

RELATIONSHIPS AMONG TEACHER EFFICACY,
CLASSROOM MANAGEMENT AND CHILDREN'S
CULTURAL BACKGROUND

By

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Abstract:

Teacher efficacy in the classroom is a dynamic construct. To explore this construct, a one-time professional development workshop was conducted, with participants responding to a set of questionnaires at pre and post-assessment. The present study sought to explore whether or not classroom management efficacy varied based on children's cultural background; specifically, when working with children in general, Latino children and Marshallese children. The study sought to examine whether or not teachers felt more efficacious in working with children from different cultural backgrounds after attending the workshop. The study also explored if classroom management efficacy varied by level of teaching experience. Finally, the study explored the relationship between classroom management style and teachers' level of experience, as well as classroom management efficacy and classroom management style. Study results revealed that there was a significant difference in classroom management efficacy when working with children from different cultural backgrounds. The study also found a significant difference in efficacy in working with children from different cultural backgrounds from the pre-assessment to post-assessment. The study did not find any significant difference in efficacy by level of teaching experience, nor did the study find a relationship between classroom management style and level of teaching experience, or classroom management style and classroom management efficacy. Results suggest that while teachers may be more or less efficacious when working with children from cultural backgrounds other than their own, there may be other factors involved when exploring classroom management efficacy and level of teaching experience.

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CHAPTER I

INTRODUCTION

Diversity in the United States is the core on which our country was built. As a nation, however, we often struggle with how to incorporate diverse cultures into the foundations of society – employment, religion, and education. This clash of cultures is, perhaps, most prevalent in our educational system, where teachers from one cultural background are expected to teach children with a multitude of cultural differences. As the American population continues to diversify (U.S. Census Bureau, 2012), it will be essential for current and pre-service teachers to adapt to, and understand how, cultural diversity may affect the classroom environment.

Teachers encounter challenging situations every day – in the classroom, with parents, colleagues, and administration. These challenges can affect the way a teacher feels about her level of confidence in the handling of these situations – a teacher’s efficacy. Bandura (1977) defined self-efficacy as person’s belief in his or her capabilities to produce a desired outcome. Existing research suggests that students’ educational and social-emotional outcomes are linked to teachers’ feelings of efficacy in the classroom (Tschannen-Moran & Hoy, 2001). Furthermore, teaching styles and teaching strategies, such as classroom management strategies, are linked to their feelings of self-efficacy, and these feelings of efficacy may vary based on children’s language proficiency, as well as

their varying cultural backgrounds. Effective classroom management is necessary for a teacher to guide instruction in the classroom. Many teachers may feel confident when providing classroom management to children whose culture is similar to their own; however, for many teachers, this changes when children from a different cultural background may not understand the classroom management strategies being implemented (Castro, 2010; Gay, 2010). When a teacher's "tried and true" classroom management strategies begin to fail for this reason, a teacher's self-efficacy may falter. Instead of realizing that the strategy may need to change, the teacher may come to believe that the child, who does not understand, is a behavior problem.

Definitions

By applying Bandura's social cognitive theory, often referred to as self-efficacy theory, Gibson and Dembo (1984) defined **teacher efficacy** as "teachers' evaluation of their abilities to bring about positive student change" (p. 570). Guskey and Passaro (1994) further developed the definition as a teacher's "belief or conviction that he or she can influence how well students learn, even those who may be considered difficult or unmotivated" (p. 628). Martin and Baldwin (1993) describe **classroom management** as a "multi-faceted construct" (p.4) that, while it encompasses discipline also includes how a teacher perceives his or her students as persons and how they can help the student develop as an individual; and the teacher's view of a student's ability overall. Martin and Baldwin (1993) also describe a **novice teacher** as a teacher who has three years or less of teaching experience; an **experienced teacher** is considered a teacher who has been teaching for more than three years. **Diversity** in this study refers to children from varying cultural backgrounds.

Problem Statement

Teacher efficacy can be affected by multiple variables, such as student outcomes, student ability, and student influence (Guskey, 1987). Another variable that may affect teacher efficacy is working with children from diverse cultural backgrounds, particularly when a student's cultural background(s) differs from the teacher's (Castro, 2010; Garcia, 2010; Gay, 2010). However, few researchers have looked specifically at the relationship between teacher efficacy and a child's cultural background (Tucker et al., 2005). How confident a teacher is in his or her skills, in general, and specifically when working with children from varying cultural backgrounds, may have a direct effect on the teacher's classroom management style. Teacher efficacy may also vary according to his or her level of experience.

Teachers who are efficacious tend to be open to new ideas, be willing to try new ways of teaching, have more resilience when encountering setbacks, have continued enthusiasm for teaching, and are less likely to develop teacher burnout (Tschannen-Moran & Hoy, 2001). Thus, it is imperative that teachers are given the tools necessary to increase their confidence level when working with children from various backgrounds. Universities are a starting point for this educational training, but continued professional development, mentoring, and collaboration among colleagues are also essential.

Purpose of the Study

The present study sought to generate knowledge about teachers' classroom management efficacy in working with children from varying cultural backgrounds in their classrooms. Of particular interest was whether teachers receiving professional development on the topic of classroom management reported increased feelings of

efficacy about working with students in their classrooms after completing the training. This study provides important information about teachers' feelings of classroom management efficacy in relation to all children in general, as well as children from varying cultural backgrounds, specifically teachers working with children from the Latino and Marshallese cultures.

The school district in this study was chosen because of its diverse student population. More specifically, the school district has large Caucasian and Latino populations, as well as smaller African American, Native American and Pacific Islander populations (Office of Educational Quality and Accountability, 2012). Students from these populations tend to vary from each other due to their family cultures and heritage. The school district has encountered continually increasing Latino and Marshallese populations in the past 10 years (Malan, 2011). The current study focuses on children in general, as well as Latino and Marshallese children.

Research Questions

The present study addressed seven primary research questions:

1. Does teacher classroom management efficacy vary based on children's cultural background?
2. Does teacher classroom management efficacy vary by level of teaching experience?
3. Does teacher classroom management efficacy in working with children in general change from the beginning to the end of the workshop?
4. Does teacher classroom management efficacy in working with Latino children change from the beginning to the end of the workshop?

5. Does teacher classroom management efficacy in working with Marshallese children change from the beginning to the end of the workshop?
6. Is classroom management style related to level of teaching experience?
7. Is classroom management style related to classroom management efficacy?

CHAPTER II

REVIEW OF THE LITERATURE

The United States continues to become more ethnically and culturally diverse, according to 2010 U.S. Census data. Overall, United States residents who identified themselves as white alone declined from 75% to 72%. The Hispanic or Latino population grew by 43% between 2000 and 2010—four times the growth in the total population—representing one of the largest population growths in that decade. The Census Bureau projects that by the year 2043, non-Hispanic whites will make up only 40% of the U.S. population, and the U.S. minority population will become the majority (U.S. Census, 2011).

School districts across the United States are feeling the population growth of not only the Latino population, but many other immigrant populations as well. Because of this growth, schools have emphasized the need to focus on culturally responsive teaching, where students are supported and nurtured within their cultural context (Ladson-Billings, 2001; Siwatu, 2007). Many early childhood classrooms are a microcosm of society as a whole. Variations in language, ethnicity, and culture are evident in the classroom. Teachers need to be educated on how to develop an inclusive classroom that helps all students feel welcome, regardless of their language or cultural background (Richards, Brown, & Forde, 2007).

The Marshallese population began immigrating to the United States over concerns such as nuclear fallout affecting their Pacific Island homeland, hopes for a better education, and lack of employment opportunities (Leonard, 2005). Because of their unique history, language, and culture, Marshallese students present a unique challenge to teachers. An example of one of these unique challenges is the Marshallese culture's concept of time. Schools in the United States require punctuality; however, many educators report that Marshallese students often arrive at school late or not at all (Leonard, 2005).

Latino immigrant students present their own unique set of challenges for teachers who may have little experience working with second language learners (Chrispeels & Riverso, 2001). Latino families may have lower socioeconomic backgrounds and issues related to immigration status. Group activities, shared responsibilities, and accountability are characteristics of the collectivist culture of Hispanics. Direct conflict in cultural values can arise between students and teachers, as the European American ideal of individualism emphasizes individual function and responsibility, while the Hispanic culture emphasizes cooperation, harmony and collectivism (Escobar-Ortloff & Ortloff, 2003; Gudykunst, 2003).

Theoretical Framework

Teacher Efficacy

Teacher efficacy, which stems from Bandura's social cognitive theory, posits that a teacher's behavior, personal characteristics, and the environment interact to influence each other (Bandura, 1986, 1997). A major construct of Bandura's social cognitive theory is self-efficacy. Bandura (1997) states that self-efficacy is "beliefs in one's capacity to

organize and execute the courses of action required to produce given attainments” (p.3). Bandura continues his self-efficacy definition explaining that the construct is a life-long, dynamic, and necessary part of successful functioning. Therefore, efficacy is ever-changing and can increase through appropriate experiences. Beliefs regarding efficacy affect almost everything that an individual does: how we think, motivate ourselves, feel, and behave (Bandura, 1997).

Bandura (1993) suggests four influences on the development of efficacy: mastery experiences, watching those similar to oneself succeed, influence from others that one can be successful, and input from oneself about strengths and weaknesses. For teachers, mastery experiences are created when an individual gains confidence from performing a specific task. According to Bandura (1986, 1997), this includes pre-service teachers’ student teaching experiences, as well as novice and experienced teachers’ increased efficacy through successful teaching tasks. Efficacy can also be gained through observing others perform a specific task, and hearing about success stories from others. In this way, an individual is able to determine whether he or she may be successful. Cooperating teachers and student teaching advisors play an integral role in how successful pre-service teachers believe they will be during their novice teaching years. If pre-service teachers observe effective management of what they perceive to be a challenging teaching task, they are more likely to be confident in their potential success of that task. When an individual receives positive feedback or encouragement about his or her performance or ability to complete a task, then the individual may become more efficacious (Goddard, Hoy & Woolfolk Hoy, 2000). Encouragement from colleagues and administrators can be influential, especially for novice teachers. Lastly, an individual may gain efficacy when

he or she is able to reflect and realize what he or she can do well, and what still needs some improvement. When there is an area of improvement, the individual who is becoming more efficacious will not become discouraged, but will realize that he or she can build upon what he or she already knows. Pre-service and novice teachers must use reflection to continually evaluate which teaching tasks have been successful and which tasks may need improvement. Self-monitoring and self-evaluation are key for all teachers to help realize that what they may perceive as a failure can be used to grow as a teacher, and understand that they must be a life-long learner when it comes to the profession of education (Labone, 2004).

