

SELF-EFFICACY AND EMOTIONAL RESILIENCY OF TEACHERS AND THEIR CLASSROOM MANAGEMENT PRACTICES

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ABSTRACT

This study examined the self-efficacy and emotional resiliency of teachers and their relationship to classroom management practices. Specifically, it determined the extent of teachers' self-efficacy across seven indicators namely: influence, decision-making, instructional, enlist parental involvement, community involvement, and create a positive school climate; emotional resiliency across four indicators namely: personal competence, spiritual influence, family cohesion and peer support; and classroom management practices across three indicators namely: teaching, discipline, and parent involvement. It further investigated the relationship between self-efficacy and emotional resiliency and classroom management practices, and identified the indicators that best predict effective classroom management. The study was conducted in Kinoguitan District, Division of Misamis Oriental and involve all 80 teachers of the said district. The instrument used in this study was a teacher-made questionnaire verified by three experts, specifically Doctor of Philosophy in Education under the same district. A quantitative correlational research design was employed. Data were analyzed using mean and standard deviation to determine the extent of the variables, Pearson r to examine the relationships among variables, and multiple regression analysis to identify significant predictors of effective classroom management practices. Results revealed that teachers demonstrated a high level of self-efficacy and emotional resiliency, as well as effective classroom management practices. Findings further indicated that both self-efficacy and emotional resiliency have a significant positive relationship with classroom management practices. Multiple regression analysis showed that among the self-efficacy indicators, instructional self-efficacy and the ability to create a positive school climate significantly predicted effective classroom management. In terms of emotional resiliency, personal competencies and peer support emerged as the strongest predictors. The study concludes that strengthening teachers' instructional confidence, fostering a positive school climate, enhancing personal competencies, and promoting peer support systems may significantly improve classroom management practices.

Keyword: *self-efficacy, emotional resiliency, classroom management, parent involvement, community involvement, decision-making*

1. INTRODUCTION

Every day teachers go to work with a blend of hope, duty, and determination. However, their capacity to handle learning environments can be significantly impacted by their level of confidence and emotional strength. Teachers want to help and motivate their students, but they have a lot of other responsibilities outside of school, including large classes that require them to be patient and flexible at all times, as well as numerous other challenges that test their emotional and professional limits. These stresses can change how teachers handle student behavior, keep things in order, and make classrooms a good place to learn.

You should know how teachers' faith in their own skills and their ability to stay calm under pressure affect how they run their classrooms. Both teachers and students need to do well on this.

The objective of this study is to examine how teachers' self-efficacy and emotional resiliency influence their classroom management practices. Specifically, it aims to assess the levels of self-efficacy and emotional resiliency among teachers, evaluate the effectiveness of their classroom management strategies, and explore the extent to which these two personal factors contribute to their ability to maintain a positive and well-managed learning environment. Through this

confidence and emotional strength, they shape their day-to-day interactions and overall effectiveness in managing classroom dynamics.

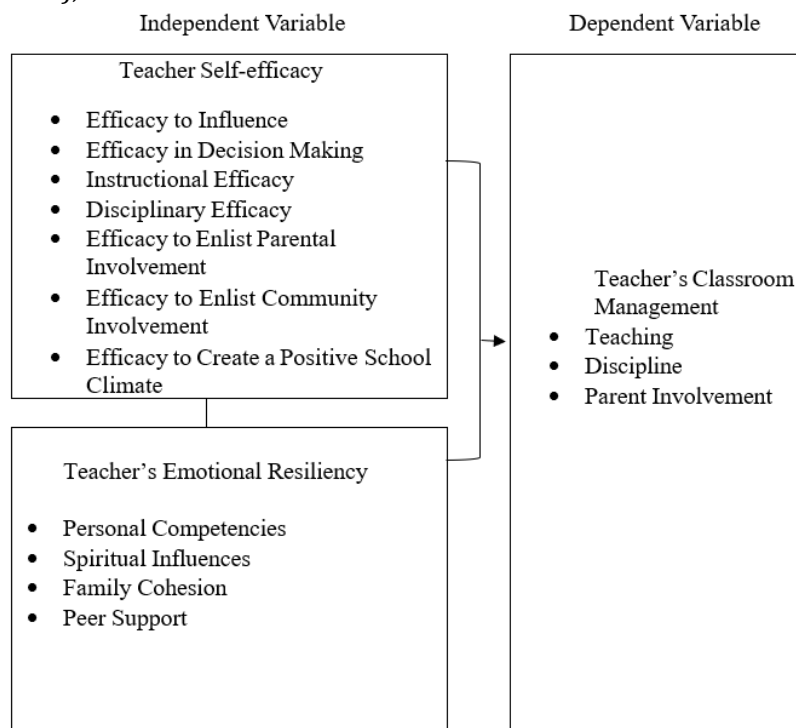
In this light, the present study seeks to examine the extent to which these two constructs predict the resiliency of teachers in DepEd schools. Specifically, the study aims to determine whether teacher self-efficacy and classroom management practices significantly influence emotional resiliency in addressing learners' reading problems and other classroom challenges. Findings from this study are expected to contribute to the growing body of knowledge on teacher well-being and to provide practical implications for teacher education, professional development, and DepEd initiatives designed to sustain effective teaching and improve learner outcomes.

