

Conference Paper

Indonesian EFL Teachers' Beliefs on Classroom Management

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Abstract

This survey study was carried out to unveil 397 Indonesian EFL teachers' beliefs on classroom management. They were recruited by means of convenience sampling technique. As a platform, online survey was used. Two subscales, Instructional Management (IM) and People Management (PM), in the questionnaire were of used. The findings indicated that most of the respondents agreed to include IM as a crucial factor in classroom management followed by PM. Their beliefs were also predictable based on teacher category, teaching institution, and working status. While, gender could not significantly predict the beliefs. This study yielded recommendation for classroom teachers and policymakers.

Keywords: Beliefs, classroom management, instructional management, people management.

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1. Introduction

Managing classrooms of students has been recently considered as one of the most concerned topics in EFL teaching and learning process. In addition, it is also teachers' most formidable responsibilities to cope with and to master (Caner & Tertemiz, 2015; Konig, 2015) for the sake of effective teaching (Sadik & Akbulut, 2015). This is because it has a big role in improving students' success in learning (DeLong & Winter, 1998). If the effective teaching and learning is achieved, students' achievement will be boosted effectively. These are in line with what Wolff, Jarodzka, and Boshuizen (2017) pointed out: "classroom management refers to a system of activities for maintaining an effective learning environment".

In effective classroom management, teachers' belief is also important to be taken into account. Problems related with classroom management can happen to all teacher categories with different beliefs (Quek, Liu, Kang, Wang, & Nonis, 2015) both in the eyes of beginning teachers and experienced teachers (Baldwin, and Latz, 1992). Less experienced teachers tend to relate managing classroom with students' discipline; while experienced teachers focus more on students' engagement in the classroom. According to Baldwin and Martin (1993), classroom management of teachers is divided

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into three types, interventionist, non-interventionist, and interactionist which make a control continuum. Interventionist approach thinks that students' behaviours have to be dominantly regulated by external regulations-teacher' role. On the other hand, non-interventionists believe that students have their own capacity to control themselves. The last is interactionists who postulate that teacher' role in managing classroom is combined with students' engagement.

Since classroom management is very important in creating effective and efficient teaching-learning process, research on teachers' beliefs and attitudes towards classroom management have been conducted worldwide and nationwide. In global context, several decades ago, a study on beliefs regarding classroom management among novice and experienced teachers was conducted and the result uncovered that novice teachers hold more on interventionist than experienced teachers (Baldwin, 1994). Caner and Tertemiz's (2015) study on 280 prospective English teachers' beliefs and attitudes on classroom management showed that those student teachers' orientation was more interventionist on People Management subscale and more interventionist and interactionist on Instructional Management subscale. It also revealed that only gender which was significantly related to their beliefs on the two subscales.

Further, Aliakbari and Heidarzadi (2015) examined the relationship between EFL teachers' beliefs and actual practices of classroom management. The study unveiled several findings. First, EFL teachers had more tendency on interactionist on Behavior Management and Instructional Management. Moreover, among novice teachers, the relationship was significantly seen, while in gender, it showed slight significant difference. One year later, Kazemi & Soleimani (2016) conducted research on the relationship between EFL teachers' classroom management approaches and the dominant teaching style. It was elucidated that Iranian EFL teachers were more on interventionist at both the dimensions of Behavior Management and Instructional Management and the teaching style they implemented was mostly formal authority. The latest study on Elementary School teachers' perception about Classroom Management styles conducted by Koutrouba, Markarian, and Sardianou (2018) in Greek yielded that those teachers in the dimension of Instructional Management hold more interventionists but more interactionists in the Behaviour Management subscale.

In Indonesian context, several studies conducted related to classroom management. A study on pre-service teachers' classroom management skills through teaching practicum conducted by (Ragawanti, 2015) found that the problems happening among student-teachers' teaching in the classroom were coping with students' disruptive behaviours, classroom activities, and techniques and tool for teaching. Further,

(Halim, 2015) conducted research on the strategies used by EFL teachers in handling students' disruptive behaviours. It was explained that positive and effective classroom management was the best way to solve the problem.

From the aforementioned previous related studies, it can be concluded that in global context, the dimensions of classroom management measured were dominantly Behavior Management and Instructional Management; meanwhile, in Indonesian context, it was only focused on Behavior Management. The present study presented different styles of classroom management which were Instructional Management and People Management. Specifically, this study was expected to measure all types of EFL teachers' beliefs on classroom management in Indonesian context, and whether the beliefs were influenced by individual variables such as gender, teacher category, teaching institution, and working status by using The Attitudes and Beliefs on Classroom Control Inventory (ABCC) which was just validated by Quek et al., (2015). As a result, the significance of this study was to obtain the actual performance of Indonesian EFL teachers' beliefs on classroom management (PM and IM).

