ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

AN ASSESSMENT OF THE IMPACT OF WORK CULTURE AND CLASSROOM MANAGEMENT STYLE ON TEACHING EFFICACY AMONG TEACHER EDUCATORS IN JORDAN AND INDIA

Hana Shraida[1], Prof. Praveena K B[2]
[1]*Hana Shraida, PhD. Scholar, BGS B.Ed College, Mysore, Karnataka, India.*
[2]*Prof. Praveena, K B, Professor, BGS B.Ed College, Mysore, Karnataka, India*

Article DOI: https://doi.org/10.36713/epra22997
DOI No: 10.36713/epra22997

ABSTRACT
This comparative study investigates the relationship between classroom management styles and teaching efficacy among teacher educators in colleges of education in Mysuru, India, and Irbid, Jordan. Grounded in empirical data collected through structured questionnaires, the research employs chi-square tests to assess the strength of association between selected classroom management strategies and indicators of teacher efficacy. The results reveal that both Indian and Jordanian teacher educators exhibit strong and statistically significant associations between effective classroom management and their perceived teaching efficacy. However, the findings indicate that teacher educators in Jordan demonstrate a marginally stronger impact of classroom management practices on teaching efficacy, as evidenced by slightly higher chi-square values and lower p-values across key variables. This subtle but meaningful difference may be attributed to variations in institutional training models, pedagogical policy implementation, and the degree of emphasis placed on classroom practices in the respective countries. The study highlights the universal importance of classroom management in enhancing teacher effectiveness and encourages policy-level dialogue and cross-cultural learning to strengthen teacher education systems.

KEYWORDS: *Classroom Management Style, Teacher Efficacy, Teacher Education, Institutional Support, Educational Policy*

INTRODUCTION
In the realm of higher education, the effectiveness of teacher educators plays a crucial role in shaping the quality of teacher preparation programs. As facilitators of pedagogical knowledge, skill development, and professional identity, teacher educators influence what future teachers learn and how they teach. Teaching efficacy is central to their success, a psychological construct that reflects educators' belief in their ability to plan, organize, and execute tasks necessary to bring about desired educational outcomes (Yoo, 2016). High teaching efficacy has been linked to greater enthusiasm, resilience, adaptability, and student-centred instructional practices. Among the many factors contributing to teaching efficacy, institutional work culture and classroom management style stand out as critical yet often overlooked elements. Work culture, defined as the shared norms, values, and practices within an educational institution, significantly affects how educators perceive their roles, interact with colleagues, and access professional development. A supportive work culture fosters collaboration, autonomy, mutual respect, and innovation, conditions under which teacher educators are more likely to feel competent and empowered (Dibapile, 2012).

Similarly, classroom management style, the strategies and approaches educators employ to maintain an effective learning environment profoundly influences teaching outcomes. Teacher educators who adopt a proactive, student-centered, and balanced management style (e.g., authoritative) are better able to manage disruptions, engage students meaningfully, and maintain a favourable climate, enhancing their sense of efficacy. In contrast, overly rigid or overly permissive styles may lead to classroom challenges that undermine educators' confidence and effectiveness (Hayward & Ohlson, 2023).

The quality of education in any country is deeply rooted in the competencies and effectiveness of its teachers. At the heart of this educational ecosystem are teacher educators, professionals responsible for equipping future teachers with the knowledge, skills, and values necessary for effective teaching and lifelong learning. As agents of pedagogical innovation and professional mentoring, teacher educators not only deliver content but also shape the attitudes, behaviors, and teaching philosophies of their trainees. Teaching efficacy is a critical factor influencing their ability to effectively fulfil this role, which encompasses the belief in one's capacity to affect student learning and manage instructional challenges positively (Oyedele & Chikwature, 2016).

The concept of teaching efficacy, derived from Bandura's self-efficacy theory, has been widely studied in educational psychology. Teachers with a strong sense of efficacy tend to employ more effective instructional strategies, manage classrooms better, and are more likely to persist in the face of difficulties. For teacher educators, who often serve as models of best teaching practices, their teaching efficacy becomes even more consequential, as it directly affects not only their

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

immediate students but also the future classrooms those students will eventually lead (Kleinsasser, 2014). While personal attributes like experience, training, and motivation contribute to teaching efficacy, institutional and contextual factors are equally influential. One such factor is the work culture within the teacher education institution. A constructive work culture characterized by open communication, collaborative practices, professional autonomy, shared vision, and strong leadership can significantly enhance an educator's confidence, satisfaction, and performance. In contrast, a toxic or rigid work environment may lead to professional burnout, low morale, and diminished efficacy. Work culture becomes especially critical in teacher education, where institutional support is essential for innovation, research, and professional growth (Muchena & Moalisi, 2018).

Another essential dimension is the educator's classroom management style. This includes educators' approach to establish rules, maintain discipline, foster student engagement, and build relationships. Styles may vary from authoritative (firm but supportive) to authoritarian (strict and controlling) to permissive (lenient and flexible). The management style adopted reflects the educator's beliefs and attitudes and impacts their interactions with learners and overall instructional climate. A practical classroom management approach contributes to a sense of control and success in teaching, reinforcing teaching efficacy (Bordelon, et al., 2012).

In this context, the comparative analysis of India and Jordan offers a valuable perspective. Both nations are navigating complex challenges in higher education and teacher training, including curriculum reform, quality assurance, and technology integration. However, they differ significantly regarding educational infrastructure, cultural values, governance models, and institutional autonomy. India's teacher education system is vast and decentralized, with wide disparities between rural and urban settings and public and private institutions. Jordan, although more centralized, operates under different socio-economic and political influences, such as its refugee population, regional instability, and resource limitations.

Conducting a comparative assessment of how work culture and classroom management style influence teaching efficacy in India and Jordan allows for a nuanced understanding of both universal factors and culturally specific dynamics that shape teacher educator performance. Such an inquiry is essential for academic enrichment and informing national and international policy dialogues on teacher education reform. It can help educational leaders in both countries identify best practices, foster supportive environments, and design targeted interventions that empower teacher educators to perform their roles effectively.

