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

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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

The Problem and Its Scope

Poor classroom management skills remain a persistent concern in the global educational landscape, particularly as classrooms become more diverse and complex. Effective classroom management is widely recognized as essential in maintaining an organized and supportive learning

environment, yet studies highlight ongoing challenges in consistently implementing appropriate management practices across different educational contexts (Lutz et al., 2024).

In inclusive education settings across countries such as Spain, Indonesia, and the United States, poor classroom management has been identified as a continuing challenge in addressing the needs of learners with diverse abilities. Research indicates that inclusive classrooms require structured and responsive management approaches to support students with special educational needs, yet inconsistencies in classroom practices remain evident across these contexts (Caballero, 2024; Yeni et al., 2023).

In the Philippine context, poor classroom management in inclusive settings is also evident as schools continue to implement inclusive education policies. Studies in local settings emphasize the importance of effective classroom management strategies in supporting learners with diverse needs, yet variations in how these strategies are applied suggest ongoing challenges in practice (Asuncion, 2025; Intong et al., 2024).

Poor classroom management skills in inclusive settings have significant consequences on the overall learning environment and student engagement. Ineffective management can lead to disorganized classrooms, reduced student participation, and difficulties in addressing the needs of diverse learners, ultimately affecting the quality of instruction and learning outcomes (Alimahan & Ubayubay, 2025). Thus, this research is pursued.

Significance of the Study

This study is significant as it addresses the persistent issue of poor classroom management skills in inclusive settings, contributing to the attainment of Sustainable Development Goal 4, which emphasizes inclusive, equitable, and quality education for all learners. By providing insights into improving classroom management practices, the study supports the creation of structured and supportive learning environments that respond to diverse learner needs. In the Philippine context, the findings align with the national goal of education, which aims to deliver accessible, inclusive, and learner-centered quality education that promotes holistic development among students. Moreover, this study supports the implementation of the vision and mission of Holy Cross of Davao College by contributing to the formation of competent, reflective, and values-driven

educators who are capable of managing inclusive classrooms effectively. Ultimately, the study reinforces the shared responsibility of global, national, and institutional efforts in strengthening inclusive education through improved classroom management practices.

Statement of the Problem

The main purpose of the study was to determine the mediating effect of teacher self-efficacy to the relationship between professional commitment and classroom management skills. Specifically, it seeks to answer the following questions:

1. To determine the levels of teacher self-efficacy in terms of classroom-context, organizational/school-context; professional commitment in terms of affective professional commitment, continuance professional commitment, narrative professional commitment; and classroom management skills in terms of instructional management, behavior management.
2. To determine the significance of the correlation between professional commitment, classroom management skills, and the teacher self-efficacy and levels of classroom management skills.
3. To determine the direct effect of professional commitment on classroom management skills, controlling for teacher self-efficacy.
4. To determine the indirect effect of professional commitment on classroom management skills through teacher self-efficacy.
5. To determine the total effect of professional commitment on classroom management skills.

Hypotheses:

The null hypotheses that will be tested at 0.05 level of significance are as follow:

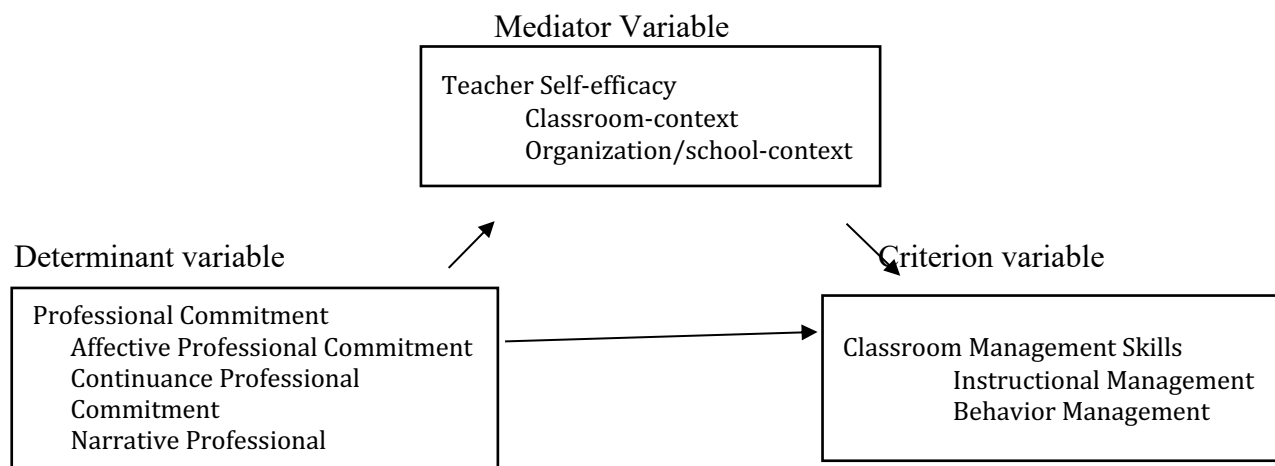
1. Ho₁: Professional commitment and teacher self-efficacy are not significantly correlated with classroom management skills.
2. Ho₂: The direct effect of professional commitment on classroom management skills, controlling for teacher self-efficacy is not significant.
3. Ho₃: The indirect effect of professional commitment on classroom management skills through teacher self-efficacy is not significant.
4. Ho₄: The total effect of professional commitment on classroom management skills is not significant.