Theoretical Framework

The study is anchored on Albert Bandura's Social Cognitive Theory (1986), a framework that

explains human behavior as the product of a dynamic interplay between personal factors, behavioral patterns, and environmental influences. Bandura emphasizes the concept of reciprocal determinism, where individuals both influence and are influenced by their environments.

Moreover, this theoretical grounding aligns with the priorities of the Philippine Department of Education (DepEd), particularly the Philippine Professional Standards for Teachers (PPST, 2017), which emphasize reflective practice, classroom management, and teacher resilience as essential competencies. Current DepEd initiatives such as the National Mental Health Program for Teachers and Learners, the Basic Education Development Plan (BEDP 2030), and the National Adoption and Implementation of the PPST (DepEd Order No. 42, s. 2017) recognize the need to strengthen teacher well-being, professional growth, and adaptability in the face of systemic and classroom challenges.



2. REVIEW OF RELATED LITERATURE

Teacher Self-Efficacy

Teacher self-efficacy refers to educators' belief in their ability to plan, organize, and implement the actions necessary to achieve desired student outcomes (Tschannen-Moran & Woolfolk Hoy, 2021). Rooted in Bandura's (1977) social

cognitive theory, self-efficacy shapes teachers' motivation, persistence, and instructional decision-making. Teachers with strong self-efficacy are more likely to adopt innovative strategies, persist in the face of challenges, and foster supportive classroom environments conducive to learning. Conversely, low self-efficacy can lead to reduced effort, avoidance of

difficult tasks, and higher susceptibility to stress and burnout.

Efficacy to Influence

Efficacy to influence refers to a teacher's conviction that their instructional actions can effectively promote student learning and behavioral improvement. Rooted in Bandura's (1977) concept of self-efficacy, this dimension reflects a teacher's belief in their capacity to make a meaningful difference in students' academic outcomes. Bandura emphasized that perceived self-efficacy shapes individuals' task choices, effort, persistence, and resilience in the face of challenges. Within education, teachers with high efficacy to influence tend to set ambitious goals, invest more effort in reaching struggling learners, and employ diverse instructional strategies to support student success (Tschannen-Moran & Woolfolk Hoy, 2021).

Decision-Making

Decision-making efficacy refers to teachers' confidence in exercising professional judgment across various aspects of their work, including curriculum pacing, instructional strategies, assessment methods, and classroom interventions. It reflects a teacher's belief in their capacity to make sound pedagogical decisions that promote effective learning outcomes. According to Tschannen-Moran and Woolfolk Hoy (2021), teachers with high decision-making efficacy demonstrate greater initiative in adapting curricula, experimenting with innovative practices, and assuming leadership roles within their schools. This form of efficacy is essential for fostering professional autonomy and continuous instructional improvement.

Instructional Efficacy

Instructional efficacy refers to teachers' belief in their ability to design, implement, and adjust effective teaching practices that enhance student learning. It encompasses confidence in planning lessons, asking meaningful questions, differentiating instruction, and using assessment data to refine teaching approaches. Teachers with high instructional efficacy are more likely to deliver clear learning objectives, apply student-centered strategies, and employ formative feedback to support diverse learners. According to Hattie (2019), such teachers consistently produce stronger learning gains because they are proactive

in evaluating and improving their instructional methods.

Disciplinary Efficacy

Disciplinary efficacy refers to a teacher's confidence in maintaining classroom order, managing student behavior, and creating a positive learning climate. Teachers with high disciplinary efficacy employ proactive strategies such as clear routines, consistent expectations, and positive reinforcement rather than punitive measures, resulting in fewer disruptions and greater student engagement (Marzano & Pickering, 2023).

Efficacy to Enlist Parental Involvement

Efficacy to enlist parental involvement refers to teachers' belief in their capacity to engage parents/guardians as active partners in the learning process. According to Epstein's (1995) model of school-family community partnerships, teacher-initiated communication and collaboration with families improve student outcomes (e.g., attendance, homework completion, motivation). In the Philippines, teacher efficacy for parent engagement is especially important given the home-based learning scenarios during the pandemic and in rural areas where parental support is critical.

