

Exploring Teachers' Self-Management Competence: Insights from a Value-Based Secondary School in India

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Abstract: *This qualitative study explores how secondary school teachers in Indian value-based institution conceptualise and enact self-management competence to sustain professional effectiveness and uphold institutional values. In the context of value-based education in India, despite increasing emphasis on teachers' socio-emotional skills, limited research has examined how self-management is understood and practised. Addressing this gap, the study uses the CASEL (2025) framework as the theoretical underpinning, which defines self-management as the ability to regulate one's emotions, thoughts, and behaviours. Using purposive sampling technique, 12 teachers were selected from a secondary school in India. Data were collected through semi-structured interviews and focus group discussions. Reflexive thematic analysis was employed to identify patterns in teachers' perceptions and practices of self-management. Findings reveal that teachers conceptualise self-management as both a personal and professional competence grounded in ethical responsibility. They employ an integrated set of strategies, including emotional regulation, behavioural control, professional organisation, reflective practice, preventive boundary-setting, and active help-seeking. Importantly, self-management was perceived not merely as a coping mechanism but as a value-driven professional commitment that aligns individual well-being with institutional ethos. The study concludes that self-management operates as both an intrapersonal capacity and a moral-professional disposition essential for fostering value-based education.*

Keywords: Self-management competence, Value-based institutions, CASEL, Secondary school teachers

1. Introduction

Education in the 21st century increasingly demands that schools cultivate not only academic proficiency but also moral consciousness, emotional resilience, and a sense of shared humanity. In India, this mission is reflected in the growing emphasis on value-based institutions, which are educational settings that integrate ethical and humanistic principles into teaching and learning (Nandwani, 2023). Teachers in such institutions play a central role in modelling and transmitting these values through their words, actions, and professional conduct (Farmer & Farmer, 2023).

Within this moral and pedagogical context, self-management competence becomes fundamental (Kamboj & Garg, 2021). According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2025), self-management involves the ability to regulate

one's emotions, thoughts, and behaviours to achieve goals and aspirations. For teachers, this competence extends beyond mere emotional control as it encompasses the capacity to act intentionally, manage stress, and maintain ethical consistency even under professional pressures (Najjarpour, 2024). Teachers who effectively self-manage are better equipped to demonstrate patience, empathy, fairness, and reflective judgment, qualities vital for nurturing value-based educational environments (Daria, 2023).

However, the contemporary teaching landscape in India presents growing challenges in sustaining these ideals. The demands of the National Education Policy (NEP, 2020), increased accountability measures, and the emotional intensity of teaching often test teachers' ability to align personal well-being with professional ethics (Chaudhry & Chhajer, 2023; Patil & Patil, 2021). Consequently, teachers must rely on sophisticated self-management skills not only to preserve their own balance but also to uphold the moral fabric of their institutions.

Although teacher effectiveness is widely discussed, self-management competence remains underexplored in both research and practice within value-based institutional contexts, particularly in India. This gap is critical, as self-management underpins classroom effectiveness and institutional values (Kamboj & Garg, 2022). Existing studies have largely focused on stress, burnout, and psychological well-being rather than self-management as a distinct construct (Chaudhry & Chhajer, 2023; Tripathi & Kumar, 2024). Despite NEP's emphasis on integrating values in education, there is limited guidance on fostering teachers' self-management to achieve this vision. Addressing this oversight is essential for designing training programs that strengthen teachers' self-management and support value-based institutions.

Furthermore, understanding the ways in which teachers understand and practice self-management is critical, as they reveal how teachers translate institutional values into daily pedagogical and interpersonal actions (Patil & Patil, 2021). Without this understanding, professional development initiatives risk overlooking the deeper moral and reflective dimensions of teacher self-management competence. Thus, this study addresses a key gap by exploring how Indian secondary school teachers conceptualise and employ self-management competence within a value-based institution. Such inquiry is essential as it informs professional learning frameworks that integrate emotional intelligence with moral purpose and reflective practice and contributes to the broader discourse by contextualising self-management within culturally grounded, value-oriented education systems. Accordingly, this study explores the following research questions:

- 1) How do secondary school teachers conceptualise self-management competence in value-based institution?
- 2) What self-management strategies do secondary school teachers use in value-based institution?

2. Literature Review

This section reviews existing literature that informs the present study. It outlines key perspectives on teachers' self-management competence and its relationship with value-based institutions.

