# Enhancing Classroom Management Self-Efficacy through Teacher Professional Education Program: An Explorative Study

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## Abstract

Classroom Management Self-Efficacy (CMSE) is crucial for teachers to effectively manage diverse student needs, fostering preparedness, perseverance, and the ability to maintain a productive learning environment. This study examines how Indonesia's *Pendidikan Profesi Guru* (PPG), or Teacher Professional Education program, enhances CMSE among certified English teachers. By exploring the experiences of three purposively selected junior high school teachers, this research highlights the role of professional development in building teaching confidence. Data were gathered through a validated CMSE scale, which assessed perceptions across various classroom management domains, and semi-structured interviews that provided rich qualitative insights. Using the interactive model by Miles, Huberman, and Saldana (2014), the analysis revealed two key findings: teachers with high CMSE consistently exhibited perseverance, motivation, and sociability—critical traits for effective classroom management—and participants credited the PPG program, particularly its structured components such as material deepening, learning device development, and teaching practice (*PPL*), with significantly improving their CMSE. These findings emphasize that well-designed professional development programs not only boost self-efficacy but also equip teachers with practical skills for managing classrooms effectively. The study concludes that sustained engagement in programs like PPG is vital for enhancing classroom management skills and offers valuable insights for shaping teacher education policies and practices to ensure continuous professional growth and improved teaching outcomes.

**Keywords**: Classroom management self-efficacy, teacher professional development, PPG program, EFL teacher.

## INTRODUCTION

Achieving educational and instructional objectives requires teachers to manage classroom dynamics effectively. This involves creating an environment where learning can flourish, which necessitates maintaining order, arranging physical spaces to align with lesson content, implementing structured instructional processes, managing time efficiently, and motivating students (Korpershoek et al., 2016; Shank & Santiague, 2021; Kokko and

Hirsto, 2020). Teachers must also establish leadership and authority while addressing disruptive behaviors promptly to avoid wasting valuable instructional time (Gokalp & Can, 2021). A well-ordered and comfortable classroom environment is not just a goal but a foundation for effective teaching and learning. However, managing a classroom, especially for early-career teachers, can be particularly challenging. To meet these demands, teachers must be equipped with both theoretical and practical pedagogical knowledge, including evidence-based strategies and hands-on experience (Wolff et al., 2020; Shank, 2023). This comprehensive preparation enables them to handle classroom complexities and foster a productive learning atmosphere.

Central to effective classroom management is the concept of classroom management self-efficacy (CMSE)—teachers' belief in their ability to organize students, maintain order, and sustain attention and participation in alignment with instructional objectives (Klassen et al., 2011; Zee & Koomen, 2016). Rooted in Bandura's (1997) definition of self-efficacy as an individual's belief in their capacity to perform tasks and achieve goals, CMSE specifically focuses on teachers' confidence in managing classroom dynamics and addressing disruptions effectively. Teachers with high CMSE are more likely to persist through challenges, employ diverse strategies, and maintain a positive attitude, often adopting constructive approaches such as tailoring instruction, fostering motivation, and encouraging autonomy (Dicke et al., 2019). High CMSE has also been linked to improved student engagement, motivation, and academic outcomes, as well as positive teaching practices like humanistic management and individualized feedback (Potter, 2020). Moreover, teachers with high self-efficacy are less likely to criticize students for incorrect responses, more likely to persist with struggling students, and more inclined to use student-centered and well-planned classroom management strategies (Poulou et al., 2018). In contrast, low CMSE is associated with reliance on punitive strategies, increased stress, and diminished teaching effectiveness (Bentley-Edwards et al., 2020). This cyclical relationship between classroom management behaviors and self-efficacy beliefs indicates that effective classroom management not only reflects but also reinforces a teacher's confidence and competence (Aasheim et al., 2020).