Theoretical and Conceptual Framework

The Social Cognitive Theory asserts that human behavior results from a dynamic and reciprocal interaction among personal factors, behavior, and environmental influences, a concept known as triadic reciprocal determinism. It emphasizes that individuals are active agents who can regulate and control their own actions through self-reflection and goal-setting rather than being passive recipients of external stimuli. Learning occurs not only through direct experience but also through observational learning or modeling, where individuals acquire behaviors by observing others and considering the consequences of actions, including vicarious reinforcement. Central to the theory is self-efficacy, or the belief in one's ability to successfully perform a task, which strongly influences motivation, persistence, and performance. Additionally, behavior is guided by outcome expectations and supported by cognitive processes that enable individuals to think, plan, and anticipate future actions (Bandura, 1986)

In this study, the professional commitment indicated by affective professional commitment, professional commitment, and narrative professional commitment (1991) stands for environmental influence as stated in the theory. Likewise, the teacher self-efficacy variable indicated by classroom-context and organizational/school-context (2002) is associated with personal factor

highlighted in the theory. Lastly, classroom management skills indicated by instructional management and behavior management (2010) relates with human behavior that is explained with the theory. Hence, this study is delimited only to personal factor, environmental influence, and human behavior which are highlighted in the theory. The behavior factor is excluded in the study.



II. METHODOLOGY

The research design, locale of the study, the sample and sampling technique, data gathering technique, data analysis technique, and the ethical considerations are included in this chapter.

Research Design

This study utilized 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 behaviors. Among its advantages are that it broadens the methodological toolkit of research by enabling scholars to evaluate and compare competing theoretical predictions, enhances relevance to practical decision contexts, and encourages stronger tests of theory by assessing predictive accuracy rather than relying solely on past explanation (van Witteloostuijn et al., 2022).

Locale of the Study

This study was conducted in Public Secondary Schools in Davao City, specifically in Cluster 13. Division of Davao City. Davao City serves as an appropriate locale for this study due to its dynamic educational landscape and diverse student population. As a highly urbanized center in Mindanao, the city hosts numerous public and private schools that implement varied teaching approaches and educational programs aligned with national standards. Its multicultural environment and accessibility to different types of 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 research in the field of education.

Sample and Sampling Technique

This study involves 139 respondents, which is considered an adequate sample size for testing indirect effects (Edward et.al,2021). The participants are teachers who have experienced handling learners with disabilities for more than a year, holds a permanent position in any schools in the public secondary schools in cluster 13, Davao City division, and has been employing pedagogical instruction or practices in teaching learners with disabilities are the qualifications of the respondents in this study. On the other hand, the exclusion criteria disqualified teachers with less experience of handling learners with disabilities and did not hold a permanent teaching position in the division.

The respondents were selected using a proportionate stratified random sampling technique. Proportionate stratified random sampling is a probability sampling technique where the population is divided into homogeneous subgroups (strata), and samples are randomly selected from each

group in proportion to their size in the overall population, ensuring that each subgroup is fairly represented. It is applied when the population is diverse, and the researcher wants to obtain a representative sample that reflects the actual distribution of characteristics (e.g., age, gender, or grade level) in the population. Its main advantages include improved representativeness, reduced sampling error, and greater accuracy and precision of results, as well as the ability to compare subgroups effectively (International Journal of Science and Research, 2024; Berman, 2023)