According to Labone (2004), self-efficacy does not come from any one of these four influences alone. Efficacy can only develop through “cognitive processing” (p. 343), where the individual takes information and chooses, compares, and integrates it into being efficacious. It is key to note that just because an individual possesses the knowledge and skill required for a task, if they are not efficacious in that application, then the success rate is greatly diminished (Bandura, 1986). Self-efficacy, therefore, is more about an individual’s perception of their competence than their actual level of competence.

Bandura’s (1986, 1991) work has continued to expand over the years and has contributed to the field of education, where teachers’ beliefs and actions are responsible for shaping the lives of the children they teach (Gibson & Dembo, 1984; Woolfolk & Hoy, 1990). A teacher’s efficacy can influence his or her behavior, effort, and motivation, as well as his or her effectiveness to teach. Tschannen-Moran and Hoy (2001) suggest that “a teacher’s efficacy belief is a judgment of his or her capabilities to bring about

desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (p. 73). Numerous researchers and theorists believe that teacher efficacy can have a positive effect on student motivation, achievement, and their own sense of efficacy (Anderson, Greene, & Loewen, 1988; Bandura, 1997; Ciyer, Nagasawa, Swadener, & Patet, 2010; Henson, 2001; Hoy, 2004). Teachers with high efficacy feel that they can influence student learning, even those students who may be considered challenging (Guskey & Passaro, 1994). Ghaith and Yaghi (1997) studied middle and high school teachers’ attitudes in regard to implementing new strategies and instructional practices and found that teachers who were more efficacious were more willing to try new strategies and were open to ideas on how to meet each student’s needs. In contrast, Tucker et al. (2005) found in a study of 62 elementary school teachers that teachers with low efficacy believe they will have little to no effect on student achievement. They also give up on students they perceive to be challenging and may feel students cannot learn because of their background or characteristics.

Research has examined the construct of teacher efficacy and its relationship to multiple variables, including gender (Haydel, 1997), level of experience (Hoy & Woolfolk, 1993), type of teacher certification or degree (Hoy & Woolfolk, 1993), classroom management (Ashton & Webb, 1986; Emmer & Hickman, 1991) and student’s behavior and emotional problems (Soodak & Podell, 1996), teaching tasks (Tschannen-Moran et al., 1998) and education of students with disabilities (Ross, Cousins, & Gadalla, 1996). Nadelson et al. (2012) further examined pre-service teachers’ efficacy in regard to students from diverse cultural backgrounds and developed the construct of multicultural self-efficacy. Multicultural self-efficacy is defined as “an individual’s beliefs about their

ability to address classroom challenges associated with working with culturally and linguistically diverse students” (p. 1188). In the study, the authors explored pre-service teachers’ multicultural efficacy using the Multicultural Efficacy Scale (MES) created by Guyton and Wesche (2005), and its relationship with teachers’ background characteristics and what teachers have learned during their education. Variables explored included teachers’ background characteristics that the authors believe influence multicultural efficacy, namely ethnicity, language, age, gender, and political worldview. The study found that the sample of pre-service teachers fell at the mid-point on the MES scale, meaning their feelings of multicultural efficacy were “average” (i.e., not high and not low). The study also found that pre-service teachers’ multicultural efficacy became more positive the longer they were in college; however, the multicultural coursework encountered by pre-service teachers did not influence their views on diversity. When the authors looked at the influence of personal characteristics and political worldview, personal characteristics of the sample participants including language, age, and gender were not significant; however, political worldviews were significantly correlated with multicultural attitude. Specifically, the authors asked participants to rate their political philosophy on a continuum from liberal to conservative, and found that as participants’ political philosophies became more liberal, their level of multicultural attitude increased (Nadelson et al., 2012).

High teacher efficacy can influence investment in teaching, as well as teachers’ goals, persistence, and enthusiasm (Tschannen-Moran & Hoy, 2001). Teachers with low efficacy tend to give up more easily when encountering difficult situations and may feel that students from culturally diverse backgrounds have more difficulty learning than

students who have backgrounds more similar to their own (Bandura, 1997). According to Gomez (2007), teachers with low efficacy in regard to students from different cultural backgrounds than their own tend to be hesitant to interact with these students and families. In contrast, Wheatley (2002) posits that teachers with lower efficacy may be more reflective practitioners, have a greater motivation to learn, and have greater responsiveness to diversity. Furthermore, Wheatley lists several benefits of teacher doubt including, but not limited to, causing the teacher to waver from his or her original beliefs creating change, forced reflection, and a motivation to learn because of new found inadequacies. This last benefit, Wheatley (2002) states, is key when teachers are faced with teaching students from diverse cultural backgrounds, pushing them to learn more about the students' backgrounds. Hoy and Spero (2005) do not completely disagree, but state that it is more likely for the teacher to practice avoidance when they have a perceived lack of confidence and turn to the use of poor practices.

High teacher efficacy can have multiple benefits for students. In a study of 384 elementary and middle school teachers, Tournaki and Podell (2005) found that teachers who are more efficacious adjust their academic predictions about a student when the student's characteristics are different than their own, making less negative assumptions about the student. However, teachers with low efficacy hone in on a single characteristic such as a student's race, ethnicity, or cultural background, creating negativity toward that student. Ross and Bruce (2007) found in a study of sixth grade teachers that compared to low-efficacy teachers, more efficacious teachers have better attitudes toward—and relationships with—low-achieving students, and set higher academic goals for them.

Few studies have explored the relationship between teacher efficacy and students from varying cultural backgrounds. A review of research by McAllister and Irvine (2000) examined teachers' efficacy in working with children from varying cultural backgrounds and teachers' multicultural attitudes. The review offered some insight for educators seeking to support teachers in meeting the needs of students from diverse cultural backgrounds. In their review, the authors examined three process-oriented models used to measure cultural attitude development and change in teachers – Helm's Racial Identity Theory, Bank's Typology of Ethnicity, and Milton Bennett's Developmental Model of Intercultural Sensitivity. The authors concluded that the three models do provide some insight into how teachers' cultural beliefs develop and how teachers can be more effective with students from culturally diverse backgrounds. Teachers' development of their cultural beliefs can be created by taking "risks" that include realizing they have a bias, reflecting on students' cultures with which they are not familiar, and realizing it is okay to enjoy the process of learning and discover new ways to view a situation that may lead to a change in beliefs (McAllister & Irvine, 2000). Although several studies have been conducted that examined teachers' multicultural attitudes and beliefs (Gay, 2010; Lowenstein, 2009; McAlister & Irvine, 2000), there has been little research that has explored the relationship between teachers' multicultural attitudes and teachers' sense of efficacy when working with specifically Latino and Marshallese students. Atilas, Douglas, and Alleksaht-Snider (in press) found significant difference between teachers' sense of efficacy when working with Latinos versus when working with Marshallese students, and that the teachers' sense of efficacy was positively correlated with their multicultural attitudes.

Culturally Responsive Teaching

Escobar-Ortloff and Ortloff (2003) suggest that culture “has a powerful influence on how and what people think about knowledge, learning, and education” (p. 255). A teacher’s efficacy is a potential roadblock to becoming more culturally responsive. Teachers face many challenges today when working with children from diverse cultural backgrounds, and the previous literature reviewed suggests that efficacy is indeed influenced by diversity. Shade (1995) states that teachers in today’s society must be able to work “comfortably and effectively with the socially, racially, and culturally diverse students” (p. 375). Teachers must learn to adapt their classroom management, assessment, curriculum, instruction, and cultural enrichment to meet the needs of each student in their classroom (Siwatu, 2007). Teachers also receive mixed messages on how to work with children from varying cultural backgrounds. At times, teachers are told to look past the child’s race, ethnicity, culture, etc.; and then at other times, teachers are asked to look at the whole child and embrace the child’s cultural background (Valli, 1995). Each child is unique. However, when it comes to culture, teachers may overlook the child’s uniqueness and begin to see the child only as Latino, Asian, or African-American. Teachers should not generalize or stereotype a child on cultural background alone because it does not allow the teacher to learn about the child as an individual (Gonzalez-Mena, 2008). Cultural bias may be difficult for many teachers to recognize or overcome. Teachers’ multicultural attitudes may depend on their ethnicity, language, age, gender and political worldview (Nadelson et al., 2012). This becomes apparent when considering the majority of teachers in United States schools are White females, many of which have grown up with little exposure to cultures other than their own (National

Center for Education Statistics, 2012). White, middle-class views are prevalent in schools (Villegas & Lucas, 2002). Research also shows that teachers who have ethnocentric attitudes toward their students may not meet the students' learning needs (Valdés, 2001). Payne (1994) states that how an individual feels about a particular ethnic group can influence how he or she adjusts his or her behavior, sometimes resulting in interactions matching a created stereotype.

Reflecting on personal biases can be key to obtaining efficacy when working with children from varying cultural backgrounds (Derman-Sparks & Edwards, 2010). However, teachers also need to gain knowledge about children and their families' cultural backgrounds in order to meet their needs. Culturally responsive teachers need to acknowledge the cultural discontinuity that may be occurring between the child's home culture and his or her classroom culture, and understand the issues that may occur, especially in relation to classroom management, learning style, and communication (Siwatu, 2007). Multicultural education is a term defined by Nadelson et al. (2012), as an "inclusive, multidisciplinary approach to teaching that takes into account personal, cultural, and academic influences in which students live" (p. 1186). Through multicultural education, teachers and students can learn to adjust to their differing environments. Banks' (1995) research on multicultural education (as cited in Lowenstein, 2009) offers five factors for creating ideal multicultural education: (a) including a variety of cultures in the curriculum; (b) teaching students about how they can learn from and about varying cultural backgrounds and their subsequent biases; (c) developing strategies to reduce those biases in the classroom; (d) ensuring the equality and success of children

from all backgrounds; and (e) creating a safe, welcoming and inclusive school environment where all children are legitimized.

Opportunities do exist for teachers to create a culturally responsive classroom. Teachers must realize that treating all children equally does not always mean working with each child in exactly the same way (Spradlin & Parsons, 2008). By learning about the history and experiences of each child, teachers may develop an appreciation of diversity. Teachers also have the opportunity to not only change their perceptions of children's cultural backgrounds, but may have the opportunity to change instructional practices of the entire school (Gay, 2002; Villegas & Lucas, 2002). However, research states that changing these attitudes and perceptions can be an arduous process (Lowenstein, 2009). A teacher may not be considered cross-culturally competent until they have "achieved an advanced level in the process of becoming intercultural and their cognitive, affective, and behavioral characteristics are not limited but are open to growth beyond the psychological parameters of only one culture" (McAllister & Irvine, 2000, p. 4). As such, it becomes apparent that at a minimum, teachers should familiarize themselves with the cultural of their students in order to become a more effective teacher.

