

Teachers' Classroom Management and Self-Efficacy at Don Carlos Central Elementary School

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Abstract. Classroom management and teacher self-efficacy are recognized as essential factors influencing instructional effectiveness and the quality of classroom learning environments. However, empirical evidence examining the relationship between these variables within localized Philippine elementary school settings remains limited. This study aimed to determine the relationship between teachers' classroom management and self-efficacy at Don Carlos Central Elementary School during the School Year 2025–2026. Specifically, it assessed the level of teachers' classroom management in terms of structured organization, discipline and behavior management, and collaboration with learners and peers; determined the level of teachers' self-efficacy in terms of subject matter expertise, pedagogical skills, and communication skills; and examined the significant relationship between the two variables. The study employed a quantitative descriptive-correlational research design involving all 80 full-time teachers through total enumeration. Data were collected using validated survey questionnaires and analyzed using weighted mean and Pearson product-moment correlation coefficient. The findings revealed that teachers demonstrated a very high level of classroom management and a very high level of self-efficacy. Among the classroom management dimensions, collaboration with learners and peers obtained the highest mean, while communication skills ranked highest among the dimensions of teacher self-efficacy. Moreover, the analysis revealed a statistically significant positive relationship between teachers' classroom management and self-efficacy. These findings indicate that teachers with stronger beliefs in their professional capabilities are more likely to demonstrate effective classroom management practices. The study highlights the importance of strengthening teachers' instructional competence and professional confidence through continuous professional development initiatives. The findings provide empirical evidence that may guide school administrators and policymakers in designing interventions that enhance teacher effectiveness and foster more organized, supportive, and productive classroom environments.

Keywords: classroom management; descriptive-correlational research; elementary teachers; self-efficacy; teacher effectiveness

Introduction

Education plays a fundamental role in promoting learners' intellectual, social, and emotional development, with teachers serving as key agents in achieving quality educational outcomes. Beyond possessing strong content knowledge, teachers are expected to establish learning environments that are organized, supportive, and conducive to student engagement and achievement. Among the competencies that influence effective teaching, classroom management and teacher self-efficacy have consistently been recognized as essential determinants of instructional success. Effective classroom management enables teachers to maximize instructional time, maintain positive classroom behavior, and create an environment that facilitates meaningful learning, while teacher self-efficacy reflects educators' confidence in their ability to successfully perform instructional responsibilities and respond to classroom challenges.

Existing studies have established that effective classroom management contributes to improved student engagement, reduced disruptive behavior, and more productive learning environments. Likewise, teacher self-efficacy has been associated with greater instructional effectiveness, persistence, and professional competence. Previous investigations have demonstrated that teachers with higher levels of self-efficacy are generally more capable of implementing effective classroom management practices and fostering positive

classroom climates. These findings highlight the complementary nature of classroom management and self-efficacy in enhancing teaching effectiveness and educational quality.

Despite the growing body of literature, empirical evidence examining the relationship between classroom management and teacher self-efficacy remains limited within localized Philippine elementary school contexts. Most previous studies have focused on broader educational settings or have examined these constructs independently rather than investigating how they interact within specific school environments. Consequently, there remains insufficient localized evidence that school administrators and educational leaders can use to design context-specific professional development initiatives and instructional improvement programs. Addressing this gap is particularly important because educational practices, institutional culture, and teacher experiences may differ across schools, thereby influencing classroom management and teachers' beliefs about their instructional capabilities.

Recognizing this gap, the present study seeks to contribute empirical evidence regarding the classroom management practices and self-efficacy of teachers in Don Carlos Central Elementary School. Specifically, the study examines classroom management through structured organization, discipline and behavior management, and collaboration with learners and peers, while teacher self-efficacy is examined in terms of subject matter expertise, pedagogical skills, and communication skills. Understanding these dimensions provides a more comprehensive picture of teachers' professional practices and instructional confidence within the school context.

The findings of this study are expected to contribute to educational practice by providing evidence that may guide school administrators in developing professional development programs, instructional support initiatives, and policies aimed at strengthening teachers' classroom management competencies and self-efficacy. The study likewise contributes to the existing body of knowledge by providing localized empirical evidence from a Philippine public elementary school, thereby extending current literature on teacher effectiveness and classroom management.

This study was conducted during the School Year 2025–2026 at Don Carlos Central Elementary School, one of the public elementary schools in the Municipality of Don Carlos, Bukidnon, Philippines. The respondents consisted of 80 full-time teachers assigned from Kindergarten to Grade 6 who met the established inclusion criteria. Focusing on a single public elementary school provides a well-defined institutional context for examining the relationship between classroom management and teacher self-efficacy while generating findings that may inform instructional improvement and professional development initiatives within comparable educational settings.

