



THE MEDIATING EFFECT OF PASSION FOR TEACHING ON THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT STRATEGIES AND SELF-EFFICACY OF PUBLIC SCHOOL TEACHERS

Lyndon A. Quines¹,

Roland C. Morastil²ⁱ

¹EdD, University Professor,

University of Mindanao,

Davao City, Philippines

²Master of Arts in Education,

Major in Educational Management,

Head Teacher 1,

Mabuhay Elementary School,

Mabuhay, Don Marcelino, Davao Occidental,

Philippines

Abstract:

The main thrust of this study was to find out the mediating effect of passion for teaching on the relationship between classroom management strategies and the self-efficacy of teachers. Using a quantitative non-experimental descriptive-correlational research design, data were obtained from 306 public elementary school teachers of Don Marcelino District, Jose Abad Santos 1 District, Jose Abad Santos 2 District, Malita North District, Malita West District, and Sta. Maria East District, of the Schools Division of Davao Occidental, Philippines. The researcher utilized a stratified sampling technique and a survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r, and Medgraph using the Sobel z-test. From the results of the study, it was found that teachers have a very high level of classroom management strategies, self-efficacy, and passion for teaching. Also, results revealed significant relationships between classroom management strategies and self-efficacy, classroom management strategies and passion for teaching, and passion for teaching and self-efficacy. Further, it was revealed that there was a partial mediation effect of passion for teaching on the relationship between classroom management strategies and self-efficacy. It implies that the passion for teaching conveys classroom management strategies.

SDG Indicators: #4 (Quality Education), #10 (Reduced Inequalities)

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ⁱ Correspondence: email roland.morastil001@deped.gov.ph

1. Introduction

Teacher self-efficacy, or a teacher's belief in their ability to positively influence student learning and engagement, is a critical concern in the public education sector. A growing number of studies emphasize a decline in teacher self-efficacy, a phenomenon linked to numerous factors, including the increasing complexity of classroom dynamics and the demands of modern curricula (Emiru & Gedifew, 2024). This decline is a problematic issue as low self-efficacy has been empirically shown to correlate with higher rates of teacher burnout, lower job satisfaction, and a decreased ability to adapt to diverse student needs (Li, 2023).

The significance of studying teacher self-efficacy is featured by its insightful impact on both teacher retention and student achievement. Prior research has consistently demonstrated that teachers with high self-efficacy are more resilient, persistent, and open to trying new instructional methods (Gratacos *et al.*, 2023). These studies provide the foundation for understanding how this personal attribute can be cultivated and supported within the educational environment. However, a gap remains in fully understanding the mechanisms through which various professional factors contribute to or detract from this vital belief. While previous studies have established a connection between effective teaching practices and self-efficacy, they often overlook the internal, affective variables that may mediate this relationship.

The relationship between classroom management strategies and teacher self-efficacy is well-documented; effective classroom management techniques are a primary source of efficacy beliefs because successful management experiences reinforce a teacher's sense of competence (Lay, 2021). Conversely, a teacher's self-efficacy can influence their choice and implementation of management strategies, creating a reciprocal relationship. The link between classroom management strategies and passion for teaching is also evident, as effective management allows teachers to focus on the more rewarding aspects of their profession, thereby fueling their passion (Amaefule, 2025). When a classroom is well-ordered, it enables a teacher to engage in more creative and fulfilling instructional activities, which are integral to a passionate teaching experience. Finally, the connection between passion for teaching and teacher self-efficacy is strong and intuitive; teachers who are passionate about their work are more likely to invest the time and effort required to develop their skills, leading to a greater sense of mastery and efficacy (Jang *et al.*, 2025).

Numerous studies have explored correlations of these variables. For instance, a study by Holzberger and Prestele (2021) found a positive correlation between effective classroom management and higher teacher self-efficacy among German public-school teachers, suggesting that a well-structured classroom environment directly contributes to a teacher's sense of competence. On the other hand, a study by Alasmari and Althaqafi (2024) established a significant link between the use of proactive classroom management strategies and teacher passion, arguing that these strategies reduce stress and allow teachers to channel their energy toward fulfilling instructional goals. In addition, Zhou

et al. (2023) provided empirical evidence for the link between passion and efficacy, demonstrating that teachers who reported higher levels of passion for teaching also reported significantly higher self-efficacy beliefs, regardless of their years of experience. This study is anchored in Bandura's (2001) Social Cognitive Theory. This theory emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of self-efficacy. The theory proposes that individuals are proactive and self-regulating, and their behaviors, personal factors, and environmental influences are interconnected. In this context, effective classroom management strategies serve as a positive environmental influence, fostering successful experiences that enhance self-efficacy. This relationship is further explained by the mediating role of passion for teaching, a personal affective factor that influences a teacher's motivation to employ effective strategies and persist in the face of challenges.

Relatively, this framework is supported by three key propositions. First, the Vallerand *et al.*'s (2016) Dualistic Model of Passion explains that harmonious passion promotes a sense of personal mastery and positive outcomes, thereby directly impacting self-efficacy. Second, the Job Demands-Resources (JD-R) model (Demerouti *et al.*, 2001) suggests that classroom management can be viewed as a job resource that buffers against job demands, reducing stress and allowing passion to flourish, which in turn boosts self-efficacy. Finally, the Teacher Efficacy Model (Tschannen-Moran *et al.*, 1998) emphasizes a cyclical relationship where a teacher's self-efficacy influences their behavior, which in turn leads to successful outcomes that further enhance self-efficacy. The current study's proposition is that passion acts as a critical link, translating successful management practices into a deep-seated belief in one's capability. I believe that integrating these theoretical models provides a strong framework to understand the dynamic process by which a teacher's professional actions, internal passion, and self-belief are interwoven.

