

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the following sub topics: (1) findings; and (2) discussion.

#### 4.1 Findings

As I wanted to investigate the teachers' perceptions towards teachers' professional development in English Language Teaching at MTs Negeri 1 Palembang, I started to gather the information by interviewing all of them in order to complete the data to answer the research question. Then, as discussed in the previous chapter, the result of the data gained from the interview would be described as follow:

**Table 1:** Themes and codes of the teachers' professional development in English language teaching at MTs Negeri 1 Palembang.

Themes	Codes
1. Teachers' Professional Knowledge	A. Teachers had knowledge of educational objectives  B. Teachers had knowledge about characteristics of students  C. Teachers had knowledge of general pedagogy

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	D. Teachers had pedagogical content knowledge
	E. Teachers should have the knowledge of curriculum
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2. The Professional Skills of Teacher	A. Teachers had skill of lesson-preparation
	B. Teachers had skill of teaching methods
	C. Teachers had skill of lesson explanation
	D. Teachers had skill of materials evaluation
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3. The Professional Ethics of Teacher	A. Teachers were aware of the quality of teachers' role
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4. The Professional Spirit of Teacher	A. Teachers had a strong sense of responsibility towards students
	B. Teachers had a consciousness of self-discipline
	C. Teachers were aware of their educational career
	D. Teachers had a strong sense towards society

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5. The Professional Attitude and Motivation and Self-consciousness of Teacher	A. Teachers had the result of reflection in teaching practice B. Teachers had the result of teachers' experience
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The themes and codes described in table 1 above were explained as follows:

#### **4.1.1 Teachers' Professional Knowledge**

According to the data collected from interview, I found that teachers' professional knowledge was the first aspect of teachers' professional development in English Language Teaching because it was related to the components namely knowledge of educational objectives, knowledge related to the characteristics of students, knowledge of general pedagogy, pedagogical content knowledge, and knowledge related to curriculum.

##### **4.1.1.1 Knowledge of Educational Objectives**

The data gained from interview showed that three teachers of English revealed that they had knowledge of educational objectives. The first teacher (P1) said that, *"Well, I can measure students' learning outcome from their scores. If their scores above of Minimum Criteria of Mastery Learning, their learning outcome was good."* (personal communication, 02 October 2020). The second teacher (P2) asserted that, *"I usually check from their scores in every meeting."* (personal communication, 02 October 2020). The last teacher (P3) mentioned that, *"From their scores in the final semester, if their scores were good, their learning outcome too."* (personal communication, 02 October 2020).

The interview data above showed that the teacher of English at MTs Negeri 1 Palembang had knowledge of objectives in education. Teachers showed the success of achieving educational objectives from students' learning outcome. If the students' learning outcomes were good, the educational objectives were achieved.

#### **4.1.1.2 Knowledge related to the Characteristics of Students**

Based on the data collected by interview, the next finding showed that teachers had knowledge about characteristics of students. (P1) explained that, *"I firstly identify my students' ability in the class. Then, I will approach with my students to make sure what they want to achieve in learning English."* (personal communication, 02 October 2020). Additionally, (P2) also claimed that, *"I will identify my students' ability in the classroom then I will know their needs."* (personal communication, 02 October 2020). Then, the last teacher (P3) mentioned that, *"From students' behavior in the classroom, I guess."* (personal communication, 02 October 2020).

The data from interview above showed that to be professional teacher, we need to understand students' characteristics. Firstly, teachers took an approach and observation of each student then get the needs of them.

#### **4.1.1.3 Knowledge of General Pedagogy**

Based on the data I found out from interview disclosed that teachers had knowledge of general pedagogy. It was supported by teacher of English (P1) said that, *“Yes, in my opinion it is quite difficult to get their attention to make them focus during the teaching and learning process, especially those who are sitting behind. They are busy chatting with their friends and do not pay attention to my lesson. They did not understand the lesson I taught, that is one of challenges for teacher.”* (personal communication, 02 October 2020). Moreover, (P2) mentioned that, *“Yes, of course, sometimes even I explain it again some of them still did not understand the material that I taught. Teachers are required to be able to attract the attention of students so they can pay attention to the teacher who teaches in front of them.”* (personal communication, 02 October 2020). The last teacher (P3) added that, *“Yaa. It is difficult enough to attract their attention. It can get more difficult if the class begin in the afternoon and the weather is hot.”* (personal communication, 02 October 2020).