Research Questions

This study aims to assess the level of teachers' classroom management and self-efficacy in Don Carlos Central Elementary School. Specifically, this study sought to answer the following questions:

1. What is the level of teachers' classroom management in Don Carlos Central Elementary School in terms of the following:
 - 1.1 Structured Organization,
 - 1.2 Discipline and Behavior Management; and
 - 1.3 Collaboration with Learners and Peers
2. What is the level of self-efficacy among the teachers in Don Carlos Central Elementary School in terms of:
 - 2.1 Subject Matter,
 - 2.2 Pedagogical Skills, and
 - 2.3 Communication Skills
3. Is there a significant relationship between classroom management and self-efficacy of the teachers in Don Carlos Central Elementary School?

Scope and Delimitation of the Study

This study focused on examining teachers' classroom management and self-efficacy at Don Carlos Central Elementary School. The study determines the relationship between teachers' classroom management and self-efficacy practices using survey instruments to collect quantitative data for statistical analysis. The respondents were all full-time teachers who were actively handling classes during the conduct of the study, while administrators, non-teaching personnel, and students were excluded. The research was conducted at Don Carlos Central Elementary School; therefore, findings would apply only to this specific context and cannot be generalized to other schools. The study would not include student academic performance, teacher salary, years of experience, personal characteristics (except for descriptive purposes), classroom observation, experimental intervention, or training programs, and it would rely solely on self-reported data from teachers.



Literature Review

Teachers' Classroom Management

Teachers' classroom management is widely recognized as a key determinant of instructional effectiveness and student learning. It encompasses not only maintaining discipline but also organizing learning environments, establishing routines, fostering positive teacher–student relationships, and promoting student engagement. Effective classroom management creates a positive classroom climate that supports students' academic, social, and emotional development, making it a fundamental indicator of teacher effectiveness. Recent studies consistently show that effective classroom management improves student engagement, academic achievement, classroom behavior, and teacher satisfaction. Professional development programs have been found to strengthen teachers' classroom management competencies, instructional practices, and self-efficacy (Byun et al., 2021; Hirsch et al., 2021; Bagea et al., 2024; Supsin et al., 2026). Systematic reviews likewise emphasize that effective classroom management contributes to productive learning environments and increasingly incorporates technology to support instruction and behavior monitoring (Küçükakın & Göloğlu Demir, 2021; Cho et al., 2020). Recent evidence also highlights that classroom management is influenced by teacher-, classroom-, and school-level factors. Duan et al. (2024) found that teachers' self-efficacy, professional commitment, school leadership, classroom climate, and teacher–student relationships significantly shape classroom management effectiveness. Similarly, Shafiq and Farooqi (2025) reported that teachers' social intelligence enhances instructional management, classroom organization, and proactive behavior management, underscoring the importance of interpersonal competence alongside instructional skills.

Structured Organization

Structured organization refers to teachers' ability to create orderly learning environments through clear routines, classroom procedures, lesson planning, and well-defined expectations. As a core dimension of classroom management, it minimizes disruptions, maximizes instructional time, and promotes student engagement by providing consistency and predictability. Recent studies consistently show that structured classroom organization enhances instructional effectiveness. Cho et al. (2020) found that integrating digital technologies strengthens classroom routines, improves learner participation, and increases instructional efficiency. Likewise, Byun et al. (2021) reported that professional development significantly improves teachers' classroom organization skills, resulting in more effective instruction and greater student participation. Lazarides et al. (2020) further observed that teachers with well-established routines demonstrate higher classroom management efficacy and sustain learner attention more effectively. Philippine studies support these findings. Pollescas and Aguilar (2025) reported that elementary teachers in Bukidnon exhibited high levels of classroom organization, routine implementation, and time management, which significantly contributed to instructional effectiveness. Similarly, Hiyangan (2026) found that organized classroom routines positively influenced learners' attention, cooperation, and classroom participation.

Discipline and Behavior Management

Discipline and behavior management is a key dimension of classroom management that establishes behavioral expectations necessary for effective teaching and learning. Contemporary approaches emphasize proactive and supportive strategies that encourage positive behavior rather than punitive discipline, thereby fostering safe, orderly, and engaging learning environments. Research consistently highlights the importance of effective behavior management. Duan et al. (2024) found that teachers with higher classroom management self-efficacy are more effective in managing disruptive behaviors and maintaining positive classroom environments. In the Philippine context, Paterez and Marcia (2025) reported that positive reinforcement, clear classroom rules, and social-emotional learning significantly improved learners' behavior and character development. Likewise, Millado (2025) found that proactive classroom management positively influences learner engagement and classroom behavior, while Marquez and Oropa (2025) emphasized that effective classroom management helps teachers address disciplinary challenges. Henry (2026) further demonstrated that collaborative instructional technologies reduce disruptive behaviors while increasing learner engagement.

