schools were informed about the administration of the instruments on the teachers and they gave their consent to the exercise. The Teachers' Self-Efficacy Scale (TSES) and Teachers' Classroom Management Scale (TCMS) were administered on the teachers.

### Data Analysis

The data collected were scored and the resulting data were then collated and analyzed using multiple regression statistics with respect to the three research hypotheses.

## Results and Discussion

### Results

**Table 1: the Extent to Which Teachers' Self-Efficacy determined Students' Academic Achievement in Economics**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2459.080	1	2459.080	.531	.004(a)
Residual	16719.504	58	288.267		
Total	19178.583	59			

*F-value of 8.531 is significant at 0.05 level*

From the result in Table 1, it was revealed that teachers' self-efficacy significantly determined students' academic achievement in Economics. This implies that the higher the teachers' self-efficacy, the better the academic performance of students in Economics and vice versa. This result is in consonance with the observation of Moore & Esselman, in Adeyemo, Onongha & Agokei (2009) that teacher efficacy significantly predicts student's achievement. This result also corroborates the findings of Moore and Esselman (1992) and (1994); Muijs and Reynolds (2001); Ross, (1992) and (1998); Gian, Claudio, Patrizia, & Patrick (2006) that teacher's efficacy beliefs significantly influence students' cognitive achievements and success at school. In the same vein, this finding also confirms the results of Lin & Tsai (1999); Gordon (2001); Muijs & Reynolds (2002) and George (2011) that teachers with high levels of self-efficacy are linked to high student achievement.



This result also confirms the findings that students whose teachers scored high on self-efficacy did better on standardized tests than their peers who were taught by teachers with low self-efficacy scores (Henson, 2001; Gordon, 2001; Lin, 1999; Muijs & Reynolds, 2002). Furthermore, the result is also in tandem with the results of researchers such as Moore & Esselman, (1992); as well as Anderson, Greene, & Loewen (1988); Ross, (1992) and Watson (1991) who found in their study that students of efficacious teachers generally outperformed students of teachers with low self-efficacy, which findings revealed that teacher self-efficacy did significantly predicted achievement on the Iowa Test of Basic Skills, the Canadian Achievement Tests and the Ontario Assessment Instrument Pool. By implication teacher self-efficacy would engender student academic improved accomplishment.

**Table 2: The Extent to Which Teachers' Classroom Management determined Students' Academic Achievement in Economics**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2732.634	1	2732.634	9.637	.003(a)
Residual	16445.949	58	283.551		
Total	19178.583	59			

*F-value of 9.637 is significant at 0.05 level*

In Table 2, the result revealed that teachers' classroom management does significantly determine students' academic achievement in Economics. This indicates that students of teachers who are able to effectively and efficiently manage their classroom perform better while students of teachers who are unable to manage their class well perform poorly. This result implies that the teachers in this study had good classroom management abilities and this had significant positive influence on students' academic performance in Economics. This result is in agreement with the assertion of Donovan and Cross, (2002); Harrell, Leavell, Van and Mckee, (2004) that inability of teachers to effectively manage classroom behaviour often contributes to low academic achievement. This result also confirms the assertion of Robert, Jana and Debra (2003) that effective teaching and learning cannot take place in a poorly managed classroom. According to them in situations where students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm, both the teachers and students suffer. Also, teachers struggle to teach, and students most likely learn much less than they should while on the other hand, well-managed classrooms provide an environment in which teaching and learning can flourish. Again, this result corroborates with that of Evans (1996) and Freiberg (1995) who found that teachers who employed democratic management based on trust, support, care, affections, warmth, firmness, effective communication and cooperative participation in classrooms found that their students were more involved in cooperative learning, were also more responsible and academically more successful. Implied in this result is that student academic achievement could be improved tremendously if the teacher by his classroom management style can engender cooperative learning and effective classroom participation.

