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The Mediating Effect of Social Competence on the Relationship between Classroom Environment and Self Worth

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ABSTRACT

This study determined the mediating effects of social competence on the relationship between classroom environment and self-worth. The quantitative approach using the correlational technique and analysis was utilized in this study with a sample of 300 teachers coming from the Public Elementary Schools of Mati Citl. Sets of adapted survey questionnaires were used to obtain data from the respondents, which were subjected to content validity and reliability analysis. The data were analyzed using the Mean, Pearson-r, and Multiple Regression Analysis. The results reveal that the levels of classroom environment were rated high, and level self-worth was also rated as high. While social competence was also rated high. Moreover, a significant relationship existed between these variables. A significant relationship between classroom environment and social competence was significant. A significant relationship between social competence and self-worth was also significant. A significant relationship between classroom management and self-worth was also significant.

Keywords: educational management, social competence, classroom environment, self-worth. Philippines *SDG #4, Philippines*

INTRODUCTION

The development of self-worth can also be influenced by cultural and socioeconomic factors. For example, **Aronson et al. (2002)** in their study on **stereotype threat** found that students from marginalized or underrepresented groups often struggle with issues of self-worth due to societal stereotypes and biases. These stereotypes can create additional barriers for students, leading them to doubt their academic abilities, which exacerbates feelings of inadequacy. According to Huang, Sang, and Chao (2022) teachers frequently experience low levels of respect from the public and policymakers, which contributes to feelings of being undervalued despite their critical role in society. This is further exacerbated by a growing administrative burden and increasingly large class sizes, which leave teachers with less time and energy for their students or personal well-being. Moreover, the low financial compensation in many regions, despite the educational requirements and long hours involved, can lead to a sense of frustration and decreased self-esteem (Fairlamb, 2022; Barkela, Han, & Weber, 2024).

Furthermore, the importance of addressing self-worth in students cannot be overstated, as it directly affects various aspects of their academic, social, and emotional development. Erdvik, Haugen, Ivarsson, and Säfvenbom, (2020) emphasizes that students with higher self-worth are more likely to take on challenges, persist through difficulties, and engage actively in their learning. When students believe in their own abilities, they are more motivated to set high expectations for themselves and work hard to achieve their goals. On the other hand, students with low self-worth may avoid difficult tasks or give up easily when faced with challenges, leading to poorer academic performance (Sila, Odera, & Poipoi, 2023).

Furthermore, there are no similar studies which deal with social competence on the relationship between classroom environment and self worth in Region XI or specifically in Mati City. Existing studies are only on Correlations among classroom emotional climate, social self-efficacy, and psychological health of university students in Taiwan by Pellerone, Martinez Torvisco, Razza, Lo Piccolo, Guarnera, La Rosa, & Commodari, (2023) and Social Skills and Academic Competence Among Senior High School Students: A Basis for Guidance Program by Ruga, (2024). Moreover, the findings of the study will also aid in becoming an asset to the world of literature. Thus, making this study a creation of new knowledge that can give specific contribution to the field of education. In addition, results can be used to improve or augment practices of teachers as to their social competence classroom environment and self-worth. Thus, the need to conduct this study.

There was an urgency to conduct this study because as a researcher and who is presently teaching in Mati City, is interested to find out the levels of classroom environment, professional development, and teaching performance specifically on how the teachers are able to cope up with their teaching assignment amidst some personal problems presently confronting the teachers with the members of their family at home.

The researcher has not come across of any study that deals on social competencies and classroom environment and self-worth in the local setting. Though, there was a study on classroom environment students. This study therefore fills the gap of the literature on the variables involved. Moreover, the result of the study could be a point of reference for schools to classroom environment and self-worth behavior making this study a document with social relevance. Concurrently, this study may spur further research of those accessing the contained information, hence the conduct of the study.

