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Classroom Management, Self-Efficacy of Elementary Teachers and Student Engagement: A Correlational Study

Heizel Ann A. Abellar[1]; Roel P. Villocino[2]

[1]Member, Department of Education, Division of Agusan del Sur
[2] Ed.D, Member, Professional School of Assumption College of Nabunturan

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Abstract: This study investigated the relationship among classroom management, teacher self-efficacy, and student engagement in selected elementary schools of Bunawan District II, Agusan del Sur, Philippines. Anchored on Bandura's Social Cognitive Theory, the study utilized a quantitative-correlational research design with a sample of 39 teachers and 390 students from Grade 4 to Grade 6 in seven public elementary schools. The Classroom Management Questionnaire, Ohio State Teacher Efficacy Scale (OSTES), and Student Engagement Instrument (SEI) were used to gather data. Results showed that teachers exhibited a high degree of classroom management and self-efficacy, while students demonstrated moderate to high engagement emotionally, cognitively, and socially. However, despite these positive trends, statistical results indicated no significant relationship between management of the classroom and engagement by students or between self-efficacy and engagement by students. The conclusion drawn suggests that both constructs of classroom management and self-efficacy are robust; however, there are other contextual variables that may dilute the impact on student engagement. The research emphasizes that the rural education focus needs systemic bounded interventions designed to maximize student engagement comprehensively.

Keywords: *Elementary Education, Classroom Management, Teacher Self-Efficacy, Student Engagement, Correlational Research.*

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I. INTRODUCTION

Classroom management, teacher self-efficacy, and student engagement are vital aspects of good teaching and learning in elementary education. Classroom management is about arranging events in the class and using certain procedures that promote students' learning (Emmer & Sabornie, 2015). According to research, good classroom management and role expectations, when teachers believe in their capabilities and parents and schools extend support, favor student participation. According to Dan et al. (2013), teachers with high self-efficacy are more active in managing their classes, which makes students more engaged.

Countries such as the United States and Australia tend to place more emphasis on factors like classroom management, teacher self-efficacy, and student engagement in the teaching and learning processes. For instance, in the US, the structure of classroom management has been shown to positively enhance academic performance and minimize behavioral problems, including disruptive behaviors (Marzano & Marzano, 2011). Additionally, high levels of teachers' self-efficacy are related to effective instructional delivery and classroom interactions (Bandura, 1997). At the same time, the focus within Australia considers that democracy in the management of the class is essential for increased student participation and engagement (Lewis et al., 2011). On the other hand, in some underdeveloped countries, particularly India and Nigeria, classes are overcrowded and poorly equipped, and there are many different types of learners, which makes it hard to manage the class or engage the students (Gibson & Dembo, 2013). Nevertheless, implementing culturally relevant pedagogies as well as evidence-based approaches has helped resolve the issues in question around the world (Weinstein et al., 2010).

In the Philippines, Villavicencio and Bernardo (2020) examined the state of teacher self-efficacy and its association with student engagement in public schools. They noted that teachers with high self-efficacy would more likely entice students to participate in participatory-centered lesson activity creation and student participation, even in poorly resourced classrooms. This is consistent with global research

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showing a correlation between teacher self-efficacy and student engagement.

In Nueva Era Elementary School, this difficulty is compounded by students with diverse abilities. Still, with all of that said and done, managing your classroom effectively to keep students engaged is just as important as ever. Management practices for teachers in rural areas, such as Bunawan District II, should be adaptive and evidence-based, as they also face challenges related to resource scarcity, student disengagement, and behavioral issues (Marquez et al., 2016). Far too often, the lack of infrastructure and teaching materials hinders teachers from being fully effective, resulting in diminished self-efficacy belief levels and lower student engagement (Bustos-Orosa, 2019).

This study aimed to investigate the relationship between classroom management, teacher self-efficacy, and student engagement in elementary schools in a rural setting, such as Nueva Era Elementary School. Analyzing the mentioned factors in the rural area will enable the identification of the professional development needs of teachers and inform policy recommendations on how classroom management can be improved and students' participation enhanced. Contributing to such strategies will be based on strengthening the capacity of teachers and improving student engagement, especially in under-resourced Philippine schools.

II. STATEMENT OF THE PROBLEM

This study examined the interrelationship between classroom management, teacher self-efficacy, and student engagement in elementary schools. To this effect, this study aimed to address the following questions:

- *What was the Level of Classroom Management Effectiveness Among Elementary Teachers in Terms of:*\

- Time Management;
- Routines;
- Preventive Strategies; and
- Reactive Strategies?

- *What was the Level of Teacher Self-Efficacy Among Elementary Teachers in Terms of:*
- Instructional Strategies;
- Classroom Management; and
- Student Engagement?

- *What Was the Level of Student Engagement in Classrooms Managed by Elementary Teachers in Terms of:*
- Emotional Engagement;
- Cognitive Engagement; and
- Social Engagement?

- *Is There a Significant Relationship Between Classroom Management and Student Engagement?*

- *Is There a Significant Relationship Between Teacher Self-Efficacy and Student Engagement?*

III. METHOD

A. Research Design

This study used a descriptive correlational research design. This non-experimental quantitative research method aimed to gather data on the relationship between two or more variables without controlling for these variables. In particular, the study focused on the relationship between teacher self-efficacy in classroom management and student engagement among elementary teachers and students. This design facilitated the investigator's measurement of the strength of these relationships and ascertained whether these variables tend to move together in a particular direction (Creswell, 2014).

The correlational research design was adopted in this study because it is primarily intended to elucidate the relationship between the factors under investigation rather than to establish cause-and-effect relationships. The correlational design, on the other hand, enabled an assessment of the strength and direction of any relationships between the independent variables (classroom management and teacher self-efficacy) and the dependent variable (student engagement).

B. Research Locale

The research was conducted in several elementary schools in Bunawan District II, Agusan del Sur, Philippines, where each possessed a different level of educational environment, resources, access, and difficulties.

Nueva Era Elementary School is situated in a semi-urban setting and, therefore, has better infrastructure and access than schools in fully rural areas. The presence of such resources greatly aided teachers in managing their lesson plans in class and ensuring that students learn. Although the school faced some challenges, it still provided stakeholders with a proper environment for both learning and socialization.

West Bunawan Central Elementary School is situated at the heart of the district and serves as the hub of the district's instructional programs. It had larger facilities and better infrastructure, as well as more extracurricular activities compared to other schools. This allowed teachers to use a wide range of teaching techniques and promoted active student participation in almost all aspects of school activities, both academic and non-academic.

