



Available Online

## Journal of Education and Social Studies

ISSN: 2789-8075 (Online), 2789-8067 (Print)

<http://www.scienceimpactpub.com/jess>

### SELF-EFFICACY BELIEFS OF PROSPECTIVE TEACHERS REGARDING CLASSROOM MANAGEMENT: EVIDENCE FROM TWO CASE STUDIES

Naila Saeed<sup>1</sup>, Fareeha Farooq<sup>1</sup> and Yaar Muhammad<sup>2,\*</sup>

<sup>1</sup>Department of Education, University of Management and Technology, Lahore, Pakistan

<sup>2</sup>Department of Education, Government College Women University, Sialkot, Pakistan

#### ABSTRACT

Self-efficacy beliefs play an important role in the development of prospective teachers as effective classroom managers. The purpose of this study was to explore the self-efficacy beliefs of prospective teachers regarding classroom management. This study used a qualitative case study research design. Data were collected through semi-structured interviews with two prospective teachers studying in the teacher training program at a public university. They were selected through purposive sampling. Additionally, data were analyzed using the within-the-case analysis technique. The data analysis revealed that prospective teachers have strong efficacy beliefs regarding classroom management. They were more passionate and enthusiastic about teaching. However, one participant was not confident in implementing strategies related to diversity. Though this is a small-scale study comprising of only two brief case studies, it is hoped that the participants' detailed descriptions in this study will provide some guidance to school principals, administrations, curriculum developers, teacher trainers, and policymakers.

*Keywords: Self-efficacy; Teacher's self-efficacy; Prospective teachers; Classroom management.*

\* Email: [yaar.muhammad@gcwus.edu.pk](mailto:yaar.muhammad@gcwus.edu.pk)

© The Author(s) 2022.

<https://doi.org/10.52223/jess.20223207>

This is an open-access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

#### INTRODUCTION

Self-efficacy refers to a person's ability to have a significant impact (Tümkiye & Miller, 2020). An individual with high self-efficacy may make a difference by taking action and feeling good (Siddiqui et al., 2021). Self-efficacy is described as the belief in one's ability to assert influence over one's own motivation, actions, and climate, as well as the ability to empower others to become advocates for one's own needs and supports (Azeem, 2019; Hani et al., 2021; Siddique, 2020). Moreover, self-efficacy, according to Bandura, is the "belief in individuals' ability to coordinate and conduct the courses of action necessary to achieve various types of performances." When confronted with difficult tasks, he argued that people with high self-efficacy would put forth the effort, persevere, and show versatility; those with poor self-efficacy, on the other hand, are more likely to hold back during challenging tasks, predict disappointing outcomes, and give up easily (Bandura, 1977, 1982).

According to Sivri and Balci (2015), prospective teachers' self-efficacy is their ability to influence student performances and actions related to effectively completing specific tasks and learning activities. According to the study, prospective teachers who have a strong sense of self-efficacy are more likely to take the initiative in carrying out their duties in the direction of the learning goal and bringing forth greater effort in learning activities. They also stated that prospective teachers' self-efficacy was linked to classroom organization, instructional methods, questioning approaches, levels of assignment persistence, risk-taking

and creativity, teacher feedback to learners, and management of students. In addition, it can help to boost students' self-efficacy by encouraging them to participate in class events and persevere in the face of adversity. When prospective teachers are extremely efficacious, their students demonstrate high academic performance, autonomy, and motivation, as well as strong confidence in their own effectiveness.

Self-efficacy influences how prospective teachers choose tasks and events, how they approach and overcome obstacles, and how they respond emotionally in challenging circumstances. Self-efficacy is a cognitive concept that bridges the gap between awareness and action. On several achievement examinations, learners of efficacious prospective teachers outperformed learners of other prospective teachers.