Teaching Experience

Studies have suggested that teacher characteristics may affect a teacher's level of efficacy (Greenwood, Olejnik, & Parkay, 1990; Guskey, 1987; Hoy & Spero, 2005). One specific teacher characteristic is the teacher's level of experience. According to Fessler and Christensen (1992), a teacher's development spans his or her career. The authors developed the Teacher Career Cycle Model, wherein teachers move through the following stages: pre-service, induction, competency building, enthusiastic/growing,

career frustration, career stability, career wind-down, and career exit. Other influences also affect teachers' perspectives during their careers, including personal environment, individual characteristics, life stage, school environment, and societal expectations. The pre-service stage is described as the time when the teacher is taking college courses to prepare for classroom teaching. The induction stage is defined by the authors as the "first few years of employment" (p. 41). During the competency building stage, teachers are looking to improve their teaching strategies, as well as continue to build upon their skills. After perceiving that they have achieved a "high level of competency" (p. 41), teachers have reached the enthusiastic and growing stage. However, following this stage, teachers may reach the career frustration stage, wherein they are not happy with their job. The authors state that while this stage usually happens during the middle of a teacher's career, more and more teachers are reaching this stage in the early years of teaching. The stability stage finds teachers who are just doing the minimum their job requires, just to get through the day. The career wind-down stage is where many teachers reflect positively back on their career, while others may be upset because they are being forced out of their job. Last, is the career exit stage, which could include teacher retirement or teacher unemployment.

During each stage, the authors use teachers' reflections and experiences to review feelings and beliefs (Fessler & Christiansen, 1992). At the pre-service stage some teachers are efficacious, while others have had student teaching experiences that have made them less efficacious. Beginning teachers at the induction stage are overwhelmed by the realities of teaching and can feel less efficacious in their skills and strategies. When teachers reach the competency building stage, they are feeling efficacious enough

to try out new skills and strategies and realize that some failures can in turn become successes. Teachers have hit their stride during the enthusiastic and growing stage. The authors state this is the optimum stage that teachers want to reach. Unfortunately, not all teachers reach this stage or stay in it, with many reaching the career frustration stage. Teachers who reach this stage may become less efficacious in their abilities. Factors contributing to this could include a change in administration, a grade level change, a difficult student, or teacher burnout. After this stage teachers may reach the stability stage where teachers are just doing what it takes to get by. They may feel efficacious in this stage, but do not want to try anything that would require them to go outside of their comfort zone. Lastly are the career wind-down and career exit stages. Teachers at these stages may reflect on their career fondly or with resentment. While Fessler and Christensen (1992) looked at the teacher career cycle in-depth, this study will focus on novice and experienced teachers as defined earlier. As such, teachers likely span the life cycle spectrum.

Several studies have examined teacher efficacy in relation to a teacher's level of experience (Causey, Thomas & Armento, 2000; Ghaith & Yaghi, 1997; Nadelson et al., 2012). Findings in this area have been inconsistent. Wolters and Daugherty (2007) found in a study of 1,725 pre-kindergarten through 12th grade teachers, that the more years of teaching experience a teacher had, the more efficacious he or she was. Tschannen-Moran and Hoy (2007) found that novice teachers had a lower view of their teaching abilities than experienced teachers. In terms of pre-service teachers, Goddard et al. (2000) found that undergraduate student teachers with low teacher efficacy had a pessimistic view of student motivation, and rely on authoritarian classroom rules, extrinsic rewards, and

punishments. The researchers also found that experienced teachers had higher efficacy beliefs than novice teachers in two areas: instructional strategies and classroom management, but there was no difference when looking at student engagement. In contrast, Guo, Justice, Sawyer and Tompkins (2010) found a negative relationship between teaching experience and higher levels of teacher efficacy. In fact, the researchers found that more years of preschool teaching experience may not improve teaching skills or efficacy. The researchers, however, did feel that this finding warranted further investigation of the development of teacher efficacy during a teacher's career.

According to Bandura's social learning theory, efficacy may be more malleable early on in a teacher's career. Results from a study by Hoy and Spero (2005) indicated that efficacy increased during a pre-service teacher's student teaching experience; however, the individual encountered a sharp decline during the teacher's first year of teaching. The authors state this might be due to first year teachers realizing that teaching is more than just "method and strategy" (p. 352). Findings also indicated that the level of support the teacher received affected their level of efficacy. According to the authors, efficacy decreased with teaching experience in regard to novice teachers because the novice teachers underestimated the challenges related to teaching and being able to manage multiple tasks at the same time. Teachers did not like the "gap between the standards they set for themselves" (p. 353) and their actual performance. These teachers may then reexamine what it means to be a good teacher, and in effect, lower their standards to protect themselves from further perceived failure (Tschannen-Moran & Hoy, 2007).

Novice teachers tend to find the first year of teaching difficult. The demands and expectations, as well as reality, set in (Weinstein, 1989). Few studies have looked at novice teachers' developing efficacy beliefs. Hoy and Spero (2005) state that efficacy for novice teachers is related to stress, commitment, perceived support and preparedness. Novice teachers who work in higher SES schools tend to have higher feelings of support (e.g., teacher mentoring, professional development, administrative and peer encouragement), therefore leading to higher feelings of efficacy (Hoy & Spero, 2005). By contrast, working in lower SES schools has been found to be related to a lower sense of efficacy due to perceived lack of support. Freeman, Brookhart, and Loadman (1999) studied entry-level teachers in low to moderately-high culturally diverse schools. The study indicated that entry-level teachers in moderately-high culturally diverse schools were more likely to encounter challenging teaching environments, and struggle with forming meaningful relationships with their students. They were also more likely to apply negative characteristics to the academic performance and behavior of their students. The study also found that entry-level teachers who were assigned to jobs in culturally diverse schools were more likely to have students from lower socioeconomic and/or ethnically diverse backgrounds than with which they were culturally familiar.

Bandura (1986, 1997) cited mastery experiences as one of four sources of teacher efficacy. Tschannen-Moran and Hoy (2007) posit that mastery experiences in regard to teacher efficacy could be one of the most important information sources. The authors state that when teachers accumulate multiple mastery experiences, then the other three sources of teacher efficacy (watching those similar to oneself succeed, influence from others that one can be successful, and input from oneself about strengths and weaknesses)

become less important. Therefore, the more experienced the teacher, the more likely he or she would have been exposed to successful mastery experiences, in turn creating higher efficacy. However, for those experienced teachers who perceive their performance as a failure, efficacy beliefs are lowered and their expectation to fail in future endeavors increases (Tschannen-Moran & Hoy (2007). While several studies have examined the relationship between teacher efficacy and amount of teaching experience, few studies have looked at the amount of teaching experience and teacher efficacy in relation to children from culturally diverse backgrounds, specifically children from the Latino and Marshallese cultures.

Classroom Management

A teacher's efficacy can also affect other aspects of his or her effectiveness in the classroom. One area where teachers tend to feel less efficacious is their classroom management skills. Bandura (1997) stated that teacher effectiveness is partially determined by their efficacy beliefs in managing the classroom. Few researchers, however, have studied teacher efficacy as it relates to classroom management. Researchers who have studied this construct have found that teachers with higher levels of efficacy were able to more successfully implement classroom management strategies (Woolfolk & Hoy, 1990; Woolfolk, Rosoff & Hoy, 1990), use more positive behavior management strategies (Emmer & Hickman, 1991), and use more internal rather than external influences in regard to behavior issues (Ross & Bruce, 2007). Furthermore, Gibson and Dembo (1984) found that more efficacious teachers spend more time with their students and use praise as motivation. The authors also noted significant differences between high and low efficacious teachers in classroom organization, classroom

instruction, and reaction to students experiencing difficulties. When teachers feel efficacious in their ability to maintain a positive classroom environment, they also feel more prepared, able, and willing to support students with diverse learning needs through varying classroom management techniques (Gibson & Dembo, 1984). Teachers who receive better preparation for creating inclusive classroom environments for all learners tend to be more efficacious when encountering students they consider challenging (Bandura, 1993).

Research suggests that both novice and experienced teachers may feel less efficacious about classroom management than other aspects of teaching (Goyette, Dore, & Dion, 2000). Difficulty with classroom management is a frequently cited reason new teachers to leave the profession (Stockard & Lehman, 2004). Classroom management issues can also cause experienced teachers high levels of stress and burnout; likewise, novice teachers worry about not having the skills necessary to deal with disruptive classroom behavior (Brouwers & Tomic, 2000). This tends to be more prevalent when working with children from cultural backgrounds that differ from their own. Highly efficacious teachers are more confident than less efficacious teachers when working with students they perceive to be challenging learners (Guskey & Passaro, 1994). Bandura (1980) suggests that efficacious teachers do not focus on their own deficiencies and instead use conflict management strategies that benefit themselves and their students. Efficacious teachers are also more confident when working with English language learners, and make fewer referrals to special education than those with lower efficacy (Paneque & Barbeta, 2006). In a study by Morris-Rothschild and Brassard (2006),

teachers who had high classroom management efficacy and low avoidance and anxiety were found to have a proactive approach to managing teacher-student conflict.

Teachers who are unable to effectively manage classroom behavior may contribute to the low academic achievement of at-risk students (Harrell, Leavell, van Tassel, & McKee, 2004). Also contributing to this is lack of preparation and professional development, as well as lack of support from co-teachers and administration (Baker, 2005). Baker also states in the study examining teachers' efficacy beliefs in regard to classroom management skills and strategies that teachers who learn different management strategies may be more ready to teach students with diverse backgrounds. In the study, Baker (2005) found a significant relationship between teacher efficacy perceptions for classroom management and teacher preparedness for managing perceived student challenges. Teachers with high efficacy were more willing to implement specialized classroom management strategies than those who had low efficacy. Also significant in the collective findings of the study was that as perceived teacher efficacy increased, so did the "teacher's ability, willingness, and readiness for managing challenging student behaviors" (p. 59).

Teachers may find it difficult to manage classroom behavior when classrooms have a culturally diverse student population. This is because the majority of classroom teachers today are female, and from Caucasian descent (U.S. Department of Education National Center for Education Statistics, 2012). Because of this, many teachers respond to classroom behavior from the perspective of what they consider to be the sociocultural norm, not realizing that the behavior could be culturally influenced (Weinstein, Curran, & Tomlinson-Clarke, 2003). The authors state that teachers need to "question traditional

assumptions of what works in classroom management” (p. 32) and recognize the possible discourse between typical classroom management strategies and students’ cultural backgrounds. Many European American teachers use the “passive-receptive” approach when working with students, meaning they expect that while they are speaking, students will quietly listen, responding only when questioned individually (Gay, 2000). Weinstein et al. (2003) state that in contrast, some African American students may demonstrate their engagement by responding frequently, and many teachers may find this disruptive; students from the Pacific Islands may be viewed as lazy because of their reluctance to participate in competitive activities (Sileo & Prater, 1998); Southeast Asian students may smile while being reprimanded because the smile in their culture is a way of admitting guilt and communicating that no hard feelings exist (Trueba, Cheng & Ima, 1993); and because Latino culture focuses on the individual’s contributions to the group, singling out a student’s achievement could be viewed as embarrassing, rather than an honor (Weinstein et al., 2003).