Collaboration with Learners and Peers

Collaboration with learners and peers is an essential dimension of classroom management that promotes learner-centered instruction, professional learning, and positive teacher–student relationships. Collaborative practices encourage shared responsibility, active participation, and supportive classroom environments that enhance teaching and learning. Recent studies consistently demonstrate the benefits of collaboration. Zhang and Li (2026) found that teacher interpersonal behaviors and collaborative learning significantly improve student engagement and learning outcomes. Research on collaborative teacher cultures



also indicates that professional collaboration enhances instructional innovation, teacher well-being, and student achievement. Similarly, Ghimire and Singh (2025) reported that peer collaboration strengthens teachers' pedagogical knowledge and instructional decision-making through reflective practice. In technology-supported classrooms, Gamage and Whiting (2021) found that structured peer collaboration promotes meaningful interaction and learner engagement, while Bukola et al. (2025) showed that collaborative instructional strategies result in higher student participation and improved learning outcomes.

Teacher Self-Efficacy

Teacher self-efficacy refers to teachers' beliefs in their ability to effectively plan, implement, and manage instruction to promote student learning. Grounded in Bandura's Social Cognitive Theory (1997), it influences instructional decision-making, classroom management, motivation, and professional resilience. Teachers with strong self-efficacy are more likely to adopt effective teaching practices, address classroom challenges, and foster positive learning environments. Recent studies consistently identify teacher self-efficacy as a key predictor of instructional effectiveness. Täschner et al. (2025) found that professional development enhances teachers' self-efficacy through coaching, collaborative learning, and reflective practice, leading to greater confidence in instruction and classroom management. Similarly, Ma et al. (2025) reported that teacher self-efficacy is positively associated with students' academic achievement, with instructional and classroom management efficacy showing the strongest effects on learning outcomes. Likewise, Duan et al. (2024) found that teachers with higher self-efficacy demonstrate stronger instructional competence, classroom organization, and professional commitment, while supportive school leadership and collaborative professional cultures further strengthen efficacy beliefs. Zhang et al. (2026) also reported that pedagogical competence, subject expertise, and effective communication are major contributors to teacher self-efficacy. In addition, a systematic review published in *Frontiers in Education* (2026) concluded that professional learning communities, instructional coaching, and evidence-based teaching practices significantly enhance teachers' confidence and improve learner engagement.

Subject Matter Expertise

Subject matter expertise refers to teachers' depth of knowledge and understanding of the content they teach. It includes mastery of disciplinary concepts, the ability to organize content effectively, and the capacity to translate knowledge into meaningful learning experiences. As a key dimension of teacher self-efficacy, strong subject matter expertise enhances teachers' confidence in delivering instruction, addressing misconceptions, and promoting student learning. Recent studies consistently demonstrate the importance of subject matter expertise in teaching effectiveness. König et al. (2022) found that teachers' content knowledge and pedagogical content knowledge significantly predict instructional quality and professional competence, enabling more effective lesson planning and instructional delivery. Similarly, Täschner et al. (2025) reported that professional development strengthens teacher self-efficacy by enhancing teachers' mastery of subject content and instructional practices. Likewise, Ma et al. (2025) found that teachers with higher instructional efficacy consistently achieve better student academic outcomes, highlighting the close relationship between content mastery and classroom effectiveness. Supporting these findings, Liu et al. (2025) reported that content-focused professional development significantly improves teachers' confidence in delivering subject-specific instruction, implementing innovative teaching strategies, and addressing students' misconceptions.

Pedagogical Skills

Pedagogical skills refer to teachers' ability to transform subject matter knowledge into meaningful learning experiences through effective instructional strategies, learner-centered approaches, classroom interaction, and appropriate assessment. Within the context of teacher self-efficacy, these skills reflect teachers' confidence in designing, delivering, and evaluating instruction that promotes student learning. Recent evidence consistently identifies pedagogical competence as a key contributor to teacher self-efficacy. Meta-analyses and systematic reviews have shown that professional development emphasizing active learning, classroom practice, instructional coaching, reflective teaching, and inquiry-based instruction significantly enhances teachers' efficacy beliefs and instructional confidence (Baysal & Mutlu, 2021; Täschner et al., 2025). Likewise, Ma et al. (2022) found that authentic teaching experiences and continuous refinement of pedagogical skills during preservice preparation and the early years of teaching are among the strongest factors shaping teacher self-efficacy. Similarly, Zhang et al. (2026) concluded that instructional competence, reflective practice, evidence-based teaching strategies, and professional collaboration consistently strengthen teachers' efficacy beliefs while improving instructional flexibility and classroom effectiveness.