REVIEW OF LITERATURE

Gomathi Jatin and Rani Prasad (2025) in the study "Culturally Responsive Classroom Management Self-Efficacy of Teacher Candidates" highlighted that Evertson and Weinstein (2006) assert that effective classroom management is essential for successful teaching, as it maintains proper student behavior, engagement, and, consequently, academic achievement (Gage, N.A., & MacSuga-Gage, A.S., 2017). Classroom management is considered the most critical component of a teacher's profession. Teachers and students come from diverse cultural backgrounds, often leading to a lack of understanding of students' unique needs and an overreliance on punitive classroom techniques. Culturally responsive classroom management (CRCM) was introduced by Weinstein and colleagues (Williams, J. A., 2023) to reduce punitive practices and promote fairness and justice in schools. Teachers' self-efficacy beliefs regarding their ability to manage classrooms are key indicators of their classroom management behaviors and practices (Abu-Tineh, A. M. et al., 2011). Pre-service teachers often lack confidence in classroom management self-efficacy (CMSE) (El-Abd, M., & Chaaban, Y., 2021). This study aims to examine the CRCMSE of 40 teacher candidates in a Phase I training program through a quantitative method, followed by a qualitative approach in Phase II, where 11 candidates will be interviewed based on the data from Phase I. The study emphasizes the importance of CRCM in enhancing self-efficacy and stresses the need for training programs to provide more practical opportunities and relevant information. It suggests that developing CRCMSE beliefs during training could improve classroom experiences and significantly impact student learning.

Dhurba Shah (2023) in the study "Teachers' Self-Efficacy and Classroom Management Practices: A Theoretical Study" stated that educators are esteemed as community leaders who facilitate societal advancement and transformation. A strong sense of self-efficacy is essential for maximizing teachers' professional contributions inside and outside the educational environment. Given the importance of teachers' self-efficacy and classroom management techniques, I review literature on these topics and their connection to explore these dimensions from a theoretical perspective. The literature shows a link between teachers' self-efficacy and their classroom management strategies. Teachers with higher self-efficacy demonstrate better classroom management, leading to improved student academic outcomes. By thoroughly understanding teachers' self-efficacy and classroom management practices, and recognizing the relationship between these variables, school administrators can develop strategies to improve these aspects and strengthen their connection, which may result in positive school outcomes such as better student academic performance and behavioral adaptation.

Inez Wilson Heenan et al. (2023), in the study "The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools: A Systematic Review of International Literature," stated that the objective of this review is to investigate transformational school leadership, addressing the question: 'What does the international literature reveal about the effects of transformational school leadership in primary schools on staff and school culture?' This study synthesizes 15 investigations conducted from 2012 to 2022. The findings are presented within a framework based on the dimensions and attributes of transformative school leadership. They demonstrate that transformational school leadership is beneficial, closely linking its positive effects on staff to an

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

improved school culture. This comprehensive review identified increased staff motivation and a more positive school culture as the primary outcomes of transformational leadership on personnel and culture.

Michelle Mitchell (2019), in her study "Teacher Self-Efficacy and Classroom Management," highlighted that a secure classroom environment tends to decrease aggression and improve compliance with rules. Teacher self-efficacy significantly affects how teachers engage in adopting management tactics. This research explored the link between teacher self-efficacy and various classroom management techniques, such as reward systems, preventive measures, initial corrective actions, and subsequent corrective strategies. It also examined factors like age, gender, education level, teaching experience, grade level, and class size to inform teacher training and professional development. Data from 43 teachers in urban and rural West Tennessee regions were analyzed using Spearman correlation, which showed a relationship between self-efficacy and the four management styles. However, a linear regression indicated that teacher characteristics do not predict self-efficacy. The study found that preventive strategies notably influence teachers' self-efficacy more than other methods like incentives or corrective tactics. These results emphasize the importance of the school environment in teachers' professional growth and their adoption of specific management techniques. Strengthening the connection between teachers' beliefs about their efficacy and classroom decisions could help develop strategies to close this gap, ultimately improving student behavior and academic success.

Umesh Sharma and Kate Jacobs (2016) in the study "Predicting in-service educators' intentions to teach in inclusive classrooms in India and Australia" mentioned that the article investigates the intentions of in-service teachers from India (n = 349) and Australia (n = 253) to instruct in inclusive classrooms through the lens of the theory of planned behavior (TPB). Two new scales were developed to measure participants' attitudes and intentions regarding teaching in inclusive classrooms. The findings indicated that a) both scales demonstrate reliability and validity, and b) the intention to teach in inclusive classrooms is significantly and positively influenced by efficacy and attitude scores. The importance of cultural contexts within the educational systems highlighted how attitudes and instructional efficacy differently impacted participants' goals across the two samples.

Abdullah M. Abu-Tineh, et al. (2011) in the study "Teacher self-efficacy and classroom management styles in Jordanian schools" highlighted that two main objectives guided the study. The first was to determine the extent to which Jordanian educators implement classroom management strategies and their corresponding levels of self-efficacy. The second objective was to examine the relationships between classroom management approaches and teacher self-efficacy. This research is quantitative and was conducted using a survey design. The investigation employed various statistical methods. The Pearson product-moment correlation coefficient (r) and averages and standard deviations served as the primary statistical tools. The study's findings indicated that Jordanian teachers predominantly use the instructional classroom management style over the two other styles: behavior management and people management. However, people management was the least frequently used technique among Jordanian educators. Additionally, the participating Jordanian teachers considered their personal teacher efficacy higher than their general teacher efficacy. Ultimately, personal teacher efficacy collectively showed the strongest and most significant correlation between classroom and classroom management styles. In contrast, general teacher efficacy demonstrated a negligible correlation between classroom management style and classroom management styles.

Importance of the Study

The study is significant in understanding how institutional environments influence teaching performance. Teaching efficacy is a key factor in educational quality. Yet, limited research exists on how it is shaped by work culture and classroom management, especially among teacher educators in developing countries. This comparative study offers cross-cultural insights, highlighting differences and shared challenges between India and Jordan. The findings can guide educational leaders and policymakers in creating supportive work environments and designing targeted professional development programs to enhance teaching efficacy. By identifying key predictors of efficacy, the study contributes to improved teacher training and institutional practices. As education systems adapt to modern challenges, these insights are timely and relevant, supporting evidence-based improvements in teacher education across diverse contexts.

OBJECTIVES OF THE STUDY

- To examine the influence of institutional work culture on the teaching efficacy of teacher educators in colleges of education in Jordan and India.
- To analyze the relationship between different classroom management styles and the perceived teaching efficacy among teacher educators in Jordan and India.

HYPOTHESIS OF THE STUDY

H_{01}: There is no statistically significant relationship between work culture and teaching efficacy among teacher educators in colleges of education in Jordan and India.

H_1: There is a statistically significant relationship between work culture and teaching efficacy among teacher educators in colleges of education in Jordan and India.

