الارتباط بين الكفاءة الشخصية والإدارة الصفية لدى مدرسي الثانوية العراقيين الجدد للغة الانكليزية لغة اجنبية

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The Correlation between Self- efficacy and Classroom Management of New Iraqi EFL Secondary School Teachers

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Abstract

Teachers' classroom management is one of the most essential factors that influences students' learning, so it is crucial to know the level of teachers' classroom management ability. Moreover, it is very important to determine teachers' identity in their job, so it is very important to know more about teachers' psychological factors and their correlation with teachers' teaching ability. Accordingly, this study focuses to investigate the correlational state between self-efficacy level and classroom management ability among new Iraqi EFL secondary school teachers. Data is collected from 200 new Iraqi EFL secondary school teachers. They include 100 males and 100 females whom are examined by using two adopted questionnaires (Shah, 2023) .The findings indicate that new Iraqi EFL secondary school teachers are commonly characterized with a high self- efficacy level. Moreover, male new Iraqi EFL secondary school teachers have a high ability in managing classrooms, while females have an average level of classroom management. However, new Iraqi EFL secondary school teachers in general have a high level of classroom management. furthermore, there is high correlation between self- efficacy and classroom management of new Iraqi EFL secondary school teachers and it is more among females than males.

المستخلص :

واحدة من أهم الجوانب التي تؤثر على تعلم الطلاب هي إدارة المدرسين للصف الدراسي. لذلك، من المهم معرفة مستوى قدرتهم في هذا المجال، كما أن من المهم تحديد شخصية المدرسين في وظيفتهم. لذلك من المهم جدًا معرفة المزيد عن العوامل النفسية للمدرسين وارتباطها بقدراتهم التدريسية. وبناء على ذلك، تبحث الدراسة الحالية في العلاقة بين الكفاءة الشخصية والادارة الصفية لدى مدرسي الثانوية العراقيين الجدد للغة الإنكليزية لغة أجنبية. تم جمع البيانات من 200 مدرس لغة انكليزية جديد منهم 100 مدرس و100مدرسة. تم اعتماد استبيانين من (Shah، 2023) للحصــــول على النتائج التي بينت أن مدرســـي المرحلة الثانوية العراقيين الجدد للغة

الإنكليزية لغة أجنبية بشكل عام يتمتعون بمستوى عالٍ من الكفاءة الشخصية. علاوة على ذلك، بينت الدراسة أن المدرسين يتمتعون بمستوى عالٍ من الإدارة الصفية، بينما تتمتع المدرسات بمستوى متوسط من إدارة الصف الدراسي. ومع ذلك وبشكل عام فإن مدرسي المدارس الثانوية العراقية الجدد للغة الإنكليزية لغة أجنبية يتمتعون بمستوى عالٍ من الادارة الصفية. علاوة على ذلك، تشير نتائج الدراسة الحالية إلى وجود علاقة ارتباطية عالية بين الكفاءة الشخصية والادارة الصفية لدى مدرسي الثانوية العراقيين الجدد للغة الانكليزية لغة اجنبية وهي أعلى بين الإناث منها بين الذكور.

Keywords: Self- efficacy, Classroom Management

1. Introduction

1.1Statement and Significance of the Problem

In classroom, many teachers think that because they are the authority and they are the teachers of their classes, students must act upon and listen carefully. Even though some students nowadays doing so and follow this philosophy, many of them don't. In fact, this educational approach has worked in the last decades ,but classes are very different now. Most students nowadays don't listen to their teachers as they are saying so. In fact, most of them need curtail reasons to pay attention to their teachers (Kapalka,2009,p.5). Teachers are professional in education and most of them want to help their students to get benefits from the best teaching environment and learn. As students' misbehaviors overlap with teaching, This defiantly makes teachers disappointed in which they think that will prevent their teaching goals to be accomplished. In fact and in most cases, new, and inexperienced teachers may lose control in the classroom. (Kapalka,2009,p.9).

