IJAMS

A Relationship Of Teachers' Classroom Management Practices and Their Teaching Satisfaction

GIRLIE JALUAG YABO
Payao National High School
Department of Education
Division of Zamboanga Sibugay
gerlie.yabo@deped.gov.ph

SHEILA BULFA SOLEDAD-DALUMPINES
St. Vincent's College Incorporated
Dipolog City
Zamboanga Del Norte

Abstract — This study explores the idea that classroom management is not only about maintaining order but also significantly influences teachers' satisfaction in their teaching roles. It aims to determine the relationship between teachers' classroom management practices and their teaching satisfaction within the context of secondary schools in Payao District, Zamboanga Sibugay. Through a descriptive-correlational research design, the investigation centers on how various classroom management strategies, encompassing discipline, teaching and learning approaches, and personal interactions, influence teachers' overall job satisfaction. Survey data were collected from 100 secondary school teachers, providing insights into their classroom management practices and the resultant satisfaction in their teaching roles. The findings highlight a significant association between effective classroom management and heightened teaching satisfaction, emphasizing the critical role of a well-managed classroom environment in fostering teacher fulfillment. This study aimed to determine the relationship between teachers' classroom management practices and their level of teaching satisfaction. A descriptive survey was used as the instrument to gather the perceptions of the teachers within the study. The participants of the study were teachers of 6 secondaries of Payao District, Division of Zamboanga Sibugay for the school year 2023-2024. The teachers in the study demonstrated strong classroom management skills, indicating that they were effective in maintaining order, discipline, and a conducive learning environment within their classrooms. Moreover, the correlation between "Discipline" and "Satisfaction with life" ($r =.33^{***}$) underscores the impact of effective classroom management on teachers' overall well-being and life satisfaction. The findings of this study have a significant impact on understanding the relationships between classroom management practice and teachers' satisfaction.The study also explores teacher characteristics such as age, gender, and years of teaching experience on classroom management and teaching satisfaction, offering valuable perspectives for enhancing teacher training and professional development programs. This research contributes to the broader understanding of the dynamics between classroom management and teacher satisfaction, underlining the importance of supportive teaching environments for educational success.

Keywords — Classroom Management, Classroom Management Practices, Teaching Satisfaction, Secondary School Teacher

I. Introduction

Effective classroom management is a fundamental aspect of teaching, as it directly impacts the overall learning good classroom management will be the capital of the success of a learning activity if it is carried out by people who are responsible for the learning and teaching process intending to achieve an ideal situation so that the desired learning and teaching activities will be realized (Sholeh, et al., 2021). Effective learning activities are able to encourage students to get optimal learning achievement. Although the effectiveness and quality of learning are not only observed from the achievement of student learning outcomes, but also about how the learning process runs. (Arifin et al. 2021).Classroom management is not always related to problems, but rather to organize the class as a place to carry out teaching. Classroom management will be efficient if the teacher can pay attention to the activities that are taking place at the same time. The figure of a teacher who understands about himself is also easy to put himself in teaching and learning techniques. (Magdalena et al. 2020).

According to Elrayah (2022) The teaching profession is the key factor that supports any plans for social, economic, and cultural development. The effectiveness of learning processes depends on many factors like the level of job satisfaction, self-efficacy, engagement, and stress among teaching professionals.

When teachers understand how to manage and control the learning processes effectively and professionally, then they start to add more value to their jobs. In addition, this leads to improving their personnel and social benefits (Bandura, 2000). A safe school atmosphere must be established by classroom behavior, such as a decrease in hostility and adherence to rules. However, many instructors lack adequate classroom management training when they first start their jobs and face difficulties ever after (Simonsen et al., 2013).

In a safe environment, it is realistic to expect behaviors in the classroom such as reduced aggression and better adherence to rules. Therefore, teachers' self-efficacy may have a big impact on how much they participate in the process of using strategies that support classroom management styles. (Sørlie & Torsheim, 2011).

The purpose of this study is to determine the relationship of teacher's classroom management and their teaching satisfaction. Furthermore, it seeks to investigate teachers' classroom management practices in discipline, teaching and learning, and personal aspects. It also aims to investigate teachers' teaching satisfaction, as well as their self-esteem, personal growth, stress factor, work itself, and their level of life and work satisfaction.