From the interview above, it indicated that teachers should do some actions to hold the students' attention to focus in learning process.

#### **4.1.1.4 Pedagogical Content Knowledge**

Based on the data obtained from the interview showed that teachers had pedagogical content knowledge. It was supported by teacher of English (P1) explained that, *“I will create a fun atmosphere such as game.”* (personal communication, 02 October 2020). Teacher of English (P2) and

(P3) had similar opinion. Moreover, teacher of English (P1) added that, *“Right. It is important to stimulate students before learning process begin. I usually stimulate them by tell in the benefits of learning English in the future.”* (personal communication, 02 October 2020). The second teacher (P2) said that, *“Of course. It is important to stimulate my students before learning process begin because it can refresh their brain.”* (personal communication, 02 October 2020). The last teacher (P3) mentioned that, *“Sometimes. It can refresh their brain and their readiness to learn.”* (personal communication, 02 October 2020). Meanwhile, teacher of English (P1) claimed that, *“Hmm sometimes I utilize the other book to support the materials.”* (personal communication, 02 October 2020). Then, teacher of English (P2) added that, *“I always use more than a book, I will find the materials from other sources, so I will mastered it.”* (personal communication, 02 October 2020). The last teacher (P3) mentioned that, *“I will find the materials by using more than a book, like from internet or other book.”* (personal communication, 02 October 2020).

From the interview above, it indicated that teachers should understand pedagogy which consist of condition of the classroom, understanding of students, and understanding of subject matter.

#### **4.1.1.5 Knowledge Related to Curriculum**

Based on the data I found out from interview, it was disclosed that teachers should have the knowledge of curriculum. The school applied the curriculum through the government rule then the teachers designed the

lesson plan through syllabus. It was supported by teacher of English (P1) said that, *"I design the lesson plan by syllabus, it is a rule, exactly."* (personal communication, 02 October 2020). Teacher of English (P2) and (P3) had similar opinion. Moreover, teachers should have a way if there is an obstacle in the lesson plan. It is line with teacher of English (P1) who said that, *"I will revise the lesson plan. Sometimes the syllabus is not appropriate with the students' ability."* (personal communication, 02 October 2020). Moreover, (P2) mentioned that, *"Hmm.. I will check it first, then I will revise which the problem is."* (personal communication, 02 October 2020). The last teacher (P3) added that, *"Of course I will re-check it first then I will revise it."* (personal communication, 02 October 2020).

The data from interview above showed that if the teachers had knowledge of curriculum, it was easier to teach the materials because teachers know what has been studied previously and what will be studied in the future

#### **4.1.2 The Professional Skills of Teacher**

According to the data collected from interview, I found that professional skills of teacher was the next aspects of teachers' professional development in English language teaching because it contained some parts. They were skill of lesson-preparation, skill of teaching methods, skill of lesson explanation, and skill of materials evaluation.

#### 4.1.2.1 Skill of Lesson-Preparation

Based on the data I found out from interview, it was disclosed that teachers had skill of lesson-preparation. They should prepared before teaching process began. This was claimed by some teachers of English through interview. (P1) mentioned that, *“Yaa., of course. Because if I have prepared before, I can get more confidence to teach the students so the class can be effective.”* (personal communication, 02 October 2020). Afterwards, (P2) also claimed that, *“Yes, I do. This is a way to create effective teaching process if we as a teacher know the materials.”* (personal communication, 02 October 2020). Then, (P3) expressed that, *“Sure. Preparing the lesson-help help us to be mastered the materials.”* (personal communication, 02 October 2020).

From the interview above, lesson-preparation could help which materials and methods that suitable for students.

#### 4.1.2.2 Skill of Teaching Methods

Based on the data collected from the interview, I also found that teachers had skill of teaching methods. It was supported by teacher of English (P1) who said that, *“I usually use book as a media, sometimes I ask the students to practice directly in front of the class as figur. It can be more effective to push students’ confidence.”* (personal communication, 02 October 2020). Moreover, (P2) mentioned that, *“From fun methods like games, puzzle, watching movie with English subtitle, or singing together.”* (personal communication, 02 October 2020). The last teacher (P3) added that, *“Playing*



*while learning, such as game or puzzle.*” (personal communication, 02 October 2020).

From the interview above, it indicated that teachers create best technique for effective learning, so the process of learning was not monotonous. Teachers also indicated which techniques that appropriate with students’ level and students’ ability.

