Original Research Article

Preschool Teacher's Self-Efficacy Belief in Managing Preschoolers in Large Class Size

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Abstract: The purpose of the study was to examine how preschool teachers' self-efficacy beliefs help in managing preschoolers in large class size. The study was based on the pragmatism paradigm where concurrent triangulation mixed method design was used to analysed data simultaneously. At the quantitative phase, the research adapted Gay and Deihli (1992) way of determining the sample. Almost a quarter (24.6%) of the population which was equal to 216 was proportionately shared among the three (3) metropolises. In the qualitative phase, 12 preschool teachers who were supervising more than sixty (60) preschoolers in classroom from the study areas were purposively sampled. The study revealed that trained or untrained preschool teachers with self-efficacy does not guarantee their ability to manage preschoolers in large class size. However, it was also asserted teachers with high a self-efficacy belief is able use defense mechanism to help manage preschoolers in large class size.
Keywords: Preschool Teachers, Self-Efficacy Belief, Preschoolers, Large Class Size, Ghana, Early Childhood Education.

INTRODUCTION

Ghana has made efforts to improve its educational system for national development (Kusi, 2008). The implementation of Education for All (EFA) was part of the policy to help expand education in the country. Hence, it was believed that the effective delivery and implementation of early childhood education (ECE) was important to bring desirable results in the educational system. From this background, early childhood education (ECE) has become a pre-requisite and it is of importance for the future development of every nation. However, presently in Ghana, it was disheartening to see early childhood education centres operating under distress conditions. Torkornyo (2019) posits that preschool teachers experience stress as a result of workload, teaching large classes coupled with poor classroom condition operated in school. Torkornyo (2019) further explains that preschool teachers become distressed when they are unable to meet deadline duties which create tension for them. To achieve equitable access to education, Awoyemi (2006) states that a smooth transition was essential if EFA was to become a powerhouse for knowledge sharing and information dissemination that could also help in the formation of new generational

thinkers. Ghana's educational reform was designed to address the country's poor educational situation. The fundamental principle of educational reform was to produce intellectually, emotionally, and physically well-balanced persons with the nation's required knowledge, skills, values, and aptitudes for self-actualisation and socioeconomic and political revolution (Daily Graphic, 2003).

For achievable of EFA in ECE plays a significant role in preschoolers' development to adulthood (Spodek and Brown, 1993). However, Elkind (2000), argues that creating different congenial environments helps the provision of effective learning and classroom management where preschoolers are motivated to learn as much as they can. A cohort researcher like Cobbold and Boateng (2015); Kadim, (2012); Pistav Akmese and Kayhan (2016); Toran (2017) Yilmaz, Tomris and Kurt (2016) asserted that not only creating an enabling environment helps in the provision of effective learning and classroom management but preschool teachers' sense of efficacy to manage preschoolers through sensitive periods help preschoolers to learn more readily from their own spontaneous activities. It was also argued that the self-

efficacy of the teacher who mediates between the preschoolers and instructional delivery should be given far more attention (Cobbold and Boateng, 2015; Swan, Wolf and Cano, 2011; Yilmaz, Tomris and Kurt, 2016).

The statistics from the Education Management Information System (EMIS) for 2010/2020 revealed high enrolment in ECE across the country from 61.4% to 96.4%. To confirm the report, the Ghana population is currently estimated at around 38 million people. Adam (2015) found that the increase in enrolment does not correspond with increase in teachers' recruitment to complement the teaching staff. Giving the stipulated teacher-to-preschooler ratio of 1:18 by Ministry of Education (2017) and the current situation where teachers are supervising over 50-60 preschoolers in classroom. The question is that, how will teacher be able to supervise these preschoolers with such large class sizes? The current situation of one preschool teacher handling over 50 pre-schoolers in the classroom makes it challenging to control the pre-schoolers and teach effectively. Some preschoolers may pay attention while others may choose not to pay attention to classroom activities but may only add up to the classroom numbers.

Preschool teacher's sense of efficacy is essential in determining professional appraisal and satisfaction of teachers in ECE (Toran, 2017). The concept of self-efficacy is based on the social learning theoretical assumption by Bandura (1989). Self-efficacy involves how preschool teachers are judge regarding their capacity to handle and apply the skills of competence to manage preschoolers in large class sizes (Bandura, 1989). In short, self-efficacy entails using mechanisms or strategies by preschool teachers to manage preschoolers in these large classes. Teacher self-efficacy makes the teaching and learning process successful because the teacher with high self-efficacy could be able explain the learning goal and desired level for teaching (Tschannen-Moran, Hoy and Hoy, 1998). Fackler and Malmberg (2016) concluded that teacher self-efficacy increases competence in managing classroom.

An effective teacher's uses of self-efficacy could be seen in the process of teaching and learning which determines the actual learning process that may be exhibited by teachers teaching in large class sizes (Swan, Wolf and Cano, 2011). Teachers' self-efficacy belief in classroom helps the teacher to manage, control, instruct and calm preschoolers during the learning to determine their performance they will show in understanding the learning process (Pistav, Akmese and Kayhan, 2016). In the same vein, Kadim (2012) and Yilmaz, Tomris and Kurt (2016) asserted that teacher self-efficacy belief assists them in using effective teaching methods and techniques to manage preschoolers in large class size. Hoy and Spero, (2005); Kesicioglu and Guven (2014); Siwatu, Chesnut,

Alejandro and Young (2016) commented that good teacher's self-efficacy belief helps in classroom interaction, communication of learning goals, scaffolding and classroom management.

