Teachers' Classroom Management Practices and Pupils' Self-Efficacy

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ABSTRACT: This study looked at the classroom management strategies used by teachers and self-efficacy of pupils in Talisayan District, Division of Misamis Oriental, during the School Year 2024–2025. It aimed to determine the degree of self-efficacy of pupils as well as the level of teachers' proficiency in classroom management activities, including behavior control, instructional strategies, regulations, and procedures. Furthermore, it examined the connection between teachers' classroom management techniques and the effectiveness of pupils within the class. It used a research design describing the relationship using adapted questionnaires that passed validity and reliability test. Findings showed that teachers' classroom management practices were at High Level while the overall pupils' self-efficacy was also at High Level. Teachers' classroom management practices were significantly correlated to pupils' self-efficacy. In conclusion the strong relationship between pupil's self- efficacy and classroom management techniques emphasized how crucial good teaching techniques are to helping pupils believe in their own skills. It was recommended when working with pupils exhibiting low self-efficacy, it is imperative to adopt a strategic and tailored approach to effectively address their unique needs with continuous monitoring of their progress.

KEYWORDS: classroom management, pupils, self-efficacy, teachers

I. INTRODUCTION

The quality of classroom management of teachers is one of the most important factors in determining the accomplishments of an educational institution, particularly with regard to the overall efficacy of the pupils. The efficacy of pupils, their level of involvement, and their academic achievement are all directly influenced by classroom management, which encompasses the tools and methods that teachers use to establish and preserve an ordered environment for learning. Both teachers' academic conduct and the efficiency of their education are significantly influenced by the teachers' motivation, which is comprised of both intrinsic and extrinsic elements.

A process of instruction that takes place within the confines of the classroom is known as classroom management. The competencies of the teachers are significant factors in determining the efficiency of classroom management. In order for classroom management to be effective, it must be academically productive, meaning that pupils must be focused and attentive while working on the assignments that have been given by the teachers. The holistic approach that a teacher takes to the entire classroom environment is what is meant by teaching capabilities. It is the overall talents of a teacher that function as weapons when it comes to confronting the obstacles that are present within the classroom (Dulay, 2020).

Classroom management is an essential element that must be present for effective education. If a teacher wants to be a good classroom manager, they need to be able to handle the conduct of their pupils and assist them in succeeding (Meinokat & Wagner, 2024). A learning environment that is successful is one in which pupils have the sense that they are valued and safe. Pupils are more likely to have the courage to take risks and participate in class discussions when they are in an environment like this. Additionally, they are more likely to be actively involved in the learning process. To put it in another way, effective classroom management is all about creating an atmosphere that is conducive to learning and making sure that learning in the classroom is maximized.

Teachers play an essential part in the process of nation-building. Developing holistic learners who are steeped in values, endowed with abilities that are relevant in the 21st century, and capable of propelling the country to growth and advancement. DepED Order No. 42, s. 2017 engaged teachers to actively embrace continuing effort in attaining proficiency (Philippine

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Professional Standards for Teachers) is something that the Philippines is able to accomplish through its cultivation of quality teachers. The function that they play is extremely important in terms of accomplishing educational targets and carrying out the purpose and objectives of the school system in general. The impact of learning for pupils is highlighted when teachers create an environment that is conducive to learning and allows pupils to draw connections between concepts.

As the procedure of providing educational settings that are sound, secure, fair, and support begins with the teachers. Philippine Professional Standards for Teachers as cited by Paler (2020) are the best the first persons to provide these learning environments. On the other hand, in accordance with the current educational trends in the Department of Education (DepEd) and with the characteristics of modern society, the boundary between education and learning with excitement and appropriate behavior is getting thinner among the teachers and pupils. The behavior of pupils in the classroom is one of the most pressing challenges that teachers are confronted with in the modern era. It is not uncommon for pupils' inappropriate behavior to result in the establishment of an atmosphere in the classroom that is not favorable to learning. Because of this, teachers are required to manage their classrooms while managing instructional curriculum that has been assigned to them, and they have also been required to adapt to different teaching responsibilities.