This study's conceptual framework, as shown in Figure 1, is grounded in the theoretical links between Classroom Management Strategies, Passion for Teaching, and Teacher Self-Efficacy, three variables critical to teacher effectiveness in public elementary schools. These variables were chosen to address a key gap in existing literature: while classroom management is known to influence self-efficacy (Path C), the underlying psychological mechanisms are not fully understood. This framework posits that Passion for Teaching serves as a vital mediator (Paths A and B), suggesting that a teacher's effective management behaviors bolster their passion, which, in turn, strengthens their sense of competence. This model is particularly relevant for the context of public elementary education, where teachers face significant challenges. By exploring this mediation, the study aims to provide a refined understanding of how to support teachers, moving beyond focusing solely on behavioral strategies to also nurturing the intrinsic motivation and passion that sustains their professional well-being and improves their teaching outcomes.

The independent variable in this study is classroom management strategies, with indicators such as managing classroom behavior, specific teaching techniques, working with parents and planning and support. Classroom management strategies are

techniques teachers use to manage student behavior, promote emotional and social skills, engage with parents, and plan for classroom support (Zoromski *et al.*, 2021). The dependent variable is teacher self-efficacy. Teacher self-efficacy is a teacher's belief in their ability to influence various aspects of their profession, including influencing school decisions and resources, motivating students, managing classroom behavior, involving parents and the community, and promoting a positive school climate (Hussain *et al.*, 2022). The mediating variable is passion for teaching, with the indicators such as harmonious passion and obsessive passion. Passion for teaching is a state where a teacher is completely taken with the activity, finding it in harmony with their life and a source of memorable experiences, yet for some, it can also manifest as an uncontrollable urge or an emotional dependence (Horwood *et al.*, 2021).

Effective classroom management is essential for creating an environment conducive to learning and has been the focus of numerous empirical studies. A study by Musa (2023) examined the impact of proactive classroom management strategies on student behavior and academic engagement. Their findings indicated that teachers who consistently implemented clear rules and routines saw a significant decrease in disruptive behaviors. Additionally, research by Foecking (2024) stresses the importance of a positive teacher-student relationship as a foundational component of effective classroom management, showing that a supportive relationship can reduce the need for more reactive discipline measures.

A more recent study by Putra and Yanto (2025), a meta-analysis, solidified that effective classroom management is crucial for boosting student success and is a pillar of educational achievement. Furthermore, Duan *et al.* (2024) found that teachers with higher self-efficacy in classroom management are more likely to implement these strategies effectively, creating a more conducive learning environment.

Beyond behavior, classroom management strategies are also linked to instructional effectiveness. Herman *et al.* (2022) investigated the relationship between different management approaches and student learning. They found that a structured, yet flexible, approach to classroom management positively correlated with students' on-task behavior and improved learning outcomes. Similarly, a study by Hasnanto (2024) emphasized the role of effective management techniques in creating a classroom climate that supports both academic and social-emotional development.

Relatively, research by Maryani *et al.* (2024) demonstrated that high levels of self-efficacy are associated with greater persistence in the face of challenges and a willingness to try new instructional methods. Their findings suggest that a teacher's belief in their capabilities can mitigate the effects of job stress and burnout. In a related study, Gordon *et al.* (2023) confirmed that self-efficacy is a key factor in a teacher's ability to implement complex instructional reforms successfully. More recent evidence from Paisun and Masuwd (2024) and Zimu (2024) further supports this, emphasizing that high teacher self-efficacy is crucial for enriching students' learning experiences and improving learning outcomes.

Furthermore, research has shown that a teacher's passion is a significant predictor of their effectiveness and well-being. Antoniou *et al.* (2024) found that passion for teaching was positively correlated with job satisfaction and reduced burnout among educators. Similarly, a meta-analysis by Zhou *et al.* (2024) concluded that teachers with a strong passion for their profession are more likely to exhibit higher levels of motivation and instructional quality. These findings suggest that promoting passion can be a critical strategy for improving teacher performance and retention.

In addition, Chen & Zhao (2024) found that a teacher's passion directly influenced students' perceptions of the learning climate, leading to better academic achievement. Moreover, a study by Li *et al.* (2021) revealed that students whose teachers displayed higher levels of passion reported greater interest in the subject matter and experienced higher academic engagement. This effect is thought to be mediated by the teacher's enthusiasm and dedication, which can create a more stimulating and supportive learning environment.

Finally, Horwood *et al.* (2021) further defined passion for teaching as a motivating factor, indispensable for creating a quality learning environment and increasing student learning potential. The work of Chen and Liu (2024) and Mitchell and Johnson (2025) further establishes the mediating role of passion, linking it to professional behaviors and a teacher's sense of competence. These recent studies emphasize the necessity of investigating passion not as a standalone trait, but as a dynamic variable that connects a teacher's actions to their beliefs.

