SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 10 | October 2025 - Peer Reviewed Journal

TEACHERS' PERSONAL EPISTEMOLOGIES AND THEIR SELF-EFFICACY ON CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT

Mercy T. Omega
Graduate School Student, Rizal Memorial Colleges, Inc., Davao City, Philippines

I. INTRODUCTION

In an increasingly diverse educational landscape like that in the Philippines, teachers must address the difficulties of managing classrooms composed of students from varied cultural backgrounds. Culturally Responsive Classroom Management (CRCM) fosters an inclusive and equitable learning environment where all learners feel valued, respected, and empowered to succeed. However, the effectiveness of CRCM largely depends on teachers' personal epistemologies or beliefs about knowledge, learning, and teaching, as well as their self-efficacy in implementing culturally responsive practices in terms of classroom management.

Teachers' personal epistemologies shape their instructional choices, classroom interactions, and responsiveness to students' cultural identities and characteristics. Those with sophisticated epistemological beliefs tend to be more open to adapting their teaching approaches, recognizing the diverse ways in which students learn. Similarly, teachers with high self-efficacy are more confident in their ability to manage diverse classroom concerns, address students' unique individual needs, and promote positive learning experiences. Despite its importance, the relationship between teachers' personal epistemologies and their self-efficacy in culturally responsive classroom management remains an underexplored area in educational research, particularly in the Philippines and in Malabog District context.

In Thailand, classrooms often consist of students from different ethnic groups, such as Thai, Chinese, Malay, and other indigenous communities. With the rise of international schools and migrant learners, teachers are increasingly required to adopt culturally responsive classroom management strategies. However, many Thai teachers still rely on teacher-centered approaches influenced by traditional Buddhist educational viewpoints, which may affect their epistemological beliefs. Those with more flexible views on knowledge and learning tend to be more successful in implementing inclusive and learner-centered culturally responsive classroom management practices. Furthermore, Thai teachers with higher self-efficacy in managing diverse classrooms often engage in more culturally responsive strategies, such as incorporating learners' cultural backgrounds into lesson plans and fostering open discussions on diversity (Arphattananon, 2018).

In Indonesia, from the writing of Sukmayadi and Yahya (2020) with its vast ethnic diversity, Indonesian teachers face the challenge of ensuring equal educational opportunities for all students. Teachers who view knowledge as evolving and context-dependent are better at adjusting their teaching methods and strategies to suit culturally diverse learners. Those with strong self-efficacy are more likely to adopt student-centered and culturally responsive classroom management approaches.

From the experiences of South Korea and Japan, teachers with rigid epistemological beliefs may struggle to accommodate diverse standpoints, while those with higher self-efficacy in cross-cultural interactions are more likely to implement inclusive classroom strategies (Kim, 2020).

In the Philippines, with a highly diverse population of indigenous, Muslim, and Christian groups, teachers are expected to integrate cultural sensitivity into their classrooms. However, many struggle with balancing standardized curricula with localized cultural contexts in teaching and learning. Teacher training programs that emphasize multicultural education have been found to improve teachers' confidence in managing diverse learners. The cultural diversity of Mindanao, Philippines, highlights the need for multiculturally sensitive teachers in the region, as well as for teacher education that fosters such sensitivity (Ruales, 2020).

In Malabog District, Division of Davao City, diversity in the classroom presents both opportunities and challenges for teachers, particularly in areas with a high concentration of indigenous and multicultural learners. Malabog District, Davao City, is home to learners from various ethnic and linguistic groups, including indigenous communities such as the Ata, Matigsalug, and other lumad groups.

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Given this rich diversity, teachers are challenged on how to go about culturally responsive classroom management strategies to ensure that all students feel respected, included, and supported in their learning experiences.

This study intends to bridge this gap by examining the relationship between teachers' personal epistemologies and their self-efficacy in culturally responsive classroom management in Malabog District. By identifying how these factors interact, this research can provide significant insights for teacher training programs, curriculum development, and educational policies that promote inclusivity and cultural responsiveness in schools. By understanding these connections, the research aims to provide insights that can inform teacher training programs, professional development initiatives, and policy recommendations to enhance culturally responsive pedagogy at the classroom level.

Ultimately, fostering culturally responsive classrooms is not just about implementing strategies but also about reshaping teachers' perspectives on knowledge, learning, and student diversity. Based on the significant facts above, the researcher, being assigned to a rural school, was prompted to conduct a study on making culturally diverse classroom management based on their epistemological beliefs.

Statement of the Problem

This study was conducted to determine the significance of the relationship between teachers' personal epistemologies and their self-efficacy on culturally responsive classroom management. Specifically, it sought answers to the following research questions:

1. What is the extent of teachers' personal epistemologies in terms of:
   1.1. construction of teaching knowledge;
   1.2. contextuality of teaching knowledge; and
   1.3. complexity of teaching knowledge?
2. What is the extent of teachers' self-efficacy in culturally responsive classroom management in terms of:
   2.1. recognition of learners' cultural lens and biases;
   2.2. knowledge of learners' cultural backgrounds;
   2.3. ability to use culturally appropriate classroom management strategies;
   2.4. commitment to building caring classroom communities?
3. Is there a significant relationship between teachers' personal epistemologies and their self-efficacy in culturally responsive classroom management?
4. What domains of teachers' personal epistemologies significantly influence their self-efficacy on culturally responsive classroom management?

Theoretical/Conceptual Framework

The conduct of this study is anchored on two major theories that provide the foundation for understanding the relationship between personal epistemologies and self-efficacy in culturally responsive classroom management: the Constructivist Theory of Learning and the Social Cognitive Theory. The Constructivist Theory of Learning, advanced by Vygotsky, posits that knowledge is actively constructed rather than passively received. Applied to teachers, this theory emphasizes that their personal epistemologies, or the beliefs about knowledge and learning, shape how they design instruction, interpret classroom interactions, and respond to students' diverse learning needs. Teachers with constructivist-oriented epistemologies are more likely to adopt flexible, inclusive strategies that recognize cultural diversity and situate learning in meaningful contexts (Christison, 2023). This view highlights how teachers' epistemological beliefs serve as the cognitive foundation for instructional practices.

Complementing this is Bandura's Social Cognitive Theory, particularly the construct of self-efficacy, which asserts that individuals' beliefs in their capabilities significantly influence their motivation, choices, and perseverance.

In the classroom, teachers' self-efficacy refers to their confidence in applying culturally responsive strategies to effectively manage diverse student populations. High self-efficacy empowers teachers to implement practices that affirm students' cultural identities, promote equity in learning opportunities, and sustain positive classroom climates (Ahmed, 2022; Morris et al., 2021). Conversely, low self-efficacy may constrain the use of such approaches, particularly in challenging or resource-limited contexts. Taken together, these two theories frame the conceptual lens of the present study. Constructivism explains how teachers' personal epistemologies about knowledge shape their approaches to teaching, while Social Cognitive Theory clarifies how self-efficacy determines the extent to which these beliefs are enacted in classroom management. The integration of these theories underscores the critical role of personal epistemologies and self-efficacy in promoting culturally responsive classroom management, thereby advancing inclusive and equitable learning environments.

