The Impact of Teachers' Classroom Management Skills on Self-Efficacy of Students

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Abstract
The importance of effective classroom management skills in promoting positive student outcomes is highly established but little is known on the way it affects the psychological beliefs of students especially self-efficacy as it is not well explored in the Pakistani educational setting. The research problem was use of classroom management practices by teachers in self-efficacy of learners in the District of D.I. Khan, Khyber Pakhtunkhwa, Pakistan, in the public secondary schools. Three purposes guided the study, namely, to investigate the levels of classroom management of the teachers and the self-efficacy of the students, to establish the connection between the two variables, and to find out how the classroom management affects the self-efficacy of the students. Quantitative research approach was used and it was descriptive. The sample size was 80 male heads of the public secondary schools in District D.I. Khan and the entire population was used as the sample according to the defining sampling criteria set out by LR Gay (2003). Data were gathered on the basis of a structured questionnaire including 5-point Likert scale and processed with the help of descriptive statistics (mean, Standard deviation), Pearson Product-Moment Correlation, and Linear Regression Analysis with the help of SPSS software. The results have shown that classroom management (M = 3.08, SD = 1.31) by teachers and self-efficacy (M = 3.25, SD = 1.28) by students were rated as moderately positive, and a significant portion of the respondents had the undecided opinions. The null hypothesis was rejected because the correlation between classroom management and self-efficacy (r = 0.45, p < 0.05) was found to be significant and positive. Moreover, the regression analysis showed that classroom management was very important in predicting self-efficacy among students, who attributed 20.3% of the variance (R^2 = .203) to classroom management. The researchers conclude that positive classroom management is correlated and significantly predictive of increased student self-efficacy. It is suggested that teacher professional development initiatives in the area should focus more on evidence-based strategies of classroom management and that research should be conducted in the future to examine other variables that lead to student self-efficacy.

Keywords: Classroom Management, Self-Efficacy, Secondary School Heads, Quantitative Research, D.I. Khan, Pakistan

Introduction

The classroom management occurs when a teacher possesses full control over his teaching through extensive resources of tricks and techniques which make students act in a positive manner. Classroom management transforms the classroom into an optimal learning space in which the students can concentrate on their task and achieve it in a manner that optimizes their capabilities (Spencer, 2018). According to Nwakwiola (2018), classroom management is all that the classroom teacher does by utilizing the resources and individuals available in the classroom to achieve the desired education goals and objectives. Emmer and Sabornie (2015) state that the goals of implementation of classroom management strategies include positive behavior improvement and better academic performance of students. Classroom management strategies should be offered to students in more numbers to attain high academic outcome (Gage et al. 2018).

The key to a learner receiving the most appropriate environment to concentrate on his or her abilities to learn is classroom management, though, this environment is questionable (Grover, 2017). The failure of educators to introduce the means of management has not been ignored, particularly considering that it has only led to a negative influence on school development of the student in a classroom and on the standardized tests (Owan et al. 2020). Without the classroom, learning and teaching process is impossible. It is an actual resource used in conveying the instructions given by the instructor to the learners. Any effective educational system depends on the school classroom management ability (Nwakwoala, 2018).

Effective classroom management is fundamentally rooted in the establishment of clear, proactive systems. The first critical practice is Discipline Management, which extends beyond merely having rules. According to Simonsen et al. (2015), this involves the implementation of effective classroom rules that are explicitly taught, regularly reviewed, and consistently enforced. These rules should be stated positively, defining expected behaviors (e.g., "Respect others by listening when they speak") rather than just listing prohibitions. The goal is to create a predictable and structured environment that preemptively reduces opportunities for inappropriate behavior by making expectations unambiguous for all students. The second essential practice is the development of a Comprehensive Behavior Management Plan. As Simonsen et al. (2015) outline, such a plan must strategically incorporate both reinforcement for positive behavior and consequences for inappropriate actions. On one hand, the use of varied rewards is crucial for motivating students and reinforcing desired conduct. These can range from tangible items (like stickers) and privileges (such as line leader duties) to more powerful social reinforcements like specific verbal praise (e.g., "I appreciate how you patiently waited your turn"). On the other hand, the plan must include a hierarchy of predictable, fair, and logical punishments more accurately termed "corrective consequences" for when rules are broken. These consequences are not meant to be punitive in a harsh sense, but rather to provide clear and consistent outcomes for inappropriate actions, thereby teaching students accountability within the safe boundaries of the classroom structure.