2.1 Self-Management Competence in Teaching

Self-management is a central component of social and emotional learning, encompassing emotional and behavioural regulation, goal-setting, stress management, and adaptability (CASEL, 2025). For teachers, these abilities underpin classroom effectiveness, ethical

decision-making, and sustained professional growth (Najjarpour, 2024). Emotional and behavioural regulation allows teachers to remain composed during challenging interactions (Kalargiros, 2024), while goal-setting and organisation ensure focus and productivity (Daigle, 2022). Reflective and mindfulness-based practices further contribute to resilience and well-being (Chaudhry & Chhajjer, 2023).

Research emphasises that self-management is not innate but can be developed through structured reflection, mentoring, and supportive institutional cultures (ElSayary et al., 2025). Teachers who demonstrate high self-management report greater job satisfaction, ethical consistency, and capacity to balance professional and personal demands (Zakaria et al., 2021). Conversely, poor self-management is associated with burnout, diminished motivation, and reduced teaching quality (Srivastava, 2023; Kalargiros, 2024).

2.2 Self-Management in Value-Based Institutions

In value-based institutions, teachers' self-management is integral to modelling and transmitting moral values such as empathy, responsibility, and integrity (Farmer & Farmer, 2023). Studies show that teachers who effectively manage themselves foster emotionally supportive classrooms and demonstrate greater resilience to stress (Patil & Patil, 2021; Dawes et al., 2024). The CASEL framework situates these behaviours within broader educational goals, linking self-management with ethical and social responsibility (CASEL, 2025).

Institutional factors also shape self-management. Supportive leadership, collaborative cultures, and professional development opportunities enhance teachers' capacity to manage themselves and embody institutional values (Kamboj & Garg, 2021). However, disparities in access to such support, especially between rural and urban schools, limit teachers' ability to sustain reflective and emotionally balanced practices (Chaudhry & Chhajjer, 2023).

Despite growing recognition of its importance, empirical understanding of teachers' self-management within Indian value-based institutions remains underdeveloped. Existing research often examines self-management as part of teacher well-being (Al-Khalaf, 2024; Sarkar & Awal, 2023) rather than as a strategic professional competence. While international studies (Ivanova et al., 2022; Trapitsin et al., 2019) have linked teacher competencies to institutional values, micro-level analyses of self-management within the Indian school context are scarce. There is limited understanding of how teachers interpret, adapt, and apply self-management strategies in real-world classroom and institutional settings. This study addresses that gap by examining teachers' conceptualisations and strategies of self-management in Indian secondary school, thereby contributing to both theoretical discourse and practice in teacher professional development.

3. Methodology

This study adopted a qualitative descriptive design to explore secondary school teachers' self-management competence within a value-based institution in India. This approach was chosen for its focus on capturing participants' lived experiences and perspectives in a natural educational context (Elliott & Timulak, 2021).

3.1 Participants and Sampling

Participants were selected through purposive sampling, ensuring information-rich insights from teachers who met specific inclusion criteria. The study involved 12 secondary school teachers from an urban city in Uttar Pradesh, India, each with a minimum of five years of

teaching experience in English-medium secondary schools. Participating teachers were diverse in subject expertise, including English, Mathematics, Biology, Chemistry, and Islamic Studies and taught students in Grades 9-12. The participating school, aligned with the National Education Policy (2020), aims to be a leading value-based institution and recruits teachers committed to fostering holistic, value-oriented education in accordance with National Council of Teacher Education (2021) guidelines.

Recruitment was facilitated through the school principal, who granted permission to contact eligible teachers. Nineteen teachers meeting the criteria were invited via email, outlining the study’s purpose, duration, and participation requirements. Twelve teachers (nine female, three male) consented to participate, representing a heterogeneous group in terms of gender and subject specialisation. Table 1 presents the details of the participating teachers.

Table 1: Details of the Participants

Participant code	Gender	Educational expertise
T1	Female	English
T2	Female	English
T3	Male	English
T4	Female	Mathematics
T5	Male	Mathematics
T6	Female	Biology
T7	Female	Biology
T8	Female	Biology
T9	Female	Chemistry
T10	Female	Islamic Studies
T11	Female	Islamic Studies
T12	Male	Islamic Studies

3.2 Data Collection

Two complementary methods were used, including semi-structured interviews and focus group discussions (FGDs). The interview protocol was designed to elicit teachers’ conceptualisations of self-management and the strategies they employ in their classrooms, guided by the CASEL (2025) framework. The open-ended format encouraged participants to share experiences, reflections, and examples from their professional practice.