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Figure 1 presents the conceptual model of the study, illustrating the hypothesized relationship between the independent and dependent variables. The independent variable is teachers' personal epistemologies, which refer to their beliefs about the nature of knowledge and learning. These beliefs influence how teachers design instruction, interpret classroom dynamics, and respond to the diverse needs of their students. The dependent variable is self-efficacy in culturally responsive classroom management, which pertains to teachers' confidence and capability to apply strategies that uphold cultural diversity, promote inclusivity, and maintain positive classroom climates for maximum learning. The model assumes that teachers with constructivist-oriented epistemologies are more likely to develop higher levels of self-efficacy in implementing culturally responsive practices. Thus, the framework highlights the direct link between personal epistemologies and self-efficacy, suggesting that what teachers believe about knowledge significantly shapes how effectively they can manage classrooms in culturally responsive ways.

Significance of the Study

This study can be a good input for DepED officials in charge of curriculum development and curriculum delivery. Considering that teachers' personal epistemologies are essential in creating a culture-sensitive classroom, through this study, the concerned office can conceptualize a policy agenda and draft policy recommendations for implementation geared toward the development of teachers' epistemologies and their effectiveness in creating culture-responsive classrooms for the learners.

This study is also significant to school heads because this offered reliable data and information on teachers' epistemologies and their self-efficacy in culturally responsive classroom management. The results and findings are sources of information on the continuous propagation of the facilitation of reading at the school level. This will also help school heads with designing training on meaning-making literacy pedagogy that is believed to be imperative in reading. In essence, this will assist them in introducing programs for teacher literacy pedagogy. This study provides teachers with relevant data for teachers in improving their pedagogy in literacy instruction. The findings could also be used to develop teacher training, instructional materials, and learning action cell topics.

In addition, this research offers trustworthy information and data for reading teachers about the state of reading among elementary school students in the Matina District, Division of Davao City. Results and conclusions are therefore sources of information on the ongoing dissemination of reading facilitation at the school level.

Lastly, this study may serve as a source of information for future researchers who will be interested in conducting a similar or comparative study. The ideas presented herein may serve as a starting point for more improved studies of the variables.

II. METHODOLOGY

Research Design

This study made use of a quantitative non-experimental design utilizing the descriptive-correlational method. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them. The study variables are classified as independent (predictor) and dependent (outcome). Further, descriptive research attempts to describe, explain, and interpret conditions. This method is used to gather relatively limited data from a relatively large number of cases involving the variables. The purpose of this method is to gather information about prevailing conditions and characteristics of the variable under study (Siedlecki, 2020).

The design is appropriate for the aforementioned topic because, in conducting the study, the researcher was required to collect data based on the behavior or attitudes of the participants. Specifically, it is for this purpose that this method was used since the focal point of this two-variable research study was to determine the significance of the relationship between teachers' personal epistemologies and their self-efficacy on culturally responsive classroom management in Malabog District, Division of Davao City, Region XI.

Research Respondents

This study was conducted in Malabog District, Division of Davao City, Region XI, during the Academic Year 2022-2023. All teachers from the 7 schools in Malabog District were part of this study. Malabog District is one of the school districts in Davao City Division. The whole district is managed by a principal in-charge, responsible for the curriculum and school governance management.

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Table 1. Distribution of Respondents

No.		Number of Respondents	Percentage (%)
1.	School A	2	5%
2.	School B	2	5%
3.	School C	18	45%
4.	School D	6	15%
5.	School E	9	22.5%
6.	School F	1	2.5%
7.	School G	2	5%
Total		**40**	**100%**

For teacher-respondents, total enumeration or universal sampling was used. This means that the whole population of interest or a group whose members have the same characteristic is studied. It is most practical when the total population is of a manageable size, such as a well-defined subgroup of a larger population.

Research Instrument

In the absence of standardized instruments, the researcher employed a researcher-made instrument. This was formulated based on several readings, references, related literature, and local and foreign studies. The indicators of the variables were carefully chosen after several evaluations of the literature. Important points were considered, representing the study's essence, substance, and purpose. The researcher herself is aware that the construction of a research instrument is crucial to the conduct of research; thus, careful mechanisms were undertaken to develop the research instrument.

The instrument has two (2) parts. The first part focused on evaluating the teachers' personal epistemologies, while the second part is designed to gauge the self-efficacy of teachers' culturally responsive classroom management in Malabog District, Davao City. The independent variable, which is the teachers' personal epistemologies, has 3 indicators. Each indicator has five items purposely constructed to assess the variable. The dependent variable, which is self-efficacy on culturally responsive classroom management of teachers, has four (4) indicators, and each indicator has five (5) items purposely constructed to elicit the necessary data for analysis. A five-point scale with its corresponding descriptive rating was provided to guide the respondents in making the appropriate choice of evaluation.

Data Gathering Procedure

The researcher first sought permission from the dean of the Graduate School, for this academic endeavor to be conducted. Along with the dean's approval came his recommendation to the Schools Division Superintendent of Davao City Division to allow the conduct of the survey among the teachers of Malabog District for the school year 2023–2024.

Subsequently, when the request was approved, the researcher personally coordinated with the PSDS and the school principals regarding the planned data collection. This step was necessary to ensure that the activity would not disrupt the class schedules of learners, as indicated in the Instructional Learning Plan, the Daily Lesson Log, and other official functions of the schools during the conduct of the study. Upon approval, the researcher personally distributed and administered the research instrument.

During the data collection process, strict compliance with the Inter-Agency Task Force (IATF) Against COVID-19 policies and standards during the national health emergency was observed. Moreover, the researcher explained to the respondents the ethical considerations involved in the study.

Finally, after the retrieval of the completed questionnaires, the data gathered were tallied, tabulated, analyzed, and interpreted with confidentiality and accuracy.

Data Analysis

The following statistical tools were used in analyzing and interpreting the responses in this study:

A *mean* is the simple mathematical average of a set of two or more numbers. The mean for a given set of numbers can be computed in more than one way, including the arithmetic mean method, which uses the sum of the numbers in the series (Hayes, 2022). In this study, the *mean* was used to determine the extent of teachers' personal epistemologies and their self-efficacy on culturally responsive classroom management.

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In addition, *Pearson's r* was utilized to measure whether a significant relationship exists between the two variables. While there are several types of correlation coefficients, Pearson's correlation (also called Pearson's R) is the most commonly used in linear regression (Hayes, 2022). For this research, it served to determine the significant relationship between teachers' personal epistemologies and their self-efficacy in culturally responsive classroom management.