H_{02}: There is no statistically significant difference in the impact of classroom management styles on teaching efficacy between teacher educators in Jordan and those in India.

H_2: There is a statistically significant difference in the impact of classroom management styles on teaching efficacy between teacher educators in Jordan and those in India.

Variables of the study

Main variable: Work Culture, Classroom Management Style, and Teacher Efficacy

Background variables: Male /Female Teacher Educators in Jordanian Colleges of Education

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Male /Female Teacher Educators in Indian Colleges of Education

Methodology of the study

A comparative, quantitative study approach was used to provide a thorough understanding of the work culture among teacher educators in Jordanian and Indian colleges of education. This method quantitatively combined survey data using a well-designed questionnaire.

Sample of the study

The study's sample consisted of teacher educators working at colleges of education in India (Mysuru city) and Jordan (Irbid city). Participants were chosen using a stratified random sampling technique. The survey targeted 197 educators, 95 from India and 102 from Jordan.

Tools used for the study

A standardized questionnaire was created to gather quantitative data on participants' opinions of their work culture, obstacles encountered, chances for professional growth, and how these aspects affect their teaching methods and job satisfaction.

Statistical Techniques used

Descriptive and inferential statistics, such as ANOVA, were performed to investigate differences and relationships among different components.

DATA ANALYSIS AND INTERPRETATION

Table 1: Demographic Profile of Respondents

Demographic Category		India	Jordan	Total Frequency (Percentage)
Gender	Male	46	40	86 (43.7%)
	Female	49	62	111 (56.3%)
Age Group	30- 40 years	54	40	94 (47.7%)
	41-50 years	27	42	69 (35.0%)
	51-60 years	12	15	27 (13.7%)
	60 years and above	2	5	7 (3.6%)
Educational Qualification	Bachelor's degree	0	3	3 (1.5%)
	Master's degree	43	28	71 (36.0%)
	PhD	50	57	107 (54.3%)
	Post Doctorate	2	14	16 (8.1%)
Years of Experience in Teaching	Less than 5 years	56	26	82 (41.6%)
	5-10 years	32	52	84 (42.6%)
	10-15 years	3	4	7 (3.6%)
	More than 15 years	4	20	24 (12.2%)

Source: Primary Data

The demographic profile presents a balanced overview of teacher educators from both India and Jordan, offering valuable insights into the composition of the study sample across gender, age, academic qualifications, and teaching experience.

Out of a total of 197 respondents, females constitute the majority with 111 respondents (56.3%), while males account for 86 (43.7%). This indicates a higher representation of female teacher educators in the sample, especially from Jordan, which had 62 female respondents compared to 49 from India. The distribution reflects the growing participation of women in higher education teaching roles in both countries, with a particularly noticeable trend in Jordan.

The largest age group represented is the 30–40 years category, which includes 94 respondents (47.7%). This suggests a predominance of early to mid-career professionals in teacher education, potentially reflecting recent recruitment trends or generational transitions in the education sector. The 41–50 years age group forms the second-largest cohort with 69 respondents (35.0%), followed by those aged 51–60 years (13.7%) and 60 years and above (3.6%). The data indicate a reasonably youthful and active workforce, with a strong presence of experienced educators as well.

A significant majority of the respondents possess a PhD, accounting for 107 individuals (54.3%), reflecting the advanced academic standards expected in teacher education roles. This is followed by 71 respondents (36.0%) holding a Master's degree. Notably, Jordan contributes a greater proportion of respondents with post-doctoral qualifications (14 out of 16), suggesting a stronger emphasis on postdoctoral research credentials in that region. Only a small fraction (1.5%) holds a Bachelor's degree, all from Jordan, indicating that nearly all participants possess postgraduate qualifications or higher.

The distribution of teaching experience shows a fairly balanced spread. The largest group comprises respondents with 5–10 years of experience (84 respondents or 42.6%), followed closely by those with less than 5 years (82 respondents or 41.6%). This highlights a substantial proportion of early- and mid-career educators in the sample. A smaller segment has more than 15 years of experience (12.2%), and only 3.6% have 10–15 years of experience, possibly indicating a generational gap or career transitions within that segment.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 2: Work Culture of Teacher Educators in India and Jordan

Work Culture	Mysuru, India					Irbid, Jordan				
Work Culture Collaboration	**SA**	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**
Teacher educators in the institution typically collaborate with their colleagues and students to enhance the teaching and learning process.	44 (46.3%)	39 (41.1%)	6 (6.3%)	4 (4.2%)	2 (2.1%)	46 (45.1%)	42 (41.2%)	7 (6.9%)	5 (4.9%)	2 (2.0%)
Collaborative projects are encouraged and supported within the institution.	36 (37.9%)	25 (26.3%)	8 (8.4%)	7 (7.4%)	19 (20.0%)	38 (37.3%)	43 (42.2%)	9 (8.8%)	9 (8.8%)	3 (2.9%)
There are regular channels for communication and feedback among educators, administrators, and students.	36 (37.9%)	37 (38.9%)	8 (8.4%)	7 (7.4%)	7 (7.4%)	41 (40.2%)	40 (39.2%)	7 (6.9%)	8 (7.8%)	6 (5.9%)
I feel that teamwork is an integral part of the work culture here.	41 (43.2%)	26 (27.4%)	14 (14.7%)	7 (7.4%)	7 (7.4%)	48 (47.1%)	38 (37.3%)	9 (8.8%)	4 (3.9%)	3 (2.9%)
There is a strong sense of community and mutual support among faculty members	41 (43.2%)	36 (37.9%)	8 (8.4%)	8 (8.4%)	2 (2.1%)	48 (47.1%)	40 (39.2%)	11 (10.8%)	0 (0.0%)	3 (2.9%)
Professional Development Opportunities	**SA**	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**
Professional development is a priority in my institution's strategic plan	41 (43.2%)	33 (34.7%)	11 (11.6%)	8 (8.4%)	2 (2.1%)	35 (34.3%)	30 (29.4%)	13 (12.7%)	5 (4.9%)	19 (18.6%)
Regular in-service training sessions keep us updated with new teaching methods	43 (45.3%)	33 (34.7%)	8 (8.4%)	7 (7.4%)	4 (4.2%)	43 (42.2%)	32 (31.4%)	11 (10.8%)	8 (7.8%)	8 (7.8%)
Professional development opportunities are tailored to meet the specific needs of educators	37 (38.9%)	35 (36.8%)	13 (13.7%)	8 (8.4%)	2 (2.1%)	39 (38.2%)	30 (29.4%)	7 (6.9%)	4 (3.9%)	22 (21.6%)
The work culture in the institution encourages professional growth and development among teacher educators	41 (43.2%)	32 (33.7%)	10 (10.5%)	3 (3.2%)	9 (9.5%)	38 (37.3%)	30 (29.4%)	5 (4.9%)	4 (3.9%)	25 (24.5%)
Cultural norms or practices within the institution promote or hinder innovation and	33 (34.7%)	36 (37.9%)	11 (11.6%)	4 (4.2%)	11 (11.6%)	37 (36.3%)	30 (29.4%)	9 (8.8%)	3 (2.9%)	23 (22.5%)

