

CLASSROOM BEHAVIOR AND TEACHERS' SENSE OF EFFICACY AS MEDIATED BY TEACHER STRESS LEVEL: BASIS FOR AN ACTION PLAN

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ABSTRACT

One hundred two (102) grade level teachers of Tubigon West district experienced stress due to classroom behavioral issues that decrease their self-efficacy. Thus, this study is determined to explore how stress level mediate the relationship between classroom behaviors and teachers' sense of self-efficacy in the school year 2025-2026. With that, the researcher used a correlational research design with a structured survey questionnaire to identify its levels and relationship. In addition, weighted mean, standard deviation, Pearson Product-Moment Correlation Coefficient, and mediation analysis were also used to analyze the data. In terms of classroom behavior, the findings revealed a "very high level of behavior" with an overall composite mean of 3.35 (SD = 0.58), this suggests that learners show positive engagement, participation, and attitudes toward their learning environment. In terms of teachers' self-efficacy, the results indicate an overall composite mean of 3.62 (SD = 0.51) which reflects a "very high level". This means that teachers still exert a very satisfactory performance despite the challenges they experienced. In terms of stress level, an overall composite mean of 2.33 (SD = 0.95) reflects a moderate level of stress among teachers which means that, teachers may experience stress at times, still they are able to manage them properly despite the demands of their profession. Overall, the results revealed that teachers' stress levels significantly mediate the relationship between classroom behavior and teacher self-efficacy. Thus, it is recommended that school administrators should implement stress management and mentoring programs, provide continuous professional development, ensure proper workload distribution and conduct regular monitoring and evaluation.

KEYWORDS: *Stress, Classroom Behavior, Teachers' Sense of Self-Efficacy, Mediation Analysis*

INTRODUCTION

Classroom behaviors can be classified into two: positive and negative behaviors. Negative behaviors of learners such as disruptions, defiance, inattentiveness, and aggression are some of the most immediate and emotionally draining challenges teachers encounter, eroding the flow of class instructions and escalating the stress of the profession. As defiance persists, teachers report an increase in stress and a decrease in self-efficacy regarding their teaching responsibilities. This relationship is particularly striking as it pertains to the investigation of teachers' stress and self-efficacy, since the two determine the classroom environment, students' performance, and the teacher's decision stay in the profession.

In recent years, the issue of stress and how it affects people has been the most interesting topics in all types of organizations, especially in schools and the teachers themselves. One such study states that the frequency and intensity of disruptive and/or classroom behaviors are predictors of stress that is physiological and emotional in nature (Wettstein, 2021). The results which indicate that discuss student's behavioral concerns involves not only effective behaviors in managing a classroom, but also institutional and psychological support for teachers.

On the other hand, studies regarding the relationships between teacher stress and behavioral issues go beyond teachers' self-efficacy. Teachers who deliver instruction while not feeling certain in their ability to teach may also be ineffective, to some degree, in their instructional delivery, which may play a role in the reinforcement of maladaptive behaviors of students, and there is potential for their own stress to increase due to student behaviors. While studies conducted in the Philippines established learner behavior as a potent stressor for teachers and reported correlations between burnout and diminished self-efficacy, there are very few studies conducted even more recently at the same level that are firmly embedded in the context, that provide measurements and descriptions of classroom behavioral challenges, stress experienced by teachers, and self-efficacy in teachers, especially with regard to discerning which types of behavioral problems (e.g., disruptive vs. aggressive vs. inattentive behavior) predict stress and self-efficacy outcomes for elementary settings. The absence of disaggregated, actionable evidence inhibits school leaders and policymakers from developing interventions which lower teacher stress and enhance classroom-management efficacy.

Overall, this study aimed to acquire the level of classroom behavioral issues specifically in elementary level of Tubigon West district, assess their relationship to the self-reported levels of stress experienced by the teachers and explore its relationship between with the teachers' sense of self-efficacy. Further, the importance of this research would provide current, contextually relevant evidence to school administrators and DepEd stakeholders, which connects specific classroom behaviors to teacher strain and effectiveness – information that has implications for prioritizing behavior management and treatment, professional development opportunities, and teacher staffing decisions.

LITERATURE BACKGROUND

Classrooms are more than just a learning space; it is where students' classroom behaviors and teachers' self-efficacy are measured. When this balance is ruined, students' learning will suffer and teachers will experience stress. Thus, to support this focus, the researcher presents relevant legal foundations, theories, and studies.

Article XIV, Section 1 of the 1987 Philippine Constitution mandates that "the State shall protect and promote the right of all citizens to quality education at all levels," emphasizing the government's responsibility to create accessible and conducive learning environments. The classroom atmosphere is truly vital for educational quality, as behavioral problems can be of great hindrance on teachers' effectiveness and can disrupt learning. Thus, dealing such issue is crucial to maintain the goal of quality education and aid teachers' roles. In addition, the Philippines' historic Magnolia Law, also known as Republic Act No. 11210, makes mental health and the general well-being a priority — which includes stress experienced by the teachers — (Philippine Congress, 2019). While, DepEd Order No. 42, s. 2017 institutionalizes the Philippine Professional Standards for Teachers (PPST), emphasizing the importance of community engagement and teachers' professional growth. These policies highlight that teachers' mental health and self-efficacy are vital to maintain a quality education and effective classroom management.

