

A Survey of Kindergarten Teachers' Strategies for Managing Classroom Behavior

Chriscel D. Zamora¹, Michelle Jane C. Mancao², and Marie Concepcion L. Celesio³

Graduate School
Saint Columban College
Pagadian City, Philippines
chriscelzamora21@gmail.com

Abstract: This paper, *A Survey of Kindergarten Teachers Strategies in dealing with classroom behavior*, looked into the behavioral issues that kindergarten teachers encounter, how they cope with them and the support they get with the school administration. The qualitative case study was implemented through semi-structured interviews of ten teachers in chosen private schools in Lanao del Norte where the data were analysed according to the themes. Results showed that most of the teachers experience impulsiveness (e.g., yelling, out of seats, not following instructions, etc.), aggression (pushing, taking toys, quarrelling), and social interaction problems (inability to share, respect boundaries, wait turns). In order to solve them, educators combined preventive approaches (clear rules, routines, positive reinforcement, modelling), corrective approaches (redirection, calm-down space, nonverbal communication, mindfulness), and supportive approaches (empathy, emotional control, parent cooperation). These strategies were used regularly and were seen to be working in the creation of order, participation and emotional developments. The research also emphasized the administrative support offered in terms of training, resources and collaboration, which enhances the ability of the teacher to handle behavior. On the whole, the results underline the idea that the integration of evidence-based practices with ongoing support and growth-appropriate practices will provide young children with positive and inclusive, as well as nurturing learning conditions.

Keywords: KINDERGARTEN, CLASSROOM BEHAVIOR, MANAGEMENT STRATEGIES, EARLY CHILDHOOD EDUCATION

1. Introduction

Behavior management in classrooms is of paramount importance in the early childhood education since it forms the basis of successful learning and social growth. Jones and Jones (2016) argue that the key issue in the classroom management is the environment of the relationships in which young learners can be provided with the opportunity to develop positive relationships, self-regulation, and academic preparation. Although general behavior management strategies have been examined in both primary and secondary level, few studies have concentrated on kindergarten teachers specifically- they encounter special challenges since their students are in the developmental stage. Children in kindergarten are still learning to control their emotional level, social abilities, attention span, so regular and developmentally adequate approaches are a necessity (Gartrell, 2017). Positive reinforcement, clear routines, and applying to visual cues to guide behavior activities are already noted as potential strategies in the current literature; however, most of the research tends to generalize strategies across the grade levels and to ignore the peculiarities of the early childhood classroom setting (Evertson and Poole, 2018). The proposed study will seek to address this gap by carrying out a survey of kindergarten teachers in order to find out the exact strategies that they employ, how often they are implemented, and how effective they believe them to be. The results are supposed to enlighten improved training, curriculum development and the assistance of the Early childhood professional's development education that will ultimately

lead to the creation of a more challenging and friendly learning set-up.

1.1 Statement of the Problem

As many studies evidenced, classroom behavior management became one of the most problematic issues when it comes to maintaining the positive and successful learning environment, which kindergarten teachers are compelled to provide (Smith, 2022; Reyes, 2023; Tan and Cruz, 2024). But the rising incidences of disruptive behaviors, including lack of attention, impulsiveness, and defiance, have provoked some questions about how teachers can efficiently handle the behavior of young learners, and at the same time support their academic and social developments. Although a lot of ideas have been suggested, including positive reinforcement and structured classroom rules, there is a need to conduct further research on what practices are most frequently implemented and their efficacy in the classroom environment. The aim of this paper is hence to understand better the ways in which kindergarten teachers cope with classroom behavior with a focus on their experiences, conduct and the support that the school administrations provide them. This research will seek to address the subsequent questions:

1. What common behavior-related challenges do kindergarten teachers experience in their classrooms?
2. What specific strategies do they commonly use to manage student behavior on the classroom?

3. How often do they use various behavior management strategies during daily classroom activities?

4. How do they describe the effectiveness of these strategies?

5. What kind of support, training, or resources did they get in the administration?

1.2 Theoretical Framework

The present study, A Survey of Kindergarten Teachers-Strategies to manage Classroom Behavior, is placed on the three theoretical aspects of great importance that help understand how the behavior of children in the classroom affects them and how this behavior may be controlled and handled in the classroom: B.F Skinner (1938) Behaviorist Theory, Albert Bandura (1977) Social Learning Theory, and Developmentally Appropriate Practice (DAP) by NAEYC (1987).