Classroom management is unavoidable for the provisions and procedures required to preserve the atmosphere in which teaching and learning can occur. It is multifaceted in nature and serves as a means of maintaining classroom discipline against non-acceptable behaviors (Saleem & Muhammad, 2018). It also entails the coordination and implementation of classroom programs and initiatives. Effective classroom management is a continuous process focused on motivating students by presenting them with specific guidelines and input (Saleem et al., 2020a, 2021b; Saleem et al., 2021c). The ability of a teacher to control a classroom and organize instruction is a critical component of successful teaching (Farooq, 2011). Self-efficacy and the temperament of the teacher are also critical factors in classroom management (Saleem et al., 2020a).

The importance of self-efficacy in classroom management is also evident in the literature. Prospective teachers' reactions to disruptive student behaviors were based on their assumptions about their abilities to handle misbehaviors and triggers of disruptive student behaviors (Saleem et al., 2021a; Saleem et al., 2021d). Similarly, self-efficacy in classroom management is described as a teacher's confidence in his or her ability to organize students around instructional objectives, maintain classroom order, and maintain learners' participation and attention (Saleem et al., 2019; Saleem et al., 2020a; Saleem et al., 2020b; Saleem et al., 2021a, 2021b; Saleem et al., 2021c). Furthermore, prospective teachers who have a high degree of confidence in their ability to run a classroom are more likely to use constructive teaching techniques (e.g., praise, tuning teaching approaches in accordance with student profiles, and motivating learners). Prospective teachers that are distrustful of their ability to control classroom effectiveness, on the other hand, are found to use reductive tactics such as time out, warnings, reprimands, and derogatory reinforcements (Butt et al., 2021; Diana et al., 2021; Naz et al., 2022).

According to Mitchell (2019), prospective teachers who have a higher sense of instructional effectiveness devote additional time to learner knowledge, offer more assistance to students with learning disabilities, and praise students more. Those with a poor sense of effectiveness, on the other hand, spend less time studying and give less time to students with learning disabilities and provide more criticism. In conclusion, attempts to boost teacher self-efficacy during their education can improve teacher effectiveness and student success. As a result, administrators also aim to provide prospective teachers with the skills required to incorporate classroom management practices. It is critical to boost prospective teachers' self-confidence to efficiently handle classroom discipline to solve classroom issues.

One of the most difficult problems in school is student behavior; professional approaches are needed to assist prospective teachers with interventions that promote responsible attitudes and the use of analytical skills in learners (Hani et al., 2022). To build a healthy atmosphere in the classroom, classroom actions such as aggression reduction and rule enforcement are necessary (Diana et al., 2021; Naveed et al., 2022). Nonetheless, many aspiring teachers enter the profession without adequate classroom management preparation, and they face difficulties throughout their careers (Mitchell, 2019).

Classroom management has shifted from a traditional to a new paradigm in recent years (Evertson & Weinstein, 2013; Sabornie & Espelage, 2022). The emphasis has moved away from preserving discipline as a reaction to misbehavior and toward a more systematic approach that incorporates successful classroom organization and management to promote effective learning (Garrett, 2014). The need to reconsider teacher education systems is necessitated by the paradigm shift. It entails a thorough, systematic examination of the entire educational system to foster an environment conducive to successful learning. The basic role of classroom management is to create an environment and culture in the classroom that allows the teacher to be more successful in his teaching and the learner to develop knowledge and skills in a supportive environment.

One of the key areas of concern for both experienced and newly educated prospective teachers is classroom management. Prospective teachers described classroom management and instructional skills as important to assist with learners' protection and destructive behaviors in the classroom. Prospective teachers are responsible for developing the best learning environment possible in the classroom, which necessitates well-organized classroom management. Teachers' self-efficacy has been related to tasks, and researchers have discovered that it affects prospective teachers' teaching habits as well as learners' motivation and achievement. Given that teacher effectiveness can be linked to classroom management strategies, it's crucial to figure out which classroom management strategies prospective teachers with high self-efficacy use in the end. This research investigates prospective teachers' self-efficacy beliefs about classroom management with the aim of improving teacher training and growth. This study is designed to explore this phenomenon and fill the gap in the literature.