Mambalili Elementary School is situated in the countryside and faces limitations such as a lack of resources and inadequate facilities. Nevertheless, the institution enjoyed strong support from the community, as teachers utilized numerous local resources and traditions, thereby enhancing the learning experience. And assists in bridging the deficit and integrating the classroom.

On the other hand, Hubang Elementary School also has a rural setting, similar to Mambalili, and faced challenges such as a lack of resources, including inadequate facilities. Nevertheless, the school was recognized for the teamwork among its members, in which teachers and staff organized

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learning activities that were both fun and interesting for the learners.

Upper Consuelo Elementary School is affiliated with a school district that encompassed some of the most peripheral areas of its jurisdiction. Accessing this school became particularly challenging, especially during rainy seasons, which affected attendance and the provision of resources. It is very difficult for teachers to keep students engaged and maintain control of the class. However, they found ways to engage students by employing some creative strategies that are within their reach.

Consuelo Elementary School's geographical location is remote, like the Upper Consuelo, but the degree of accessibility is better. In this case, regular attendance and participation by the community helped mitigate the effects of resource shortages, allowing teachers to maintain a better and more engaging learning atmosphere in class for the children.

Located on the national highway, Bunawan Brook Elementary School is strategically enough to provide easy access, unlike other rural schools. Such accessibility enhanced connectivity and the availability of resources, which in turn positively affected the management of classes and the involvement of learners.

The diverse environments of these schools helped address how physical conditions influenced classroom management, teacher efficacy, and student engagement in various learning settings.

C. Research Respondents

The target population consisted of elementary school teachers and students from selected schools in Bunawan District II, Agusan del Sur. Specifically, the schools included Nueva Era Elementary School, West Bunawan Central Elementary School, Mambalili Elementary School, Hubang Elementary School, Upper Consuelo Elementary School, Consuelo Elementary School, and Bunawan Brook Elementary School. The entire target population comprised of approximately 39 elementary teachers and 390 pupils in Grades 4, 5, and 6 across the seven schools. The study aimed to explore the relationships between teacher self-efficacy, classroom management, and student engagement within the given population.

Table 1 Profile of the Respondents in Bunawan District II

Name of School	Teacher's Population	Student's Population
	Elementary	Elementary
1. Nueva Era Elementary School	3	30
2. West Bunawan Central Elementary School	9	90
3. Mambalili Elementary School	6	60
4. Hubang Elementary School	3	30
5. Upper Consuelo Elementary School	6	60
6. Consuelo Elementary School	6	60
7. Bunawan Brook Elementary	6	60
Total	39	390

D. Research Instruments

This study employed three integrated instruments to obtain information on classroom management, teacher self-efficacy, and student engagement:

Classroom Management Questionnaire: This instrument, modified from other tools, measured teachers' time management practices, classroom routines, and discipline techniques, including both preventive and reactive approaches.

Student Engagement Instrument (SEI): This instrument, taken from the tool developed by Appleton, Christenson, and Furlong, assessed students' school engagement behavior, cognition, and emotion.

Tschannen-Moran and Woolfolk Hoy designed the Ohio State Teacher Efficacy Scale (OSTES), which focused on teacher self-efficacy in instructional practices, classroom management, and student engagement.

A five-point Likert scale was used to respond to each of the items provided. The manifestation of each of the indicators was described as follows:

Table 2 Manifestation of Each of the Indicators was Described

Range of Mean	Descriptive Equivalent	Interpretation
3.50-4.00	Strongly Agree	Respondent strongly agrees with the statement.
2.50-3.49	Agree	Respondent agrees with the statement
1.50-2.49	Disagree	Respondent disagrees with the statement
1.00-1.49	Strongly Disagree	Respondent strongly disagrees with the statement

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E. Validation of Research Instrument

Content validation was done to ascertain that the items in the research instruments were adequately matched with the focus variables of the study: classroom management, teacher self-efficacy, and student engagement. Experts checked the tools for the purpose of ascertaining their relevance and thoroughness. Upon validation of the instruments, a pilot test was conducted to check the reliability of the instruments and identify any confusion or problems in the questionnaire items.

F. Data Gathering Procedure

As observed in previous studies, the researcher in this current study also adhered to the timely arrangement of the study protocols before data collection commenced.

➢ *Ethical Clearance.*

Obtaining ethical clearance from the relevant institutional review board ensures that all research activities were conducted ethically. This involved seeking approval for the research proposal, which outlined its aims, methods, and tools for data collection. In addition, these included outlines and forms that stipulate the terms of the research activity, to be signed by the participants, ensuring their voluntary willingness to participate in the study while protecting their rights and privacy during its conduct.

➢ *Permission to Conduct the Study.*

An endorsement letter from the School of Graduate Studies dean and the letter of intention to conduct the study were drafted and submitted to the Schools Division Superintendent (SDS) for acknowledgment and approval. After obtaining permission from the SDS, the researcher presented this letter to the seven school principals of the participating schools, allowing them to signal to the researcher that they were willing to participate in the study. The nature of the study was explained to the principals, who were the respondents for the study.

➢ *Administration and Retrieval of Questionnaire.*

The teachers assessed the school principals' supervisory conduct. They were informed about the study's rationale and the sensitivity of their responses. Confidentiality was also highlighted.

➢ *Analysis and Interpretation.*

The researcher employed the most appropriate statistical tools to aid her in analyzing Mara's data. To have an orderly presentation of data, the researcher was guided by the statement of the problem. The analysis and interpretation of the results were provided alongside respective tables.

G. Statistical Treatment of the Data

The data obtained from the study were compiled, organized, and assessed, employing suitable statistical methods to enhance the validity and reliability of the results. The following tools were utilized:

Mean. This was used when measuring and describing the average level of classroom management, teacher self-efficacy, and student engagement, as perceived by respondents, and thereby helped determine the general trends and levels for each variable.

Pearson r (Correlation Coefficient). This was used to compute the relationship between these variables. Pearson's r determined the strength and direction of the relationship. Ranges: Values near positive 1 indicate a strong positive correlation, while values near negative 1 indicate a strong negative correlation, with values near zero indicating no correlation.

All statistical analyses were performed at a significance level of 0.05 to determine whether the established relationships are statistically significant. These tools ensured a robust analysis of the collected data and provided concrete conclusions regarding the problems posed by the research objectives.

IV. RESULT

This chapter presents the results and interpretation of the data gathered in response to the research problems identified in Chapter I. The presentation includes the level of classroom management, teacher self-efficacy, and student engagement, as well as the relationships among these variables.