Efficacy to Enlist Community Involvement

Efficacy to enlist community involvement refers to a teacher's belief in their capacity to engage local organizations, industry partners, and community resources in order to enrich the curriculum and extend learning beyond the classroom. Teachers who feel capable of forging such partnerships are more likely to organize field-work, invite guest speakers, coordinate work-based learning opportunities, and integrate community assets into instruction. Literature on community-engaged pedagogy highlights that this form of teacher efficacy promotes relevant and sustained student learning through local linkages.

Efficacy to Create a Positive School Climate

Teacher's Emotional Resiliency

Teacher emotional resiliency refers to the ability of educators to adapt, recover, and maintain effectiveness despite challenges and stress in the teaching environment (Mansfield et al., 2019). It involves emotional regulation, perseverance, and

a sustained sense of purpose that allows teachers to remain motivated and effective even under pressure. Emotionally resilient teachers can manage classroom demands, maintain positive relationships, and model adaptive coping behaviors for their students.

Personal Competencies

Personal competencies refer to the internal capacities that help teachers maintain professional effectiveness despite challenges in their work environment. These include self-regulation, problem-solving, reflective practice, and adaptive coping strategies. According to Lazarus and Folkman's (1984) Transactional model of stress and coping, individuals who employ problem-focused coping and cognitive reappraisal are more likely to manage stress constructively and sustain motivation. In the teaching profession, such competencies enable educators to respond calmly to student misbehavior, adjust instructional plans when lessons do not go as intended, and remain committed despite heavy workloads or policy changes.

Spiritual Influences

Spiritual influences refer to the moral beliefs, values, and sense of calling that give teachers a deeper sense of meaning in their professional practice. These influences often serve as an internal source of motivation and resilience, helping educators sustain their commitment despite challenges and uncertainties in the teaching profession. Gu and Day (2021) noted that teachers who view their work as a vocation rather than merely an occupation often display stronger perseverance, emotional balance, and professional purpose.

Family Cohesion

Family cohesion refers to the emotional and practical support teachers receive from family members, including spousal encouragement, shared household responsibilities, and emotional validation. Such support systems play a vital role in helping teachers sustain work-life balance, manage stress, and maintain motivation in the face of occupational pressures. Research consistently shows that teachers who experience strong family cohesion report higher well-being and lower levels of burnout (Villa & Valle, 2025).

Peer Support

Peer support refers to the professional and emotional assistance that teachers provide to one another through mentoring, collaborative planning, professional learning communities, and collegial dialogue. It represents one of the most consistent school-based protective factors for teacher resilience and professional efficacy (Mansfield et al., 2016). When teachers collaborate, share experiences, and exchange strategies, they not only enhance instructional quality but also reduce the sense of isolation often experienced in demanding educational environments.

Teacher's Classroom Management

Classroom management refers to the set of strategies and practices teachers use to establish order, promote positive behavior, and create an environment conducive to learning. It reflects the integration of teacher beliefs (self-efficacy) and well-being (resilience) in daily instruction through structured routines, effective behavior management, and active family engagement. Strong classroom management enhances instructional time, minimizes disruptions, and contributes to higher student achievement (Hattie, 2019).

Teaching

Teaching as a component of classroom management involves establishing clear learning objectives, structuring lessons coherently, engaging students actively, and providing continuous formative feedback. Hattie's (2019) meta-analysis underscores that teacher clarity, well-structured instruction, and quality feedback are among the strongest predictors of student achievement. These practices help sustain focus, reduce off-task behavior, and foster a productive learning climate.

Discipline

Discipline in classroom management refers to the strategies teachers use to establish routines, set clear expectations, and apply consistent reinforcement to guide student behavior. Effective discipline emphasizes preventive and proactive measures rather than reactive punishment. Marzano et al. (2023) highlight that proactive classroom systems—built on clarity, structure,

and consistency maximize learning time and minimize behavioral disruptions.

Parent Involvement

Parent involvement as a component of classroom management emphasizes collaboration between teachers and families to enhance student learning and behavior. It encompasses consistent communication, home-based learning support, and joint problem-solving between school and home. Epstein's (1995) framework identifies various forms of parental engagement, such as parenting, communicating, volunteering, learning

at home, decision-making, and collaborating with the community, as essential to student success.

Findings

The analysis of the data gathered from the indigenous learners revealed several key findings regarding their English oral proficiency and the factors influencing it.

Table 2

The Extent of Teachers' Self-Efficacy in Terms of Their Self-Efficacy to Influence.