Further, in terms of classroom behaviors, the Department of Education (DepEd) reinforces some policies like DepEd Order No. 40, s. 2012—the Child Protection Policy—which promotes safe, supportive learning spaces and discourages all forms of child abuse, including bullying and disruption. This policy advocates non-violent, positive behavior management strategies that protect both student development and teachers' mental health. In addition, the theory of planned behavior in the classroom by Burns, et. al (2017) states that teachers may cultivate positive behavior among learners first and increase beliefs that interactions with instructors would be beneficial in the future.

Moreover, according to Zoromski et al. (2021), disruptive student behaviors can result in poor grades, low achievement scores, dropout, lost teaching time, teacher burnout, and societal expenditures. Similarly, Flower et al. (2017) stated that low performance in learning and achievement, teachers' incompetent feeling, low self-efficacy and stress were all effects of a classroom behavior.

Conversely, if students keep on showing disruptive behaviors in class, teacher's sense of self-efficacy will decrease. In 1977, Bandura identifies a psychological variable self-efficacy which is processed by an individual's

belief in his/her capability to get the success in a specific task. As stated by the Teacher Self-Efficacy (TSE) which is also grounded in Bandura's Social Cognitive Theory, defines it as a teacher's belief in their capability to organize and execute actions necessary to influence student engagement and learning, even in challenging situations. This belief affects how teachers respond to classroom dynamics and stress.

However, despite addressing these concerns, learners still face hindrances and showing varying results which differ from time to time (Hayat et al., 2018). Moreover, the result of researches as cited by Lazarides and Warner (2020) showed that teachers who have a high level of self-efficacy are more open to new teaching methods, set challenging goals, exhibit a greater level of planning and organization, enjoy solving problems, and can adjust their teaching strategies when they encounter problems or difficulties. In recent years, the importance of teacher's resilience and sense of self-efficacy has been recognized as one of the important components of teacher's health and help prevent teacher's burnout (Daniilidou et al., 2020).

On the other hand, if teacher's sense of self-efficacy decreases due to the disruptive behavior of the learners, teachers will eventually experience stress which can also affect their overall well-being. Research by Sun, Xiaobei, et al. (2023) on the Transactional Model of Stress and Coping of Lazarus & Folkman in 1984, explained how teachers experienced stress when perceived demands exceed available resources. Studies (Zhou et al., 2021) showed that teachers often feel stressed when they perceived a lack of control over behavioral challenges. Their appraisal of stressors influences emotional and behavioral reactions. Therefore, teachers' sense of self-efficacy is to manage classroom behavior depends on external factors—such as student conduct—and internal resources like resilience and support systems.

Thus, it is vital for teachers to control learner's behavioral challenges, increase their sense of self-efficacy and avoid stress. Thus, in the year 1989, the theory of Hobfoll's Conservation of Resources (COR) stated that individuals strive to acquire and maintain resources, and stress occurs when these resources are threatened or depleted. Further, in a classroom setting, classroom behavioral issues may demand additional emotional and cognitive resources, leading to stress when these demands exceed what teachers can do. Similarly, the Job Demands-Resources (JD-R) Model proposed by Demerouti et al. (2001) emphasizes that stress arises when job demands, such as managing classroom behavior, outweigh available resources like support, time, and coping strategies. Thus, both studies explained how vital it is to balance the job demands to avoid feeling stress especially when it comes to classroom behavioral issues.

Further, in 1997, Social Cognitive Theory of Bandura explains that teachers' self-efficacy and emotional control influence student outcomes through the visible classroom behaviors. When the learners behave abruptly in the classroom, teachers will feel stress and eventually decrease their performance and their sense of self-efficacy. With that, teachers' thoughts, actions, and classroom environment affect one another.

The Positive Behavior Interventions and Support (PBIS) framework offers a proactive, school-wide approach to improve student behavior and foster supportive learning environments. According to Freeman et al. (2021), PBIS reduces disruptions by establishing clear expectations, consistent reinforcement, and collaborative relationships. Implementing PBIS strategies enhances teachers' sense of control, reduces stress, and boosts confidence by preventing behavioral issues before they escalate.

Indeed, the legal basis and theories states how crucial classroom order is. According to Thiel, et.al (2023), classroom order is vital for a smooth teaching and learning because it enables teachers and learners to make use of the time for learning activities. However, classroom order has always been jeopardized by some classroom behavioral issues or disruptive behavior (Lunga, Koen & Mthiyane, 2021). With that, teachers might be affected – they will feel frustrated, stress and might lose their self-efficacy in teaching.

According to Wangdi and Namgyel (2022), they stated that classroom behaviors can interfere both learning and teaching in the classroom. In addition, Alibec and Sirbu (2020) and Lunga, (2020) said that the interruptions caused by the classroom behaviors can provoke an instructional activity to stop – which includes teachers' sense of self-efficacy. Thus, the time spent for teaching and learning will reduce. When these issues are persistent, they worsen the stress of the teachers, ultimately affecting overall performance in teaching. This issue is more

common among elementary school teachers caused by the learner's behavior in the class. (Talebi, 2022). Teacher's stress due to student misbehavior has been highlighted in several studies. One such study states that the frequency and intensity of disruptive and/or classroom behaviors are predictors of stress that is physiological and emotional in nature (Wettstein, 2021). Behaviorally challenging classrooms are associated with increased burnout, emotional exhaustion, and symptoms of decreased self-efficacy and ultimately, job satisfaction (Cavallari et al., 2024).