The lower frequency of conflicts between the learners, as well as the improved performance of the learners, is associated with Instructional Monitoring, which active monitoring, as stated by the authors of the study, would entail the teacher walking around the classroom, being attentive (making eye contact), engaging in activities with the learners by collecting performance data periodically, and charting and assessing the data and providing corrective feedback in the non-judgmental way. Third, the Instructional

Management presupposes planning of the lesson, the use of interactive tools and teaching/learning methods that guide the learners and facilitate the clarification of all the lessons, the purpose articulation, the distribution and demonstration/presentation of the material to be learned help the students to better understand the concepts and skills (States et al. 2017).

The argument by Baker et al. (2018) aims at improving academic performance; the involvement and self-attitude of the teacher and learner are needed within the concept of time management that presupposes that a teacher should be time conscious during the implementation of day to day teaching and learning processes. Without a teacher being equipped with good and responsive practices of instructions and classroom management, learners run the risk of having meaningless and negative experiences at institutions (Wangeri and Otanga, 2014).

According to a study conducted by the authors, States et al. (2017), under ethical considerations, classroom management represents a critical element in creating a classroom composition that yields the most outcomes to the learning process and the educator. Academic achievement of a student is the extent to which a learner has attained his or her short term or long-term learning objectives (Uwah, & Ododo, 2022). It means how students conduct their studies and how they are approaching or doing various academic assignments imposed on them by tutors (Uwah, & Ododo, 2022). The failure to achieve average level in terms of achievement in tests or assessment results that have been predetermined by a set off level has been identified as failure by the learners (African Population and Health Research Center [APHRC], 2008). This underperformance in Australia has been attributed to aspects of their culture and the society, such as being born in poor families, lack of interest in learning by the learner and the parent, and lack of learning resources (Ahmad, & Ch, 2017). The survey conducted by Government of Western Australia (2016) on the health of the children in Western Australia estimates that approximately 50 percent of the aboriginal learners between the ages of 4 to 16 years old have been assessed as performing poorly by the educators.

Self-efficacy essentially refers to the belief that an individual possesses in his or her ability to carry out the certain kinds of actions necessary in dealing with the potential situations and reaching the desired results. Avsec and Szewczyk (2018) define this notion as not merely a question of ability, but the sense of an individual to be able to marshal available competencies into action and address the problems/achieve the goals. The belief is a strong force of action; it determines the action people take, the effort people spend, the degree of their persistence amidst challenges and their ability to endure even when the going gets tough. High self-efficacy individuals think more about the challenging tasks as a challenge to be overcome, put more effort in it, and recover faster after failure. On the other hand, people who possess low self-efficacy are inclined to evade difficult tasks, have less confidence in themselves, and they quit more easily which ultimately leads to their personal and professional development. Consequently, the development of self-efficacy is essential in making individuals proactive towards their goals and pushing themselves to the end in order to achieve them.

It determines the style in Self-efficacy is the belief of a person in his or her capability to effectively perform the steps that are necessary to attain certain objectives, which essentially defines the way students think, feel, and act (Avsec and Szewczyk, 2018). This belief system cuts across various psychological processes, and it involves cognitive,

motivational and affective processes (Ritchhart and Perkins, 2008).Cognitively, it influences the goals students set and their foresight in planning; motivationally, it determines the level of effort they will expend and their persistence when confronting challenges; and affectively, it governs their emotional reactions to difficult tasks, including whether they experience anxiety or calm determination. Ultimately, self-efficacy is not just the confidence in possessing skills, but the driving mechanism that influences whether a student will engage with a challenge, how resilient they will be, and how they interpret and respond to both success and failure which students think, feel and act such that they involve cognitive, motivational and affective processes. (Ritchhart & Perkins, 2008).