Communication Skills

Communication skills refer to teachers' ability to convey ideas clearly, facilitate meaningful classroom interaction, provide constructive feedback, and establish positive relationships with learners. Effective communication fosters learner engagement, collaboration, and a supportive classroom environment, making it an important dimension of teacher self-efficacy. Research consistently demonstrates that communication competence strengthens teachers' efficacy beliefs and instructional effectiveness. Xie et al. (2021) reported that teachers with stronger communication competence exhibited higher instructional confidence, greater learner engagement, and more effective classroom interactions. Likewise, Ma et al. (2022) emphasized that positive teacher–student interactions and successful classroom communication contribute to the development of teacher self-efficacy through repeated teaching experiences. More recently, Zhang et al. (2026) identified communication competence as a consistent predictor of teacher self-efficacy, noting that teachers who effectively communicate learning objectives, provide timely feedback, and build positive interpersonal relationships demonstrate greater instructional confidence and classroom effectiveness.

Methodology

Research Design

This study utilized a descriptive-correlational research design to determine and describe the relationship between the teacher's classroom management and self-efficacy. The descriptive method was used to gather and present information about the current situation or condition of the respondents through numerical data. This approach allows the researcher to systematically describe the characteristics, perceptions, and responses of the participants based on the objectives of the study. The correlational aspect of the research design was used to determine whether a significant relationship exists between the identified variables. Data was collected using the survey questionnaires administered to all respondents. It involves the collection and analysis of numerical data to address the research question and objectives. Survey questionnaires were used to gather data from all teacher respondents included in the study, following the objectives and stated hypothesis.

Sampling Design

The study utilized a total enumeration as the sampling technique. In this method, all teachers in Don Carlos Central Elementary School who met the inclusion criteria were included as respondents of the study. Since the total population is manageable in size, every member of the population was given the opportunity to participate. The population of the study consists of 80 teachers at Don Carlos Central Elementary School during School Year 2025-2026.

Research Locale

The study was conducted at Don Carlos Central Elementary School (DCCES), a public elementary school located at Don Carlos Sur, Don Carlos, Bukidnon. The school is known for its commitment to providing quality education and promoting academic excellence among its learners. The school provides a realistic educational setting where teaching practices and classroom management are implemented. The school was selected as the locale of the study due to its accessibility to the researchers and the availability of teacher respondents who could provide the necessary data for the study.

Research Participants

The respondents of this study consist of 80 teachers from Don Carlos Central Elementary School during the School Year 2025–2026. The participants were full-time teachers assigned to kindergarten to grade six classes and had varying years of teaching experience. All teachers who meet the inclusion criteria was included in the study through total enumeration. The inclusion criteria require that respondents be currently assigned to classroom teaching. Teachers who were on leave, substitute teachers, and non-teaching personnel was excluded from the study. The selection of participants aligned with the objectives of the study, which focus on teachers' classroom management practices and self-efficacy within the school setting.

Research Instrument

The research instrument used in this study was structured survey questionnaire designed to assessed teachers' classroom management and self-efficacy. The questionnaire consists of items aligned with the indicators of the study, including structured organization, discipline and behavior management, collaboration with learners and peers, subject matter expertise, pedagogical skills, and communication skills. Prior to its administration, the instrument undergoes content validation by four validators expert in the field to ensure its relevance, clarity, and appropriateness. It was also subjected pilot testing to establish its reliability and identify

items that require further revision, The reliability of the research instrument was determined using Cronbach's Alpha to assess its internal consistency. The overall reliability coefficient for teachers' self-efficacy, the overall reliability coefficient was yielded 0.826, which indicates good internal consistency. Specifically, subject matter expertise obtained a reliability coefficient of 0.863, pedagogical skills yielded 0.650, and communication skills obtained 0.762. this result indicates that the instrument demonstrates acceptable to good reliability and is suitable for data collection. For teachers' classroom management was yielded 0.792, indicating acceptable internal consistency. In terms of its components, structured organization obtained a reliability coefficient of 0.749, while discipline and behavior management yielded 0.558, and collaboration with learners and peers obtained 0.823.

Data Gathering Procedure

The collection of data for this study begins with securing permission from the School Principal of Don Carlos Central Elementary School. A formal written request was submitted, explaining the purpose and objectives of the research and seeking approval to conduct the study among all teachers. Upon receiving approval, the researcher prepared the printed survey questionnaires, ensuring that each item was clear, relevant, and aligned with the objectives of the study. After the administration and completion of the questionnaires, the researcher collected all completed forms, verified their completeness to ensure no items were left blank, and organized them systematically for tallying and data analysis.

Results and Discussions

Research Question 1: What is the level of teachers' classroom management in Don Carlos Central School in terms of structured organization, discipline and behavior management and collaboration with learners and peers

Table 1. Level of teachers' classroom management in terms of structured organization

	Statement	Mean	Quantitative Description
1.	I effectively used digital tools (e.g., slides, videos) to enhance learning.	4.76	Strongly Agree
2.	I am proficient in using the learning management system (e.g., Moodle or blackboard, google classroom).	4.43	Agree
3.	I effectively use online tools (e.g., quizzes, discussion board) to encourage participation.	4.39	Agree
4.	I introduce and integrate relevant new tools or software into the subject.	4.30	Agree
5.	I create a well-structured and interactive online learning environment.	4.23	Agree
	Overall Mean	4.42	Agree

The results in Table 1 indicate that teachers demonstrated a high level of structured organization (Overall Mean = 4.42, *Agree*), reflecting their ability to establish organized instructional routines and effectively integrate technology into classroom instruction. The highest-rated indicator, "I effectively use digital tools (e.g., slides, videos) to enhance learning" (M = 4.76), suggests that teachers are proficient in using instructional technologies to support learner engagement and organized lesson delivery.