The first one is Behaviorist theory based on the works of B.F. Skinner, based on which behavior is acquired and can be altered by means of reinforcement and consequences. Positive reinforcement, e.g., praise, tokens and rewards are most common with encouraging desirable behavior whereas clear and consistent consequences discourage undesirable behavior. The theory is the foundation of most practical methods that teachers employ in day-to-day practice such as reward charts, praise and time-outs.

Albert Bandura on his Social Learning Theory argues that young children tend to learn proper behavior through observing and imitating how the teachers and other children behave. This theory is practical as strategies built on it, like modelling, role-plays, peer encouragement, etc., reinforce the notion that behavior can be influenced by direct reinforcement and also through socialization and examples in the classroom.

The framework, in terms of this research, is informed by the Developmentally Appropriate Practice precepts of by NAEYC that acknowledge that behavior management must be in line with development stages, skills and cultural background of small children. According to National Association of Education of young children (NAEYC), good guidance implies being highly expectant, and supportive in their interrelations with the result that it contributes to self-regulation and positive social interaction rather than punishing the behavior of those who have children.

2. Research Methodology

The procedures that are applicable in this study are presented in this chapter. As a result, the following sub-parts were talked over in more detail as the description of the research design choice, the study participants that will be

targeted, the location of the study, data analysis instruments, the process of data collection, and the ethical considerations.

2.1 Research Design

It used the qualitative case study as a research design whereby Merriam (1998) pursued the research framework that dwells on the exploration and description of the world experiences through the critical analysis of experiences and perspective of the participants. The case study method was considered suitable since the research was aimed at investigation and reporting of the classroom behavior management strategies which kindergarten teachers use with the framework of the real teaching.

Case study research enables the use of the extensive data gathered in a descriptive form which gives an insight into the lived experiences of individuals within a confined environment (Rashid et al., 2019). Such an approach allows the researcher to work directly with the experiences of the participants and interpret the sense behind the actions and choices they take as explained by Chowdhury and Shil (2021). In this design, the researcher aimed at getting comprehensive descriptions of how kindergarten teachers apply behavior management strategies, the obstacles they encounter and their own sense of the efficacy of their interventions in responding to behaviors. Hence, the qualitative case study design will be adopted to know more about the practices and experience of the teachers on classroom behavior management that can contextualize the practices in the context of the teaching in the real life.

2.2 Research Environment

Research was carried out in the selected private kindergarten schools in Lanao del Norte. They have chosen these schools because they will be able to provide representative mix of the early childhood education environments and therefore will provide a mixture of classroom sizes, student mix and the resources available. Schools selected typically accommodate children aged four to six years and they have a curriculum that satisfies the demands of the Department of Education on kindergarten education. Putting the study in the context of actual kindergarten classes, the study will gather real and practical information that depicts the real-life scenarios in which the teachers must deal with the conduct of the young children. This climate supports the goal of producing result that are substantial, relevant, and relevant to local contexts of early childhood education.

2.3 Research Participants

The respondents of the research were the kindergarten teachers of the Division of Lanao del Norte in the selected private schools. All the participants were

provided with a distinct code of T1-T10 to introduce the data anonymously. All the participants were teachers with 3-5 years of experience in his/her kindergarten. The sampling technique involved purposive sampling approach because it was important that the individuals sampled must have the requisite experience and practical knowledge regarding how to approach the behavioral aspects of the young children within a classroom. This sampling technique allowed the researcher to obtain quality and pertinent information regarding the teachers who have first-hand experience regarding the discipline.

2.4 Research Instruments

In this study, the researchers used a semi structured interview guide which was well designed because of the purpose of the research. The questions on the guide were open-ended and focused towards the giving of elaborate answers to the following: what are some of the common problems in the classroom concerning behavior, how they approach the problems, how much the training or educational theories influence their approach and how much interest they have on the success of their approaches they take in the classroom. In the attempt to contribute to the validity and reliability of the instrument, the interview guide was converted and validated with the professionals of the sphere of early childhood education and educational research. Since they recommended it, changes and adaptations had to be made such that the questions were understandable, relevant and also should have been appropriate to the participants.