Self-efficacy is a crucial psychological foundation that empowers individuals to navigate social and academic challenges. While not an innate skill but rather a dynamic belief system, it actively promotes the development of essential competencies. As outlined by Nasa (2014), this includes the capacity for self-belief, self-regulation, self-evaluation, self-monitoring, and behavior control. These processes are not isolated; they work in concert, enabling a person to confidently approach tasks, manage their time and emotions, critically assess their progress, adjust their strategies, and persist in their efforts. Ultimately, this integrated suite of self-referential skills, driven by the core belief in one's capabilities, provides the necessary toolkit to plan, execute, and complete goals successfully.

The primary function of self-efficacy in an educational context is its significant role in establishing student academic achievement. As Bandura (2000) posits, a student's belief in their capability to succeed is a powerful determinant of their actual success. This is because self-efficacy serves as the foundation for the cognitive, motivational, and affective processes that drive learning; it directly influences how students think about challenges, how motivated they are to persist through difficulties, and how they manage their emotions in the face of setbacks. By fostering essential skills such as self-regulation, self-monitoring, and behavioral control, a strong sense of self-efficacy empowers students to set higher goals, invest greater effort, and employ more effective learning strategies. Consequently, it is not merely a complementary trait but a central mechanism through which students convert their potential into tangible academic performance and accomplishment.

Literature Review

It is suggested by the 2019 NAEP results of Reading of fourth-graders in public primary schools in the United States of America (USA) that the score has dropped in reading which occurred in seventeen towns compared with the reading scores of those at grade four compared with the average reading scores at the same grade in 2017 (Hung, et al., 2019). Overall, it lacks any upgrades or downgrades in the performance scores since 2015 or a decline (Hung, et al., 2019). A 2018-2019 comparison of the performance of Foundation Phase Indicator Assessment in Wales (Great Britain) in 2019 in each subject indicated the same: the share of students, who achieved the expected level or higher of performance in 2019, decreased (Statistics for Wales, 2019). The proportion of Welsh students meeting the acceptable performance in 2019 declined by 2.2 percent of the proportion of 2018 and the proportion of English students declined by 1.1 percent. Numbers that made level 5 and above in both writing and reading (English or Welsh), mathematics and science declined by 0.7 and 0.1 percent respectively, prior to 2019 (Statistics for Wales, 2019).

Research by Lindsay et al. (2017) has pointed to a critical issue within the Philippine education system, highlighting persistently low learning levels among students. This concerning situation is characterized by two interconnected problems: alarmingly low school completion rates and a high proportion of pupils demonstrating weak academic performance. The authors identify a primary cause for this crisis, tracing it back to fundamentally low tutor standards, suggesting that the quality of instruction itself is a central bottleneck. This diagnosis finds further support in an earlier evaluation cited by Al-Samarai (2016), which investigated the capacity of educators to deliver the national curriculum. The evaluation revealed a stark reality, finding that a significant number of tutors faced substantial difficulties in implementing a substantial portion of the prescribed curricula. This inability to effectively translate the curriculum into practical classroom teaching creates a direct barrier to student learning, thereby providing a concrete explanation for the poor outcomes described by Lindsay and colleagues. Consequently, the challenges are not solely a matter of student attendance or effort, but are deeply rooted in the systemic capacity of the teaching force to fulfill their instructional roles effectively.

In the Philippines, the lowest score of reading literacy test was only 1 out of 5 students (19.4) and they achieved a mean score of 340 scores which is way below the average score of 487 (level 2) internationally. On mathematics literacy, the learners scored on average 353 points that was lower than the average of 489 points and it was only 1 learner or 19.7 percent of the 5 participants who made it to the proficient level (level 2). In the scientific literacy, the Filipino learners recorded a score of 357 points on average as compared to the average 489 points. The mentioned results indicated that the level of primary education should be improved in the Philippines (Department of Education, 2018).

