

EFL Teachers' Perceptions of the Impact of Self-Efficacy on Classroom Management in Private Centers

Understanding how EFL teachers' self-efficacy influences classroom management is essential for tailored support strategies to enhance teaching effectiveness. Current literature lacks insight into the intersection of EFL teachers' self-efficacy and classroom management practices within private language centers, highlighting the need for further investigation in this area. The theoretical framework guiding this study is rooted in self-efficacy theory, which posits that individuals' beliefs about their capabilities influence their behavior and performance. Specifically, the study will examine how EFL teachers' self-efficacy beliefs in managing classroom dynamics affect their classroom management practices. The research involves a mix-methods design of a questionnaire to 80 EFL teachers working in private centers to assess their perceptions of self-efficacy and classroom management. Additionally, semi-structured interviews will be conducted with a subset of 5 participants to provide deeper insights into their experiences and beliefs. The proposed study aims to investigate EFL teachers' perceptions of the impact of self-efficacy on classroom management in private centers, and assess the potential differences in EFL teachers' perceptions based on their demographic backgrounds. Expected outcomes include a nuanced understanding of EFL teachers' perceptions regarding the influence of self-efficacy on classroom management, as well as insights into potential variations based on demographic factors such as age, gender, teaching experience, and educational background. These findings will contribute to the existing literature on teacher self-efficacy and classroom management, informing the development of targeted interventions and support mechanisms to enhance EFL teachers' confidence and effectiveness in managing classroom dynamics within private center settings.

Online Profile

Biography

Primary author: Ms PHAN THI QUI, Anh (Can Tho University)

Co-authors: Mr BUI VAN, Nam (Private Center); Ms TRAN THI THAO, Trinh (Private Center); Ms PHAN NGOC TUONG, Vy (Private Center)

Presenters: Ms PHAN THI QUI, Anh (Can Tho University); Mr BUI VAN, Nam (Private Center); Ms TRAN THI THAO, Trinh (Private Center); Ms PHAN NGOC TUONG, Vy (Private Center)

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