Variable	Mean	SD	Interpretation
How much can you influence the decisions that are made in school?	4.21	0.65	Very High Extent
How much can you express your views freely on important school matters?	4.25	0.70	Very High Extent
How much do you participate in planning or implementing school activities and programs?	4.40	0.79	Very High Extent
How much do teachers and school leaders consider your opinions before making decisions?	4.15	0.73	High Extent
How confident are you that your suggestions can lead to positive changes in your school?	4.20	0.70	High Extent
Overall	4.24	0.57	Very High Extent

The overall mean score of 4.24 with a standard deviation of 0.57 is interpreted as a very high extent, indicating that teachers generally perceive themselves as highly capable of influencing matters within the school. The relatively low standard deviation suggests that responses were consistent and clustered closely around the mean.

Table 3

The Extent of Teachers' Self-Efficacy in Terms of Their Self-Efficacy in Decision-making.

Variable	Mean	SD	Interpretation
How much confidence in making instructional decisions that meet the diverse learning needs of your students can you contribute in your classroom?	4.38	0.56	Very High Extent
How much confidence in exercising professional judgment when addressing behavioral issues can you contribute in your classroom?	4.39	0.56	Very High Extent
How much confidence in making fair and consistent decisions to maintain classroom discipline can you contribute in your classroom?	4.46	0.55	Very High Extent
How much confidence in deciding on appropriate strategies to support students' emotional and social development can you contribute in your classroom?	4.44	0.55	Very High Extent

How much confidence in applying reflective decision-making to improve teaching and learning outcomes can you contribute in your classroom?	4.45	0.55	Very High Extent
Overall	4.42	0.46	Very High Extent

The overall mean score of 4.42 with a standard deviation of 0.46 is interpreted as very high extent, indicating that teachers perceive themselves as highly confident in making professional decisions within their classrooms.

The relatively low standard deviation suggests that responses were consistent, reflecting a shared perception of strong decision-making efficacy among teachers.

Table 4

The Extent of Teachers' Self-Efficacy in Terms of Their Instructional Efficacy

Variable	Mean	SD	Interpretation
How much can you do to get through to the most difficult learners?	4.26	0.57	Very High Extent
How much can you do to keep learners on task when assignments are difficult?	4.31	0.59	Very High Extent
How much can you do to motivate learners who show low interest in school work?	4.50	0.53	Very High Extent
How much can you do to get learners to work together effectively?	4.50	0.53	Very High Extent
How much can you do to promote learning when there is a lack of support from home?	4.40	0.56	Very High Extent
Overall	4.40	0.43	Very High Extent

The overall mean score of 4.40 with a standard deviation of 0.43 falls within the range of very high extent, indicating that teachers perceive themselves as highly capable of performing instructional tasks effectively. The relatively low overall standard deviation suggests that teachers

share consistent perceptions regarding their instructional competence. Examining the individual indicators, all five items were rated under a very high extent, reflecting uniformly high confidence levels.

The Extent of Teachers' Self-Efficacy in Terms of Their Disciplinary Efficacy

Variable	Mean	SD	Interpretation
How much can you do to get learners to follow rules?	4.46	0.53	Very High Extent
How much can you do to control disruptive behavior in the classroom?	4.35	0.58	Very High Extent

How much can you do to prevent problem behavior on the school grounds?	4.25	0.67	Very High Extent
How much can you do to handle conflicts among learners in a fair and consistent manner?	4.51	0.50	Very High Extent
How much can you do to encourage learners to take responsibility for their own behavior?	4.55	0.50	Very High Extent
Overall	4.43	0.45	Very High Extent

The overall mean score of 4.43 with a standard deviation of 0.45 is interpreted as very high extent, indicating that teachers perceive themselves as highly confident in managing student discipline and behavior. The relatively low Table 6

overall standard deviation suggests consistency in responses, reflecting a shared belief among teachers regarding their capability to maintain order and promote responsible behavior.

The Extent of Teachers' Self-Efficacy in Terms of Parental Involvement Efficacy.

Variable	Mean	SD	Interpretation
How much can you do to get parents to become involve in school activities?	4.46	0.55	Very High Extent
How much can you assist parents in helping their learners do well in school?	4.44	0.59	Very High Extent
How much can you do to make parents feel comfortable in coming to school?	4.55	0.53	Very High Extent
How much can you do to encourage parents to communicate regularly with teachers about their child's progress?	4.59	0.52	Very High Extent
How much can you do to strengthen collaboration between parents and the school in addressing student needs?	4.49	0.57	Very High Extent
Overall	4.51	0.48	Very High Extent

The overall mean score of 4.51 with a standard deviation of 0.48 is interpreted as very high extent, indicating that teachers perceive themselves as highly capable of engaging parents and fostering productive school-family partnerships. The low standard deviation suggests consistency in responses, showing that teachers

generally share strong confidence in their ability to involve parents in educational processes.