#### **4.1.2.3 Skill of Lesson Explanation**

Based on the data collected from the interview, I also found that teachers had skill of lesson explanation. It was supported by teacher of English (P1) who said that, *“For the first, I will explain by writing the keywords of the materials on the whiteboard then I will give question section to students before I give them the tasks.”* (personal communication, 02 October 2020). Moreover, (P2) mentioned that, *“I usually explain by standing in front of the class then I will re-explain the materials if my students still did not understand. Then, I will give them an assignment.”* (personal communication, 02 October 2020). The last teacher (P3) added that, *“It depends on the media that I use, first. If I use a projector, I will give them direction to pay attention to the materials that I concluded by projector and I also give the exercises too. If I onlu use a book for explaining the materials, I will explain by standing in front of the class.”* (personal communication, 02 October 2020).

The data from interview above showed that teachers had ability in explaining the lesson. Teachers pushed their students to understand the material for achieving the learning goals.

#### **4.1.2.4 Skill of Materials Evaluation**

Based on the data collected from the interview, I also found that teachers had skill of materials evaluation. It was supported by teacher of English (P1) said that, *“Ooo sure.. from evaluation, we know that, is our teaching method suits for our students or not. So, we can assess ourselves of teaching ability to be a better teacher.”* (personal communication, 02 October 2020). Moreover, (P2) mentioned that, *“Of course. Evaluation help us to know is our teaching method success or not.”* (personal communication, 02 October 2020). The last teacher (P3) added that, *“Exactly. Because from the evaluation, we can know that our method in teaching effective or not. If our method is effective, it means that our teaching is success.”* (personal communication, 02 October 2020).

The data from interview above showed that evaluation material become an aspect which can review teachers’ practice and the effectiveness of the teaching. So, if the result of evaluation was good, the teachers’ practice also good.

#### **4.1.3 Professional Ethics of Teacher**

According to the data collected from interview, I found that professional ethics of teacher was the other aspect of teachers’ professional development in English language teaching because it contained the quality of teachers’ role.

##### **4.1.3.1 The Quality of Teachers’ Role**

Based on the data I found out from interview disclosed that teachers were aware the quality of teachers’ role. It was supported by teacher of English

(P1) said that, *“Yes. Because teachers are educators, scholars, who are trusted by society. Teachers are known to be the source of learning. Ideally, teachers are expected to be knowledgeable, realistic, and open to technological change.”* (personal communication, 02 October 2020). Moreover, (P2) mentioned that, *“Yes, of course it is very important. Because teachers should be able to develop their professionalism in teaching. Teachers need to be well-prepared before teaching. In class, teachers not only teach but also educate.”* (personal communication, 02 October 2020). The last teacher (P3) added that, *“Of course. We know that knowledge and information have changed over time. Theory and practices are developed day by day. It means we need to update information related to our field. That is why we should be aware about teachers’ professional development.”* (personal communication, 02 October 2020).

From the interview above, it indicated that teachers should realize their role as a teacher so they can improve their ability in teaching because it showed their responsibilities of education.

#### **4.1.4 Professional Spirit of Teacher**

According to the data collected from interview, I found that professional spirit of teacher was the next aspects of teachers’ professional development in English language teaching because it contained some parts. They were a strong sense of responsibility towards students, a consciousness of self-discipline, aware of their educational career, and a strong sense towards society.

#### **4.1.4.1 A Strong Sense of Responsibility towards Students**

The data gained from interview showed that three teachers of English revealed that they had a strong sense of responsibility towards students. The first teacher (P1) said that, *“I usually motivate students by using rewards method, so they can be more interested in learning process.”* (personal communication, 02 October 2020). The second teacher (P2) asserted that, *“Rewards, like give those who are active with high scores.”* (personal communication, 02 October 2020). The last teacher (P3) mentioned that, *“I will tell them that English can be useful in the future.”* (personal communication, 02 October 2020).

The data from interview above showed teachers had creative ways to motivate students Teachers give rewards to students with enthusiasm for achieving their learning success.