Despite the established importance of teachers' classroom management, practices and the pupils' efficacy, this research explicitly examined their interrelationship. Addressing this gap, the present study investigated how teachers' classroom management practices affect the pupils' efficacy. This study aimed to provide a comprehensive analysis on the two (2) main variables.

As educational stakeholders continue to seek ways to enhance the quality of teaching and learning, understanding and addressing the needs of teachers is essential for fostering productive and positive classroom environments and pupil efficacy (Butarbutar et al., 2019). The premises mentioned gave birth to this research paper. This research study determined teachers' classroom management practices among the public and the private school teachers and the relationship it provides to the pupils' efficacy in the Division of Misamis Oriental.

This inquiry was made possible by Jacob Kounin's Classroom Management Theory- the Ripple Effect (1970), which served as the basis for the investigation. This individual was an educational theorist who focused on the power of teachers to influence the conduct of their pupils through the use of instructional management. In the classroom, Kounin presented a revolutionary approach that merged the instructional and disciplinary parts of the classroom learning environment. Kounin established theories regarding classroom management based on his studies. These theories centered on the ability of teachers should use proactive way and a greater degree of student engagement self-efficacy in the classroom addition to planning and organizing their classrooms. According to Kounin's Ripple Effect, one of the theories, if a teacher in an elementary class has a good personality is pleasant and helpful, courteous, and interested in the pupils as individuals, then the pupils have a tendency to acquire the same attributes in themselves. According to (Yussif, 2022), teachers who are interested in enhancing the learning process should therefore search for strategies to positively influence the classroom environment.

As stated in Teachers' Column (Paler, 2020), Kounin's Ripple Effect placed an emphasis on the ways in which teachers may manage pupils, lessons, and classrooms in order to limit the number of instances of inappropriate behavior for pupils. Specifically, Kounin found pedagogical strategies that both contribute to and hinder the maintenance of classroom discipline. According to Kounin, the approach that was used was not the personality of the teacher; rather, it was the most important factor in relation to the control of the behavior of the pupils in the classroom. Prevention is the primary topic of discussion in his book, which is titled, Discipline and Group Management in Classrooms. According to Kounin, A teacher's good education is the foundation for good classroom management. A set of proactive behaviors that teachers shown by Kounin as the distinguishing factor between competent classroom managers and ineffective supervisors. Among the most important concepts that Kounin has proposed are the ripple effect, velocity, smoothness, overlapping, Withitness (teacher awareness), and a successful transitions. Kounin posits that whenever a teacher reprimands pupil's misbehavior in the classroom, it normally has a beneficial effect on other pupils who are in close proximity to the teacher.

According to Teachers' Column, which was quoted by Butarbutar et al (2019), the ripple effect is a phenomenon that occurs when a teacher explicitly names the improper behavior of a learner and explains the reasons why the action is unacceptable. This kind of influence is more pronounced when the teacher does this. Withitness (teacher's awareness) was the term that Kounin used to characterize the capacity of a teacher to be aware of all that was occurring in his or her classroom at all aspects of time. In order to accomplish this, it is sufficient to perform a few rounds of scanning the room oftentimes. According to Kounin, the teacher's awareness of what is happening and the perception of the learners that the teacher should be aware of what is happening is not as important as it was.

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II. METHODOLOGY

The study used a descriptive correlational survey method of research. This research design provided an accurate portrayal or account of the characteristics of a particular individual, situation, or group. This was a means of discovering new meetings, describing what existed, and determined the frequency and categorization of information.

The study used descriptive correlational research design. This study was chosen to statistically investigate the relationship between reading inspiration and pupils' learning engagement. This design allowed the gathering of numerical data and the applying of statistical methods to test hypotheses and find patterns (Paler, 2020).

Statistical treatment of the data provided guidance for the researcher to achieve the same treatment for each of the following problems. Problems 1 and 2 used the Mean and Standard Deviation in determining the teachers' level of classroom management practices and the pupils' level of self-efficacy. While Problem 3 utilized the Pearson Product Moment Correlation Coefficient or Pearson r in determining the significant relationship between the level of teachers' classroom management practices and the pupils' level of self-efficacy.