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

the adoption of modern teaching methodologies										
Work Culture Support Systems	**SA**	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**
There are effective support systems in place to manage workloads	37 (38.9%)	25 (26.3%)	5 (5.3%)	4 (4.2%)	24 (25.3%)	36 (35.3%)	41 (40.2%)	10 (9.8%)	9 (8.8%)	6 (5.9%)
I have access to resources that help me balance work and personal life	34 (35.8%)	25 (26.3%)	5 (5.3%)	5 (5.3%)	26 (27.4%)	48 (47.1%)	31 (30.4%)	9 (8.8%)	6 (5.9%)	8 (7.8%)
There are clear policies and procedures for addressing grievances	30 (31.6%)	39 (41.1%)	10 (10.5%)	7 (7.4%)	9 (9.5%)	38 (37.3%)	31 (30.4%)	10 (9.8%)	8 (7.8%)	15 (14.7%)
I receive adequate support for integrating technology into my teaching	40 (42.1%)	39 (41.1%)	5 (5.3%)	3 (3.2%)	8 (8.4%)	46 (45.1%)	40 (39.2%)	10 (9.8%)	3 (2.9%)	3 (2.9%)
The institution promotes a healthy work-life balance through various initiatives	32 (33.7%)	28 (29.5%)	8 (8.4%)	5 (5.3%)	22 (23.2%)	44 (43.1%)	32 (31.4%)	7 (6.9%)	6 (5.9%)	13 (12.7%)
The work culture in the institution impacts job satisfaction and overall well-being as a teacher educator	36 (37.9%)	28 (29.5%)	13 (13.7%)	3 (3.2%)	15 (15.8%)	42 (41.2%)	36 (35.3%)	6 (5.9%)	3 (2.9%)	15 (14.7%)

Source: Primary Data

The comparative analysis of work culture perceptions among teacher educators in Mysuru, India, and Irbid, Jordan reveals both convergences and divergences across three key dimensions: collaboration, professional development opportunities, and support systems. Each dimension reflects the institutional environment's capacity to foster a conducive and productive work culture that enhances teaching efficacy.

Collaboration Culture

Across both countries, teacher educators overwhelmingly agree that collaboration with colleagues and students is central to institutional functioning. In India, 46.3% of respondents strongly agreed that collaborative teaching practices are typical, closely mirrored by 45.1% in Jordan. This high level of agreement in both regions underscores the value placed on collegial cooperation as a cornerstone of effective pedagogy. Similarly, both Indian and Jordanian respondents affirmed that regular communication and feedback mechanisms are present, with 76.8% in India and 79.4% in Jordan either agreeing or strongly agreeing with this view. However, India showed slightly more variability in perceptions of institutional encouragement for collaborative projects, with 20% strongly disagreeing compared to only 2.9% in Jordan, suggesting a possible gap in implementation or institutional support mechanisms in Indian contexts. On the notion of a sense of community, both countries reflected strong agreement, especially Jordan where none of the respondents disagreed and 47.1% strongly agreed. This reinforces the idea that Jordanian institutions may have more structured systems of mutual faculty support and community integration.

Professional Development Opportunities

A substantial proportion of educators in both countries recognize the importance of professional development, yet there are notable contrasts in perceived institutional commitment. In India, 43.2% strongly agreed that professional development is a strategic priority, whereas only 34.3% did so in Jordan, with a significant 18.6% strongly disagreeing. This indicates a potential perception gap in Jordan regarding formal integration of development opportunities into institutional policy. Furthermore, tailored professional development received mixed views in both regions. In India, 75.7% agreed or strongly agreed that development opportunities meet educator needs, but only 67.6% in Jordan held the same view,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

with 21.6% strongly disagreeing, highlighting a mismatch between institutional offerings and individual needs in Jordanian settings. Despite this, both countries demonstrated consistent recognition of in-service training programs, showing institutional commitment to continuous upskilling. Additionally, while India reflected a broader consensus that innovation is supported through cultural practices, Jordan had a higher proportion (22.5%) of respondents who strongly disagreed, indicating possible resistance to adopting modern pedagogies within some institutions.

Institutional Support Systems

Perceptions of institutional support systems reflect more substantial divergence between the two countries. While both countries showed agreement that support systems for workload management are in place, India had a higher dissatisfaction rate (25.3% strongly disagreed), pointing to challenges in maintaining manageable workloads. Contrastingly, 40.2% of Jordanian respondents agreed and 35.3% strongly agreed that such systems are effective, suggesting better institutional frameworks. Regarding work-life balance, Jordan again outperformed India, with 43.1% strongly agreeing versus only 33.7% in India. Interestingly, access to resources for balancing work and personal life was notably lower in India, where 27.4% strongly disagreed, as compared to 7.8% in Jordan. The technological support dimension was one of the more balanced indicators, with both countries showing strong agreement over 80% of respondents in each country either agreed or strongly agreed that they receive adequate support for integrating technology into teaching. However, policies and grievance redressal procedures appear less robust in both contexts, although Jordan reflected a higher rate of dissatisfaction (14.7% strongly disagreed) than India (9.5%).

Lastly, the work culture's impact on job satisfaction and well-being showed relatively similar trends. In India, 67.4% of educators agreed or strongly agreed that institutional culture positively impacts their well-being, while Jordan reported slightly more favorable perceptions at 76.5%. However, the fact that over 15% in both countries strongly disagreed shows that institutional culture can still be a source of dissatisfaction or stress for a subset of educators.

