
Mediating Effect of Teacher Self-Efficacy on the Correlation Between Professional Commitment and Classroom Management Skills of Teachers in Inclusive Settings

Shardeelou J. Sumagang,

Senior High School Teacher II

Department of Education – Division of Davao City

F. Bustamante National High School

0009-0004-6978-8331

Rogar R. Garcia, EdD²

Master Teacher II

Department of Education – Division of Davao City

F. Bangoy National High School

Abstract — Poor classroom management skills remain a global concern in inclusive setting. The mediating effect of teacher self-efficacy on the correlation between professional commitment and classroom management skills was examined. Predictive research design was applied. Surveying 139 teachers selected through proportionate stratified random sampling, and analyzing data through mediation analysis, it was found that the mediator does not significantly mediate the correlation the determinant and the criterion, thus not supporting Social Cognitive Theory. Future studies may explore other variables and continue testing teacher self-efficacy as a mediator. Qualitative research can identify new mediator themes, while school leaders may focus resources on directly improving classroom management skills.

Keywords: Mediating effect of teacher self-efficacy, correlation between professional commitment, classroom management skills, teachers in inclusive settings

I. INTRODUCTION

Poor classroom management skills persist as a concern in the global educational landscape, particularly as increasingly diverse and complex classrooms challenge educators (Lutz et al. 2024).

In inclusive education settings across countries such as Spain, Indonesia, and the United States, educators continue to face challenges managing classrooms to address the needs of learners with diverse abilities. Research shows that structured and responsive management approaches in inclusive classrooms effectively support students with special educational needs (Caballero 2024; Yeni et al. 2023).

In the Philippine context, inclusive education policies drive schools to address classroom management challenges. Local studies emphasise that teachers must apply effective management strategies to support diverse learners, but varying applications among educators suggest persistent challenges (Asuncion 2025; Intong et al. 2024).

Poor classroom management skills in inclusive settings significantly undermine the overall learning environment and hamper student engagement. Ineffective management disorganises classrooms, reduces student participation, and hinders efforts to address the needs of diverse learners (Alimahan & Ubayubay, 2025). Thus, this study pursues these issues.

This study is significant because it addresses the persistent issue of poor classroom management in inclusive settings, thereby contributing to Sustainable Development Goal 4, which emphasises inclusive, equitable, and quality education for all learners. By providing insights into improving classroom management practices, the study supports the development of structured and supportive learning environments that respond to diverse learner needs.

The main purpose of this study is to determine the mediating effect of teacher self-efficacy on the relationship between professional commitment and classroom management skills. Specifically, it seeks to determine the levels of teacher self-efficacy, professional, and classroom management skills. Also, it determines the significance of the correlation between professional commitment, classroom management skills, and the teacher's self-efficacy and levels of classroom management skills. This study was based on Albert Bandura's Social Learning Theory (1977).

II. METHODOLOGY

This study utilised a predictive research design. Predictive research design is a research approach that integrates forecasting of future outcomes into the scientific study, adding prediction as a complement to traditional retrospective explanation by using existing theories and data to anticipate what is likely to occur rather than only explaining what has already happened. It is applied when the research goal is forward-looking, such as testing how well theories or models predict future phenomena or outcomes, and is especially useful in areas where decision-making depends on expected trends or behaviours. Among its advantages are that it broadens the research methodological toolkit by enabling scholars to evaluate and compare competing theoretical predictions, enhances relevance to practical decision-making contexts, and encourages stronger tests of theory by assessing predictive accuracy rather than relying solely on past explanation (van Witteloostuijn et al. 2022).

The researcher conducted this study in public secondary schools in Davao City, specifically in Cluster 13 of the Division of Davao City. Davao City serves as an appropriate locale due to its dynamic educational landscape and diverse student population. As a highly urbanised centre in Mindanao, it hosts numerous public and private schools that implement varied teaching approaches and educational programs aligned with national standards. Its multicultural environment and accessibility to diverse learners provide a rich context for examining educational practices, instructional strategies, and student engagement. These characteristics make Davao City a relevant and meaningful setting for educational research.