2. Research Question

The study seeks to answer two questions as follows:

1. What are Indonesian EFL teachers' beliefs on classroom control?
2. Can the combination of gender, teaching institution, teacher categories, and working status predict the Indonesian EFL teachers' beliefs on classroom management?

3. Research Methodology

3.1. Participants

The participants of the study were 397 Indonesian EFL teachers (99 male and 298 female) at various schools in Indonesia. Their teaching experience were divided into two groups: less than 3 years (novice/beginning) and more than or equal to 3 years (experienced) (Orgovanyi-Gajdos, 2016) with 158 and 239 respectively. They are teaching at public schools, private schools, and private language institute as well. Most of them had a Bachelor degree and a few holding a Master degree and a PhD. Their working status were clustered into two, civil servant and non-civil servant. They were recruited

through an online survey in the form of Google Forms distributed via WhatsApp, e-mail, and Facebook. Table 1 illustrates the demographics of the study participants.

TABLE 1: Demographics of the Study Participants

Variables	Fequency	Percentage (%)
A. Gender		
- Male	99	24,94
- Female	298	75,06
B. Teaching institution		
- Formal	279	70,28
- Non formal	118	29,72
C. Teacher categories		
- < 3 years	158	39,80
- ≥ 3 years	239	60,20
D. Working status		
- Civil Servant	94	23,68
- Non-civil Servant	303	76,32

3.2. Instruments

The instrument used in this research was the *Attitudes and Beliefs Classroom Control (ABCC)* adopted from the latest research conducted by (Quek et al., 2015). It measures teacher perceptions of classroom management beliefs and practices. The inventory consists of 23 Likert type items, and defines classroom management as a multidimensional construct comprising instructional management (15 items), people management (8 items). Each item is scored on a 4-point Likert scale: (4) *Describes me very well*, (3) *Describes me*, (2) *somewhat describes me* and (1) *Does not describe me*. This inventory was translated into Indonesian by the researcher to and to adapt to Indonesian teaching and learning context and confirm its validity from the expert's judgement. Based on the data, teachers are described as interventionist, non-interventionist or interactionist in each subscale.

3.3. Data Analysis

The data were analysed by using descriptive statistics. It is used to describe the minimum scores, the maximum scores, and the means of beliefs on classroom management (IM and PM). Participants' score (P) was calculated by dividing the total score with ideal score. Based on the data, we categorize teachers' scores about PM and IM into interactionist, interventionist, and non-interventionist (Baldwin & Martin, 1993). The categorization follows the following criteria:

TABLE 2: Teachers' Score Category

No.	Interval	Category
1.	$3 > P \geq 4$	Interventionist
2.	$2 > P \geq 3$	Interactionist
3.	$1 > P \geq 2$	Non-interventionist

Multiple regression was applied to predict whether the combination of the individual variables (i.e. gender, teaching institution, teacher categories, and working status) could predict EFL teachers' beliefs on classroom control.

4. Result and Discussion

The results are presented for each research question separately.

Research question 1: *What are beliefs of Indonesian EFL teachers on classroom control?*

To determine how Indonesian EFL teachers' beliefs on classroom control in the regard of instructional management and people management dimensions, the mean subscale scores for each dimension were compared using descriptive statistics.

TABLE 3: Mean scores of Attitudes and Beliefs on Classroom Control

	N	Minimum	Maximum	Mean	Std. Dev.
Attitudes and Beliefs on Classroom Control	397	1.91	3.35	2.74	0.18
People Management	397	1.38	3.25	2.18	0.24
Instructional Management	397	1.33	3.80	3.04	0.30

Table 3 depicts that the mean score of Indonesian EFL teachers' beliefs on classroom control tend to be higher on Instructional Management scale (3.04) compared to People Management (2.18). These beliefs are then categorized as interventionist, interactionist, and non-interventionist as shown in Figure 1.

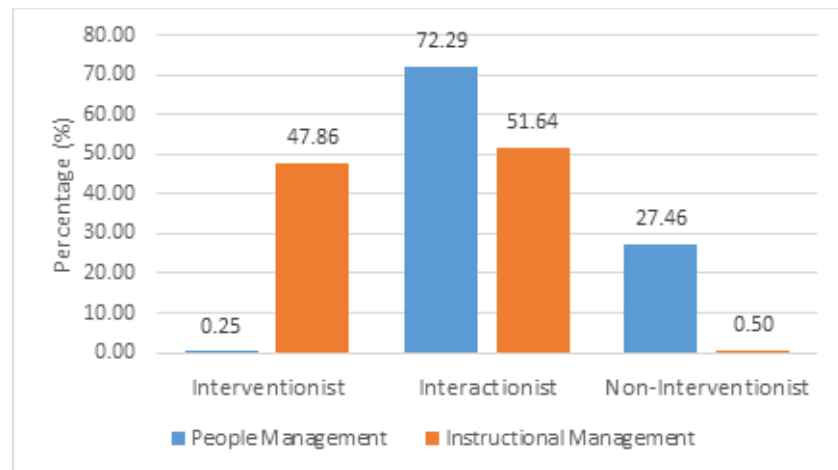


Figure 1: The beliefs of EFL teacher on classroom management: Instructional Management and People Management Subscale