Due to EFA policy, class size has increased drastically but does not meet the proposed ration of teacher-to-preschoolers of 1:18. This situation has led to teachers supervising over 50-60 preschoolers in classroom. The preschoolers in ECE are in their exploration stage and are full of adventure, so they need maximum care and attention from their preschool teachers to develop their full potential. For this reason, the researchers wanted assess teachers self-efficacy belief helps in managing preschoolers in large class size.

Purpose of the study

The study sought to examine how preschool teachers' self-efficacy beliefs helps in managing preschoolers in large class size.

Research question

- What are preschool teachers' self-efficacy beliefs in managing preschoolers in large class size?

Research hypotheses

H_A1: There is a significant difference between trained and untrained preschool teachers concerning self-efficacy belief to manage preschoolers in large class size.

H_A2: There is a significant difference between class size and teacher's self-efficacy belief to manage preschoolers in large class size.

H_A3: There is a significant difference between preschool teachers experience and self-efficacy belief to manage preschoolers in large class size.

Theoretical Review - Social constructivist theory

The theoretical review for the study was underpinned by "social constructivism theory" by Vygotsky. Vygotsky's theory of social constructivism is used as a lens to examine how preschool teachers' self-efficacy beliefs help in managing preschoolers in large class sizes. The soviet psychologist Lev Vygotsky developed the social constructivism theory in 1962. Vygotsky was a cognitive psychologist who rejected the assumption made by cognitivists psychologist like Piaget. Social constructivism, according to Westbrook, Durrani, Brown, Orr, Pryor, Boddy, and Salvi (2013), viewed knowledge as a socially produced mechanism and learning as a social interaction between preschoolers and more knowledgeable person (Teacher).

Social constructivist theory also emphasizes that knowledge should also be based on social interaction or co-constructed when preschoolers learn from themselves under the supervision from a more knowledgeable person. According to Clark (2014),

social constructivism is a philosophy that combines the social environment with cognition, claiming that preschoolers learn a style of thinking and acting through contact with a more knowing individual. Vygotsky`s social constructivist theory can be conceptualised based these three (3) learning principles: social interaction, zone of proximal development and scaffolding.

Social Interaction

Social interaction emphasises on effective relationship between the teacher with high self-efficacy belief and the preschoolers and these lead to preschoolers exhibiting positive patterns of behaviour which lead to effective classroom management. Short (2013) asserted that a positive relationship grows over time as a result of interactions between the teacher with high self-efficacy belief and the preschoolers and this helps to reduce disruptions in the large class size. Research on classroom management (Blum, 2005; Capern and Hammond, 2014; Klem and Connell, 2004) has shown that positive relationships between pre-schoolers and teachers play a vital role in classroom management and how pre-schoolers behave in class. Positive relationships help in creating positive learning outcomes when teacher with high self-efficacy belief manage pre-schoolers in large class sizes. On the other hand, a negative interaction between the teacher with low self-efficacy belief and the preschoolers can lead to the formation of negative relationships which would affect how preschool teachers manage preschoolers in the large class sizes.

Zone of Proximal Development

This concept emphasizes that learning outcomes that help preschoolers' develop their cognition should be guided by individual or a more skilled person to control their activities in classroom (Akoto-Baako, 2018). The zone of proximal development (ZPD) in the classroom environment becomes the difference between a preschooler's ability to perform a task under the guidance of a teacher with high self-efficacy belief and/or peer support and the preschoolers' ability to independently solve the problem. Teacher with high self-efficacy belief enhance that active learning takes place when preschoolers are either part of a team or a group in the classroom (Torkornyo, 2019).

Bandura (1977) asserted that teacher with high self-efficacy belief concentrated on the relations between the preschoolers and the socio-cultural context in which they behave, communicate and share experiences. Westbrook et al., (2013) assert that preschoolers relate among themselves through environment or culture tools like speech and writing. Initially, preschoolers use these instruments (speech and writing) to act mainly as a social means of communicating their needs, but Vygotsky believes that internalising these techniques can lead to a higher level of thinking skills in the classroom among preschoolers

in ECE can be discovered when teachers have high self-efficacy belief (Akoto-Baako, 2018; Appiah-Essuman, 2019; Kissi-Abrokwah, 2021). On the contrary to ZPD, Furrer, Skinner and Pitzer (2014) revealed teacher with low self-efficacy belief turn to ignore preschoolers and disregarding preschoolers with feedback can undermine their value in large class size.

The ZPD was applicable to the study because it encourages social interaction between a teacher with high self-efficacy belief to manage preschoolers in large class sizes. The core mandate of the teacher with high self-efficacy belief was to educate the preschoolers, to help them reach their academic potential. With the support from the teacher with high self-efficacy belief, the preschoolers may complete the learning task on time which prevents them misbehaving in classroom. Nevertheless, pre-schoolers' needs active guidance from a teacher with high self-efficacy belief to clarify concepts in the classroom to construct their skills and their ZPD is impacted by the support they receive. Teacher with high self-efficacy belief assists in maintaining discipline in ECE. In the classroom, preschool teachers clarify, model and use directed practice to maintain discipline to promote effective delivery of teaching. Preschoolers model what their teacher wants them to do.