This study involves 139 respondents, which is considered an adequate sample size for testing indirect effects (Edward et al., 2021). Participants are teachers who have worked with learners with disabilities for over a year, hold a permanent position at any public secondary school in cluster 13, and have used pedagogical practices in teaching these learners. These are the qualifications for respondents in this study. Teachers with less experience working with learners with disabilities or lacking a permanent position did not participate in the study.

The respondents were selected using a proportionate stratified random sampling technique. In this method, the researcher divides the population into homogeneous subgroups, called strata

(groups that share a particular characteristic, such as age, gender, or grade level), and randomly selects samples from each subgroup in proportion to its size within the population. The method ensures that the researcher fairly represents each group in proportion to its actual share of the population. This technique is suitable when the population is diverse, as it helps the researcher obtain a representative sample that reflects the group's actual distribution. (International Journal of Science and Research 2024; Berman 2023).

This study used a survey to collect data. A quantitative method used to collect data from a group of respondents through questionnaires or interviews to describe attitudes, opinions, behaviours, or characteristics of a population. The study used this method to efficiently gather standardised information from a relatively large group, particularly when examining perceptions, experiences, or social trends. Its advantages include cost-effectiveness, the ability to collect large amounts of data quickly, and ease of analysis through structured responses, and generalizability of findings when properly sampled, making it widely used in social science and educational research (Story & Tait, 2022).

To gather data, the study used three adapted questionnaires on teacher self-efficacy, professional commitment, and classroom management skills, totalling 45 items. The Teacher Self-Efficacy Questionnaire by Friedman and Kass (2002) measures teacher self-efficacy (Cronbach's $\alpha = 0.847$). The Professional Commitment Questionnaire, adapted from Meyer and Allen (1991), assesses professional commitment as affective (Cronbach's $\alpha = 0.872$). The Behaviour and Instructional Management Scale (BIMS) by Martin and Sasse (2010) evaluates classroom management skills (Cronbach's $\alpha = 0.895$). All instruments were adapted, modified, and validated for the respondents and study objectives. Each variable was measured using a Likert scale. Reliability testing showed all instruments were highly reliable.

The study employed three data analysis techniques: descriptive, correlation, and mediation analyses. The study uses descriptive analysis to summarise and present data through measures such as means and standard deviations. Descriptive analysis clearly describes the characteristics of the dataset without making causal inferences (Mishra et al. 2022). Correlational analysis examined the strength and direction of relationships between variables without manipulation, making it useful for identifying patterns and associations in natural settings and providing a basis for prediction. It

uses Pearson's r as a statistical tool (Schober et al. 2021). Meanwhile, mediation analysis explains how or why an independent variable affects a dependent variable through a mediator, providing deeper insights into the underlying mechanisms and enhancing theory development. It utilises estimated Beta (Hayes 2022).

The table below shows the range of means, descriptive level, and interpretation of each variable. It specifically measures the descriptive levels of teacher self-efficacy, professional commitment, and classroom management skills.

Range of Means	Description	Teacher Self-efficacy	Professional Commitment	Classroom Management Skills
3.26 - 4.00	Very High	Very good	Very Strong	Very good
2.50 – 3.25	High	Good	Strong	Good
1.75 - 2.49	Low	Low	Weak	Low
1.00 – 1.74	Very Low	Poor	Very weak	Poor

The following is the Standard Deviation Value Interpretation:

<i>SD Value Range</i>	<i>Interpretation</i>
0.00 ≤ 0.50	Very low variability/responses are very consistent
0.51 – 1.00	Low variability/responses are relatively consistent
1.01 – 1.50	Moderate variability/responses show some differences
1.50 – 2.00	High variability/ responses vary significantly
Above 2.00	Very high variability/responses are highly dispersed

The study used a standard descriptive guide for interpreting the Pearson r -value based on Guildford (1956).