Furthermore, Multiple Regression is an extension of simple linear regression. In this study, this was used to determine what indicators of the independent variable (teachers' personal epistemologies) significantly influence the dependent variable (self-efficacy in culturally responsive classroom management).

III. RESULTS AND DISCUSSION

The presentation of the interpretation is arranged based on the following sub-headings: (1) extent of teachers' personal epistemologies; (2) extent of self-efficacy on culturally responsive classroom management; (3) significant relationship between teachers' personal epistemologies and self-efficacy in culturally responsive classroom management; and (4) domains of teachers' personal epistemologies that significantly influences self-efficacy on culturally responsive classroom management.

Extent of Teachers' Personal Epistemologies

Presented in Tables 2, 3, and 4, are the data on the extent of teachers' personal epistemologies: construction of teaching knowledge, contextuality of teaching knowledge, and complexity of teaching knowledge.

Construction of Teaching Knowledge

Explicated in Table 2 are the data on the extent of teachers' personal epistemologies in terms of the *construction of teaching knowledge.* The statements or items describing this indicator are presented as follows: (1) *learning to teach is a process in which I personally construct my understanding and gain experience about how to teach* registered a mean rating of (4.08) described as highly extensive; (2) *forming my own ideas about teaching is more important than memorizing what the textbooks say* gained a mean rating of (3.78) described as highly extensive; (3) *students should question what the experts know* recorded a mean rating of (2.45) with a descriptive equivalent of less extensive; (4) *learning shall be based on the actual experience of my learners* obtained a mean rating of (3.00) with a descriptive equivalent of moderately extensive; (5) *learning contents shall be based mainly on the curriculum guide I am using* got a mean rating of (4.00) with a descriptive equivalent of highly extensive. The five items of the indicator describing the extent of teachers' personal epistemologies in terms of the *construction of teaching* gathered an overall mean rating of 3.46 with a descriptive equivalent of highly extensive. This statistical figure illustrates that the manifestations of teachers' personal epistemologies, in terms of the *construction of teaching knowledge*, are oftentimes visible and observed among the teachers in the schools.

Although most of the mean ratings fell within the highly extensive range, there was one item related to the *construction of teaching knowledge* that scored lower, indicating that most teachers in Malabog District believe students should not question experts' ideas. They prefer that learners adhere to the information provided by experts. Thus, it can be inferred that teachers primarily rely on books and other expert-written sources for the content they teach.

Table 2. The Extent of Teachers' Personal Epistemologies in Terms of Construction of Teaching Knowledge

No.	Items	Mean	Descriptive Equivalent
1.	Learning to teach is a process in which I personally construct my understanding and gain experience about how to teach.	4.08	Highly Extensive
2.	Forming my own ideas about teaching is more important than memorizing what the textbooks say.	3.78	Highly Extensive
3.	Students should question what the experts know.	2.45	Less Extensive
4.	Learning shall be based on the actual experience of my learners.	3.00	Moderately Extensive
5.	Learning contents shall be based mainly on the curriculum guide I am using.	4.00	Highly Extensive
Overall		**3.46**	**Highly Extensive**

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Teachers' epistemological beliefs in terms of the *construction of teaching knowledge* reflect their beliefs about the nature and development of knowledge, which profoundly influence their instructional methods, strategies, and classroom interactions. As Tam and Yap (2018) emphasized, the prevailing idea that teachers' knowledge is merely a combination of pre-existing knowledge and theories from teacher training programs when they were still in college is outdated and counterproductive. Instead, teachers' knowledge should be viewed as a personal and evolving entity that undergoes construction and reconstruction over time. This process involves distinction, brought about by classroom practices, and integration, through the assimilation of organizational knowledge, both of which develop gradually.

In line with this perspective, Letina (2022) examined the relationship between teachers' epistemological beliefs and their inclination towards traditional or constructivist teaching paradigms. The findings revealed that teachers who believed learning ability could be developed through effort were more inclined toward constructivist approaches, while those who perceived learning ability as innate were more aligned with traditional methods. This highlights how teachers' epistemological beliefs about the construction of knowledge significantly shape their teaching and classroom management styles.

Furthermore, Biçer and Yıldırım (2023) explored the epistemological beliefs, teaching-learning conceptions, and self-efficacy of both pre-service and in-service teachers. Their results indicated that while both groups held sophisticated beliefs emphasizing effort and expert knowledge, differences emerged in their conceptions. In-service teachers leaned more toward traditional views, endorsing fixed-ability and certainty of knowledge, whereas pre-service teachers exhibited stronger constructivist orientations. These differences illustrate how personal epistemologies inform teachers' approaches to instruction, reinforcing the dynamic and evolving nature of teaching knowledge.

Overall, these studies support the findings presented in Table 2, where teachers expressed highly extensive agreement that learning to teach involves personally constructing understanding (4.08) and prioritizing their own ideas over memorization of textbooks (3.78). However, the relatively lower mean for the belief that students should question experts (2.45) suggests that while teachers recognize the value of constructivist practices, traces of traditional orientations remain. This blend of perspectives confirms that teachers' epistemological beliefs both enable and constrain their instructional practices, evolving gradually as they navigate the interplay between personal construction of knowledge and institutional demands.

Contextuality of Teaching Knowledge

Elucidated in Table 3 are the data on the extent of teachers' personal epistemologies in terms of the *contextuality of teaching knowledge.* Among the items, the statement: (1) *the development of teaching knowledge is a process of building up my own knowledge based on my personal experiences as a teacher* garnered the highest mean rating (3.67), described as highly extensive. This was closely followed by the belief: (2) *teaching knowledge is constructed through my own experiences*, with a mean rating of (3.63) described as highly extensive. Similarly, teachers acknowledged that (3) *the best way to learn about teaching is to investigate various cases of teaching and then integrate the different perspectives into my own context,* with a mean rating of (3.58) described as highly extensive. Meanwhile, the fourth item (4), *possible solutions to a teaching problem can be investigated by reflecting upon my personal experiences* also obtained a mean rating equivalent (3.54) to highly extensive. The lowest, though still rated highly extensive, was the statement; *It is better to find relevant experiences to solve the common teaching problems I encountered* with a mean rating of (3.50). These findings highlight that teachers' personal epistemologies described in the items are oftentimes visible and observed.