In contrast, the lowest-rated indicators were "I create a well-structured and interactive online learning environment" (M = 4.23) and "I introduce and integrate relevant new tools or software into the subject" (M = 4.30). Although both were still rated *Agree*, they indicate opportunities to strengthen teachers' competencies in online instructional design and the adoption of emerging educational technologies.

Overall, the findings suggest that teachers possess strong organizational skills that foster effective classroom management and productive learning environments. However, continuous professional development is needed to enhance technology integration and the design of more interactive digital learning experiences.

These findings support the studies of Wilkinson et al. (2021), who reported that professional development enhances teachers' organizational competence and instructional effectiveness. Likewise, Cho et al. (2020) emphasized that integrating educational technologies strengthens classroom organization and student engagement, while Duan et al. (2024) found that organized classroom routines and effective instructional planning are strongly associated with teachers' classroom management self-efficacy. Collectively, these studies reinforce the present findings that teachers demonstrate strong structured organization while highlighting the value of ongoing professional development in instructional technology and classroom organization.

Table 2. Level of teachers' classroom management in terms of discipline and behavior management

	Statement	Mean	Quantitative Description
1.	I effectively used digital tools (e.g., slides, videos) to enhance learning.	4.76	Strongly Agree
2.	I am proficient in using the learning management system (e.g., Moodle or blackboard, google classroom).	4.43	Agree
3.	I effectively use online tools (e.g., quizzes, discussion board) to encourage participation.	4.39	Agree
4.	I introduce and integrate relevant new tools or software into the subject.	4.30	Agree
5.	I create a well-structured and interactive online learning environment.	4.23	Agree
	Overall Mean	4.42	Agree

Table 2 indicates that teachers demonstrated a very high level of discipline and behavior management (Overall Mean = 4.56, *Strongly Agree*), reflecting strong confidence in maintaining orderly classrooms and managing learner behavior. The highest-rated indicator, "I can effectively address learners' misbehavior using strategies such as verbal warnings, positive reinforcement, or redirection" (M = 4.68), followed by "I feel confident managing learners' behavior in my classroom" (M = 4.61), suggests that teachers effectively implement proactive behavior management strategies that promote positive classroom environments.

The lowest-rated indicator, "The behavioral issues I encounter impact my ability to teach effectively" (M = 4.44), was still rated Agree, indicating that although teachers are highly competent in managing behavior, behavioral issues continue to pose some instructional challenges. This highlights the need for continued professional development and school-based behavioral support to further strengthen classroom management.

Overall, the findings demonstrate that teachers exhibit highly effective discipline and behavior management practices that foster positive and productive learning environments. However, sustained behavioral interventions and professional support may further reduce the instructional impact of learner misbehavior.

These findings are consistent with Duan et al. (2024), who found that classroom management self-efficacy significantly enhances teachers' ability to manage student behavior and maintain positive classroom climates. Similarly, Supsin et al. (2026) reported that Positive Behavior Support and Management (PBS/M) interventions improve classroom management practices, teacher confidence, and learner behavior. Shafiq and Farooqi (2025) likewise emphasized that teachers' interpersonal competence and social intelligence contribute to effective behavior management by fostering positive teacher–student relationships and minimizing classroom disruptions. Together, these studies support the present findings that proactive discipline strategies and teacher confidence are critical to effective classroom management.

Table 3. Level of teachers' classroom management in terms of collaboration with learners and peers

	Statement	Mean	Quantitative Description
1.	I demonstrate empathy towards learners and their individual learning needs.	4.85	Strongly Agree
2.	I encourage learners to think critically about the subject material.	4.83	Strongly Agree
3.	I am approachable and willing to discuss academic or personal challenges, learners may face.	4.81	Strongly Agree
4.	I promote discussion that allows learners to explore different viewpoints.	4.75	Strongly Agree
5.	I demonstrate sensitivity to the diverse cultural backgrounds of learners.	4.74	Strongly Agree
	Overall Mean	4.80	Strongly Agree

The results in Table 3 reveal that teachers demonstrated a very high level of collaboration with learners and peers (Overall Mean = 4.80, *Strongly Agree*), making it the highest-rated dimension of classroom management. The highest-rated indicators were "I demonstrate empathy towards learners and their individual learning needs" (M = 4.85), "I encourage learners to think critically about the subject material" (M = 4.83), and "I am approachable and willing to discuss academic or personal challenges learners may face" (M = 4.81). These findings indicate that teachers foster supportive relationships and actively promote learner engagement through collaborative and learner-centered practices.