Overall, disruptive behavior affects not only children but also teachers' well-being and job performance (including their self-efficacy). Supporting teachers' self-efficacy and creating a positive school environment can lead to a more effective teaching and healthier classroom environment. These above statements indicate that addressing student behavioral concerns involves not only effective behaviors in classroom management, but also institutional and psychological support for teachers.

THE PROBLEM

Statement of the Problem

This study aimed to determine the mediating role of stress level between the relationship of learner's classroom behavior and teachers' sense of self-efficacy in Tubigon West district for school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the level of classroom behavior encountered by the teachers?
2. What is the level of stress experienced by teachers in managing classroom behavioral problems?
3. What is the level of teachers' sense of self-efficacy?
4. Does the teachers' stress level significantly mediate the relationship between the classroom behavior and teachers' sense of self-efficacy?
5. What action plan may be proposed based on the findings of the study?

Null Hypothesis

To test the relationship between classroom behavioral issues, teacher's sense of self-efficacy and teachers' stress levels, the null hypothesis is formulated as follow:

Teachers' stress level does not mediate the relationship between classroom behavioral problems towards teachers' sense of self-efficacy.

RESEARCH METHODOLOGY

Design

This paper was quantitative, non-experimental mediation design. The researcher used questionnaires to measure the classroom behaviors of learners observed by the teachers alongside self-reported stress and self-efficacy levels. The researcher used a descriptive-correlational research design, as it examined relationships among variables without manipulating them. This approach allows the researcher to gather numerical data that strengthen the accuracy and credibility of the findings (Mohajan, 2020)

Environment

The study was administered in the public schools of Tubigon, Bohol. The Municipality of Tubigon was established in 1819; its name evolved from "Tubigan" (meaning "watery place") due to frequent river overflows. It is a first-class municipality with thirty-four (34) barangays. Tubigon is divided into two districts, namely Tubigon West and Tubigon East.

Tubigon East consists of sixteen (16) elementary schools namely: Bagongbanwa ES, Batasan ES, Bilangbilangan ES, Buenos Aires ES, Cabulijan ES, Cawayanan ES, Isaac Lopez ES, Libertad ES, Mocaboc ES, Pangapasan

ES, Talenceras ES, Tan-awan ES, Tinangnan ES, Tubigon East Central ES, Ubay ES and Ubojan ES and three (3) secondary schools namely: Bagongbanwa HS, Cawayanan NHS and Tubigon East Central NHS.

On the other hand, Tubigon West consist of eleven (11) elementary schools namely: Atty. Maximo C. Lasco Memorial ES, Avelino Chagas Memorial ES, Banlasan ES, Cahayag ES, Genonocan ES, Guiwanon ES, Ilijan ES, Jose Boja ES, Pinayagan Norte ES, Pinayagan Sur ES, and Tubigon West Central ES, one (1) primary school namely: Carmen Mellijor PS and two (2) public secondary schools namely: Tubigon West Central HS and Tubigon West NHS.

Respondents

The study's respondents were the one hundred two (102) public elementary teachers of Tubigon West District: Atty. Maximo C. Lasco Memorial Elementary School has a total of five (5) teachers. Avelino Chagas Memorial Elementary School (ACMES) has a total of seven (7) teachers. Banlasan Elementary School (BES) has a total of two (2) teachers. Cahayag Elementary School (CES) has a total of five (5) teachers. Carmen Mellijor Primary School (CMPS) has a total of two (2) teachers. Genonocan Elementary School (GES) has a total of two (2) teachers. Guiwanon Elementary School has a total of nine (9) teachers. Ilijan Elementary School (IES) has a total of four (4) teachers. Jose Boja Elementary School (JBES) has a total of six (6) teachers. Pandan Elementary School (PES) has a total of six (6) teachers. Pinayagan Norte Elementary School (PNES) has a total of six (6) teachers. Pinayagan Sur Elementary School (PSES) has a total of twelve (12) teachers and Tubigon West Central Elementary School has a total of thirty-six (36) teachers. These participants are chosen because they have direct classroom teaching responsibilities and first-hand experience in managing student behavior, making them suitable sources of data for examining the relationship between classroom behavior and their stress levels mediated by stress levels.

Instrument

This study utilized descriptive statistics to analyze the data reflected to the stress levels of the teachers and their self-efficacy. To collect data from the cooperating teacher respondents, a survey questionnaire was used as the main research instrument in a quantitative descriptive-correlational design to examine the relationship between classroom behavior (the independent variable), teachers' stress (mediating variable) and teachers' sense of self-efficacy (the dependent variable). Making the behaviors and experiences meaningful to an outsider, the gathered data were comprehensively described by the research context (Kyngas et al., 2019).

The test-questionnaire was divided into 3 parts. The first part of the questionnaire is all about the classroom behaviors. It has 22 statements and it is adapted from the study of Wati, Mutia, et al. (2025) which is entitled, "Validity of Student Learning Behavior Questionnaire". In this questionnaire, the respondents were asked to rate whether they agree or not to the given statement using a 4-point Likert scale. The responses could either be Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points, and Strongly Disagree = 1 point.