Despite extensive research on teacher self-efficacy, a critical gap persists in understanding the mediating mechanisms that translate professional behaviors into a teacher's sense of competence. While existing studies have established a link between classroom management and self-efficacy, they largely overlook the crucial role of internal affective states such as passion. Specifically, there is a paucity of research that investigates passion for teaching as a mediator in the causal chain connecting classroom management behaviors and teacher self-efficacy. Prior studies have treated these as direct relationships or have explored other mediators, but the unique role of passion, especially within the specific, high-pressure context of the Philippine public school system, remains an uncharted territory. This study addresses this void by providing culturally and contextually relevant insights into how passion can buffer the negative impacts of challenging conditions, such as large class sizes and limited resources, and, in turn, enhance a teacher's self-efficacy and job satisfaction.

The main purpose of this study was to determine the mediating effect of passion for teaching on the relationship between classroom management strategies and the self-efficacy of public elementary school teachers in Davao Occidental. Specifically, this research sought to achieve five objectives. First, it aimed to describe the level of classroom management strategies used by the teachers, evaluating them based on their approaches to managing classroom behavior, specific teaching techniques, working with parents, and their planning and support. Second, the study assessed the teachers' level of self-efficacy across seven areas: their efficacy to influence decision-making and school resources, their

instructional and disciplinary self-efficacy, and their efficacy to enlist parental and community involvement, as well as to create a positive school climate. Third, it evaluated the teachers' overall level of passion for teaching. Fourth, the study determined the significance of the relationships between three pairs of variables: classroom management strategies and teacher self-efficacy, classroom management strategies and passion for teaching, and passion for teaching and teacher self-efficacy. Finally, the research determined the significance of the mediating effect of passion for teaching on the relationship between classroom management strategies and teacher self-efficacy.

The findings of this study have both global and local importance. Globally, the research will add a new model to academic literature by explaining the complex psychological processes behind how teachers grow professionally. By identifying passion as a key link, this study offers a deeper understanding of how to build and maintain an effective teaching workforce, a concern for education systems everywhere. The social value of this research is in its ability to improve the well-being and effectiveness of teachers. This can lead to better student learning and a stronger education system for society as a whole. Specifically, this research will benefit the Department of Education (DepEd) in the Philippines by offering evidence-based advice for professional development programs. School administrators and principals will gain insights into how to create a supportive environment that fosters teacher passion and efficacy.

Most importantly, public school teachers will directly benefit by better understanding what influences their own professional growth and well-being. Finally, the relevance of this study's findings extends to two specific Sustainable Development Goals (SDGs). A teacher with high self-efficacy and a strong passion for their work is better equipped to provide high-quality instruction, which is a key component of SDG 4. Additionally, since quality education is a powerful tool for social mobility and poverty reduction, improving teacher efficacy contributes to the broader goal of reducing inequalities within and among countries as outlined in SDG 10.

2. Material and Methods

This study was conducted in the public elementary schools of Don Marcelino District, Jose Abad Santos 1 District, and Jose Abad Santos 2 District (all within the municipality of Jose Abad Santos), Malita North District, Malita West District (both in the municipality of Malita), and Sta. Maria East District (in the municipality of Sta. Maria). These districts are located within the province of Davao Occidental, Philippines. Don Marcelino is one of the five municipalities in Davao Occidental, which was carved from its mother province, Davao del Sur. The other municipalities are Sta. Maria, Malita, Jose Abad Santos, and the island municipality of Sarangani.

The respondents for this study were public elementary school teachers from the aforementioned six districts within the Schools Division of Davao Occidental. The teachers at the participating schools came from a variety of ethnic backgrounds, and the schools themselves were fairly represented in terms of central and non-central school

types. To be considered a respondent, a teacher had to hold a permanent appointment and be currently teaching in one of the schools in the designated districts.

Stratified sampling was used to ensure the sample accurately represents the diverse population of public elementary school teachers in Davao Occidental. This technique was the most appropriate because it allowed for proportional representation from the six distinct geographical districts within the Schools Division. By establishing these districts as the strata, it ensured that the sample of 306 teachers was not only a sufficient size but also proportionally distributed across each district, thus reflecting the population's composition. This method mitigates the risk of sampling bias and enhances the generalizability of the findings to the entire population of 1,495 teachers.

Substitute teachers, volunteer teachers, and other school staff were excluded from the study. A qualified respondent could also be excluded if they chose to decline participation during the researcher's orientation or withdraw during the administration of the research questionnaire. In such cases, the respondent was required to confidentially state their reason for withdrawal to the researcher, and they would not be penalized.

To collect data, this study utilized three adapted questionnaires, which were validated by experts in questionnaire design. The content validity of these instruments was considered high, as they were based on established and previously tested tools from their original authors. While no items were altered, the scoring was uniformly changed to a 5-point scale for consistency, and all original interrogative items were converted into declarative statements to fit the survey format. The first instrument, adapted from Incredible Years (2012), measured classroom management strategies with 59 items. The second, a 32-item teacher self-efficacy scale, was adapted from Bandura (2010). Finally, the third questionnaire was a 16-item Passion Scale adapted from Carbonneau *et al.* (2008).