Weinstein et al (2003) contend that there are five components essential to what they call culturally responsive classroom management (CRCM):

(a) recognition of one’s own ethnocentrism and biases; (b) knowledge of students’ cultural backgrounds; (c) understanding of the broader social, economic, and political context of our educational system; (d) ability and willingness to use culturally appropriate classroom management strategies; and (e) commitment to building caring classroom communities. (p. 27)

The authors note that the main goal of classroom management is not to control through fear or punishment, but out of a “sense of personal responsibility. (p. 28).

Effective classroom management provides every student with an equal opportunity to learn. While several studies have examined teachers' classroom management efficacy in general, as well as in relation to students with developmental disabilities or challenging behaviors (Jordan, Schwartz, & McGhie-Richmond, 2009; Lancaster & Bain, 2010; Sharma, Loreman, & Forlin, 2012), few studies have examined the relationship of classroom management efficacy in relation to working with students from diverse cultural backgrounds, including Marshallese and Latino students.

Professional Development

Professional development could be essential to improving a teacher's classroom management efficacy when working with children in general, as well as children from diverse cultural backgrounds. Brownell and Pajares (1996, 1999) suggest that teacher preparation and professional development could have a positive effect on teacher efficacy. According to an article examining the "definition and conceptual framework of professional development" (p. 235), Buysse, Winton and Rous (2009) state that professional development is considered by many to be the most effective approach to properly prepare teachers and improve on their "instructional and intervention practices" (p. 235) after they enter the education field. The authors continue by stating that there is little research on which types of professional development approaches are likely to improve teaching skills. What Buysse et al. (2009) find most troubling is that an agreed-upon definition of professional development in education does not exist, possibly contributing to the lack of an organized professional development model that will enhance the quality of the early childhood educator.

Professional development approaches can be considered anything from a one-time training or workshop, to a semester-long academic class (Buysse, et al., 2009), provided by multiple sources and presenters, where it is likely that no two are exactly the same. Professional development can also be less formal, such as mentoring (Yost, 2002), and can be used to include learning received by those taking college credit courses or obtaining a degree, which would then also encompass pre-service teachers. Baker (2005) states that “having individuals actually model specific techniques to address challenging situations may help teachers add skills in a non-threatening environment” (p. 62). Although there seems to be no concrete view on how often professional development should occur, Buysse, et al. (2009) believe that it should be intensive and sustained, and should include continued guidance and feedback on how to apply the practices learned. School districts require their teachers to engage in a certain number of professional development hours per year, but often do not provide guidelines as to what type of professional development they must attend. Some schools may base professional development requirements on what can be afforded according to the current budget.

The effectiveness of professional development can vary. Guskey (2003) examined 13 different characteristics of effective professional development. He contends that the research that supports these effectiveness characteristics varies widely and because of this, there is need to develop a consensus on professional development effectiveness criteria. The most frequent statement of effectiveness from the research Guskey (2003) examined was that effective professional development “enhances teachers’ content and pedagogical knowledge” (p. 1). However, this has been studied mainly in the area of mathematics and science and not in other areas such as language arts, nor has it been

looked at as grade specific. Another area of effective professional development that Guskey (2003) mentions pertains to time; he suggests that teachers need time to “deepen their understanding, analyze their work, and develop new approaches to instruction” (p. 1). Research, however, shows that the amount of time spent on professional development is unrelated to achievement. So, Guskey (2003) concludes that the professional development time must be “carefully structured and purposefully directed” (p. 1), and the ultimate goal of professional development should be student outcomes. He does state, however, that outcomes must encompass all forms of student achievement – assessments, grades, and behavioral outcomes, to name a few. Jensen (2012) suggests a change in the practice of preparing teachers to teach, to encouraging teachers to understand the need to meet all learners where they are by assessing students’ learning on a continuous basis.

Working with children from varying cultural backgrounds means teachers need to possess the ability to reflect on their practices and biases using a multicultural lens (Delpit, 1995, Derman-Sparks & Brunson Phillips, 1997). To ready teachers for this, coursework in diversity and in classroom management is an essential element of many university teacher preparation programs; however, combining the two (i.e., diversity and classroom management) has not. Many novice teachers as well as experienced teachers may be under the impression that classroom management is one size fits all. They must also be prepared to work with the specific educational needs of various immigrant groups in this case, Latinos and Marshallese (Faltis, 2012). Professional development opportunities could be an efficient way to prepare teachers for work with children from diverse cultural backgrounds, as well as develop higher efficacy when working with diverse populations (Ciyer et al., 2010).

Professional development opportunities, as well as mentor experiences, and self-reflection can influence a teachers' own development of self-efficacy (Atiles, Jones & Anderson, 2013). In a study examining the potential of professional development as a stimulus to efficacy in sixth grade mathematics teachers, Ross and Bruce (2007) found a statistically significant effect in relation to an increase in efficacy in classroom management after professional development. In the professional development program used by Ross and Bruce (2007), mastery experiences were the focus. The professional development program was designed to increase teachers' ability to manage classroom discussions by providing complex tasks, demonstrating the use of these tasks, asking teachers to apply what was learned during the professional development in their classrooms, and reflecting on the practices from the teachers' and students' points of view. Other researchers have found that professional development, specifically diversity training, increased teachers' efficacy when working with children with language and ethnic identities other than their own (Carlson, Brauen, Klein, Schroll, & Willig, 2002).

Brownell and Pajares (1996) found that teacher preparation affects teacher efficacy beliefs. Furthermore, Paneque and Barbetta (2006) found that feelings of efficacy are important in the use of inclusive practices. These inclusive practices include learning about a student's background and culture, especially when it is different from the teacher's, and incorporating the student's language and culture into the classroom environment and curriculum.

Mentors who are using effective classroom management skills in their classrooms could be an appropriate influence on novice teachers. Bandura (1993) states that students are highly influenced by models that are more like them. If novice teachers observe

classroom teachers effectively working with children from varying cultural backgrounds, then they may be more likely to be more efficacious when encountering the same situation. When mentor teachers display skills novice teachers need to develop, then the novice teachers' sense of efficacy develops in a positive way (Bandura, 1993). This highlights the critical need for pre-service teachers to have appropriate and confidence-building student teaching experiences and for novice teachers to have a mentor who is able to model successful mastery experiences.

In a paper by Sheridan, Edwards, Marvin and Knoche (2009), the authors offer research directions associated with the process of professional development. The authors believe that the field of early childhood needs more empirical studies on which to base professional development practices. Few studies have been conducted on the effectiveness of professional development; however, even fewer studies have examined the effects of professional development on classroom management strategies pertaining to children in general, but especially pertaining to children from diverse cultural backgrounds. The present study sought to begin to fill this gap by examining teachers' sense of efficacy about classroom management and working with children from diverse backgrounds.

CHAPTER III

METHODOLOGY

Participants

The participants in this study consist of pre-kindergarten, kindergarten, first grade, second grade, third grade, fourth grade, and fifth grade teachers employed in the a public school district in the Midwest. The teachers were invited by the district to attend a four-hour professional development session on guidance and classroom management. The professional development training was provided by three faculty members and a graduate student from a Midwestern university; and the school district's Director of Early Childhood Education. A total of 54 teachers completed a portion or all of the questionnaires. In order to increase the rigor of the data analyses, only data from participants who completed all of the questionnaires were used (n=42). As such, the descriptive information represents the 42 participants whose data were used.

All participants in the study were female (100%). The majority of the participants were aged 26-40 (40%). The ethnicity of most participants was Caucasian/White (98%), with 2% identifying themselves as multiethnic. Descriptive information about participants is shown in Table 1, which also includes information about participants whose responses were not used due to missing data.

Table 1

Demographic Characteristics of Teachers and Percent Missing Out of Demographics and Variables of Interest

Variable	N=54 % Missing	N=42 Mean or %
Age of Teacher	0	
25 or under		29%
26-40		40%
41-55		19%
56 or older		12%
Gender	2	
Female		100%
Male		0%
Primary Language of Teacher	0	
English		100%
Spanish		0%
Other		0%
Level of Education	0	
Bachelor		86%
Masters		14%
Other		0%
Teacher Ethnicity	0	
Caucasian/White		98%
Hispanic/Latino		0%
Multiethnic		2%
Years of Teaching Any Age	0	M = 6.88
0-3 years		55%
More than 3 years		45%

Table 1 (continued)

Demographic Characteristics of Teachers and Percent Missing Out of Demographics and Variables of Interest

Variable	N=54	N=42		
Variable	% Missing	Mean or %		
Grades Taught	0			
Pre-K		19%		
Kindergarten		27%		
First		26%		
Second		26%		
Third		19%		
Fourth		17%		
Fifth		7%		
Number of Students Expected in Class	2	M = 21		
Number of Aides in Class	0	M = <1		
National Board Certified	0	5%		
Okla. Early Childhood Certification	0	69%		
Okla. Elementary Certification	0	69%		
Other Certification	0	26%		
Variable	n	% Missing	Mean or %	Mean or % N=42
Pre General Efficacy	53	1	59.11	59.55
Post General Efficacy	47	13	64.64	64.83
Pre Latino Efficacy	52	4	61.98	55.36
Post Latino Efficacy	45	17	61.98	61.52
Pre Marshallese Efficacy	51	6	53.12	53.21
Post Marshallese Efficacy	44	19	59.23	58.83
Revised Total ICMS	50	7	29.14	29.17
Novice Teacher	53	1	52%	55%
Experienced Teacher	53	1	46%	45%

Participants in the study taught a variety of early childhood grades, with kindergarten teachers representing almost 27% of the sample. The mean number of years teaching experience was 6.9 years. Sixty-nine percent of the participants held an Early Childhood Education or Elementary Education certificate. Other certifications included National Board Certified (5%) and “other certifications” (26%) such as Reading Specialist and Special Education. Participants in the study reported that the average number of students expected in their classrooms for the upcoming school year was 21.