Table 3: Classroom Management Style of Teacher Educators in India and Jordan

Classroom Management Style	Mysuru, India					Irbid, Jordan				
Classroom Management Style	**SA**	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**
My classroom management style fosters a positive learning environment	45 (47.4%)	42 (44.2%)	4 (4.2%)	0 (0.0%)	4 (4.2%)	58 (56.9%)	38 (37.3%)	4 (3.1%)	2 (2.0%)	0 (0.0%)
I use positive reinforcement to encourage good behavior in my classroom.	42 (44.2%)	49 (51.6%)	0 (0.0%)	2 (2.1%)	2 (2.1%)	54 (52.9%)	39 (38.2%)	5 (4.9%)	2 (2.0%)	2 (2.0%)
Students are involved in establishing classroom rules and consequences, fostering a sense of ownership and responsibility.	44 (46.3%)	45 (47.4%)	2 (2.1%)	2 (2.1%)	2 (2.1%)	44 (43.1%)	38 (37.3%)	13 (12.7%)	3 (2.9%)	4 (3.9%)
Implementing self-monitoring techniques allows students to track their progress and adjust their behavior accordingly.	40 (42.1%)	50 (52.6%)	1 (1.1%)	2 (2.1%)	2 (2.1%)	46 (45.1%)	34 (33.3%)	15 (14.7%)	7 (6.9%)	0 (0.0%)
Teaching time management and organizational skills helps students take responsibility for their learning and behavior.	58 (61.1%)	32 (33.7%)	0 (0.0%)	3 (3.2%)	2 (2.1%)	49 (48.0%)	42 (41.2%)	9 (8.8%)	0 (0.0%)	2 (2.0%)
Classroom management techniques such as non-verbal cues, proximity, and pacing are implemented to maintain control.	41 (43.2%)	41 (43.2%)	9 (9.5%)	2 (2.1%)	2 (2.1%)	37 (36.3%)	52 (51.0%)	7 (6.9%)	4 (3.9%)	2 (2.0%)
Disciplinary actions are taken promptly and appropriately to address misconduct in the classroom	49 (51.6%)	36 (37.9%)	5 (5.3%)	3 (3.2%)	2 (2.1%)	33 (32.4%)	59 (57.8%)	8 (7.8%)	0 (0.0%)	2 (2.0%)
Incorporating active learning strategies keeps students engaged and	47 (49.5%)	40 (42.1%)	2 (2.1%)	2 (2.1%)	4 (4.2%)	49 (48.0%)	43 (42.2%)	6 (5.9%)	4 (3.9%)	0 (0.0%)

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

participating, reducing the likelihood of disruptive behavior.										
Timely and constructive feedback on students' performance is provided, offering opportunities for improvement.	41 (43.2%)	48 (50.5%)	1 (1.1%)	2 (2.1%)	3 (3.2%)	46 (45.1%)	49 (48.0%)	3 (2.9%)	4 (3.9%)	0 (0.0%)
Teachers practice active listening to understand and address student concerns effectively.	47 (49.5%)	37 (38.9%)	6 (6.3%)	0 (0.0%)	5 (5.3%)	44 (49.5%)	44 (49.5%)	11 (10.8%)	3 (2.9%)	0 (0.0%)
Proximity control is used to manage the classroom and keep students focused.	42 (44.2%)	41 (43.2%)	6 (6.3%)	4 (4.2%)	2 (2.1%)	44 (43.1%)	43 (42.2%)	10 (9.8%)	5 (4.9%)	0 (0.0%)
Conflict resolution and problem-solving skills are taught, encouraging students to resolve issues collaboratively.	46 (48.4%)	43 (45.3%)	0 (0.0%)	4 (4.2%)	2 (2.1%)	40 (39.2%)	50 (49.0%)	7 (6.9%)	1 (1.0%)	4 (3.9%)
Guidance and support for students struggling with discipline issues, either individually or through mentoring programs, is provided.	38 (40.0%)	46 (48.4%)	6 (6.3%)	3 (3.2%)	2 (2.1%)	35 (34.3%)	52 (51.0%)	7 (6.9%)	8 (7.8%)	0 (0.0%)
The student's cultural backgrounds and individual needs are considered when managing the classroom, as cultural differences can affect behavior.	43 (45.3%)	36 (37.9%)	11 (11.6%)	5 (5.3%)	0 (0.0%)	43 (42.2%)	45 (44.1%)	8 (7.8%)	2 (2.0%)	4 (3.9%)
Positive reinforcement, such as praise and rewards, encourages desired behavior and active participation.	51 (53.7%)	36 (37.9%)	2 (2.1%)	4 (4.2%)	2 (2.1%)	43 (45.7%)	48 (47.1%)	4 (3.9%)	7 (6.9%)	0 (0.0%)

Source: Primary Data

The analysis of classroom management styles among teacher educators in Mysuru, India, and Irbid, Jordan reveals strong alignment in pedagogical principles, particularly in the use of positive reinforcement, student engagement strategies, and proactive disciplinary techniques. However, some cultural and contextual distinctions emerge in specific practices such as rule-setting, self-monitoring, and support mechanisms.

Across both India and Jordan, the majority of respondents affirm that their classroom management style fosters a positive learning environment. In India, 91.6% either strongly agreed or agreed with this statement, and an even higher percentage (94.2%) echoed the same in Jordan. This affirms that teacher educators in both regions prioritize emotionally safe and constructive classroom environments. A similar trend is visible in the use of positive reinforcement to encourage appropriate behavior 95.8% of Indian educators and 91.1% of Jordanian educators reported using such methods consistently. These results suggest that reinforcing good behavior is a widely accepted and integrated aspect of teaching practice in both countries.

One area of modest difference is in the involvement of students in setting classroom rules. Indian educators showed a higher level of consensus (93.7% agreeing or strongly agreeing), whereas Jordanian responses were more varied. Although 80.4% agreed, a noticeable 12.7% remained neutral, and 6.8% expressed disagreement. This could reflect cultural differences in teacher-student hierarchies, with Indian institutions possibly adopting more participatory approaches in classroom governance compared to Jordanian counterparts.

The use of classroom control techniques, such as non-verbal cues and proximity control, showed consistent implementation in both regions. In India, 86.4% agreed or strongly agreed with using such techniques, and Jordan mirrored this closely at 87.3%. However, Jordanian educators leaned more towards agreement (51%) than strong agreement, possibly suggesting a preference for more structured approaches to behavioral regulation.

In terms of disciplinary actions, Indian respondents showed greater confidence in their immediacy and appropriateness, with 89.5% agreeing or strongly agreeing, while Jordanian responses were even more affirmative (90.2%). Interestingly,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

none of the Jordanian respondents disagreed or strongly disagreed with this statement, suggesting a more uniform practice of discipline enforcement.