2.5 Data Analysis

The data collected from the case study in Merriam were analyzed using qualitative thematic analysis. The transcripts of the interviews with the participants (T1-T10) were transcribed verbatim and tabulated along with the classroom observation field notes and the school documents. It took the researcher a lot of time to read the transcripts and the observation notes he had read it multiple times until he could get a clear picture of the responses and practice of these teachers. Part two involved coding the data in which significant statements, phrases and practices that occurred in classroom behavior management were recorded and coded. These codes were further classified into the following broad categories, preventive strategies, corrective strategies and supportive strategies. Among these categories, the researcher derived general themes that encapsulated the nature of the approach adopted by the teachers in dealing with behavior. The themes were critically read against the research questions with direct quotes given by the participants and their comparison with literature and theoretical frameworks of classroom management. Member's checking was done to ascertain the validity of the findings by giving some of the sampled people an opportunity to review the interpretations, and triangulation occurred through the comparison of the

interview results and the observation of the classroom and school records.

2.6 Ethical Considerations

The study was undertaken in respect of high ethical practices in order to guarantee the safety of the respondents as well as the validity of the research procedure. The following ethical considerations were noticed:

Informed Consent. Data collection was preceded by an informed consent of all the participants. The aim of the study was made clear, and they were promised that they had the right to participate in it and could not withdraw without consequences.

Anonymity. Transcripts and reports were de-identified by substituting actual names with pseudonyms (T1-T10) and by eliminating all details of teachers and schools. This protected the identity of the participants during the research.

Confidentiality. All the audio and transcripts of the interviews, school records were stored in a safe area and could only be accessed by the researcher. Information collected was used academically, but to help in academic purposes only and in a manner that would not jeopardize any harm and misrepresentation.

High Regard of Autonomy and Privateness. During the research, the autonomy and privacy of the participants was respected most of all. Their voices were also documented with integrity so that their viewpoints were properly and fairly documented.

Credibility and Ethical Rigor. Member checking was done in the study where the participants would review their answers and ensure that the researcher interpreted them correctly. This did not only increase the credibility of the results but also strengthened the ethical rigor of the research.

Correct Citations and referencing. The importance of both primary and secondary sources of information have been appropriately credited. The references and citations were formatted according to the academic conventions with all the original authors and sources receiving the credit they deserve.

3. Result and Discussion

Results and findings of the analysis process are brought in this chapter, in the form of the desired objectives, a discussion of each result and interpretation of the data is made after considering the thematic coding analysis.

3.1 Common behavior related challenges kindergarten teachers experience in the classroom

A wide range of behavior-related challenges are observed in kindergarten classrooms as part of the natural developmental process of young learners, at this age, a child is learning how to control his or her feelings, routine and peer interaction, which often results in disruptive behaviors that affect the flow of classroom instruction. Over the years, teachers have consistently identified inattentiveness, impulsiveness, restlessness, non-compliance, and peer conflicts as among the most common concerns that hinder smooth classroom management.

3.1.1 Impulsive Behavior

The impulsive behavior is one of the problems of early childhood education. Barkley (2015) argues that executive functions (self-control and ability to regulate attention) of young children are still on the developmental stage and therefore they tend to engage in behavioral tendencies such as blurting out, moving too much and/or unable to perform multi-step instructions. According to Piaget (1952), Cognitive Development Theory, kindergarten children are in the preoperational stage, which restricts their thinking ability to anticipate any consequence and withhold gratification. The results showed that children shout out often without authority, stand up and interrupt. Teachers noticed that most of them find it difficult to stick to instructions, to keep attention, or follow a multi-step instruction. Short attention span, change of moods and too much motion tends to disrupt lessons but teachers understand that the changes are normal developments stages which need to be managed closely to ensure that the learning environment is healthy.

"I often see my pupils' behavior like being out of their seats and having tantrums, which can disrupt the learning environment. Some pupils may have difficulty focusing on tasks or staying engaged during lessons and activities. The behavior of the pupils that I am more concerned about is their difficulty in focusing on the task." - T1

"Disruptive behavior like talking out of turn, which I frequently observe in my classroom is one of the behavior issues. My kindergarten learners are talking or interrupting others. And then there is too much movement because they are always moving around the classroom and disturbing others in the process of conducting lessons. The second difficulty is the failure to adhere to instructions which is extremely difficult to me. There are those students who are not keen to follow rules or instructions in the classroom, particularly where there are activities. - T2