Although some secondary school students can manage their self-energy and have their social skills that make them easy to be controlled by school environment. However, innumerable of them face much more difficulties in managing their behaviors in classroom in which they are unable to build relationships with colleagues or even respond to the expectations of their classes and school systems easily (Scarlett ,2015,p.92).In fact, managing secondary school students' behavior is sensitive and emotive. In most cases, teachers feel very embarrassed and sometimes ashamed to talk comfortably about being unable to handle their students' misbehavior (Derrington and Goddard,2008,p.5). However, psychological equanimity is one of many factors that influence people's daily activities. Success in any work or failure, depends much more than any factor on our psychological matters. Teachers may suffer because off different psychological disorders that severely disrupts their classroom environment activities .In fact, students' manageable behaviors always cause stressful, meaningless, boring and emotionless lesson (Beharu,2018,p.59).

Accordingly, it is important to be aware of teacher's psychological factors especially their self-efficacy level, in terms of determining its contributions that may or not motivates teachers in managing their classes effectively. However, addressing the following two research questions will best illustrate the main problem of the study:

1. Is there a correlational state between the level of self-efficacy and the ability of classroom management?

2. Does teacher's high level of self-efficacy contribute and enhance their classroom management ability?

1.2 Aims of the Study

1. Finding out new Iraqi EFL secondary school teachers' self-efficacy level according to gender.

2. Finding out new Iraqi EFL secondary school teachers' classroom management ability according to gender.

3. Finding out the statistical significant of the correlation between self-efficacy level and classroom management ability of new Iraqi EFL secondary school teachers according to gender.

4. Finding out the significance of the differences in the correlation between self-efficacy level and classroom management ability of new Iraqi EFL secondary school teachers according to gender.

1.3 Values

This study is considered to be beneficial for those who are interested in education and teaching .The results will lead towards more clear answers that seek about knowing the correlational state between psychological aspects and classroom environments .It is hoped to provide the specialists with more information about new Iraqi EFL secondary school teachers' self- efficacy and their ability of classroom management. knowing the level of the correlational state between these two variables may eventually inspire educators to use that information in drawing more adaptable techniques in order to increase their prospects for enhancing the abilities of EFL secondary school teachers.

1.4 Limits

The current study is limited to:

1. New Iraqi EFL secondary school teachers .

2.The academic year 2023-2024.

2. Literature Review

2.1.1 Self- efficacy

Since 1977 when *Albert Bandura* has published "*The psychological Review* "of self- efficacy, huge number of articles about self- efficacy have been added to the field of psychology (Snyder,1995 ,p.vii).Self-efficacy concept is the key component for people strength and energy in favor of successful career processing development. When individuals have an extensive self-efficacy level, they are defiantly motivated to put on and devote energy, hardworking, and persistence to gain eminent goals(Hirschi et al.,2017).The conception of self-efficacy is the absolute belief in people's ability to do and complete the duty that must be performed satisfactorily in order to obtain satisfactory results (Bandura ,1977,p.3).A person's level of self-efficacy describes how he or she feels, thinks and motivated about a certain task. (Althauser, 2015, P. 211).A person's sensibility of self - efficacy can be defined as the state to which people feel that they can cope with difficult situations and challenged tasks to get goals successfully. Therefore, one of the most important conditions that needed to attend success is self-efficacy. For a certain behavior to occur, people must consider and believe on their abilities to complete the task successfully , this definitely will influence their abilities to manage and cope with challenges that arise during performing tasks (Miller and Kass ,2023,p.9).

According to Bandura's (1986),the following crucial sources of gaining information by individuals in case of self-efficacy appraisals:

 1. Enactive mastery experience : The level of mastership of any skill will enhance individuals' perceptions about their abilities to act upon that skill at a higher and more challenging status.

 2. Vicarious experience : Self-efficacy can be gained by watching and learning from others (models). The characteristics of the models such as skill level or age determine how the viewer can be enhanced. That is more closer the models, the more self-efficacy enhancement to get better performance.

3.Verbal persuasion: An individual can get efficacy from encouragement from social environment. Even though the social influence is not huge as the vicarious experience or personal mastery, but of course it does have a measurable, effective and positive influence on the people's perception and their abilities to perform tasks successfully.