Table 7

The Extent of Teachers' Self-Efficacy in Terms of Community Involvement Efficacy.

Variable	Mean	SD	Interpretation
How much can you do to get community groups involved in working with the schools?	4.25	0.63	Very High Extent
How much can you do to get business involved in working with the school?	4.09	0.83	Very High Extent
How much can you do to get nearby institutions involved in working with the school?	4.11	0.73	Very High Extent
How much can you do to enhance collaboration between teachers and administration to make the school run effectively?	4.36	0.66	Very High Extent
How much can you do to get learners to believe they can do well in school work?	4.60	0.56	Very High Extent
Overall	4.28	0.56	Very High Extent

The overall mean score of 4.28 with a standard deviation of 0.56 is interpreted as very high extent, indicating that teachers perceive themselves as highly capable of engaging the community, local institutions, and stakeholders in school activities. The relatively low standard deviation suggests consistent responses, reflecting

a shared perception of confidence in promoting community involvement.

Table 8

The Extent of Teachers' Self-Efficacy in Terms of Creating a Positive School Climate.

Variable	Mean	SD	Interpretation
How much efficacy in fostering a supportive and respectful classroom environment can you contribute in your school?	4.60	0.52	Very High Extent

How much ability in promoting positive relationships among students can you contribute in your school?	4.60	0.49	Very High Extent
How much competence in maintaining a classroom atmosphere that encourages cooperation and inclusivity can you contribute in your school?	4.56	0.50	Very High Extent
How much capacity in implementing strategies that build students' sense of belonging and safety can you contribute in your school?	4.59	0.52	Very High Extent
How much effectiveness in modeling positive attitudes and behaviors that strengthen school climate can you contribute in your school?	4.55	0.53	Very High Extent
Overall	4.58	0.45	Very High Extent

The overall mean score of 4.58 with a standard deviation of 0.45 is interpreted as a very high extent, indicating that teachers perceive themselves as highly capable of fostering a supportive, inclusive, and positive learning environment in their schools. The relatively low standard deviation reflects consistency in responses, showing a shared perception of strong efficacy among teachers in contributing to a positive school climate.

Table 9

Summary on the Extent of Teachers' Self-Efficacy in Terms of Efficacy to Influence, Decision-making, Instructional, Disciplinary, Parental Involvement, Community Involvement and Creating a Positive School Climate.

Variable	Mean	SD	Interpretation
Efficacy to Influence	4.24	0.57	Very High Extent
Decision-Making	4.42	0.46	Very High Extent
Instructional Self-Efficacy	4.40	0.43	Very High Extent
Disciplinary Self-Efficacy	4.43	0.45	Very High Extent
Parental Involvement	4.51	0.48	Very High Extent
Community Involvement	4.28	0.56	Very High Extent
Positive School Climate	4.58	0.45	Very High Extent

Overall	4.41	0.49	Very High Extent
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The table provides the mean, standard deviation, and overall interpretation for each domain. All domains scored in the very high extent range, indicating that teachers perceive themselves as highly capable across multiple professional competencies.

Table 10

The Extent of Teachers' Emotional Resiliency in Terms of Their Personal Competencies.

Variable	Mean	SD	Interpretation
I am able to adapt change.	4.65	0.51	Very High Extent
Under pressure, I am able to focus and think clearly.	4.54	0.53	Very High Extent
I am not easily discouraged by failure.	4.41	0.63	Very High Extent
If necessary, I can make unpopular or difficult decisions that affect other people.	4.29	0.70	Very High Extent
I work hard to attain my goals.	4.61	0.52	Very High Extent
Overall	4.58	0.45	Very High Extent

The overall mean score of 4.58 with a standard deviation of 0.45 is interpreted as a very high extent, indicating that teachers perceive themselves as highly capable of managing personal challenges, maintaining focus, and demonstrating persistence under stress. The relatively low standard deviation suggests that these perceptions are consistent among teachers,

reflecting a shared sense of strong personal competency.

Table 11

The Extent of Teachers' Emotional Resiliency in Terms of Their Spiritual Influence.