Indeed, the challenge of effective classroom management has been extensively explored in educational research, and it is consistently identified as a critical variable that directly shapes a pupil's academic performance and overall learning experience (George et al., 2017). This goes beyond mere discipline; proficient class management encompasses the teacher's ability to establish a structured, predictable, and respectful learning environment. This includes organizing the physical space, establishing clear routines and behavioral expectations, and maintaining a productive instructional pace. When these elements are skillfully implemented, they minimize disruptions and off-task behavior, thereby maximizing the time available for academic instruction and engagement. Consequently, students in well-managed classrooms are afforded more opportunities to learn, experience less anxiety, and demonstrate improved focus, which collectively contribute to significantly enhanced academic outcomes and skill development.

The pressing need for additional research on classroom management is driven by several critical factors. A primary reason is the clear and expressed realization among practicing teachers that their existing repertoire of strategies is insufficient; they urgently require a broader, more adaptable set of tools to conduct their classes successfully amidst evolving classroom dynamics (Sciuchetti & Yssel, 2019). This perceived deficiency highlights a gap between theoretical management models and the practical, often unpredictable, challenges educators face daily. Consequently, research is essential to develop and validate context-specific, practical interventions that can be readily implemented to address contemporary issues such as digital distractions, increasingly diverse student needs, and complex socio-emotional factors that impact the learning environment.

Research consistently demonstrates that unsuccessful classroom management is a major factor contributing to teacher burnout and subsequent attrition from the profession (Aloe et al., 2014). The relentless daily strain of managing disruptive behavior, maintaining student focus, and creating a productive learning environment without adequate skills or support places chronic emotional and psychological demands on educators. This persistent stress depletes their energy and diminishes their sense of personal accomplishment, which are core dimensions of burnout. When teachers feel they are no longer effective in maintaining control and facilitating learning, their job satisfaction plummets, making the decision to leave the profession a common outcome. Therefore, strengthening classroom management competencies is not merely an instructional concern but a critical strategy for retaining a healthy and sustainable teaching workforce.

Finally, inappropriate classroom management might negatively affect the entire school, especially when it comes to the effective academic achievement of students (Nwakwoala, 2018). The management practice of the teachers that was considered in this research study was: Teachers' Discipline Management, Teachers' Instructional Monitoring, Teachers' Instructional Management and Teachers' Time Management.

A student's level of self-efficacy plays a decisive role in their academic endeavors. Those with greater self-efficacy possess a confident understanding of their own capabilities, which enables them to properly organize their learning activities, approach challenges with resilience, and persist through difficulties. This proactive and assured mindset directly facilitates the successful implementation of tasks. Conversely, students with low self-efficacy often struggle with self-doubt, leading to avoidance of challenges, poor organization, and a lack of persistence when faced with obstacles. This negative cycle frequently results in poor performance and failure to complete the assignments at hand, as their belief in their ability to succeed is fundamentally compromised (Ashford et al., 2010).

The different cognitive potentials are also driven by the self-efficacy of the students and are greatly involved in interacting with each other (Maddux and Kleiman, 2022). The intermediate point of correlation between self-efficacy and cognitive ability was not far apart (Fonna and Mursalin, 2018). Any activity is performed by a cognitive ability that is determined by Michelson as mouth capacity (Kaur et al.,2019); firstly, the simplest is done and then there is a most challenging activity. It causes us to re-learn, find a solution to the problem and can get our head straight. These thinking skills consist of perception, resolving the problems and making decisions (Ariëset al.,2015).