4. Physiological and affective states: an individual may have a physiological reaction to performance, such as heart beat increase, nervousness, doubts , anxiety and ,fears. Accordingly, people's perception of a certain performance can affect their self - efficacy level .

2.1.2 Teachers' Self – efficacy

A huge number of studies have been conducted by the researchers to study the specific correlational state between teachers' level of self-efficacy and students' teaching - learning engagement (Armor et al.,1976; Berman & McLaughlin, 1977). Teachers level of self- efficacy refers to teachers' judgments and beliefs about the ability that needed to bring required outcomes of students' class- engagement and that even make sense through students that difficult to be hold or hardly unmotivated (Moran and Hoy ,2001,p.783).

Teacher's self-efficacy sense is highly relevant to the teaching and learning in which it is the corner stone for any successful teaching effort. It is shaped by many personal characteristics like teacher's teaching experience and gender, and the classroom characteristics as student's performance level, and school principal. (Fackler & Malmberg, 2016,P:185). Teacher self-efficacy is seen by education specialists as the most impressive motivational characteristics in which it is assumed to enhance teachers' teaching quality and students' motivation towards leering (Burić,2019,p:1). Moreover, the level of teachers' self-efficacy influences the methods that they use to motivate students, addressing students behavior, teaching difficult concepts, and become persists when challenges arise. (Gallagher and Ciampa, 2020,175).

In classroom ,to perform a required tasks successfully ,teachers need a high and consistent level of self-efficacy. Moreover, a successful performance also raises teachers' feelings of confidence and motivation, which enhances their self-efficacy (Usher and Pajares ,2008,P.752). Teacher conception of their own self efficacy levels contain a whole variety of their beliefs about how their abilities can make their teaching better and exert effective learning positively. All the beliefs are connected to behavioral patterns that are shown in the classroom. This is established marked differences in the strategies and methods that are used to create the type of teaching which are characterizes the teacher in front of the class . (Achurra and

Villardón,2016,p1). Teacher's behavior is heavily influenced by his or her self-efficacy .Thus, self-efficacy is a crucial construct to be considered when searching to enhance teacher effectiveness , good performance, and confidence in classrooms, as a result rises students achievement level (Pendergast, 2011,P.23).In fact, teachers who are characterized with high level of self- efficacy are described as "open" to new thoughts and ideas and new methods of teaching. Furthermore, they are great in organization and planning ,they are constructive when they deal with mistakes of students and they are persistent in facing difficulties. (Tschannen,et.al,1998,P:141)

2.2 Classroom Management

There is no exaggeration in saying that the classroom management ability is surly a great concern and interest of teachers and education professionals ever since teaching took place in classrooms (Marzano,2003, p:4).An effective classroom management refers to teacher behaviors that facilitate learning. It refers to the strategies and techniques that used to maintain a comfortable and suitable environment for teaching -learning goals (Corps,2010,p.6).Learning process should be activated in controlled classes, the productive classroom environment is crucial in doing so. All the teacher's efforts in the classroom bring great results if he or she has kept the learning environment as comfortable as possible for students. In fact, a good classroom management efforts are indispensable part in successful teaching and learning process. However, for teachers, it is greatly important to understand the concepts of successful classroom management ability and know its crucial role in instruction (Karim,2015,p:iv).

In learning, success and failure are much more depend one good students behavior (Baum,2005,p.78). So, a well-managed classroom and students' behavior increases learning because students spend more time on task (Corps,2010,p.6). Managing secondary school students' behavior is the most serious and difficult task in teaching, especially for beginner teachers. The precious time that is wasted to control the students' misbehavior certainly causes the loss of time that is allocated to improving the students' academic level. Therefore, there is a close connection between the teacher's ability to lead his/ her students within the specified time and their academic level, in which time inevitably be directed to academic benefit (Nagler,2016, p.164).