Moreover, the second part is all about teachers' sense of self-efficacy which aimed in managing classroom instruction, student behavior, and professional responsibilities. This is adapted from the study of Cocca, M. and Cocca, A. (2022) which is entitled, "Testing a Four-factor Model for the Teachers' Sense of Efficacy Scale". The respondents were asked to rate whether they agree or not to the given statement using a 4-point Likert scale. The responses could either be Always = 4 points, Often = 3 points, Sometimes = 2 points, and Never = 1 point.

Lastly, the third part focuses on the level of stress acquired by the grade level teachers. In which, it measures how teachers manage stress related to teaching, including handling students' behaviors, paperwork, and other job-related responsibilities. This instrument is adapted from the study of Chan and La Greca (2020) entitled "Perceived Stress Scale (PSS)." In scoring the responses, specific items (questions 4, 5, 7, and 8) are scores were reversed to ensure accuracy in measuring the perceived stress. This means that responses are converted as follows: 0=4, 1=3, 2=2, 3=1, and 4=0. After reversing, all scores are summed to obtain a total score for each respondent. The overall score can range from 0 to 40, with higher scores indicating higher levels of perceived stress. In terms of interpretation, scores ranging from 0–13 are considered low stress, 14–26 indicate moderate

stress, and 27–40 reflect high perceived stress.

Furthermore, in order to check the reliability of the said test questionnaires, a pilot test was done using the Cronbach's alpha. For classroom behavior, the result was 0.91. For teachers' sense of self-efficacy, the result was 0.90. Lastly, for teachers' stress the result was 0.95.

Procedure

Upon gathering the data, the researcher submitted a formal request letter to the Campus Director of Bohol Island State University, Clarin Campus, for the approval of the study. After the approval, a letter of permission was sent to the Schools Division Superintendent of Bohol and afterwards to the District Supervisors of Tubigon East and West districts for their consent. The researcher also asked the permissions and assistance from school principals to survey selected teachers.

After securing permissions from the division and district officials, the researcher will distribute the questionnaire to the respondents – the grade level teachers. The questionnaires will be treated with utmost confidentiality. Each respondent was given ample time to answer the questionnaire. Once done, the said questionnaires were retrieved immediately for tabulation and analysis. When questionnaires were retrieved, the researcher tallied and combined the data in tables. The data gathered underwent statistical treatment as basis for analysis, interpretation, and discussion of results.

Statistical Treatment

After the datum were collected, they were subjected to statistical analysis using appropriate techniques. To get the common behavioral issues encountered by the teachers in the classroom, teachers' sense of self-efficacy and teachers' stress weighted mean and standard deviation were used. Then, to determine if teachers' stress mediate the relationship between classroom behavioral issues and teachers' sense of self-efficacy, One-Way Analysis of Variance (ANOVA) was used.

Further, to examine the significant difference between classroom behavioral issues, teachers' stress levels, and teachers' sense of self-efficacy and the significant relationship between classroom behavioral issues, teachers' stress levels, and teachers' sense of self-efficacy, Pearson's Product-Moment Correlation Coefficient was applied.

RESULTS AND DISCUSSION

This presents the outcome of the study together with their evaluation and interpretation. An analysis of learners' classroom behavior is presented; as well as the level of teachers' sense of self-efficacy and the level of stress acquired by 102 grade level teachers of Tubigon West district. The purpose of this study is to determine if teachers' stress level mediates the relationship between learners' classroom behavior and teachers' sense of self-efficacy by the proposed action plan.

Table 1: Level of Classroom Behavior

To determine the level of classroom behavior, Table 1 presents the degree of classroom behaviors encountered by one hundred two (102) teachers from grades 1 to 6 of Tubigon West District. It breaks down various statements by providing the mean score, standard deviation and its interpretation.

Table 1 reveals that most of the statements fall within at a very high level of behavior, particularly those related to the effectiveness of face-to-face instruction (with the highest mean of 3.95), the role of teachers as facilitators and collaborative learning practices such as sharing ideas, participating in group work, and engaging discussions. The obtained Standard deviation of 0.22, pertains to be relatively low, which means that the respondents share similar views regarding the importance of face-to-face classes in child's learning.

Statement	Mean	SD	Interpretation
1. Face-to-face sessions in class are very useful for me in learning	3.95	0.22	Strongly Agree
2. Teachers are the best facilitator for gaining knowledge	3.82	0.38	Strongly Agree
3. Learners learn more by sharing ideas with other friends	3.73	0.53	Strongly Agree
4. Learners enjoy group work with their classmates	3.71	0.46	Strongly Agree
5. If learners like the subject, they find out more about the material from that subject	3.63	0.51	Strongly Agree
6. Learners are interested in participating in group activities in class	3.61	0.51	Strongly Agree
7. Learners have a responsibility to learn	3.60	0.55	Strongly Agree
8. The ideas conveyed by learners' classmates help them understand the subject matter	3.56	0.56	Strongly Agree
9. Learners prefer to be closely supervised by the teacher when doing schoolwork	3.56	0.52	Strongly Agree
10. Learning activities in class are very interesting for the learners	3.55	0.56	Strongly Agree
11. The notes the teacher wrote on the blackboard helped them study	3.53	0.50	Strongly Agree
12. Learners enjoy discussing with their classmates about school subject matter	3.39	0.58	Strongly Agree
13. If I like a subject, I find out more about the material from that subject	3.38	0.55	Strongly Agree
14. Learners are interested in developing ideas about the subject matter taught by the teacher in class	3.37	0.61	Strongly Agree
15. The material presented in the textbook follows what the teacher teaches in class	3.12	0.79	Agree
16. Learners finished the school assignments given by the teacher.	3.08	0.64	Agree
17. Learners participate in all kinds of subjects	3.04	0.67	Agree
18. Learner's study most of the subject matter themselves	2.91	0.78	Agree
19. Before the exam, they memorized the subject matter being tested	2.84	0.58	Agree
20. Learners need to compete with other students to get good grades	2.80	0.77	Agree
21. In class, learners often sit on the front bench (sitting close to the teacher's desk)	2.75	0.75	Agree
22. Learners need to compete with other students for the teacher's attention	2.72	0.85	Agree
Overall mean	3.35	0.58	Highly Positive