By reviewing the literature, the researcher found that previous research studies were conducted only on a few dimensions of self-efficacy and management of the classroom, like classroom practices (reward, preventive, initial corrective, and later corrective strategies). Mitchell (2019) discovered that high self-efficacy is linked to a teacher's ability to persevere through difficult challenges, such as management problems and constructive classroom management. Prospective teachers' self-efficacy influence students' academic achievements, including student participation, instructional strategies, and classroom management for better results. As a result, it is critical to determine not only what prospective teachers report is being used but also how confident and effective prospective teachers are in different classroom management practices. The present study was conducted to gain further insight into prospective teachers' self-efficacy beliefs about classroom management. For this purpose, data were collected through semi-structured interviews with prospective teachers and further analyzed by using the within-the-case (profiles) analysis technique.

The purpose of this study is to explore the self-efficacy beliefs of prospective teachers about classroom management.

## **METHODOLOGY**

The current study is a qualitative study using a case study research design (Miles et al., 2020; Thomas, 2021; Yin, 2018). This design was selected to explore the self-efficacy beliefs of pre-service teachers regarding classroom management in depth during their teaching practicum. The criterion sampling technique was selected by the researcher. Criterion sampling involves selecting cases that meet some predetermined criterion of importance (Patton, 2015). The following criteria were used to decide the inclusion of participants in this study: The participants were prospective teachers who were studying in B.Ed. (Hons), the participants had studied the course of classroom management, and the participants were willing to participate in this study. The demographic information of the participants is provided in Table 1.

Table 1. Demographic information of the participants.

Participant	Gender	Age	Academic Qualification	Semester	Experience	University
Participant 1	Female	21	B.Ed. (Hons)	7	Teaching practice	Public
Participant 2	Female	22	B.Ed. (Hons)	7	Teaching practice	Public

In the current study, semi-structured interviews were conducted to collect data (Brinkmann & Kvale, 2018; Kvale & Brinkmann, 2015). For this purpose, a self-created interview guide was developed.

The analysis of data employed ‘meaning condensation’ (Brinkmann & Kvale, 2018; Kvale & Brinkmann, 2015), in which meanings and narratives are found in interview transcripts and condensed. Each interview text related to an interview question was summarized and rephrased into shorter text, thus elucidating the main theme. This process was done on all identified themes. Each theme was given names, such as Seating Arrangement, Instructional Techniques, Classroom Problems, Relationship with students, and diversity. This analysis of the interview transcripts provided a nuanced understanding of participants’ self-efficacy beliefs of prospective teachers regarding classroom management (Miles et al., 2020).

## RESULTS

This section presents findings related to the self-efficacy beliefs of prospective teachers regarding classroom management in the form of interpretive profiles.

### Interpretive Profile: Participant 1

She believed that she would be able to create a healthy and positive relationship in her class by greeting the students effectively. First, she would enter the classroom in a really good manner and ask the students about their day, hobbies, interest, and their daily routine outside the school. By doing this, she thought that students would be energetic for the whole day, they would feel a friendly relationship with their teacher, having a personal interest in their life.

She believed that she would be able to save time for teaching and make learning effective by keeping a clean and organized environment in the classroom. She believed that it was the duty of the teacher to teach the students about cleanliness as it would keep them healthy and they feel good while learning in the classroom. She would also educate them to keep their classroom organized by removing unwanted material from their desks. Further, she would display some rules about cleanliness in the classroom, and students would follow these rules to avoid clutter or trash.

She believed that she would be able to enhance student learning through proper seating arrangements and appropriate visibility of the whiteboard. She believed that she would be able to organize the classroom by arranging the students in a way that the board should be visible to everyone. If students were very close to the desks each other, then she would ask them to keep teaching aids, copies, and books inside the drawer or desks. She would take care of the arrangement of the desks so that teacher and students could easily approach each other. She emphasized that she would change the seating arrangement on a weekly basis to provide equal opportunity for all students to interact with the teacher and participate in class actively. She would not use a fixed pattern. Rather than allowing her students to sit wherever they want, she would arrange a seating plan for the students where every student gets a chance to rotate his or her place every day. She believed that through this practice, every student would be able to sit at the front desk, and they would feel much more confident and become more participative in classroom activities. She thought

that this practice would increase student and teacher interaction, thus helping her to control disruptive behavior in the class.