The lowest-rated indicators, "I promote discussion that allows learners to explore different viewpoints" (M = 4.75) and "I demonstrate sensitivity to the diverse cultural backgrounds of learners" (M = 4.74), were still interpreted as Strongly Agree. However, they suggest opportunities to further strengthen inclusive classroom dialogue and culturally responsive teaching practices.

Overall, the findings demonstrate that teachers effectively cultivate collaborative learning environments characterized by empathy, openness, and active learner participation. Enhancing culturally responsive instruction and structured collaborative learning activities may further improve classroom interaction and inclusivity.

These findings are consistent with Ghimire and Singh (2025), who found that peer collaboration enhances teachers' pedagogical competence and instructional decision-making. Likewise, Gamage and Whiting (2021) reported that collaborative learning environments promote learner engagement and a stronger sense of belonging. Bukola et al. (2025) further demonstrated that collaborative instructional strategies improve learner participation and instructional effectiveness, while Zhang and Li (2026) concluded that positive teacher interpersonal behaviors and collaborative classroom environments enhance student engagement and learning outcomes. Collectively, these studies support the present findings that collaboration with learners and peers is a vital component of effective classroom management.

Table 4. Summary of the Level of Teachers' Classroom Management

	Variables	Mean	Quantitative Description
1.	Collaboration with Learners and Peers	4.80	Strongly Agree
2.	Discipline and Behavior Management	4.56	Strongly Agree
3.	Structured Organization	4.42	Strongly Agree
	Overall Mean	4.60	Strongly Agree

Table 4 shows that teachers demonstrated a very high level of classroom management (Overall Mean = 4.60, *Strongly Agree*). Among the dimensions, Collaboration with Learners and Peers obtained the highest mean ($M = 4.80$), followed by Discipline and Behavior Management ($M = 4.56$) and Structured Organization ($M = 4.42$). Although structured organization ranked lowest, it remained within the Strongly Agree category, indicating that teachers consistently exhibit effective classroom management across all dimensions.

The findings suggest that teachers place strong emphasis on fostering positive teacher–student relationships, collaborative learning, and supportive classroom environments while maintaining effective classroom organization. However, the comparatively lower rating for structured organization indicates opportunities to further strengthen instructional planning and technology integration.

These findings are consistent with Wilkinson et al. (2021), who found that professional development enhances teachers' classroom management through improved instructional organization and behavior management. Similarly, Duan et al. (2024) reported that effective classroom management is supported by organized instruction, positive teacher–student relationships, and classroom management self-efficacy. Shafiq and Farooqi (2025) likewise emphasized that interpersonal competence and collaborative classroom practices contribute to learner engagement, positive classroom climates, and instructional effectiveness.

Research Question 2: What is the level of self-efficacy among the teachers in Don Carlos Central Elementary School in terms of subject matters expertise, pedagogical skills and communication skills

Table 5. Level of teachers' self-efficacy in terms of subject matter expertise

	Statement	Mean	Quantitative Description
1.	I demonstrate a thorough understanding in the subject matter.	4.85	Strongly Agree
2.	I am able to discuss complex concepts in a clear and understandable manner.	4.71	Strongly Agree
3.	I demonstrate an understanding of current trends and advancement in the field.	4.63	Strongly Agree
4.	I share industry trends that are relevant to the subject matter.	4.53	Strongly Agree
5.	I incorporate research findings relevant to the subject.	4.46	Agree
	Overall Mean	4.64	Strongly Agree

Table 5 indicates that teachers demonstrated a very high level of subject matter expertise (Overall Mean = 4.64, *Strongly Agree*). The highest-rated indicator was "I demonstrate a thorough understanding of the subject matter" ($M = 4.85$), followed by "I am able to discuss complex concepts in a clear and understandable manner" ($M = 4.71$). These results reflect teachers' strong content knowledge and confidence in delivering instruction.

The lowest-rated indicators, "I incorporate research findings relevant to the subject" ($M = 4.46$) and "I share industry trends that are relevant to the subject matter" ($M = 4.53$), were still rated Strongly Agree, but suggest opportunities to increase the integration of current research and disciplinary developments into classroom instruction.

These findings support Liu et al. (2025), who found that content-focused professional development enhances teachers' disciplinary knowledge and instructional competence. Likewise, Täschner et al. (2025) reported that continuous professional learning strengthens teacher self-efficacy, while Ma et al. (2025) emphasized that strong instructional competence contributes to improved student achievement.