Literature Review

Evolution of Classroom Management

Classroom management and school discipline have been integral aspects of the education system for centuries, shaping the learning environment and fostering a conducive atmosphere for academic growth. Over time, educators have embraced a variety of methods to maintain order and promote learning. From the humble beginnings of blackboards and chalk to the rise of digital tools, technology has played a significant role in transforming how classrooms are managed. This article explores the evolution of classroom management and school discipline, highlighting the past innovations that have shaped the present and the emerging technologies that promise to revolutionize the future of education. Classroom observations systematically measure teachers' performance, offering an effective professional development method. Teachers perceive classroom observations as enhancing their knowledge, skills, and teaching practices, providing professional development opportunities, and contributing to their overall growth. It is recommended that teachers pursue postgraduate studies to further improve their teaching skills and knowledge in various subjects. (Reños & Pontillas, 2024).

Research on classroom management has typically focused on the identification of individual practices that have some level of evidence to support their adoption within classrooms. These practices are then combined under the assumption that, if individual practices are effective, combining these practices into a package will be equally, if not more, effective. Textbooks are written and policies and guidelines are disseminated to school personnel based on these assumptions. Without research that examines classroom management as an efficient package of effective practices, a significant gap in our current knowledge base still exists. In this study, we have delved into teachers' perceptions in order to cast light on how they perceive their role and classroom management practices in technology-rich environments, but the field certainly has more space for pupils' voices, as well (Meinokat and Wagner, 2021). In the light of lack of uniform definitions and practices, as well as scarcity of relevant studies from primary education (Cho et al., 2020; Meinokat and Wagner, 2021) we find these results promising regarding implications toward succeeding in classroom management in technology-rich learning environments but acknowledge the need for gaining more knowledge and further research focusing particularly on classroom management in primary education.

The Impact of Emotional Intelligence

Since recent years, emotional intelligence (EQ) has gained prominence in the field of science education and has been widely regarded as an important element in classroom management (CM). It is known that educators with EQ have a positive effect on academic achievement and that these teachers also increase their CM. This is also reflected in school success. In addition, teachers with EQ have better CM skills. Thus, anyone with good CM skills can create a positive learning environment.

This study examines how teachers manage classrooms using EQ. Furthermore, Scherzinger and Wettstein (2019) discuss behavior management and its difficulties in a different study. They believe that among other things that influence classroom behavior, one needs to be aware of how teachers interact with their students. These studies suggest that emotional intelligence plays a critical role in classroom behavior management. This guarantees a positive teacher-student dynamic and allows an environment that is conducive to learning to be established.

It suggests that focusing on goals of learning rather than behavior can alter the interpretations of events by exposing how teachers maintain withitness and how differing levels of experience informs teachers' professional vision for classroom events. (Wolff, Jarodzka & Boshuizen), 2021).

Challenges and Innovations in Online Learning

The Covid-19 pandemic affected education all over the world and required teachers to urgently adapt themselves to online learning and teaching environments (Hargreaves & Fullan, 2020; Stamatis, 2021). Teachers faced some unpredictable difficulties while trying to adapt to online learning unprepared (Choi et al., 2021). At the beginning of the process, the fact that teachers were not very familiar with online teaching was a challenging factor (Gülmez & Ordu, 2022). In addition, teachers experienced difficulties in performing professional duties such as lesson planning, assessment of learning, communication with parents, and differentiated instruction in the online environment (Marshall et al., 2020). According to VanTassel-Baska (2022) teachers' timely feedback and formative assessments during the teaching process had the greatest impact on academic outcomes. Additionally, Farrell and Ashcraft (2024) discuss how teachers' decisions before, during, and after lessons contribute to class organization. Nagro, Fraser, and other authors (2019) emphasize the importance of proactive classroom management strategies embedded in lesson planning to enhance student engagement and maintain an organized learning environment.

Effective classroom management skills are already essential under normal circumstances, but in cases of major crises such as pandemics or natural disasters, the typical functioning of schools is disrupted. Such conditions necessitate the transition to distance education, making classroom management skills even more critical for several reasons (Goldman et al., 2021). For instance, new challenges appear in the way teaching practices and student behaviors are managed (Lohmann et al., 2021). As observed during distance education, younger students started to be more unwilling and uninterested in regarding participation in the learning process and found the process boring and meaningless (Stamatis, 2021). Issues related to the implementation of rules and behavioral expectations can be considered other classroom management factors that have caused difficulties during this process.