Given that the instruments were adapted and a pilot test was intentionally not conducted, establishing the internal consistency of the scales was a critical step to ensure their reliability within the local context. Therefore, after the main data collection, the internal consistency of each instrument was statistically evaluated using Cronbach's alpha coefficient. This widely accepted measure assessed the degree to which the items within each scale were intercorrelated and consistently measured the same underlying construct. The calculated Cronbach's alpha for each of the three scales was reported to demonstrate the instruments' reliability and justify the use of the adapted tools in the Philippine setting.

The levels of classroom management strategies, teacher self-efficacy, and passion for teaching were evaluated using a consistent 5-point Likert scale. A mean score ranging from 4.20 to 5.00 indicated a Very High level, meaning the trait was evident or manifested at all times. A score of 3.40 to 4.19 signified a High level, indicating it was evident or manifested most of the time. A Moderate level, with a mean of 2.60 to 3.39, suggested the trait was evident or manifested occasionally. Scores from 1.80 to 2.59 were categorized as Low, meaning the trait was evident in only a few instances. Finally, a Very Low level,

with a mean of 1.00 to 1.79, meant the trait was not evident or manifested at all. This uniform scale allowed for a consistent interpretation of all three variables.

This study employed a quantitative non-experimental descriptive-correlational research design. This approach was appropriate because it allowed the researcher to examine the relationships among variables as they naturally exist, without manipulation (Gehle, 2013). From an educational perspective, this design is ideal for exploring complex relationships within a natural school setting without researcher interference. The study is descriptive as it assesses the levels of classroom management strategies, self-efficacy, and passion for teaching, and correlational as it investigates the relationships between these variables. The specific analytical approach used was mediation analysis, which goes beyond a simple correlation to explain how one variable influences another through a third variable, thereby achieving the study's objective. In terms of research typology, the study is cross-sectional in its time dimension, as data were collected at a single point in time, and ex-post facto in its objective dimension, as it examines pre-existing conditions and their relationships.

Following this, the necessary data were gathered in a systematic procedure from September to October 2021. The process began with securing formal permission from the Officer-in-Charge of the Schools Division of Davao Occidental, Dr. Rommel R. Jandayan. Upon approval, a separate letter was sent to the school heads of the 22 schools included in the study. Due to time constraints and health safety protocols, I was unable to personally visit each school. As a result, the data collection method was adapted, and Google Forms was utilized. The survey link was distributed to teachers via email or Facebook Messenger, and they were virtually oriented on how to complete the form. Responses were automatically sent to my Google Drive upon submission. The collected data were then checked, tallied, and prepared for statistical analysis.

Consequently, the following statistical tools were used to analyze the data and achieve the research objectives. The mean was utilized to determine the level of classroom management strategies, passion for teaching, and teacher self-efficacy. Pearson r was employed to determine the significance of the bivariate relationships between the variables. Finally, a mediation analysis was conducted to determine the significance of the mediating effect of passion for teaching on the relationship between classroom management strategies and teacher self-efficacy. The Sobel z -test was chosen for this analysis due to its direct calculation of the significance of the indirect effect. While other methods like the Baron and Kenny approach establish mediation through a series of regressions, the Sobel test provides a more precise and direct test of the statistical significance of the mediating path. It also provides a reliable and well-established method for testing mediation in this context.

Moreover, this study strictly adhered to the ethical standards approved by the University of Mindanao Ethics Committee (UMERC) under Certification Number 2023-326. Before the data collection, a compliance certificate was secured, confirming that all procedures were designed to protect participants' well-being. An informed consent process was implemented, ensuring all participants were fully briefed on the study's

purpose, potential benefits, and any minimal risks. It was made explicitly clear that their participation was entirely voluntary and they had the right to withdraw at any time without consequence. To ensure their privacy and confidentiality, all collected data were anonymized and handled in strict compliance with the Data Privacy Act of 2012 (RA 10173). The study guaranteed that participants would not be exposed to any physical or psychological harm, and all data would be presented with integrity, free from fabrication or falsification.

3. Results and Discussion

Table 1: Level of Classroom Management Strategies

Indicators	Mean	SD	Descriptive Level
Managing Classroom Behavior	0.47	4.41	Very High
Specific Teaching Techniques	0.45	4.07	High
Working with Parents	0.49	4.52	Very High
Planning and Support	0.44	4.42	Very High
Overall	0.36	4.35	Very High

Presented in Table 1 is the level of classroom management strategies, which has an overall mean of 4.35 with a standard deviation of 0.36, placing it at a Very High descriptive level. All four indicators fall into either the High or Very High categories, with no indicators at a moderate or lower level. The highest mean is for *Working with Parents* at 4.52 with a standard deviation of 0.49, which also corresponds to a Very High descriptive level. Conversely, the lowest mean is for *Specific Teaching Techniques* at 4.07 with a standard deviation of 0.45, which falls within the High descriptive level.

The level of classroom management strategies is high due to the high levels of responses. The highest mean, *Working with Parents*, implies that the teachers in this study are highly effective at engaging parents to help manage the classroom. This strong collaboration between teachers and parents can have a significant positive impact on student behavior and academic achievement. This finding suggests that, as a group, the teachers are highly proficient in a broad range of management practices. This indicates that teachers perceive a very strong and effective collaborative relationship with parents. This is likely due to the communal, close-knit culture prevalent in many Filipino communities, where parents are deeply involved in their children's education and often view teachers as co-partners in their development.