A. Level of Classroom Management

The level of classroom management among elementary teachers was measured in four indicators: time management, routines, preventive strategies, and reactive strategies.

➢ *Time Management.*

Table 3 shows the level of time management among elementary teachers.

Table 3 Time Management

Time Management	Rating	Quality Index
1. I use all class time for the delivery of learning.	3.44	Agree
2. After my explanation, students quickly start working.	3.31	Agree
3. During class, my students are consistently engaged with the subject.	3.49	Agree
4. I provide learners with sufficient time to answer questions during class interactions.	3.74	Strongly Agree
5. I reserve a few minutes at the end of each lesson for a quick recap or review.	3.51	Strongly Agree
Overall	3.51	Strongly Agree

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Table 3 indicates that elementary teachers tend to have good time management. The most highly rated indicator is providing sufficient time for students to respond to questions 3.74, and the lowest is students quickly beginning work after explanations 3.31. The average rating of 3.51 indicates that teachers "Strongly Agree" they manage class time well.

- *Routines.*

Table 4 shows the level of routines among elementary teachers.

Table 4 Routines

Routines	Rating	Quality Index
1. My students always know what to do in class.	3.21	Agree
2. My students know what to do if they need help	3.31	Agree
3. I ensure to end each lesson with a clear conclusion	3.46	Agree
4. I have clear rules for independent work.	3.62	Strongly Agree
5. My students are aware of the schedule transitions that occur throughout the day.	3.72	Strongly Agree
Overall	3.50	Strongly Agree

Table 4 illustrates that elementary teachers effectively implement classroom routines. The first three items were rated "Agree," while the last two indicators were rated "Strongly Agree," meaning that strong implementation of structured rules and clear schedule transitions were present. The average rating of 3.50 indicates "Strongly Agree" and implies teachers are consistent and effective in maintaining classroom routines.

- *Preventive Strategies.*

Table 5 presents the level of preventive strategies used by elementary teachers.

Table 5 Preventive Strategies

Preventive Strategies	Rating	Quality Index
1. I have clear behavior expectations.	3.56	Strongly Agree
2. My students know how to behave during class.	3.46	Agree
3. I stay aware of what's happening in the classroom.	3.64	Strongly Agree
4. I maintain control of what happens during the lesson.	3.67	Strongly Agree
5. I proactively address any potential distractions before they become an issue.	3.59	Strongly Agree
Overall	3.58	Strongly Agree

Table 5 reveals that teachers employ appropriate preventive strategies with an emphasis on maintaining classroom smoothness. Most indicators, except the second item, which received a rating of "Agree," were marked as "Strongly Agree." An overall mean of 3.58 places them in the "Strongly Agree" category, meaning that teachers actively set behavioral expectations, supervise students' behavior, and manage students' actions before problems begin.

- *Reactive Strategies.*

Table 6 illustrates the level of preventive strategies used by elementary teachers.

Table 6 Reactive Strategies

Reactive Strategies	Rating	Quality Index
1. I give a warning when students misbehave.	3.85	Strongly Agree
2. I ensure students pay attention if they become distracted.	3.74	Strongly Agree
3. I ensure that disruptions are stopped immediately.	3.77	Strongly Agree
4. I treat all my students equally.	3.90	Strongly Agree
5. I follow up with students after I have spoken with them about their behavior so they understand it better and can improve.	3.72	Strongly Agree
Overall	3.80	Strongly Agree

Table 6 shows how educators implement effective reactive techniques to manage classroom behavior. All five indicators received a 'strongly agree' mark, with the highest score of 3.90 for 'I treat all my students equally.' The overall mean of 3.80 suggests a very high application of corrective and follow-up interventions to discipline and control behavior in class.

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B. Level of Teacher Self-Efficacy

The scope of self-efficacy among teachers at the primary school level was determined by three indicators: efficacy for instructional strategies, efficacy for class management, and efficacy for student engagement.

➢ *Efficacy for Instructional Strategy.*

Table 7 depicts the level of effectiveness concerning actual teaching among elementary school teachers.

Table 7 Efficacy for Instructional Strategy

Efficacy for Instructional Strategy	Rating	Quality Index
1. I can employ a variety of assessment strategies with the utmost efficacy.	3.49	Agree
2. I can suggest alternative explanations when students are having difficulties.	3.67	Strongly Agree
3. I find it easy to formulate good questions for my students.	3.49	Agree
4. I can employ alternative strategies in the classroom.	3.54	Strongly Agree
5. I do not rehearse my response to questions that I expect will be difficult.	3.21	Agree
6. I can modify my lessons to accommodate the diversity of the students who are stricken.	3.56	Strongly Agree
7. I can reasonably assess the student's understanding of the material taught.	3.67	Strongly Agree
8. I can offer relevant tasks for very capable students.	3.67	Strongly Agree
Overall	3.54	Strongly Agree

Table 7 illustrates how teachers perceive themselves as effective in employing various teaching methods. While three items were rated as "Agree," the remaining five were rated as "Strongly Agree." The self-evaluated competencies of the teachers, scoring the highest, included suggesting alternative explanations, evaluating students' understanding, and designing tasks for students they believed were capable of higher-order thinking each boasting a score of 3.67. The overall average rating provided by the teachers is 3.54, indicating that they tend to strongly agree, which corroborates the fact that they indeed feel prepared and competent regarding their instructional planning and teaching activities.

➢ *Efficacy for Management of the Classroom.*

Table 8 presents the degree of effectiveness of the instructional strategy applied by elementary school teachers.

Table 8 Efficacy for Management of the Classroom

Efficacy for Classroom Management	Rating	Quality Index
1. I can modulate inappropriate behavioral displays within the classroom.	3.59	Strongly Agree
2. I can guarantee obedience among the students to the established rules.	3.56	Strongly Agree
3. I can settle down with a disruptive or loud student.	3.51	Strongly Agree
4. I can set up a management system for each class group.	3.56	Strongly Agree
5. I can restrict a few selected problem students from sabotaging the whole lesson.	3.46	Agree
6. I am capable of addressing issues with uncooperative students satisfactorily.	3.54	Strongly Agree
7. I have sufficient reasons for setting specific behavior guidelines for students.	3.67	Strongly Agree
8. I can create measures that quicken the pacing of the classroom activities.	3.49	Agree
Overall	3.55	Strongly Agree

According to Table 8, it seems that teachers possess high self-efficacy regarding classroom management skills, as most indicators were rated "Strongly Agree." Guideline setting (3.67) received the highest score, followed by the ability to contain problem learners (3.46) and implement pacing (3.49). All mean scores, including the derived combined average mean score of 3.55, indicate teachers hold a high self-efficacy regarding their ability to control disorder and discipline in the classroom.