FGDs further enriched the data by enabling collective reflection among teachers, allowing shared insights and contrasting viewpoints to surface. Both instruments were validated by expert reviewers for clarity, relevance, and alignment with the research objectives, leading to minor refinements before implementation.

A pilot study with two teachers (excluded from the main study) was conducted to test the clarity and sequencing of the questions. Feedback from this pilot informed adjustments to the interview and FGD protocols, ensuring procedural smoothness and conceptual focus.

3.3 Data Analysis and Trustworthiness

Data were analysed using Braun and Clarke’s reflexive thematic analysis (Braun & Clarke, 2019; Braun et al., 2023), supported by the qualitative analysis software ATLAS.ti. This approach allowed systematic identification, organisation, and interpretation of patterns across interview and focus group data while maintaining sensitivity to participants’ contextual

meanings. Throughout the process, reflexivity was maintained to ensure that the researcher’s interpretations remained grounded in participants’ perspectives.

To enhance trustworthiness, several strategies were employed. The researcher used multiple data collection sources, including interviews and FGDs, to ensure that teachers’ perspectives were comprehensively and accurately captured. Member checking was conducted by sharing preliminary findings with participating teachers to confirm the accuracy and resonance of interpretations. Additionally, inter-coder reliability was established through collaboration with an independent expert coder. Cohen’s Kappa coefficient was calculated to assess consistency between coders, yielding a value of 0.78, indicating substantial agreement.

4. Findings

This qualitative study explored secondary school teachers’ self-management competence, examining their understanding and strategies in fostering value-based institutions.

4.1 RQ1: How do secondary school teachers conceptualise self-management competence in value-based institution?

Teachers conceptualised self-management competence as a multidimensional construct shaped by emotional regulation, behavioural control, professional responsibility, and continuous growth. Their understandings reflected both personal discipline and moral accountability within a value-based institutional framework. A thematic summary of these conceptualisations is presented in Table 2.

Table 2: Thematic Summary of RQ 1
Conceptualisation of Self-Management

Themes	Codes	Example Quotations
Self-Management as Emotional Regulation	Emotional control	<i>“Even if I am angry, I must maintain a calm face because students observe everything” (T2, Interview)</i>
	Patience and resilience	<i>“Patience with students, with system delays, even with ourselves...” (T1, Interview)</i>
	Stress management	<i>“Managing stress is important because if we show stress, students will feel it too” (T5, FGD)</i>
	Sustain motivation	<i>“Self-management is when you stay motivated...” (T4, FGD).</i>
Self-Management as Behaviour Management	Being a role model	<i>“Students learn from how I speak, how I respond, and how I behave...” (T4, Interview).</i>
	Control impulsive reactions	<i>“... You have to pause and think” (T5, Interview)</i>
	Calmness and self-control	<i>“Calmness is more powerful than shouting” (T2, Interview)</i>
Self-Management as Professional Management	Strategic planning	<i>“If I cannot manage time, I cannot manage myself” (T11, Interview).</i>
	Self-monitoring	<i>“You manage yourself by checking your own work and learning from it” (T5, FGD)</i>
	Taking initiatives	<i>“I always set goals, and it helps me in my self-management” (T10, Interview)</i>
Dynamic and Evolving Competence	Self-management improves with experience	<i>“...over the years, I’ve learned how to manage emotions, stress, and reactions” (T12, Interview).</i>
	Learning from past mistakes	<i>“Every mistake teaches something... ability to not repeat the same reaction again and again” (T5, Interview)</i>

Self-Management as Emotional Regulation

Teachers described self-management primarily as the ability to regulate emotions and maintain composure in challenging circumstances. Emotional control was considered essential not only for effective teaching but also for embodying the moral values of the institution. One teacher noted, *“Even if I am angry, I must maintain a calm face because students observe everything”* (T2, Interview), while another explained, *“If I react harshly, students will learn the same. Self-management is about controlling what we express emotionally in class”* (T4, Interview).