Teacher Job Satisfaction and Student Discipline

Theory indicating a person's emotions and behaviors for the workplace may influence their job satisfaction. (Bukmman, 2021). Research findings over the past 20 years have generally supported Bandura's (1986) contention that efficacy beliefs mediate the effect of skills or other self-beliefs on subsequent performance attainments. Research highlights Leadership has a positive and insignificant effect on Job Satisfaction, Work Motivation has a positive and significant effect on Job Satisfaction, Teacher job satisfaction is an essential factor for teachers' and school effectiveness and students' academic and educational achievement (Andrianto et al., 2023).

Based on Bandura's (2010) social cognitive theory, Lent and Brown (2006) proposed a theory of job satisfaction that combines many components into a unified and empirically testable model. Social cognitive theory proposes a multifactorial model of job satisfaction that integrates different factors and explains how these factors contribute to job satisfaction and life satisfaction (Lent and Brown, 2006; Marcionetti and Castelli, 2022).

Furthermore, teachers' high job satisfaction had positive effect on teachers' commitment, as opposite low job satisfaction had negative effect on teachers' commitment, preparation and students' learning outcomes, teacher retention and absenteeism (Kedir et al., 2021) However, the existing research has primarily focused on the challenges faced by novice teachers in managing their classrooms, with less attention given to the strategies employed by experienced teachers to maintain a positive and productive learning environment.

To address this research gap, this paper aims to explore the classroom management practices of experienced teachers and their influence on teaching satisfaction.

Distinct studies showed a positive relationship between emotional intelligence and conflict management. However, there is a lack of research on how teachers' classroom management influences conflict in teacher's satisfaction. Teacher job satisfaction and retention are critical in maintaining a high-quality education system. The researcher aims to find out that there is more to classroom management other than discipline; that classroom management can also be within the context of relationship between the student and the teacher, among secondary school teachers in the Payao District, Zamboanga Sibugay Division, in order to enhance performance and raise academic standards.

II. Methodology

Research Design

The study employed descriptive-correlational research, in which survey questionnaire was the primary data collection tool, enabling the collection of quantitative data on various aspects of classroom management and teaching satisfaction. In this context, descriptive statistics was utilized

to summarized and described the gathered data, providing insights into the current state of classroom management practices. Then, correlation analysis was conducted to examine the relationships between different dimensions of classroom management, shedding light on how these factors interact and potentially influence each other within the educational context. The adoption of this research design allows for a comprehensive understanding of the complexities and interconnections inherent in effective classroom management strategies.

Research Environment

The research was conducted in the Division of Zamboanga Sibugay, Payao District. The main purpose of this study is to find out the relationship of teachers' classroom management and their teaching satisfaction in 6 secondaries' of Payao District. At the time of the study, there were 210 secondary school teachers for the school year 2023-2024. The schools are located in rural area were electricity and internet are accessible in some area.

Research Respondents and Sampling

Purposive sampling was employed in this study. The respondents of the study were the 100 secondary teachers of Payao District. Descriptive correlational technique was used to determine the relationship of the two variables.

Research Instrument

The questionnaire for the level of classroom management is the instrument which was validated in a study of Diaz et al. (2018). The questionnaire was used to examine classroom management practices in three different dimensions: Discipline, Teaching and Learning, and Person. On the other hand, the Cantrell-Scamara study was the inspiration for the Teacher Satisfaction Survey, which was used to gauge how satisfied teachers are with their instruction. The categories were: (1) self-esteem; (2) professional growth; and (3) stress factors. The questionnaire for work itself, satisfaction with life, and satisfaction with work were adapted respectively from Bowling, et al. (2018), Vasquez, et al. (2013), and Merino, et a.l, (2021).

Treatment of Data

To determine the relationship of teachers' classroom management practices and their teaching satisfaction, multiple regression analysis was used. The following statistical continuum were used:

A. Classroom Management

Scale	Range	Description	Interpretation
5	4.51 – 5.00	Always (Usually displayed	Excellent
4	3.51 – 4.50	Often (Displayed regularly)	Very Good
3	2.51 – 3.50	Sometimes (Displayed Occasionally)	Good
2	1.51 – 2.50	Rarely (Displayed almost never)	Poor
1	1.00 – 1.50	Never (Never Displayed)	Very Poor

B. Level of Teachers' Teaching Satisfaction

Scale	Range	Description	Interpretation
6	5.51 – 6.00	Extremely true of me	Extremely Satisfied
5	4.51 – 5.50	Very true of me	Very Satisfied
4	3.51 – 4.50	True of me	Somewhat Satisfied
3	2.51 – 3.50	Somewhat true of me	Somewhat Dissatisfied
2	1.51 – 2.50	Not Very true of me	Very Dissatisfied
1	1.00 – 1.50	Not at all true of me	Extremely Dissatisfied