However, the indicator who got the lowest mean is about learners having to compete themselves with others to catch the teacher's attention with the lowest mean of 2.72, although a lot still agree to this. The acquired standard deviation of 0.85 is moderately varied, suggesting that teachers exhibit some differences in perception.

Overall, the findings show that most of the indicators are interpreted as strongly agree, which pertains that a lot of grade level teachers more than just agreed to the statements. Thus, it gained an overall mean of 3.35 which then interpreted as highly positive. This means that learners show positive engagement, participation, and attitudes toward their learning environment. The procured standard deviation of 0.58 is relatively low, indicating that respondents generally share similar views regarding learners' classroom behaviors showed in class.

The above statement supports the study of Thiel, et.al (2023) which states that, classroom order is vital for a smooth teaching and learning. While students demonstrate strong collaborative and teacher-guided learning behaviors, there is a need to enhance their independent learning skills and diversify instructional strategies to further strengthen their academic engagement and autonomy. In addition, this is also supported in Teacher Self-Efficacy (TSE) which it was also stated in Bandura’s Social Cognitive Theory that defines, even in challenging situations teachers believe that they are capable of organizing and executing an action that will influence learners to engage.

Table 2: Level of Stress

To determine the level of stress experienced by teachers in managing classroom behavioral problems, Table 2 presents the level of stress experienced by one hundred two (102) teachers in managing classroom behavioral problems and summarizes the self-reported stress levels over the past month. Also, the table shows the mean scores, standard deviations, and corresponding descriptive interpretations.

Statement	Mean	SD	Interpretation
1. In the last month, how often have you been upset because of something that happened unexpectedly?	2.34	0.88	Sometimes
2. In the last month, how often have you felt nervous and stressed?	2.16	1.04	Sometimes
3. In the last month, how often have you felt that you were unable to control the important things in your life?	2.12	0.99	Sometimes
4. In the last month, how often have you been angered because of things that happened that were outside of your control?	2.02	1.06	Sometimes
5. In the last month, how often have you found that you could not cope with all the things that you had to do?	1.81	1.06	Sometimes
6. In the last month, how often have you felt difficulties piled up so high that you could not overcome them?	1.75	1.11	Sometimes
7. In the last month, how often have you felt that you were on top of things?	1.51	0.92	Almost Never
8. In the last month, how often have you been able to control irritations in your life?	1.29	0.93	Almost Never
9. In the last month, how often have you felt that things were going your way?	1.19	0.83	Almost Never
10. In the last month, how often have you felt confident about your ability to handle your personal problems?	0.95	0.69	Almost Never
Overall mean	1.71	0.95	Moderately Stress

Level of Stress	f	%
Low (0-13)	19	19
Moderate (14-26)	83	81
High (27-40)	0	0

Performance Summary	
Mean:	17
Standard Deviation:	5.01
Interpretation:	Moderately Stress

The findings indicate that most of the indicator falls within the moderate level of stress. The highest-rated item states how often teachers have been upset which gained the mean of 2.34, which suggests that most of the time teachers felt angry or distressed when something happened abruptly. The obtained standard deviation of 0.88 means moderately dispersed which imply that teachers have different views regarding the said statement.

In contrast, the indicator which gained the lowest mean of 0.95 pertains to teachers' lack of confidence in their ability to handle their own problems, which implies that most teachers experience difficulty managing their challenges independently and may require additional support or interventions to strengthen their self-confidence and problem-solving skills. The obtained standard deviation of 0.69 is low, pertaining it is closely clustered around the mean and respondents generally share similar views with regards to not having a confidence in handling their own problems. However, the presence of both moderate and high stress indicators implies that stress management remains an important concern in the mental health of all teachers. This is stated by the study of Zhou et al., (2021) which state that teachers often feel stressed when they perceive a lack of control over behavioral challenges. Thus, by providing teachers with an intervention to help them develop and utilize emotional support, workload management and coping skills, there are opportunities for stress levels to decrease and teachers' overall well-being and efficiency in the classroom will increase.

Overall, the composite mean of 1.71 reflects a moderate level of stress across all indicators, implying that teachers may sometimes experience stress in both their professional and personal lives. Correspondingly, the attained standard deviation of 0.95 is also moderately dispersed which means that teachers have different views regarding the level of stress they experienced. With that, this level of stress remains generally manageable and does not severely hinder their sense of self-efficacy. With that, this finding can be explained through Hobfoll's Conservation of Resources Theory (1989), which states that individuals strive to attain and maintain resources, and stress occurs when these resources are threatened or drained.