Table 3. The Extent of Teachers' Personal Epistemologies in Termsof Contextuality of Teaching Knowledge

No.	Items	Mean	Descriptive Equivalent
1.	The development of teaching knowledge is a process of building up my own knowledge based on my personal experiences as a teacher.	3.67	Highly Extensive
2.	Teaching knowledge is constructed through my own experiences.	3.63	Highly Extensive
3.	The best way to learn about teaching is to investigate various cases of teaching and then integrate the different perspectives into my own context.	3.58	Highly Extensive
4.	Possible solutions to a teaching problem can be investigated by reflecting upon my personal experiences.	3.54	Highly Extensive
5.	It is better to find relevant experiences to solve the common teaching problems I encountered.	3.50	Highly Extensive
Overall		**3.58**	**Highly Extensive**

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The contextuality of teaching knowledge is grounded in the belief of teaching and learning that enables teachers to connect subject matter content with real-world situations. This approach motivates learners to establish meaningful connections between knowledge and its practical applications in their lives as family members, citizens, and workers. Hudson and Whisler (2020) argued that educational theories relevant to this perspective include knowledge-based constructivism, effort-based learning, incremental theories of intelligence, socialization, situated learning, and distributed learning. Accordingly, contextuality is often applied through innovative instructional approaches such as problem-based learning, cooperative learning, project-based learning, service learning, and work-based learning, all of which encourage students to engage in authentic and meaningful tasks.

In order to implement contextualized teaching knowledge, teachers are required to plan developmentally appropriate lessons that consider students' diversity, foster self-regulated learning, and cultivate interdependent group activities. Moreover, the findings support the statement of Hudson and Whisler (2020) that this process also involves addressing multiple intelligences and designing questioning techniques that stimulate problem-solving and critical thinking. Authentic assessment further strengthens the alignment of classroom practices with real-world skills. Within this framework, teachers assume multiple roles like facilitators, organizers, role models, learning mentors, content specialists, and knowledge dispensers.

Complementing these findings, Wulansari et al. (2024) emphasized that contextuality also underscores the importance of culturally responsive teaching in fostering deeper engagement and meaningful learning among learners. Specifically, problem-based situation allows for the incorporation of local cultural elements, thereby enhancing the relevance of lessons to students' lived experiences. This integration of culture and context helps ensure that instruction not only imparts academic knowledge but also nurtures learners' social and cultural identities.

In the same vein, Tanchuk (2024) asserted that contextuality of teaching knowledge is now central to reforms in both career and technical education as well as academic education. He explained that the development of contextual teaching knowledge is essentially a process of building upon teachers' personal experiences. Teaching knowledge, therefore, is not a static entity but one that is continuously constructed through practice. Teachers learn best by investigating diverse cases of teaching, reflecting upon them, and integrating different perspectives into their own contexts. Moreover, solutions to teaching problems are often found by reflecting on personal experiences or drawing upon relevant ones to address recurring classroom challenges.

Complexity of Teaching Knowledge

Presented in Table 4 are the data on the extent of teachers' personal epistemologies in terms of the *complexity of teaching knowledge.* The items are: (1) *combining information about teaching and learning across chapters or even across classes is more important than memorizing what the textbooks say* gained a mean rating of (3.54) or highly extensive; (2) *reflecting on personal experiences is more useful than depending on the knowledge from textbooks when solving teaching problems* recorded a mean rating of (3.58) or highly extensive; (3) *my students learned in different styles* yielded a mean rating of (3.46) or highly extensive; (4) *when solving a teaching problem, the most important thing is to justify my understanding with observable evidence* obtained a mean rating of (3.50) or highly extensive; and (5) *I believe that teaching knowledge is complex and value-driven* got a mean rating of (3.50) or highly extensive. The five items describing the indicator obtained an overall mean rating of (3.52) or highly extensive. This means that the provisions describing the complexity of teaching knowledge are oftentimes visible and observed.

Table 4. The Extent of Teachers' Personal Epistemologies in Termsof Complexity of Teaching Knowledge

No.	Items	Mean	Descriptive Equivalent
1.	Combining information about teaching and learning across chapters or even across classes is more important than memorizing what the textbooks say.	3.54	Highly Extensive
2.	Reflecting on personal experiences is more useful than depending on the knowledge from textbooks when solving teaching problems.	3.58	Highly Extensive
3.	My students learned in different styles.	3.46	Highly Extensive
4.	When solving a teaching problem, the most important thing is to justify my understanding with observable evidence.	3.50	Highly Extensive
5.	I believe that teaching knowledge is complex and value-driven.	3.50	Highly Extensive
Overall		**3.52**	**Highly Extensive**

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These findings are consistent with Walker (2021), who emphasized that teaching is not a linear process but a complex system characterized by dynamic interactions and unexpected outcomes. The study affirmed that teaching knowledge requires teachers to go beyond rote memorization of textbooks and instead synthesize concepts across topics and reflect on personal experiences to solve problems. Such perspectives are aligned with the present results showing that teachers highly value reflection and integration as essential processes in handling the complexities of classroom practice.

Moreover, the belief that *students learn in different styles* further demonstrates teachers' awareness of the diverse needs of learners, reinforcing the idea that complexity in teaching knowledge stems from varied learning contexts. Livingston (2018) supported this view by arguing that teachers work in increasingly complex and diverse educational environments, which demand professional learning opportunities that are context-specific and responsive to teachers' evolving needs. The finding that teachers highly rated the importance of *justifying their understanding with observable evidence when solving teaching problems* also resonates with Livingston's assertion that teachers require the ability to adapt and apply professional judgment grounded in real classroom contexts.

Finally, the acknowledgment that *teaching knowledge is complex and value-driven* affirms the view that teachers' professional knowledge does not exist in isolation but is shaped by values, experiences, and the dynamic interplay between theory and practice.

Self-Efficacy in Culturally Responsive Classroom Management

Presented in Tables 5, 6, 7, 8, and 9 are the data on the extent of self-efficacy of teachers in culturally responsive classroom management: recognition of learners' cultural lens and biases; knowledge of learners' cultural backgrounds; ability to use culturally appropriate classroom management strategies; and commitment to building caring classroom communities.

Recognition of Learners' Cultural Lens and Biases

Presented in Table 5 are the data on the extent of self-efficacy of teachers in culturally responsive classroom management in terms of recognition of learners' cultural lens and biases. There are 5 items used to gauge this indicator. The statements describing this indicator are presented as follows: (1) *ensure that cultural awareness is promoted in the classroom, which starts with my understanding of each student* registered a mean rating of (3.54) or highly extensive; (2) *take time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique* gained a mean rating of (3.30) described as moderately extensive; (3) *demonstrate a genuine interest in learning about each student and their culture, which will help establish trust and allow me to form a bond with them so they feel valued* recorded a mean rating of (3.20) with a descriptive equivalent of moderately extensive; (4) *appreciate each learner in a manner in which they feel comfortable* obtained a mean rating of (3.67) with a descriptive equivalent of highly extensive; and (5) *respect all forms of communication between and among learners* yielded a mean rating of (3.71) with a descriptive equivalent rating of highly extensive.