III. Results and Discussion

Table 1 Teachers' Classroom Management and Teaching Satisfaction

Variable	*M*	*SD*	Cronbach's α
Discipline	3.89	0.55	0.87
Organization of the lesson	4.26	0.57	0.91
Interaction during the lesson	4.29	0.52	0.89
Teacher-student personal communication	4.40	0.50	0.89
Psychological and Social classroom Environment	4.56	0.55	0.96
Self-esteem	4.76	0.90	0.85
Professional Growth	4.70	0.92	0.82
Stress Factors	3.64	1.04	0.84
Work Itself	4.46	0.90	0.93
Satisfaction with life	4.35	1.10	0.95
Satisfaction with work scale	4.20	1.11	0.93

After inspecting the internal consistency reliability of the items measuring each variable. Table 1 show that the scales for organization of the lesson and the psychological and social classroom environment have excellent internal consistency reliability. The scales for discipline, interaction during the lesson, and teacher-student personal communication obtained good internal consistency reliability. As for teaching satisfaction, the scales for work itself, satisfaction with life, and satisfaction with work obtained excellent internal consistency reliability. The scales for self-esteem, professional growth, and stress factors obtained good internal consistency reliability. Furthermore, as shown in mean scores of the variables on classroom management, the level of psychological and social classroom environment is excellent. The levels of discipline, organization of the lesson, interaction during the lesson, and teacher-student personal communication are very

good. In terms of the teachers' teaching satisfaction, the self-esteem and professional growth were both at very satisfied levels, while all the other teaching satisfaction variables were at somewhat satisfied levels.

Relationship between Teachers' Classroom Management and Teaching Satisfaction

Correlations among the Variables, before testing the relationship between the classroom management variables with the teaching satisfaction variables through multiple regression analysis, a correlation analysis was first performed to check if the variables are linearly associated. It was found out that all classroom management variables are positively correlated with each other, indicating that they are dimensions of classroom management. All teaching satisfaction variables are also positively correlated with each other indicating that they are dimensions of the teaching satisfaction. Except for student-teacher personal communication, all the independent variables are generally linearly associated with the dependent variables.

Table 2 Results of Multiple Regression Predicting Self-esteem

Predictor	B	β	SE	t	p
(Intercept)	1.28		0.92	1.39	.169
Discipline	0.22	0.13	0.19	1.14	.257
Organization of the lesson	0.53	0.34	0.22	2.45	.016
Interaction during the lesson	-0.39	-0.23	0.28	-1.39	.169
Teacher-student personal communication	0.14	0.08	0.23	0.62	.539
Psychological and social classroom environment	0.31	0.19	0.18	1.70	.093

Table 2 shows that organization of the lesson was significantly related with self-esteem. The other predictor variables were not related with self-esteem. The model explained 13.6% of the variance in self-esteem, $F(5, 99) = 4.108$, $p = .002$.

Table 3 Results of Multiple Regression Predicting Professional Growth

Predictor	B	β	SE	t	p
(Intercept)	1.94		0.98	1.99	0.050
Discipline	0.61	0.36	0.20	3.07	0.003
Organization of the lesson	-0.05	-0.03	0.23	-0.23	0.818
Interaction during the lesson	-0.34	-0.19	0.30	-1.14	0.257
Teacher-student personal communication	0.25	0.14	0.24	1.04	0.303
Psychological and social classroom environment	0.21	0.13	0.19	1.10	0.273
Adjusted R^2 = .084					

Table 3 present that discipline was significantly related with professional growth. The other independent variables were not related with professional growth. The model explained 8.4% of the variance in professional growth, $F(5, 99) = 2.812$, $p = .021$.

Table 4 Results of Multiple Regression Predicting Stress Factors

Predictor	B	β	SE	t	p
(Intercept)	1.62		1.12	1.44	.15
Discipline	0.56	0.30	0.23	2.45	.02
Organization of the lesson	-0.22	-0.12	0.27	-0.82	.42
Interaction during the lesson	0.01	0.01	0.34	0.03	.98
Teacher-student personal communication	0.25	0.12	0.28	0.89	.38
Psychological and social classroom environment	-0.08	-0.04	0.22	-0.36	.72
Adjusted R² = .040					

Table 4 shows that discipline was significantly related with stress factors. The other independent variables were not related with stress factors. The model explained 4% of the variance in stress factors, $F_{(5, 99)} = 1.821$, $p = .116$.