This strong connection between classroom management and self-efficacy highlights the critical role of professional development programs in equipping both pre-service and in-service teachers with the skills and confidence necessary to manage classrooms effectively. In Indonesia, the government's *Pendidikan Profesi Guru* (PPG) program serves as a cornerstone professional development initiative for educators (Astuti et al., 2019). This one-year program prepares pre-service teachers aspiring to become certified educators and current teachers seeking certification to meet national teaching standards. Candidates are required to fulfill academic qualifications, master teaching competencies, and obtain educator certification (Simanjorang et al., 2020). The PPG program focuses on developing essential teacher competencies, including planning, implementing, and assessing learning activities, conducting research, and fostering sustainable professional growth (Abbas et al., 2023; Hidayah, 2013). By emphasizing both subject matter expertise and pedagogical skills, the program equips participants to effectively manage classrooms, address diverse student needs, and contribute to broader educational objectives. Graduates are expected to demonstrate proficiency in organizing educational content, thoroughly understanding their

students, and maintaining continuous professional development, ensuring they are well-prepared to meet the dynamic challenges of teaching.

Classroom management self-efficacy (CMSE) is a multifaceted construct shaped by experiences, teaching conceptions, and environmental factors, making it a critical focus in teacher preparation. Research highlights various factors influencing the development of CMSE, including vicarious experiences, mastery experiences, and contextual elements such as the school environment and teacher preparation programs. El-Abd and Chaaban (2020) observed that while vicarious experiences alone did not significantly alter CMSE, they encouraged shifts from reactive to proactive strategies, emphasizing the importance of mastery experiences. Similarly, Wilson et al. (2018) found that mastery experiences and supportive school climates were significant predictors of CMSE, with self-efficacy mediating the relationship between school climate perceptions and inclusive teaching practices. Shen et al. (2022) revealed that teachers with constructivist conceptions of teaching and learning demonstrated higher CMSE and pedagogical content knowledge (PCK) self-efficacy. In contrast, those with traditional views exhibited lower efficacy in both areas, suggesting that fostering constructivist approaches enhances classroom management and pedagogy.

Contextual challenges also play a role in CMSE development. Bentley-Edwards et al. (2020) explored the impact of racial stress on pre-service teachers in urban settings, highlighting the relationship between racial stress, socialization, coping mechanisms, and CMSE. Their findings emphasized the need for addressing racial stress as part of teacher training to strengthen teacher-student relationships and enhance CMSE. Additionally, Potter (2020) demonstrated the influence of teaching experience on CMSE, identifying factors such as adaptability, consistency, and external influences like parental involvement as critical to effective classroom management. Practical interventions, such as coursework and professional learning communities (PLCs), have also shown positive impacts on CMSE. O'Neill (2015) reported significant gains in CMSE among pre-service teachers after a semester-long course on managing challenging behaviors, while Mintzes et al. (2012) highlighted the efficacy of PLCs in improving self-efficacy through mastery experiences, vicarious learning, and social persuasion

Despite the growing body of research on classroom management self-efficacy (CMSE), there remains limited focus on certified teachers, particularly in understanding the profiles of those with high CMSE and how professional development programs contribute to their efficacy. Most studies emphasize pre-service or novice teachers, leaving a gap in exploring the characteristics and experiences of certified teachers who have already undergone formal training programs like Indonesia's *Pendidikan Profesi Guru* (PPG). Furthermore, while the importance of professional development programs in enhancing teacher competencies is widely recognized, little is known about how certified teachers perceive these programs' role in shaping their CMSE.

This study addresses these gaps by examining two key areas: the profile of certified English teachers CMSE and their perceptions of the PPG program's role in its development. The novelty lies in its dual focus on certified teachers' characteristics and their reflections on a formal certification program, offering a unique perspective that bridges the theoretical and practical aspects of CMSE development. The findings are expected to provide actionable insights into strengthening teacher certification programs and enhancing the professional growth of educators, particularly in managing classrooms effectively.

## METHOD

This study employed a case study approach to investigate the impact of the PPG program on certified English teachers' Classroom Management Self-Efficacy (CMSE). A case study design was selected for its suitability in facilitating an in-depth examination of real-world phenomena within specific contexts (Yin, 2018). This methodology is particularly effective in educational research as it captures the complexities and contextual factors influencing teaching practices (Merriam & Tisdell, 2016). Further, the study involved three certified English teachers from junior high schools, who were selected using purposive sampling. This method ensured that participants met specific criteria relevant to the research, including certification through the in-service PPG program and active involvement in teaching English (Creswell & Poth, 2018). The participants varied in teaching experience, ranging from less than 10 years to over 20 years, and in certification timelines, with two teachers certified in 2019 and one in 2022.