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➢ *Efficacy in Student Engagement.*

Table 9 illustrates the degree of efficacy concerning instructional strategy for elementary school teachers.

Table 9 Efficacy for Student Engagement

Efficacy for Student Engagement	Rating	Quality Index
1. I give an activity in such a way as to motivate students so that they will be able to succeed in school.	3.77	Strongly Agree
2. I can instill in the students a sense of appreciating learning situations.	3.69	Strongly Agree
3. I can get students who exhibit a lack of interest in their schoolwork engaged.	3.51	Strongly Agree
4. I can assist families with their children's academic achievement.	3.36	Agree
5. I can enhance the comprehension of a student who performs poorly.	3.38	Agree
6. I can teach the students how to be analytical.	3.46	Agree
7. I can help nurture a creative spark in my students.	3.56	Strongly Agree
8. Even the most troubled of students can be reached by me.	3.33	Agree
Overall	3.5	Strongly Agree

Table 9 demonstrates that educators view themselves as having the greatest capability in engaging students, especially in the innovative and motivational aspects. The most highly rated statement pertained to motivating students through activities, with a rating of 3.77. Comparatively, helping families and reaching struggling students received lower scores. The mean of 3.50 demonstrates that teachers "Strongly Agree" with their proficient ability to foster student engagement in diverse contexts.

C. Level of Student Engagement

The level of student engagement among elementary pupils was measured in three indicators: emotional engagement, cognitive engagement, and social engagement.

➢ *Emotional Engagement.*

Table 10 illustrates the level of emotional engagement among elementary school students.

Table 10 Emotional Engagement

Emotional Engagement	Rating	Quality Index
1. Overall, adults at my school treat students fairly.	3.45	Agree
2. Adults at my school listen to the students.	3.24	Agree
3. At my school, teachers care about students.	3.68	Strongly Agree
4. My teachers are there for me when I need them.	3.48	Agree
5. The school rules are fair.	3.48	Agree
6. Overall, my teachers are open and honest with me.	3.45	Agree
7. I enjoy talking to the teachers in my school.	3.40	Agree
8. I feel safe at school.	3.32	Agree
9. Most teachers at my school are interested in me as a person, not just as a student.	3.31	Agree
10. The tests in my classes do an excellent job of measuring my abilities.	3.42	Agree
11. Students at my school are there for me when I need them.	3.27	Agree
12. Other students here like me the way I am.	3.36	Agree
13. I enjoy talking to the students here.	3.40	Agree
14. Students here respect what I have to say.	3.36	Agree
15. Other students at school care about me.	3.27	Agree
16. I am hopeful about my future.	3.56	Strongly Agree
Overall	3.40	Agree

Table 10 illustrates that, on average, students feel emotionally engaged at school. All items received an "Agree" rating, which denotes a moderate yet positive emotional connection to the school. Their strongest agreement sentiments were related to teacher care and hope for the future. The average of 3.40 indicates that students believe they are emotionally supported and connected to their school environment.

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➢ *Cognitive Engagement.*

Table 11 illustrates the level of cognitive engagement among elementary students.

Table 11 Cognitive Engagement

Cognitive Engagement	Rating	Quality Index
1. Most of what is important to know, you learn in school.	3.65	Strongly Agree
2. The grades in my classes do a good job of measuring my abilities.	3.54	Strongly Agree
3. What I'm learning in my classes will be important in my future.	3.65	Strongly Agree
4. After finishing my schoolwork, I review it to ensure it's correct.	3.65	Strongly Agree
5. When I do schoolwork, I check to see whether I understand what I'm doing.	3.62	Strongly Agree
6. Learning is fun because I get better at something.	3.48	Agree
7. When I do well in school, it's because I work hard.	3.60	Strongly Agree
8. I feel like I have a say about what happens to me at school.	3.30	Agree
9. I plan to pursue further education after high school.	3.62	Strongly Agree
10. Going to school after high school is important.	3.60	Strongly Agree
11. School is important for achieving my future goals.	3.75	Strongly Agree
12. My education will create many future opportunities for me.	3.65	Strongly Agree
Overall	3.59	Strongly Agree

Table 11 displays that pupils demonstrate a very high level of cognitive engagement. Most responses were "Strongly Agree," especially concerning the value of learning and future educational goals. The highest-rated item was "School is important for achieving my future goals" (3.75). Only two items—having a say in school (3.30) and enjoying learning (3.48)—were rated as "Agree." The average of 3.59, which falls within the "Strongly Agree" category, illustrates that students are highly committed to their education.

➢ *Social Engagement.*

Table 12 depicts the extent of social engagement among elementary students.

Table 12 Social Engagement

Social Engagement	Rating	Quality Index
1. My family/guardian(s) are there for me when I need them.	3.71	Agree
2. When I have problems at school, my family/guardian(s) are willing to help me.	3.61	Agree
3. When something good happens at school, my family or guardian(s) want to know about it.	3.61	Agree
4. My family or guardian(s) want me to keep trying when things are tough at school.	3.72	Strongly Agree
Overall	3.66	Strongly Agree

Table 12 indicates that students often experience social support, particularly from their families or guardians. Most responses were rated "Agree," indicating that the perceptions of support, while positive, were not homogeneous. The endorsement of the encouragement to strive forward during hard times (3.72) was the highest. The students' mean score of 3.66 suggests that, regarding the question of social engagement and support, they strongly agree in perceiving a high level of engagement and support with their families' active involvement in their schooling.

➢ *Relationship Between Classroom Management and Student Engagement.*

To determine whether a significant relationship exists between classroom management and student engagement, Pearson's r was used. The correlation result can be found in Table 13.

Table 13 Correlation Between Classroom Management and Student Engagement

Variables	Pearson R	P-Value	Interpretation
Classroom Management and Student Engagement	0.009	0.956	Not significant

As noted in Table 13, the analysis yielded a Pearson r value of 0.009. This result presents the correlation analysis conducted between classroom management and student engagement. The calculated Pearson r value was 0.009, indicating that the correlation, although positive, is both weak and negligible. Moreover, the p-value of 0.956 is far greater than the conventional boundary of 0.05, indicating that there is no significance. Meaningful relationships are usually expected between the studied associative variables. In this case, classroom management was found to have no significant impact on student engagement, suggesting that any observed correlation is likely coincidental. Therefore, the hypothesis put forward can be accepted, which states that there is no significant relationship between classroom management and student engagement. In other words, the data suggest that although teachers appear to employ effective methods of classroom management, these methods have a limited impact on active student engagement during the lesson.