Table 5 Results of Multiple Regression Predicting Work Itself

Predictor	B	β	SE	t	p
(Intercept)	1.56		0.95	1.63	.11
Discipline	0.08	0.05	0.20	0.39	.70
Organization of the lesson	0.34	0.24	0.23	1.68	.10
Interaction during the lesson	-0.17	-0.10	0.29	-0.60	.55
Teacher-student personal communication	0.05	0.03	0.24	0.21	.83
Psychological and social classroom environment	0.33	0.20	0.19	1.78	.08
Adjusted R² = .073					

None of the independent variables in the model presented in Table 7 were related to the job itself. The model explained 7.3% of the variance in the job itself, $F_{(5, 99)} = 2.561$, $p = .032$.

Table 6 Results of Multiple Regression Predicting Satisfaction with Life

Predictor	B	β	SE	t	p
(Intercept)	0.98		1.13	0.86	.39
Discipline	0.63	0.31	0.23	2.72	.01
Organization of the lesson	-0.24	-0.13	0.27	-0.92	.36
Interaction during the lesson	0.41	0.19	0.34	1.18	.24
Teacher-student personal communication	-0.42	-0.19	0.28	-1.50	.14
Psychological and social classroom environment	0.46	0.23	0.22	2.05	.04
Adjusted R² = .133					

Table 6 shows that discipline and Psychological and social classroom environment were significantly related with satisfaction with life. The other independent variables were not related with satisfaction with life. The model explained 13.3% of the variance in satisfaction with life, $F_{(5, 99)} = 4.035$, $p = .002$.

Table 7 Results of Multiple Regression Predicting Satisfaction with Work

Predictor	B	β	SE	t	p
(Intercept)	-0.12		1.11	-0.10	.92
Discipline	0.84	0.41	0.23	3.70	< .001
Organization of the lesson	-0.24	-0.12	0.26	-0.90	.37
Interaction during the lesson	0.28	0.13	0.34	0.83	.41
Teacher-student personal communication	-0.14	-0.06	0.28	-0.52	.61
Psychological and social classroom environment	0.32	0.16	0.22	1.47	.15
Adjusted R^2 = .177					

Table 7 interprets that discipline was significantly related with satisfaction with work. The other independent variables were not related with satisfaction with work. The model explained 17.7% of the variance in satisfaction with work, $F_{(5, 99)}$ = 5.260, p = .001.

Interpretation of Results

This study attempted to determine the relationship between teachers' classroom management practices and their teaching satisfaction. On the other hand, this also determined if the teachers' classroom management practices predict their teaching satisfaction.

The results of the study explained the excellent internal consistency reliability of the scales measuring the organization of the lesson and the psychological and social classroom environment indicates that these areas are well-structured and likely to be effective in fostering a conducive learning atmosphere. A positive psychological environment can enhance student engagement and motivation, which is crucial for effective learning. Educators should prioritize maintaining this environment as it directly correlates with students' academic success.

Moreover, the Very good mean scores suggest that teachers are successfully implementing strategies that promote a supportive classroom culture. This reinforces the idea that investing in professional development focused on creating inclusive environments can yield significant benefits for both teachers and students.

The Discipline scores show that teachers are perceived as being very good in managing classroom behavior. This implies that they often use rules to promote good behavior and avoid unnecessary call-outs that disrupt the classroom. This matches other studies that look at how teachers' emotional skills affect classroom behavior. Valente et al. (2019) conducted a study which discovered that teachers with great emotional competence are better at dealing with classroom behavior. It indicated that less of these teachers have problems in the class and students' learning gets improved too.

The correlation analysis preceding the multiple regression analysis reveals significant relationships among classroom management variables and teaching satisfaction variables,

underscoring their interconnected nature. The findings demonstrate that effective classroom management, particularly in areas such as discipline, organization of lessons, and interaction during lessons, is closely tied to higher levels of teaching satisfaction. This relationship has important implications for educational practices and teacher well-being.

The significant correlations among classroom management variables indicate that these aspects are integral dimensions of managing a classroom effectively. For example, the strong correlation between "Discipline" and "Organization of the lesson" (r = .54***) suggests that maintaining discipline is crucial for structuring and organizing lessons effectively. Similarly, the correlation between "Organization of the lesson" and "Interaction during the lesson" (r = .69***) highlights the importance of well-planned lessons in facilitating meaningful interactions between teachers and students.