Table 5. The Extent of Self-Efficacy in Culturally Responsive Classroom Management in Terms of Recognition of Learners' Cultural Lens and Biases

No.	Items	Mean	Descriptive Equivalent
1.	Ensure that cultural awareness is promoted in the classroom, which starts with my understanding of each student.	3.54	Highly Extensive
2.	Take time to learn about each student's cultural background, hobbies, learning styles, and what makes them unique.	3.30	Moderately Extensive
3.	Demonstrate a genuine interest in learning about each student and their culture, which will help establish trust and allow me to form a bond with them so they feel valued.	3.20	Moderately Extensive
4.	Appreciate each learner in a manner in which they feel comfortable.	3.67	Highly Extensive
5.	Respect all forms of communication between and among learners.	3.71	Highly Extensive
Overall		**3.48**	**Moderately Extensive**

The five items describing the extent of self-efficacy of teachers in culturally responsive classroom management in terms of recognition of learners' cultural lens and biases gathered an overall mean rating of (3.48) with a descriptive equivalent of moderately extensive. This figure explains that the provisions of self-efficacy of teachers in culturally responsive classroom management in terms of

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recognition of learners' cultural lens are often manifested and observed among the teachers as they manage their classes in their respective schools.

Teachers' self-efficacy has been documented as a potent factor in the successful implementation of culturally responsive classroom management. Siwatu et al. (2019) emphasized that teachers with higher self-efficacy are more likely to adopt culturally relevant practices that promote inclusivity in learning, reduce biases in assessment, and improve student engagement. Similarly, Poulou et al. (2020) highlighted that teacher self-efficacy influences both classroom management approaches and emotional regulation, which fosters supportive teacher-student relationships across cultural contexts.

The literature of Suico (2021) strengthened the statement that Filipino teachers with strong self-efficacy implement varied instructional approaches and disciplinary strategies that consider learners' cultural backgrounds. Comparable findings were reported by Lee and Huang (2021) in Korea, where teachers' culturally responsive practices were mediated by their levels of self-efficacy, showing that confidence shapes the way teachers adapt to diverse student needs. Sleeter (2020) likewise stressed the importance of cultivating teacher efficacy in pre-service preparation programs, as many novice teachers enter the classroom with limited training in cultural responsiveness. The findings also corroborated the literature of Herman and Whitaker (2022) found that American teachers with strong efficacy in culturally responsive classroom management reduced disciplinary problems. In addition, the statement of Alvarado and Reyes (2022) was highlighted in the findings, which observed that Latin American teachers with higher efficacy implemented inclusive disciplinary policies that prevent discrimination. Sleeter (2020) added that European teachers' efficacy in this area predicted student motivation and engagement, further affirming the importance of teacher confidence in promoting equitable learning outcomes.

On the other hand, challenges remain in enhancing teacher self-efficacy. Marvi (2023) reported that Filipino teachers in rural schools struggle with culturally responsive classroom management due to limited resources and a lack of professional training opportunities. This echoes the findings of Ulbricht (2022) in the United States, where teachers in underfunded schools often feel less efficient in addressing cultural diversity. However, he added that in Nigeria demonstrated that continuous professional development programs significantly improve teachers' confidence and competence in managing multicultural classrooms, highlighting the importance of institutional support in strengthening teacher efficacy.

Knowledge of Learners' Cultural Background

Shown in Table 6 are the data on the extent of self-efficacy of teachers in culturally responsive classroom management in terms of *knowledge of learners' cultural background*. There are 5 items used to gauge this indicator.

Table 6. The Extent of Self-Efficacy in Culturally Responsive Classroom Management in Terms of Knowledge of Learners' Cultural Background

No.	Items	Mean	Descriptive Equivalent
1.	Interact with the people in the community to fully understand the culture and traditions of my learners.	3.60	Highly Extensive
2.	Keep an open dialogue among students to hear their concerns and issues.	3.30	Moderately Extensive
3.	Remain sensitive to my learners' culture, beliefs, and language concerns.	3.80	Highly Extensive
4.	Take time to understand each student's cultural nuances, from learning styles to the language they use, and use these insights to design my lesson plans.	3.67	Highly Extensive
5.	Ensure that every student feels included and is given the space to learn in their own way for success.	3.80	Highly Extensive
Overall		**3.63**	**Highly Extensive**

The statements describing this indicator are presented as follows: (1) *interact with the people in the community to fully understand the culture and traditions of my learners* registered a mean rating of (3.60) or highly extensive; (2) *keep an open dialogue among students to hear their concerns and issues* gained a mean rating of (3.30) described as moderately extensive; (3) *remain sensitive to my learners'*

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culture, beliefs, and language concerns recorded a mean rating of (3.80) with a descriptive equivalent of highly extensive; (4) *take time to understand each student's cultural nuances, from learning styles to the language they use, and use these insights to design my lesson plans* gained a mean rating of (3.67) with a descriptive equivalent of highly extensive; and (5) *ensure that every student feels included and is given the space to learn in their own way for success* recorded a mean rating of (3.80) with a descriptive equivalent rating of highly extensive.

The five items describing the extent of self-efficacy of teachers in culturally responsive classroom management in terms of knowledge of learners' cultural background gathered an overall mean rating of (3.63) with a descriptive equivalent of highly extensive. This figure explains that the provisions of self-efficacy of teachers in culturally responsive classroom management in terms of knowledge of learners' cultural background are usually manifested and observed among the teachers as they manage their classes in their respective schools.

These findings align with Salida and Nebria's (2023) assertion that integrating cultural knowledge and intelligence in teaching-learning practices is a significant factor of cultural responsiveness. Teachers who actively immerse themselves in their learners' traditions, culture, and family contexts are better able to design inclusive lessons and classroom management strategies. Similarly, Paetsch et al. (2023) highlighted that teachers who are exposed to cultural and linguistic diversity training developed stronger beliefs in incorporating these aspects into practices. This underscores the importance of professional preparation in strengthening teachers' capacity to maintain open dialogue and respond to students' issues with empathy and cultural sensitivity.

The results also resonate with Gul et al.'s (2022) findings in Baluchistan, where teachers acknowledged students' cultural differences yet struggled to consistently translate this awareness into classroom practice. This is reflected in the relatively lower score for open dialogue, suggesting that teachers are aware of cultural nuances, but they still face challenges in fully operationalizing these in interactive classroom settings. Moreover, Anyichie et al. (2023) stressed that lessons connected to students' cultural values and experiences enhance motivation and engagement. The high ratings in areas such as inclusivity and lesson design grounded in cultural nuances support this claim, indicating that teachers who leverage cultural knowledge as a pedagogical tool to foster learning environments where students feel valued and respected.