This is relative to the idea of Zoromski *et al.* (2021), who found out in their study that there was wide variability in teachers' use of classroom management strategies, their perceptions of the effectiveness of these strategies, and the frequency of disruptive student behavior. Classroom management strategies are useful for lowering disruptive behavior, relieving teacher stress, and raising primary school student accomplishment. Also, students must take ownership of the learning process in order to ensure future success in university environments, where consistent personal effort and metacognitive skills are essential to academic success (Taylor *et al.*, 2021).

In contrast, the lowest mean, *Specific Teaching Techniques*, suggests that these techniques are used less frequently than other strategies. The questionnaire lists various techniques under this category, such as using time-out, problem-solving strategies, and modeling self-regulation. While still considered High, this score suggests a relative weakness compared to the other indicators. This finding implies that teachers may be less confident or less frequent in their use of specialized, technique-based strategies, such as problem-solving or self-regulation exercises. This could be attributed to several factors, including the large class sizes common in the Philippine public school system, which make it challenging to implement individual or small-group techniques. It may also suggest a need for more professional development focused on these specific, research-based instructional methods.

Relative to what Goyibova *et al.* (2025) revealed in the statistical analysis of their study, there was a substantial difference in favor of the groups using the combined method and peer instruction when it came to the variable of lesson participation. Teachers who employ differentiated instruction may cater different learning preferences of students who also have different intelligences. Similarly, this finding is consistent with a study by Mendoza (2024), which found that elementary teachers handling large class sizes reported difficulty in implementing individualized or student-centered strategies. The researchers concluded that high student-to-teacher ratios hindered their ability to provide personalized attention.

Table 2: Level of Teacher Self-Efficacy

Indicators	Mean	SD	Descriptive Level
Efficacy to Influence Decision-making	0.58	4.25	Very High
Efficacy to Influence School Resources	0.00	5.00	Very High
Instructional Self-Efficacy	0.48	4.28	Very High
Disciplinary Self-Efficacy	0.50	4.40	Very High
Efficacy to Enlist Parental Involvement	0.50	4.46	Very High
Efficacy to Enlist Community Involvement	0.76	3.91	High
Efficacy to Create a Positive School Climate	0.45	4.44	Very High
Overall	0.38	4.39	Very High

The level of teacher self-efficacy is analyzed based on the obtained and computed mean ratings of the indicators: efficacy to influence decision-making, efficacy to influence school resources, instructional self-efficacy, disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. The level of teacher self-efficacy has an overall mean of 4.39, with a standard deviation of 0.38, which is a Very High descriptive level. All seven indicators of teacher self-efficacy scored either High or Very High, with most being in the Very High range. The highest mean is for *Efficacy to Influence School Resources* at 5.00 with a standard deviation of 0.00, indicating perfect agreement among all respondents. The lowest mean is for *Efficacy to Enlist Community Involvement* at 3.91 with a standard deviation of 0.76, placing it at a High descriptive level.

The very high level of *teacher self-efficacy* resulted from the high levels of responses. The indicators *efficacy to influence school resources*, *efficacy to enlist efficacy to enlist community involvement*, are arranged from highest to lowest. The highest mean, *Efficacy to Influence School Resources*, signifies that all teachers in the study feel they have a great deal of influence in acquiring the instructional materials and equipment they need for their classroom. This suggests that every teacher in this cohort feels completely confident in their ability to acquire the necessary instructional materials and equipment for their classroom. This finding may reflect a localized context where teachers are highly skilled at resourcefulness and collaboration, effectively utilizing limited resources or gaining support from school administration.

This corroborates the study of Gale *et al.* (2021), who stated that teachers had high levels of perceptions of self-efficacy, as well as teacher leadership and performance. Studies reveal that educators who possess high levels of self-efficacy are more receptive to novel pedagogical approaches, establish more ambitious objectives, demonstrate a higher degree of preparation and organization, focus their energies on problem-solving, reach out for support, and modify their pedagogical approaches when confronted with challenges. Moreover, a study by Sabanal (2023) on teachers in a similar context in Davao City found that teacher self-efficacy was highest in areas of resource management and community collaboration. This study suggests that Filipino teachers, often working in under-resourced environments, have developed a strong sense of resourcefulness.

Conversely, the high level of *efficacy to enlist community involvement* implies that the teachers have self-reliance in their ability to engage school stakeholders and the community with the school's academic activities. While still considered High, its position as the lowest mean among all indicators suggests that teachers feel less confident in their ability to engage with the broader community. This may be due to a perceived lack of connection between the school and external community organizations, or a feeling that the community is less accessible or willing to participate in school-related activities. Studies have shown that schools with stronger support systems performed better than those without (Ryan *et al.*, 2022). Support for the school comes from both internal and external sources. For the school improvement process, every school and its community must form and sustain effective and empowered School Governing Councils (SGCs), which will aid the school principal in his or her operational leadership in the improvement of the school (Koh *et al.*, 2023).

Table 3: Passion for Teaching

Indicators	Mean	SD	Descriptive Level
Passion Criteria	0.43	4.59	Very High
Harmonious Criteria	0.48	4.46	Very High
Obsessive Criteria	0.79	3.85	High
Overall	0.46	4.30	Very High

Presented in Table 3 is the level of passion for teaching, which revealed a very high descriptive level as it gained a total mean score of 4.30 and a standard deviation of 0.46.