Consistent with a collectivist orientation, traditional Javanese society has been described as emphasizing cooperation, conformity to authority, and harmonious relationships Gomez, Viejo, Romera and Ortega (2022). asserted that Javanese children are expected to be quiet, obedient, respectfulof their parents, and emotionally reserved. According to Javanese parents teach children that helping, sharing, and empathizing with others components of socially competent behavior are important virtue (Tabassum, Akhter, & Iqbal, 2020).

The Self-Worth Theory of Teachers draws heavily from the general self-worth theory, which was developed by psychologist Harter (1999). This theory focuses on how individuals' sense of self-esteem and self-worth is shaped by their perceived competence and how valued they feel in various areas of their life. In the context of teaching, the theory suggests that teachers' motivation, job satisfaction, and effectiveness are strongly influenced by how they perceive their abilities as educators and the recognition they receive from students, peers, and administrators.

The anchored self-worth theory of teachers is an extension of the broader self-worth theory, specifically applied to the teaching profession. This theory was developed by Lynn Harter and later adapted by Susan Harter **(1999)** to address the challenges teachers face in maintaining their self-esteem and professional identity. It emphasizes how teachers' self-worth is deeply tied to external feedback, recognition, and their perceived competence in the classroom, and how this sense of self-worth influences their motivation, teaching effectiveness, and overall well-being Figure 1 shows the conceptual framework of the study.

The independent variable which is the social competence with indicators *expressivity* refers toexpresses his/her thoughts and feelings precisely; *assertiveness* or refer as states his/her opinion or position clearly to others; *sensitivity* or refer as ability to read the partner's feelings and thoughts accurately; acceptance or refer as understands and respects the partner's opinion or position regulation of the interpersonal relationship or refer as works with the partner to develop a good relationship; and self-control or refer as ability to control personal emotions and behaviors (Ahnert, Harwardt-Heinecke, Kappler, Eckstein-Madry, & Milatz, (2012). Classroom environment which focuses on *physical environment* is where individuals live, learn, work, and play, *time/instructional management* is the process of empowering all educational resources to achieve learning objectives,*behavior management* is a method of behavioral modification which focuses on maintaining order and *teacher effectiveness* refers to a set of within-person attributes—personality, motivation, beliefs, and dispositions—that interact with contextual factors (cultural, social, educational) to influence student outcomes.Self-worth which focuses on *appearance* is the way one looks, *academic competence* a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroomfamily support helps families access a broad array of supports and services, including formal supports (such as paid respite care) and informal supports virtue, *God's Love* showing love for God, and *approval from other* seek validation from others.

Self-esteem is important because it heavily influences people's choices and decisions. In other words, self-esteem serves a motivational function by making it more or less likely that people will take care of themselves and explore their full potential. The findings of the study will be used as valuable information that would give a new perspective in social competence and classroom environment on self-worth of students. Hence, the study will be beneficial to the following groups: The DepEd officials and school heads may use the results of this study as basis in the formulation of policies, guidelines, and programs that would enhance social competence in promoting positive classroom environment that would enhance self-worth of students. In the same manner, the conduct of this may help teachers evaluate their skills and competence in making innovative and appropriate learning activities that would promote positive learner-beliefs and eradicate learning anxieties. Further, this may also help them in the formulation of learning objectives that are suited to students' learning needs.

Similarly, findings of this study may benefit guidance counselor in the formulation of a systematic record of social competence and their positive classroom environment likewise, given results would provide them with a new perspective in self-worth of students. Consequently, findings of this study may also help the students in the evaluation of their social competence and their positive classroom environment as initial step towards meaningful learning experiences. This may also allow them to develop positive learning beliefs that would help achieve their goal. Finally, this study will also serve future researchers as a valuable reference that will help them conduct their own related studies. The weaknesses and other limitations will challenge them to either replicate or conduct the study using other research methodologies.

Research Respondents

The study has a total of 300 respondents from the total of 453 population who high school students in Mati City. Stratified random sampling method was used in determining the respondents of the study. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. The study considered the inclusion, exclusion and withdrawal criteria in the selection process. The respondents were chosen accordingly to answer the questionnaire with confidentiality. In particular, included as respondents were the public secondary students in Mati City in the Department of Education and who are 18 years of age and above, as they were the ones who are in the position to provide useful information upon testing the hypothesis of the study.