The positive correlations among teaching satisfaction variables suggest that these aspects are interconnected dimensions of overall job satisfaction. For instance, the significant relationship between "Self-esteem" and "Professional Growth" (r = .54***) implies that teachers who feel confident in their abilities are more likely to seek and benefit from professional development opportunities. This aligns with the findings of Valente and Monteiro (2019), who reported that emotional intelligence and effective classroom discipline management are crucial for job satisfaction and professional fulfillment.

The linear associations between classroom management variables and teaching satisfaction variables highlight the broader implications of these findings. For example, the significant correlation between "Discipline" and "Self-esteem" (r = .27**) indicates that maintaining discipline in the classroom can boost teachers' self-esteem. This suggests that teachers who can manage their classrooms effectively are likely to feel more confident and satisfied in their roles. Moreover, the correlation between "Discipline" and "Satisfaction with life" (r = .33***) underscores the impact of effective classroom management on teachers' overall well-being and life satisfaction.

The weaker correlations between "Teacher-student personal communication" and teaching satisfaction variables suggest that while personal communication is important, it may not be as strongly linked to overall job satisfaction as other classroom management aspects. However, even moderate correlations, such as with "Self-esteem" (r = .20*), indicate that fostering positive personal communication can still contribute to teachers' sense of self-worth and satisfaction.

The findings from the correlation analysis, coupled with insights from relevant literature, underscore the broader implications of effective classroom management on teacher well-being and the learning environment. Kavrayıcı's study (2021) on the relationship between classroom management and sense of classroom community in graduate virtual classrooms highlights the importance of a supportive atmosphere and positive student-teacher relationships in enhancing student satisfaction. This aligns with our findings, suggesting that effective classroom management

contributes not only to student satisfaction but also to teacher satisfaction and professional fulfillment. Similarly, Valente et al. (2019) emphasize the significant relationship between teachers' emotional intelligence and classroom discipline management, which aligns with our study's focus on the positive correlation between classroom management variables and teaching satisfaction variables. Furthermore Bandura (1994) insights collectively indicate that investing in effective classroom management practices, individuals with high self-efficacy are more inclined to approach challenging tasks confidently, demonstrate intrinsic motivation, engage in goal-oriented behaviors, maintain confidence, and persist despite obstacles or setbacks. In this study, integrating Bandura's self-efficacy theory and Maslow's hierarchy offers a holistic view of teachers' motivation, satisfaction, and effectiveness in managing classrooms. Thus, teachers believe they are competent to teach their students are considered to have strong self-efficacy beliefs in teaching, whereas teachers who doubt their ability are considered to have low/weak self-efficacy beliefs in teaching (Bandura, 1977).

IV. Conclusion

The findings of this study have a significant impact on understanding the correlation between classroom management practices among teachers and their level of teaching satisfaction. The research highlights that certain aspects of classroom management, particularly discipline and the psychological and social classroom environment, play a crucial role in shaping teachers' satisfaction levels with their teaching responsibilities.

Firstly, the study indicates that having good classroom management practices are associated with greater satisfaction with work among teachers. This suggests that when teachers effectively manage discipline in the classroom, creating an environment conducive to learning and positive behavior, they experience higher levels of satisfaction in their teaching roles. This correlation underscores the importance of implementing effective disciplinary strategies and maintaining a structured classroom environment to promote a positive teaching experience for educators.

Secondly, the research emphasizes the significance of the psychological and social classroom environment in influencing teachers' satisfaction with life. A positive classroom environment that fosters psychological well-being and positive social interactions among students and teachers contributes significantly to teachers' overall life satisfaction. This highlights the holistic impact of classroom management practices beyond just the professional realm, impacting teachers' well-being and quality of life.

It concluded further that maintaining discipline in the classroom is positively associated with teachers' teaching satisfaction along professional growth, stress factors, and satisfaction with life and work. This suggests that a structured and disciplined classroom environment can

contribute to teachers' overall satisfaction with their teaching role and their professional development.

Thus, the study underscores the interconnectedness between effective classroom management practices, teacher satisfaction, and overall well-being. By recognizing and prioritizing the importance of classroom management proficiency, educational stakeholders can work towards creating environments that support teachers in their roles, ultimately benefiting the entire educational ecosystem.

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