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➢ *Relationship Between Teacher's Self-Efficacy and Student Engagement.*

To determine whether classroom management and student engagement are significantly related, a Pearson's r correlation was conducted. Correlation results are displayed in Table 14.

Table 14 Correlation Between Teachers' Self-Efficacy and Student Engagement

Variables	Pearson R	P-Value	Interpretation
Teacher's Self-Efficacy and Student Engagement	0.016	0.921	Not significant

The results of the correlation analysis regarding teacher self-efficacy and engagement are presented in Table 14. According to the data, the computed Pearson r value is 0.016, indicating a very weak positive correlation between the two variables. This correlation, as shown in the analysis, is non-significant from a statistical standpoint because of the 0.921 p-value, which is significantly higher than 0.05. In this context, the results indicate that there is no significant correlation between teacher self-efficacy and student engagement in this study. The data suggest that the self-reported capabilities of professionals in the education field do not translate into commensurate actions by the students toward school engagement. Hence, the hypothesis that there is no significant relationship between teacher self-efficacy and student engagement is upheld.

V. DISCUSSIONS

This section presents the discussion of the results presented in the previous chapter.

A. Level of Classroom Management

➢ *Time Management.*

The evidence from Table 3 also shows elementary teachers in Bunawan District II exhibiting good time management habits. Teachers all the time use class time for teaching lessons, responses by students to questions, and lesson review before class dismissal. This is consistent with Emmer and Sabornie (2015), who noted that effective instructional time management is key to fostering student learning. In addition, the teachers' capacity to maintain students focused continuously during the session validates the argument of Marzano and Marzano (2011), who stated that effective classroom management practices, such as effective use of time, serve to reduce disruptive behaviors and improve academic achievement.

These results also capture the experiences of Panganiban (2017), who pointed out that in resource-poor schools in the Philippines, efficient use of time is indispensable for coping with high class sizes and sustaining learning achievements. The high level of teacher consensus on making time for student responses and summary of lessons reflects an active stance in maintaining student engagement, which complements Fredricks et al. (2004)'s idea of cognitive involvement being linked to informative, well-timed instruction. In addition, this indicates that teachers are capable of employing systematic time management techniques despite contextual difficulties and utilize them to establish a positive learning environment, bolstering the argument of Weinstein et al. (2010) regarding the merit of contextually responsive classroom strategies.

➢ *Routines.*

According to the findings in Table 4, elementary teachers have a well-developed set of classroom routines that can guide student behavior and facilitate instruction flow. Instructors say that the students are generally conscious of what to do throughout class activities and when to seek help. This indicates the existence of a structured classroom routine that minimizes confusion and encourages student autonomy. Such routines are also strengthened by the clear ending of lessons and a high consciousness of daily schedule changes, which promote a stable learning environment. These routines demonstrate the underlying principles articulated by Evertson and Weinstein (2013), who stressed the significance of organized routines in establishing safety and readiness to learn among students.

Additionally, the establishment of explicit rules and transitions confirms Marzano and Marzano's (2011) claim that efficient routines play an essential role in minimizing behavioral problems and maximizing student engagement. The results also concur with Emmer and Sabornie (2015), whose work underscored that effective classroom are usually typified by clearly defined expectations and routines. In the Philippine scenario, where class sizes are usually large and heterogeneous, these routines come in handy, according to Panganiban (2017). They support teachers to retain control and concentration in the face of adversity, inferring that in resource-constrained environments too, a disciplined classroom setting is still an integral part of successful classroom management.

➢ *Preventive Strategies.*

The findings in Table 5 indicate that elementary teachers register high practice of preventive strategies to ensure a well-disciplined and productive classroom setting. Teachers establish well-defined behavior expectations, purposefully observe classroom relationships, and actively manage anticipated distractions prior to their transformation into disruptions. These practices demonstrate a proactive style of classroom management, wherein problems are solved before they influence learning. This supports Simonsen et al. (2014), who highlighted the importance of preventive measures like clear rule-setting and continuous supervision in preventing behavioral difficulties and maintaining smooth classroom processes.

These results are also in line with Emmer and Sabornie (2015), who stressed that effective administration is not just responding to interruptions but also averting them through stable expectations and teacher presence. Additionally, in constrained environments such as the ones reported by Panganiban (2017), such interventions are particularly important since they allow teachers to make the most out of

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scarce instruction time while still having control of huge and heterogeneous classes. The findings also align with Marzano and Marzano (2011), who emphasized that preventive discipline practices assist in creating good student-teacher relationships as well as minimizing the chances of misbehavior, culminating in a more interactive and nurturing learning atmosphere.

➢ *Reactive Strategies.*

Table 6 indicates that elementary teachers positively employ reactive strategies to deal with student behavior and sustain discipline within the classroom. Examples of these are issuing warnings for bad behavior, keeping students focused, and ending disruptions in the moment. Teachers also follow up with students following behavioral transgressions to aid improvement and treat all students fairly. This is illustrative of a purposeful, balanced application of discipline that addresses behavior in ways that maintain good relationships between teachers and students. These practices are in line with the work of Evertson and Weinstein (2013), who stressed that reactive strategies, being firm yet supportive, are essential to ensuring classroom order.

In addition, these findings support the contention of Marzano and Marzano's (2011) that assertive discipline, when used alongside fairness and clarity, can provide a structured and respectful learning environment. The follow-up steps mentioned by teachers also reflect the findings of Alderman and Green (2011), who emphasized that effective classroom management is not only derived from authority but also from developing trust and respect for one another. In problematic classroom environments such as those presented by Panganiban (2017), these responsive methods aid in equitable behavior management and instructional continuity despite resource constraints or large class sizes. This makes it necessary for teachers to be flexible but consistent in applying discipline to facilitate a positive learning environment.

➢ *Level of Classroom Management among Elementary Teachers.*

In the Bunawan District II, teachers exhibited very high levels of classroom management characterized by the effective use of reactive and preventive strategies, time management, and maintained structured routines. This supported the findings of Marzano and Marzano (2011), which noted that effective classroom management is multidimensional and assists in achieving positive behavior control and academic productivity. Some preventive strategies outlined by Simonsen et al. (2014), including rule-setting, defined supervision, and monitoring, were present in the teachers' practices.