These cognitive abilities are different and they include: Working memory, verbal Fluency, verbal analogies, figure analogy,number series, word meaning, classification and problem solving ability. It is the correlational relationship of cognitive capability and self-efficacy (Chen et al., 2009). The low income families, school dropout students, social media, and lack of motivation represent the extreme challenge that is currently facing Pakistan, in turn (Hanif, S.et al., 2023).The level of motivation among the students is declining, because of the low self-efficacy. Pakistan should motivate the students with the self-efficacy (Shahid, C et al., 2019). It is an outcome of a low self-efficacy that makes the performance of students unfavourable (Ford et al., 2023). The majority of Pakistani students have low self-efficacy because of the existence of the low cognitive ability (Fatima et al., 2022; Ahmad and Safaria, 2013). The students are less self-efficacy aware to

accommodate the national and international transformations in the education system. A massive percentage of students are not even aware of their dormant functions and they just do not care to find out about their hidden capabilities (Koseoglu, 2016).

Self-efficacy is often considered a fundamental formula for success, as it represents an individual's core belief in their ability to execute the actions required to achieve specific goals. However, its power is optimally harnessed not through unchecked confidence, but through deliberate and realistic self-assessment. As emphasized by Masitoh & Fitriyani (2018), one should strive to cultivate a moderate and reflective sense of self-efficacy when setting goals. This ensures that the objectives established are ambitious yet attainable, ensuring that an individual's confidence does not contradict their actual capabilities by leading to unrealistic targets. Instead, a well-calibrated belief in one's competence directly complements their goals, fostering the motivation, strategic planning, and sustained effort necessary to successfully realize them.

Self-efficacy, defined as an individual's confidence in their own competences, serves a critical function in academic settings. This belief in one's capabilities is not a passive trait but a foundational driver that profoundly influences learning processes and student motivations. It affects the goals students set, the effort they invest, and their resilience in overcoming challenges. Consequently, as Lyons and Bandura (2019) affirm, the level of a student's self-efficacy plays a significant part in determining their ultimate academic success or failure.

Statement Problem

Statement of the problem was "The Impact of Teachers' Classroom Management Skills on Self-Efficacy of Students".

Objectives

1. To know about the Teachers' Classroom Management Skills and Self-Efficacy of Students.
2. To know about the relationship between Teachers' Classroom Management Skills and Self-Efficacy of Students.
3. To know about the impact of Teachers' Classroom Management Skills on Self-Efficacy of Students.

Research Questions

1. What are the Teachers' Classroom Management Skills and Self-Efficacy of Students?

Research Hypotheses

H_{01}: There is a significant relationship between Teachers' Classroom Management Skills and Self-Efficacy of Students.

H_{02}: There is a significant impact of Teachers' Classroom Management Skills on Self-Efficacy of Students.

Research Methodology

The Approach and Descriptive Research Design adopted in this study were that of a quantitative method and Descriptive research to explore the contribution of emotional intelligence in the contemporary education in Pakistan. The sample was made up of secondary school Heads, where 80 Boys Public Secondary School Heads were as

population in District D.I.Khan. The stratified random sampling method was employed so that there should be representation of gender. The sample included 80 heads were taken by adherence to LR Gay (2003) Criteria of sample selection. It was a 5-point likert scale questionnaire. Descriptive statistics (mean, standard deviation) and inferential statistics i.e. Pearson Correlation and Linear Regression were applied with the assistance of the SPSS software to confirm whether the Independent Variable (Classroom Management Skills) was related to the Dependent variable (Self-Efficacy) and had an effect.

Results and Data Analysis

The data analysis was carried out using descriptive analysis and inferential analysis using Pearson Correlation and Linear Regression which was also employed to establish the presence of the relationship between the Independent and dependent variables and Linear Regression to establish the effect of the Independent variable on the dependent variable.

Table# 1: Teachers' Classroom Management Skills (According to Obj # 1).

Responses										Total	Mean	SD
SDA		DA		UD		A		SA				
F	%	F	%	F	%	F	%	F	%			
12	15	16	20	20	25	18	22.50	14	17.50	80	3.08	1.31

Table 1 presents the frequency distribution, percentages, mean score, and standard deviation regarding Teachers' Classroom Management skills based on the responses of 80 participants.

For the category of Strongly Disagree (SDA), 12 respondents selected this option, which constitutes 15 percent of the total sample. In the Disagree (DA) category, 16 participants responded, accounting for 20 percent. The Undecided (UD) category received responses from 20 individuals, representing 25 percent of the sample. For the Agree (A) category, 18 respondents selected this option, making up 22.50 percent. Lastly, in the Strongly Agree (SA) category, 14 participants responded, which is 17.50 percent of the total.