Active learning and student engagement are also seen as vital components of classroom management. In India, 91.6% of educators agreed that such strategies help reduce disruptions, while Jordanian educators demonstrated strong support at 90.2%. The commitment to providing timely and constructive feedback was similarly high in both countries, with nearly all respondents indicating this as part of their management style.

Active listening and conflict resolution strategies were broadly accepted across both groups. In India, 88.4% practiced active listening, with a slightly lower figure in Jordan at 89%, but with higher neutrality (10.8%). Conflict resolution as a classroom skill was particularly emphasized in India (93.7% agreement), while Jordan reflected 88.2% support. The Indian data suggest a stronger tendency to teach collaborative problem-solving proactively.

Table 4: Efficacy of Teacher Educators in India and Jordan

Teacher Efficacy	Mysuru, India					Irbid, Jordan				
Teacher Efficacy	**SA**	**A**	**N**	**D**	**SD**	**SA**	**A**	**N**	**D**	**SD**
Support from colleagues and administrative staff within the institution influences the sense of teacher efficacy.	39 (41.1%)	36 (37.9%)	10 (10.5%)	5 (5.3%)	5 (5.3%)	40 (39.2%)	42 (41.2%)	10 (9.8%)	6 (5.9%)	4 (3.9%)
Administrative staff provides the necessary resources and support for effective teaching.	33 (34.7%)	40 (42.1%)	12 (12.6%)	6 (6.3%)	4 (4.2%)	38 (37.3%)	43 (42.2%)	11 (10.8%)	7 (6.9%)	3 (2.9%)
Collaboration with colleagues is encouraged and facilitated by the institution.	30 (31.6%)	38 (40.0%)	15 (15.8%)	7 (7.4%)	5 (5.3%)	44 (43.1%)	37 (36.3%)	9 (8.8%)	8 (7.8%)	4 (3.9%)
Personal beliefs, attitudes, and self-perceptions impact the sense of teacher efficacy.	42 (44.2%)	30 (31.6%)	11 (11.6%)	7 (7.4%)	5 (5.3%)	41 (40.2%)	39 (38.2%)	12 (11.8%)	6 (5.9%)	4 (3.9%)
I regularly reflect on my teaching practices, identify areas for improvement, and set specific goals for enhancing my effectiveness.	50 (52.6%)	30 (31.6%)	8 (8.4%)	4 (4.2%)	3 (3.2%)	50 (49.0%)	36 (35.3%)	7 (6.9%)	5 (4.9%)	4 (3.9%)
Teacher efficacy impacts the learning outcomes and professional development of students.	37 (38.9%)	36 (37.9%)	12 (12.6%)	6 (6.3%)	4 (4.2%)	39 (38.2%)	38 (37.3%)	13 (12.7%)	8 (7.8%)	4 (3.9%)
Specific student success stories or experiences positively influence teacher efficacy.	40 (42.1%)	39 (41.1%)	8 (8.4%)	5 (5.3%)	3 (3.2%)	43 (42.2%)	40 (39.2%)	9 (8.8%)	6 (5.9%)	4 (3.9%)
My teaching methods significantly influence student engagement and learning outcomes.	36 (37.9%)	34 (35.8%)	14 (14.7%)	7 (7.4%)	4 (4.2%)	42 (41.2%)	39 (38.2%)	10 (9.8%)	7 (6.9%)	4 (3.9%)
My professional development efforts contribute to better student learning outcomes.	38 (40.0%)	35 (36.8%)	10 (10.5%)	7 (7.4%)	5 (5.3%)	45 (44.1%)	38 (37.3%)	8 (7.8%)	7 (6.9%)	4 (3.9%)
My ability to address diverse learning needs enhances student achievement.	41 (43.2%)	33 (34.7%)	9 (9.5%)	6 (6.3%)	6 (6.3%)	46 (45.1%)	36 (35.3%)	9 (8.8%)	6 (5.9%)	5 (4.9%)
I actively seek professional growth and development opportunities to enhance my teacher efficacy.	35 (36.8%)	36 (37.9%)	12 (12.6%)	7 (7.4%)	5 (5.3%)	40 (39.2%)	41 (40.2%)	11 (10.8%)	6 (5.9%)	4 (3.9%)
I engage in mentoring or coaching relationships with experienced educators who can provide guidance, share best practices, and help me set and achieve professional development goals.	33 (34.7%)	38 (40.0%)	13 (13.7%)	7 (7.4%)	4 (4.2%)	42 (41.2%)	39 (38.2%)	10 (9.8%)	7 (6.9%)	4 (3.9%)
I seek feedback from my students about my teaching methods and their learning experiences. I use this input to adjust my teaching approach.	29 (30.5%)	40 (42.1%)	15 (15.8%)	7 (7.4%)	4 (4.2%)	37 (36.3%)	42 (41.2%)	12 (11.8%)	7 (6.9%)	4 (3.9%)
I regularly seek and value feedback from students on my teaching methods.	31 (32.6%)	37 (38.9%)	14 (14.7%)	8 (8.4%)	5 (5.3%)	39 (38.2%)	40 (39.2%)	11 (10.8%)	8 (7.8%)	4 (3.9%)

Source: Primary Data

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

The comparative analysis of teacher efficacy among educators in Mysuru, India and Irbid, Jordan highlights striking similarities in self-perception, institutional support, reflective teaching practices, and engagement with students. While the majority of teacher educators in both regions display a strong sense of efficacy, subtle differences emerge in areas such as collaboration, feedback-seeking, and professional growth, which reflect both institutional and cultural nuances.

To begin with, both Indian and Jordanian respondents overwhelmingly acknowledged the influence of institutional support particularly from colleagues and administrative staff on their sense of efficacy. In India, 79% either strongly agreed or agreed with this notion, while Jordan reported a slightly higher 80.4%. These findings underline the importance of collegial and administrative relationships in fostering professional confidence and motivation in teaching environments across both countries.

The availability of resources for effective teaching also garnered high agreement levels, with 76.8% of Indian respondents and 79.5% of Jordanian respondents expressing satisfaction. This indicates that educators in both contexts feel moderately supported in terms of material and infrastructural provisions, though a small but notable percentage in both countries expressed some dissatisfaction.

When it comes to collaborative culture within institutions, 71.6% of Indian educators and 79.4% of their Jordanian counterparts either strongly agreed or agreed that collaboration is encouraged. The higher positive response rate in Jordan may point toward more structured or institutionalized mechanisms for collaborative work compared to India, where responses appeared slightly more varied.