Procedures

Participation in the research project was voluntary and anonymous. Upon arrival at the professional development training session, each teacher was provided with an IRB-approved envelope containing a participant information sheet (see Appendix A), a demographic information sheet (see Appendix B), and two copies of the Teachers’ Sense of Efficacy Scale, 8-item Classroom Management subscale (TSES modified; Tschannen-Moran & Hoy, 2001). The subscale was modified to ask about classroom management efficacy three times: 1) Sense of efficacy when working with all children in general (see Appendix C); 2) Sense of efficacy when working with Latino children (see Appendix D); and 3) Sense of efficacy when working with Marshallese children (see Appendix E). The envelopes also contained one copy of the Inventory of Classroom Management Style (ICMS; Martin & Baldwin, 1993) (see Appendix F). An identification number was placed on the outside of each envelope and on all corresponding information inside the envelope.

To introduce this project, Human Development and Family Science faculty and the graduate student addressed the group of teachers at the beginning of the professional

development training. The purposes of the research project, as well as the fact that participation would entail completing a pre-assessment and post-assessment after completion of the full professional development training, were explained. The teachers were asked to read the Participant Information Sheet (see Appendix G). Consent to participate was determined by the participant turning in the pre- and post-assessments. All participants in the training had the opportunity to elect to participate in the research project, but it was not required to consent to the research to fully participate in the professional development training.

Each participant was then asked to fill out the Demographic Information Sheet, the copy of the Teachers' Sense of Efficacy Scale, 8-item Classroom Management subscale labeled with a number and the letter "a" (i.e., pre-assessment), and the Inventory of Classroom Management Style. Participants were asked to turn in the completed information questionnaires to the researchers. The researchers gathered the completed information and questionnaires in a box. Participants were asked to hold on to the post-assessment (labeled with "b" at the top) until the end of the professional development training. Completed post-assessment questionnaires were also returned to researchers, and collected in boxes at the end of the training session.

Measures

The Teachers Sense of Efficacy Scale (Tschannen-Moran & Hoy, 2001) is a 24-item scale that measures the following efficacy constructs: student engagement, instructional strategies, and classroom management. In the current study, only the 8-item classroom management subscale was used as a pre- and post-assessment to gauge a teacher's level of efficacy when working with all children in general, when working with

Latino children, and when working with Marshallese children. The 9-point Likert scale items with anchors at 1 – nothing, 3 – very little, 5 – some influence, 7 – quite a bit, and 9 – a great deal, included questions such as “How much can you control disruptive behavior in the classroom?”, “How well can you establish a classroom management system with each group of students?”, and “How well can you respond to defiant students?” Reliability for the TSES 8-item classroom management subscale has been previously established (Chronbach’s $\alpha=.90$).

The 24-item Inventory of Classroom Management Style (Martin & Baldwin, 1993) measured the following three dimensions of teachers’ classroom management styles: person dimension, instruction dimension, and discipline dimension. Participants were asked to circle the letter (either A or B) beside the statement that best fit their belief or described what they would do in their own classroom. Sample items from each domain included: (1) person dimension – A. “Although students do think, the decisions they make are not yet fully rational and moral” or B. “Students’ inner emotions and decision-making processes must be considered legitimate and valid”; (2) instruction dimension – A. “When a student is repeatedly off-task, I will most likely remove a privilege such as recess or require detention” or B. “When a student is repeatedly off-task, I will most likely ask a question such as, ‘Chris, why aren’t you working?’”; and (3) discipline dimension – A. “Rules are important because they shape the student’s behavior and development” or B. “Class rules stifle the student’s ability to develop a personal moral code”. As noted above, each item has an A or B response, and is scored with a 1 (more controlling) or 2 (less controlling). While construct validity has been established for the ICMS, as it is significantly correlated with other measures of teachers’ classroom

management style, reliability for the ICMS has not been widely established in the literature base. Because reliability for all three subscales was low in the current study, only the total ICMS score was used in analyses (Cronbach's $\alpha = .61$). Martin and Baldwin (1993) suggest that teachers' classroom management style falls on a continuum ranging from non-interventionists to interventionists, with interactionalists falling in the middle. As such, total ICMS scores ranging from 20—26 (non-interventionists) and 34—40 (interventionists) were coded as “0”; scores ranging from 27—33 were coded as “1”. Thus, the total ICMS score was converted from a continuous variable to a dichotomous variable indicating whether or not a teacher's classroom management style was an interaction of intervention and non-intervention. This dichotomous variable was used to increase the rigor of analyses. Sixty-four percent of participants fell into the “interactionalist” category, while 36% fell in to the other two categories (i.e., not interactionalists: 26% were interventionists; 10% were non-interventionists).

Demographic information about the participants was also gathered, including age, gender, primary language, education, certification, ethnicity, years of teaching experience at the elementary level, and classroom characteristics.

Analyses

For all study variables (i.e., teacher demographics, classroom management efficacy, classroom management style), descriptive analyses were conducted, including means, standard deviations, ranges, frequencies, percentages, and correlations among variables. A correlation matrix for all study variables was created.

The present study addressed seven primary research questions.

1. Does teacher classroom management efficacy vary based on children's cultural background? A series of *t*-tests were conducted to explore mean differences between teachers' level of classroom management efficacy in working with children in general, Latino children, and Marshallese children.
2. Does teacher classroom management efficacy vary by level of teaching experience? A series of one-way analyses of variance (ANOVAs) were conducted with pre-assessment and post-assessment data to determine if there are differences in teacher report of classroom management efficacy in working with children in general, Latino children, and Marshallese children by teaching experience status (i.e., novice vs. experienced).
3. Did teacher classroom management efficacy in working with children in general change from the beginning to the end of the workshop? A paired-samples *t*-test was conducted to explore whether efficacy in working with children in general changed from the pre-assessment to the post-assessment.
4. Did teacher classroom management efficacy change in working with Latino children change from the beginning to the end of the workshop? A paired-samples *t*-test was conducted to explore whether efficacy in working with Latino children changed from the pre-assessment to the post-assessment.
5. Did teacher classroom management efficacy in working with Marshallese children change from the beginning to the end of the workshop? A paired-samples *t*-test was conducted to explore whether teacher efficacy in working with Marshallese children changed from the pre-assessment to the post-assessment.

6. Is classroom management style related to level of teaching experience? A Chi-square test of association was used to determine if classroom management style was related to teaching experience.

7. Is classroom management style related to classroom management efficacy? Binary logistic regression was used to determine if classroom management style was predicted by classroom management efficacy in working with children in general, Marshallese children, and Latino children.

CHAPTER IV

RESULTS

Results are organized by research question. Additionally, correlations among all study variables can be seen in Table 2.

Teacher Efficacy and Children's Cultural Background

A series of t-tests were conducted to explore mean differences between teachers level of efficacy in classroom management. Mean values at pre-assessment differed significantly among the three groups. Specifically, at pre-assessment, teachers reported higher levels of classroom management efficacy in working with children in general than working with Latino children, $t(1,41) = 3.40, p < .001$ (see Table 3), and in working with Marshallese children, $t(1,41) = 3.95, p < .001$ (see Table 4). Teacher efficacy in working with Marshallese and Latino children did not significantly differ at pre-assessment.

Mean values at post-assessment also differed significantly among the three groups. Specifically, at post-assessment, teachers reported higher levels of classroom management efficacy in working with children in general than in working with Latino children, $t(1, 41) = 3.29, p < .001$ (see Table 3), and in working with Marshallese children, $t(1,41) = 3.29, p < .001$ (see Table 4). Furthermore, at post-assessment, teachers reported higher levels of efficacy in working with Latino children than in working with Marshallese children, $t(1,41) = 2.28, p < .05$ (see Table 5).

Pearson Correlation Matrix among Variables of Interest (N=42)

	Pre General Efficacy	Post General Efficacy	Pre Latino Efficacy	Post Latino Efficacy	Pre Marshallese Efficacy	Post Marshallese Efficacy	Revised Total Involvement of Classroom Management Style	Enhanced Involvement of Classroom Management Style	Novice Teacher	Experienced Teacher
Pre General Efficacy	1.00									
Post General Efficacy	.78**	1.00								
Pre Latino Efficacy	.52**	.42**	1.00							
Post Latino Efficacy	.49**	.53**	.68**	1.00						
Pre Marshallese Efficacy	.48**	.35*	.78**	.73**	1.00					
Post Marshallese Efficacy	.35*	.35*	.55**	.83*	.84*	1.00				
Revised Total Involvement of Classroom Management Style	.04	.02	.18	.24	.23	.11	1.00			
Enhanced Involvement of Classroom Management Style	.07	.06	-.04	.13	.04	.03	.39	1.00		
Novice Teacher	-.12	-.14	-.01	-.10	.03	-.03	-.18	-.28	1.00	
Experienced Teacher	.12	.14	.01	.10	-.03	.03	.18	.28	-.10	1.00

* $p < 0.05$; ** $p < 0.01$

Table 3

Differences in Teacher Efficacy in Working with Children in General and Latino Children (N=42)

	<u>Children in General</u>		<u>Latino Children</u>		<i>t</i>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Pre-Assessment	59.55	7.07	55.36	8.96	3.40***
Post-Assessment	64.83	6.31	61.52	7.12	3.29***

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 4

Differences in Teacher Efficacy in Working with Children in General and Marshallese Children (N=42)

	<u>Children in General</u>		<u>Marshallese Children</u>		<i>t</i>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Pre-Assessment	59.55	7.07	53.21	11.75	3.95***
Post-Assessment	64.83	6.31	58.83	12.46	3.29***

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 5

Differences in Teacher Efficacy in Working with Latino Children and Marshallese Children (N=42)

	<u>Latino Children</u>		<u>Marshallese Children</u>		<i>t</i>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Pre-Assessment	55.36	8.96	53.21	11.75	1.87
Post-Assessment	61.52	7.12	58.83	12.46	2.28*

* $p < .05$; ** $p < .01$; *** $p < .001$

Teacher Efficacy and Level of Teaching Experience

Level of teaching experience was transformed from a continuous variable to a categorical variable. Three years or less of teaching experience was coded as “novice”; more than three years was coded as “experienced.” A series of one-way ANOVAs were conducted with pre- and post-assessment data to determine if there were differences in reports of classroom management efficacy by teaching experience. Analyses revealed no significant differences in efficacy in working with children in general by level of teaching experience at pre-assessment [$F(1,40) = .59, p=.46$] or at post-assessment [$F(1,40) = .79, p=.38$]. Analyses revealed no significant differences in efficacy in working with Latino children by level of teaching experience at pre-assessment [$F(1,40) = .01, p=.94$] or at post-assessment [$F(1,40) = .42, p=.52$]. Analyses also revealed no significant differences in efficacy in working with Marshallese children by level of teaching experience at pre-assessment [$F(1,40) = .04, p=.83$] or at post-assessment [$F(1,40) = .03, p=.86$].