"One of the common behavior-related challenges in kindergarten is the learners' frequent mood changes and short attention span. They easily get distracted and find it hard to stay focused for long periods. Many are also very talkative and constantly seek attention, which can disrupt classroom routines. Another common behavior is difficulty in following

instructions. As some children are still adjusting to structure and the classroom setting, these behaviors are normal at their age and require teachers to be patient, creative, and consistent in guiding them." - T4
"In my classroom, some of the behaviors are that my pupils struggle with listening, understanding, or remembering multi-step instructions, which can disrupt classroom routines. They also have limited ability to stay focused on tasks for extended periods, especially if they're not actively engaged. Based on my experience, the behaviors that are just part of typical development include having a short attention span—20 to 30 minutes is enough for them to listen attentively. As kindergarten teachers, we should always do engaging activities so that they can stay motivated and participate." - T5

"Some common challenges are not listening, interrupting, moving around too much, or getting upset easily during transitions or conflicts. Things like being wiggly, talking out of turn, or needing reminders are typical for this age. I get more concerned when a child shows aggressive behavior, extreme withdrawal, or doesn't respond to support over time." - T6

3.1.2 Episodes of Aggression

The continued occurrence of aggression such as hitting, pushing, grabbing toys and bullying was common among teachers. According to the Social Learning Theory (1977) by Bandura, children tend to imitate aggressive behaviors they have observed in their peers or adults especially where they have perceived that the behavior is working. Denham et al. (2012) point out that a lack of emotional control in early childhood usually leads to tantrums and high-intensity outbursts, particularly when children do not have the verbal skills to be able to vent their frustration. As much as the instances of aggression might be part and parcel of testing limits, the constant or destructive actions should be taken seriously and therefore should be addressed immediately.

"Some of the behavior challenges I often see in my classroom are disruptive behavior and aggression. Most of my kindergarten pupils exhibit aggressive behavior such as hitting, pushing classmates, and sometimes bullying." - T2

"From my experience, some behaviors are part of typical development, such as testing boundaries, exploring emotions, learning social skills, impulsivity, and emotional outbursts. What concerns me more is persistent aggression, like hitting, pushing, or bullying. Other concerns include frequent or intense tantrums, self-harm or harm to others, difficulty sharing or taking turns, and disregard for others' feelings or safety." - T4

3.1.3 Social Interaction Issues

The educators emphasized the inability of many students to share toys, take turns, and respect personal space. These issues are also consistent with the Sociocultural Theory of Learning (1978) by Vygotsky, which states that social interaction plays an essential part in learning, but it needs adult support to learn to cooperate and empathize. According to Guralnick (2010), the poor social problem-solving abilities of young children usually result in conflicts when they are playing or working in groups. The fights about crayons, encroaching on personal space, and not caring about the feelings of others are typical of early development, but they may evolve into serious conflicts unless they are resolved.

"The issues of social interaction are the inability to share toys or materials, take a turn and to consider their own space or boundaries." - T2

"Problem in sharing or taking a turn, and not being concerned about the emotions or safety of other people." - T5

3.1.4 Behavioral Management Strategy

There is the approach of integration where teachers are taking preventative measures, rectification and empowering actions. Under this approach, there is setting up clear rules, modelling of positive behavior and positive reward used is positive such as praise or reward charts. To facilitate the behaviors these methods may be desired to use in promoting the reinforcement as the Behaviorism Theory by Skinner 1938 discloses. The latter is the remedial approach on the spatial theory developed by Bandura that suggests the light heartedness redirection and rest areas where kids can rest and come back the track. Breathing exercises, yoga would make the children not to be overwhelmed but calm. In this case, the norms of Developmentally Appropriate Practice are also engaged (NAEYC, 1987); and the emphasis is on such an environment that should fulfil the requirements of the young students.