Scaffolding

Scaffolding necessitates that the preschool teacher allows the preschoolers to improve their abilities and knowledge. In the case, a teacher with high self-efficacy would be capable of sharing their interests to the pre-schoolers, simplify the activities to make them manageable and inspire them to achieve the educational aim (Hausfather, 2016). As a result, a healthy relationship between preschoolers and teachers can serve as a scaffold in the classroom, assisting preschoolers in achieving positive social, emotional, and academic outcomes. Nevertheless, Mcleod (2014) suggests that scaffolding, depends on verbal narration and allowing the preschoolers to observe and practice.

Teacher with high self-efficacy would be effective in both smaller and large classes because it allows the preschool teacher to provide preschoolers the opportunity to exhibit their skills, talent and knowledge on classroom activities. Classroom management would be more effective for teacher with high self-efficacy because the teachers would be able to support preschoolers until they are able to perform or grasp a concept alone which makes classroom management easier (Akoto-Baako, 2018).

In conclusion, social constructivist theory enhances how more knowledgeable persons (teacher with high self-efficacy) who exhibit social interaction, scaffolding and ZPD to ensure effective classroom management and achievement of instructional objectives. The effectiveness of Vygotsky's theory

exists when the more knowledgeable persons can perform the key concepts to satisfaction in class. For instance, classroom management and how preschool teachers can communicate learning goals play a significant role in the learning process if preschoolers understand what was expected of them during and after the instructional period. The preschool teacher may give learning activities and assignments during instructional period to the preschoolers so that managing them may be easy. In larger classes where there is a higher teacher-to-learner ratio, communicating learning goals will be difficult because a teacher with high self-efficacy may need extra time to explain learning goals and provide social interaction, scaffolding and ZPD to ensure effective classroom management and delivery of learning activities.

Empirical Review

Kagan (1992) describes teachers' efficacy belief as the implicit assumptions on students' learning, classroom management and how subject matter is being delivered in classroom. However, Fenstermacher (1978) indicates that teachers' self-efficacy belief is important to ensure classroom effectiveness. Tschannen-Moran and Hoy (2001) concluded that teacher's efficacy belief provides judgment for teacher's capabilities to ensure desired outcomes for unmotivated students in classroom.

The belief of managing preschoolers in large class size research on preschool teacher's efficacy can be grouped into personal teaching effectiveness and overall teaching effectiveness. Cobbold and Boateng (2015) found a link between preschool teacher classroom management practices and teachers' perception of effectiveness (i.e., the expectation that they can have a beneficial impact on preschoolers learning in ECE), whether personal or general. Emmer and Hickman (1991) expanded on this research by identifying teacher effectiveness as a third component in classroom management and discipline. Researchers like Brouwers and Tomic (2000) and Cobbold and Boateng (2015) indicated that high efficiency in teachers field study would be predicted preferences for techniques used in handling circumstances, such as motivating preschoolers to extend more effort, providing support and helping preschoolers to build targets for success.

Brouwers and Tomic (2000) describe preschool teacher self-efficacy as the beliefs and capability to organise and implement essential action to maintain order in the classroom. Cobbold and Boateng (2015) have noted that preschool teacher's self-efficacy was based on their confidence that they can maintain an efficient, structured, non-distractive classroom environment. From this viewpoint, the researcher believes that preschool teachers who doubted their skill to maintain order or lacked confidence in their classroom management would face challenges in maintaining peace and order in their classroom. Brouwers and Tomic (2000) add that preschool teachers understand that the value of ability cannot be ignored if they want to assist preschoolers achieve their educational goals. They further mention that internal conflict may cause distress and affect preschool teachers teaching strategies used in their classrooms to maintain order.

Cobbold and Boateng (2015) suggest that preschool teachers who have high self-efficacy use variety of methods, techniques and tools to track and control their preschoolers in classroom. Preschool teachers who believe in their competence to teach and deal successfully with classroom problems are more motivated and diligent in their work with their students than low-efficiency preschool teachers who appear to give up easily (Cobbold & Boateng, 2015). Teachers with low self-efficacy are more likely to utilise poor instructional approaches and be inefficient in the classroom (Hoy & Spero, 2015). They are also more likely to experience unpleasant emotions such as stress, anger, annoyance, humiliation, or shame (Hoy & Spero, 2015; Ross & Bruce, 2017).

Appiah-Essuman (2019) found that when a preschool teacher lacks the abilities to control or manage pre-schoolers disruptive behaviours in classroom it may lead to waste of instructional time. Brouwer and Tomic (1999) supported that when preschool teachers are unable to manage disruptive behaviours they lead to stress and burnout. Dibapile (2012) commented that efficacious preschool teachers ensure that a classroom that is well organised also guides pre-schoolers behaviour towards success. From Bandura's theoretical assumption, Dicke, Parker, Marsh, Kunter, Schmeck, and Leutner (2014) assumed that preschool teachers' efficacy does not only influence classroom behaviours but also influence how teachers are able to ensure scaffolding, social interaction and zone of proximal development in the classroom.