Teachers strongly agreed that they had manifested the *passion criteria* as reflected in the mean score of 4.59, described as very high, with a mean score of 0.43. They also responded to possessing *harmonious criteria* for having a very high level of mean score, which is 4.46, with a standard deviation of 0.48. However, the least was *obsessive criteria* with a mean score of 3.85 with a standard deviation of 0.79, but still described as a high level.

All the responses resulted in a very high level of passion for teaching. This indicates that public elementary school teachers love what they are doing as educators in the field. They have the propensity or desire for teaching or transferring knowledge to their students and investing their time and energy in their work. The highest mean, *Passion Criteria*, indicates that teachers in the study consistently view teaching as a central and valued part of their identity. This finding has significant implications, as high passion for teaching is often linked to increased motivation, persistence, and a greater commitment to the profession. This indicates that teachers consistently view teaching as a central and valued part of their identity. This finding has significant implications as it emphasizes the teachers' deep-seated sense of purpose and commitment. This suggests that their passion is not merely a fleeting emotion but is fundamentally integrated into their self-concept, which can be a key source of resilience and persistence.

This result is the same as that of Ogal and Quines (2023). According to their statistics, the teachers had demonstrated a high level of passion in terms of the passion criteria, demonstrating their dedication to teaching through the successful coaching and mentoring of students. Teachers who are passionate and devoted have a significant impact on the learning outcomes of their students; for this reason, these attributes are critical to their ability to influence student learning (Quines & Cabaron, 2022). A very high level of passion entails a very high level of performance in teaching, which is measured in the effort the teacher puts into their line of work.

Furthermore, the lowest mean, *Obsessive Criteria*, suggests that while teachers are passionate, their passion is less likely to be obsessive. This is a crucial finding because it indicates that the teachers' passion is predominantly harmonious, rather than obsessive. Harmonious passion is linked to healthy and sustainable engagement, where individuals have control over the activity, and it enriches their lives. In contrast, obsessive passion is often associated with higher levels of burnout and anxiety. The fact that the scores for Harmonious Criteria are significantly higher than for Obsessive Criteria points to a healthy and sustainable professional mindset among teachers, which can help mitigate the risks of job-related stress and burnout.

This is relevant to the study of Gella and Quines (2022), who also came up with this result in their study: teachers have a high level of obsessive passion. Also, according to Horwood *et al.* (2021), teachers who had an obsessive passion also had higher levels of burnout, and vice versa, as there was a clear positive association between the two. Similarly, Mitchell & Johnson (2025), who examined passion and burnout among teachers in North America, found that while high levels of passion are generally positive, the type of passion matters. Their research showed that teachers with high harmonious passion were more likely to engage in collaborative activities and seek professional development.

Conversely, those with high obsessive passion reported higher levels of stress and were more likely to leave the profession.

Table 4.1: Significance on the Relationship between
Classroom Management Strategies and Teacher Self-efficacy

Classroom Management	Teachers' Self-efficacy							
	EID	EISR	IS	DS	EEPI	EECI	ECPSC	Overall
MCB	.396** .000	-.033 .581	.533** .000	.505** .000	.382** .000	.252** .000	.404** .000	.493** .000
STT	.480** .000	-.015 .810	.549** .000	.410** .000	.417** .000	.422** .000	.408** .000	.551** .000
WP	.531** .000	-.035 .563	.657** .000	.551** .000	.553** .000	.429** .000	.551** .000	.661** .000
PS	.548** .000	-.011 .855	.670** .000	.530** .000	.582** .000	.468** .000	.638** .000	.695** .000
Overall	.628** .000	-.031 .606	.774** .000	.644** .000	.621** .000	.505** .000	.643** .000	.771** .000

**Significant at 0.01 significance level.

Presented in Table 4.1 is the correlation between measures of classroom management strategies and teacher self-efficacy. It can be seen from the table that the correlation gained an overall r-value of 0.771 with a p-value <0.001, which is lower than the 0.05 level of significance. This indicates a significant relationship between classroom management strategies and teachers' self-efficacy.

Thus, the null hypothesis of no significant relationship between classroom management strategies and teacher self-efficacy is rejected. It can also be gleaned from the table that classroom management strategies is significantly correlated to teacher self-efficacy since the indicators revealed the following overall R-values: *managing classroom behavior* with 0.493, *specific teaching techniques* with 0.551, *working with parents* with 0.661, and *planning and support* with 0.695; and the p-value is <0.001. Thus, the two variables are significantly associated.

The correlation between measures of classroom management strategies and teacher self-efficacy revealed a significant relationship. It is described as a positive high correlation. This implies that classroom management strategies are significantly correlated with teacher self-efficacy. The high correlation between these two variables suggests that teachers who feel more competent in their ability to manage a classroom (high self-efficacy) are more likely to implement a wider range of effective management strategies. This creates a positive feedback loop, as teachers successfully apply management techniques, they gain confidence, which in turn reinforces their belief that they are capable of handling future classroom challenges.