She believed that she could design and select learning activities according to students' interests which helped to increase student engagement in learning. She would prepare her lesson plan according to the students learning needs and equip it with different learning activities to engage students actively. Also, she would be able to arrange small group discussions based on their lesson to make students interact with each other. She would also be able to arrange such kind of hands-on activities in which they were able to learn by doing. She would be able to utilize students' cognitive skills to design and select learning activities according to their interests. She believed that it was the responsibility of the teacher to arrange learning activities according to the interest of the students. She also arranged some brainstorming activities to maximize their cognitive skills in the learning process.

She believed that she would be able to enhance students' interest in learning and make them able to apply subject knowledge in their real life. She believed,

*Teachers should be good communicators and deliver a lesson in an easy language that students can fully understand. As a prospective teacher, I will link my learning activities with real-life examples. For example, if they are learning the concept of money, then I can ask them to go for shopping to buy some stationary to understand the concept of money through purchasing. This application will create interest in the students.*

She believed that she would be able to provide a variety of supporting strategies for student learning when needed. She said that the classroom was a blend of diversified learners, and every student has their own learning environment and mental capacity to learn; therefore, it would be the responsibility of the teacher to understand students' problems and solve them according to their needs. She could involve parents in identifying different learning problems of her students properly and guides them accordingly. Also, she could take some help from the administration to solve students' problems where needed.

She would not provide choices to students to work alone, but she would make groups or divide them into pairs to work collaboratively with each other. She believed,

*Due to the larger strength of the class and time constraints, it is impossible for a teacher to guide students individually, and most importantly, the student will remain unaware of the concept of cooperation and collaboration. They will not understand the concept of group work and feel uncomfortable when they get a chance to work in a group.*

By doing this practice, they also learn to work in teams and can take responsibility for different learning tasks.

She would be able to discuss classroom issues with senior colleagues to overcome her classroom challenges. She thought that sharing classroom issues/problems with other senior colleagues would help to identify a better solution to the problems so that she could guide the students accordingly.

She would be able to display classroom rules and engage her students in different learning activities to make the classroom disciplined. She would display classroom rules and try to educate her students to follow the rules. Every student must practice these rules; otherwise, they would be treated equally. She would be able to manage disruptive behavior by providing a reward to her students to enhance their motivational level. She would avoid punishment strategies as she thought these kinds of practices demotivate the students and produce deconstructive thoughts among students.

She would also be able to involve parents to identify students' problems and solve them, believing that parent involvement not only improves student behavior and attendance but also positively affects student

achievement. She would also use guidance and counseling techniques to help her students to overcome their learning problems by using all available means. In a counseling session, she would be able to provide guidance and counseling to the students. She could create a sense of class community by establishing a good rapport with her students. She believed that those students who have a good and positive relationship with their teachers and class fellows were much more confident and communicated with their teachers easily.

She would be able to develop reliable bonding with her students, which would enable them to share their individual life situations with her easily. She thought individual life problems could have a bad impact on student's life uncomfortable which created a negative impact on the classroom environment. She believed that she could use guidance and counseling techniques to deal with their real-life problems and allow them to be comfortable and open to her by discussing their domestic problems and solved accordingly. In addition, she would be able to develop a responsive association with her students to manage their aggressive behavior. She said,

*I can deal with the aggressive behavior of the students by using reward & punishment techniques. I will also encourage students to share their problems with me without any hesitation so the aggressive behavior may be addressed properly and can be managed accordingly.*

She would be able to understand the needs and interests of students, which help her to engage all types of learners in the class by designing different learning activities. She said,

*Students' reluctance toward learning can be addressed by asking them about their interests and activities and linking them with their learning material. I will try to enhance and update my knowledge according to the latest trend in learning so I will be able to satisfy the learning needs of the advanced students.*

She would be able to produce motivation which influences the learner to become an active learner. She believed that a student could only be motivated through deep engagement in active learning through the creation of an interesting environment in the classroom.