Moreover, preschool teachers' source self-efficacy can be influenced by vicarious experiences (Bandura, 2001). From this source Bandura (2001) believes that through the use of modelling and vicarious experience individuals are able to make judgments about their abilities to succeed when performing a task. The researcher believes that during practicum or off-campus teaching preschool teachers could observe his or her mentor and imitate their style of teaching and classroom management. Usher and Pajares (2009) confirm that vicarious experience measured when students are asked to rate the degree of their exposure to models to ensure if they are capable of performing such tasks. Another source of teachers' self-efficacy belief is verbal persuasion. Bandura (2001) asserted that through verbal feedback from external agent increases the

performance of individual for putting up their maximum best or effort to accomplish the task. Verbal persuasion could be measured when you ask students to report the positive feedback they received from their peers, parents and teachers (Usher and Pajares, 2009).

RESEARCH METHODS

The methodological choice of the study was based on the philosophical underpinning of pragmatism paradigm where concurrent triangulation mixed method design was used to ensure that both quantitative and qualitative data were collected and analysed simultaneously (Creswell and Creswell, 2018). At the quantitative phase, descriptive survey was used where data collection was made using questionnaires while semi structured interviews were used to collect qualitative data through a case study (Creswell and Creswell, 2018; Kusi, 2012). For concurrent triangulation mixed method design the weakness of one design will be complemented by the strength of other design.

The population of the study consisted of all preschool teachers in Ghana. The targeted population consisted of preschool teachers at Cape Coast, Kumasi and Tamale metropolis. The estimated population was 878 which consisted of Tamale (268), Kumasi (402) and Cape Coast (208) for the study (Ministry of Education School Profile, 2018). At the quantitative phase, the research adapted Gay and Deihli (1992) way of determining the sample. The researcher calculated 24.6% of the population which was equal to 216 and were proportionately shared among the three (3) metropolises. At the qualitative phase, the researcher purposively selected twelve (12) preschool teachers who supervise more than sixty (60) preschoolers in classroom from the study areas. The total sample was 228 preschool teachers.

Prior to data collection all ethical considerations were observed by the study and the participants. For instance, permission, informed consent, anonymity, confidentiality and privacy was discussed. Both quantitative and qualitative data were collected simultaneously but the qualitative instrument was designed based on the issues that were discussed in the literature review which were related to sense of efficacy for preschool teachers to manage preschoolers in large class sizes.

The result for the quantitative data was analysed using descriptive statistics where frequency, mean and standard deviation, while the inferential statistic used were Independent sample T-test and ANOVA. The qualitative data was analysed using content analysis. For instance, attribution like *"I have grouped the preschoolers who are very distractive in classroom in two (2) or three (3) groups where group leaders are selected to report those who disturb in the group. The group leaders were changed from time to time to ensure that each preschooler had the task of leadership role to play in classroom"* (Participant-1).

Quantitative Findings

The section discusses preschool teacher's self-efficacy belief in managing preschoolers in large class size. Table 1 shows preschool teachers self-efficacy belief in classroom management in ECECs.

Table 1: Teachers self-efficacy belief in classroom management

Statement	Mean	SD
I can put in adequate measures to keep activities running in classroom.	3.91	0.29
I am able to communicate to preschoolers the expected behaviour required of them.	3.71	0.45
I am able to calm a preschooler who is disruptive or noisy.	3.54	0.50
I am able to control disruptive behaviour in the classroom.	3.28	0.82
I am able to implement alternative strategies in your classroom.	3.13	0.77
I am able to establish a classroom management system with each group of preschoolers.	2.95	0.74
I can do more to get preschoolers to follow classroom rules.	2.65	1.05
I can motivate preschoolers who show low interest in instructional activities.	2.59	0.97
I can get preschoolers to believe they can do well in instructional activities.	2.32	1.07
Mean of means	**3.12**	**0.74**

Source: Field survey, (2021)   N=216
*SD=Standard Deviation

Table 1 shows respondents assertion on how "They can put in adequate measures to keep activities running in classroom" recorded the most frequent self-efficacy belief by preschool teacher in managing classroom recorded (M=3.91, SD=0.29). However, it was observed that "respondents were able to

communicate to preschoolers the expected behaviour required of them" scored the second most frequent self-efficacy belief in classroom management with mean and standard deviation score of (M=3.71, SD=0.45). For instance, respondents commented that "they are able to calm a preschooler who is disruptive or noisy" also recorded high efficacy belief in classroom management with mean and standard deviation score of (M=3.54, SD=0.50). The mean and standard deviation score (M=3.28, SD=0.82) shows how respondents were able to control disruptive behaviour in the classroom. Again, other respondents said that "They are able to implement alternative strategies in their classroom" which recorded (M=3.13) and (SD=0.77).

However, the study confirms that respondents are able to establish a classroom management system

with each group of preschoolers this recorded (M=2.95, SD=0.74). Respondents asserted that "they can do much to get preschoolers to follow classroom rules" also recorded (M=2.65, SD=1.05). Again, the Table 1 show that respondents are able to motivate preschoolers who show a low interest in instructional activities recorded (M=2.59, SD=0.97). Finally, the study recorded teachers are able to get preschoolers to believe they can do well in instructional activities (M=2.32, SD=1.07).

Hypothesis one

An Independent-Sample T-test was conducted to achieve the stated hypothesis. This was done because two independent variables (type of teachers) measured a dependent variable which was self-efficacy belief in managing preschoolers.