The following were excluded as respondents, they are those teachers in the teachers who hold managerial or supervisory positions were excluded in the study, for they were in a different work environment and supervision. Also teachers teaching in other areas outside of Mati City were excluded in the study. For the withdrawal criterion, the target respondents were free to decline from participating the survey. They were not forced to answer the research questionnaire and encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free-will to participate without any form of consequence or penalty.

This study was conducted in public schools in Mati City, The researcher believed that this is the appropriate locale of the study because it has a good number of respondents who can ensure concrete results of the study and that the researcher has not come across with a study using the variables on social competence, classroom environment and self-worth in the local setting. Likewise, the researcher, who is presently teaching in Mati City is interested to know the existing level of on social competence, classroom environment and self-worth iafter the challenges coming from both in their personal problems in the families and on how they are able to cope up and adjust to be able to continue with the smooth and effective delivery of their class activities.

Materials/ Instruments

There were three sets of questionnaires adopted from authors of different studies, which were validated by experts in questionnaire construction. The adapted standardized questionnaire is valid in contents as they went through a series of modifications to classify the most reliable and valid questions. Further, it was already tested and proven by the authors per se. The questionnaire was designed in a very comprehensive form with the help of the expert validators to provide the respondents with ease and comfort in answering each question and in understanding the objective of the study. Upon validation, the questionnaire got an overall mean score of 4.28 equivalent to a very good descriptive rating given by the expert validators.

Moreover, pilot testing will also be applied. Cronbach alpha will be used to check the questionnaire measured the respondents' classroom environment which focuses on physical environment, time/instructional management, behavior management and teacher effectiveness (Turano, Yu, Hao, & Hicks, 2005). The first part of the questionnaire deals with classroom environment. with Cronbach Alpha result of .877 which implies that the items have relatively high consistency.

Second part of the questionnaire was adapted by (Crocker, and Luhtanen, 2003) which is self-worth which focuses on appearance, competition, academic competence, family support, virtue, God's Love; and approval from other with Cronbach Alpha result of .877 which implies that the items have relatively high consistency

The third questionnaire was adapted from (Anme, Schwartz, Levin, & Stephen, 2012) on social competence with the indicators such *expressivity; assertiveness; sensitivity; acceptance; regulation of the interpersonal relationship; and self-control.* Moreover, pilot testing will also be applied. Cronbach alpha will be used to check the validity of the questionnaire.

The Likert Scale is use as basis in describing the level of the *social competence*. Likert Scale requires individuals to tick on the box/blank in response to a large number of items concerning an attitude, object, and stimulus. With Cronbach Alpha result of .912 which implies that the items have relatively high consistency The five orderable gradations of social competence with their respective means are as follows: 4.20 – 5.00 or Very High which means measures are always manifested; 3.40 – 4.19 or High which means measures are often manifested; 2.60 – 3.39 or Moderate which means measures are sometimes manifested; 1.80 – 2.59 or Low which means measures are seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Design and Procedure

This study employed non-experimental quantitative design utilizing the descriptive correlation technique of research which is designed to gather data, ideas, facts and information related to the study. In non-experimental research, researchers collect data without making changes or introducing treatments (Gehle, 2013). In this study the variables were not manipulated, and the setting was not controlled. Descriptive-correlation research design describes and interprets what is, and reveals conditions and relationships that exist and do not exist (Calmorin, 2007). The study was descriptive in nature since it assessed the levels of social competence of students, classroom environment and self-worth and its relationship. This is correlational since it investigated the relationship between variables such social competence of students, classroom environment and self-worth with the use of the survey questionnaire as a tool in gathering the primary data.