Ability to Use Culturally Appropriate Classroom Management Strategies

Displayed in Table 7 are the data on the extent of self-efficacy of teachers in culturally responsive classroom management in terms of the *ability to use culturally appropriate classroom management strategies*. There are 5 items used to gauge this indicator. The statements describing this indicator are presented as follows: (1) *reflect on the ways that classroom management practices promote or obstruct equal access to learning,* registered a mean rating of (3.20) or moderately extensive; (2) *create a physical setting that supports academic and social goals, establish and maintain expectations for behavior, and work with families* gained a mean rating of (3.30) described as moderately extensive; (3) *filter my learners' decision-making about the environment and learning needs through the lens of cultural diversity* recorded a mean rating of (3.30) with a descriptive equivalent of moderately extensive; (4) *respect diversity, reaffirm connectedness and community, and avoid marginalizing and disparaging students* gained a mean rating of (3.25) with a descriptive equivalent of moderately extensive; and (5) *maintain open spaces and opportunities for learners to exhibit and display cultural practices* recorded a mean rating of (3.20) with a descriptive equivalent of moderately extensive.

Table 7. The Extent of Self-Efficacy in Culturally Responsive Classroom Management in Terms of the Ability to Use Culturally Appropriate Classroom Management Strategies

No.	Items	Mean	Descriptive Equivalent
1.	Reflect on the ways that classroom management practices promote or obstruct equal access to learning.	3.20	Moderately Extensive
2.	Create a physical setting that supports academic and social goals, establish and maintain expectations for behavior, and work with families.	3.30	Moderately Extensive
3.	Filter my learners' decision-making about the environment and learning needs through the lens of cultural diversity.	3.30	Moderately Extensive
4.	Respect diversity, reaffirm connectedness and community, and avoid marginalizing and disparaging students.	3.25	Moderately Extensive
5.	Maintain open spaces and opportunities for learners to exhibit and display cultural practices.	3.20	Moderately Extensive
Overall		**3.25**	**Moderately Extensive**

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The five items describing the extent of self-efficacy of teachers in culturally responsive classroom management in terms of the ability to use culturally appropriate classroom management strategies consolidated an overall mean rating of (3.25) with a descriptive equivalent of moderately extensive. This figure explains that the provisions of self-efficacy of teachers in culturally responsive classroom management in terms of the ability to use culturally appropriate classroom management strategies are usually manifested and observed among the teachers as they manage their classes in their respective schools.

These findings align with Siwatu et al. (2019), who asserted that teachers who reflect on their classroom management practices through the lens of equity are better positioned to identify and correct approaches that unintentionally discriminate against learners. The moderate ratings in this study imply that while reflection is taking place, there is still room for growth and improvement in ensuring that management practices consistently promote inclusivity in schools. Likewise, Lee and Huang (2021) emphasized that culturally responsive teachers deliberately establish physical and social spaces where behavioral expectations are transparent and co-developed with the learners and their families. The moderately extensive rating in this area supports the idea that teachers are beginning to incorporate such practices but may need more structured opportunities for family engagement.

Similarly, the finding that teachers moderately filter decision-making through cultural diversity is supported by Symeonidis and Schwarz (2020), who found that incorporating diverse perspectives into classroom decision-making enhances belongingness. This suggests that while teachers are aware of cultural orientations influencing students' learning, such practices are not yet fully embedded in daily classroom routines. Moreover, Khalifa et al. (2021) highlighted that culturally responsive management should focus on reaffirming connectedness and relationships rather than punitive discipline. The moderate rating in respecting diversity and avoiding marginalization indicates that teachers value inclusivity but may still rely on traditional disciplinary approaches at times.

As noted, the relatively low rating for maintaining open spaces for cultural expression resonates with Hammond's (2022) assertion that validation of learners' cultural practices fosters engagement and achievement, particularly in many tasks in learning. This suggests that while teachers recognize the importance of cultural expression, structural or curricular limitations may hinder their ability to fully implement these practices.

The findings demonstrate that teachers exhibit a moderate level of self-efficacy in applying culturally appropriate classroom management strategies. This suggests a growing awareness and partial implementation of culturally responsive practices, but also highlights the need for professional development, institutional support, and intentional pedagogical planning to elevate these strategies from moderate to highly extensive levels. This indicates that while teachers recognize the importance of cultural responsiveness, they may still lack the confidence or resources to consistently integrate these practices into their teaching.

Commitment to Building Caring Classroom Communities

Exhibited in Table 8 are the data on the extent of self-efficacy of teachers in culturally responsive classroom management in terms of *commitment* to *building caring classroom communities*. There are 5 items used to gauge this indicator. The statements describing this indicator are presented as follows: (1) *guide my learners in making decisions based on their perception of whether or not the teacher cares about them,* gained a mean rating of (3.85), or highly extensive; (2) *maintain connections between the school and their families,* recorded a mean rating of (3.80) described as highly extensive; (3) *nurture positive and respectful relationships between and among teachers and learners*. (4) *value a good teacher-student relationship for effective classroom management* obtained a mean rating of (4.00) described as highly extensive; and (5) *support the belief that good student-teacher relationships enhance learning* got a mean rating of (4.00) described as highly extensive.

The five items describing the extent of self-efficacy of teachers in culturally responsive classroom management in terms of commitment to building caring classroom communities consolidated an overall mean rating of (3.85) with a descriptive equivalent of highly extensive. This figure explains that the provisions of self-efficacy of teachers in culturally responsive classroom management in terms of commitment to building caring classroom communities are often manifested and observed among the teachers as they manage their classes in their respective schools.

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Table 8. The Extent of Self-Efficacy in Culturally Responsive Classroom Management in Terms of Commitment to Building Caring Classroom Communities

No.	Items	Mean	Descriptive Equivalent
1.	Guide my learners in making decisions based on their perception of whether or not the teacher cares about them.	3.85	Highly Extensive
2.	Maintain connections between the school and their families.	3.80	Highly Extensive
3.	Nurture positive and respectful relationships between and among teachers and learners.	3.60	Highly Extensive
4.	Value a good teacher-student relationship for effective classroom management.	4.00	Highly Extensive
5.	Support the belief that good student-teacher relationships enhance learning.	4.00	Highly Extensive
Overall		**3.85**	**Highly Extensive**

The findings demonstrate that teachers exhibit a highly extensive level of self-efficacy in their commitment to building caring classroom communities, as evidenced by an overall mean rating of (3.85). This indicates that teachers consistently value and practice relational care, family engagement, and positive classroom interactions, which are central components of culturally responsive classroom management.

A significant aspect highlighted in the data is that learners' decisions are often shaped by their perception of whether teachers genuinely care for them. This aligns with the findings of Nganga et al. (2019), who emphasized that learners, especially those from indigenous communities, display stronger academic engagement and a deeper sense of belonging when teachers show empathy, fairness, and respect. This suggests that teachers' caring behaviors directly influence motivation and participation.