"I use praise and positive reinforcement to encourage good behavior and help students stay focused during lessons and activities." - T1

"I establish clear rules and routines, reinforce positive behaviors with praise and rewards, and use calming strategies like deep breathing, quiet time, and mindfulness. I also model appropriate behavior and assign classroom jobs to promote responsibility." - T1

"I use these strategies daily or as needed during activities like circle time and prepping to maintain order and engagement." - T3

"I apply positive reinforcement, redirection, and patience. I also rely on modeling by showing children

respectful communication, problem-solving, and calm behavior during stressful situations." - T4

"My strategies include giving praise, using rewards like stars, and redirecting attention during transitions. I also use visual aids, consistent routines, and attention signals to guide behavior." - T5

"I use positive reinforcement such as praise, stickers, and classroom points. Modeling polite language and conflict resolution is also part of my approach." - T6

"I rely on clear routines, praise, redirection, and calm-down tools like brain breaks or quiet corners. I model behaviors like asking nicely for a turn or taking deep breaths when upset." - T7

"I use positive reinforcement, redirection, modeling, and visual supports. I also provide calm-down areas and collaborate with parents to ensure consistency at home and school." - T8

"I regularly use praise, redirection, and reminders. These strategies are integrated into circle time, transitions, and free play, and I adjust my approach depending on the class's energy and needs." - T9

"I know a strategy is effective when I see improved behavior, increased engagement, and a positive classroom atmosphere. Positive reinforcement, consistency, and emotional support are key, while collaboration with parents and colleagues strengthens outcomes." - T10

3.1.5 Administration Support, Training, and Resources

Behavior management can only be successful with good administration. Consistency between school and home through collaboration with parents through frequent case conferences and professional growth opportunities like workshops and training programs where teachers can be trained with the effective strategies respectively. As noted by Epstein in Framework of School-Family-Community Partnerships (2011), family involvement is associated with enhancing behavioral anticipation, as well as, contributing to the overall development of children. The materials provided by the school such as visual aids and behavior charts also help teachers and strengthen the positive and structured classroom climate in accordance with the principles of Developmentally Appropriate Practice.

"Kindergarten teachers in our school usually join seminars and workshops. We also have mentors who help us manage daily routines and pupils' behaviors." - T1

"We are lucky that we have our workshops and training in classroom management, development of the curriculum and child development in our institution. We are also given coaching and mentoring, curriculum guides, classroom materials and technological support. We have regular meetings with our heads, peer support and close parental

involvement. The classroom and school activities are most accommodative by the parent including in monetary and emotional sense. We are also participants of publishing companies and PEAC workshops. - T2

"Yes, our school has helped me to be supported in the form of seminars and guidance activities. These offer me new concepts and actions management plans. - T4
Yes, we are going through seminars and training. There is also a guidance counselor in the school. - T5
Yes, there were the behavior strategies, the classroom management training activities which were typically held at the beginning of the year. I will also be able to talk to the school counselor or the behavior specialist and there are convenient materials and workshops on in-service days. - T6

"The administration support can be the professional development workshops, access to books or online resources, mentorship or coaching, and cooperation with school counselors or psychologists." - T7

3.2 Specific Strategies

It is generally accepted that an important pillar in effective early childhood education is having good behavior management in classrooms. Teachers of kindergarten children have the struggle of balancing between learning and behavioral instructions since children are still learning to socialize, regulate themselves emotionally, and socially. It has been noted that not only classroom behavior can be managed positively to reduce disruptions but also create an environment that promotes active participation and academic engagement (Emmer & Sabornie, 2015). In addition, research work highlights the importance of regular and developmentally correct managerial strategies in establishing routines, respect among young children and a collaborative learning process among young children (Evertson and Weinstein, 2006). This section gives a discussion of the approaches employed by kindergarten teachers in classroom management behavior with attention to the ways that the practices are maintained to ensure that the early learners are nurtured in a conducive environment.

3.2.1 Preventive Strategies

Preventive strategies are proactive measures which kindergarten teachers employ in minimizing the chances of disruptive behaviors happening beforehand. The teachers said that one of the most useful aspects of order maintenance in the classroom is to set out the rules and the routines in the classroom at the start of the school day and to review them at a regular frequency. Another important preventive measure was positive reinforcement (verbal praise, stickers, stars, and reward charts) to encourage pupils to adhere to classroom

expectations. Educators were also exemplary in terms of calm and respectful behavior by being patient and controlling their emotions to serve as an example to their students. Routines were also reminded by visual aids like behavior charts, calm down posters and schedules. Such practices are indicative of the Behaviorist Theory of Skinner (1938) which highlights the role of reinforcing a positive behavior through reinforcement and Developmentally Appropriate Practice (NAEYC, 1987) which emphasises the need to create structured though flexible environments that meet the developmental requirements of young children.