The crucial goal concerning classroom management is to encourage and demonstrate students' self-control through promoting the positive behavior in academic achievement in which it is an indicator of students' success. (Karim,2015,p: v). However, a successful school year for both students and teacher is directly linked

with the first few days of school. And these first few days show clearly that classroom management is just as much, if not more, about teacher actions as it is about student behaviors. Time is precious, and teachers may think that time dedicated to classroom management in the first few days of school is not time well spent. However, effective teachers know that investment in classroom management from day one will pay dividends throughout the school year. Students will be more engaged; time on task and academic achievement will increase; and classroom environment will be one of success and comfort for all (Scarlett ,2015,p.92).

Using successful classroom management strategies with positive and comfortable classroom environment are fundamental goals for successful teachers. Classroom management activates are intended to dispense students with exceeding opportunities to learn the things that teachers do through organizing students' time and materials in which learning process can fundamentally take place. Students must be able to ultimate their potential, which allows them to develop suitable behavior patterns. EFL teachers in specific, must know how to deal with unpredictable circumstances and be skillful and clever in controlling students' behavior. (Nagler,2016,p:163).

EFL teachers must be aware of the importance of managing classroom effectively. The responsibilities of EFL teachers are many, most importantly is how to manage and control their students' behaviors. In EFL classrooms, teachers should do not only concentrate on delivering the knowledge, but also to manage the classroom and students successfully (Putri,2024,p :2).

3.Methodology

A correlational method of research has used in terms of explanatory design to find out the correlation among the two variables. The researcher identified teachers' self-efficacy and classroom management by using two questionnaires. Analysis was also used in order to find out the correlation between the variables based on the result of the questionnaires.In verifying the aims of this study, several statistical methods have done by using SPSS (the statistical package of social sciences).

3.1Sample

The sample of the research is specifically from the new Iraqi EFL secondary school teachers .The teachers who have spent a year or less in their career. (200) of the teachers of B.A. degree are chosen from secondary schools in Karbala and Babylon governorates. They are 100 males and 100 females.

3.2 Instruments of the Study

In this study, two questionnaires are chosen and used to find out teachers' self-efficacy level and their classroom management ability level. To ensure face validity , self-efficacy level and classroom management ability scales are checked by a jury of eight educational specialists. The members of the jury all agree the scale items as appropriate and legitimate.

3.2.1 Measurement of Self- efficacy

To assess self-efficacy among new EFL teachers , a questionnaire developed by Shah (2023) is used. The questionnaire contains(29) items, that rate 1-5 score for each item. Accordingly, the answers are graded from 1 to 5. The greatest possible score is (145), while the lowest possible score is (29) (Shah,2023, p:200,201).

3.2.2 The Statistical analysis of the items of self- efficacy scale

The sample size for the statistical analysis is 200 teachers who are selected randomly. The sample members were arranged in descending order in which the two extreme groups in the total score were identified at a rate of 27% of the total number. Each group was 54 male and female teachers. To verify the extent to which the statistical analysis sample represented the population from which it was drawn, some statistical indicators were calculated, as shown in the table (1) and figure (1).

Table (1)

Statistical Indicators of statistical analysis of the items of self – efficacy Scale

The sample	200	Standard error of skewness	0,172
Arithmetic mean	105,060	Kurtosis	0,379
Median	103	Standard error of Kurtosis	0,342
Mode	99	Range	80
Standard deviation	15,511	Minimum	65
Variance	240,619	Maximum	145
Skewness	0,437		

Figure(1)

Distribution of expected data among individuals and statistical analysis of self-efficacy scale