#### **4.1.4.2 A Consciousness of Self-Discipline**

Based on the data obtained from the interview showed that teachers had a consciousness of self-discipline. (P1) explained that, *“Emm.. Firstly,I say greeting when entering the class, I will stimulate my students with questions related to the previous materials and close the learning process by saying greeting. I do this consistently.”* (personal communication, 02 October 2020). Additionally, (P2) also claimed that, *“I always apply through lesson-plan. Saying greeting, sharing the objectives of learning, giving stimulation to my students, then start my teaching process and close with saying greeting.”* (personal communication, 02 October 2020). Then, the last teacher (P3)

mentioned that, *“Yaa.. I start my teaching by saying greeting and close it by saying greeting, too.”* (personal communication, 02 October 2020).

From the interview above, it indicated that it was an attitude and behaviors of teachers self-discipline to figure out a positive habit for their students.

#### **4.1.4.3 Aware of Their Educational Career**

Based on the data obtained from the interview showed that teachers were aware of their educational career. It was supported by teacher of English (P1) said that, *“Sure. Because this is the way to equip myself to be a better teacher. Such seminars or such programs can help me improve myself personally and professionally.”* (personal communication, 02 October 2020).

Moreover, (P2) also claimed that, *“Emm.. yaa because participation in teachers’ professional development programs is to support my career as a teacher. We will not grow unless we develop ourselves. If we do not make efforts to improve ourselves, look for new experience and new knowledge, then teaching and learning becomes monotonous. We as teachers feel bored and the students will become passive.”* (personal communication, 02 October 2020).

Then, the last teacher (P3) mentioned that, *“Maybe I will join it because it is important to improve my profession.”* (personal communication, 02 October 2020).

The data from interview above showed that teachers were aware their educational career impact on their satisfaction and commitment in teaching. It was important in measuring students’ achievement.

#### **4.1.4.4A Strong Sense towards Society**

Based on the data obtained from the interview showed that teachers had a strong sense towards society. (P1) explained that, “*I have attended in national conferences as a participant and also attended in seminar or workshop.*” (personal communication, 02 October 2020). Additionally, (P2) also claimed that, “*I have attended and participated at seminars and conferences.*” (personal communication, 02 October 2020). Then, the last teacher (P3) mentioned that, “*Hmm.. I have attended and participated at seminars and workshop.*” (personal communication, 02 October 2020).

The data from interview above showed that teachers had participated in professional development program, so teachers was the most important asset because from this program, the learning goals can achieved.

#### **4.1.5 The Professional Attitude and Motivation and Self-Consiousness of Teacher**

According to the data collected from interview, I found that the professional attitude and motivation and self-consiousness of teacher was the last aspects of teachers’ professional development in English Language Teaching because it contained some parts. They were the result of reflection in teaching practice and the result of teacher’s experience.

##### **4.1.5.1 The Result of Reflection in Teaching Practice**

Based on the data obtained from the interview showed that teachers had the result of reflection in teaching practice. (P1) explained that, “*Sure.*”

*Feedback of my students can help me to reflect my self to be better in teaching.*” (personal communication, 02 October 2020). Additionally, (P2) also claimed that, *“Yaa.. It is the opportunity for teachers to enhance their quality in teaching, such as consider new methods of teaching.”* (personal communication, 02 October 2020). Then, the last teacher (P3) mentioned that, *“Of course. Feedback of my students can help me know their need and application of learning strategies.”* (personal communication, 02 October 2020).

The data from interview above showed that feedback of students help teachers to improve their teaching quality because it was reflection of themselves in teaching.

#### **4.1.5.2 The Result of Teachers’ Experience**

Based on the data I found out from interview, it was disclosed that teachers had the result of teachers’ experience. This result of teachers’ experience through teachers’ professional development program. It was supported by teacher of English (P1) said that, *“Ya, I can employ the knowledge and experience that I have acquired from teachers’ professional development program into my teaching practice such as teaching methods.”* (personal communication, 02 October 2020). Moreover, (P2) mentioned that, *“Sure. Teachers’ professional development program helped me work more effectively. I can share my experience with my students, I can help them to be a good presenter, to be a good participant in group discussion. This experience not only helps me but also help my students about the way to undergo such*

*activities. I can also apply what I have got from the teachers' professional development program."* (personal communication, 02 October 2020). The last teacher (P3) added that, *"Yaa.. of course. It has adequately given positive impacts on my teaching practice. For instance, there are many new teaching techniques, speaking and reading activities which can be applied to my own classroom."* (personal communication, 02 October 2020).

The data from interview above showed that teachers' experience give impact in teachers' practice. It showed that teachers' experience become a way of teachers to be better because more experienced teachers had a greater performance.