III. RESULTS AND DISCUSSION

Problem 1. What is the teachers' level of classroom management practices in terms of:

        1.1. behavior management;

        1.2. instructional techniques; and

        1.3. rules and procedures?

Table 1: Overall Level of Classroom Management

Variables	Mean	SD	Description	Interpretation
Behavior Management	4.14	0.54	Most of the time	High
Instructional Techniques	4.20	0.54	Most of the time	High
Rules and Procedures	4.19	0.55	Most of the time	High
Overall Mean	**4.18**	**0.54**	**Most of the time**	**High**

Note: 4.21-5.00 Very High   3.41-4.20 High   2.61-3.40 Moderate   1.81-2.60 Low
1.00-1.80 Very Low

Table 1 shows the Overall level of classroom management. It registered an overall Mean of 4.18 with SD=0.54, described as Most of the time and interpreted as High Level. This data imply that the teachers implement classroom management towards their pupils Most of the times to ensure that character and behavior development is achieved as well as chaos and misunderstandings is minimized if not avoided. Classroom management makes the teaching and learning process smooth and harmonious allowing the pupils to learn and acquire knowledge at the utmost productive level as they are free from distractions.

According to Villanueva & David (2020) consistent and fair implementation of classroom management often leads to positive feedback and impact both from parents and the pupils. Thus, teachers must possess and impose various classroom management techniques and strategies that are impactful and effective to the development of the pupils.

In the same table, variable *Instructional Techniques,* was rated the highest with the Mean score of 4.20 with SD=0.54 with the description of Most of the time and with the interpretation of High Level. The concept of instructional techniques encompasses the strategies, policies, and procedures that educators implement to promote and maintain constructive pupils' behavior while effectively minimizing disruptions or misconduct. This may involve various techniques, including but not limited to: clearly defining behavior expectations for pupils; utilizing positive reinforcement methods; enforcing appropriate consequences for inappropriate behavior; and fostering positive relationships with pupils.

Moreover, the implementation and perception of classroom discipline can be affected by several factors, including the school's and classroom's culture, the pupil demographics, and the experience and training of the educators. The findings indicate that all four aspects of classroom management practices are actively executed and applied by teachers to foster a learning environment in which every pupil feels secure and safe, and where they are encouraged to participate and engage in all classroom activities. The Philippine Professional Standards for Teachers should serve as the foundational framework for the classroom management strategies employed by the educators (Dulay, 2020).

Meanwhile, the variable *Behavior Management,* was rated the lowest with the Mean of 4.14 with SD=0.54, described as Most of the time and interpreted as High Level. This data imply that the teachers have high regards for behavior management. The variable is essential in the classroom management practices as it will help the pupils develop the concept of patience and

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controlling their emotions. This will help the pupils choose their battles wisely to avoid complications and misunderstanding among peers or classmates.

Teachers wield significant influence over the attitudes, values, and behaviors of their pupils, particularly through behavior management and by exemplifying acceptable conduct. Teachers can establish a positive model for their pupils, who are expected to emulate the behaviors demonstrated within and beyond the classroom environment. It is crucial for educators to embody and promote positive traits such as kindness, respect, perseverance, and honesty, particularly in guiding pupils to manage their emotions in challenging situations.

Moreover, effective modeling and behavior management serve multiple objectives, such as instilling moral values, fostering trust, enhancing social learning, and creating a supportive classroom atmosphere. Achieving these objectives requires educators to set a constructive behavioral example for their pupils (Suico, 2021).

Problem 2. What is the level of pupils' self-efficacy for the school year 2024 - 2025?