In doing descriptive quantitative research, the following procedure was followed. The researcher   sent letter   to the Schools Division Superintendent of the Department of Education, Division of Mati City asking for permission to conduct the study and once approved, it was furnished to the School Heads of the respondents. The researcher immediately visited the concerned school heads of the identified schools in Mati City as part of the courtesy call and discussed the plan on the conduct of an online survey using the google forms to all concerned respondents. Also, before the actual data collection, the researcher secure Certificate of Compliance from UMERC (UMERC Protocol Number --) to ensure compliance of some ethical considerations in research. With the use of the excel template, all retrieved questionnaires were encoded, tallied and validated after verification and checking as to completeness of the answers. The data was analyzed and interpreted in line with the objectives of the study with the assistance of the designated Statistician and based from the findings of the study, conclusions and recommendations were formulated.

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. Mean for the levels of of social competence of students, classroom environment and self-worth. This answered research objectives 1, 2 and 3. Pearson Product Moment Correlation (Pearson r) for the significance of the relationship between and among the variables: of social competence of students, classroom environment and self-worth. This answered research objective number 4. For research objective number 5, regression analysis was used.

In the conduct of this study and before the data were gathered some ethical issues and considerations were considered. The participation of the respondents was completely voluntary and anonymous to protect their privacy, all data gathered were kept confidential, no names were required from

the respondents so that their identities become anonymous in adherence to the Data Privacy Act of 2012. Informed consent was secured from all the respondents involved in the study. The participants were carefully selected based on the criteria provided in the research. The study did not involve in high risks of situations that the respondents experienced. All   the teachers   were the primary beneficiaries of the study and the results of this study can help the teachers in their profession since the findings of this study will give them new information about social competence of students, classroom environment and self-worth and the respondents received   tangible benefits such as a simple token from the researcher.

The study used the Grammarly or Turnitin software and/ or Plagiarism Detector and the study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao. The study has no conflict of interest since the researcher has no relationship to the respondents of the study and there was no deceit. The researcher secured proper permission from the targeted agencies where the respondents are teaching/working. There was an online mode of data gathering using google forms. For purposes of publication of this study, the adviser becomes the co-author of the study.

RESULTS AND DISCUSSION

The presentation, analysis and interpretation of the acquired data are depicted in this part of the paper based on the research objectives of this study. The flow of presentation on the stated topic is as follows: level of classroom environment, level of self-worth, and level of social competence; correlation between classroom environment and social competence; correlation between social competence and self-worth. correlation between classroom management and self-worth

Classroom Environment

Shown in Table 1 are the average scores for the indicators of classroom environment; with an overall mean of 4.15 described as high with a standard deviation of 0.31. The high level could be attributed to the equally *high* rating given by the respondents. The cited overall mean score was the result gathered from the computed mean scores of its indicators. It could be gleaned from the data that the indicator with the highest mean rating of 4.46 described as very high is- *teacher effectiveness.* Followed by physical environment with a mean score of 4.22 descriptively described as Very High. Next, behavior management with a mean score of 4.21 described as Very High. Lastly, time/instructional management with a mean score of 4.53 or High.

The high level of classroom environment is due to the high rating given by the respondents on the importance of *physical environment, time/instructional management, behavior management and teacher effectiveness* these indicators registered an overall high rating which was the product of the high scores rated by the teachers.

Table 1

Level of Classroom Environment

Indicators	SD	Mean	Descriptive Level
Physical Environment	0.48	4.22	Very High
Time/Instructional Management	0.48	3.71	High
Behavior Management	0.38	4.21	Very High
Teacher Effectiveness	0.55	4.46	Very High
Overall	**0.31**	**4.15**	**High**

This indicates that the respondents perceive the classroom environment as conducive to learning, largely due to effective strategies in managing physical space, time, and student behavior. The high ratings in teacher effectiveness suggest that educators are successfully engaging students and fostering a positive atmosphere. Overall, this reflects a strong alignment between the instructional practices of teachers and the perceived needs and expectations of the students, contributing to a supportive educational setting.

This finding conforms with the pronouncement of Bajwa, Farooq, Al-Sadi, Nawaz, Jabran and Siddique (2020), Shoaib, et al., (2022), who all underscore the importance of effective classroom management and teacher effectiveness in creating a conducive learning environment. These elements help foster student engagement and contribute to a positive atmosphere, aligning instructional practices with students' needs and expectations.