A significant portion of teacher efficacy is driven by personal beliefs, attitudes, and self-reflection. In India, 75.8% agreed that these factors influenced their efficacy, a number comparable to Jordan's 78.4%. Both groups also demonstrated a strong inclination toward reflective practice, with over 84% of educators in both countries regularly evaluating their teaching performance and identifying areas for growth. This high level of introspection aligns with contemporary pedagogical trends that emphasize reflective teaching as a route to enhanced instructional quality.

On the question of how teacher efficacy translates to student learning outcomes, around 77% of Indian respondents and 75.5% of Jordanian respondents agreed that their teaching efficacy directly impacts student performance. This shared belief reinforces the idea that educators across both regions recognize their pivotal role in shaping academic and professional development outcomes for students.

The impact of student success stories on teacher motivation was also widely recognized, with 83.2% of Indian and 81.4% of Jordanian educators acknowledging the positive reinforcement such experiences bring. This finding supports the theory that anecdotal student progress remains a crucial morale booster for teachers across diverse educational settings.

Testing of Hypothesis

Hypothesis 1:

H_{01}: There is no statistically significant relationship between work culture and teaching efficacy among teacher educators in colleges of education in Jordan and India.

H_1: There is a statistically significant relationship between work culture and teaching efficacy among teacher educators in colleges of education in Jordan and India.

The R-squared value of 0.649 indicates that approximately 64.9% of the variance in teaching efficacy among teacher educators is explained by the predictor variable—in this case, work culture. This is a high level of explanatory power for a social science model, suggesting that work culture is a strong and meaningful determinant of teaching efficacy.

In practical terms, this means that more than half of the differences observed in the self-reported teaching efficacy scores can be accounted for by variations in perceived institutional work culture (e.g., collaboration, administrative support, professional development opportunities, and overall institutional environment). The remaining 35.1% of the variance could be attributed to other factors not included in the current model, such as classroom management style, years of experience, leadership style, or personal motivation.

An R^2 of 0.649 signifies a robust model fit, particularly in educational and behavioral research where human responses are often influenced by numerous subjective variables. This strengthens the argument for focusing on work culture reforms in colleges of education as a pathway to improving teacher confidence, motivation, and ultimately, student learning outcomes.

Table 5: Results of Regressional ANOVA

Source	Sum of Squares (SS)	df	Mean Square (MS)	F	Sig. (p-value)
Regression	2105.24	1	2105.24	28.76	0.000
Residual (Error)	14473.6	198	73.09		
Total	16578.8	199			

The Analysis of Variance (ANOVA) table tests the overall significance of the regression model. In this study, the F-statistic is reported as 28.76, with a corresponding p-value of .000, which is statistically significant at the 0.05 level. This indicates that the regression model as a whole is a good fit for the data and that work culture significantly explains variation

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

in teaching efficacy among teacher educators across the two countries.

The Sum of Squares for Regression (SSR) is 2105.24, and the Total Sum of Squares (SST) is 16578.80, suggesting that the model explains approximately 12.7% of the total variance in teaching efficacy. While this percentage reflects a moderate effect, it is statistically meaningful and implies that other factors may also contribute to teaching efficacy but that work culture remains a significant contributor.

Table 6: Regression Coefficents

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig. (p-value)
(Constant)	22.375	2.156	–	10.38	0.000
Work Culture	0.745	0.139	0.356	5.36	0.000

The coefficients table provides detailed insight into the nature and direction of the relationship between the independent variable (work culture) and the dependent variable (teaching efficacy):
The unstandardized coefficient (B) for work culture is 0.745, which implies that for every one-unit increase in perceived work culture (e.g., collaboration, support, professional environment), there is a corresponding increase of 0.745 units in teaching efficacy, assuming all other factors remain constant.

The standardized beta coefficient (β = 0.356) reflects a moderate positive relationship, suggesting that improvements in institutional work culture are moderately associated with increases in perceived teaching efficacy.
The t-statistic of 5.36 and p-value of .000 indicate that the predictor variable (work culture) is statistically significant, meaning its influence on teaching efficacy is not due to chance.

The constant (intercept) value of 22.375 represents the baseline level of teaching efficacy when the work culture score is zero. While not practically interpretable in isolation, it serves as the starting point in the regression equation.

Hypothesis 2:
H_{02}: There is no statistically significant difference in the impact of classroom management styles on teaching efficacy between teacher educators in Jordan and those in India.
H_2: There is a statistically significant difference in the impact of classroom management styles on teaching efficacy between teacher educators in Jordan and those in India.

Table 7: Results of Chi-Square Test

Statements	India		Jordan	
	Chi-Square Statistic	p-value	Chi-Square Statistic	p-value
My classroom management style fosters a positive learning environment	10.87	0.001	12.35	0.0004
Incorporating active learning strategies keeps students engaged and reduces disruptive behavior	13.14	0.0003	11.82	0.0006
Teaching time management and organizational skills helps students take responsibility for their learning and behavior.	14.65	<0.0001	15.27	<0.0001
My teaching methods significantly influence student engagement and learning outcomes.	11.43	0.0007	10.26	0.0013
Teacher efficacy impacts the learning outcomes and professional development of students.	9.88	0.0017	10.92	0.0009
I regularly reflect on my teaching practices, identify areas for improvement, and set specific goals for enhancing my effectiveness.	12.78	0.0004	14.05	<0.0001

The chi-square analysis conducted to examine the association between classroom management style and teaching efficacy among teacher educators in India and Jordan reveals that both countries exhibit statistically significant and positive relationships across all measured statements. This suggests that, in both contexts, effective classroom management strategies—such as fostering a positive learning environment, incorporating active learning, time management instruction, and reflective practice—are strongly linked to higher levels of teaching efficacy.

In the case of India, the chi-square values ranged from 9.88 to 14.65, with all p-values falling below 0.002, indicating robust associations. Similarly, Jordan also demonstrated statistically significant relationships, with slightly higher chi-square statistics ranging from 10.26 to 15.27, and p-values consistently below 0.0013. These results affirm the hypothesis (H_2) that there is a statistically significant difference in the impact of classroom management styles on teaching efficacy between the two countries.

Although both India and Jordan exhibit strong and significant associations between classroom management styles and teacher

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

efficacy, Jordan slightly outperforms India in terms of strength of association (as reflected by marginally higher Chi-square values and lower p-values). This indicates that while both nations recognize and benefit from the role of classroom management in improving teaching efficacy, the association is slightly more pronounced among teacher educators in Jordan.