Table 2 in the next page shows the overall pupils' self-efficacy. It registered an overall Mean of 4.18 with SD=0.54, described as Most of the time and interpreted as High Level. This data imply that the pupils have high level of efficacy in facing the challenges in their studies as well as the things that are happening around them. Self-efficacy is important as it allows the pupils to become self-reliant and that despite the negative things, they face every day they can manage to find ways and means to solve and face it and still be able to achieve their goals and aspirations. This further illustrates that the pupils demonstrated the ability to collaborate effectively, showcasing collective skills. Moreover, they feel that they can complete tasks more successfully through teamwork. It is essential for a thriving organization to have individuals who not only exhibit accountability but also possess confidence in their abilities.

Table 2: Pupils' Self- Efficacy

Indicators	Mean	SD	Description	Interpretation
As a pupil, I believed that…				
1. when I run into trouble with my coursework, I can get in touch with my teachers to ask for support.	4.17	0.54	Most of the time	High
2. every day, I can successfully complete all of my assignments.	4.23	0.54	At all times	Very High
3. I am capable of paying attention in every lesson.	4.15	0.51	Most of the time	High
4. I will be able to pass the test.	4.24	0.55	At all times	Very High
5. even if my classmates don't agree with me, I'm still free to voice my thoughts.	4.16	0.54	Most of the time	High
6. talking to a stranger is something I can do.	4.15	0.55	Most of the time	High
7. I am able to collaborate well with my classmates.	4.19	0.53	Most of the time	High
8. I have the ability to inform my fellow pupils about actions that I find objectionable.	4.25	0.55	At all times	Very High
9. I have no trouble adjusting to new people.	4.03	0.57	Most of the time	High
10. my emotions are under my control.	4.29	0.55	At all times	Very High
11. I am able to ignore my negative ideas.	4.18	0.53	Most of the time	High
Overall Mean	**4.18**	**0.54**	**Most of the time**	**High**

Note: 4.21-5.00 Very High   3.41-4.20 High   2.61-3.40 Moderate   1.81-2.60 Low
1.00-1.80 Very Low

According to Vasquez et al. (2022) the methodologies employed in classroom management should not only focus on engaging pupils academically but also strive to enhance their social, cultural, cognitive, mental, and spiritual motivation. Social or collective efficacy can be articulated as collaborative competency, defined as the belief that individuals can achieve success through teamwork in addressing challenges. Possessing this attribute does not detract from the significance of self-awareness.

In the same table, indicator 10, *As a pupil, I believed that my emotions are under my control,* was rated the highest with the Mean of 4.29 with SD=0.55, described as At all times and interpreted as Very High Level. This data imply that the pupils know how to handle their emotions well specially at times of challenges and difficult situations. The pupils know what to do to avoid further chaos or even damages to either party. Being calm and collected will allow the pupils to think critically and will not rush things which can lead to disaster. When the person is calm, they can think of ways and means that will help solve or come up with

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a win-win solution. According to Cherry (2022), being calm specially in the face of chaotic situations and scenarios will allow the person to have better mindset and understanding and analysis of an ongoing situation. In this way, both parties will be able to express themselves at the same time make clarifications of express their side of the story without physically attacking the other party or even on hurting them through the use of foul languages.

Meanwhile, indicator 9, *As a pupil I believed that, I have no trouble adjusting to new people,* was rated the lowest with the Mean of 4.03 with SD=0.57, described as Most of the time and interpreted as High Level. This data imply that the pupils fully recognized the importance of being able to mingle individuals that are stranger to them. Moreover, they know how to protect themselves from that individual that are not familiar to them and may put them to trouble. Pupils should know the numbers to be dialed in case of untoward incidence. When the pupils are observant, they will know that they might be in trouble or that there are persons that may have bad plans or intentions towards others. According to Gazo et al., 2020, pupils should be taught on how to adjust with individuals of different personalities as when they will be start working as an adult, they will face various individuals with different background and upbringing compared to what they have. In this way, they can make proper adjustments and will not directly judge person without investigating their true intentions and reasons.

Problem 3. Is there a significant relationship between teachers' classroom management practices and the pupils' self-efficacy?