Variable	Mean	SD	Interpretation
Fate or God can help me overcome my challenges.	4.81	0.39	Very High Extent
I believe things happen for a reason.	4.74	0.44	Very High Extent
I have to act on a hunch.	4.46	0.62	Very High Extent
I find strength and guidance through prayer or reflection when facing difficulties.	4.80	0.40	Very High Extent

My spiritual beliefs help me stay positive and hopeful during challenging times.	4.76	0.43	Very High Extent
Overall	4.50	0.43	Very High Extent

The overall mean score of 4.50 with a standard deviation of 0.43 is interpreted as a very high extent, indicating that teachers perceive their spiritual beliefs as a significant source of strength, guidance, and hope during challenging situations. The low standard deviation reflects consistency in teachers' perceptions, showing that spiritual

influence is a shared factor in fostering emotional resiliency.

Table 12

The Extent of Teachers' Emotional Resiliency in Terms of Their Family Cohesion.

Variable	Mean	SD	Interpretation
My family's understanding of what is important in life is very similar to mine.	4.70	0.49	Very High Extent
I feel very happy with my family.	4.78	0.45	Very High Extent
In my family, we like to do things together.	4.70	0.49	Very High Extent
In difficult periods, my family keeps a positive outlook on the future.	4.71	0.48	Very High Extent
Facing other people, our family acts loyal towards one another.	4.68	0.50	Very High Extent
Overall	4.71	0.43	Very High Extent

The overall mean score of 4.71 with a standard deviation of 0.43 is interpreted as a very high extent, indicating that teachers perceive strong family support, shared values, and positive family interactions as central to their emotional resiliency. The low standard deviation suggests a high level of agreement among teachers, reflecting

consistent perceptions of family cohesion as a source of strength.

Table 13

The Extent of Teachers' Emotional Resiliency in Terms of Their Peer Support.

Variable	Mean	SD	Interpretation
In my workplace, I enjoy being together with other people.	4.55	0.63	Very High Extent

When needed, I have always someone in my workplace who can help me.	4.54	0.50	Very High Extent
Meeting new people in my workplace is something I am good at.	4.39	0.67	Very High Extent
In my workplace when I am with others, I easily laugh.	4.46	0.62	Very High Extent
I can discuss personal issues with my peers.	4.25	0.74	Very High Extent
Overall	4.44	0.52	Very High Extent

The overall mean score of 4.44 with a standard deviation of 0.52 is interpreted as a very high extent, indicating that teachers perceive strong support from colleagues as an important factor in enhancing their emotional resiliency. The moderate-to-low standard deviation suggests that teachers generally agree on the significance of

peer support in coping with professional challenges.

Summary on the Extent of Teachers' Emotional Resiliency in Terms of Their Personal Competencies, Spiritual Influence, Family Cohesion, and Peer Support.

Variable	Mean	SD	Interpretation
Personal Competencies	4.50	0.43	Very High Extent
Spiritual Influences	4.72	0.35	Very High Extent
Family Cohesion	4.71	0.43	Very High Extent
Peer Support	4.44	0.52	Very High Extent
Overall	4.59	0.43	Very High Extent

The mean scores for all domains range from 4.44 to 4.72, with standard deviations between 0.35 and 0.52, and are interpreted as a very high extent. This indicates that teachers perceive themselves as highly resilient across personal, spiritual, familial, and social dimensions, reflecting a well-

rounded capacity to cope with professional and personal challenges.

Table 15

The Extent of Teachers' Classroom Management Practices in Terms of Teaching.

Variable	Mean	SD	Interpretation
I establish, teach, and positively state clear classroom expectations.	4.71	0.46	Very High Extent
I teach responsibility and provide opportunities for learners to contribute to the functioning of the classroom.	4.70	0.49	Very High Extent

While learners are working, I move around the classroom to monitor their activities.	4.69	0.47	Very High Extent
When a learner is not engaged, I approach them to understand the situation and provide assistance.	4.65	0.48	Very High Extent
I assign homework and clearly explain its purpose and connection to classroom learning.	4.60	0.54	Very High Extent
Overall	4.67	0.41	Very High Extent

The overall mean score of 4.67 with a standard deviation of 0.41 is interpreted as a very high extent, indicating that teachers perceive themselves as highly effective in implementing teaching strategies that support classroom management. The low standard deviation reflects strong consensus among teachers, showing

consistency in their perceived ability to maintain structured and productive learning environments.

Table 16

The Extent of Teachers' Classroom Management Practices in Terms of Discipline.