Table 6. Level of teachers' self-efficacy in terms of pedagogical skills

	Statement	Mean	Quantitative Description
1.	I design lesson and activities that align with the learning objectives.	4.88	Strongly Agree
2.	I provide clear instructions and criteria for each assessment.	4.88	Strongly Agree
3.	I am well prepared and organized for each class session.	4.74	Strongly Agree
4.	I use assessment that reflects the lesson accurately.	4.73	Strongly Agree
5.	I include a balanced lesson mix of foundation and advance topic.	4.68	Strongly Agree
	Overall Mean	4.78	Strongly Agree

Table 6 reveals that teachers exhibited a very high level of pedagogical skills (Overall Mean = 4.78, *Strongly Agree*). The highest-rated indicators, "I design lessons and activities that are aligned with the learning objectives" and "I provide clear instructions and criteria for each assessment" (both $M = 4.88$), indicate strong competence in lesson planning and assessment.

The lowest-rated indicators, "I include a balanced lesson mix of foundational and advanced topics" ($M = 4.68$) and "I use assessments that accurately reflect the lesson" ($M = 4.73$), remained within the Strongly Agree category but suggest opportunities to further enhance differentiated instruction and assessment design.

These findings align with Täschner et al. (2025), who reported that professional development improves pedagogical self-efficacy through coaching and reflective practice. Similarly, Baysal and Mutlu (2021) found that sustained professional development strengthens instructional planning, while Ma et al. (2022) highlighted authentic teaching experiences as essential for developing teacher self-efficacy.

Table 7. Level of teachers' self-efficacy in terms of communication skills

	Statement	Mean	Quantitative Description
1.	I encourage learner to share their thoughts and opinion during class.	4.88	Strongly Agree
2.	My verbal communication is clear and easy to follow.	4.86	Strongly Agree
3.	I explain complex concepts in a way that is easy to understand.	4.83	Strongly Agree
4.	I breakdown complicated ideas into simpler, manageable parts.	4.80	Strongly Agree
5.	I listen attentively to students' questions and concerns.	4.80	Strongly Agree
	Overall Mean	4.83	Strongly Agree

Table 7 shows that teachers demonstrated a very high level of communication skills (Overall Mean = 4.83, *Strongly Agree*), the highest-rated dimension of teacher self-efficacy. The highest-rated indicators were "I encourage learners to share their thoughts and opinions during class" ($M = 4.88$), "My verbal communication is clear and easy to follow" ($M = 4.86$), and "I explain complex concepts in a way that is easy to understand" ($M = 4.83$), indicating strong communication practices that promote learner engagement and instructional clarity.

The lowest-rated indicators, "I break down complicated ideas into simpler, manageable parts" and "I listen attentively to students' questions and concerns" (both $M = 4.80$), were still rated Strongly Agree, suggesting opportunities to further strengthen scaffolding strategies and active listening.

These findings are consistent with Xie et al. (2021), who found that effective communication enhances instructional confidence and learner engagement. Likewise, Mata et al. (2021) reported that communication-skills training improves professional self-efficacy, while Zhang et al. (2026) identified communication competence as a key predictor of teacher self-efficacy and instructional effectiveness.

Table 8. Summary Level of self-efficacy among the teachers in Don Carlos Central School

Variables	Mean	Quantitative Description
1. Communication Skills	4.83	Strongly Agree
2. Pedagogical Skills	4.78	Strongly Agree
3. Subject Matter Expertise	4.64	Strongly Agree
Overall Mean	4.75	Strongly Agree

Table 8 shows that teachers demonstrated a very high level of self-efficacy (Overall Mean = 4.75, *Strongly Agree*), indicating strong confidence in their ability to perform their professional responsibilities effectively. Among the dimensions, Communication Skills obtained the highest mean ($M = 4.83$), followed by Pedagogical Skills ($M = 4.78$) and Subject Matter Expertise ($M = 4.64$). Although subject matter expertise ranked lowest, it remained within the Strongly Agree category, reflecting high confidence across all dimensions.

The findings suggest that teachers are particularly confident in communicating with learners, facilitating meaningful classroom interactions, and building positive teacher–student relationships. The comparatively lower rating for subject matter expertise indicates opportunities to further strengthen content knowledge through research-based professional development and continuous learning.

Overall, the results demonstrate that teachers possess strong professional confidence in communication, pedagogy, and content knowledge, enabling them to deliver effective instruction. Continued professional development focused on content enrichment and evidence-based teaching practices may further enhance their self-efficacy.

These findings are consistent with Täschnner et al. (2025), who found that sustained professional development strengthens teacher self-efficacy through coaching and reflective practice. Likewise, Ma et al. (2025) reported that higher teacher self-efficacy contributes to greater instructional effectiveness and improved student achievement, while Liu et al. (2025) emphasized that content-focused professional learning enhances teachers' confidence in instructional delivery and pedagogical competence.

Research Question 3: Is there a significant relationship between classroom management and self-efficacy of the teachers in Don Carlos Central Elementary School

Table 9. Significant relationship between classroom management and self-efficacy of the teachers

Variable	r-value	P-value	Interpretation	Decision
Classroom management and Self-efficacy	.515**	.000	Significant	Accept the Alternative Hypothesis

Table 9 reveals a moderate positive and statistically significant relationship between classroom management and teachers' self-efficacy ($r = .515$, $p = .000$). Since the p-value is less than the 0.05 level of significance, the alternative hypothesis was accepted. This indicates that teachers with stronger classroom management practices tend to demonstrate higher levels of self-efficacy.