Patience and resilience were seen as markers of emotional maturity, cultivated through reflection and experience. As one teacher reflected, *“Patience with students, with system delays, even with ourselves... without it, we may say or do something we regret later”* (T1, Interview). Teachers also highlighted stress management as integral to self-management, recognising that composure under pressure safeguards the classroom’s emotional climate. *“Managing stress is important because if we show stress, students will feel it too”* (T5, FGD). For many, self-management meant sustaining motivation despite challenges, *“Self-management is when you stay motivated to do your best even if no one is watching”* (T4, FGD).

Self-Management as Behaviour Management

Teachers also understood self-management as the conscious regulation of their behaviour within the school environment. They emphasised their role as moral exemplars whose conduct serves as a *“hidden curriculum”* (T11, FGD) for students. *“Students learn from how I speak, how I respond, and how I behave, even in stressful situations. That’s the real test of self-management”* (T4, Interview).

Behaviour management was seen as proactive and value-driven. Teachers discussed controlling impulsive reactions and maintaining composure under provocation. They shared, *“Self-management means not reacting immediately when something triggers you. You have to pause and think”* (T5, Interview). Calmness and self-control were consistently cited as defining features, *“When I have high self-management, I don’t shout. Calmness is more powerful than shouting”* (T2, Interview). Teachers viewed self-management as a behavioural ethic, an ability to act with restraint, dignity, and consistency, thereby creating a respectful and stable learning atmosphere aligned with the institution’s values.

Self-Management as Professional Responsibility

Beyond emotional and behavioural dimensions, teachers conceptualised self-management as a professional commitment to their duties and institutional values. They described it as encompassing planning, discipline, and initiative. As one teacher noted, *“To me, self-management means having a clear plan before entering the classroom. Without it, I am not fulfilling my role as a teacher”* (T11, Interview). Another added, *“If I cannot manage time, I cannot manage myself”* (T8, Interview).

Self-management also implied self-monitoring and initiative-taking. *“You manage yourself by checking your own work and learning from it”* (T5, FGD); *“It is the willingness to act when needed, even without being told”* (T6, Interview). Initiative-taking emerged as a defining trait, *“I always set goals and it helps me in my self-management”* (T10, Interview). Through these perspectives, teachers framed self-management as an ethical and professional responsibility marked by preparedness, accountability, and self-directed improvement, qualities that sustain both individual effectiveness and institutional ethos.

Dynamic and Evolving Competence

Teachers viewed self-management as a competence that matures over time through experience and reflection. They described it as a lifelong learning process shaped by exposure to real-world challenges and mistakes. *“I didn’t have much self-management when I started teaching, but over the years, I’ve learned how to manage emotions, stress, and reactions”* (T12, Interview). For them, experience and reflection were key sources of growth. Teachers also acknowledged learning from past mistakes, as one teacher shared, *“Every mistake teaches something. I understand self-management now as the ability to not repeat the same reaction again and again”* (T5, Interview). This understanding positions self-management as a dynamic and evolving competence continuously refined through introspection and feedback.

Across all four themes, teachers conceptualised self-management competence as a holistic construct combining emotional regulation, behavioural discipline, professional responsibility, and adaptive growth. Their narratives reveal that self-management is not a fixed trait but an evolving practice deeply intertwined with the moral and pedagogical principles of a value-based institution. It enables teachers to embody integrity, model composure, and sustain reflective practice, thereby nurturing an ethical and emotionally balanced school environment.

4.2 RQ2: What self-management strategies do secondary school teachers use in value-based institution?

In exploring how teachers practice self-management within classroom and institutional settings, the data revealed a range of intentional strategies that help them manage their emotions, thoughts, and behaviours to ensure professionalism and value alignment. Table 3 presents a thematic summary of these strategies, which are further illustrated in the following discussion.