Data Gathering Technique

This study utilized a survey technique in gathering data. A quantitative method used to collect data from a group of respondents through questionnaires or interviews to describe attitudes, opinions, behaviors, or characteristics of a population. It is applied when researchers need to gather standardized information from a relatively large group efficiently, especially in studies involving perceptions, experiences, or social trends. Its advantages include cost-effectiveness, ability to collect large amounts of data quickly, 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 the data, the study utilized three adapted questionnaires for teacher self-efficacy, professional commitment, and classroom management skills with a total of 45 items. Adapted version of the Teacher Self-Efficacy Questionnaire by Friedman and Kass (2002), which measures the teacher self-efficacy (Cronbach's $\alpha = 0.847$); the Professional Commitment Questionnaire adapted from Meyer and Allen (1991) which assesses professional commitment as affective (Cronbach's $\alpha = 0.872$); and the Behavior and Instructional Management Scale (BIMS) by Martin and Sass (2010), which determines classroom management skills of teachers (Cronbach's $\alpha = 0.895$). These instruments were adapted, modified, and validated to suit the respondents and the objectives of the study, and a Likert scale was used to measure each variable, with reliability testing indicating that all instruments used were highly reliable.

Data Analysis Technique

The study employed three data analysis techniques, namely descriptive analysis, correlation, and mediation analysis. Descriptive analysis was used to summarize and present data through measures such as means, and standard deviations to clearly describe the characteristics of the dataset without making causal inferences; it is valued for its simplicity, clarity, and effectiveness in organizing large data (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 utilizes Pearson r as statistical tool (Schober et al., 2021). Meanwhile, mediation data analysis was utilized to explain how or why an independent variable affects a dependent variable through a mediator, offering deeper insights into underlying mechanisms and enhancing theory development. It utilizes estimated Beta (Hayes, 2022).

The following table contains the range of means, descriptive level, and interpretation of each variable. Specifically, it 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>
$0.00 \leq 0.50$	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.

<i>Computed r</i>	<i>Descriptive Interpretation</i>
+/- 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

Ethical Consideration

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 rigor was ensured through the review and approval of the research proposal. Ethical clearance was secured from the Holy Cross of Davao College – Society for Moral Integrity and Legal Ethics (HCDC-SMILE).

III. RESULTS

Included in this chapter are the descriptive, correlation, and mediation analysis results. Also, the summary of findings is also presented.

Descriptive Results

Table 1 is descriptive table. It contains the variables of the study namely, teacher self-efficacy, professional commitment, and classroom management skills ; and the number of samples, standard deviation, mean, and descriptive level specific to the corresponding with each of the variables.

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>Organizational/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 obtained a mean of 3.40 described as very high. It indicates that teacher self-efficacy is very good. Two of its indicators are described as very high. The standard deviation obtained, which is 0.23, is described as very low variability, indicating that responses are very consistent. Further, the professional commitment variable obtained a mean of 3.38, described as very high. It suggests that professional commitment is very strong. Three of its indicators are described very high. The standard deviation obtained is 0.20, described as very low variability, which demonstrates that responses are very consistent. Lastly, the classroom management skills obtained a mean of 3.55, described as very high. It indicates that classroom management skills is very good. Two of its indicators are described very

high. The standard deviation obtained, which is 0.21, described as very low variability, which demonstrates that responses are very consistent.

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

Correlation Results

Table 2 is correlation table. It contains the determinant, mediator, and criterion variable. It also contains the r-value, p-value, decision on null hypothesis and corresponding interpretation.

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 obtained a p-value of .01, which is less than 0.05 level of significance. Hence, the null hypothesis was rejected. It indicates that the correlation between these variables is significant. The r-value of 0.20 suggest a low correlation. It implies that in every unit

change in teacher self-efficacy, there is 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 null hypothesis was accepted, indicating that the relationship between professional commitment and classroom management skills is not significant. The results is further proved by the r-value of 0.15, which indicates the correlation is low. 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 has a weak and non-significant relationship with classroom management skills, suggesting that changes in commitment do not meaningfully influence classroom management.

Mediation Results

Table 3 is mediation table. It contains the path/effect, estimated Beta, Standard Error, Z-value, p-value, decision on null hypothesis, and corresponding interpretation.