The study's findings were consistent with the findings of Alasmari and Althaqafi (2021) that there is a positive association between teachers' high self-efficacy and classroom management strategies. Effective classroom management techniques used by teachers are a major factor in their success as educators. Such tactics are necessary for

teachers to create a supportive learning atmosphere in the classroom. This is also supported by the study of Soriano *et al.* (2023), which examined elementary teachers in a metropolitan setting and found a significant positive relationship between their self-reported ability to manage classroom behavior and their overall sense of professional efficacy. Their study concluded that mastery experiences, the successful implementation of management techniques, are a primary source of teacher self-efficacy.

Table 4.2: Significance on the Relationship between
Classroom Management Strategies and Passion for Teaching

Classroom Management	Passion for Teaching			
	Passion Criteria	Harmonious Passion	Obsessive Passion	Overall
Managing Classroom Behavior	.331** .000	.399** .000	.155** .010	.328** .000
Specific Teaching Techniques	.312** .000	.412** .000	.501** .000	.525** .000
Working with Parents	.385** .000	.398** .000	.232** .000	.388** .000
Planning and Support	.505** .000	.571** .000	.285** .000	.516** .000
Overall	.492** .000	.570** .000	.375** .000	.563** .000

**Significant at 0.01 significance level.

The data also revealed that classroom management strategies is positively correlated with passion for teaching as indicated by the overall R-values of the following measures: *managing classroom behavior* with 0.328, *specific teaching techniques* with 0.525, *working with parents* with 0.388, and *planning and support* with 0.516; and the p-value is <0.001. Thus, the two variables are significantly associated.

Overall, classroom management strategies are significantly related to passion for teaching with $r = 0.563$ at $p = 0.000 < 0.001$. However, it is described as a positive moderate correlation. This implies that classroom management strategies is positively correlated with passion for teaching. It suggests that as a teacher's use of classroom management strategies increases, their passion for the profession also tends to increase, but not as strongly as the link with self-efficacy. When teachers can maintain a positive and orderly learning environment, they feel more in control. This feeling of success can deepen their sense of purpose and enjoyment, thereby nurturing their passion.

Table 4.3: Significance on the Relationship between
Passion for Teaching and Teacher Self-efficacy

Passion for Teaching	Teacher Self-efficacy							
	EID	EISR	IS	DS	EEPI	EECI	ECPSC	Overall
Passion Criteria	.411** .000	.013 .829	.580** .000	.482** .000	.538** .000	.320** .000	.530** .000	.570** .000
Harmonious Criteria	.536** .000	.036 .553	.634** .000	.607** .000	.592** .000	.484** .000	.556** .000	.692** .000
Obsessive Criteria	.295** .000	-.024 .688	.372** .000	.215** .000	.280** .000	.704** .000	.325** .000	.482** .000
Overall	.481** .000	.003 .964	.612** .000	.482** .000	.531** .000	.667** .000	.541** .000	.690** .000

**Significant at 0.01 significance level.

Presented in Table 4.3 is the correlation between passion for teaching and teacher self-efficacy. It can be seen from the table that the correlation gained an overall r-value of 0.690 and the p-value <0.001, which is less than the 0.05 level of significance. This indicates that the passion for teaching and teacher self-efficacy have a significant positive high correlation. Therefore, the null hypothesis of no significant relationship between passion for teaching and teacher self-efficacy is rejected. Data also revealed that when passion for teaching is correlated with teacher self-efficacy, the following overall r-values are revealed: *passion criteria* with 0.570, *harmonious passion* with 0.692, and *obsessive criteria* with 0.482; and the p-value is <0.001. Thus, the two variables are significantly associated. Moreover, among all the indicators of teacher self-efficacy, passion for teaching best predicts the indicator of instructional self-efficacy with $r=0.612$, significant at $p\text{-value}=0.000 < 0.001$.

The correlation between the indicators of passion for teaching and teacher self-efficacy revealed a significant relationship. This implies that passion for teaching is positively correlated with teacher self-efficacy. This means that the propensity or desire of teachers for teaching or transferring knowledge to their students and investing their time and energy in their work has something to do with their belief in their ability to take action in order to achieve a goal.

Data was submitted to the medgraph after being subjected to a linear regression analysis. The mediation analysis, which was established by Baron and Kenny (1986) pertains to the mediating effect of a variable on the correlation between two other variables.

Table 5: Regression analysis showing the influence of the classroom
management strategies on self-efficacy as mediated by passion for teaching

Step	Path	B	S.E.	β
1	c	.837	.040	.770***
2	a	.717	.062	.555***
3	b	.290	.033	.345***
4	c'	.629	.043	.579***

* $p < 0.05$

Mediation analysis involves four steps for the third variable to be considered as a mediator. Presented in Table 5 are the steps that were categorized as Steps 1 to 4. As shown, Step 1 presents the significant direct effect of classroom management strategies to teacher self-efficacy. In Step 2, classroom management strategies exhibit a significant direct effect towards passion for teaching, the mediator (M). Meanwhile, Step 3 presents the result of the analysis, which suggests that passion for teaching significantly predicts teacher self-efficacy.

Further mediation analysis using medgraph is necessary to determine the significance of the mediation effect because paths a, b, and c are found to be correlated. This analysis will involve the Sobel z test. Full mediation will be attained if the effect of the independent variable on the dependent variable fails to be statistically significant at the conclusion of the analysis. It implies that the mediator variable is the mediating variable for all effects. Additionally, when the regression coefficient is significantly reduced on the last step and stays significant, and only partial mediation is attained, which suggests that a portion of the independent variable (classroom management strategies) is mediated by passion for teaching, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observed in step 4 (denoted as c'), the influence of classroom management strategies on teacher self-efficacy was even seen to reduce after being mediated by passion for teaching. With this, partial mediation occurred due to the fact that the effect was found to be significant at $p < 0.05$.