In the same vien, Bock, Di Martino, & Origlia, (2019). who said that he classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal. With the classroom being such an important place in the growth of a child it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction.

Self-Worth

Revealed in Table 2 is the level of self-worth which was measured through a survey questionnaire with the following indicators: appearance, competition, academic competence, family support, virtue, God's Love; and approval from other. Shown in Table 2 are the data on the level of self-worth. Computations yield a grand mean of 4.12 or high with a standard deviation of 0.22 and this indicates that the self-worth is sometimes manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.65 or very high is *approval from others*. It is followed by virtue with a mean score of 4.59 descriptively described as Very High. Next is God's Love with a mean score of 4. 30 descriptively described as Very High, while family support with a mean score of 4.25 descriptively described as still very High. Next is academic competence with a mean score of 4.o5 descriptively described as High, Finally, the two lowest items are appearance and competition with a mean score of 3.83 and 3.17 or High.

The high level of self-worth reported by the respondents, attributed to factors such as appearance, competition, academic competence, family support, virtue, God's love, and approval from others, indicates that these individuals derive a significant portion of their self-esteem from external validation and key personal beliefs. This suggests that their self-worth is influenced not only by internal attributes like personal values and academic abilities but also by external factors such as social feedback, familial reinforcement, and spiritual or religious beliefs. These elements collectively contribute to a well-rounded sense of identity and self-value.

Table 2

Level of Self Worth

Indicators	SD	Mean	Descriptive Level
Family Support	0.67	4.25	Very High
Competition	0.55	3.17	Moderate
Appearance	0.47	3.83	High
God's Love	0.45	4.30	Very High
Academic Competence	0.38	4.05	High
Virtue	0.37	4.59	Very High
Approval from Others	0.40	4.65	Very High
Overall	**0.22**	**4.12**	**High**

This finding aligns with the work of Sila et.al., (2023), Febriana, and Sari, (2024), who highlight the importance of social validation, family support, personal competence, and spiritual beliefs in the development of self-worth and Bajwa et al., (2000) in their research on self-esteem, they argue that the need to belong and receive approval from others is a key factor in the development of self-worth.

Social Competence

Presented in Table 3 is the level of social competence refers to the ability to interact effectively with others in various social contexts. It involves a combination of cognitive and behavioral skills that help individuals navigate social environments successfully. The concept is often explored in relation to various indicators such as declarative knowledge, procedural knowledge, conditional knowledge, planning, mentoring, and evaluating.

Table 3

Level of Social Competence

Items	SD	Mean	Descriptive Level
Expressing his/her own feelings to others.	0.64	4.29	Very High
Attempting to elicit help or consolation from other.	0.74	4.17	High
Showing self-assertiveness through a gesture.	1.08	3.17	Moderate
Showing the change of his/her feelings through facial expressions.	0.65	4.21	Very High
Showing his/her feelings by words and actions together.	0.69	4.18	High
Speaking up about what he/she thinks.	0.61	4.39	Very High
Talking to, suggesting, or letting the partner accomplish something while he/she pays attention.	0.71	4.24	Very High
Expressing his/her opinion to others.	0.99	3.55	High