"I use positive reinforcement, clear expectations, and strong relationships. I praise positive behaviors verbally and non-verbally." - T1

"I introduced an excellent classroom culture with rules, positive reinforcement and consistency. I rely on relaxation methods such as breathing, imagery, rest, and meditation. I give out classroom jobs, channel problematic behaviors and resolve problems amicably and establish trust by being empathetic and consistent as well. - T2

"I use strategies daily or as needed during activities like circle time and prepping." - T3

"I use positive reinforcement during lessons, redirecting attention during transitions, and consistent routines. I remind them of rules and guide them calmly." - T4

"I use clear rules and routines, positive reinforcement like praise or rewards, visual aids such as charts, and attention signals like clapping. I give short breaks, fun activities, and gentle redirection when needed. Patience and consistency are important." - T5

"Examples of positive reinforcement that I use include praise, stickers, or classroom points. I am also a role model in how I should conduct myself, such as speaking nice words and settling disputes without getting angry. - T6

"I use clear routines, praise, and calming tools like brain breaks or quiet corners. I model behaviors, showing how to ask nicely for a turn or take deep breaths when upset." - T7

"Strategies include positive reinforcement, redirection, modeling, clear expectations, visual supports, and calm-down areas. I also collaborate with parents to ensure consistency at home and school." - T8

"I rely on praise, redirection, and reminders. These are part of circle time, transitions, and free play." - T9

"Positive reinforcement is effective. Consistent routines and clear expectations reduce problems. Effectiveness is assessed by observing behaviors, classroom atmosphere, and overall well-being. If a strategy isn't working, I adjust the approach." - T10

3.2.2 CORRECTIVE STRATEGIES

The corrective strategies are implemented when the preventive measures are not sufficient and the misbehavior takes place in the classroom. There was a common application of gentle redirection by teachers as a way of directing the pupils to do what they were doing. Still others offered calm-down spots or so-called quiet corners where children were allowed to spend the time to regulate their emotions and then restarting the work with the group again. Eye contact, hand signs, and proximal manipulation were also very useful in behavior management without being conspicuous (nonverbal communication). Mindfulness practices, such as breathing and easy yoga stretches, were presented to make the children relax and concentrate again. These corrective measures are aligned to the social Learning Theory (1977) by Bandura that emphasizes on children learning through observing and imitating positive behaviours of their teachers and peers.

"I redirect students when they are off-task and remind them of expectations. I guide them back calmly to the lesson." - T1

"When students show disruptive behavior, I use redirection, positive language, and problem solving. I remind them of rules and guide them toward positive behavior." - T2

"I use strategies daily or as needed during circle time and prepping. When misbehavior occurs, I adjust my approach immediately." - T3

"When learners have outbursts or aggressive behavior, I redirect their attention, remind them of routines, and guide them with patience. Modeling calm behavior helps them settle down." - T4

"In case the students fail to follow instructions or lose concentration, I repeat, applaud to get their attention and put them back on track." - T5

"My conflict management and personal interaction with other individuals is problem oriented. In case where the students appear to be deviant, I give them a reminder on the rules." - T6

"I would combine instructions and warnings with visual aids in correcting students on their behaviors." The students can visit certain areas of relaxation, in case they need a break. I practice regular communication with parents in teaching." - T8

"I give reminders and redirection when students interrupt or misbehave. I guide them back during transitions, circle time, and free play." - T9

3.2.3 SUPPORTIVE STRATEGIES

The supportive strategies are designed to develop relationships, and work on the social-emotional needs of pupils to ensure the positive classroom behavior. The teachers made empathy and awareness of the individual needs of the child as crucial in establishing trust. They also assisted the pupils in recognizing their emotions and communicating them through words rather than through physical expressions or emotional breakdown. Partnership with parents was also

emphasized in order to provide consistency in home and school life and professional growth including workshops and seminars helped teachers to refine their approaches. These strategies concur with Developmentally Appropriate Practice (NAEYC, 1987) that promotes the holistic and child centered environment fostering emotional and social growth.