The findings suggest that teachers who effectively organize instruction, manage learner behavior, and foster collaborative classroom environments are more confident in their instructional capabilities. Likewise, teachers with stronger self-efficacy are better equipped to address classroom challenges, adapt instructional strategies, and maintain productive learning environments.

Overall, the results highlight that classroom management and teacher self-efficacy are complementary competencies that mutually reinforce one another. Strengthening classroom management through professional development may simultaneously enhance teachers' confidence and instructional effectiveness. These findings support Duan et al. (2024), who reported that classroom management self-efficacy is positively associated with effective instructional organization, positive classroom climate, and teacher commitment.

Similarly, Ma et al. (2025) found that higher teacher self-efficacy contributes to improved instructional practices and student achievement, while Täschnner et al. (2025) demonstrated that professional development in classroom management significantly enhances teachers' self-efficacy. Collectively, these studies reinforce the present finding that effective classroom management and teacher self-efficacy are closely interconnected and essential to high-quality teaching.



Ethical Considerations

This study adhered to established ethical principles to protect the rights, welfare, and privacy of all participants. Prior to data collection, permission to conduct the study was obtained from the school principal. Participation in the study was entirely voluntary. All respondents were informed of the study's purpose, procedures, expected duration, and their rights through an informed consent form. They were advised that participation was voluntary and that they could refuse to participate or withdraw from the study at any time without penalty or adverse consequences. To ensure confidentiality and anonymity, respondents were not required to disclose personally identifiable information. All responses were treated with strict confidentiality and were used solely for academic and research purposes. The collected data were securely stored in password-protected electronic files accessible only to the researcher and will be disposed of appropriately after the completion of the study in accordance with institutional data management policies. The principles of beneficence and non-maleficence were observed throughout the research process. The study involved minimal risk, as participants were only asked to complete a survey questionnaire about their classroom management practices and self-efficacy. No physical, psychological, social, or professional harm was anticipated. The findings will be reported honestly and objectively without fabrication, falsification, or misrepresentation of data. Finally, the researcher upheld the principles of integrity, respect, and fairness by ensuring accurate data collection, analysis, interpretation, and reporting. All sources used in the study were properly acknowledged and cited to maintain academic honesty and avoid plagiarism. The results will be presented in aggregate form to protect participants' identities while contributing valuable evidence for improving teacher professional development and instructional practices.

Conclusion

Based on the findings of the study, the following conclusions were drawn. First, the respondents demonstrate a very high level of classroom management, characterized by effective structured organization, proactive discipline and behavior management, and strong collaboration with learners and peers. These competencies enable teachers to create organized, supportive, and learner-centered classroom environments that promote student engagement and effective instruction. Second, the teachers exhibit a very high level of self-efficacy, reflecting strong confidence in their subject matter expertise, pedagogical skills, and communication abilities. This indicates that they are well-equipped to plan, deliver, and evaluate instruction while addressing the diverse learning needs of their students. Finally, the study found a significant moderate positive relationship between classroom management and teacher self-efficacy, indicating that teachers with stronger classroom management practices also tend to have higher levels of self-efficacy. This suggests that enhancing classroom management through continuous professional development may strengthen teachers' confidence in their instructional capabilities, ultimately contributing to improved teaching effectiveness and positive student learning outcomes.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are offered. First, school administrators should continue strengthening teachers' classroom management competencies through sustained professional development focusing on classroom organization, technology integration, positive behavior management, and collaborative instructional practices. Although teachers demonstrated a very high level of classroom management, continuous training can further enhance their ability to address the demands of diverse and technology-enhanced learning environments. Second, teachers are encouraged to engage in continuous professional learning to further enhance their self-efficacy, particularly in subject matter expertise, by participating in seminars, graduate studies, professional learning communities, action research, and discipline-specific training. Schools should also provide greater access to current educational research, instructional resources, and mentoring opportunities that support teachers' professional growth. Third, school leaders and policymakers should develop integrated professional development programs that strengthen both classroom management and teacher self-efficacy. Given the significant positive relationship between these variables, interventions that enhance instructional competence, classroom management, and reflective teaching practices are likely to improve teacher effectiveness and student learning outcomes. Finally, future researchers are encouraged to replicate this study using larger and more diverse samples across different educational settings and grade levels to enhance the generalizability of the findings. Future studies may also examine other variables, such as instructional leadership, teacher resilience, organizational climate, job satisfaction, professional development, teacher well-being, and learner engagement, using mixed-methods or longitudinal research designs to provide a more comprehensive understanding of the factors influencing classroom management and teacher self-efficacy.



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