Data were collected using two primary instruments: The Classroom Management Self-Efficacy (CMSE) scale and semi-structured interviews. The CMSE scale was adopted by Slater and Main (2020), which is a validated tool designed to measure teachers' perceptions of their ability to manage classroom dynamics effectively. It assesses various aspects of classroom management, including controlling disruptive behavior, engaging students, and implementing behavior management strategies, and has demonstrated high internal consistency and reliability in previous studies. To complement the quantitative data, semi-structured interviews were conducted to explore teachers' perceptions and experiences regarding how the PPG program influenced their CMSE. This method allows for detailed responses and flexibility to probe specific areas of interest, making it well-suited for case study research (Kvale & Brinkmann, 2015). The interviews, lasting 20 to 30 minutes, were conducted either in person or online, depending on participant availability, ensuring convenience and accessibility. Moreover, the data collection was carried out in two phases. In the first phase, participants completed the CMSE scale via an online Google Forms platform, which provided an efficient and flexible method for gathering quantitative data (Wright, 2017). In the second phase, semi-structured interviews were conducted to deepen understanding and contextualize the findings from the CMSE scale. Interviews were recorded, transcribed, and analyzed with participants' consent, adhering to ethical standards and maintaining confidentiality (Bazeley, 2013).

The data analysis employed the interactive model of qualitative analysis proposed by Miles et al. (2014), encompassing three concurrent processes: data reduction, data display, and conclusion drawing. Interview transcripts were first thoroughly reviewed to identify recurring themes related to Classroom Management Self-Efficacy (CMSE). During the data reduction phase, irrelevant or redundant information was removed, focusing on key aspects of classroom management aligned with the research questions. The refined data were then organized into categories corresponding to the main dimensions of the CMSE scale, such as managing disruptive behavior, engaging students, and implementing behavior management strategies. This structured organization facilitated the data display process, allowing for clearer insights and easier integration of qualitative and quantitative findings.

Conclusions were drawn by continuously comparing interview data with the results of the CMSE scale, identifying patterns, consistencies, and discrepancies. This constant comparative process ensured reliability and accuracy in the analysis (Creswell & Poth,

2018). To further enhance the validity and reliability of the findings, the study employed data triangulation, using both quantitative data from the CMSE scale and qualitative data from the interviews to corroborate results (Denzin, 2017). Triangulation minimized potential researcher bias and strengthened the credibility of the conclusions (Patton, 2015). By integrating these data sources, the study provided a comprehensive understanding of how the PPG program influenced participants' classroom management skills and their overall self-efficacy.

## FINDING AND DISCUSSION
### Teachers' classroom management self-efficacy

The results presented in Table 1 summarize the Classroom Management Self-Efficacy (CMSE) levels of three certified English teachers (SR, HR, and TR) based on their responses to the CMSE scale. Each teacher's score on individual indicators reflects their perceived ability to manage classroom behavior effectively across various dimensions.

**Table 1.** Teachers' CMSE Level based on the CMSE Scale

| No | CMSE Indicator Items | Teacher | | |
|----|----------------------|------|------|------|
| | | SR | HR | TR |
| 1 | I am able to use a variety of behavior management models and techniques. | 4 | 4 | 4 |
| 2 | If a student disrupts the lesson, I am able to redirect him/her quickly. | 4 | 4 | 4 |
| 3 | I can communicate to students that I am serious about getting appropriate behavior. | 3 | 4 | 4 |
| 4 | There are very few students that I cannot handle. | 4 | 4 | 4 |
| 5 | I can manage a class very well. | 3 | 4 | 4 |
| 6 | I can keep defiant students involved in my lessons. | 3 | 4 | 4 |
| 7 | I am able to make my expectations clear to my students. | 4 | 4 | 4 |
| 8 | I can keep a few problem students from ruining an entire class. | 4 | 4 | 4 |
| 9 | If students stop working, I can put them back on track. | 4 | 4 | 3 |
| 10 | I know what rules are appropriate for my students. | 4 | 4 | 3 |
| 11 | I am able to use a variety of non-aversive techniques (e.g. voice modulation, facial expressions, planned ignoring, and proximity control). | 4 | 4 | 4 |
| 12 | I am able to implement a consistent classroom routine. | 4 | 3 | 3 |
| 13 | I am able to self-evaluate my own teaching and classroom management skills and use the results constructively. | 4 | 4 | 3 |
| 14 | I am able to explain the rationale, program components, operation, and evaluation of the behavioral techniques I use. | 4 | 4 | 3 |
| | **Grade (%)** | **95** | **98** | **91** |