Table 2: Independent sample T-test for type of teachers and self-efficacy belief in managing preschoolers in large class size

		Levene's Test For Equality of Variance		T-test for Equality Means					Group Statistic	
		F	Sig.	t	df	Mean (2-tailed)	Sig. Diff	Error	N	Mean	St.D
Total CMS	Equal Variance Assumed	3.240	.073	1.882	214	.061	1.333	.708			
	Equal Variance not Assumed			1.882	185.990	.057	1.333	.697			
	Trained teachers								83	29.00	4.85
	Untrained teachers								132	27.67	5.21

Source: Field survey, (2021)
** significant at p=0.05

The significant value was greater than *p* .05, therefore, the data have not violated the assumption of equal variance. The equal variance assumed figures were used to interpret the findings. There was no significant difference in scores for type of respondents who are trained (M=29.00, SD=4.85) and untrained (M=27.67, SD=5.21; t (1.882) =3.240, *p* = .05, two-tailed). The magnitude of the differences in the means (mean difference =1.333, 95% confidence interval). Per the results, the null hypothesis stated, "There is no significant difference between trained and untrained preschool teachers concerning self-efficacy belief to manage preschoolers in large class size." was accepted.

Hypothesis two

The analysis of hypothesis two (2) was to check the difference that existed between class size and teacher's self-efficacy belief in managing preschoolers. The between-groups one-way analysis of variance (ANOVA) was conducted to determine whether there are any statistically significant differences among the means of the independent groups (class size and self-efficacy belief).

The analysis was done to check the differences that exist between class size and preschool teacher's self-efficacy belief in managing preschoolers in large class size. From Table 3 class size between 41-50 recorded 82 (M=32.66, SD=1.88) respectively. However, class size above 51 and 31-40 scored second and third with the mean score of (M=28.25, SD=2.54, n=24) and (M=26.82, SD=4.35, n=68). Again, the descriptive statistics from Table 2 recorded a mean and standard score of (M=21.62, SD=2.80, n=42) which falls within the class size 20-30.

The *F*-ratio for the one-way ANOVA was significant with a *p*-value 0.000. From Table 3 the *F*-ratio (124.751) was significant (*p*=0.000) at the alpha level 0.05. The researchers accept the alternate hypothesis stated as "There is a significant difference between class size and teacher's self-efficacy belief to manage preschoolers in large class size". Although the analysis from ANOVA recorded sig value (*p*=0.000) but the researchers could not specifically tell where the differences came from unless multiple comparisons (Post Hoc Tests) was conducted.

Table 3: Summary of ANOVA (Class size and Self-efficacy belief)

Variables	Descriptive statistics			Sum of squares	df	F-ratio	Mean Squares sig	sig	Post Hoc Class size	
	N	M	SD							
41-50	82	32.66	1.88							
Above 51	24	28.25	2.54							
31-40	68	26.82	4.35							
20-30	42	21.62	2.80							
Between groups				3577.866	4	124.751	1192.622	0.000		
Within groups				2026.726	12		9.560			
Total				5604.593	216					
20-30									31-40	.000
									41-50	.000
									51-above	.000
31-40									20-30	.000
									41-50	.000
									51-above	.213
41-50									20-30	.000
									31-40	.000
									51-above	.000
51-above									20-30	.000
									31-40	.213
									41-50	.000

Source: Field survey, (2021)
** significant at p=0.05

The Post-Hoc test shows there was significant differences between class size and preschool teacher's self-efficacy belief in managing preschoolers. From Table 3 there was difference between class size (20-30 and 31-40), (20-30 and 41-50) and (20-30 and 51 above) with a Sig value of 0.000* (2-tailed) show that there was a statistically significant difference between class size and preschool teachers self-efficacy belief in managing preschoolers. Again, Table 3 yielded a significant difference (p=0.000) representing class size (31-40 and 41-50) and (51 above and 41-50) class size respectively. However, class size 31-40 and 51-above was not significant. From the finding found in Table 3, the researchers accepts the alternate hypothesis stated as

"There is a significant difference between class size and teacher's self-efficacy belief to manage preschoolers in large class" with medium effect size of 0.64 using Cohen (1988), format.

Hypothesis three

The analysis of hypothesis three (3) was to check the difference that exists between experience and teacher's self-efficacy belief in managing preschoolers. The between-groups one-way analysis of variance (ANOVA) was conducted to determine whether there are any statistically significant differences among the means of the independent groups (experience and self-efficacy belief).

Table 4: Summary of ANOVA (Experience and Self-efficacy belief)

Variables	Descriptive statistics			Sum of squares	df	F-ratio	Mean Squares sig	sig	Post Hoc Class size	
	N	M	SD							
less-5	62	32.77	1.96							
11-15	16	32.38	1.71							
16-above	12	30.00	1.91							
6-10	126	25.22	4.52							
Between groups				2732.226	4	67.219	910.742	0.000		
Within groups				2872.366	12		13.549			
Total				5604.593	216					
less-5									6-10	.000
									11-15	.980
									16-above	.082
6-10									less-5	.000
									11-15	.000
									16-above	.000
11-15									less-5	.980
									6-10	.000
									16-above	.332
16-above									less-5	.082
									6-10	.000
									11-15	.332

Source: Field survey, (2021)
** significant at p<0.05

The analysis was done to check the differences that exist between experience and preschool teacher's

self-efficacy belief in managing preschoolers in large class sizes. Table 3 shows that preschool teachers with

teaching experience less than 5 years had 62 respondents (M=32.77, SD=1.96). However, preschool teachers with teaching experience between (11-15) and (16-above) recorded second and third with the mean and standard deviation score of (M=32.38, SD=1.71, n=16) and (M=30.00, SD=1.91, n=12). Again, the descriptive statistics from Table 4 recorded a mean and standard score of (M=25.22, SD=4.52, n=126) which was found with preschool teachers with 6-10 years teaching experience.