Moreover, she had the belief that she would be able to keep the equality of the students in her class to deal with a diversity of different backgrounds. She would try to manage the diversity of her students' different cultural and economic backgrounds, which would not only help her to deal with the students but also aid the learner in understanding each other. She thought that such kind of practice not only minimizes favoritism in the class but also promotes a sense of equality among students. She believed that teacher-student interaction plays a significant role in student learning, outcomes, and satisfaction; therefore, she would maintain her relationship with students in a way where her student feel satisfied with better learning and achieve good grades.

### **Interpretive Profile: Participant 2**

She believed that she would be able to create a positive classroom climate through effective greetings. She said that she would be able to welcome her students by entering the classroom with a big smile on her face. She would also establish an encouraging environment in the classroom in which students feel a sense of connection and social belonging. Through this practice, students would be more enthusiastic about putting their time and effort into learning.

She would be able to save time for teaching and make learning effective by keeping a clean and organized environment in the classroom. She said that it was the duty of the teacher to teach the students about cleanliness as it would keep them healthy and they feel good while learning in the classroom. She also educated them to keep their classroom organized by removing unwanted material from their desks.

Further, she displayed some rules about cleanliness in the classroom, and students were bound to follow these rules to avoid clutter or trash.

She would be able to organize the classroom physically, which would enhance student learning. She said that she would arrange the classroom in a way that would improve the learning of the students. She would keep an eye on every student who helped her to minimize the frequency of behavior problems. She would be able to make a seating plan and change it on a weekly basis to provide equal opportunity for all students to interact with the teacher and participate in class actively. For this purpose, she would arrange a seating plan for the students where every student gets a chance to rotate their place. Through this practice, all students feel much more confident and become more participative in classroom activities. She thought that this practice would increase student and teacher interaction and help the teacher to manage her class effectively.

She could design and select learning activities according to students' interests which helped to increase student engagement in learning. She prepared her lesson plan according to the students learning needs and delivered it in easy language. She also arranged small group discussions based on their lesson to make students interact with each other. She would not be ready to allow her student to design and select learning activities. She would not allow her learners to design or select learning activities, but she directed the students to learn by controlling the learning environment to avoid disruption in the classroom.

She would be able to make the content interesting for students by relating it to real-life practice. She believed that if students knew the work beyond the school border, then they would have a new reason to work harder. She said that she integrated real-life examples into her lesson plan, which helped her students to relate subjective knowledge with examples practically. She would be able to provide a variety of support after observing student learning behavior. She believed that if quick feedback and adjustments occur, then more likely, students would reach the planned goals of the lesson. She said that student reflection gave clear insight so she could adjust and plan the next steps in her teaching. It also gave her the opportunity to help students revise their knowledge and clear areas of confusion.

She could handle classroom challenges by creating a positive learning environment. She said that she established trust that leads to true participation and engagement in learning; for this purpose, she needed to set the classroom by building a learning environment in which all students feel valued, safe and supported. She would be able to display classroom rules and engage her students in different learning activities to make the classroom disciplined. She displayed classroom rules and tried to educate her students to follow the rules. Every student must practice these rules; otherwise, they would be treated equally.

She would be able to manage disruptive behavior by providing a reward to her students to enhance their motivational level. She would also be able to involve parents in identifying students' problems and solving them. Because parent involvement not only improves student behavior and attendance but also positively affects student achievement. She said that she always thought about the parents of students as they were great partners in their child's best educational interests. Further, she said that she asked for their help and support whenever possible for the best educational outcomes for students. She also explained that she would manage her student's behavior through step-by-step counseling sessions.

She would be able to establish a friendly connection with a student, which would help her to create a class community. She said that students naturally build relationships as they work together. With each project, they saw and appreciated each other's talents and challenges and interacted with each other in positive ways. She believed that students assist each other, commenting on good work, sharing materials, and smiling. By assigning group tasks, she believed students would learn the ability to collaborate work.