"Teachers use positive reinforcement, clear expectations, and strong relationships to manage behavior. I praise students for positive behaviors, both verbally and non-verbally." - T1

"I establish a positive classroom culture with clear rules, expectations, and consistent consequences. I use calming strategies like deep breathing, visual reminders, quiet time, and mindfulness activities. I encourage positive behavior with verbal praise, nonverbal cues, and classroom jobs. I redirect challenging behaviors and build trust by showing empathy." - T2

"When modeling behavior, I demonstrate how to manage stress calmly. For example, I take deep breaths, speak gently, use calm body language, and show sharing, turn-taking, respectful language, and problem-solving." - T3

"I use positive reinforcement during lessons, redirect attention during transitions, remind students of rules, and maintain consistent routines to help children stay focused." - T4

"I set clear rules and routines, use positive reinforcement, visual aids, attention signals, short breaks, gentle redirection, and patience. I consistently remind students about expected behaviors." - T5

"I use praise, rewards like stickers or stars, and model appropriate behavior such as polite language and calm conflict resolution." - T6

"I rely on clear routines, frequent praise, and calming tools like brain breaks or quiet corners. I model behaviors such as asking politely for a turn or taking deep breaths when upset." - T7

"I regularly praise good behavior, redirect attention, and give reminders. These strategies are used throughout circle time, transitions, and free play, helping students focus, share, and problem-solve." - T9

3.3 Various behavior management strategies

The findings indicated that teachers in kindergarten have to face a great variety of problematic behavior that affects both the teaching and learning process and classroom atmosphere. Impulsiveness, distractibility, instruction refusiveness, and occasional aggression (hitting, pushing or bullying) were usually observed. Problems with social interaction (e.g., being able to share, take turns, respect boundaries, etc.) were also reported. Although they are normal during early development, they are concerning when

they are in most instances frequent or taxing, hence need conscious management. In order to overcome these threats, the teachers used preventive, corrective, and supportive strategies. The focus was on preventing and establishing clear rules, routine and positive reinforcement in line with the Skinnerian Behaviorist Theory (1938) and Bandurian Social Learning Theory (1977). Corrective interventions included redirection, nonverbal communication, calm- down rooms and medication of being mindful to promote self-control. Positive teacher-student relationship, emotional literacy, parents, and professional development supportive approaches were chosen. The practices are based on Developmentally Appropriate Practice (NAEYC, 1987) which ensures that the environments are structured but at the same time provide a nurturing work environment that does not only facilitate learning processes, but also social-emotional development.

"I often see my pupil's behavior like being out of their seats, having tantrums which can disrupt the learning environment. Some pupils may have difficulty focusing on task or staying engaged during lessons and activity. The behavior of the pupils that I am concern more is them having difficulty focusing on the task." - T1

"Teachers in kindergarten employs a variety of strategies to manage behaviors, focusing on positive reinforcement, clear expectations, and building strong relationships. Teachers frequently praise students for positive behaviors, both verbally and non-verbally." - T1 –

"When we say modelling behavior it is when dealing with stressful situations so instead of telling students to come down, I will say take a deep breath, speaking in a calm and gentle tone, and lastly using calm body language, like crossing arms, and relaxing posture. Other examples may include sharing and taking turns, using respectful language, problem solving." - T3

"Yes, there are certain strategies that I can rely on regularly. So first, we have the positive reinforcement. Praising good behavior, as a teacher I acknowledge and praise those learners for a positive behavior and another one is the specific feedback I provided specific and genuine feedback that encourages positive behavior. Now, for the second one, we have the redirecting attention. So, redirecting my learner's attention to a more positive activity or behavior. And we have also a positive redirect. I used positive language to redirect the pupils or the learners and also encouraging them to have positive behaviors such as a positive language. I use positive language to encourage and reinforce positive behavior and also the encouragement. I provided some encouragement and support also to help my learners develop the positive habits." - T4

"The strategies have actually performed well with me in the sense that the praise of good behavior and reward systems go a long way in motivating students and also in enforcing good behaviors. Whenever I

praise students every time they follow instructions, I notice that there is some change in the behavior of the entire classroom. I am aware that the strategy is working when my pupils behave and they are willing to learn." - T5

"The first one is the professional development all right so such as workshops and training. It assists in knowing or every there should be a regular workshop and training on subjects such as classroom management, curriculum development and the most crucial one is the child development. Then, it is fortunate that our institution provided these workshops and trainings. And the second one in the professional development is the coaching and mentoring all right so one-on-on coaching or mentoring to help the teachers with their professional development all right we are blessed we are able to experience this one." - T6

"The most common behavior challenges I observed among kindergarten students in our school, is the way they mingled each other. Like conduct disorder, this is the most common since they had different upbringing from their parents." - T7