The following scale was applied

Computed r

Descriptive Interpretation

+/- 1.00	Perfect correlation
Between +/- 0.75 – +/- 0.99	High correlation
Between +/- 0.51 – +/- 0.74	Moderately high correlation
Between +/- 0.31 – +/- 0.50	Moderately low correlation
Between +/- 0.01 – +/- 0.30	Low correlation
0.00	No correlation

The standard measure for the interpretation of the strength of the mediation is as follows:

<i>Proportion Mediated</i>	<i>Strength of Mediation</i>
< 0.20	Weak Mediation
0.20 – 0.50	Moderate Mediation
> 0.50	Strong Mediation

This study adhered to established ethical standards and protocols. Informed consent was obtained by explaining the study to participants and securing their signed agreement, ensuring that participation was entirely voluntary. Confidentiality was maintained by not requiring participants to write their names and by securely storing all collected data. Respect for institutions was observed by formally requesting permission from the Department of Education, Division of Davao City, and research rigour was ensured through the review and approval of the research proposal. The researcher secured ethical clearance from the Holy Cross of Davao College – Society for Moral Integrity and Legal Ethics (HCDC-SMILE).

III. RESULTS

Table 1 presents the descriptive statistics for the study variables: teacher self-efficacy, professional commitment, and classroom management skills. It includes the sample size, mean, standard deviation, and descriptive level for each variable.

Table 1: Descriptive Statistics (n = 139)

Variables	Standard Deviation	Mean	Descriptive Level
Teacher Self-efficacy	0.23	3.40	Very High
<i>Classroom-context</i>	<i>0.31</i>	<i>3.37</i>	Very High
<i>Organisational/school-context</i>	<i>0.25</i>	<i>3.42</i>	Very High
Professional commitment	0.20	3.38	Very High
<i>Affective Professional commitment</i>	<i>0.30</i>	<i>3.38</i>	Very High
<i>Continuance Professional commitment</i>	<i>0.26</i>	<i>3.37</i>	Very High
<i>Narrative Professional commitment</i>	<i>0.29</i>	<i>3.39</i>	Very High
Classroom Management Skills	0.21	3.55	Very High
<i>Instructional Management</i>	<i>0.23</i>	<i>3.56</i>	Very High
<i>Behavior Management</i>	<i>0.26</i>	<i>3.55</i>	Very High

Specifically, Table 1 shows that the teacher self-efficacy variable had a mean of 3.40, indicating very high levels. It indicates that teacher self-efficacy is very good. The study described two of its indicators as very high. The standard deviation of 0.23 is very low, indicating that responses are highly consistent. Further, the professional commitment variable had a mean of 3.38, indicating very high commitment. Professional commitment is very strong. The study described three of its indicators as very high. The standard deviation obtained is 0.20, indicating very low variability and demonstrating that responses are very consistent. Lastly, the classroom management skills obtained a mean of 3.55, indicating very high performance. It indicates that classroom management skills are very good. The study described two of the indicators as very high. The standard deviation obtained (0.21) is very low, indicating that responses are very consistent.

The findings indicate that teacher self-efficacy, professional commitment, and classroom management skills are all interpreted as very high, suggesting that teachers demonstrate strong confidence, commitment, and classroom management effectiveness. Moreover, all variables show very consistent responses, indicating a shared and stable perception among participants regarding these positive attributes.

Correlation Results

Table 2 presents the correlation analysis among the determinant, mediator, and criterion variables. It includes the r-values, p-values, decisions on the null hypothesis, and corresponding interpretations.

TABLE 2
CORRELATION TABLE (N=139)

Variables	Classroom Management Skills.			
	r-value	p-value	Decision on H_0	Interpretation
Teacher Self- efficacy	0.20	0.01	Reject H_0	Low Positive, Significant
Professional commitment	0.15	0.07	Failed to Reject H_0	Not Significant

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

Specifically, the table shows that the correlation between teacher self-efficacy and classroom management skills yielded a p-value of .01, which is below the 0.05 level of significance. Hence, the study rejected the null hypothesis. It indicates that the correlation between these variables is significant. The r-value of 0.20 suggests a low correlation. It implies that in every unit change in teacher self-efficacy, there is a significant unit change in classroom management skills.