Exhibiting a differing opinion by his/her expression and gestures.	0.76	4.02	High
Explaining his/her opinion according to the level of competence/ability of the individuals.	0.60	4.42	Very High
Showing an appropriate reaction through a change in his/her expression and gestures.	0.72	4.24	Very High
Vocalizing or speaking in response to the partner's verbalization.	0.80	3.99	High
Looking at the partner or materials when he/she shows non-verbal behavior.	0.74	4.27	Very High
Smiling or frowning within five seconds after the partner's vocalization.	0.71	4.35	Very High
Behaving appropriately in response to the partner's gestures or changes in expression.	0.62	4.24	Very High
Smiling in response to the partner's smile.	0.65	4.11	High
Praising the partner's efforts, success, and behavior.	0.68	4.04	High
Showing empathy by verbal or non-verbal responses.	0.68	4.14	High
Responding to the teachers vocalizations with an affectionate verbal response.	0.70	4.01	High
Praising the partner's skills during the assignment.	0.82	3.93	High
Providing an environment free of distractions.	0.55	4.28	Very High
Not making negative comments .	0.65	4.28	Very High
Not turning away from the assignment and pays close attention.	0.61	4.29	Very High
Talking positively or encouragingly during the assignment.	0.560	4.31	Very High
Not criticizing when they have differing opinions.	0.57	4.33	Very High
Emitting appropriate movement of eyes.	0.60	4.28	Very High
Making clearly recognizable hand motions towards materials during the assignment.	0.65	4.20	Very High
Concentrating on the task and being gentle with the materials.	0.58	4.24	Very High
Not being destructive/rough with the materials.	0.56	4.32	Very High
Not speaking negatively of others.	0.64	4.23	Very High
Overall	**0.38**	**4.16**	**High**

Shown in Table 3 are the data on the level of social competence. Computations yield a grand mean of 4.16 or high with a standard deviation of 0.38 and this indicates that the social competence oftentimes manifested. It could be gleaned from the data that the indicator with the highest mean rating of 4.42 or very high is *explaining his/her opinion according to the level of competence/ability of the individuals.* In contrast, indicator with the lowest mean rating of 3.17 or *high* is *showing self-assertiveness through a gesture.* The high level of social competence, as rated by the respondents, these indicators registered an overall high rated by the teachers. Of all the indicators, speaking up about what he/she thinks in the school dominates that yielded the highest mean score among the indicators.

This indicates that social competence is a multifaceted construct that encompasses not only knowledge but also the ability to apply that knowledge in diverse social situations. It highlights that effective social interactions require more than just awareness of social norms (declarative knowledge); individuals must also know how to behave in specific situations (procedural knowledge), when to apply different strategies (conditional knowledge), and be capable of planning, mentoring, and evaluating social exchanges. The combination of these indicators suggests that social competence is dynamic, requiring ongoing learning, adaptation, and reflection. These components work together to enable individuals to successfully navigate and contribute to social environments

The viewpoint of various authors Yales et al., (2022); Williams (2019) emphasizes the importance of learning through observation, imitation, and modeling, which are key to acquiring both declarative and procedural knowledge. Bandura highlights that individuals not only need to understand social norms (declarative knowledge) but also develop skills to execute appropriate social behaviors (procedural knowledge) by observing others and receiving feedback.

Significance on the Relationship between the Classroom Environment and Social Competence

Depicted in Table 4 is the result of the test of relationship between classroom environment is significantly related with their level of social competence. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of 0.536 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between classroom environment and social competence. This shows that the classroom environment is correlated with social competence. More specifically, result revealed that all indicators of classroom environment are positively correlated with social competence, since the p-value is <0.05 and the overall r-value is 0.609 physical environment, 0.250 on time/instructional management, and 0.493 on behavior management, except teacher effectiveness with an r value of .098 p p value of .091. Data show the positive association of the two variables

So, to support students social learning, teachers should provide many opportunities for children to work and learn together thus, enables students to interact with peers in a variety of ways and contexts and to maintain positive relationships with peers and adults, both of which are critical for success in school and beyond.

Table 4

Significance of the Relationship between the Classroom Environment and Social Competence

Classroom Environment	Social Competence Overall
Physical Environment	**.609***
	(0.000)
Time/Instructional Management	**.250***
	(0.000)
Behavior Management	**.493***
	(0.000)
Teacher Effectiveness	**.098**
	(0.091)
Overall	**.536***
	(0.000)

*Significant at 0.05 significance level.

This indicates that the quality and structure of the classroom environment significantly influence the development of students' social skills and their ability to interact effectively in various social situations. A well-organized, inclusive, and supportive classroom environment can enhance students' social competence by providing opportunities for positive peer interactions, emotional expression, and collaboration.