Histogram
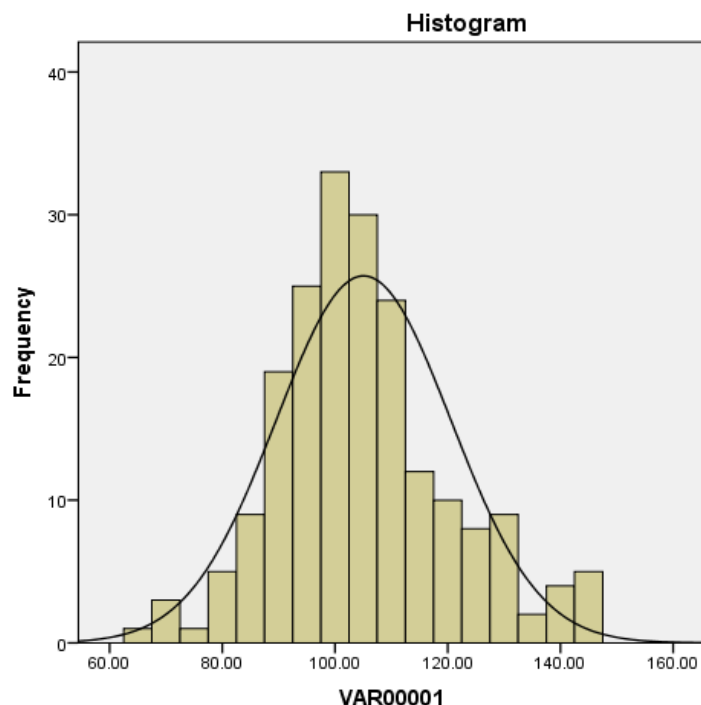
Accordingly, all the distributions of the scores for statistical analysis concerning self-efficacy questionnaire is close to the form of the normal distribution, so it is a representative sample for the form of the population from which it has been drawn.

3.2.3 Items Discrimination Power of Self –efficacy Scale

T-test of two independent samples is used in distinguishing between the significance of statistical differences through the average scores concerning both groups (upper / lower).The results are shown in Table (2) :

Table (2)

The results of (t-test) of two independent samples in calculating discriminatory power through the items of self-efficacy questionnaire.

NO.	Upper group		Lower group		T-value
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	
1	4,407	0,835	2,370	1,350	9,427
2	4,351	0,648	2,259	1,200	11,269

3	4,203	0,876	2,277	1,204	9,501
4	4,277	0,787	2,907	0,874	8,559
5	4,296	0,743	2,833	0,863	9,438
6	4,277	0,737	2,981	0,812	8,618
7	4,185	0,870	2,574	0,815	9,929
8	4,277	0,855	2,407	1,236	9,139
9	4,333	0,777	2,722	0,940	9,707
10	4,203	0,876	2,555	1,283	7,791
11	4,333	0,824	2,666	0,752	10,975
12	4,277	0,833	2,407	1,236	9,216
13	4,111	0,839	2,370	1,202	8,725
14	4,444	0,634	2,777	1,396	7,986
15	4,314	0,667	2,703	1,283	8,184
16	4,388	0,762	2,592	1,281	8,851
17	4,370	0,957	3,000	0,868	7,789
18	4,370	0,917	2,963	0,845	8,289
19	4,444	0,718	3,303	0,930	8,797
20	4,537	0,605	3,055	0,940	9,737
21	4,574	0,661	2,740	0,850	12,499
22	4,481	0,606	2,888	0,964	10,271
23	4,555	0,571	2,907	0,976	10,703
24	4,333	0,752	3,037	0,989	7,662
25	4,314	0,722	2,925	0,928	8,676
26	4,425	0,661	2,907	0,916	9,870
27	4,444	0,634	3,018	0,900	9,512
28	4,629	0,592	2,888	0,839	12,453

29	4,333	0,911	2,295	0,843	8,330

Accordingly, all items of the questionnaire are statistically significant, in which the (calculated) T-values are greater than the (tabulated) T-value of (1.980) through a significance level of (0.05) and with a degree of freedom (106). Accordingly, no items are excluded.

3.2.4 Item-Total Correlation of self-efficacy scale

To fulfill item analysis of self-efficacy scale, all the correlation among the scores of all the items in the questionnaire and their total have been checked. (Pearson) correlation coefficient has used in terms of calculating the correlational state between the score of a single item through all items, as it is shown in tables (3) .