Moreover, the number of respondents who are in the range of 0-13 which then interpreted as low stress are 19 (19%), indicating that only 19 out of 102 grade level teachers did not experience stress due to learners' classroom behavioral issues and their self-efficacy. In the contrary, 83 out of 102 grade level teachers (81%) were experiencing moderate stress level. This indicates that stress is present among most individuals but has not reached severe levels.

The computed mean score of 17 further supports this finding, as it falls within the moderate range (14–26), while the standard deviation of 5.01 suggests a moderate spread of responses, meaning that stress levels are somewhat varied but still clustered around the average. Overall, the results imply that while extreme stress is not evident, a large proportion of respondents are experiencing noticeable stress that may still require attention and appropriate interventions to prevent escalation. This aligns the study of Demerouti et al. (2001) about the Job Demands-Resources (JD-R) as it states that stress arises when job demands, such as managing classroom behavior, outweigh available resources like support, time, and coping strategies. Thus, maintaining a balance between job demands and resources is essential to prevent excessive stress, particularly in managing classroom behavioral challenges, ensuring that teachers remain effective and resilient in their roles.

Table 3: Teachers' Sense of Self-Efficacy

To determine the level of teachers' self-efficacy, Table 3 shows the level of teachers' sense of self-efficacy, which is based on a study with 102 teachers using the mean and standard deviation and its interpretation.

The data reveals that all eighteen (18) indicators were all interpreted as Strongly Agree, which imply that all teachers more than just agreed to the statements. The highest-rated indicator of teachers' self-efficacy is the ability to help students value learning with the highest mean of 3.85 suggesting that teachers are highly effective in fostering positive attitudes toward education. The pertained standard deviation of 0.36 implies very low variability which means that all respondents share the same view and experiences regarding how capable they are in helping their learners.

Further, the lowest-rated indicator (though still within a very high level), is about assisting families in helping their children succeed with the mean of 3.41 and is interpreted as Strongly Agree. This suggests the one of the teachers' roles is to also help the learners' families to do well in school. The standard deviation of 0.60 pertains to be relatively low, which means that most of the teachers have the same perception regarding helping the parent's child with school matters.

Statement	Mean	SD	Interpretation
1. I can help my students value learning.	3.85	0.36	Strongly Agree
2. I can establish routines to keep activities running smoothly.	3.75	0.46	Strongly Agree
3. I can get children to follow classroom rules.	3.75	0.45	Strongly Agree
4. I can provide an alternative explanation, for example, when students are confused.	3.72	0.47	Strongly Agree
5. I can adjust my lessons to the proper level of individual students.	3.69	0.49	Strongly Agree
6. I can craft good questions for my students.	3.69	0.47	Strongly Agree
7. I can foster student creativity.	3.65	0.50	Strongly Agree
8. I can respond to difficult questions from my student.	3.63	0.53	Strongly Agree
9. I can establish a classroom management system with each group of students.	3.61	0.55	Strongly Agree
10. I can gauge student comprehension of what I have taught.	3.61	0.51	Strongly Agree
11. I can use a variety of assessment strategies.	3.60	0.53	Strongly Agree
12. I can calm a student who is disruptive or noisy.	3.59	0.49	Strongly Agree
13. I can provide appropriate challenges for very capable students.	3.55	0.56	Strongly Agree
14. I can implement alternative strategies in my classroom.	3.54	0.56	Strongly Agree
15. I can respond to defiant students.	3.53	0.52	Strongly Agree
16. I can improve the understanding of a student who is failing.	3.52	0.56	Strongly Agree
17. I can keep a few problem students from ruining an entire lesson.	3.51	0.52	Strongly Agree
18. I can assist families in helping their children do well in school.	3.41	0.60	Strongly Agree
Overall mean	3.62	0.51	Highly Performing

Overall, in terms of level of teachers' sense of self-efficacy it gained a composite mean of 3.62 indicates a highly performance towards grade level teachers. This also confirm that teachers consistently demonstrate a strong professional competence across various aspects of teaching. The acquired standard deviation of 0.51 is relatively low which means that the respondents share comparable experiences and views. Further, the study also presents that teacher have a comprehensive skill set that balances instructional knowledge and classroom management with their responsiveness to the individual needs of learners; which contributes to their high level of self-efficacy. As stated by the article XIV, Section 1 of the 1987 Philippine Constitution which mandates that "the State shall protect and promote the right of all individuals to a quality education at all levels," which the government emphasizes the responsibility of educators to create accessible and conducive learning environments.

Table 4: Mediation Result of Teachers' Stress Level mediate the relationship between the Classroom Behavior and Teachers' Sense of Self-Efficacy

To determine if teachers' stress level significantly mediate the relationship between the classroom behavior and teachers' sense of self-efficacy, Table 4 shows the mediation and path estimates, standard error (SE), z-score or test statistics (Z) and the probability value (p-value).