The total number of respondents for this variable was 80. The mean score calculated for Teachers' Classroom Management Skills is 3.08, and the standard deviation is 1.31.

Table# 2: Self-Efficacy of Students (According to Obj # 1).

Responses										Total	Mean	SD
SDA		DA		UD		A		SA				
F	%	F	%	F	%	F	%	F	%			
10	12.50	12	15	22	27.50	20	25	16	20	80	3.25	1.28

Table 2 displays the frequency distribution, percentages, mean score, and standard deviation concerning Students' Self-Efficacy based on the responses of 80 participants.

In the Strongly Disagree (SDA) category, 10 respondents selected this option, accounting for 12.50 percent of the total sample. For the Disagree (DA) category, 12 participants responded, representing 15 percent. The Undecided (UD) category received the highest frequency, with 22 respondents, which constitutes 27.50 percent of the sample.

Within the Agree (A) category, 20 participants selected this option, making up 25 percent. Finally, in the Strongly Agree (SA) category, 16 respondents responded, comprising 20 percent of the total.

The total number of respondents for this variable was 80. The calculated mean score for Students' Self-Efficacy is 3.25, and the standard deviation is 1.28.

Table# 3: Relationship between the Teachers' Classroom Management Skills and Self-Efficacy of Students (According to Obj # 2).

Correlations		Teachers' Classroom Management Skills	Students' Self-Efficacy
Teachers' Classroom Management Skills	Pearson Correlation r	1	0.45
	Sig. (2-tailed)		0.05
	N	80	80
Students' Self-Efficacy	Pearson Correlation r	0.45	1
	Sig. (2-tailed)	0.05	
	N	80	80

**. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the Pearson correlation coefficient looking at the correlation between Teachers Classroom Management skills and students self-efficacy basing on the answers of 80 respondents.

The correlation table indicates that, Pearson correlation value between Teachers Classroom Management Skills and students Self- Efficacy is 0.45. The correlation between the two variables is positive as indicated by this value. The significance value (2-tailed) is reported as 0.05, which meets the threshold for statistical significance. The number of participants for this analysis is 80 for both variables.

On the diagonal, the correlation of each variable with itself is 1.00, as expected. The upper half of the matrix and the lower half are symmetrical, both displaying the same correlation coefficient of 0.45 between the two constructs.

Table note shows that the correlation is significant at 0.05 level (2-tailed). This refers to the fact that chances of getting this correlation coefficient through random chance are below 5 percent. Thus, the null hypothesis of the lack of significant relationship between Teachers Classroom Management Skills and Self-Efficacy of pupils is thus rejected. The observation indicates that classroom management skills among teachers are related in that the better the practice, the higher the self-efficacy of the students.

Table# 4: Impact of Teachers' Classroom Management Skills on Self-Efficacy of Students (According to Obj # 3).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.45	.203	0.192	1.15231

a. Predictors: (Constant), Teachers' Classroom Management Skills.

Table 4 presents the model summary of the regression analysis that was done to investigate the effects of Teachers Classroom Management Skills and its role on the Students Self-efficacy.

The summary of the model reveals that the correlation coefficient (R) between the predictor variable and the dependent variable is 0.45. This value is the power of linear relationship between Teachers Classroom Management Skills and Self-Efficacy of Students.

The value of R Square is 0.203 which implies that Teachers Classroom Management Skills explain about 20.3 percent of variance in Students Self Efficacy. The rest 79.7 percent variance can be attributed to other factors that are not considered in this model. Adjusted R Square=0.192. This modified value takes into consideration the predictors of the model and a more precise estimate of the population value. The adjustment of R S to Adjusted R S is a slight decrease indicating the addition of one predictor variable.

The standard error of the estimate is 1.15231. The value represents the mean distance point the observed values are in respect to the regression line. The lower standard error indicates that predictions are more accurate.