Table(3)

Pearson Correlation Coefficient of the self-efficacy Scale Items

NO.	Correlation Coefficient	NO.	Correlation Coefficient	NO.	Correlation Coefficient
1	0,715	11	0,823	21	0,747
2	0,766	12	0,835	22	0,697
3	0,716	13	0,792	23	0,660
4	0,682	14	0,746	24	0,611
5	0,729	15	0,765	25	0,698
6	0,676	16	0,765	26	0,663
7	0,784	17	0,598	27	0,699
8	0,805	18	0,641	28	0,776
9	0,819	19	0,657	29	0,665
10	0,758	20	0,695		

Dependently, all the(calculated) correlation coefficients are clearly statistically significant as it is compared with the (critical) value of the correlation coefficients of (0.196) at a significance level of (0.05) and with a degree of freedom (106). Accordingly, no item is excluded from the scale .

3.2.5 Description of the Self –efficacy Scale in its Final Form:

After accomplishing the statistical analysis through self-efficacy scale items, the scale in its final form still consisting (29) items in declarative statement type, and each item corresponds to five graded alternatives for the answer, which upon correction are given grades (1, 2, 3, 4, 5) respectively. However, the total response scores of the scale range between (29 - 145) scoring degrees, and with a theoretically average value (87) degrees.

3.3 Measurement of Classroom Management

In order to assess teachers' classroom management ability level ,a questionnaire that also developed by Shah (2023) is used. The questionnaire contains(25) items, that rates 1-5 for each item . Accordingly, the answers are graded from(1) to (5). The greatest possible score is (125),while the lowest possible score is (25)(Shah,2023,p:201,202).

3.3.1 Statistical analysis of the items of Classroom Management scale

The sample for the statistical analysis is 200 teachers who are selected randomly . The sample members are arranged in descending order according to the total score of the scale. The two extreme groups in the total score were identified at a rate of 27%. Of the total number, therefore the number of members of each group was 54 male and female teachers. To verify the extent to which the statistical analysis sample represented the population from which it was drawn, some statistical indicators were calculated for the sample, as shown in the table (4) and figure (2).

Table (4)

*Statistical Indicators of statistical analysis of the items of Classroom Management*

The sample	200	Standard error of skewness	0,172
Arithmetic mean	84,365	kurtosis	0,935
Median	83	Standard error of kurtosis	0,342
Mode	105	Range	71
Standard deviation	17,175	Minimum	53
Variance	294,978	Maximum	124
Skewness	0,270		

Figure (2)

Distribution of expected data among individuals and statistical analysis of the classroom management scale
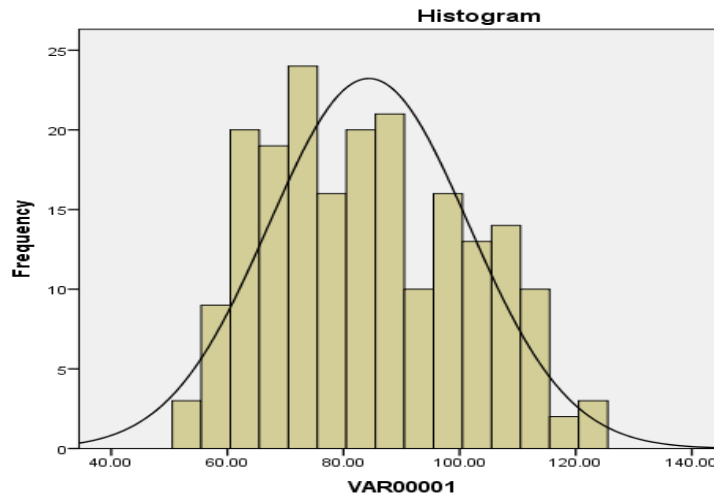
Accordingly, all the distributions of the scores for statistical analysis concerning classroom management questionnaire is close to the form of the normal distribution, so it is a representative sample for the form of the population from which it has been drawn.

3.3.2 Items Discrimination Power of Classroom Management Scale

T-test of two independent samples is used to distinguish between the significance of statistical differences through the average scores concerning both groups (upper / lower).The results are shown in table (5).

Table(5)

The (t-test) of two independent samples in calculating the discriminatory power of the items of Classroom Management scale .