TABLE 3
MEDIATION TABLE (N = 139)

Label	Path / Effect	Estimate (B)	SE	Z-value	p-value	Decision on H_0	Interpretation
A	Professional Commitment → Teacher Self-efficacy	0.37	0.09	3.99	<.001	Reject H_0	Significant
B	Teacher Self-efficacy → Classroom Management Skills	0.15	0.08	1.81	0.06	Failed to Reject H_0	Not Significant
c'	Professional Commitment → Classroom Management Skills (Direct Effect)	0.09	0.11	0.84	0.39	Failed to Reject H_0	Not Significant
a × b	Indirect Effect (Mediation)	0.05	0.03	1.51	0.13	Failed to Reject H_0	Not Significant
c (Total Effect)	Professional Commitment → Classroom Management Skills (Total)	0.15	0.11	1.34	0.17	Failed to Reject H_0	Not Significant

Level of Significance: 0.05

Decision Rule: Reject H_0 if $p < 0.05$

The table specifically shows that the direct effect of professional commitment on classroom management skills, controlling for teacher self-efficacy obtained estimated Beta of 0.09. The corresponding p-value of 0.39 is greater than of 0.05 level of significance; hence the null hypothesis was accepted. It indicates that direct effect of professional commitment on classroom management skills is not significant. Moreover, the indirect effect of professional commitment on classroom management skills, through teacher self-efficacy obtained estimated Beta of 0.05. The corresponding p-value of 0.13 is greater than of 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 obtained estimated Beta of 0.15. The corresponding p-value of 0.17 which is greater than 0.05 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 when teacher self-efficacy is taken into account. Likewise, the absence of both indirect and overall effects shows that teacher self-efficacy does not mediate the relationship, reinforcing that professional commitment has no meaningful impact on classroom management skills.

Summary of Findings

Based on statistical results, it was specifically found that:

1. Teacher self-efficacy significantly correlates with classroom management skills; but not the 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.

IV. DISCUSSIONS

Discussed in this chapter are the correlation and mediation analysis results of the study. The discussions highlight how the results of the study support or deny previous findings. Included here as well are the conclusion and recommendations.

Teacher self-efficacy significantly correlates with classroom management skills

The finding of this study reported that teacher self-efficacy significantly correlates with classroom management skills. This finding aligns with Lauermann et.al (2024) who found that teachers with higher self-efficacy demonstrate more effective classroom management practices, as their confidence enables them to organize classrooms and respond to student behavior more efficiently. Likewise, the current finding agrees with Kim et.al (2024), who explained that teacher self-efficacy is positively associated with classroom management competence, emphasizing that teachers who believe in their capabilities are more likely to implement effective management strategies in diverse classroom settings.

In contrast, the current finding opposes the study of Hiruy et al., (2024) reporting that teacher self-efficacy in classroom management did not show a significant effect on certain classroom-related outcomes, indicating that a strong sense of efficacy does not always translate into measurable improvements in classroom processes. The study of Hiruy et.al may only be appropriate in context at Amhara region, while the current finding is more acceptable in the Philippine context.

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

The finding of this study shows that teacher self-efficacy does not mediate professional commitment and classroom management skills. It affirms the study of Li & Zhang (2024), reporting that teacher self-efficacy did not significantly mediate the relationship between organizational factors and teaching effectiveness, indicating that while self-efficacy is important, it may not always function as a linking mechanism between variables. Also, the current findings agrees with Wang et.al (2025), who found that the mediating role of self-efficacy in the relationship between professional variables and classroom practices was not supported, suggesting that its influence may be more direct rather than indirect in certain educational contexts.

In contrast, the current findings opposes the study of Ozdogru (2025), reporting that teacher self-efficacy can significantly mediate relationships between professional or organizational variables and educational outcomes, indicating that self-efficacy sometimes functions as an

important linking mechanism rather than having no mediating effect. The study of Ozdogru does not have a single specific location or a fixed number of participants, while the current study clearly presented the methodology.

V. CONCLUSION

Based on the findings, it is concluded that the teacher self-efficacy does not significantly mediate the correlation between professional commitment and classroom management skills. Hence, the social cognitive theory, positing that human behavior results from a dynamic and reciprocal interaction among personal factors, behavior, and environmental influences, a concept known as triadic reciprocal determinism, was denied.

VI. RECOMMENDATIONS

Based on the conclusion, the following are recommended:

1. Future studies may consider other variables not covered in the study to further test the claim of the theory; while the idea of continuously testing the strength of teacher self-efficacy to mediate the professional commitment and classroom management skills may still be pursued and replicated.
2. Qualitative research may be undertaken to identify emerging themes that may be considered as a possible mediator. The sub-themes generated may be utilized as indicators of the potential mediators identified.
3. School leaders may prioritize allocating resources to other initiatives that directly enhance classroom management skills rather than focusing on teacher self-efficacy and professional commitment.

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