The *F*-ratio for the one-way ANOVA was significant with a *p*-value 0.000. From Table 4 the *F*-ratio (67.219) was significant (*p*=0.000) at the alpha level 0.05. The researcher accepts the alternate hypothesis stated as "There is a significant difference between experience and teacher's self-efficacy belief to manage preschoolers in large class size". Although the analysis from ANOVA recorded sig value (*p*=0.000) the researcherer could not specifically tell where the differences came from unless multiple comparisons (Post Hoc Tests) were conducted.

The Post-Hoc test shows there was significant differences between experience and preschool teacher's self-efficacy belief in managing preschoolers. From Table 4 a difference was found between preschool teachers with teaching experience between (less-5 and 6-10), (6-10 and 16-above) and (11-15 and 6-10) with a Sig value of 0.000* (2-tailed) show that there was a statistical significant difference between experience and preschool teachers self-efficacy belief in managing preschoolers. The researchers accept the alternate hypothesis stated as "There is a significant difference between experience and teacher's self-efficacy belief to manage preschoolers in large class".

Qualitative findings

This section examines how preschool teacher self-efficacy belief ensures their abilities to manage a classroom. Participant's comment were presented below:

*"*With good self-efficacy I am able to design instruction practical methodology where I calm preschoolers down, when they are emotionally or psychologically disturbed*"* (Participant-2). However, Participant-4 asserted:
"Last time, a preschooler asked me if I fight with my husband in the house? Without knowing the situation or the reason why the preschooler was asking that question, I quickly said Yes! To calm her down. I further asked the preschooler why! She was asking that question? She said that yesterday his father was fighting with her mother. I believe my answer relieved that preschooler from any psychological or emotional distress she was feeling to ensure smooth academic duties" (Participant-4).

Participant-8 said that "I vary my classroom management strategies for not being strict all the time". Interviewer: please can you explained further? Participant-8 replied: "At times I used positive reinforcement by giving token for any preschooler who do not disturb in classroom within the day or week". Sometimes, I used negative reinforcement by preventing the preschoolers who disturb in classroom not to enjoy their bounce castle at break time" (Participant-8). However, another respondent said that "I am able to handle preschoolers in large class size without complaining" (Participant-6). Interviewer: In other metropolises I visited your colleagues' teachers were complaining about their inability to handle preschoolers due to class size? Participant-6 replied that "I am a Sunday school teacher in my church so handling or teaching preschoolers is a calling from God. I am always happy when I have kids around me".

Participant-1 asserted that with self-efficacy belief *"*I am able to design strategy in classroom that prevent preschoolers from misbehaving in classroom". Interviewer: please describe the strategy? Participant-1 replied:
"I have grouped the preschoolers who are very distractive in classroom in two (2) or three (3) groups where group leaders are selected to report those who disturb in the group. This group leaders are change from time to time to ensure that each preschooler have the taste of leadership role to play in classroom" (Participant-1).

In addition, Participant-5 said that,
"I have developed a good verbal persuasive way of talking to the preschoolers in classroom. I arouse preschooler's mood by saying something polite that encourage them to develop high sense of belonginess in classroom. From there I place them into groups where I inform them whoever put up a good behaviour by not talking or roaming around will be given a toffee after school".

"I tell stories to preschoolers wherever classroom is boring. At times I swap activities in classroom" (Participant-9). Interviewer: please madam can you explains how this swapping of activities is done?
"It is simple, I have realise that in the morning preschoolers are very active but in the afternoon around 1:00pm after they have observed their siesta then the classroom become boring. So, I have shifted the activities that involve playing and singing to the afternoon which they enjoy doing most than mathematics" (Participant-9).

However, Participant-7 asserted that "she developed her self-efficacy from her mentor when she was employed in 2010". Interviewer: What did you learn from your mentor?

"I realise that she was always motivating and encouraging preschoolers in classroom. With this strategy I saw that preschoolers developed interest in her and draw closer to her to share any challenge they encounter. It will shock you that those who graduate from kindergarten one (1) to kindergarten two (2) was still coming to her when it breaks time" (Participant-7).

Participant-7 further asserted:
I also observe that having patience was the key when implementing any alternative teaching strategy to preschoolers who do not have understand in classroom activities. I pay attention to every bit of preschoolers behaviour and I do not discriminative when dealing with preschoolers. From the qualities of my mentor I have also learn to act same way to help manage preschooler in classroom which is working for me.

However, Participant-4, said that "he spends more time with the preschoolers by intrinsically motivating them to behave well in classroom". In the same vein, Participant-10 and Participant-11 shared similar comment by saying their off-campus teaching practice organised in school helped them to develop the skills to manage preschooler in classroom. Participant-3 concludes that:
"I encourage preschoolers who are psychologically and emotionally down by organising or designing activities to build preschoolers self-capabilities. By doing this, the preschoolers are monitored till the time they gather courage to mingle with their peers. I adapted this strategy because I believes that, if preschoolers are happy in class any decision or mechanism put in place to observe effective classroom management will be followed by them".