Table 3 showcases the test correlation between classroom management and pupils' self-efficacy. It showed that all variables under teachers' classroom management practices with low to moderate positive correlation was associated with pupils' self-efficacy. For behavior management, the r-value of 0.4431 has registered with the computed critical p-value of 0.001. The computed p-value is less than the p-critical value at 0.05 level of significance. This data imply that behavior management have low positive correlation with pupils' self-efficacy. Thus, the null hypothesis was rejected.

Behavior management has intelligence ability in relation to pupils' academic success. Consequently, pupils' intelligence proves to be a less reliable indicator of academic achievement compared to behavior management. This suggests that pupils exhibiting higher levels of behavior regulation are more likely to excel in standardized assessments and attain superior grades. This increase self-discipline not only boosts pupils' self-efficacy but also enable them to better manage their academic task or responsibilities more effectively, fostering a greater sense of control over their learning. The findings underscore the critical need for implementing targeted interventions aimed at cultivating self-discipline in children. By promoting self-discipline, it can significantly influence their educational attainment as well as bolster their self-esteem (Dulay, 2020).

Table 3: Test of Correlation Between Classroom Management and Pupils' Self-Efficacy

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Behavior Management	0.4431	0.001	Low Positive Correlation	Reject Ho	Significant
Instructional Techniques	0.5442	0.001	Moderate Positive Correlation	Reject Ho	Significant
Rules and Procedures	0.3814	0.002	Low Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation   0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation   0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation   *Significant when computed p-value <0.05*

Instructional techniques registered a computed r-value of 0.5442 with the computed critical p-value of 0.001. The computed p-value is smaller than the p-critical value at 0.05 level of significance. This data imply that instructional techniques is significantly Moderately Positive Correlation correlated () with pupils' self-efficacy. Thus, the null hypothesis was rejected.

A critical factor contributing to academic success is the formulation of effective teaching strategies. Such strategies include consistent review, proficient time management, and active engagement with the course materials. Pupils who establish disciplined routines, such as goal-setting and compliance with study schedules, frequently attain higher academic performance compared to those who do not implement these practices.

Research indicates that effective instructional strategies enhance not only pupils' understanding and retention of the subject matter but also their self-confidence in their capabilities (Gazo et al., 2020). In summary, the findings underscore the necessity for pupils to adopt efficient study techniques to enhance their academic performance and foster a more positive learning atmosphere.

For rules and procedures, it registered a computed r-value of 0.3814 with the computed critical p-value of 0.002. The computed p-value is smaller than the p-critical value at 0.05 level of significance. This data imply that rules and procedures is significantly low positive correlation with pupils' self-efficacy. Thus, the null hypothesis was rejected.

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To ensure order, peace, and harmony within the classroom and among pupils interactions, it is crucial for educators to establish clear rules and procedures. This strategy will lead to the development of consistent patterns and routines, fostering an optimal learning environment that promotes positive behavior. The interaction flow and operational functions within the classroom become streamlined when both teachers and pupils proficiently implement and adhere to the established rules and procedures, as noted by Villanueva & David (2020). Therefore, it is imperative to continuously assess and enhance the rules and processes in place to attain significantly improved functions and objectives.

IV. CONCLUSIONS

Based on the findings, below were the conclusions of the study:

1. Classroom management practices was consistently implemented and observed by the teachers.
2. Pupils high self-efficacy provides them with the confidence of making things done accurately.
3. The establishment of good classroom management practices is the key to setting pupils up for confidence, with subsequent success and a positive and enriching experience in education.

V. RECOMMENDATIONS

Based on the conclusions, below were the recommendations of the study:

1. To maintain effective classroom management practices and further cultivate a positive learning environment and experiences, teachers are encouraged to set priority on developing sound relationships with their pupils.
   The reinforcement of expectations, good communication, and effective problem -
   solving approaches are necessary factors in a positive classroom environment.
2. Pupils can sustain their high level of self-efficacy through a continuous monitoring of their progress, alongside proactive communication with parents and guardians is vital ensuring that the implemented interventions deliver positive outcomes.
3. A well-organized classroom by using explicit expectations, reliable routines, and constructive relationships between teachers. Teachers can lessen disruptions and acquire an atmosphere of safety and respect among learners.

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