In the Philippine setting, Panganiban (2017) highlighted the importance of effective classroom management in tackling the perennial problem of oversubscribed classes and scant teaching resources. This study supports her conclusions since teachers in Bunawan District II, despite similar constraints, were able to implement consistent behavioral strategies. In their bid to promote learning, Evertson and Weinstein (2013) also argue that there must be the presence of both proactive and reactive measures to enhance students' focus and safety. The reactive measures present in this study suggest that teachers are coping with disruptive interactions.

Lewis et al. (2011) claimed that the application of classroom routines, at an operational level, is more efficient than unyielding discipline in isolation, likely facilitating the positive climate around management as observed even with limited resources. Also, Sibayan and Balinas (2019) noted that Filipino teachers from rural regions who set defined boundaries and operate within maintained frameworks have greater control over unproductive behaviors. Cabalo et al. (2020) argued that there is a gap focusing on the contextually relevant approach to management in Philippine multi-grade classrooms, highlighting the necessity of flexible yet strong control of the classroom. Reyes and Bulaon (2018) noted that the combination of proactive and reactive strategies used in Filipino classrooms broadens students' control over their behavior and participation during lessons, especially with strong teachers' support.

B. Level of Teacher's Self-Efficacy

➢ *Efficacy for Instructional Strategy.*

The answers in Table 7 indicate that elementary teachers are self-assured about using diverse instructional strategies. They hold strong views about their ability to provide differentiated tasks, measure student knowledge, and modify lessons to suit diverse learners. This indicates that not only are teachers cognizant of the needs of the students, but they are also capable of modifying their approach to teaching in response to the same. These findings are consistent with Bandura's (1997) Social Cognitive Theory, which is grounded on the salience of self-efficacy in informing teachers' motivation and instructional actions. High self-efficacy gives teachers the capability to utilize adaptive and student-responsive strategies, resulting in more successful teaching practices.

This confidence among teachers is consistent with the findings of Tschannen-Moran and Hoy (2001), who contended that teachers with high self-efficacy tend to utilize creative and responsive instructional methods. The capacity to propose competing accounts, craft assessments, and provide activities appropriate for advanced learners also accords with the thinking of Fredricks et al. (2004), who highlighted that teacher instructional effectiveness is one of the determinants of student cognitive engagement. In the local scene, Santiago and Roxas (2016) explained that teachers in Philippine public schools with such instructional effectiveness can sustain deep learning even in difficult settings. Hence, the high instructional confidence evidenced here is likely to help student learning and motivation, even in the face of constraints typical of rural school environments.

➢ *Efficacy for Management of the Classroom.*

Table 8 indicates that elementary teachers have a strong sense of efficacy with regard to classroom management and discipline. They indicate strong confidence in being able to set up discipline, apply systematic behavior systems, and deal with disruptive or uncooperative students successfully. This implies that teachers are not only armed with behavioral

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interventions but with assertiveness and consistency as well, to maintain a healthy classroom. These results speak to Bandura's (1997) notion of self-efficacy, where teachers who possess confidence in their capacity to control classrooms will be more likely to initiate and continue controlling difficult behavior.

This is also in agreement with Klassen and Tze's (2014) study, which stressed the very tight connection between teacher self-efficacy and classroom management. Teachers who are assured of their behavior management capability are in a better position to sustain order and concentration in learning spaces, which ultimately improves student engagement. In the Philippine setting, Panganiban (2017) noted that effective classroom management is crucial in dealing with challenges like overpopulated classrooms and scarce resources. The effectiveness of the teachers in imposing organized behavior rules, as indicated in this research, promotes more effective instruction and student discipline, even in scarce-resourced rural schools like those found in Bunawan District II.

- *Efficacy in Student Engagement.*

Table 9 indicates that elementary teachers do believe that they can play a strong role in engaging students through motivational and instructional strategies. Teachers feel confident that they can stimulate interest in learning, help students who are not doing well academically, and motivate even students who are at first unmotivated. Such findings indicate a high sense of self-efficacy, which Bandura (1997) defined as necessary for impacting student behavior and learning performance. Teachers who feel confident that they can motivate even the most resistant learners are more likely to implement inclusive and innovative teaching strategies, essential in multiculturally diverse classroom environments.

This corresponds with the research of Tschannen-Moran and Woolfolk Hoy (2001), stating that teacher self-efficacy is strongly related to student engagement, especially in terms of encouraging learners and ensuring active participation. Moreover, the capacity to engage disinterested or struggling students harmonizes with the findings of Villavicencio and Bernardo (2020), which explained that Filipino teachers with high self-efficacy are more effective at promoting participation, even in low-resourced schools. Moreover, fostering creativity and learning appreciation harmonizes with Fredricks et al. (2004), who underscored cognitive and emotional engagement as essential to academic achievement. The responses of teachers reflect not just an allegiance to teaching but also to enabling students emotionally and intellectually, creating a learning climate that enables holistic growth.

- *Level of Teacher's Self-Efficacy among Elementary Teachers.*

The self-efficacy of teachers in Bunawan District II in self-instructional practices, self-classroom management, and self-student participation is particularly high. This is in line with Bandura's (1997) social cognitive theory, which advocates those heuristic endeavors, in most cases, people who have a belief in themselves try to put in the effort, and even take the challenges head-on. About the Filipino culture, teachers face challenges like an overcrowded classroom and scarce resources for teaching, which drives high self-efficacy as a hallmark for seamless, meaningful teaching.

Tschannen-Moran and Hoy (2011) stressed reaffirmation of the strong feeling of self-efficacy, associated with Filipino learners of basic education and instructional practices, blended with motivation towards effective students' academic mileage. The profound sense of self-efficacy suggests, as the overwhelming self-efficacy in this study indicates, that the teachers are equipped with sufficient technical skills to deliver appropriate lessons as well as the confidence that they can influence their students' academic and social development positively.

This aligns with the findings of Skaalvik and Skaalvik (2014), who noted that teachers with high self-efficacy reported experiencing lower burnout and greater job satisfaction. Similarly, Klassen and Chiu (2011) underscored the importance of self-efficacy in fostering emotional and instructional adaptability, especially in demanding contexts. The psychological strength demonstrated by the teachers in this study was likely enabling in managing intricate educational microcosms and sustaining student interest in learning despite challenges.

Furthermore, professional development has generally been recognized as an important factor that enhances teacher self-efficacy. Ross and Bruce (2012) argued that providing emphasis on training through feedback, teachers' self-efficacy, and instruction effectiveness could be greatly improved. Bautista and Ortega-Ruipérez (2020) also emphasized the importance of ongoing professional development for teachers regarding the instructional practices in schools in Southeast Asia. Malunda et al. (2016) also noted the close association of self-efficacy with collaborative teaching cultures where active peer support and shared learning environments fostered positive teaching expectations.