## **4.2 Discussion**

After I analyzed the results of data analysis by using thematic analysis, I found that the aspects of teachers' professional development in English Language Teaching at MTs Negeri 1 Palembang were; (1) teachers' professional knowledge which covered knowledge of educational objectives, knowledge about characteristics of students, knowledge of general pedagogy, pedagogical content knowledge, and the knowledge of curriculum, (2) the professional skills of teacher which covered skill of lesson-preparation, skill of teaching methods, skill of lesson explanation, and skill of materials evaluation, (3) the professional ethics of teacher which covered the quality of teachers' role, (4) the professional spirit of teacher which covered a strong sense of responsibility towards students, a consciousness of self-discipline, aware of their



educational career, and a strong sense towards society, and the last (5) the professional attitude and motivation and self-consciousness of teacher which covered the result of reflection in teaching practice and the result of teachers' experience.

The teachers' professional knowledge becomes the first aspects of teachers' professional development in English language teaching. This aspect contained some elements namely knowledge of educational objectives, knowledge about characteristics of students, knowledge of general pedagogy, pedagogical content knowledge, and the knowledge of curriculum. In relation to these elements, the result of this study related to teachers have knowledge of educational objectives. According to Shulman (1987), knowledge of educational objectives talking about purposes and values of education. According to Veugelers and Vedder (2003) lists of values in education can include moral values like justice and solidarity, and more regulative values like order and structure in work and behaviour, the development of self-discipline and autonomy, empathy, and learning to deal with criticism.

The finding about knowledge about characteristics of students indicated that in teachers' professional development, teachers should understand the characteristics of students to get the students' needs. According to Drachsler and Kirschner (2011), the concept of knowledge students characteristics is used in the sciences of learning and cognition to designate a target group of learners and define those aspects of their personal, academic, social or cognitive self that may influence how and what they learn. Moreover, Brant (2006) mentions that

knowledge of students' characteristics includes general knowledge of what pupils of a certain age are like and specific, context bound, knowledge of a group of learners. Thus, the differences within the knowledge students characteristics have an impact on the structure of the instruction and the degree of support and guidance of the learning process.

The next findings was about knowledge of general pedagogy. A research conducted by Brant (2006) who found that general pedagogical knowledge is the generic knowledge about teaching gained from practice. According to Shulman (1986) general pedagogical knowledge is referring is knowledge of, for example, how to settle a class, how to attract and hold the attention of the class and how to manage educational resources. It follows that an understanding of pupils' learning is a necessary requirement for good teaching to be possible.

The next finding about pedagogical content knowledge. According to Konig, Lammerding, Nold, Rohde, Straub, and Tachtsoglou (2016), pedagogical content knowledge includes subject-specific knowledge for the purpose of teaching. Then, Shulman (1986) who added that pedagogical content knowledge is knowledge that is constructed from knowledge of environmental contexts, knowledge of students, knowledge of pedagogy and of subject matter. So, pedagogical content knowledge as being of special interest: the blending of sound subject knowledge together with an understanding of pedagogy.

Then, the finding about the knowledge of curriculum indicated as tools of the trade of teachers. Shulman (1986) who described curriculum knowledge was knowledge of the curriculum in its widest sense, of the whole curriculum laid

down for pupils, the programs of study, and the kinds of curriculum materials used to teach each subject. A research which conducted by Brant (2006) who found that curriculum materials from other subjects are included to enable creation of cross-curricular connections. So, teachers should also be familiar with what has been studied previously and what will be studied in the future.

Further, the other aspects of teachers' professional development that I found was the professional skills of teacher which covered skill of lesson-preparation, skill of teaching methods, skill of lesson explanation, and skill of evaluation materials. In relation to skill of lesson-preparation, teachers had discipline knowledge in understanding subject-matter concept. In line with a research conducted by Rubio (2009) who found that teacher must be prepared the material which suitable to be re-presented in the classroom. Ali and Abdulsafi (2018) who pointed out that preparing lesson-plans organizes the time of the classroom and helps teachers to achieve their lessons efficiently the given time. Clearly, good lesson-preparation implies in achieve learning goals.