NO	Upper group		Lower group		T- value
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	

1	4,296	0,944	2,648	0,893	9,316
2	4,222	0,964	2,759	0,750	8,794
3	4,333	0,800	2,777	0,743	10,475
4	4,370	0,652	2,648	0,648	13,749
5	4,444	0,663	2,500	0,693	14,886
6	4,277	0,737	2,685	0,747	11,141
7	0,711	0,692	2,611	4,425	13,704
8	0,601	0,691	2,574	4,444	14,993
9	0,656	0,656	2,388	4,388	15,833
10	0,661	0,719	2,425	4,537	15,872
11	0,573	0,636	2,463	4,500	17,467
12	0,623	0,711	2,370	4,388	15,680
13	9,549	0,636	2,333	4,481	18,771
14	0,574	0,759	2,500	4,370	14,429
15	0,630	0,626	2,407	4,611	18,219
16	0,695	0,767	2,314	4,425	14,979
17	0,606	0,740	2,500	4,407	14,647
18	0,691	0,777	2,777	4,333	10,990
19	0,807	0,867	2,629	4,240	9,988
20	0,737	0,912	2,388	4,185	11,249
21	0,693	0,815	2,481	4,296	12,457
22	0,861	0,720	2,888	4,481	10,423
23	0,689	0,759	2,425	4,370	13,926
24	0,835	0,944	2,592	4,296	9,927
25	0,789	0,838	2,407	4,296	12,052

Accordingly, all items of the questionnaire are statistically significant, in which the (calculated) T-values are greater than the (tabulated) T-value of (1.980) through a significance level of (0.05) and with a degree of freedom (106). Accordingly, no items are excluded.

3.3.4 Item-Total Correlation of Classroom Management scale

To fulfill item analysis of self-efficacy scale, all the correlation among the scores of all the items in the questionnaire and their total have been checked. (Pearson) correlation coefficient has used in terms of calculating the correlational state between the score of a single item through all items, as it is shown in tables (6) .

Table(6)

Pearson Correlation Coefficient of the classroom management   Scale Items

No.	Correlation Coefficient	NO.	Correlation Coefficient	No.	Correlation Coefficient
1	0,694	10	0,867	19	0,759
2	0,721	11	0,863	20	0,789
3	0,786	12	0,859	21	0,834
4	0,837	13	0,906	22	90,781
5	0,829	14	0,870	23	0,831
6	0,801	15	0,854	24	0,776
7	0,810	16	0,860	25	0,824
8	0,857	17	0,841		
9	0,879	18	0,786		

Dependently, all the(calculated) correlation coefficients are clearly statistically significant as it is compared with the (critical) value of the correlation coefficients of (0.196) at a significance level of (0.05) and with a degree of freedom (106). Accordingly, no item is excluded from the scale.

3.3.4 Final Form of the questionnaire of Classroom management .

After accomplishing the statistical analysis through self-efficacy scale items, the scale in its final form still consisting (25) items in declarative statement type, and each

item corresponds to five graded alternatives for the answer, which upon correction are given grades (1, 2, 3, 4, 5) respectively. However, the total response scores of the scale range between (25 - 125) scoring degrees, and with a theoretically average value (75) degrees.

4.Results

4.1 First Result

To find out new Iraqi EFL secondary school teachers' self-efficacy level according to gender, (t-test) for one sample has used, in case of knowing the significance level of the statistical differences through the arithmetic mean of the sample members' scores concerning the gender variable and the hypothetical mean of the scale. The results are shown in table (7).

Table(7)

Results of a one-sample t-test to determine the new Iraqi EFL secondary school teachers' self-efficacy level according to gender

Test	Variables	No.	Arithmetic Mean	Standard Deviation	Mean	T- Value		Level of significance	Significance
						Calculated	Tabulated		
Self-efficacy	Males	100	104,330	12,532		13,829	1,980	0.05	Significant for the mean
	Females	100	105,790	18,042		10,414	1,980	0,05	Significant for the mean
	Sample	200	105,060	15,511	87	16,465	1,960	0,05	Significant for the mean

From the results of the table above, it is clear that new Iraqi EFL secondary school teachers have a high level of self-efficacy .

4.2 Second Result.

To find out new Iraqi EFL secondary school teachers' classroom management ability according to gender, (t-test) for one sample has used, in case of knowing the

significance level of the statistical differences through the arithmetic mean of the sample members' scores concerning the gender variable and the hypothetical mean of the scale. The results are shown in table (8).