The predictor variable entered into the model is Teachers' Classroom Management Skills, with the constant term included in the equation.

Findings

The analysis of Table 1 revealed that out of 80 respondents, 12 (15%) strongly disagreed, 16 (20%) disagreed, 20 (25%) remained undecided, 18 (22.50%) agreed, and 14 (17.50%) strongly agreed regarding teachers' classroom management skills. The highest proportion of respondents (25%) fell within the undecided category, indicating considerable neutrality. The combined agreement percentage was 40% (32 respondents), while combined disagreement was 35% (28 respondents). The mean score was 3.08, slightly above the midpoint of the 5-point scale, suggesting moderately positive perceptions, and the standard deviation of 1.31 indicated moderate response variability.

The analysis of Table 2 revealed that out of 80 respondents, 10 (12.50%) strongly disagreed, 12 (15%) disagreed, 22 (27.50%) remained undecided, 20 (25%) agreed, and 16 (20%) strongly agreed regarding students' self-efficacy. The undecided category recorded the highest frequency (22 respondents, 27.50%), indicating substantial neutrality. The combined agreement percentage was 45% (36 respondents), while combined disagreement was 27.50% (22 respondents). The mean score was 3.25, above the midpoint of 3.00, reflecting moderately positive perceptions of students' self-efficacy, and the standard deviation of 1.28 indicated moderate variability in responses.

Table 3 analysis showed that there was a Pearson correlation coefficient of 0.45 between Teachers Classroom Management and Students self-efficacy basing on 80 respondents. The correlation between the two variables is positive as indicated by this value. The value of significance (2-tailed) was 0.05 that is statistically significant (at 0.05 level). Thus the null hypothesis according to which Teachers Classroom Management had no significant correlation with Students Self-Efficacy was rejected. The result indicates that better classroom management skills of improved teachers are related to increased levels of self-efficacy of students.

Table 4 analysis showed that the coefficients of correlation (R) between Teachers Skills in Classroom management skills and Student Self-efficacy was 0.45, meaning that they have a moderate positive linear relationship. The value of R Sq was .203 which indicated that 20.3 percent of the variance in Self-Efficacy of Students was explained by the Classroom Management Skills of Teachers, and the rest 79.7 percent of the variance was attributed to other factors that were not incorporated in the model. Adjusted R Square was 0.192 which was a little lower than R Square since one predictor variable was added. Standard Error of the Estimate was 1.15231 which showed the average error of the observed value as per regression line. Classroom Management Skills of teachers were used as the predictor variable, and the regression equation had the constant term.

Discussions

The descriptive statistics from Table 1 indicated that teachers held moderately positive perceptions regarding their own classroom management skills, with a mean score of 3.08. Notably, one-quarter of respondents remained undecided, suggesting a degree of uncertainty or lack of clarity among teachers about what constitutes effective classroom management skills. This finding aligns with the work of van Leeuwen and Janssen (2019), who emphasized that teachers often require explicit training to recognize and implement effective management strategies. The combined agreement percentage of 40 percent, while not majority, reflects a growing awareness among teachers in D.I. Khan regarding the importance of structured and supportive classroom environments.

Table 2 revealed that students' self-efficacy was perceived moderately positively by teachers, with a mean score of 3.25. The undecided category again recorded the highest frequency (27.50%), indicating that many teachers were uncertain about their students' confidence in their academic abilities. This uncertainty may stem from the large class sizes and limited individual interaction typical of public secondary schools in the region (ASER Pakistan, 2021). However, the combined agreement percentage of 45 percent suggests that a considerable proportion of teachers do observe self-efficacious behaviors in their students. This finding supports Bandura's (1997) social cognitive theory, which posits that self-efficacy is shaped by environmental factors, including classroom conditions managed by teachers.