Consistently strong scores across most indicators highlight their confidence in managing classroom behavior effectively. For example, all three teachers rated their ability to use diverse behavior management techniques, redirect disruptive students, and prevent problem behaviors from disrupting the class at the highest level. This reflects their well-developed skills in foundational classroom management practices. However, slight

variations were observed in a few areas. Teacher TR scored slightly lower on maintaining routines, self-evaluating teaching practices, and putting students back on track, contributing to the overall lower grade compared to SR and HR. Similarly, HR received a slightly reduced score for implementing consistent classroom routines. These variations suggest potential areas for targeted professional growth, particularly in establishing consistency and reflective practices. Despite these differences, the findings emphasize the positive impact of professional preparation and practical experience, such as the PPG program, in fostering high levels of CMSE among teachers. The results also suggest that while their overall efficacy is strong, continuous development in specific dimensions could further enhance their classroom management capabilities.

Furthermore, the interview results reveal that the participating teachers effectively use a variety of strategies to manage their classrooms and foster a positive learning environment. A common approach among the teachers is their use of verbal cues to gain students' attention. Teacher HR shared, *"I usually ask for the attention of all classes classically. So, I said something like 'keep silent' or 'be quiet.'"* Similarly, Teacher TR noted, *"Walked up to him and fell silent right away,"* while Teacher SR described using phrases like, *"attention, please," "Are you still with us?" or "Are you still with me?"* These statements highlight the teachers' reliance on clear, direct communication to refocus and engage students during lessons. Participants also emphasized their ability to convey expectations about students' attitudes, knowledge, and skills. Teacher HR explained, *"I give motivation, including advice to have a good attitude to the teacher,"* and further noted, *"With the change in the children's attitudes of the students,"* highlighting the positive behavioral changes resulting from their efforts. Teacher SR shared, *"I give the example to prevent them from repeating the same thing"* and added, *"...very suitable because they who make their own agreements."* Teacher TR also reflected, *"It can be integrated into learning."* These responses illustrate the teachers' focus on fostering both academic and behavioral growth by integrating expectations into their teaching practices.

The teachers also described consistent routines they implement to maintain order and focus in the classroom. Teacher SR stated, *"...usually I do ice-breaking,"* while Teacher HR mentioned, *"Before learning, I ask the students to throw the trash in the trash can"* and *"reminding class agreement."* Similarly, Teacher TR described, *"Ask the students to pray before learning, check students' attendance, and give motivation."* These routines help create a structured and predictable environment, reinforcing students' responsibilities and behavioral norms. In managing disruptive behavior, participants highlighted the use of non-aversive techniques such as proximity control, facial expressions, and voice modulation. Teacher HR reiterated, *"The instruction was 'keep silent' or 'be quiet,'"* while Teacher TR shared, *"Approach the student"* and *"we increase our intonation to return students' focus."* Teacher SR added, *"...by looking at or approaching him"* and *"I made a class agreement."* These strategies reflect the teachers' reliance on positive, student-centered approaches to address disruptions effectively.

## Teachers' Perceptions of PPG and Its Relation to Improved CMSE

The findings revealed that professional development programs significantly enhance teachers' classroom management self-efficacy (CMSE). Teachers reported that material deepening provided them with knowledge and strategies to manage student behavior,

communicate effectively, implement behavior management techniques, and evaluate their practices. For instance, Teacher HR stated, *"...we gain new knowledge and can use it to improve our shortcomings yesterday so that it makes us more confident."* Similarly, Teacher SR highlighted the value of guidance from lecturers, noting, *"...several lecturers taught us about the approaches used; this was very helpful."* Teacher TR added, *"...this program refreshes how to manage a class, including controlling student behavior, communicating, and applying behavior management and evaluation techniques."* These insights suggest that material deepening revisits foundational concepts while integrating new developments, boosting teachers' confidence in their classroom management abilities.

Another critical aspect was the development of learning devices, which participants identified as instrumental in preparing them for effective teaching and classroom management. Teacher HR emphasized the importance of preparation, stating, *"...if we are not prepared, we will be confused in class about what we will teach, but by preparing a learning implementation plan (RPP), classroom management practices will run smoothly."* Teacher TR acknowledged that the program reinforced theoretical principles, remarking, *"Yes since the learning tool development program served as a reminder of the right theory behind how to design or arrange learning devices."* Teacher SR noted a shift toward more meaningful engagement, stating, *"Since we can now make it ourselves instead of just copying and pasting, we can more enjoy it."* These statements highlight how creating well-structured learning tools contributes to smoother classroom management and increased teacher confidence.