Therefore, based on this data, we can cautiously conclude that Teacher educators in Jordan demonstrate a marginally stronger impact of classroom management practices on teaching efficacy compared to their counterparts in India.

This difference, while statistically meaningful, is not vast. It could reflect variations in institutional training structures, policy implementation strategies, or the systemic emphasis placed on classroom management in Jordanian teacher education programs. These differences may also result from differing levels of professional development support, institutional culture, or national educational reform initiatives targeting teacher preparedness and classroom effectiveness.

FINDINGS OF THE STUDY

1. **High Levels of Teacher Efficacy in Both Countries:** The study found that teacher educators in both India and Jordan possess a strong sense of professional efficacy. A majority of respondents acknowledged that their teaching methods significantly influence student engagement and learning outcomes. Reflective teaching, student feedback, and ongoing professional development were commonly practiced, indicating a high degree of self-awareness and commitment to growth.
2. **Institutional Support Enhances Efficacy:** Respondents from both countries reported that support from administrative staff and colleagues contributes positively to their teaching efficacy. While satisfaction levels were generally high, a slightly greater proportion of Jordanian respondents expressed confidence in the institutional infrastructure and availability of resources.
3. **Collaborative Work Culture is Strong but Contextually Varied:** Collaboration among faculty members was broadly endorsed, with both Indian and Jordanian respondents acknowledging the importance of teamwork, feedback, and community in professional development. However, Indian respondents showed a wider range of responses, suggesting that collaborative practices may vary more significantly across institutions in India compared to the more standardized approach perceived in Jordan.
4. **Professional Development is Valued but Not Equally Supported:** Although educators in both countries value professional development, Indian respondents were more likely to believe their institutions prioritized such opportunities. In contrast, a significant number of Jordanian educators reported dissatisfaction with institutional investment in tailored and strategic training initiatives.
5. **Classroom Management Strategies are Aligned Across Countries:** Teacher educators in both regions employ a wide array of positive classroom management strategies, including reinforcement techniques, conflict resolution, active learning, and feedback mechanisms. Both Indian and Jordanian respondents agreed that such strategies contribute significantly to a positive learning environment and reduce classroom disruptions.
6. **Cultural Responsiveness is Practiced:** Educators from both countries reported that they consider cultural backgrounds and individual student needs in their classroom management. This highlights a growing awareness and application of inclusive teaching practices in both contexts.
7. **Feedback-Oriented Teaching is Slightly More Emphasized in Jordan:** Jordanian educators reported a slightly higher tendency to actively seek and incorporate student feedback. This may reflect systemic differences in quality assurance practices or pedagogical training in Jordan.

CONCLUSION

The study concludes that teacher educators in both Mysuru, India and Irbid, Jordan, demonstrate a strong sense of professional efficacy that is closely tied to supportive institutional environments, collaborative work culture, and effective classroom management strategies. While cultural and contextual differences exist, particularly in institutional support and professional development opportunities, the overall alignment in pedagogical values is notable. Both countries are committed to student-centered teaching, reflective practices, and inclusive classroom strategies. However, the findings also reveal areas for improvement. In India, institutions may benefit from enhancing support systems for managing workloads and ensuring consistency in collaborative practices. In Jordan, the gap between educators' needs and the tailoring of professional development programs should be addressed to foster deeper engagement and skill advancement. Ultimately, this comparative analysis underscores the universal importance of fostering supportive environments, promoting collaboration, and equipping educators with the tools necessary to thrive professionally. The insights gained from this study offer a basis for educational policymakers and institutional leaders in both countries to strengthen teacher education programs, encourage cross-cultural learning, and design targeted interventions that enhance teaching efficacy and classroom performance.

REFERENCES

1. *Abu-Tineh, A. M., Khasawneh, S. A., & Khalaileh, H. A. (2011). Teacher self-efficacy and classroom management styles in Jordanian schools. Management in Education, 25(4), 175–181.*
2. *Bordelon, Thomas & Phillips, Iris & Parkison, Paul & Thomas, Jeff & Howell, Corinne. (2012). Teacher Efficacy: How Teachers Rate Themselves and How Students Rate Their Teachers. Action in Teacher Education. 34. 10.1080/01626620.2012.642282.*
3. *Dibapile, W. T. S. (2012). A review of literature on teacher efficacy and classroom management. Journal of College Teaching & Learning.*
4. *Hayward, C., & Ohlson, M. (2023). Teachers' perspectives on teacher self-efficacy and principal leadership characteristics. International Journal of Education Policy & Leadership, 19(2). https://doi.org/10.22230/ijepl.2023v19n2a1291*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 7| July 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

5. *Heenan, I. W., De Paor, D., Lafferty, N., & McNamara, P. M. (2023). The impact of transformational school leadership on school staff and school culture in primary schools: A systematic review of international literature. Societies, 13(6), 133. https://doi.org/10.3390/soc13060133*
6. *Jatin, G., & Prasad, R. (2025). Culturally responsive classroom management self-efficacy of teacher candidates. National Journal of Education, 23(1). pISSN 0972-9569, eISSN 2584-2595.*
7. *Kleinsasser, R. C. (2014). Teacher efficacy in Teaching and Teacher Education. Teaching and Teacher Education, 44, 168–179. https://doi.org/10.1016/j.tate.2014.07.007*
8. *Mitchell, M. (2019). Teacher self-efficacy and classroom management (Doctoral dissertation, Walden University). Walden Dissertations and Doctoral Studies, 7701. https://scholarworks.waldenu.edu/dissertations/7701*
9. *Muchena, K. C., & Moalisi, W. T. S. (2018). Teacher efficacy and classroom management in Africa: A meta-analysis. The Independent Journal of Teaching and Learning, 13(2), Formerly The Journal of Independent Teaching and Learning.*
10. *Oyedele, V., & Chikwature, W. (2016). Factors that affect professional development in education on teacher efficacy in Chipinge District high schools. European Journal of Research in Social Sciences, 4(4). ISSN 2056-5429.*
11. *Shah, D. (2023). Teachers' self-efficacy and classroom management practices: A theoretical study. Journal of Education and Research, 13(1), 8–26.*
12. *Sharma, U., & Jacobs, K. (2016). Predicting in-service educators' intentions to teach in inclusive classrooms in India and Australia. Teaching and Teacher Education, 55, 13–23.*
13. *Yoo, J. H. (2016). The effect of professional development on teacher efficacy and teachers' self-analysis of their efficacy change. Journal of Teacher Education for Sustainability, 18(1), 84–94. https://doi.org/10.1515/jtes-2016-0007*