Furthermore, the result related skill of teaching methods proved that it was vital to know the students' needs. Teachers should be able to understand that students develop as different rates and that in every classroom there will be a range of students' abilities and aptitudes. The teachers must feel the pulse of a classroom and modify the teaching methods to maintain a high level of interest, no matter what the subject (Rubio, 2009). Moreover, Rubio added that effective teacher must be prepared the methodology which suitable in the classroom. In the

sense that, effective teacher use techniques that best serve the learning needs of their students.

Then, the finding about skill of lesson explanation. According to Banerjee, Halder, and Guha (2015) it was related with the ability in presenting a learning content in a matter that will make it easier for the students to understand the learning content. Furthermore, a research conducted by Sugihartini, Partha, Sintya, Zakariah, and Sudira (2019) found that a good explaining skill is displayed through clear beginning statement, lack of irrelevant statement, fluent arrangement of sentences, coherent connecting links, and a proper use of words that can relate the explanation with the students' context. So, it was emphasized about how something happened, why something happened, and what actually happened.

Skill of evaluation materials was the next finding. According to Rubio (2009) evaluation should be clearly related the objectives. Moreover, Phillips, Balan, and Manko (2014) added that effective teacher evaluation is essential for verifying and maintaining high quality instruction and student learning, ensuring that goals and objectives are achieved, providing a focus for instructional improvement, and holding educators accountable for their instruction. In short, teacher evaluation relates to collecting information about teacher practice and using it to improve students outcome.

The third aspects of teachers' professional development in English Language Teaching was the professional ethics of teacher which contained the quality of teachers' role. According to Shulman (1987) the quality of teachers'

role exposed that it is the quality needed for the realisation of teachers' professional mission, it means the moral power showed in the process of performing the responsibilities and obligations of education and teaching.

The fourth aspects of teachers' professional development in English Language Teaching was the professional spirit of teacher which contained a strong sense of responsibility towards students, a consciousness of self-discipline, aware of their educational career, and a strong sense towards society. The result of this study related to a strong sense of responsibility towards students not only about students' academic success but also their failure. It was supported by Frumos (2015) said that teachers who adopt positive beliefs of efficacy in their profession assume responsibility for both students' academic success and failure, those teachers with low levels of beliefs of efficacy attribute students' failure of external factors. So, teachers had both responsibility of their students.

The next findings was a consciousness of self-discipline. A research conducted by Muai (2015) found that the forms of discipline that can be applied by teachers in carrying out their duties are reflected in the attitudes and behaviors of teachers in planning learning, implementing learning, and evaluating learning. Moreover, a research study by Rohman (2018) found that teacher discipline requires a teacher's commitment that is full of loyalty and obedience to regulations and is aware of his responsibility to carry out the school's goals. Therefore, a consciousness of self-discipline of teacher contribute in improving teachers' performance.

The next findings was teachers aware of their educational career. According to Guskey (1985) as cited in Celik (2017), teacher educational career can enhance their satisfaction and commitment in teaching. In the research conducted by Celik (2017) found that teachers career development should be centered on measuring student achievement with field knowledge and solve the pedagogical problems which arise from organizational or educational methods. So, in teachers educational career have vital roles in students' achievement.

The next findings was teachers have a strong sense towards society. Day (2001) stated that teachers are potentially the most important asset in the notion of a learning society as cited in Moreno (2005). So, teachers must pay very specific attention of this.

The last aspects of teachers' professional development in English Language Teaching was the professional attitude and motivation and self-consciousness of teacher which covered the result of reflection in teaching practice and the result of teachers' experience. In relation to these elements, related to the result of reflection in teaching practice. A study conducted by Brant (2006) found that reflection on teaching focuses on what happens and why it happens in that way. Meanwhile, Lyons (1998) claimed that reflection in teaching is a process that takes place over long periods of time in which connections, long strands of connections, are made between one's values, purposes, and actions towards engaging students successfully in their own meaningful learning. Therefore, reflection is an important act for the stimulation of teachers' professional development.

The last result of this investigation regarding the result of teachers' experience. Wolff, Bogert, Jarodzka, and Boshuizen (2014) showed that expert teachers were significantly more effective at predicting classroom management events than novice teachers. This suggests that with years of experience, teachers develop a better understanding of classroom management, which enables them to anticipate issues and to adapt their classroom management practices accordingly. In addition, Tschannen-Moran and Woolfolk (2007) found that more experienced teachers have a greater sense of efficacy for classroom management than the novice teachers. It could be concluded that years of teaching experience seems to be an important variable to take into account of teaching practice.