DISCUSSIONS

The quantitative data shows that respondents have high self-efficacy belief in classroom management because the overall mean of standard deviation recorded was high with the response value of (M=3.12, SD=0.74). The respondents revealed that they can put in adequate measures to keep activities running a classroom, this recorded a mean and standard deviation value of (M=3.91, SD=0.29) respectively. On the interview phase, Participant-2 suggests that she has designed procedure to calm preschoolers down when they are emotionally or psychologically disturbed. In support, Cobbold and Boateng (2015), suggested that teachers who have high self-efficacy use variety of methods, techniques and tools to track and control their preschoolers in classroom. However, teachers believe that their ability to teach and cope effectively with classroom problems are more driven and diligent in handling their preschoolers compared to low-efficiency teachers who appear to lower their efforts and easily give up.

The study also revealed that respondents are able to communicate the expected behaviour required from preschoolers. In the same vein, Participant-9 said that communicating their intention to the preschoolers or what was expected from them, they turn to behave well toward it. On the contrary, Participant-5 argues that not always communicating the expected goal to them but when you the class teacher takes the responsibility of caring and supporting the preschoolers, they turn to accept whatever you say in classroom. From Table 1 two views recorded similar descriptions. Participants commented that "they are able to calm a preschooler who is disruptive or noisy in classroom" and "they are able to control disruptive behaviour in the classroom" all recorded a mean score above (3.00). This truly shows that preschool teachers had high self-efficacy belief to manage preschoolers in their classroom. In support, Participant-6 posits that handling preschoolers was a calling from God because she was a Sunday school teacher. She further stated that having high self-efficacy in handling preschoolers comes with her desire to see kids being happy at all times. Participant-9 asserted that she swaps activities in classroom whenever she feels preschoolers are bored. She further asserted that activities that the preschoolers like are presented to them in the classroom when they are feeling bored. . For instance, Tschannen-Moran, Hoy and Hoy (1998), studied the impact of four professional development formats on teacher self-efficacy and implementing new teaching strategies. The study design was in line with Bandura's sources of efficacy. The finding shows that mastery experience, follow-up and coaching were the strategies found to increase teachers' self-efficacy. Consequently, mastery experience, as suggested by Bandura (1989), was a powerful resource that significantly increases teachers' self-efficacy.

However, respondents suggested that they were able to implement alternative strategies in classroom. This theme recorded mean and standard deviation value of (M=3.13, SD=0.77). This shows that alternative strategies developed by preschool teachers as means of managing preschoolers in large class size was working perfectly to their satisfaction. From the interview phase, Respondent-1 asserted that her self-efficacy belief has helped her to design strategies in that classroom that prevent preschoolers from misbehaving in classroom. The strategy was grouping preschoolers who are very distractive in classroom into two (2) or three (3) zones where group leaders are selected to report those who disturb in each group. These group leaders are changed from time to time to ensure that each preschooler has the taste of leadership role to play in classroom. In support, the implementation of alternative strategies in classroom, Respondent-8 said that she varies her classroom management strategies for not being strict all the time. Participant-8 she further asserted that she used positive reinforcement by given tokens for any preschooler who do not disturb within the day or week I classroom. In support, Dibapile (2012), commented that efficacious preschool teachers

ensure that classroom are well organised and also guide preschoolers behaviour towards success. From Bandura's theoretical assumption, Dicke, Parker, Marsh, Kunter, Schmeck, and Leutner (2014), assumed that preschool teachers' efficacy does not only influence classroom behaviours but also influences how teachers are able to ensure scaffolding, social interaction and zonal of proximal development in classroom.

Again, the respondents suggested that they established a classroom management system with each group of preschoolers. This theme recorded mean and standard deviation value of (M=2.95, SD=0.74). In support with this theme, Participant -2, Participant-3 and Participant-7 commented that that they have designed instructional systems that help them to have full control of their classroom. To buttress the point, Participant-7 said that she was not discriminative on paying attention to all individual in classroom. Also, Participant-3 concludes that she encourages preschoolers who are psychologically and emotionally down by organising or designing activities to build preschoolers self-capabilities. She further asserted that adapting such strategy made preschoolers happy in classroom. Brouwers and Tomic (2000), described preschool teacher self-efficacy as the beliefs and capability to organise and implement essential action to maintain order in the classroom. Cobbold and Boateng (2015) have noted that preschool teacher's self-efficacy was based on their confidence that they can maintain an efficient, structured, non-distractive classroom environment. From this viewpoint, the researchers believe that preschool teachers who doubted their skill to maintain order or lacked confidence in their classroom management may be facing challenges in maintaining discipline in their classroom.

Other respondents suggested that getting preschoolers to follow classroom rules, motivating preschoolers who have less interest in instructional activities and getting preschoolers to believe they can do well in instructional activities. In addition, Participant-5 said that she has developed a good verbal persuasive way of talking to the preschoolers in classroom. She arouses preschooler's mood by saying something polite that encourages them to develop high sense of belonginess in classroom. Participant-2, also said that she put preschoolers into groups where she informs them whoever put up a good behaviour by not talking or roaming around would be given toffee after school. Again, Participant-7 asserted that she always motivates and encourage preschoolers in classroom. With this strategy preschoolers have developed an interest in her and draw closer to share any challenge they encounter. Cobbold and Boateng (2015), indicated that the sense of effectiveness of teachers (i.e. the expectation that they can have a positive impact on preschoolers learning in ECECs), whether personal or general, tended to be linked to preschool teacher

classroom management strategies. Researchers like Brouwers and Tomic (2000) and Cobbold and Boateng (2015), indicated that a high efficiency in teachers field study would be predicted preferences for certain techniques used in handling circumstances, such as motivating preschoolers to extend more effort, providing support and helping preschoolers to build targets for success.