Changes in Teacher Efficacy from Pre to Post: Children in General

A paired samples t-test was conducted to examine changes in classroom management efficacy for working with children in general before and after the professional development training. Results indicate that efficacy in working with children in general significantly increased, $t(1,41) = 7.73; p < .001$ (see Table 6).

Changes in Teacher Efficacy from Pre to Post: Latino Children

A paired samples t-test was conducted to examine changes in classroom management efficacy for working with Latino children before and after the professional development training. Results indicate that teacher efficacy in working with Latino children significantly increased, $t(1,41) = 5.25; p < .001$ (see Table 6).

Table 6

Differences in Teacher Efficacy from Pre-Assessment to Post-Assessment (N=42)

<u>Type of Efficacy</u>	<u>Pre-Assessment</u>		<u>Post-Assessment</u>		<u>t</u>
	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>	
Children in General	59.55	7.07	64.83	6.31	7.73***
Latino Children	55.36	8.96	61.52	7.12	5.25***
Marshallese Children	53.21	11.75	58.83	12.46	5.97***

* $p < .05$; ** $p < .01$; *** $p < .001$

Changes in Teacher Efficacy from Pre to Post: Marshallese Children

A paired samples t-test was conducted to examine changes in classroom management efficacy for working with Marshallese children before and after the professional development training. Results indicate that teacher efficacy in working with Marshallese children significantly increased, $t(1,41) = 5.97$; $p < .001$ (see Table 6).

Classroom Management Style and Level of Teaching Experience

A Chi-square test of association was used to look at the strength of the relationship between classroom management style and a teacher's level of experience. Results suggest that there is not a significant relationship between classroom management style and a teacher's level of experience; ($\chi^2 = 3.25$, $N = 42$, $p = .071$). In other words, teaching experience was not related to classroom management style in this population of teachers.

Classroom Management Style and Teacher Efficacy

Binary logistic regression was used to determine if classroom management style was significantly related to classroom management efficacy in working with children in

general, in working with Marshallese children, and in working with Latino children. Classroom management style was the dichotomous dependent variable (hence, binary logistic regression) and the three types of teacher efficacy were the continuous predictor variables. Results indicated that the full model was not significant, $\chi^2(3, N= 42) = 0.94$, $p = .82$.

CHAPTER V

DISCUSSION

Teacher Efficacy Variations Based on Children's Cultural Background

The purpose of this study was to examine the relationship between teacher efficacy in classroom management and children's cultural backgrounds, specifically when working with children in general, Latino children, and Marshallese children. While few studies have specifically examined if teacher efficacy varies based on children's cultural background, the research that has been conducted supports the notion that there is indeed a relationship between teachers' multicultural beliefs and their sense of efficacy (Atiles, Douglas & Alleksaht-Snider, in press; McAllister & Irvine, 2000). The findings of this study further examine this relationship.

Results at pre-assessment and post-assessment indicate that teachers in this study feel more efficacious in classroom management when working with children in general than when working with children from a specific cultural background, in this case, Latino or Marshallese children. Because the majority of the teachers in this study identified themselves as Caucasian/White, the results suggest that teachers may feel less efficacious when working with children who have cultural backgrounds different from their own. This may be because teachers have not had experience in working with a certain cultural population and may bring preconceived biases and misconceptions with them into the

classroom Furthermore, results at post-assessment indicate that teachers feel more efficacious in classroom management when working with Latino children than Marshallese children. This finding may be explained by examining the specific population of teachers sampled. It is possible that teachers may perceive the cultural differences between themselves and those from the Marshall Islands as greater, or less understood, than the perceived differences between themselves and the Latino population, resulting in greater feelings of efficacy in working with Latino children than in working with Marshallese children. This may be because there is more information about the Latino population available for consumption by classroom teachers. By increasing appropriate cultural knowledge and skills for working with diverse cultures, it is possible that efficacy may increase in working with children across cultures.

Teacher Efficacy Variations by Level of Teaching Experience

The study also sought to explore differences in classroom management efficacy based on a teacher's level of experience (i.e., novice or experienced). Multiple studies have suggested that where a teacher is in his or her career can determine how efficacious he or she feels at any given time (Causey, Thomas & Armento, 2000; Ghaith & Yaghi, 1997; Nadelson et al., 2012). Previous findings have been inconsistent in this area (Tschannen-Moran & Hoy, 2007; Wolters & Daughtery, 2007), with some evidence suggesting that novice teachers are less efficacious due to the realities of actually being in the classroom, while other evidence suggests experienced teachers are less efficacious because they are set in their ways and unwilling to change, or are burned out.

Results of this study indicate that there is no significant difference in classroom management efficacy based on a teacher's level of teaching experience. However, it

should be noted that previous research has determined that there are many factors that could affect a teacher's level of efficacy during their career cycle (Fessler & Christiansen, 1992). It is likely that teachers feel more or less efficacious throughout their career due to more than just the number of years they have been teaching. Other factors, such as the number of children in the class or the support of the administration, as well as the teacher's individual characteristics, could affect a teacher's level of efficacy at any given time in his or her teaching career. As such, any combination of these other factors—which were not assessed in the current study—could be better indicators of how teacher efficacy is related to the career lifecycle. It should also be noted that this study specifically examined a teacher's classroom management efficacy, not other areas of efficacy such as student engagement or instructional strategies. It is possible that these additional areas of efficacy could be affected by the level of teaching experience when studied separately or in combination with classroom management efficacy.

Teacher Efficacy Changes from Pre to Post: Children in General, Latino Children and Marshallese Children

This study sought to explore if classroom management efficacy in working with children from varying cultural backgrounds changed after attending a one-time, four-hour, guidance and classroom management professional development workshop. Existing research supports the idea that professional development could improve teacher efficacy (Brownell & Pajares (1996, 1999). However, because researchers have not agreed upon specifically what constitutes professional development, there continues to be limited research on which types of professional development approaches actually achieve desired results (Buysse et al., 2009). For the purposes of this study, the researchers defined

professional development as the one-time workshop used in gathering the data.

When examining the specific professional development used in this study, results indicate that classroom management efficacy in working with children in general, Latino children, and Marshallese children all significantly increased from the beginning to the end of the workshop. These results suggest that teachers at the professional development workshop did gain information that made them feel more efficacious. This could be due to the fact that this may have been the first time for these teachers to actually reflect about potential cultural biases they might bring into the classroom, and in turn how to avoid those cultural biases. The workshop included opportunities for teachers to learn about guidance and diversity in a variety of ways, including listening exercises, video clips and discussion, scenario exercises specific to diverse populations in the district, and a theoretical discussion of positive guidance. Participants were given handouts with guidance strategies, including strategies for teachers to use to show children they care, along with ideas for involving children in the classroom management process. It is possible that the participants felt that at the end of the workshop that they should at least say they felt more efficacious; however, this seems unlikely due to the strength of the findings. Further research should be conducted to determine if this specific type of professional development does indeed increase classroom management efficacy in working with all children, as well as children from different cultural backgrounds.

Relationship between Classroom Management Style and Level of Teaching Experience

Previous research has found that the amount of teaching experience one possesses has a direct effect on classroom management strategies (Goddard et al., 2000). According

to several studies, classroom management strategies can be affected adversely at both the novice and experienced levels (Brouwers & Tomic, 2000; Goyette, Dore & Dion, 2000; Stockard & Lehman, 2004). Novice teachers may find the realities of teaching in the classroom more difficult than anticipated, or perceive a lack of learned skills (Brouwers & Tomic, 2000; Weinstein, 1989). Because of these feelings of uncertainty, novice teachers may rely on inappropriate classroom management strategies, such as control through fear or punishment (Weinstein et al., 2003). Experienced teachers can experience frustration and ultimately burnout when dealing with classroom management difficulties (Brouwers & Tomic, 2000; Fessler & Christensen, 1992). When teachers experience frustration, they tend to become less efficacious in their abilities, leading them to fall back on inappropriate classroom management strategies (Fessler & Christensen, 1992).

In contrast to previous studies, classroom management style and level of experience were not related in the present study. These findings could be the result of the specific measure (Inventory of Classroom Management Scale) used in this study. When using the ICMS, findings indicated that the majority of participants fell into the interactionalist range (64%), while the rest of the participants fell into either the interventionist or non-interventionist range (36%). The findings of this study also suggest that multiple factors and teacher characteristics may determine a teacher's classroom management style, with a teacher's level of experience being just one of those many factors.

Relationship between Classroom Management Style and Teacher Efficacy

Finally, this study explored the potential relationship between classroom management style and teacher efficacy in classroom management. Although sparse, the

studies that have specifically looked at this relationship found that teachers with higher levels of efficacy were more successful in their use of classroom management strategies (Gibson & Dembo, 1984; Woolfolk & Hoy, 1990; Woolfolk, Rosoff & Hoy, 1990). The current study, however, did not replicate these findings. In contrast, classroom management efficacy among teachers was not related to classroom management style. This result suggests that classroom management efficacy may not function alone to influence the type of classroom management strategies teachers utilize. Because teacher efficacy is a complex, fluctuating construct, teachers may feel more efficacious in managing certain classroom situations than others. Additionally, it is salient to note that classroom management efficacy data from pre-assessment was used in the analyses, as opposed to post-assessment data. This is because the ICMS data was only gathered at pre-assessment, and assumes that classroom management style is a stable construct and would not change over the course of the workshop. Because previous research suggests that higher levels of efficacy are associated with differences in classroom management style, it could be that differences would have been found using post-assessment efficacy data. This is because teachers reported significant increases in classroom management efficacy at post-assessment.

Limitations

This study has certain limitations due in part to the reliability of the measure used to assess classroom management style. With a more reliable measure, a relationship between classroom management style and teacher efficacy may be found. Unfortunately, because of the lack of research in this area, few established measures were available. For future research in this area, a more reliable measure should be developed.

Another area of limitation was the small sample size. The potential sample size for this study was over 100 teachers; however, because the professional development workshop was not required (it was instead a professional development option), the sample size was not as large as the researchers would have liked. For future studies, it would be more ideal to present several professional development workshops to similar teacher populations in multiple schools to gain a larger sample size. In the current study, only 42 of the 54 participants had data that was complete enough to be included in the analyses. With an increased sample size, discarding missing data would be less problematic, and perhaps the reliability of the analyses would be increased.

A final limitation to this study is that the wording of the efficacy questionnaire may have led to limited responses. About 19% percent of the participants did not respond to the section of the questionnaire titled Teachers Sense of Efficacy Scale: Marshallese Children. One teacher noted that this was because she had not worked with this population, so she did not answer any of the questions pre-test or post-test. About 19% percent of the participants also did not respond to the section of the questionnaire titled Teachers Sense of Efficacy Scale: Latino Children. For future studies, the questionnaire instructions may need to be reworded to reflect that participants should respond whether or not they have worked with the specific population.