She would be able ready to deal with student life situations by giving counseling sessions to a needy child. She believed,

*Today's life is very tough, so every student has their own life situation, which also impacts the classroom environment. So, for this purpose, I can use counseling sessions to deal with their real-life problems separately and allow them to discuss their problem with her easily. I will try to solve their problems accordingly.*

She could manage aggressive behavior by establishing norms and expectations from her students. She believed that class norms were behavioral expectations, so these norms informed us how we were expected to behave towards each other and towards the materials, we use in school. She could respond to them calmly and educate them to be calm. She would be able to engage all learners by understanding her students' behavior toward learning. She believed that some of the students got motivation from their classmates; therefore, she learned to observe the behavior and then assign the task according to the nature of the students where they felt comfortable doing work for better learning.

She would be able to motivate her students to become active learners by giving appreciation for their good work. She believed that positive reinforcement and encouragement would motivate the students to work better. So, she always recognized, valued, and appreciated their good work. She believed that through this practice, the student would be motivated, feel confident, and participate actively in the class.

She was not so confident in dealing with diversity, but she would be able to educate her students to share their ideas with each other. She thought that rather than using background differences, she would create discussion groups based on less disruptive differences where she would be able to encourage the interchange of differing viewpoints among students and create a safe environment for doing this debate activity. She would also be able to deal with diversity by educating her students to respect the opinions of everyone. She believed that she could ask students to participate in discussions with the aim of understanding other people's reasons for their points of view and respecting their opinion. For this practice, she created an environment where student interaction would be effective and safe. However, she believed that diversity provides an opportunity to increase learning up to its full potential. She thought the benefits of classroom diversity were both academic and socio-emotional; she might prioritize creating diverse learning opportunities for students.

## **CONCLUSIONS**

The following conclusions can be drawn from the above description of two cases: Both participants were confident in effectively managing the physical environment and seating arrangement of the classroom to maximize the learning of the students. In addition, both participants were confident in making the content of the subject matter interesting with the application of knowledge in daily life situations. They were confident to provide a variety of support strategies after monitoring and observing students learning behavior and difficulties. Moreover, they were confident in relation to managing discipline by displaying classroom rules, creating a positive learning environment, and engaging students in multiple learning activities. They were confident in relation to managing disruptive behavior by using rewards (positive reinforcement), counseling strategies, building a strong relationship with students, and engaging them in multiple learning activities. Also, they were confident in motivating students to become active learners by producing courage for value-based learning, providing an appreciation for their good work, and offering meaningful compliments as quick feedback. In addition, they supported the idea of diversity to create a sense of social community, provide a positive and positive learning atmosphere, and keep equality among students to maximize their learning. However, one participant was not confident in implementing strategies related to diversity.



Though this is a small-scale study comprising of only two brief case studies, it is hoped that the participants' detailed descriptions in this study will provide some guidance to school principals, administrations, curriculum developers, teacher trainers, and policymakers that they will revise their scheme of studies and make appropriate plans of action and implementation.

## REFERENCES

- Azeem, A. (2019). Self efficacy of regular education teachers in inclusive classroom settings. (Unpublished doctoral dissertation), University of the Punjab, Lahore.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191-215.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122.
- Brinkmann, S., & Kvale, S. (2018). *Doing interviews* (2nd ed.). London: Sage.
- Butt, S., Muhammad, Y., & Masood, S. (2021). Effectively dealing with bullying in elite schools: Principals' perceptions and practices. *Global Sociological Review*, 6(3), 1-10.
- Diana, N. K., Muhammad, Y., & Iftikhar, M. G. (2021). Exploring teachers perceptions about aggressive classroom management at primary level: A qualitative case study. *Research Journal of Social Sciences and Economics Review*, 2(2), 386-398.
- Evertson, C. M., & Weinstein, C. S. (2013). *Handbook of classroom management: Research, practice, and contemporary issues* (2nd ed.). New York: Routledge.
- Farooq, M. S. (2011). Perceptions of prospective teachers about factors influencing classroom management. *Journal Of Quality And Technology Management*, 7(1), 23-38.
- Garrett, T. (2014). *Effective classroom management: The essentials*. New York: Teachers College Press.
- Hani, U. E., Muhammad, Y., & Mahmood, A. (2022). Managing group work in the social studies classrooms in elite schools: An analysis of teachers' beliefs and practices. *Global Educational Studies Review*, 7(2), 314-324.
- Hani, U., Naz, M., & Muhammad, Y. (2021). Exploring in-service teachers' self-efficacy beliefs regarding online teaching: A qualitative multi-case study. *Global Educational Studies Review*, 6(2), 92-104.
- Kvale, S., & Brinkmann, S. (2015). *Interviews: Learning the craft of qualitative research interviewing* (3rd ed.). London, UK: Sage.
- Miles, M., Huberman, M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). New York: Sage Publications.
- Mitchell, M. (2019). *Teacher self-efficacy and classroom management*. Doctoral dissertation, Walden University. Retrieved from: <https://core.ac.uk/download/pdf/270052106.pdf>.
- Naveed, M., Muhammad, Y., & Siddiqui, M. (2022). Influence of virtual professional development on teachers' online classroom management practices: An interview study. *Global Educational Studies Review*, 7(1), 227-239.
- Naz, M., Muhammad, Y., & Mahmood, A. (2022). Stress and burnout: An interpretive phenomenological analysis of elite school teachers' beliefs and experiences. *Global Sociological Review*, 7(2), 120-131.
- Patton, M. Q. (2015). *Qualitative research & research methods* (4th ed.). Thousand Oaks: Sage Publications, Inc.
- Sabornie, E. J., & Espelage, D. L. (2022). *Handbook of classroom management* (3rd ed.). New York: Routledge.