It was pronounced as an important concept is the teachers' ability to maintain connections between the school and families, as reflected in the high mean rating equivalent to highly extensive. According to Aguayo et al. (2023), fostering culturally responsive practices strengthens partnerships with families, while Sleeter (2020) stressed that involving families bridges the gap between home and school experiences. The teachers' high self-efficacy in this aspect shows their awareness of the role of family-school collaboration in sustaining supportive learning environments.

The results also show that teachers are committed to nurturing positive and respectful relationships among learners and with their peers, which gained a mean rating equivalent to highly extensive. Research by Poulou et al. (2020) affirms that teacher self-efficacy enhances emotional regulation and relationship-building, while Alvarado and Reyes (2022) noted that respectful interactions reduce discriminatory practices and foster inclusivity. This demonstrates that teachers' relational care not only strengthens classroom community but also promotes equity and belonging. The high mean ratings for valuing good teacher-student relationships and supporting the belief that such relationships enhance learning underscore the teachers' conviction that relational care serves as a foundation for effective classroom management and improved learning outcomes. This resonates with Herman and Whitaker (2022), who found that teachers who prioritize caring relationships experience fewer disciplinary issues and greater cooperation from students. Likewise, the Frontiers in Psychology (2023) study revealed that teacher care positively impacts student perseverance and engagement, reinforcing the academic benefits of caring teacher-student relationships.

The findings and supporting literature highlight that teachers in the study strongly recognize the importance of building caring classroom communities. Their commitment is not only evident in their day-to-day practices but also supported by research showing that relational care strengthens student engagement, fosters inclusivity, reduces behavioral issues, and enhances academic achievement.

Summary on the Extent of Self-Efficacy in Culturally Responsive Classroom Management

Displayed in Table 9 are the summarized data on self-efficacy in culturally responsive classroom management. The results reveal that teachers demonstrate a highly extensive level of self-efficacy in culturally responsive classroom management, with an overall mean of 3.59. The highest rating was on *commitment to building caring classroom communities* (4.00), showing teachers' strong value for

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positive relationships, consistent with Nganga et al. (2019), who stressed that caring teacher behaviors enhance student engagement, and Herman and Whitaker (2022), who found that they reduce misbehavior.

Table 9. Summary on the Extent of Self-Efficacy in Culturally Responsive Classroom Management

No.	Items	Mean	Descriptive Equivalent
1.	Recognition of Learners' Cultural Lens and Biases	3.48	Moderately Extensive
2.	Knowledge of Learners' Cultural Background	3.63	Highly Extensive
3.	Ability to Use Culturally Appropriate Classroom Management Strategies	3.25	Highly Extensive
4.	Commitment to Building Caring Classroom Communities	4.00	Highly Extensive
Overall		**3.59**	**Highly Extensive**

This was followed by ***knowledge of learners' cultural background*** (3.63), indicating that teachers make efforts to understand students' identities and traditions, and make instruction more meaningful. Meanwhile, ***recognition of learners' cultural lens and biases*** gained a mean rating of (3.48) which was rated moderately extensive, suggesting that while teachers are aware of cultural perspectives, they need deeper reflection on how biases shape classroom interactions, as Poulou et al. (2020) emphasized. The lowest mean was on the ***ability to use culturally appropriate strategies,*** with a mean rating of (3.25) or moderately extensive, which points to a gap between awareness and consistent practice, highlighting the call of Watson et al. (2023) for professional development and planning. Overall, the findings show that teachers excel in relational care but require stronger confidence and support in applying culturally responsive strategies to fully achieve equitable classroom management.

Significant Relationship Between Teachers' Personal Epistemologies and Self-Efficacy in Culturally Responsive Classroom Management

Presented in Table 10 are the data on the significant relationship between teachers' personal epistemologies and their self-efficacy in culturally responsive classroom management. Using Pearson *r* to determine the relationship, the computed r-value was 0.731, or a strong positive correlation, and with a *p*-value of 0.01, which is lower than the 0.05 level of significance set in this study. This result leads to the rejection of the null hypothesis and confirms that there is a significant relationship between teachers' personal epistemologies and their self-efficacy in managing classrooms responsively. This means that teachers' beliefs about knowledge and learning are strongly associated with their confidence and ability to apply culturally responsive classroom management practices.

This finding is supported by Ahmed (2022), who emphasized that understanding teachers' personal epistemologies or their beliefs about knowledge, how students learn, and what counts as valid knowledge, plays a crucial role in predicting their confidence in using culturally responsive strategies in classroom management. His study, which utilized the Personal Epistemologies of Teaching Scale (PT-PETS) and the Culturally Responsive Classroom Management Self-Efficacy Scale (CRCMSE), revealed that while teachers may hold well-developed beliefs about knowledge and teaching-learning, translating these into high levels of self-efficacy often depends on contextual factors such as exposure to diverse learners, pedagogical experiences, and assessment practices.

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Table 10. Significant Relationship Between Teachers' Personal Epistemologies and Self-Efficacy in Culturally Responsive Classroom Management

Variables	Computed r Value	*p*-value	Equivalent Decision on Ho
(X) *Teachers' Personal Epistemologies*	0.731s	0.00	Strong Positive Correlation
(Y) *Self-Efficacy in Culturally Responsive Classroom Management*			Reject Ho

Complementary literature also supports this connection, suggesting that teachers with stronger epistemological beliefs are more likely to perceive themselves as capable of effectively managing culturally diverse classrooms. Thus, the present study affirms the existing concept that teachers' personal epistemologies significantly shape their confidence and practices in promoting culturally responsive classroom environments. his holds in the context of Malabog District, Davao City, where teachers often handle learners from varied cultural and linguistic backgrounds, such as Ata, Matigsalog, and other ethnic groups. Their personal epistemologies, or how they view knowledge and learning, play a crucial role in shaping how they design classroom strategies that recognize these cultural diversities of their learners. Thus, the present study affirms the present concept that teachers' personal epistemologies significantly shape their confidence and practices in promoting culturally responsive classroom environments.

Teachers' Personal Epistemologies that Significantly Influence Self- Efficacy on Culturally Responsive Classroom Management
Presented in Table 11 are the data on teachers' personal epistemologies that significantly influence self-efficacy on culturally responsive classroom management.

The results of the multiple regression analysis reveal that among the domains of teachers' personal epistemologies, the construction of teaching knowledge ($\beta = 0.56$, $p = 0.02$), the contextuality of teaching knowledge ($\beta = 0.58$, $p = 0.01$), and the complexity of teaching knowledge ($\beta = 0.23$, $p = 0.02$) significantly influence teachers' self-efficacy on culturally responsive classroom management. The positive beta coefficients suggest that as teachers strengthen these epistemological domains, their confidence in managing culturally diverse classrooms also increases.