Implications

Continuing to explore why teachers may feel more efficacious in working with certain children versus others is of critical importance in today's increasingly diverse school populations. The findings from this study are a good starting point to help future researchers determine if there are certain cultures that teachers feel more efficacious in

working with than others. It is important to realize that multiple factors may contribute to a teacher's level of efficacy. If teachers can become more efficacious in working with all children regardless of the child's cultural background, then all children's educational experiences in the classroom should become more equal.

The current study did suggest that the workshop style of professional development may have influenced teachers' sense of classroom management efficacy in working with children from diverse cultural populations, as significant increases were seen. This is a salient finding; in fact, professional development is a straightforward way to help teachers develop efficacy in working with children with backgrounds different than their own. In this case, the more factual information about diverse populations, the better. By helping participants in the workshop understand and potentially correct their biases and misconceptions about the cultural backgrounds of Latino and Marshallese children, participants may be able to better appropriately individualize instruction in their classrooms.

Reflection

Stremmel (2007) sees teaching as reflective and inquiry based, and recognizes that examining research from varying perspectives (i.e., teachers, administrators, and parents) can add richness to research. As a piece of this study, I would like to present my own personal experiences from three perspectives – as a researcher, as a workshop presenter, and as an early childhood classroom teacher.

As a researcher, the data collected and methods used started out as just numbers and a means to an end. As I delved further into each, it became apparent that the data did actually have significant meaning, particularly the data showing that teachers' efficacy

really is affected by their multicultural attitudes. I did become frustrated when inputting the data, as I realized that, from my point of view, many of the participants did not take the questionnaires seriously – as evidenced by the amount of missing data. Of course, it is entirely possible that some of the participants did not understand the importance of what was being asked of them. I wanted the participants to be in my shoes and to understand that by collecting this data, it would in turn hopefully provide us with a beginning understanding of what makes teachers feel less efficacious in certain classroom management situations. In retrospect, I might have talked about my background more to help convey to the participants that I am “one of them” and how I personally felt this information was important to all teachers. I would hopefully help them understand that this research is not just a thesis, but it is information that can directly be put into practice to potentially help make their job easier, and in turn help their students become more successful.

As a workshop presenter, I wanted to feel more confident in what I was presenting. I did learn that there is not a lot of information or research on how to help teachers feel more efficacious in implementing classroom management strategies and for working with children from varying cultural backgrounds. Because of this, I wasn't sure that what I was presenting would actually help anyone become more efficacious. I was also disappointed that there were not more participants at the workshop. I was hoping for at least 100 participants, not a little over 50. I also felt that there was the distinct possibility that there were participants that knew more than I did. I was pleasantly surprised that the majority of the participants seemed engaged and truly interested in what I and the other workshop presenters were discussing. There were a few participants

that seemed set in the ways they managed their classrooms, and were not about to listen to how those strategies might not be the best for the students' learning. While I still don't consider myself an "expert" in the area of teaching other teachers about how to appropriately work with children from diverse cultural backgrounds, or use appropriate classroom management strategies, I think I would feel more confident if I presented the same information in another professional development workshop.

Finally, as an early childhood classroom teacher, both the research study and the workshop made me reflect on my classroom management strategies and really look at the areas that I felt less efficacious in and why. I am a pre-kindergarten teacher at a medium-sized private school. While I do not encounter large populations of children from varying cultural backgrounds, I do believe I encounter a larger variety of cultural backgrounds than many of the public schools in Oklahoma. However, unlike many of the children in the public schools, the children I encounter sometimes speak multiple languages, including English. Their parents also speak English, sometimes better than I. These children usually enroll in my school because the company their parents work for has transferred them to Tulsa; however, they do not always stay for extended periods of time. Because of this study, I try to make sure I do not allow any biases I may have get in the way of being a good teacher. I also make sure my classroom management strategies are appropriate for all the children in my classroom.

I did understand as a teacher how the participants in this study may have felt about the workshop. Many of them were there to fill a requirement, not because they were truly interested in learning about how to become more efficacious when working with children who have different cultural backgrounds than their own, or how to use

more appropriate classroom management strategies. Because of these feelings, I had to understand why the data was not as complete as I would have liked, or why some of the participants did not seem to be taking the workshop as seriously as I would have hoped.

Overall, when reflecting from all three perspectives, I felt conflicting emotions. I empathized with my peers, but also wanted to impart my experience to them, and help them discover that there is always room for improvement. I think from all three perspectives it is key to recognize that we are all life-long learners. I also sincerely believe that it is important that these workshops are a two-way conversation; it is not just the workshop presenters, or researchers providing information to the teachers, but it is the teachers providing vital information to us. It is not just them listening to us, it is also us listening to them – a joint partnership in ultimately helping the students become more successful. As Stremmel (2007) stated, “teachers themselves must be viewed as knowledge generators and partnerships must allow for supportive and reciprocal relationships” (p. 6).

Future Research Directions

Future research on teacher efficacy based on children’s cultural backgrounds should be encouraged. Researchers should further determine if there are certain cultural populations that teachers feel more efficacious in working with versus others. They should also explore whether this varies not only by the teacher’s own cultural background, but whether or not it varies by region. If looking at teacher efficacy by region, researchers could explore if regional biases play a role or if a large percentage of a certain population makes a difference. Additionally, while this study did not find a significant relationship between classroom management efficacy and level of teaching

experience, it may be necessary to determine if during certain times in a teacher's career, a teacher does feel less efficacious.

Researchers should also explore whether or not certain types of professional development are more effective than others in increasing teacher efficacy, including classroom management efficacy. In this particular study, a workshop format was used including informational presentations, interactive discussions, and thought questions; however, other types of professional development such as college courses or mentoring, should be examined. While this study found that teachers did feel more efficacious in classroom management at the end of the workshop than they did at the beginning, future studies should explore if workshop information is actually put into practice and if the feeling of increased efficacy continued.

While this study did not find a relationship between classroom management efficacy and classroom management style, this is a relationship should be further examined using a more reliable measure to determine if a relationship does indeed exist. When able to reliably assess classroom management styles, the myriad of variables that may influence a teacher's style can be more thoroughly explored.

Conclusion

Schools in the United States will continue to see increasingly diverse student populations. Teachers will need to be prepared to work with culturally diverse populations. This study is a starting point for continued research in the area of teachers' efficacy when working with children from diverse cultural backgrounds. This research benefits teachers by suggesting that professional development is a beneficial tool in increasing efficacy. This study is also beneficial to researchers by determining if there are

certain populations teachers feel less efficacious in working with, in this case, Latino and Marshallese. This important area of research holds much promise, with meaningful implications for teachers and children alike.

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APPENDICES

Appendix A

Oklahoma State University Institutional Review Board

Date: Wednesday, August 01, 2012
IRB Application No: HE1251
Proposal Title: Classroom Management and Teachers' Sense of Efficacy

Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved Protocol Expires: 7/31/2013

Principal Investigator(s):

Julia T. Atiles	Amy Halliburton Tate	Lara Koch
233 HES	OSU Tulsa 1114 Main Hall	1114 Main Hall
Stillwater, OK 74078	Tulsa, OK 74106	Tulsa, OK 74106

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI, advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Beth McTernan in 219 Cordell North (phone: 405-744-5700, both.mcternan@okstate.edu).

Sincerely,



Shelia Kennison, Chair
Institutional Review Board

Appendix B

Demographic Information

1. What is your age?
 - a. _____ 25 or under
 - b. _____ 26-40
 - c. _____ 41-55
 - d. _____ 56 or older

2. What is your gender?
 - a. _____ Female
 - b. _____ Male

3. What is your primary language?
 - a. _____ English
 - b. _____ Spanish
 - c. _____ Other – Specify _____

4. What is the highest level of education you have completed with certification or degree?
 - a. _____ Bachelor's Degree
 - b. _____ Master's Degree (M.S. or MAT or M.Ed.)
 - c. _____ Educational Specialist Degree (Ed.S.)
 - d. _____ Doctoral Degree (Ph.D. or Ed.D.)
 - e. _____ Professional Degree (MD or JD)
 - f. _____ Other – Specify (Certifications) _____

5. How would you classify yourself?
 - a. _____ African American
 - b. _____ Asian
 - c. _____ Caucasian/White
 - d. _____ Hispanic/Latino
 - e. _____ Native American – Tribe _____
 - f. _____ Multiethnic – Describe _____
 - g. _____ Other – Describe _____
 - h. _____ Would rather not say

6. Total years of teaching experience at the elementary level: _____

7. What grades have you taught? _____

8. How many students do you expect to have in your class this year? _____

9. How many aides do you expect to have in your class this year? _____

10. Do you currently have a National Board Certification? _____ Yes _____ No

11. What certification or other qualification do you have?
 - a. _____ Early Childhood Education Certification (4-year-olds & younger through Grade 3)
 - b. _____ Elementary Education Certification (Grades 1-8)
 - c. _____ Other Certification or Qualifications: Describe _____

Appendix C

Teachers' Sense of Efficacy Scale* (Classroom Management Subscale) All Children in General

Teacher Beliefs

How much can you do?

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Thinking about children in general , please indicate your opinion about each of the statements below by shading the appropriate box. Your answers are confidential.		Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
1. How much can you do to control disruptive behavior in the classroom?	Children in General	1	2	3	4	5	6	7	8	9
2. To what extent can you make your expectations clear about student behavior?	Children in General	1	2	3	4	5	6	7	8	9
3. How well can you establish routines to keep activities running smoothly?	Children in General	1	2	3	4	5	6	7	8	9
4. How much can you do to get children to follow classroom rules?	Children in General	1	2	3	4	5	6	7	8	9
5. How much can you do to calm a student who is disruptive or noisy?	Children in General	1	2	3	4	5	6	7	8	9
6. How well can you establish a classroom management system with each group of students?	Children in General	1	2	3	4	5	6	7	8	9
7. How well can you keep a few problem students from ruining an entire lesson?	Children in General	1	2	3	4	5	6	7	8	9
8. How well can you respond to defiant students?	Children in General	1	2	3	4	5	6	7	8	9

*Adapted from: Tschanen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

Appendix D

Teachers' Sense of Efficacy Scale* (Classroom Management Subscale) Latino Children

Teacher Beliefs

How much can you do?