**Table 3: The Extent to Which Teachers' Self efficacy and Classroom Management combined to determine Students' academic achievement in Economics**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	29.427	7.773		3.786	.000
Clasgmt score	-.357	.186	-.265	-1.919	.060
Teac score	.391	.238	.227	1.640	.106

Table 3 shows that teacher classroom management, when combined with Teacher self-efficacy does contribute far less than the latter to students' academic achievement in Economics; even teachers' self-efficacy, when also combined with former does not contribute significantly to students' academic achievement in Economics. However, as revealed earlier both teachers' classroom management and teachers' self-efficacy individually contributed significantly to students' academic achievement in Economics. This finding corroborates the finding of Osborne, Walker, and Rausch (2002) that self-efficacy will be manifested in a teacher's esteem and ability to effect positive change in the classroom. It also confirms the observation of Goddard, Hoy, & Hoy (2000), that efficacious teachers are capable of bringing about changes in student behaviour, motivation, and learning in the classroom. Thus the interactive effect of both variables on the students' achievement in economics contradicts their observation as stated above. Therefore, it could be concluded that while the variables were effective individually they were not when combined to determine academic achievement of the students. This may be due to the fact that in this clime the learning environment is anything but conducive for academic pursuit and that the teacher are unmotivated so they cannot combine self-efficacy effectively with good classroom management to effect positive academic behavioural change in the student.

This result is contrary to the findings of Henson (2001) Pinkston-Miles (2003) and Scharlach (2008) which state that the characteristics of efficacious teachers include better organization, a willingness to try new ideas to meet students' needs, being less critical of students whenever they make mistakes, more positive about teaching, a reluctance to refer students to special education services, and are more likely to implement positive classroom management strategies. Some other research findings which the result buttresses also reveal that teachers with high level of self-efficacy are linked to high student achievement; these teachers have the ability to work hard under difficult circumstances, motivate students to attend school, do well in classroom activities as well as in their studies and also effectively manage their classroom (Gordon, 2001; Lin & Tsai, 1999; Muijs & Reynolds, 2002). Therefore, it can be inferred that the self-efficacious a teacher becomes the more the likelihood that the academic performance of their will improve just as the better classroom teacher-manager will engender greater student classroom participation and cooperative learning with the concomitant improved academic achievement by the students.

### Conclusion

The conclusion that can be made from the study is that teachers' self-efficacy significantly determines students' academic achievement in Economics, when not combined with the other variable in the study. This entails that the self- efficacy of the teachers in this study is high or strong and this has positive effect on the academic performance of the students without being

combine with teacher classroom management. Furthermore, the study revealed that teachers' classroom management does also singly significantly determine students' academic achievement in Economics. However, it was evident in the study that teachers' self-efficacy and teachers' classroom management combined do not significantly determine students' academic achievement in Economics. The implication could be that the teachers could not effectively combine the two activities together in order to engender student improved academic learning outcome. Thus it might be necessary to train in effective classroom management and counselled to apply themselves to imbibe the habit of building in themselves the spirit of self-efficacy and how to combine it with effective classroom management to engender improved student academic achievement.

The study also portend that students under the tutelage of teachers with high or strong self-efficacy possessed high level of self-efficacy and as such the students would demonstrate positive attitude to learning which will in turn improve their academic performance. Equally true is that, teachers who possessed good classroom management abilities effectively controlled their students, thereby maintaining order which encouraged students' participation during the teacher-learning process. Therefore, teachers were able to curb students' disruptive behaviours and ensured that students who had learning deficiency were well catered for. In the light of this finding, teachers should design their lesson plans and their execution to suit all categories of learners in their various classrooms. It is important to note that teachers' ability to effectively manage their classroom do promote positive relationship between them and their students. Teachers should endeavour to inculcate high level of self efficacy (self confidence) in themselves as it would enhance their abilities to effectively teach and manage their students in the classroom setting. Teachers with high self - efficacy who are able to effectively manage their classroom could gain their students' cooperation and participation, so that their students would also trust, respect and have confidence in them.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:-

- ❖ Teachers should be encouraged to endeavour to develop self confidence in their ability to effectively impart knowledge in their students irrespective of their students' age, sex, socio-economic status or family background.
- ❖ That teachers should be aware and recognise themselves as managers of their classroom and that school management provide them with enabling classroom environment to make the classroom effectiveness for learning as it manage it easy for the teachers to effectively manage the teaching-learning process.
- ❖ That the teachers should endeavour to train in managing classroom effectively and efficiently to enable control and manage their students' behaviour and academic activities within the classroom.
- ❖ That teachers should also endeavour to ensure that they show and establish warmth, care, affection, openness and effective communication for and with their students so that they can democratically manage their classrooms as result of cooperation of the learners to engender learning achievement.

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