In support three (3) hypotheses were set to support the study. However, hypothesis one (1) the summary of Independent Sample T-test shows that trained preschool teachers with the mean score (M=29.00, SD=4.85) and untrained preschool teachers (M=27.67, SD=5.21; t (1.882) =3.240, p = .05, two-tailed). "*There is no significant difference between trained and untrained preschool teachers concerning self-efficacy belief in classroom management strategies*" was accepted. This means with respect to one's qualification as trained and untrained preschool teachers does not have effect on their self-efficacy abilities in managing preschoolers in large class size. Cobbold and Boateng (2015), confirm that due to the large class sizes found in public kindergarten schools teachers Teacher with low self-efficacy belief had challenges in managing preschoolers in large class size.

The hypothesis two (2) shows overall that the ANOVA *F*-ratio (124.751) was significantly (*p* =.000) less than .05 alpha level. For this reason, the researcher accepts the alternate hypothesis that states: "*There is a significant difference between class size and teacher's self-efficacy belief to manage preschoolers in large class*". However, Table 3 shows that there was a significant difference between class size and teacher's self-efficacy belief. The study shows that there was difference between class size (20-30 and 31-40), (20-30 and 41-50), (20-30 and 51 above), (31-40 and 41-50) and (51 above and 41-50) found in the Post Hoc test.

In the same vein, Bronfenbrenner's (1976) ecological structure as a framework helps to examine the direct and indirect related factors that influence preschool teachers' self-efficacy. However, the Bronfenbrenner's (1976) ecological structure helps to structure the educational environment into a microsystem, mesosystem, exosystem, and macrosystem. Ashton and Webb (1986), asserted that the mesosystem, which includes school size, class size, demographic characteristics, school norms, principal-teacher relations and decision-making structures have influence on teacher self-efficacy. From this assertion, the researcher implied that class sizes preschool teachers teach, have impact in their self-efficacy belief in managing preschoolers in classroom.

Hypothesis three (3) recorded an overall ANOVA *F*-ratio of (67.219) which was (*p* =.000) which was significantly less than .05 alpha level. The researcher accepts the alternate hypothesis stated as

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"There is a significant difference between experience and teacher's self-efficacy belief to managing preschoolers in large class size". The Post-Hoc test shows that there were significant differences between preschool teachers with teaching experience of (less-5 and 6-10), (6-10 and 16-above) and (11-15 and 6-10).

CONCLUSIONS
- The study revealed that being a trained or untrained preschool teacher does not ensure the ability to manage preschoolers in large class size.
- The study concludes that preschool teachers with more teaching experience have a higher sense of efficacy to manage preschoolers in large class size.
- It was revealed that the class size which the preschool teachers supervise affect their abilities to use their self-efficacy belief to manage preschoolers in large class size.
- The study concludes that motivation and other forms of defense mechanism practice by preschool teachers help their sense of efficacy to manage preschoolers in large class size.
- It was concluded that teachers with high self-efficacy are more effective in ensuring that preschoolers needs are taken care and attention is given to help them develop their full potential.

RECOMMENDATIONS
- The researcher recommends that preschool teachers should be allowed to go through long and intensive training to attain the capacity to execute some behavioural qualities in their teaching profession.
- The Ministry of Education should also implement a regulation to ensure that before one would become a preschool teacher unless he/she serves as a substitute/part-time to under study the professional before he/she can handle preschoolers. While the preschool teachers are assisting in classroom activities and management it would also build their self-efficacy to become good or effective preschool teachers.
- Quarterly and annual seminars and workshop should be organise for preschool teachers on classroom management and capacity building.

Implications for Classroom Management
- High self-efficacy from teachers would enhance their abilities to organise instructional activities in classroom to prevent preschoolers from roaming and disrupting other preschoolers in large class size.
- Teacher self-efficacy enhance the provision of appropriate and prompt feedback to preschoolers to prevent them from misbehaving or disrupting others in large class size.
- Teachers with high self-efficacy can institute rules governing how preschoolers should behave or clearly stated classroom rules to prevent preschoolers' from misbehaviour.
- Self-efficacy belief from the teachers helps them to praise preschoolers when they follow rules to encourage active learning.
- Teachers with high self-efficacy can understand and accept preschoolers' behaviour so that they move to a more democratic form of classroom management.

Theoretical Implications

The social constructivism theory" by Vygotsky was significant to this article because it provides an adequate framework on how a more knowledgeable person can apply social interaction, ZPD and scaffolding to manage preschoolers in large class size. The theory reviews those positive relationships grow over time when there is an interaction between teachers with high self-efficacy and the preschoolers. This helps to reduce disruptions in the large class sizes. But teachers with low self-efficacy formulate negative relationships which would affect how preschoolers are managed in large class sizes. The theory emphasizes on how preschoolers can develop their cognition with the help of a more skilled person to control their activities in classroom. When the teachers provide ZPD it increases the preschooler abilities to perform the task better because monitoring done by the a more knowledgeable person corrects their mistakes.

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