<p>Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Thinking about Latino children, please indicate your opinion about each of the statements below by shading the appropriate box. Your answers are confidential.</p>	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
---	---------	--	-------------	--	----------------	--	-------------	--	--------------

1. How much can you do to control disruptive behavior in the classroom?									
Latino Children	1	2	3	4	5	6	7	8	9

2. To what extent can you make your expectations clear about student behavior?									
Latino Children	1	2	3	4	5	6	7	8	9

3. How well can you establish routines to keep activities running smoothly?									
Latino Children	1	2	3	4	5	6	7	8	9

4. How much can you do to get children to follow classroom rules?									
Latino Children	1	2	3	4	5	6	7	8	9

5. How much can you do to calm a student who is disruptive or noisy?									
Latino Children	1	2	3	4	5	6	7	8	9

6. How well can you establish a classroom management system with each group of students?									
Latino Children	1	2	3	4	5	6	7	8	9

7. How well can you keep a few problem students from ruining an entire lesson?									
Latino Children	1	2	3	4	5	6	7	8	9

8. How well can you respond to defiant students?									
Latino Children	1	2	3	4	5	6	7	8	9

*Adapted from: Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

Appendix E

Teachers' Sense of Efficacy Scale* (Classroom Management Subscale) Marshallese Children

Teacher Beliefs

How much can you do?

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Thinking about Marshallese children , please indicate your opinion about each of the statements below by shading the appropriate box. Your answers are confidential.	Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal
--	---------	--	-------------	--	----------------	--	-------------	--	--------------

1. How much can you do to control disruptive behavior in the classroom?		1	2	3	4	5	6	7	8	9
Marshallese Children										
2. To what extent can you make your expectations clear about student behavior?		1	2	3	4	5	6	7	8	9
Marshallese Children										
3. How well can you establish routines to keep activities running smoothly?		1	2	3	4	5	6	7	8	9
Marshallese Children										
4. How much can you do to get children to follow classroom rules?		1	2	3	4	5	6	7	8	9
Marshallese Children										
5. How much can you do to calm a student who is disruptive or noisy?		1	2	3	4	5	6	7	8	9
Marshallese Children										
6. How well can you establish a classroom management system with each group of students?		1	2	3	4	5	6	7	8	9
Marshallese Children										
7. How well can you keep a few problem students from ruining an entire lesson?		1	2	3	4	5	6	7	8	9
Marshallese Children										
8. How well can you respond to defiant students?		1	2	3	4	5	6	7	8	9
Marshallese Children										

*Adapted from: Tschanen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

Appendix F

Inventory of Classroom Management Style*

Directions: For each item, please circle the letter (either A or B) before the statement that best fits your belief or describes what you would do in your own classroom. There are no right or wrong answers. If you disagree with both options, circle the one you disagree with the least. If you agree with both options, circle the one that you agree with the most. Answer every question one way or another. Do not skip any.

-
1. A. Students' creativity and self-expression should be encouraged and nurtured as much as possible.
 B. Teachers must set guidelines for students in order for them to understand the importance of living by rules and laws.
-
2. A. Although students do think, the decisions they make are not yet fully rational and moral.
 B. Students' inner emotions and decision-making processes must be considered legitimate and valid.
-
3. A. My responsibility as a teacher is to aid students' self-discovery.
 B. My responsibility as a teacher is to reward those students who do well.
-
4. A. Students must be allowed the freedom to pursue their own interests and to succeed in those areas.
 B. If students work hard and follow my directions, they will be successful in school.
-
5. A. A class is made up of unique individuals; students will develop their own ways of working and playing with each other.
 B. My responsibility as a teacher is to direct students in how to work together cooperatively toward academic goals.
-
6. A. I encourage students to treat each other with courtesy and respect.
 B. I would never allow students to treat each other with anything other than friendliness, courtesy, and respect.
-
7. A. The assignment at hand determines how the space should be used.
 B. I would be annoyed if a student sat at my desk without permission.
-
8. A. Generally, I think it's best to assign students to specific seats in the classroom.
 B. Generally, I think it's best to allow students to select their own seats.
-
9. A. The teacher knows best how to allocate classroom materials and supplies to optimize learning.
 B. Students in my classroom may use any materials they wish during the learning process.
-
10. A. I specify a set time for each learning activity and try to stay within my plans.
 B. The time spent on each learning activity can only be determined by the students' needs and interests.
-

-
11. A. During a lesson on the Bill of Rights, a student begins to tell a story about a neighbor who was falsely arrested for selling drugs. I would most likely remind the student gently but firmly that the class has to finish the lesson before the end of the class period.
- B. During a lesson on the Bill of Rights, a student begins to tell a story about a neighbor who was falsely arrested for selling drugs. I would most likely let the student tell the story so (s)he could find the association between the lesson objective and the incident.
-
12. A. Students need the structure of a daily routine that is organized by the teacher.
- B. Responsibility and self-discipline are fostered when students create their own daily routines.
-
13. A. When moving from one learning activity to another, I will most likely allow students to progress at their own rate since we all learn at a different pace.
- B. When moving from one learning activity to another, I will most likely give students directions regarding how to proceed.
-
14. A. When a student is repeatedly off-task, I will most likely remove a privilege such as recess or require detention.
- B. When a student is repeatedly off-task, I will most likely ask a question such as, "Chris, why aren't you working?"
-
15. A. During seatwork, it is important to circulate around the room in order to manage students' learning behavior.
- B. It is not necessary to circulate during seatwork since students can monitor their own learning behavior and seek out the teacher if there are questions.
-
16. A. Teachers should conference with students regarding the quality of their work.
- B. Teachers should provide feedback regarding the quality of performance.
-
17. A. The teacher should decide what topics the students study and the tasks used to study them.
- B. Learning becomes meaningful when students have input regarding learning topics and tasks.
-
18. A. The primary purpose of homework is to provide supplementary activities that meet the students' needs and interests.
- B. The primary purpose of homework is to reinforce skills learned in the classroom.
-
19. A. If students agree that a classroom rule is unfair, then I should explain the reason for the rule.
- B. If students agree that a classroom rule is unfair, then the rule should be replaced by a rule that students think is fair.
-
20. A. During the first week of class, I will most likely announce the classroom rules and inform students of the penalties for disregarding the rules.
- B. During the first week of class, I will discuss class rules with the students.
-

-
21. A. Rules are important because they shape the student's behavior and development.
- B. Class rules stifle the students' ability to develop a personal moral code.
-
22. A. When one of the more conscientious students does not complete an assignment on time, I will most likely assume that the student has a legitimate reason and that the student will turn in the assignment when it is completed.
- B. When one of the more conscientious students does not complete an assignment on time, I will most likely remind the student that the assignment is late.
-
23. A. When students behave appropriately, I will most likely comment on their good behavior and provide verbal encouragement such as, "You've been working well for over an hour!"
- B. When students behave appropriately, I will most likely provide a reward of some kind such as stickers or points toward a party.
-
24. A. When a student disrupts class or bothers other students, I will most likely say nothing but look directly at the student and frown.
- B. When a student disrupts class or bothers other students, I will most likely tell the student to be quiet and request a conference with the student at a more convenient time.
-

*Adapted from Martin, N.K. & Baldwin, B. (1993). Validation of an inventory of classroom management style: Differences between novice and experienced teachers. Paper presented at the Annual Meeting of the American Educational Research Association.

Appendix G

Participant Information Sheet

Project Title:	Classroom Management and Teachers' Sense of Efficacy
Investigators:	Julia Atilas, Amy Halliburton Tate, and Lara Koch (Oklahoma State University, Department of Human Development and Family Science)
Purpose:	The purpose of the study is to generate knowledge about teachers' feelings of efficacy in their classrooms, where they work with children from varying cultural backgrounds. Of particular interest is whether teachers receiving professional development on the topic of classroom management report increases feelings of efficacy about working with students in their classrooms after completing the training.
Procedures:	At the beginning of the professional development session, participants will be told about the purpose of the study. During the opening portion of the session, participants will complete three questionnaires: Teachers' Sense of Self-Efficacy, Inventory of Classroom Management Style, & Demographics; and two note cards: Strategies & Questions. At the end of the session, participants will complete one questionnaire: Teachers' Sense of Self-Efficacy. Completion of questionnaires and note cards will take approximately 50 minutes total (35 minutes at the beginning; 15 minutes at the end).
Risk of Participation:	There are <i>no known risks</i> associated with this project which are greater than those ordinarily encountered in daily life.
Benefits:	Researchers plan to use the data collected, along with a literature review, to create a fact sheet about classroom management practices that can be used by early childhood and elementary educators, particularly those in areas with large immigrant populations.
Confidentiality:	Confidentiality protections the investigators plan to use include: <ul style="list-style-type: none">• Questionnaires will be numbered prior to data collection; at no point will participants provide their names.• The data will be coded and statistically analyzed. Only aggregated data will be reported, and in no way will be linked to individual participants.• Data files will be destroyed two years after completion of the research study. There are no foreseeable risks in maintaining confidentiality
Compensation:	Compensation will not be offered for this research study.
Contacts:	Principal Investigators may be contacted for further questions regarding the research: Julia T. Atilas, Ph. D. Oklahoma State University: 342 HES, 405-744-8348; julia.atilas@okstate.edu Amy L. Halliburton Tate, Ph.D. Oklahoma State University-Tulsa: 1114 Main Hall; 918-594-8169; amy.halliburton@okstate.edu If you have any questions about your rights as a research volunteer, you may contact Dr. Shelia Kennison , IRB Chair, 219 Cordell North, Stillwater OK 74078, 405-744-3377 or irb@okstate.edu
Participant Rights:	Participation is voluntary and subjects can discontinue the research activity at any time without reprisal or penalty. There are no risks to subjects who might withdraw. However, we hope that you will answer all questions as truthfully as you can.

I have read and fully understand the information sheet. I also understand that all information I provide is strictly confidential and will be used for this research study purpose only. I understand that I will remain anonymous throughout the course of this research study. I am free to discontinue participation during data collection at any time. My agreement to participate in this research study is signified by my participation.

VITA

Lara J. Koch

Candidate for the Degree of

Master of Science

Thesis: RELATIONSHIPS AMONG TEACHER EFFICACY, CLASSROOM
MANAGEMENT AND CHILDREN'S CULTURAL BACKGROUND

Major Field: Human Development & Family Science: Early Childhood Education
Option

Biographical:

Education:

Completed the requirements for the Master of Science Human Development and
Family Science – Early Childhood Education at Oklahoma State University,
Stillwater, Oklahoma in May, 2014.

Completed the requirements for the Bachelor of Arts in Journalism and
Broadcasting and Political Science – Emphasis Public Relations at Oklahoma
State University, Stillwater, Oklahoma in May, 1997.

Experience:

Pre-Kindergarten Teacher, Holland Hall School, Tulsa, OK. 2006 – Present

Professional Memberships:

Golden Key International Honor Society

Phi Kappa Phi Honor Society