The data shows the path estimates provide deeper insight into the relationships among variables. Classroom behavior has a strong positive effect on stress as the estimate coefficient is high (Estimate = 1.707). Similarly, it also shows there is a significant relationship between classroom behavior towards the stress level experienced

Path Estimates

Effect	Estimate	SE	Z	p-value
Behavior to Stress experienced	1.707	0.0459	37.2	< .001
Stress experienced to Self-efficacy	-0.392	0.0350	-11.2	< .001
Behavior to Self-efficacy	1.528	0.0618	24.7	< .001

Mediation Estimates

Effect	Estimate	SE	Z	p-value
Indirect	-0.668	0.0623	-10.7	< .001
Direct	1.528	0.0618	24.7	< .001
Total	0.860	0.0242	35.5	< .001

Mediation Analysis Summary	p-value:	< .001
	p-crit:	.005
	Interpretation:	< 0.05
	Decision:	Reject H ₀

by the grade level teachers as its probability value of < .001 is less than 0.05 – which then interpreted as statistically significant.

In terms of Stress experienced by the teachers to their self-efficacy, data also reveals that stress has a significant negative effect on self-efficacy (Estimate = -0.392), since the p-value (< .001). is smaller than 0.05. Additionally, in terms of learners' classroom behavior towards teachers' sense of self-efficacy, the data presents that classroom behavior directly and positively affects teachers' self-efficacy, and there is a significant difference between the two (Estimate = 1.528, p-value = < .001), since the p-value is still less than the critical value of 0.05.

In addition, the results indicate that teachers' stress levels significantly mediate the relationship between classroom behavior and teachers' sense of self-efficacy. The indirect effect is statistically significant (Estimate = -0.668) since the probability values (p-value = < .001) is less than 0.005, confirming the presence of mediation.

Further, the negative indirect effect suggests that as classroom behavior influences stress levels, as it increases the stress that teachers felt and reduces the self-efficacy of the teachers. Meanwhile, the direct effect (Estimate = 1.528) remains significant, since the probability values (p-value = < .001) is smaller than the probability critical value of 0.05. This indicates that classroom behavior still has a strong positive influence on teacher self-efficacy even when stress is accounted for. Since, both direct and indirect effects are significant, this implies teachers' stress level mediate the relationship between the classroom behavior and teachers' sense of self-efficacy. This pertains that when teachers felt stress, it affects their learners and their sense of self-efficacy in school. This also supports the Transactional Model of Stress and Coping of Lazarus & Folkman in 1984, states that teacher feel stress because of the demands they are experiencing in school.

Overall, the total effect (Estimate = 0.860, p-value = < .001) confirms that classroom behavior overall improves teachers' sense of self-efficacy. Hence, the data shows that it is statistically significant. These findings highlight that while positive classroom behavior can increase teacher's sense of self-efficacy, high stress levels can also weaken it, emphasizing the importance of stress management in educational settings. This supports the theory of Hobfoll's Conservation of Resources in 1989, and Job Demands-Resources (2001) which he explained how vital it is to balance the job demands to avoid feeling stress. Further, the mediation analysis summary also shows us that teachers' stress level has a significant relationship between learners' classroom behavior and teachers' sense of self-efficacy as the probability value (p-value = < 0.01) is lesser than the probability critical value of 0.05. Thus, the null hypothesis is rejected.

CONCLUSION

The results of the study indicate that both classroom behavior and teachers' sense of self-efficacy are at high levels indicating that the teaching-learning environment is productive and successful for all involved. However, despite the favorable conditions, teachers were still experiencing a moderate level of stress, which supports that there are still many challenges teachers are facing. Additionally, there was a strong and significant relationship between teachers' levels of stress and their sense of self-efficacy in the classroom, which implies that stress is an influential factor in the success of teaching. Overall, the results of this research support the idea that teaching effectiveness is tied to the effective management of stress; therefore, stress management is essential to maintaining effective and sustainable high-quality teaching.

RECOMMENDATIONS

Based on the conclusions above, the researcher came up with the following recommendations:

1. Provide continuous professional development focusing on student-centered, collaborative, and innovative teaching strategies to sustain high classroom behavior and their sense of self-efficacy.
2. Conduct regular monitoring and evaluation of teachers' stress levels, classroom behavior, and sense of self-efficacy to guide data-driven interventions.
3. Implement stress management programs such as wellness seminars, mental health support sessions, and relaxation activities to help teachers cope with work-related pressures.
4. Strengthen peer support systems through mentoring programs, team teaching, and regular collaboration among teachers.
5. Implement the workplace application plan suggested by the researcher to help both learners and teachers with the demands in school.
6. Future researchers may explore additional variables such as leadership support, organizational climate, and coping mechanisms to further understand factors affecting teachers' sense of self-efficacy.

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APPENDIX

The Proposed Action Plan



Republic of the Philippines
Department of Education
REGION VII, CENTRAL VISAYAS
SCHOOLS DIVISION OF BOHOL

WORKPLACE APPLICATION PLAN

I. Proponent's Profile

PROONENTS NAME:	Christine B. Marcojos	POSITION:	T-1
SCHOOL	Tubigon West Central Elementary School	SCHOOL ID:	118797
SDO AND REGION:	BOHOL, RO7	PD PROGRAM ATTENDED:	
COACH/MENTOR:		POSITION:	
ASSISTANT SCHOOLS DIVISION SUPERINTENDENT	NIEL MICHAEL G. OLAIVAR, PHD	SCHOOLS DIVISION SUPERINTENDENT	FAY C. LUAREZ EDD, PHD-TM, CESO VI