Variable	Mean	SD	Interpretation
I introduce classroom rules on the first day of the school year.	4.86	0.35	Very High Extent
Rules are posted in a visible area of the classroom.	4.40	0.61	Very High Extent
I give feedback to learners, praise positive behavior and contributions, and encourage learners who struggle.	4.70	0.46	Very High Extent
When a learner violates classroom rules, I remind them of the commonly agreed rules and their purpose.	4.74	0.44	Very High Extent
When discipline issues arise, I work with learners to find appropriate solutions and refocus attention on the lesson.	4.65	0.48	Very High Extent
Overall	4.67	0.36	Very High Extent

The overall mean score of 4.67 with a standard deviation of 0.36 is interpreted as a very high extent, indicating that teachers consistently implement effective disciplinary strategies in their classrooms. The low standard deviation reflects strong agreement among teachers, suggesting that structured and proactive disciplinary practices are widely applied. Among the indicators, introducing classroom rules on the first day of the school year

received the highest mean of 4.86, and a standard deviation of 0.35, demonstrating that teachers strongly prioritize establishing expectations at the beginning of the academic year.

Table 17

The Extent of Teachers' Classroom Management Practices in Terms of Parent Involvement.

Variable	Mean	SD	Interpretation
As a teacher, I always promote parent involvement in my classroom.	4.78	0.42	Very High Extent
I collaborate with parents on a home-school behavior plan and share goals for learners.	4.73	0.45	Very High Extent
I teach parents the skills to enhance classroom learning at home (e.g. coaching, reading, use of incentives).	4.46	0.84	Very High Extent
I hold extra parent conferences for particular problems.	4.46	0.69	Very High Extent
I develop strong teacher–parent partnerships.	4.65	0.53	Very High Extent
Overall	4.67	0.36	Very High Extent

The overall mean score of 4.67 with a standard deviation of 0.36 is interpreted as a very high extent, indicating that teachers actively and consistently engage parents as partners in classroom management and student development. The relatively low overall standard deviation suggests strong agreement among teachers regarding the importance of parental involvement.

Table 18

Summary on the Extent of Teachers' Classroom Management Practices in Terms of Teaching, Discipline, and Parent Involvement.

Variable	Mean	SD	Interpretation
Teaching	4.67	0.41	Very High Extent
Discipline	4.67	0.36	Very High Extent
Parent Involvement	4.62	0.43	Very High Extent

Overall	4.65	0.40	Very High Extent
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The overall mean score of 4.65 with a standard deviation of 0.40 is interpreted as a very high extent, indicating that teachers consistently implement classroom management strategies teachers regarding the consistent application of these practices.

across instructional, behavioral, and collaborative dimensions. The relatively low overall standard deviation suggests strong agreement among

Correlation Between Teachers' Self-Efficacy and Classroom Management

Table 19

Variables	R	p value	Interpretation
Teachers' Self Efficacy and Classroom Management	.703	.000	Significant

The results revealed a statistically significant strong positive relationship between overall teachers' self-efficacy and overall classroom management, $r(78)$ is equal to .703, and $p < .01$. Based on the given r -value range, this coefficient falls within the "strong" category (.60-.79). This indicates that higher levels of teachers' self-

efficacy are associated with better classroom management practices.

Table 20

Correlation Between Emotional Resiliency and Classroom Management

Variables	R	p value	Interpretation
Emotional Resiliency and Classroom Management	.770	.000	Significant

Table 20 shows a statistically significant, strong positive correlation between emotional resiliency and classroom management, with an $r(78)$ value is equal to .770, $p < .01$. This coefficient also falls within the strong relationship range and is slightly higher than the correlation between self-efficacy and classroom management. This suggests that

teachers who demonstrate higher levels of emotional resiliency tend to exhibit stronger classroom management practices.

Table 21

Multiple Regression Predicting Classroom Management from Teachers' Self-Efficacy

Predictor	Beta	Sig. (p-value)	Interpretation
Influence	-0.099	.277	Not a significant predictor of classroom management; weak negative relationship.
Decision-Making	-0.041	.666	Not a significant predictor; relationship is negligible.
Instructional	0.256	.046	Significant positive predictor; higher instructional self-efficacy leads to better classroom management.
Disciplinary	-0.116	.371	Not a significant predictor; weak negative relationship.
Parental Involvement	-0.012	.907	Not significant; virtually no relationship with classroom management.
Community Involvement	-0.164	.094	Not significant; weak negative trend but not meaningful.
School Climate	0.352	.001	Significant positive predictor; higher efficacy in contributing to school climate improves classroom management.

The findings reveal that among the seven predictors, Instructional self-efficacy where beta is equal to 0.256, p is 0.046 and School Climate efficacy, a beta of 0.352, p-value of .001, are statistically significant predictors of classroom management. Both variables show positive beta coefficients, indicating that higher levels of

efficacy in these areas contribute to stronger classroom management practices.