Table 3: Thematic Summary of RQ 2

<i>Self-Management Strategies</i>		
Themes	Codes	Example Quotations
Emotional Regulation Strategies	Distraction and mental detachment	<i>“When I reach home, I leave the school mood outside...”</i> (T1, Interview)
	Controlling emotional outbursts	<i>“...If I shout, it sets the wrong example”</i> (T3, Interview)
Behaviour Management Strategies	Delaying confrontation	<i>“If I react immediately, I say something I regret later...”</i> (T6, Interview)
	Maintaining a calm but firm demeanour	<i>“I don’t shout to be strict; I use my tone and posture”</i> (T7, Interview)
	Mindfulness or prayer	<i>Before class, I say a short prayer to calm myself.”</i> (T9, Interview)
Professional Strategies	Advance lesson planning	<i>“When lessons are ready, I’m more relaxed and less reactive”</i> (T5, Interview)
	Goal-setting	<i>“I set monthly targets. It gives me a sense of achievement when I tick them off”</i> (T3, Interview)
Reflective Strategies	Self-reflection	<i>“I think self-management improves when I reflect on my mistakes.”</i> (T3, Interview)
	Positive Self-Talk	<i>“When I feel overwhelmed, I tell myself, ‘You’ve handled worse situations.’”</i> (T9, Interview)
Seeking Support and Professional Growth	Seeking support from friends and colleagues	<i>“I’m not afraid to admit I need help. Seniors are experienced, and their suggestions often work better.”</i> (T5, Interview)
	Using self-help content	<i>“I follow educators who talk about self-discipline and planning. It helps in my self-management.”</i> (T6, Interview)

Emotional Regulation Strategies

Teachers viewed emotional regulation as the foundation of self-management, essential for maintaining value-based institutions. They described it as an ongoing process of managing emotions through deliberate strategies that sustain mental balance and professional dignity. Many teachers used distraction and mental detachment to avoid emotional overload. Engaging in relaxing activities like watching movies or spending time with family helped them “reset” (T8, Interview) after stressful days. “Whenever I feel overwhelmed, I listen to music or talk to my kids. It helps me manage my mood,” noted one teacher (T5, Interview). Another explained, “When I reach home, I leave the school mood outside. I need to give my full self to my family” (T1, Interview).

A further strategy of self-management involved controlling emotional outbursts, especially during student misbehaviour. Teachers avoided shouting or reacting impulsively, choosing calm responses or silence to manage disruptions. “Even when I’m frustrated, I make sure my tone stays calm. If I shout, it sets the wrong example,” explained one teacher (T3, Interview). Thus, teachers’ emotional regulation strategies, such as distraction, detachment, and emotional control, demonstrate a value-driven approach to managing emotions. These practices not only protect teachers’ well-being but also model emotional maturity and ethical restraint for students, reinforcing the moral values of value-based institutions.

Behaviour Management Strategies

Teachers described behaviour management not merely as controlling students, but as self-control in action, a conscious strategy of self-management to maintain authority within value-based institutions. A common strategy was delaying confrontation by pausing before reacting to misbehaviour. Teachers viewed this as a way to prevent escalation and model emotional balance. “If I react immediately, I say something I regret later, so I give a few minutes to think,” shared one teacher (T6, Interview). This “strategic pause” allowed them to choose thoughtful responses instead of impulsive reactions (T11, FGD).

Another frequently used strategy was maintaining a calm but firm demeanour. Teachers avoided shouting or harsh tones, instead projecting quiet authority through body language and eye contact. “I don’t shout to be strict; I use my tone and posture,” mentioned one teacher (T7, Interview). This demonstrated behavioural self-management by asserting control without emotional volatility. Many teachers relied on mindfulness or prayer as inner strategies to manage stress and composure. “Before class, I say a short prayer to calm myself,” (T9, Interview). These practices grounded them emotionally and reinforced self-discipline aligned with institutional values. These strategies demonstrate teachers’ deliberate efforts to regulate their own reactions as the foundation of self-management. Behaviour management, therefore, emerged as a practice of self-management, where restraint and thoughtful conduct sustain moral authority and a stable learning environment.

Professional Strategies

Teachers identified professional organisation as another key strategy of self-management, enabling them to balance workload, reduce stress, and maintain their well-being in a value-based institution. Their strategies reflected deliberate planning, structure, and self-discipline to manage both time and emotions effectively.

Advance lesson planning was the most common strategy. Teachers explained that early preparation provided emotional calm and readiness. “I plan my week on Sunday; it keeps me ahead and I don’t panic,” shared one teacher (T1, Interview). Another added, “When lessons

are ready, I'm more relaxed and less reactive" (T5, Interview). Planning ahead thus served as both a cognitive and emotional regulation tool. Teachers also practised goal setting as a self-management strategy to sustain motivation and direction. They described goals as "*anchors*" (T4, FGD) that guided their daily decisions and prevented distractions. "*I set monthly targets. It gives me a sense of achievement when I tick them off,*" noted one teacher (T3, Interview). Clear goals allowed them to monitor progress and stay purposeful, especially during demanding periods. Teachers' professional strategies reflect intentional acts of self-management. These cognitive and motivational techniques allowed them to maintain composure, focus, and professionalism, demonstrating that effective self-management extends beyond emotion regulation to include structured control of one's work and habits.