The *Praktik Pengalaman Lapangan* (field experience practices) component emerged as the most influential factor in developing CMSE by providing direct, hands-on experiences. Teacher HR explained, *"...friends and other PPG students accompany us while we teach. We then have material to consider for improvements and receive reflections from instructors, which naturally boosts our self-confidence."* Teacher SR shared that PPL evaluations by lecturers were invaluable, noting, *"...the lecturer evaluates us because they observe our teaching...if it's appropriate, it gives us more confidence."* Teacher TR elaborated on the diverse contexts provided by PPL, stating, *"...in peer teaching, the observers are peers from different backgrounds and places...this boosts our confidence. In PPL, we face unfamiliar students, which provides a chance to practice."* These experiences allow teachers to apply classroom management techniques in real-world settings, adapt to diverse student needs, and receive constructive feedback, fostering their proficiency and confidence.

## DISCUSSION

To determine the profile of teachers with strong Classroom Management Self-Efficacy (CMSE), this study links the core aspects of CMSE with Bandura's (1997) theory of self-efficacy, which comprises three dimensions: level, strength, and generality. The *level* dimension relates to the difficulty of tasks a person can undertake. Strength focuses on an individual's resilience and belief in their ability to achieve desired outcomes. Generality refers to the ability to handle a range of tasks, including both primary and additional responsibilities, within a given timeframe. Based on data analysis, several indicators of high CMSE were identified: (1) the ability to manage disruptive behavior in diverse settings (strength), (2) the capacity to handle different classes, from lower-performing to higher-performing students (level), (3) effective communication and relationship-building with students (generality), (4) a willingness to experiment with various behavior management

approaches (level and strength), and (5) the ability to assess and reflect on their performance for continuous improvement (generality).

These findings align with Bandura's (1997) perspective on self-efficacy dimensions. Educators with high CMSE are characterized by perseverance, high motivation, and sociability. Perseverance refers to a teacher's ability to persist in achieving goals despite challenges or setbacks, encompassing Perseverance of Effort and Consistency of Interest. Both dimensions of grit play a crucial role in success: perseverance of effort facilitates the achievement of mastery despite failure, while consistency of interest supports deliberate practice to attain mastery (Credé et al., 2016). Closely tied to resilience, perseverance enables teachers to manage classroom dynamics, control disruptive behaviors, experiment with various management techniques, and conduct regular evaluations, even under pressure. Teachers with perseverance demonstrate a strong commitment to their tasks and persistently work toward their goals, refusing to give up when faced with difficulties.

Moreover, the findings highlight that motivation is a critical factor in shaping a teacher's effectiveness, influencing their ability to inspire students, manage classrooms, and achieve instructional goals. Highly motivated teachers exhibit resilience, creativity, and a dedication to continuous improvement. Motivation can be categorized into two types: intrinsic motivation, which stems from internal satisfaction and personal fulfillment, and extrinsic motivation, which is driven by external rewards or recognition (Ryan & Deci, 2020). Intrinsic motivation promotes deeper engagement and sustained performance, encouraging teachers to focus on the inherent value of their work and the positive impact they have on students' lives. For instance, intrinsically motivated teachers may put extra effort into designing innovative lesson plans and experimenting with new teaching strategies (Han & Yin, 2016). On the other hand, extrinsic motivation complements intrinsic efforts by offering tangible incentives, such as salary increases, promotions, or peer recognition, which help maintain motivation during challenging times (Bear et al., 2017).

Sociability is another essential trait of teachers with strong Classroom Management Self-Efficacy (CMSE). Sociable individuals build positive relationships, adapt well to their environments, and approach interactions with a positive mindset by actively listening, assisting others, expressing gratitude, and fostering a supportive classroom atmosphere (Li et al., 2020; Tian, 2022). According to Anastasiou (2020), sociability entails applying appropriate behavioral patterns, attitudes, and skills to navigate real-life situations effectively. This quality is evident in teachers' ability to communicate effectively with students and maintain strong, respectful relationships. Additionally, sociability is closely tied to social responsibility—being accountable to oneself, others, and society—and independence, which involves planning and managing responsibilities autonomously.