- Saleem, A., & Muhammad, Y. (2018). Effectively managing classroom: A case study of four novice elementary teachers in private schools. Paper presented at the 9th Post Graduate Students' Conference, Institute of Education and Research, University of the Punjab, Lahore.
- Saleem, A., Muhammad, Y., & Masood, S. (2019). Negative emotions and self-created challenges of novice public-school teachers in managing classroom behaviour. *Journal of elementary education*, 29(2), 178-195.
- Saleem, A., Muhammad, Y., & Masood, S. (2020a). Classroom management challenges and administrative support in elementary schools: Experiences of novice public-school teachers. *UMT Education Review*, 3(2), 29-46.
- Saleem, A., Muhammad, Y., & Masood, S. (2020b). Support needs of novice public-school teachers for effective management of elementary-level classrooms in Lahore. *Pakistan Social Sciences Review*, 4(III), 682-697.
- Saleem, A., Muhammad, Y., & Masood, S. (2021a). Managing elementary classrooms: Experiences of novice public-schools teachers regarding behavioral challenges of students. *Asian Social Studies and Applied Research*, 2(3), 354-366.
- Saleem, A., Muhammad, Y., & Masood, S. (2021b). Novice teachers' perceptions of students' behavioral challenges instigating emotional self-regulation challenges in classroom management. *International Review of Basic and Applied Sciences*, 9(3), 300-314.
- Saleem, A., Muhammad, Y., & Qureshi, N. (2021c). Strategies and challenges of novice public-school teachers related to classroom management at the elementary level in Lahore. *Pakistan Social Sciences Review*, 5(4), 258-271.
- Saleem, A., Muhammad, Y., & Siddiqui, M. F. (2021d). Effectively managing classroom: A case study of four novice elementary teachers in private schools. *Global Social Sciences Review*, 6(3), 59-66.
- Siddique, M. F. (2020). Principals' self-efficacy beliefs regarding managing bullying in schools. (MPhil), University of Management and Technology, Johar Town Campus.
- Siddiqui, M. F., Muhammad, Y., & Naseer, H. (2021). Principals' self-efficacy beliefs about managing bullying cases in secondary schools. *Sir Syed Journal of Education & Social Research*, 4(1), 338-349.
- Sivri, H., & Balcı, E. (2015). Pre-service teachers' classroom management self-efficacy beliefs. *International Online Journal of Educational Sciences*, 7(4), 37-50.
- Thomas, G. (2021). *How to do your case study*. London: Sage Publications Limited.
- Tümekaya, G. S., & Miller, S. (2020). The perceptions of pre and in-service teachers' self-efficacy regarding inclusive practices: A systematized review. *Elementary Education Online*, 19(2), 1061-1077.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). New York: Sage publications.