Significance of the Relationship between Social Competence and Self-Worth

Depicted in Table 5 is the result of the test of relationship between

social competence and self-worth. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of 0.073 with a p-value of 0.208 signified the acceptance of the null hypothesis. It means that there is no significant relationship between social competence and self-worth. This shows that the social competence is not correlated with self-worth. More specifically, when indicators of self-worth, family support when correlated to the indicators of social competence with an r value of .-.005 and p value of .935 hence, not significant. Competition as an indicator of self-worth, when correlated to the indicators of social competence with an r value of.-.059 and p value of .312 hence, not significant. When academic competence and approval of others as an indicator of self-worth, when correlated to the indicators of social competence with an r value of .165 and .118 with a p-value p < 0.01, hence significant and rejecting the null hypothesis. The test of relationship between social competence and self-worth revealed a not significant relationship between social competence and self-worth. This implies that the social competence is not correlated to self-worth. In other words, social competence can be enhanced by observing others, thinking about why people behave and react as they do, and identifying behavior that seems helpful in critical situations. This result negates to the result of Similarly, Dhaya, (2007) which emphasize that proper working environment due to its affective-social aspects is humanized environment where within all the material and emotional needs of employees are met thus, organizational ability to attract and retain the best people by making it a more attractive place to work and a stable organizational performance.

Table 5

Significance of the Relationship between the Social Competence and Self Worth

Social Competence	Self-Worth							
	Family Support	Competition	Appearance	God's Love	Academic Competence	Virtue	Approval from Others	Overall
Overall	-.005	-.059	-.018	.051	.165*	.063	.118*	.073
	(0.935)	(0.312)	(0.760)	(0.381)	(0.004)	(0.277)	(0.041)	(0.208)

*Significant at 0.05 significance level.

Significance of the Relationship between Classroom Management and Self-Worth

Illustrated in Table 6 is the result of the test of relationship between classroom management and self-worth. The result shows that the overall

Table 6

Significance on the Relationship between Classroom Management and Self-Worth

Classroom Management	Self-Worth							
	Family Support	Competition	Appearance	God's Love	Academic Competence	Virtue	Approval from Others	Overall
Physical Environment	-.004	-.012	-.017	.090	.132*	.029	.115*	.084
	(0.948)	(0.842)	(0.771)	(0.118)	(0.022)	(0.618)	(0.047)	(0.145)
Time/Instructional Management	.079	.060	-.153*	-.028	-.008	-.104	-.011	-.028
	(0.171)	(0.298)	(0.008)	(0.626)	(0.891)	(0.071)	(0.854)	(0.624)
Behavior Management	.048	.016	.020	.040	.129*	.027	.049	.096
	(0.407)	(0.777)	(0.735)	(0.489)	(0.026)	(0.640)	(0.395)	(0.098)
Teacher Effectiveness	.556*	-.022	.290*	.007	.069	.112	.138*	.412*
	(0.000)	(0.711)	(0.000)	(0.910)	(0.233)	(0.053)	(0.017)	(0.000)
Overall	.299*	.014	.071	.040	.120*	.029	.117*	.237*
	(0.000)	(0.816)	(0.220)	(0.494)	(0.038)	(0.618)	(0.042)	(0.000)

*Significant at 0.05 significance level

On the Mediating Effect of Self-Worth

Shown in Table 7 is the regression analysis on the mediating effect of self-worth onthe relationship between classroom environment and social competence. The data in this table wereused as input to the medgraph in Figure 1. As evident in the study of Baron and Kenny (1986), there are three stepsto be met for a third variable to be acting as mediator, in Table 10 these arecategorized as steps 1 to 3, step 4 is the final step. In Step 1 (Path C) classroom environment as independent variable (IV) significantly predicts self-worth, the dependent variable (DV). In Step 2 (Path A) classroom environment (IV) significantly predicts social competence, the mediator (MV). In Step 3, social competence, the mediator (MV) significantly predicts self-worth. In Step 4 the combined effect of social competence of students on the relationship between classroom environment and self-worth. Lastly, the figure shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much of the effect of classroom environment on social competence can be attributed to the indirect path with a p<0.01 which significant. The total effect value of p<0.01 is the raw correlation between classroom environment and self-worth with p<0.01 which signified no mediation and significant since p<0.01 which is less than .05. The application of the principle of Multiple Regression is appropriate because the data has passed the preliminary analysis by establishing high level of correlation of p<0.01. Apart from the assumption of normality of data, a high level of correlation among the variables is a requirement to do away with spurious model