This finding aligns with Ahmed (2022), who emphasized that teachers' epistemological beliefs, shaped by how they perceive knowledge, learning, and teaching. All play a crucial role in shaping their confidence in culturally responsive practices. While beliefs alone may not automatically translate into practice, the present study affirms that stronger orientations toward construction, contextuality, and complexity enhance teachers' efficacy in managing culturally diverse classrooms. Complementary literature reinforces this finding, indicating that stronger epistemological beliefs exert a positive influence on teachers' perceptions of their capability to manage culturally diverse classrooms effectively. In this regard, the results highlight that teachers' personal epistemologies serve as powerful determinants that influence both their confidence and their actual practices in fostering culturally responsive classroom environments.

Table 11. Teachers' Personal Epistemologies that Significantly Influence Self-Efficacy on Culturally Responsive Classroom Management

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-ratio	Sig
	B	Std. Error	Beta		
Constant	β_0	3.37	0.44	21.00	0.03
Construction of Teaching Knowledge	β_1	0.56	0.94	29.09	0.02
Contextuality of Teaching Knowledge	β_2	0.58	0.47	6.20	0.01
Complexity of Teaching Knowledge	β_3	0.23	0.68	12.07	0.02

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IV. CONCLUSIONS

Based on the findings of the study, the researcher concluded that the findings across all indicators revealed that teachers generally exhibited moderate to high levels of self-efficacy in culturally responsive classroom management. Teachers consistently demonstrated an awareness of cultural diversity and expressed a willingness to integrate inclusive practices into their classrooms. Specifically, they showed strength in recognizing learners' cultural lenses and biases, as well as in understanding learners' cultural backgrounds**,** both of which are essential to fostering respectful and inclusive learning environments. These aspects were rated from moderately to highly extensive, indicating that many teachers are actively making efforts to understand their students' cultural contexts and incorporate these into classroom interactions.

In terms of the dependent variable, the culturally responsive classroom management, the findings of the study revealed that teachers exhibited varying levels of self-efficacy across the dimensions of culturally responsive classroom management. Overall, teachers demonstrated a moderately extensive capacity in recognizing learners' cultural lenses and biases. While they showed strong respect for diverse forms of communication and appreciation for student comfort, their engagement in fully understanding the unique cultural identities of each learner was comparatively moderate. In contrast, teachers reported a highly extensive level of self-efficacy in understanding their students' cultural backgrounds.

Meanwhile, in terms of implementing culturally appropriate classroom management strategies, the data indicated a moderately extensive level of self-efficacy. Although reflective practices and consideration of cultural diversity were present, these strategies were not consistently applied, suggesting a need for more structured support and professional development. As noted, the highest self-efficacy was observed in teachers' commitment to building caring classroom communities. Teachers strongly emphasized the importance of positive teacher-student relationships, family engagement, and respectful interactions, which they consistently integrated into their daily practices in classroom instruction.

Further, the study affirmed a significant and positive relationship between teachers' personal epistemologies and their self-efficacy in culturally responsive classroom management**.** The strong correlation explained that teachers who hold more constructivist, complex, and contextualized views of knowledge are also more confident in their ability to manage culturally diverse classrooms effectively. This supported the premise of the Constructivist Theory of Learning**,** which emphasizes that teachers actively construct their understanding of teaching and learning through experience, and that such epistemological beliefs directly influence their pedagogical decisions and responsiveness to students' diverse cultural needs (Christison, 2023).

Moreover, the regression analysis revealed that specific domains of personal epistemologies, namely, the construction**,** contextuality, and complexity of teaching knowledge, significantly influenced teachers' self-efficacy in culturally responsive practices. This finding was in line with Bandura's Social Cognitive Theory**,** which posited that self-efficacy is shaped by cognitive, behavioral, and contextual factors. Teachers who perceived knowledge as developing, context-dependent, and multifaceted are more likely to believe in their capability to apply inclusive and equitable classroom strategies that affirm students' cultural identities. This is a critical step toward enhancing their confidence and competence in promoting culturally responsive classroom management (Ahmed, 2022; Morris et al., 2021).

These findings have important implications for teacher education and professional development. Programs should intentionally foster deep, reflective engagement with knowledge construction, cultural contexts, and complexity in learning, as these epistemological orientations are foundational to effective pedagogy and instrumental in building the self-efficacy needed to manage diverse classrooms successfully**.**

V. RECOMMENDATIONS

It is recommended that officials of the Department of Education (DepED) in charge of curriculum development strengthen the integration of culturally responsive classroom management strategies within the national curriculum frameworks, as presented in the curriculum guides of each learning area and teacher training modules. This will ensure that teachers are systematically guided in addressing cultural diversity in classroom management. Moreover, policies that highlight the importance of strengthening teachers' epistemological beliefs, particularly in constructing and contextualizing teaching knowledge, should be developed, as these directly influence their level of self-efficacy. In addition, resources should be allocated to design and implement professional development programs that explicitly address the relationship of culture, pedagogy, assessment, and classroom management.

Alongside these efforts, school heads are encouraged to provide technical support through school-based training (SBTT) and professional learning sessions such as Learning Action Cells (LAC) and collaborative expertise. These should focus on reflective practices and the application of culturally responsive pedagogy in the classroom. Furthermore, collaboration among teachers must be

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encouraged by offering opportunities to share best practices and co-develop contextualized instructional materials that reflect the diverse cultural backgrounds of all learners. Equally important is the establishment of monitoring and evaluation mechanisms that can ensure consistent and sustainable application of culturally responsive practices in both classroom instruction and school-wide activities.

In terms of classroom practice, teachers, particularly those handling reading instruction, are advised to engage in continuous self-reflection and professional growth and development activities to further strengthen their epistemological beliefs, especially in constructing and contextualizing teaching knowledge. They should also integrate culturally relevant texts and reading materials that affirm learners' cultural identities, thereby enhancing inclusivity and engagement in literacy instruction. Likewise, they need to apply both reflective and practical strategies in classroom management to ensure that cultural diversity is not only acknowledged but also meaningfully integrated into daily interactions in the teaching-learning process. Building stronger partnerships with parents and communities is likewise encouraged to deepen their understanding of students' cultural backgrounds and to reinforce supportive and caring classroom communities.

For future researchers, it is recommended that this study be replicated in other school districts and divisions to determine the consistency of the findings across different contexts. Furthermore, qualitative or mixed-method approaches may be explored to capture deeper insights into how teachers' epistemological beliefs influence classroom practices. It would also be significant to study the long-term effects of culturally responsive classroom management on learners' academic performance, motivation, and cultural identity development. In addition, further studies may examine the outcomes of specific interventions or professional development programs designed to enhance teachers' personal epistemologies, particularly in relation to their impact on teachers' self-efficacy in managing culturally diverse classrooms.

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