In contrast, the correlation between professional commitment and classroom management skills obtained a p-value of 0.07, which is greater than the 0.05 level of significance. Thus, the study accepted the null hypothesis, indicating that the relationship between professional commitment and classroom management skills is not significant. The results are further supported by an r-value of 0.15, indicating a low correlation. It shows that in every unit change in professional commitment, there is no unit change in classroom management skills.

The findings show that teacher self-efficacy has a significant but weak relationship with classroom management skills, indicating that changes in self-efficacy are associated with corresponding changes in classroom management. In contrast, professional commitment shows a weak, non-significant relationship with classroom management skills, suggesting that changes in commitment do not meaningfully influence classroom management.

Mediation Results

Table 3 presents the mediation analysis, including the path coefficients, estimated beta values, standard errors, z-values, p-values, decisions on the null hypothesis, and interpretations.

TABLE 3
MEDIATION TABLE (N = 139)

Label	Path / Effect	Estimate (B)	SE	Z-value	p-value	Decision on Ho	Interpretation
A	Professional commitment → Teacher Self-efficacy	0.37	0.09	3.99	<.001	Reject Ho	Significant
B	Teacher Self-efficacy → Classroom Management Skills	0.15	0.08	1.81	0.06	Failed to Reject Ho	Not Significant
c'	Professional commitment → Classroom Management Skills (Direct Effect)	0.09	0.11	0.84	0.39	Failed to Reject Ho	Not Significant
a × b	Indirect Effect (Mediation)	0.05	0.03	1.51	0.13	Failed to Reject Ho	Not Significant
c (Total Effect)	Professional commitment → Classroom Management Skills (Total)	0.15	0.11	1.34	0.17	Failed to Reject Ho	Not Significant

Level of Significance: 0.05

Decision Rule: Reject Ho if p < 0.05

The table specifically shows that the direct effect of professional commitment on classroom management skills, controlling for teacher self-efficacy, was estimated at 0.09. The corresponding p-value of 0.39 is greater than the 0.05 level of significance; hence, the study accepted the null hypothesis. It indicates that the direct effect of professional commitment on classroom management skills is not significant. Moreover, the indirect effect of professional commitment on classroom management skills, via teacher self-efficacy, was estimated at 0.05. The corresponding p-value of 0.13 is greater than the 0.05 level of significance, hence the null hypothesis was accepted. Finally, the total effect of professional commitment on classroom management skills, controlling for teacher self-efficacy, was estimated at 0.15. The corresponding p-value of 0.17, which is greater than 0.05, is a degree of confidence. Thus, the null hypothesis was accepted. It

indicates that the total effect of professional commitment on classroom management skills is not significant.

The findings indicate that professional commitment does not significantly influence classroom management skills, even after controlling for teacher self-efficacy. Likewise, the absence of both indirect and overall effects indicates that teacher self-efficacy does not mediate the relationship, reinforcing the conclusion that professional commitment has no meaningful impact on classroom management skills.

IV. SUMMARY OF FINDINGS

Based on statistical results, the study specifically found that:

1. Teacher self-efficacy significantly correlates with classroom management skills, but not with professional commitment.
2. The direct effect of professional commitment on classroom management skills, controlling for teacher self-efficacy, is not significant.
3. The indirect effect of professional commitment on classroom management skills through teacher self-efficacy is not significant.
4. The total effect of professional commitment on classroom management skills is not significant.

V. DISCUSSION

Teacher self-efficacy significantly correlates with classroom management skills.