Table 7

Mediating Effect : Path Analysis

| PATH | ESTIMATES | | SE | C.R. | P |
	Unstandardized	Standardized			
CE ⟶ SC	.676	.536	.062	10.965	***
SC ⟶ SW	-.043	-.075	.038	-1.137	.256
CE ⟶ SW	.198	.277	.048	4.173	***

Table 11

Total, Direct , and Indirect Effects

		95% CI
Effect	b	Lower
Upper		
Total	.1695	.0901
.2488		
Direct	.1984	.1045
.2924		
Indirect (mediation)	-.0290	-.0793
.0238		

X =CLASSROOM ENVIRONMENT (CE)

Y = SELF-WORTH (SW)
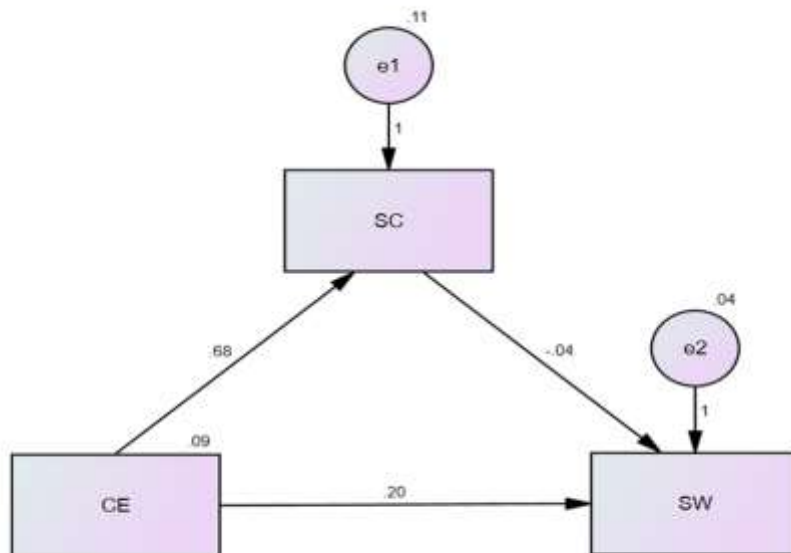
M= SOCIAL COMPETENCE (SC)

Figure 2. The Mediating Effect of Social Competence on the Relationship between Classroom Environment and Self-Worth

CONCLUSION AND RECOMMENDATION

With considerations on the findings of the study, conclusions are drawn in this section. The respondent public school teachers were found to exhibit a high level of classroom environment, high level of self-worth, and high level of social competence. The results of the study also confirm that

there is a significant relationship between social competence and self-worth. In the same manner, there is a significant relationship between classroom management and self-worth. Further, there is a significant combined influence of classroom environment and social competence on self-worth.

Recommendations

While the overall results of the study revealed high levels, Despite the rich body of prior research on classroom environment, additional studies are needed that would analyze the patterns of change in the levels of self-worth from the longitudinal perspective. These studies should not only seek to measure self-worth, but provide interventions that address particular factors influencing self-worth and estimate the effects the interventions would produce in the level of self-worth within time. Many of the existing studies were aimed on the estimation of the causal links between classroom management and self-worth. and academic outcomes. As these links were proved to be rather clear, now, it becomes more relevant to empirically seek for ways to control the levels of classroom management to reach the desired academic outcomes.

Since, there is a high level of social competence, it is recommended for them to have subjects focused on enhancing the social competence of their soon-to-be teachers. Since if social competence is harnessed to the undergraduate years of these aspiring teachers, being proactive with initiating how to go about the strategies in teaching will be natural to them.

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