Similar research conducted by Mukti and Tentama (2020) revealed that the most dominant aspect of self-efficacy observed in students is the level aspect. This is demonstrated through concrete behaviors, such as students successfully learning presented material and completing assignments. In contrast, the generality aspect was identified as the weakest, as evidenced by difficulties in consistently completing assignments across all subjects within the specified time. These findings align with the current study, which also highlights that individuals with high self-efficacy demonstrate resilience and strong motivation. Additionally, research by Pearman et al. (2021) identified five key characteristics of individuals with self-efficacy: Confidence/Self-Empowerment, Commitment, Ability to

Meet Challenges, Innovative Thinking, and Facilitation. Confidence enables individuals to make decisions effectively. Commitment reflects a sense of responsibility for fulfilling obligations and tasks.

The ability to meet challenges reflects high motivation to enhance the quality of teaching and learning, while innovative thinking transforms difficulties into opportunities for growth and creativity (Henriksen et al., 2017). Facilitation further demonstrates a commitment to supporting others, including colleagues and students, by fostering their success through collaboration and care. The findings from Pearman et al. (2021) partially align with the current research, as three of the five identified characteristics—commitment, the ability to meet challenges, and facilitation—correspond to the traits of perseverance, high motivation, and sociability observed in this study.

Furthermore, the material deepening component of the PPG program revisits foundational knowledge while incorporating the latest insights, helping participants design effective learning plans with appropriate methods and approaches for the teaching and learning process. The Praktik Pengalaman Lapangan (field experience practices) component allows participants to practice classroom management techniques with students from diverse backgrounds and receive valuable guidance from instructors and peers (Huda et al., 2021). These experiences enhance their proficiency and self-confidence in applying classroom management strategies in real classrooms. The findings from the present study confirm that the PPG program plays a significant role in developing teachers' Classroom Management Self-Efficacy (CMSE).

Previous research supports the current findings. For example, Karimi (2011) demonstrated that teachers who participated in professional development programs scored significantly higher in self-efficacy than a control group, as indicated by post- and delayed post-test results. Similarly, Averina and Kuswasdono (2023) found that engaging in teacher professional development (TPD) activities enhanced participants' self-efficacy, reflective competence, classroom practices, instructional skills, and overall teaching knowledge. Mukrim et al. (2023) also highlighted how teacher participation in PPG programs positively influenced students' motivation, learning techniques, and teachers' pedagogical awareness. These studies emphasize that teacher participation in PPG not only enhances classroom management skills but also inspires teachers to invest more deeply in pedagogy.

## CONCLUSION

This study demonstrates that certified English teachers' Classroom Management Self-Efficacy (CMSE) is characterized by perseverance, high motivation, and sociability, all of which are essential traits for effective classroom leadership. The findings reveal that teachers' professional development (TPD) programs significantly enhance CMSE by providing opportunities for material deepening, learning device development, and field experience practice. These components enable teachers to upgrade their knowledge, gain practical experience, and build confidence in their ability to manage classrooms effectively. Experiential learning, particularly through field experience practice, emerged as a critical factor in bridging the gap between theory and practice. It allows teachers to apply classroom management strategies in real-world contexts and reflect on their practices to further enhance their competence.

This research has several implications. It underscores the value of TPD programs in fostering self-efficacy, which is crucial for effective classroom management. The findings suggest that the material deepening component of these programs warrants special attention, as it equips teachers with the theoretical knowledge necessary for effective classroom leadership. For policymakers and teacher educators, this study highlights the importance of incorporating reflective practices, hands-on experiences, and emotional intelligence training into TPD curricula. Expanding field practice and integrating training on the emotional and psychological dimensions of classroom management, such as conflict resolution and social-emotional learning, could further enhance teachers' CMSE.

While the study confirms the effectiveness of TPD programs, it also identifies areas for improvement. Teachers emphasized the need for ongoing professional development and post-program support to sustain and further develop their CMSE. Future research could explore the long-term impacts of professional development programs on teacher efficacy and examine the role of emotional competence in managing classroom dynamics. Additionally, investigating the relationship between teachers' CMSE and student learning outcomes could provide valuable insights into the broader effects of teacher efficacy on educational success.

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