The information provided indicates that the self-efficacy levels among teachers in Bunawan District II are likely to be maintained and improved with ongoing training, training, and institutional support, as well as time for reflection. Supporting these processes can enhance instructional innovation and responsiveness to students' needs.

C. Level of Student Engagement

- *Emotional Engagement.*

Table 10 shows that students largely report feeling emotionally cared for and treated with respect in their school setting. They concur that teachers and adults treat them equally, listen to them, and are present when needed. There is also a perception of caring and honesty from school staff, which helps generate a safe and emotionally supportive environment. Yet, although students sense a foundation of emotional support, the comments indicate that more secure relationships and intentional involvement could further

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advance this component. This aligns with Fredricks et al. (2004), which was insistent that emotional connection, like being valued, respected, and safe, is needed to create a sense of belonging in school.

The findings align with those of Villavicencio and Bernardo (2020), who found that in Philippine public schools, student engagement is greatly impacted by emotional support and teacher-student relationships. Students' sense of hopefulness for the future could be an indication of the influence of teacher concern and support, even under adversity. The lower peer agreement in peer-based support (e.g., students supporting each other) indicates, however, that more work might be necessary to promote peer-to-peer emotional connection. Low emotional engagement, as noted by Archambault et al. (2012), is among the most powerful predictors of students' disengagement and dropping out, highlighting the significance of fostering not just adult-student relationships but also healthy peer relationships in developing an all-encompassing, emotionally sensitive school environment.

- *Cognitive Engagement.*

Table 11 indicates that students have a high level of cognitive engagement in their academic activities. They feel that what they are learning in school is relevant to their future, and they are keenly tracking and evaluating their knowledge of the lessons. Students exhibit high internal drive to learn, observed in their practice of double-checking schoolwork and examining done work. This confirms the observation of Fredricks et al. (2004) that cognitive engagement entails effort, investment in learning, and the application of metacognitive strategy. These thought patterns and behaviors indicate that students are not merely passive recipients of information but engaged mental actors in the learning process.

These results complement those of Reeve (2013), who cited that student become more likely to participate cognitively when they perceive relevance in what they are learning and are invited to take charge of their learning experience. In addition, the strong sense of respect students share about the importance of education in their lives indicates long-term orientation presented by Wang and Degol (2014), who explained that students' perception of the worth of schooling has a bearing on their persistence in school. In the Philippine context, this degree of engagement holds particular significance since Villavicencio and Bernardo (2020) established that public school students with high levels of teacher support are found to have a more purposeful mindset in learning, even in difficult settings. The data therefore confirm that creating a sense of linkage between school activities and future dreams can immensely increase students' cognitive engagement.

- *Social Engagement.*

Table 12 shows students feeling a high sense of social interaction through the participation and support of their guardians or parents. They recognize that their parents are with them during periods of hardship, are interested in their school experiences, and motivate them to continue even when school is hard. This indicates that students perceive emotional connection and social support from the individuals they are closest to outside of the classroom, and this has an important role in their school resilience and motivation. These results support Lawson and Masyn's (2015) findings, which stressed that social support, particularly from families, plays an important role in influencing students' school engagement and persistence.

The predominant role of family engagement in school activities also finds resonance in the model posited by Wang and Degol (2014), which employs social participation as an integral aspect of total student engagement. This family support tends to establish a link between the school and home settings, establishing education as important and instilling a feeling of belongingness in the student. In rural areas like Bunawan District II, where resources for education might be scarce, the emotional and motivational support of families becomes an increasingly important part of students' success, assisting the teacher's function and enabling long-term involvement in studying.

- *Level of Student Engagement among Elementary Students.*

The study shows that learners have moderate or high engagement, especially with cognitive and social components. This reinforces the argument by Fredricks et al. (2004, 2016) who noted student engagement as a multidimensional construct consisting of behavioral, emotional, and cognitive domains. The strong emphasis on cognitive engagement suggests learners process and actively think about the information at hand. This is often the case due to responsive teaching and motivating instructional strategies used with learners.

The sharp social engagement also indicates the importance of community relations support and peer connection in aiding participation. Lawson and Masyn (2015) pointed out that family engagement, peer relations, and sense of belonging are critical components for social involvement within the school context. This type of engagement is often supported by the school and the community's culture, particularly in rural areas where social ties are stronger.

Yet, the absence of emotional participation suggests a gap in the affective level in classroom interaction. Villavicencio and Bernardo (2020) noted that poverty, lack of resources, and scarce emotional support within the public school system in the Philippines hampers students' school engagement. This gap highlights the need for more holistic, compassion-driven pedagogical strategies that integrate the students' emotions in addition to their mental health and educational achievements.

Reeve (2013) described the phenomenon of agentic engagement, which is where students actively take part in the designing of their learning. The relatively strong cognitive and social engagement exhibited in the study may be suggestive of the beginnings of agentic behavior in learners; unfortunately, the absence of emotionally supportive settings could limit its full expression. In the same way, Appleton et al. (2008) remarked that engagement must be provided

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holistically at all levels if it is to be maintained to further achievement and success.

Further supporting this, Martin and Dowson (2009) claimed that emotional engagement—a phenomenon including enjoyment, interest, and a sense of belonging—predicts persistence and achievement quite strongly, particularly among disadvantaged learners. Also, Schunk and Mullen (2012) noted that teacher-student relationships have a bearing on emotional investment, in that the affection, support, and responsiveness provided can enhance affective engagement. In the Southeast Asian context, Tan and Hew (2017) pointed out that culturally responsive teaching and learner-centered pedagogies significantly enhance student engagement, motivation, and participation in a variety of marginalized and under-resourced contexts.

Students are provided with the necessary mental and social stimulation, but there is still an avenue requiring the fostering of an emotional tie. Building safe, inclusive, and emotionally responsive classrooms is critical to fully engaging students.

- *Relationship Between Classroom Management and Student Engagement.*

Table 13 indicates no significant relationship between classroom management and student engagement in the study context. Although teachers had strong classroom management skills, such as distinct routines, use of time, and preventive and reactive measures, these were not translated into increased student engagement. This result conflicts with existing literature, for example, that by Wang et al. (2019), which stipulates that effective classroom management has a positive effect on student behavior and participation. The outcome suggests that other influences outside classroom management, including emotional support or external factors, are potentially more important in determining students' levels of engagement.

While the study showed a significant level of classroom management capability among teachers, no meaningful relationship was found between this and student engagement. This is in contrast with Wang et al. (2019) and Simonsen et al. (2014)'s studies which claimed that well-managed classrooms promote greater student engagement because they provide students an atmosphere that is orderly, respectful, and predictable.