Table 6: Results of statistical analysis on presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
classroom management → passion for teaching → self-efficacy	6.997731	<0.05	Partial mediation

* $p < 0.05$

Furthermore, the result of the computation of mediating effects is shown in Figure 3. The Sobel test in Table 6 yielded a z-value of 6.998, $p < 0.05$. This means that the mediating effect is partial, such that the original direct effect of classroom management strategies to teacher self-efficacy was reduced upon the addition of passion for teaching. The positive value of Sobel z indicates that the addition of passion for teaching reduces the effect of classroom management strategies on teacher self-efficacy. The results also imply a reciprocal relationship: when teachers successfully use management strategies, it nurtures their passion, which in turn strengthens their self-efficacy. This suggests that interventions aimed at improving teacher well-being should not only focus on stress reduction but also on creating opportunities for mastery and success in the classroom.

Additionally, the computed effect size for the mediation test seen between three variables is shown in the figure. The effect size determines the extent to which the effect of classroom management strategies on teacher self-efficacy can be associated with the indirect path. The total effect value of 0.837 is attributed to the beta of classroom management strategies towards teacher self-efficacy. The direct effect value of 0.629 is the beta of classroom management strategies towards teacher self-efficacy, with passion

for teaching included in the regression. The indirect effect value of 0.717 is the value obtained from the original beta between classroom management strategies and teacher self-efficacy that now passes through passion for teaching to teacher self-efficacy ($a*b$, where "a" denotes the path CMS $\rightarrow$ PFT and "b" pertains to the path between PFT $\rightarrow$ TSE). The indirect effect is divided by the overall effect to obtain the ratio index; in this case, 0.717 by 0.837 equals 0.86. It seems that about 86% of the total effect of classroom management strategies on teacher self-efficacy goes through the passion for teaching.

4. Conclusion and Recommendations

This study successfully achieved its objectives by comprehensively describing the levels of classroom management strategies, teacher self-efficacy, and passion for teaching, and by establishing the significant relationships and the mediating role of passion among them. The descriptive findings confirmed that public elementary school teachers in Davao Occidental exhibit a very high level of competence in their professional behaviors and a strong sense of purpose. This is a significant finding that counters the common narrative of teacher burnout in high-pressure environments.

The core contribution of this research, however, is the validation of passion for teaching as a partial mediator in the relationship between classroom management and teacher self-efficacy. This goes beyond simply stating that these variables are related; it provides a profound understanding of how and why they are connected. The findings demonstrate that a teacher's self-efficacy is not just built on their skills but is deeply nourished by their intrinsic passion for their profession. This implies a shift in perspective from solely focusing on the technical skills of teaching to also nurturing the psychological and emotional well-being that sustains it.

Based on the study's findings, the following recommendations are provided to key stakeholders to promote long-term improvements in educational management and teacher well-being:

Policymakers and the DepEd should move beyond generic professional development to create programs that explicitly integrate teacher resilience and passion development with technical skills training. For example, modules on "Teacher-to-Teacher Mentorship" and "Reflective Practice Sessions" can help educators reconnect with their purpose and build a sustainable career mindset. Additionally, given the lowest mean for "Efficacy to Enlist Community Involvement," policymakers should establish clear guidelines and provide resources for structured classroom-community partnership training. This could involve creating a formal liaison role at the district level to help teachers access and collaborate with local businesses, non-profits, and other community stakeholders.

Building upon these policy-level initiatives, school leaders must take a proactive role in cultivating a harmonious work environment. Since the teachers' passion is already high and harmonious, leaders must protect this from becoming obsessive by actively promoting a healthy work-life balance. This includes respecting personal time, limiting

after-hours work, and encouraging teachers to pursue hobbies. Wellness programs focusing on mindfulness and stress reduction should be regular, not one-time events. To address the lowest-rated indicator of "Specific Teaching Techniques," school leaders should organize focused, in-house workshops on advanced classroom management methods, such as differentiated instruction techniques, peer-teaching strategies, and specialized behavior management seminars created for large class sizes.

In the end, teachers are encouraged to actively seek out professional development opportunities that enhance their skills in areas like problem-solving strategies and emotional regulation. Furthermore, it is essential for teachers to recognize the signs of burnout and actively pursue self-care to ensure their passion for teaching remains a source of energy, not exhaustion.

Finally, this study provides a foundational framework for future research to build upon. We recommend conducting a longitudinal study to track how changes in classroom management strategies and teacher well-being programs influence self-efficacy and passion over time. Future researchers could also explore other potential mediating and moderating variables, such as school climate, leadership support, or teacher collaboration, to provide a more comprehensive understanding of the complex factors that contribute to teacher success and sustainability in challenging educational environments.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Lyndon A. Quines, EdD, is currently a university professor at the University of Mindanao, Davao City, Philippines.

Roland C. Morastil is a Head Teacher 1 assigned at Mabuhay Elementary School, Don Marceline, Davao Occidental, Philippines. He is a candidate for the Master of Arts in Education major in Educational Management.

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