Building on the previous result, this study found that teacher self-efficacy significantly correlates with classroom management skills. This result aligns with Lauermaun et al. (2024), who found that teachers with higher self-efficacy demonstrate more effective classroom management. Their confidence enables them to organise classrooms and respond more efficiently to student

behaviour. Likewise, the current finding aligns with Kim et al. (2024), who explained that teacher self-efficacy is positively associated with classroom management competence, emphasising that teachers who believe in their capabilities are more likely to implement effective management strategies in diverse classroom settings.

In contrast, Hiruy et al. (2024) reported that teacher self-efficacy in classroom management did not significantly affect certain classroom-related outcomes, suggesting that a strong sense of efficacy does not always lead to measurable improvements in classroom processes. These outcomes may be specific to the Amhara region. By comparison, the current finding demonstrates that teacher self-efficacy does have a significant effect in the Philippine context, indicating differing applicability across regions.

Teacher Self-efficacy does not mediate Professional Commitment and Classroom Management Skills.

The findings further indicate that teacher self-efficacy does not mediate the relationship between professional commitment and classroom management skills. This result supports the study of Li and Zhang (2024), which reported that teacher self-efficacy did not significantly mediate the relationship between organisational factors and teaching effectiveness. Their findings suggest that although self-efficacy is important, it does not always mediate relationships between variables. Similarly, these findings are consistent with Wang et al. (2025), who found that self-efficacy does not mediate the relationship between professional variables and classroom practices. The result implies that the influence of self-efficacy may be more direct rather than indirect in certain educational contexts.

However, Ozdogru (2025) reported that teacher self-efficacy significantly mediates the relationship between professional or organisational variables and educational outcomes. While Ozdogru's findings indicate that, in some contexts, self-efficacy acts as a crucial linking mechanism, variations in results may be attributed to differences in research design, sample characteristics, or the specific educational settings examined across studies. Therefore, clarifying these differing contexts and methodologies helps to explain the contradictory results.

VI. CONCLUSION

Based on the study's findings, the study concludes that teacher self-efficacy does not significantly mediate the relationship between professional commitment and classroom management skills. Furthermore, professional commitment does not have a significant direct or total effect on classroom management skills. Hence, it denies the social cognitive theory.

VII. RECOMMENDATIONS

Based on the conclusion, the study recommended the following:

1. Future studies may explore additional variables beyond those included in this study to test the theory's assumptions. In addition, researchers may continue to investigate teacher self-efficacy as a potential mediator in different contexts and populations to validate or challenge the present findings.
2. Future qualitative research may identify emerging themes as potential mediators, which can later develop into measurable constructs for quantitative testing.
3. School leaders and administrators may prioritise allocating resources to initiatives that directly enhance classroom management skills, such as targeted training programs and professional development activities, rather than focusing primarily on teacher self-efficacy and professional commitment.

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Peer Relationships and Interpersonal Reactivity as Predictors of The Social Competence of Learners With Autism

Ela May M. Medillo

Special Education Teacher II

Department of Education – Division of Davao City

F. Bangoy Central Elementary School SPED Center - 0009-0002-8448-7129

Rogar R. Garcia, EdD2

Master Teacher II

Department of Education – Division of Davao City

F. Bangoy National High School

Abstract — Poor social competence among learners with Autism remains a significant concern in inclusive education. This study determined a predictive model of social competence using peer relationships and interpersonal reactivity as predictors. Employing a predictive research design, the study involved 150 respondents selected through universal sampling. Data were analyzed using multiple linear regression analysis. Findings revealed that peer relationships and interpersonal reactivity significantly and moderately predict the social competence of learners with Autism, collectively explaining 46% of the variance. The results support Social Learning Theory, which emphasizes the role of observation and social interaction in behavior acquisition. It is recommended that future research explore additional variables to account for the remaining variance in social competence. Moreover, schools may optimize resources and implement targeted interventions to strengthen peer relationships and interpersonal reactivity among learners with Autism.

Keywords: Intepersonal reactivity, learners with Autism, peer relationships, predictors social competence