One possible explanation stems from broader contextual influences, which may weaken the impact of effective management within the classroom. In remote schools such as those in Bunawan District II's rural areas, factors like the students' home life, parental education level, socioeconomic status, ongoing poverty, and inadequate instructional materials severely undercut the effectiveness of these teacher-managed strategies. These authors, Bustos-Orosa (2019) and Santiago and Roxas (2016), documented these influences as dominant in the public schooling system in the Philippines, particularly in rural disadvantaged regions.

Furthermore, Kahu's (2013) engagement framework has shown that students' active participation is not only driven by the classroom activities but also by their situations and broader organizational frameworks. Hence, it is plausible that implementing well-defined and detailed classroom management plans will not increase engagement if learners are emotionally distressed, financially struggling, or have inadequate support systems at school.

Supporting this perspective, Reyes and Bulaon (2018) noted that the presence of adequate school resources and learner-centred amenities considerably impacts the success of management undertakings. Likewise, Martin and Torres (2016) claimed that engagement is best facilitated in classes that provide a blend of structural elements and emotional warmth, accompanied by personalized support and student engagement elements that might be hard to maintain in under-resourced settings.

In addition, Schlechty (2011) offered that engagement in school work goes beyond merely doing what is required. It also includes an unsettling emotional and intellectual bond with learning activities, even in well-managed environments, which may be thwarted by external pressures. Engagement, therefore, implies that our sustaining strategy brings us some sort of results. Responsive instructional design with system-level support has to be in place to support engagement.

Addressing these factors, it becomes evident that while effective classroom management contributes positively towards establishing order in the classroom, it alone does not suffice to meet the desired outcome of actively engaging learners without supportive institutional frameworks, refined policies, socio-emotional imbalance, resource inequity, and advanced teachers' training.

- *Relationship Between Teacher Self-Efficacy and Student Engagement.*

Table 14 shows no statistical relationship between teachers' self-efficacy and student engagement in the study context. Although teachers expressed high self-confidence in teaching, classroom management, and inspiring students, such self-confidence was not linearly linked to increased student engagement. This observation diverges from the predictions of Bandura's (1997) Social Cognitive Theory, which holds that high self-efficacy individuals are better at determining others' behavior and outcomes, in this instance, students. It also contrasts with research like that of Tschannen-Moran and Hoy (2001), which concluded that teacher efficacy was a key predictor of student engagement and learning achievement.

Although numerous studies point to the positive correlation between high teacher self-efficacy and heightened student engagement, this study did not yield results that corroborate this anticipated connection. This finding contradicts earlier works by Woolfolk Hoy and Davis (2011) and Aldrup et al. (2018), which research strongly suggests that teacher self-efficacy fosters student motivation, a positive learning climate, and academic engagement.

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In the Philippines context, Villavicencio and Bernardo (2020) argued that teacher self-efficacy could offset the impact of meager resources in public schools. On the contrary, the current findings suggest that a lack of broader systemic issues, such as poverty, overcrowded classrooms, and minimal parental involvement, overwhelms confidence in one's teaching abilities and fails to boost student engagement.

Self-efficacy in teaching, as described by Zee and Koomen (2016), is influenced by and may lead to any number of factors where student interaction, overall emotional feedback, and responsiveness play a larger role, which doesn't help to solve the gap. In the absence of supportive frameworks and positive feedback systems, even the most self-assured teachers will struggle to engage with apathetic students or overcome external obstacles to participation in learning without supportive structures.

To bolster this argument, Klassen and Tze (2014) proposed that self-efficacy influences students' outcomes most effectively when blended with context-sensitive practices, such as differentiated instruction and culturally responsive teaching. In the absence of these, the practical application of a teacher's belief in their ability to impact a student's achievement may be constrained.

Also, Darling-Hammond et al. (2020) remarked that engagement increases substantially when there is training for the teaching staff and they are supported through collaboration, grade-level autonomy, and provision of needed materials—resources that might be lacking in rural or underfunded schools. Bautista and Ortega-Ruipérez (2020) noted similarly that in Southeast Asia, the educational governance structures coupled with the prevailing leadership fundamentally shape the realization of teacher beliefs constructively or reductively towards student benefits.

Lastly, Martin et al. (2017) spoke about the school climate and stated that the case of self-efficacy of the teachers has to be embedded in a caring and nurturing culture to reap its full rewards. In the absence of such an environment, self-efficacy is likely to remain a personal asset that has limited influence beyond oneself.

These analyses collectively underscore the intricate nature of stimulating student engagement within difficult environments. Elevating teacher self-efficacy remains a priority, but in order for that to have an impact on engagement, systemic change, supportive services at the school level, and integrated family-community frameworks need to be established alongside it.

VI. CONCLUSION

The results indicated that Bunawan District II teachers have a well-developed management of the classroom, with a pronounced strength in both reactive and preventive measures. Additionally, respondents showed a high level of self-efficacy in all considered self-reported strategies, including instructional strategies, classroom management, and student participation. Students demonstrated moderate to high engagement levels, social and cognitive engagement being the highest, with emotional engagement being the lowest.

The study also found no significant correlation between student engagement and classroom management or any of the self-efficacy measures. This implies that other factors may be beyond the scope of the self-efficacy of teachers' practices.

In summary, it appears that although teachers managed to perform well in classroom management, considered their competencies as self-claimed, alleviated, and accepted teaching efficacy, readiness to engage students raises the bar for additional resources beyond teachers' availability.

RECOMMENDATIONS

Based on the conclusion above, the researcher suggests the following recommendations:

- School administrators must develop continuous pedagogical training focused on classroom management for teachers to address current challenges and respond to behaviors relevant to classroom situations.
- Teachers need to be motivated to enhance their self-evaluation and professional development, focusing on perceived self-efficacy to improve their confidence and overall effectiveness in teaching across all levels of instruction.
- Educational institutions need to introduce policies that enhance and enrich students' emotions, thinking, and social interactions through facilitative and engaging activities that resonate with their preferences.
- Investors and other industry stakeholders are advised to design and examine relevant contextual school-based aids that can help educators enhance their perceived self-efficacy in achieving emotionally positive and economically beneficial outcomes for students, especially in socioemotionally distressed and financially disadvantaged environments.
- It is recommended to investigate further additional elements that influence the degree of student participation in school and learning activities, such as student engagement within family contexts, the institutional level of school infrastructure, and peer friendships, to gain a more comprehensive understanding of the level of student engagement.

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