Reflective Strategies

Reflective strategies also emerged as crucial self-management mechanisms through which teachers maintained emotional balance and professional growth in a value-based institution. Unlike external behavioural control, these strategies represented inner cognitive regulation, enabling teachers to reframe challenges and enhance resilience.

Self-reflection was consistently described as a deliberate practice that allowed teachers to evaluate their emotions, classroom responses, and teaching effectiveness. It served as a tool for continuous self-improvement and emotional regulation. As one teacher shared, "*After class, I sit and think what happened. If I was short-tempered, I ask myself why. It helps me not to carry the same attitude the next day.*" (T7, Interview). Another shared, "*I think self-management improves when I reflect on my mistakes.*" (T3, Interview). Through reflection, teachers reframed negative experiences as learning opportunities, developing greater awareness of emotional triggers and behavioural patterns. As expressed by one teacher, "*Every week, I evaluate if I handled my classes better than before. Even small improvements count.*" (T3, FGD).

Moreover, teachers also employed positive self-talk to manage stress and sustain motivation during demanding moments. Teachers noted, "*When things get out of control, I tell myself it's just one class, not the end of the world.*" (T4, Interview) and "*When I feel overwhelmed, I tell myself, 'You've handled worse situations.'*" (T9, Interview). Such affirmations helped them regulate emotions and behaviour, serving as pragmatic tools for resilience.

Seeking Support and Professional Growth

Teachers demonstrated self-management not only internally but also by strategically seeking external support to sustain emotional balance and professional growth. Recognising when to seek help emerged as an essential self-management strategy that reflected awareness, adaptability, and goal orientation.

Seeking emotional support from friends and senior colleagues was a commonly reported self-management approach. Teachers often turned to trusted peers for empathy, advice, or perspective. One teacher noted, "*If I'm unable to manage my emotions, I call my best friend. She helps me get back on track. It's like releasing emotional pressure.*" (T4, Interview). Another reported, "*I'm not afraid to admit I need help. Seniors are experienced, and their suggestions often work better.*" (T5, Interview). These interactions helped teachers navigate institutional challenges, reduce stress, and model resilience.

In addition, several teachers used motivational and self-help content to maintain positivity and discipline. As one teacher said, "*If I'm feeling tired, I watch short motivational videos about*

teaching. *It recharges me.*" (T1, FGD). Another explained, *"I follow educators who talk about self-discipline and planning. It helps in my self-management."* (T6, Interview). Exposure to such content served as digital self-care, offering quick emotional resets and practical ideas for improving classroom management and motivation.

Overall, the data revealed that self-management among secondary school teachers is a multifaceted and adaptive competence. Teachers integrated cognitive, emotional, relational, and motivational strategies to regulate their actions and sustain professional balance. Their approaches, ranging from behavioural control and reflective thinking to motivational renewal and help-seeking, operated as interconnected processes rather than isolated acts. Collectively, these strategies enabled teachers to maintain emotional stability, uphold professional purpose, and align their practice with institutional values, highlighting self-management as a dynamic and values-driven professional capacity.

5. Discussion

The findings revealed that secondary school teachers working within value-based institution conceptualise self-management as a multifaceted competence that integrates emotional, behavioural, and professional regulation with continuous personal growth. In line with the CASEL framework (2025), teachers considered emotional regulation as central to effective teaching. They believed that maintaining composure helps build positive relationships and sustain classroom harmony, reflecting Bock's (2025) observation that emotionally regulated teachers promote prosocial learning environments. Similar to findings by Chaudhry and Chhajer (2023), teachers in this study perceived emotional balance as both a professional necessity and a moral act that models institutional values such as empathy and self-discipline.

Teachers also understood self-management as behavioural regulation, expressed through calmness, restraint, and self-control in challenging situations. Their emphasis on role-modelling extends CASEL's focus on impulse control by highlighting its ethical dimension as teachers' self-discipline becomes a pedagogical act that conveys respect and integrity to students. This echoes Kalargiros's (2024) argument that teachers' composed behaviour fosters trust and positive relationships, and Farmer and Farmer's (2023) view that behavioural control reflects the moral underpinnings of teaching.