The figure shows that the beliefs of EFL teachers' classroom control was predominantly high in the category of interactionist. Indonesian EFL teachers' beliefs on people management subscale is dominant in the category of interactionist (72.29%), while in the category of interventionist is only (0.25%). Different result is shown on the subscale of instructional management. The percentage of teachers' beliefs on the category of interventionist and interactionist is almost similar, namely 47.86% and 51.64% respectively.

Research question 2: *Can the combination of the individual variables: gender, teaching institution, teacher categories, and working status predict the Indonesian EFL teachers' beliefs on classroom management?*

To answer the second research question, the data were tested using analytical statistical regression. This analysis was conducted to find out whether gender, teaching institution, teacher category, and working status can predict EFL teachers' beliefs on classroom management. The result of the analysis is as shown on Tables 4 and 5. Table 4 shows the statistical correlation among variables, while Table 5 depicts the summary of multiple regression analysis.

The Table 4 elucidates that those variables in this research are not related among others. The correlation of those four individual variables is very small in which the score is closer to 0. According to *Pearson' correlation*, -1 means that it has negative correlation, +1 means that it has positive correlation, and 0 no correlation at all. It is, therefore, multiple regression assumption is fulfilled.

From the data in the table of Multiple Regression Analysis Summary, it is explained that the four individual variables combination (gender, teaching institution, teacher categories, and working status) can be statistically significant to predict the independent

TABLE 4: Means, standard deviations, and intercorrelations for beliefs on classroom management and predictor variable (gender, teaching institution, teacher categories, and working status)

Variables	M	SD	Gender	Teaching institution	Teacher categories	Working status
Beliefs on Classroom Control	2.74	0.18	-0.01	-0.16	-0.14	-0.01
Predictor Variables:						
1. Gender	1.75	0.43	-	0.07	-0.007	-0.02
2. Teaching institution	1.30	0.46		-	0.32	0.36
3. Teacher Categories	1.40	0.49			-	0.45
4. Working Status	1.76	0.42				-

TABLE 5: Simultaneous Multiple Regression Analysis Summary for gender, teaching institution, teacher categories, and working status predicting for beliefs on classroom management (N=397)

Variable	B	SEB	β	Sig.
Gender	0.00	0.02	0.00	0.94
Teaching institution	-0.06	0.02	-0.16	0.00
Teacher Categories	-0.05	0.02	-0.14	0.01
Working Status	-0.05	0.02	0.12	0.04
Constant	2.80	0.06		

Note. $R^2=0.043$; $p=0.002$

variable (teachers’ beliefs on classroom control) with the significance 0.002 ($p<0.05$). Nevertheless, adjusted $R^2=0,043$ shows that 4.3% of the four independent variables can be made as predictors of teachers’ beliefs on classroom control. It further explains that there are three variables which can be made as predictors, namely teaching institution, teacher category, and working status ($p<0.05$). While gender cannot statistically predict teachers’ beliefs on classroom control significantly ($p>0.05$).

5. Conclusion

The beliefs of teachers are understood very crucial in supporting the success of teaching and learning process due to their close relation to teachers’ techniques and strategies applied in the classroom (Aliakbari & Heidarzadi, 2015). Moreover, the success of managing classroom are closely connected to the behaviour and actions of teachers which impact on students’ achievement and motivation in studying. Having said that, this study was conducted to obtain the actual performance of EFL teachers’ beliefs on classroom management in Indonesian context.

According to the results of this study, the beliefs of EFL teachers' classroom control was predominantly high in the category of interactionist at both dimensions. The mean score of beliefs on classroom control of EFL teachers was higher on Instructional Management subscale than People Management subscale. The further analysis shows that Indonesian EFL teachers' beliefs on People Management subscale in the category of interventionist is small. Different result is shown that in the subscale of instructional management in the category of interventionist was big. Given the facts, it can be concluded that EFL teachers' beliefs on PM was lower than on IM. This is in line with the outcome study conducted by (Caner & Tertemiz, 2015). This result could be good suggestion to Indonesian policy makers to strengthen EFL teachers' performance both on People Management and Instructional Management as their scores on People Management were still very low.

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