Table 22

Multiple Regression Predicting Classroom Management from Emotional Resiliency

Predictor	Beta	Sig. (p-value)	Interpretation
Personal Competencies	0.566	.000	Strongest positive predictor; higher personal competencies strongly relate to effective classroom management.
Spiritual Influences	0.048	.553	Not significant; minimal effect on classroom management.
Family Cohesion	0.154	.045	Significant positive predictor; teachers with supportive families manage classrooms more effectively.
Peer Support	0.035	.720	Not significant; negligible effect on classroom management.

The findings reveal that personal competencies have beta value of 0.566, and p value is .000 and family cohesion got a beta value of 0.154, p-value of .045 are statistically significant predictors of classroom management. Personal competencies emerged as the strongest predictor, indicating that teachers' individual emotional skills, self-regulation, and coping abilities have a substantial impact on their classroom management effectiveness.

3. CONCLUSION AND RECOMMENDATION

Considering the findings of the study, it can be concluded that, for problem one, teachers' greatest strength in cultivating positive school climate is essential for student well-being and academic engagement, positioning them as key factors of a supportive learning environment that foster motivation and reduces behavioral issues. While decision-making efficacy represents a relative growth area that may enhance their professional aspect and sense of ownership in schools governing body, its very high rating confirms overall healthy capability. These results aligned with Bandura's Social Cognitive Theory, which posits that self-efficacy shapes teaching behaviors, persistence, and innovation in challenging contexts. The findings also supported DepEd's Philippine Professional Standards for Teachers (PPST) emphasis on teacher leadership and positive climate creation as core competencies for effective education delivery.

For problem three, with the results at hand, it can be concluded that exceptional performance in teaching and discipline domains indicates complete mastery of core functions absolutely critical for creating productive, engaging learning environments where students thrive academically and socially. Parent involvement with these strengths demonstrates holistic management that connects classroom practice with a family support system that was essential for student success. These results affirmed PPST Domain 2 specific to the standards on learning environment management and validate teachers' proven ability to navigate persistent challenges like diverse behaviors, large classes, and post-pandemic recovery demands. The uniform excellence across all dimensions indicates comprehensive strength rather than isolated competencies, which creates a positive impact to learners.

Considering problem four, on the relationship between self-efficacy and classroom management, it revealed that the highest self-efficacy areas mostly succeed, conclusively rejecting the null hypothesis that there is no significant relation between self-efficacy and classroom management practices. Even relative lower domains maintained a substantial predictive influence, demonstrating wide-range rather than fragmented self-efficacy impact on teaching practice.

In contrast, problem five tackled the relationship of emotional resiliency and classroom management, and the study showed that personal

competencies emerged as the primary resilience factor, with every domain contributing significantly, and rejecting the null hypothesis which states that there is no significant relationship between emotional resiliency and classroom management.

Finally, problem six, which talked about the predictive power of multiple regression analysis on which variable singly or in combination best predicts to have contributed to effective classroom management, suggests that teachers who feel confident in contributing to a positive and supportive school environment are more effective in managing their classrooms. Instructional self-efficacy also significantly predicts classroom management, implying that teachers who believe in their ability to deliver effective instruction, engage learners, and implement appropriate strategies are more capable of maintaining order and promoting productive learning environments. For the second variable, emotional resiliency and classroom management, personal competencies emerged as the preeminent predictor dominating management variance explained, with school climate efficacy providing strong secondary prediction power, collectively rejecting null hypothesis on combined predictor significance.

Based on the findings and conclusions of the study, the following recommendations may be adopted in relation to each of the problems:

First, on the extent of self-efficacy, implement targeted leadership workshops focusing on decision-making processes, school governance participation, and policy advocacy to elevate the lowest indicator while building on existing strengths in climate creation. These sessions should include practical simulations of administrative meetings and collaborative planning exercises to boost confidence in influencing decisions.

Second, on the extent of emotional resiliency, develop formal peer support systems like monthly resiliency circles, buddy mentoring pairs, and confidential colleague check-ins to strengthen the lowest domain while complementing naturally strong spiritual influences. These structures may facilitate safe spaces for sharing classroom challenges and personal stressors without judgment.

Third, in relation to the extent of classroom management, it is recommended to sustain teaching and discipline excellence by creating a digital repository of best practices featuring video demonstrations, lesson plan templates, and strategy checklists for peer observation, study, and adaptation across classrooms.

Fourth, in response to problem four, administrators and teachers may prioritize professional development sequences targeting high-impact efficacy domains through specialized modules on school climate strategies and advanced parent partnership techniques, delivered in cohort format for peer learning reinforcement.

Fifth, in relation to problem five, it is recommended to make a complete resiliency training program that includes adaptive skills workshops that employ real-life classroom settings and emotional control protocols that teachers may implement right away in their classrooms.

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