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The Effects of Self-Confidence, Career Commitment, and Quality of Work Life on Teachers' Classroom Management Skills

Author(s): [Sudarnoto, Laura F. N.](#)
Source: [Journal of Classroom Interaction](#), v57 n1 p18-26 2023.
Availability: University of Houston, College of Education. 442 Farish Hall, Houston, TX 77204-5026. Web site: <https://jciuh.org/>
URL: <https://jciuh.org/>
Peer Reviewed: Y
ISSN: 0749-4025
Descriptors: [Self Esteem](#), [Teacher Persistence](#), [Quality of Working Life](#), [Classroom Techniques](#), [Teaching Skills](#), [Elementary School Teachers](#), [Predictor Variables](#), [Foreign Countries](#)
Location Identifiers: [Indonesia](#)
Abstract: Teachers' skills in the learning and teaching process both offline and online are crucial to creating an effective learning environment, and one such skill is classroom management. Aiming to investigate the factors that influence teacher skills in classroom management, this study involved 363 elementary school teachers in a quantitative survey. The results revealed that self-confidence, career commitment, and quality of work life had both direct and indirect effects on the teachers' classroom management skills. The results also demonstrate how self-confidence becomes a dominant factor that supports teachers in how they manage the learning and teaching activities in the classroom.

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