The third dimension, professional responsibility, linked self-management to planning, organisation, and accountability. Teachers described goal-setting and initiative-taking as expressions of professional integrity, aligning with CASEL's components of planning and self-discipline. As Srivastava (2023) notes, such reflective discipline sustains professional commitment and performance.

Finally, teachers perceived self-management as a dynamic and evolving competence, refined through reflection and experience. Many acknowledged learning from mistakes and adapting their practices over time, aligning with ElSayary et al. (2025) and Wang et al. (2024), who highlight the developmental nature of teacher competence. The findings of the present study show that teachers' conceptualisations extend CASEL's framework by situating self-management within the moral and institutional contexts of value-based education. For these teachers, emotional regulation, behavioural discipline, and professional responsibility are also ethical practices that sustain well-being, uphold institutional values, and nurture students' holistic development.

The findings further revealed that secondary school teachers employ a broad range of self-management strategies to sustain their well-being, professional performance, and alignment with institutional values. Consistent with the CASEL (2025) framework, emotional regulation emerged as a central strategy. Teachers consciously redirected their thoughts and detached from work-related stress to maintain emotional balance. Such practices echo findings by Jennings and Kalargiros (2024) and Najjarpour (2024), who emphasised that emotional regulation enhances resilience and classroom harmony. Teachers also employed behavioural regulation strategies to model discipline and integrity. These actions mirror CASEL's emphasis on self-discipline and stress management, while aligning with studies by Wilson and Lindquist (2025) and Masuwai et al. (2024), which link mindfulness and restraint to reduced emotional exhaustion and improved teacher-student relationships.

In terms of professional organisation, teachers highlighted planning and goal-setting as vital to maintaining efficiency and accountability. Structured preparation helped them reduce stress and sustain a sense of agency, findings that resonate with Tripathi and Kumar (2024) and Daigle (2022), who associate systematic planning with teacher well-being and performance. These strategies align closely with CASEL's dimensions of goal-setting and perseverance, illustrating how teachers translate institutional discipline into everyday professional practice. Reflective strategies were also central to teachers' self-management. Such practices helped them regulate thoughts, reframe challenges, and sustain confidence under pressure. This echoes Thompson and Thompson's (2023) notion of the reflective practitioner, as well as Dahl-Leonard et al. (2023), who linked self-talk to enhanced self-efficacy.

Finally, teachers recognised seeking support and professional growth as integral to self-management. Consulting senior colleagues, relying on peer networks, and engaging with motivational content allowed them to sustain resilience and renewal. This aligns with Rechsteiner et al. (2025) and Bock (2025), who observed that collaborative learning and peer support mitigate burnout and strengthen teacher adaptability. These findings extend CASEL's framework by highlighting that effective self-management is not purely intrapersonal but also depends on relational and collective support structures. Thus, the data reveal that teachers' self-management in value-based educational settings operates through a cluster of interdependent strategies which enable teachers to regulate themselves holistically, align professional conduct with moral expectations, and sustain their well-being within demanding educational contexts.

6. Conclusion

The findings of this study demonstrate that teachers in value-based institutions view self-management as a dynamic, integrative process that links emotional regulation, behavioural control, professional organisation, and reflective growth. Their strategies reveal a conscious effort to sustain composure, discipline, and moral integrity in the midst of professional pressures. Rather than isolated techniques, these practices form a coherent framework through which teachers align their personal well-being with institutional values. This understanding reinforces that self-management in teaching extends beyond personal efficiency and represents an ethical commitment to embodying the values the institution seeks to nurture. When teachers consciously regulate their emotions, plan their work, or seek collegial support, they are not merely coping with professional demands but actively translating the school's moral vision into practice.

The findings suggest that schools can play a vital role in nurturing such competence by fostering reflective spaces and supportive professional cultures that allow teachers to sustain

emotional balance and moral clarity. Encouraging structured reflection, mentorship, and collaborative dialogue can strengthen teachers' self-management as a shared institutional ethos rather than an individual burden. Future research could extend this inquiry by comparing teachers' self-management practices across different cultural or institutional contexts to explore how varying value systems shape these competencies. Thus, self-management emerges as a moral and relational capacity that anchors teachers' resilience, upholds institutional values, and sustains the human essence of education.

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Conflict of Interest Statement

The authors declare that there is no conflict of interest regarding the publication of this study.

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