Table(8)

Results of one-sample t-test to determine new Iraqi EFL secondary school teachers' classroom management ability according to gender.

Test	Variables	No.	Arithmetic Mean	Standard Deviation	Mean	T- Value		Level of significance	Significance
						Calculated	Tabulated		
Classroom management	Male	100	91,910	17,457		9,687	1,980	0.05	Significant for the mean
	Female	100	76,370	12,699	75	1,079	1,980	0.05	Not Significant
	Sample	200	84,365	17,175		7,711	1,960	0.05	Significant for the mean

From the results of the table above it is clear that:

1- Male new Iraqi EFL secondary school teachers have a high level of classroom management.

2- Female new EFL secondary school teachers have an average level of classroom management.

3- New Iraqi EFL secondary school teachers in general have a high level of classroom management.

4.3 Third Result.

To find out the statistical significant of the correlation between self-efficacy level and classroom management ability of new Iraqi EFL secondary school teachers according to gender,(Pearson) correlation coefficient is used in case of calculating the correlation between both variables, and to identify the statistical significance of the

values of the calculated correlation coefficients,(t- test) is also used for the significance of correlation coefficient, The results are shown in table (9).

Table (9)

Results of (T- test) through identifying the statistical significance of the values of the calculated correlation coefficients between self-efficacy and classroom management.

Variable	N0.	Correlation coefficient	T- value		Level of significant	Significance
			Calculated	Tabulated		
Males	100	0,416	4,571	1,980	0.05	Significant
Females	100	0,620	7,848	1,980	0.05	Significant
Sample	200	0,510	8,360	1,960	0.05	Significant

In light of the results above, it is clear that there is a strong and positive correlation between self-efficacy level and classroom management ability of new Iraqi EFL secondary school teachers according to gender, as the T-values for the significance of the correlation coefficients calculated between both variables are statistically significant at the level (0.05), and this indicates that there is a strong correlation between both variables.

4.4 Fourth Result.

In case of Finding the significance of the differences in the correlation between self-efficacy level and classroom management ability of new Iraqi EFL secondary school teachers according to gender,Z-test is used in comparing the calculated correlation coefficients between self-efficacy and classroom management. The results are shown in table(10)

Table (10)

The results of Z- test in case of finding the significance of the differences in the correlation between self-efficacy level and classroom management ability of new Iraqi EFL secondary school teachers according to gender.

1st V...	2nd Va...	Sub va...	No.	Calcul...	Stan...	T-value	Leve...	Statistical significance

						Calculated	Tabulated		
Self-efficacy	Classroom management	Males	100	0,416	0,442				Significant for the females
		Females	100	0,620	0,725	1,979	1,960	0,05	

Accordingly , the calculated Z-value for the significance of the difference between both calculated correlation coefficients between self-efficacy level and classroom management ability of new Iraqi EFL secondary school teachers according to gender variable is greater than the tabulated Z-value at the significance level (0.05). The direction of this difference is in favor of Females. This result indicates that the correlation between self-efficacy and classroom management among female teachers was higher than that among male teachers.

Conclusion

1. That new Iraqi EFL secondary school teachers in general, have a high level of self- efficacy.

2. Male new Iraqi EFL secondary school teachers have a high level of classroom management ,while females have an average level of classroom management.

3.New Iraqi EFL secondary school teachers in general have a high level of classroom management.

4.There is high correlation between self- efficacy and classroom management of new Iraqi EFL secondary school teachers and it is more among females than males.

Recommendations

1. The researcher hopes that the specialists in Ministry of Education will focus more on the educational environment and provide the classrooms with the necessary tools that enable EFL teacher to manage the classroom effectively.

2.The researcher hopes that the specialists in the Ministry of Education will focus more on the EFL teachers' psychological factors, and try to improve their self- efficacy by establishing effective programmes.

3. EFL secondary school teachers in general should take in their consideration the importance of high teacher's self-efficacy and its positive contribution on classroom management.

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