The statistical analysis, Table 3, showed that there is a significant positive relationship between classroom management skills of teachers and students in self-efficacy (r = 0.45, p = 0.05). The result aligns with the study conducted by Stroet et al. (2015), who revealed that there is a positive correlation between autonomy-supportive instructional practices and student perceived competence and engagement. Similarly, Panadero et al. (2019) emphasized that well-structured learning environments, characterized by clear expectations and consistent feedback, enhance students' belief in their capabilities. The rejection of the null hypothesis confirms that in the context of D.I.

Khan, effective classroom management is not merely about behavioral control but serves as a foundational element for fostering students' psychological confidence and academic self-belief.

The regression analysis in Table 4 further substantiated this relationship, demonstrating that teachers' classroom management skills explained 20.3 percent of the variance in students' self-efficacy (R^2 = .203). This finding is particularly significant given the resource-constrained environment of public schools in KP, where factors such as inadequate infrastructure, limited teaching materials, and large class sizes often impede instructional quality (Government of Khyber Pakhtunkhwa, 2019). That classroom management alone accounts for one-fifth of the variance in self-efficacy underscores its critical role. The remaining 79.7 percent of variance suggests that other variables such as parental involvement, peer influence, socio-economic status, and prior academic achievement also contribute substantially to students' self-efficacy, consistent with the ecological perspective on learner development (Bronfenbrenner, 1979).

The moderate positive correlation and the explanatory power of the model carry important implications for teacher education in Pakistan. Pre-service and in-service training programs in D.I.Khan and similar districts should prioritize the development of classroom management competencies that extend beyond discipline to include autonomy support, positive reinforcement, and the establishment of predictable routines. As Dignath and Veenman (2021) concluded, teacher-delivered strategy instruction is significantly more effective than external interventions, reinforcing the need for localized, practice-embedded professional development.

Furthermore, the substantial proportion of undecided responses in both Table 1 and Table 2 points to a critical gap in teacher reflective practice. Many educators may be implementing management strategies intuitively without fully understanding their psychological impact on students. This finding echoes the work of Hattie and Donoghue (2016), who emphasized that teacher clarity and intentionality are among the most powerful influences on student outcomes. Therefore, structured opportunities for self-assessment, peer observation, and feedback are urgently needed in the region.

In conclusion, this study provides empirical evidence from a Pakistani public school context that confirms the theoretical and empirically established link between classroom management skills and student self-efficacy found in Western literature. The findings affirm that when teachers in D.I.Khan establish orderly, supportive, and predictable classroom environments, their students are more likely to develop confidence in their academic abilities. This research contributes a vital non-Western perspective to the global discourse on self-regulated learning and offers actionable evidence for policymakers, school administrators, and teacher educators in Khyber Pakhtunkhwa.

Conclusions

Secondary school teachers in District D.I. Khan hold moderately positive perceptions of their own classroom management skills. However, considerable uncertainty exists among many teachers regarding the effectiveness of their strategies, indicating a need for professional development in this area.

Teachers perceive their students' self-efficacy as moderately positive. Nonetheless, a substantial number of teachers remain uncertain about their students' academic

confidence, suggesting the need for greater teacher awareness and training in recognizing and fostering self-efficacy.

There is a strong positive correlation between self-efficacy of the students and the classroom management skills of the teachers. School classroom management is linked to the greater degree of student academic self-efficacy.

Teachers' classroom management skills significantly predict students' self-efficacy. Classroom management emerges as a meaningful contributor to student confidence, highlighting its importance in teacher training and school improvement efforts.

Recommendations

Based on the key findings of this study, the following recommendations are proposed:

1. Teacher training programs in District D.I. Khan should include intensive modules on evidence-based classroom management skills to reduce uncertainty and enhance teachers' confidence and competence in this area.
2. Professional development workshops should be organized to help teachers identify, assess, and foster students' self-efficacy through daily classroom interactions and feedback mechanisms.
3. School administrators should encourage and facilitate the implementation of positive, autonomy-supportive classroom management skills, as they directly contribute to higher student self-efficacy.
4. Future research should explore additional variables such as parental involvement, peer influence, and socio-economic status to account for the remaining variance in students' self-efficacy not explained by classroom management skills of teachers.

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