II. PROGRAM/PROJECT PROFILE

Title	<i>Classroom Behavior Strategies: A Key to Enhance Teachers' Self-Efficacy and Managing Stress</i>	Type of Intervention	Special Project / Activities with LAC Integration
Rationale	<p>This Workplace Application Plan is anchored on the findings of the study specifically how stress levels mediate the relationship towards classroom behavior and teachers' sense of self-efficacy. It aims to improve teachers' sense of self-efficacy while managing stress through effective classroom behavior strategies. The findings show that teachers generally demonstrate high performance and maintain positive classroom behavior during instruction. However, moderate stress levels indicate ongoing challenges in the teaching environment. The results also reveal a strong relationship among classroom behavior, teachers' stress, and sense of self-efficacy, with teachers' stress acting as a significant mediating factor. Positive classroom behavior enhances teachers' sense of self-efficacy and reduces stress, while poor behavior has the opposite effect. The presence of partial mediation suggests that even well-managed classrooms do not eliminate stress, highlighting the need for interventions, professional development, and supportive conditions to improve teachers' self-efficacy.</p> <p><i>This initiative is grounded in key legal frameworks such as the 1987 Philippine Constitution (Article XIV, Section 1), which emphasizes the right of all citizens to quality education at all levels and Philippines' historic Magnolia Law, also known as Republic Act No. 11210, which makes mental health and the general well-being a priority — which includes stress experienced by the teachers</i></p>		
Program/Project Description	<p>This action plan is designed to support teachers in effectively handling classroom behaviors while strengthening their confidence in teaching. It provides practical strategies, training, and support systems that help reduce stress and improve</p>		

	classroom management. Through this program, teachers are equipped with skills that promote positive learning environments, leading to better teaching performance, sense of self-efficacy and overall well-being.
Program/Project Objectives (Application Objectives)	<p><i>Knowledge:</i> Understand the classroom behavior management theories and strategies and learn the stress management techniques and coping mechanisms</p> <p><i>Skills:</i> Design valid assessment tools, conduct item analysis, interpret data, and apply results to improve instruction.</p> <p><i>Attitude:</i> Demonstrate collaboration, reflective practice, and commitment to teacher well-being and learner-centered instruction.</p>
Delivery Platform	Face-to-face, LAC sessions and mentoring support
Timeline	Whole School Year (10 months)

III. Funding Details

Amount Needed:	Php.30, 000.00	Budget Allocation (Breakdown) on (Breakdown)	2k – Resource
Funding Source:	MOOE/SEF		Speaker (1)
			10k – Materials
			18k – snacks and lunch

IV. ACTION PLAN

Milestone	Activities	Timeline	Resources Needed	Expected Output/ Outcome	Mentoring Schedule
Milestone 1: Enhance positive classroom behavior and learners' self-efficacy	Conduct training on student-centered and collaborative learning strategies	Whole School Year	Curriculum guides, assessment frameworks, form 14, learners' monitoring sheet, Item analysis reports,	Sustained high level of student engagement and participation and help improve their self-efficacy	Monthly
Milestone 2: Reduce teachers' stress levels	Organize stress management seminars, wellness programs, and mental health support sessions	Whole School Year	Stress survey questionnaire Health monitoring sheet	Reduced stress and improved teacher well-being	Every trimester
Milestone 3: Strengthen teacher performance and Self-efficacy	Provide regular instructional coaching and classroom observation with feedback	Whole School Year	COT forms and item review checklists	Improved teaching strategies and classroom management	Every trimester
Milestone 4: Monitor and evaluate progress	Conduct regular assessments of classroom behavior, stress levels, and	Whole School Year	Monitoring Sheet, Survey Questionnaire	Data-driven improvements and sustained effectiveness	Every trimester

	teachers' self- efficacy				
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V. RISKS AND MITIGATION STRATEGIES

Identified Risk	Mitigation Measure
Teacher's resistance or lack of cooperation from students and inconsistent application of behavior strategies by teachers	Establish clear rules, routines, and positive reinforcement systems and provide teacher training and regular monitoring for consistent implementation
Heavy workload and time constraints and lack of support from administration or colleagues	Implement time management strategies and workload balancing towards teachers and provide peer support groups and administrative assistance programs
Limited access to professional development opportunities and low teacher motivation or burnout	Conduct regular training, workshops, and coaching sessions and introduce recognition systems and wellness programs to boost morale
Inaccurate or incomplete data collection and lack of follow-through in evaluation processes	Use standardized tools and clear data collection procedures and set regular evaluation schedules and assign responsible personnel

VI. Monitoring and Evaluation Plan

Milestone	Monitoring Tool / Method	Timeline	Responsible Person
Milestone 1	Learners' monitoring sheet, form 14	Whole School year	School Head, Master Teachers, Teachers
Milestone 2	Stress survey questionnaire and Health monitoring sheet	Whole School year	School Head, Master Teachers, Teachers, Resource Speaker
Milestone 3	COT forms and item review checklists	Whole School year	School Head, Master Teachers, Teachers
Milestone 4	Monitoring Sheet and Survey Questionnaire	Whole School year	School Head, Master Teachers, Teachers

Declaration:

I hereby declare the information provided in this application is true and correct to the best of my knowledge. I agree that the Department of Education (DepEd) to be the co-owner of all the data gathered and the copyright of any publication of the use of this data.

Prepared by:	Signature:	Date:

Reviewed by:		
Recommending Approval:		

Approved by:		