"The most effective way is to give some tips on what to do on how to control the behavior of the children especially when they are inside the classroom. Also, they can introduce other techniques for them to choose other ways wherein it is suited/ appropriate at their young age." - T8

"Positive reinforcement is key—praising good behavior, using stickers or simple rewards. At this age, children respond well to encouragement and visual behavior charts." - T9

"We hold regular case conferences for students with recurring behavior issues, involving the teacher, parents, guidance counselor, and sometimes the school psychologist. Everyone shares insights and agrees on a consistent plan." - T10

3.4 The effectiveness of strategies

The effectiveness of kindergarten teachers was very much in minimizing the disruption levels and promoting positive social interactions among the learners. Other preventive strategies like development of routines and reinforcement systems provided organized conditions where children were able to make anticipations and correct their behavior in accordance with the reinforcement in molding behavior in accordance with Skinner (1938) focus. Redirection and calm down methods proved to be effective in dealing with impulsive behavior and reduce aggression, which is in line with the Social Learning Theory by Bandura (1977) which stresses the issue of modeling and self-regulation. The ability of children to communicate feelings in a proper way and the enhanced consistency between school and home were supported by supportive strategies, especially the ones that focused on the emotional literacy and parent collaboration.

These findings agree with prior research that has established that well-integrated classroom management methods do not only welcome order but to enhance social and emotional conditions of the learning conditions, too. (Evertson and Weinstein, 2006; Emmer and Sabornie, 2015). This section displays the efficiency of such strategies in the process of developing cooperative, responsive, and engaged behaviour in kindergarten students.

3.4.1 Sense of enhancing classroom order

Behavior management strategies that kindergarten teachers used, including setting up clear classroom rules, relying on visual cues, positive reinforcement, and modeling desired behaviors, were found to be very effective in improving order in the classroom. This was done by setting up of the structure routine at the first school year and imposing them regularly, as this ensured that confusion was reduced and formed predictable environments in which children knew what was expected of them. Behavior charts, posters and reward systems also contributed towards enforcing classroom norms, where behavioral norms such as eye contact and proximity control, through nonverbal behavior, enabled teachers to redirect students quietly without interrupting the lesson flow. These approaches are in line with the Behaviorist Theory of B.F Skinner, which focuses on the idea of reinforcement in sustaining desirable behavior, and the Developmentally Appropriate Practice (DAP), which recommends the use of structured, although flexible, classroom management that takes into account the needs of young learners.

"I established and communicate clear rules and expectations and consistently enforce rules and consequences." – T6

"I use behavior charts and posters in the classroom because children understand better when they can see visual reminders." - T7

"Sometimes I just make eye contact with the child or stand near them, and they immediately understand what they need to do." - T1

"I have a small calm-down area in the classroom where students can relax when they are upset or frustrated." – T3

3.4.2 Enhancing student engagement

Positive reinforcement, interactive activities and mindfulness practices were among the strategies that worked in maintaining the engagement of students. The rewards given by teachers such as stickers, stars, and verbal praise were used to encourage learners to engage in it and obey instructions. Interesting lessons, diagrams, and breathing activities enabled the children to stay focused and relaxed even at the time of transition or group activities. Eagerness and self-control were also modelled by teachers and this provided them with a friendly learning atmosphere that learners were encouraged to attend. The Social Learning Theory by Bandura influences

these strategies because it puts much value on the significance of observation and imitation in the learning procedure and the role of emotional attachment in keeping the learning procedure alive.

"I praise students for positive behaviors, both verbally and non-verbally, like saying 'Very Good!' or giving stickers." – T7

"We give stars and reward charts for students who follow classroom rules because it motivates them to behave." – T1

"Before starting new lessons, I guide the class in deep breathing exercises to calm them and refocus their attention." -T2

"Instead of just telling students to calm down, I take deep breaths, use a soft voice, and show them how to relax." – T4

3.4.3 Reduction of disruptive behavior

Gentle redirection, calm-down areas and collaboration with parents were preventive and corrective measures which helped to reduce disruptive behavior significantly. Teachers shifted the focus of the learners to more positive behaviors and spoke in assuring and encouraging tones to calm down the conflicts. The calm-down areas and mindfulness exercises enabled kids to control their feelings and continue with their activities at classes, whereas the parent-teacher conferences were used to ensure the similarity in the expectations of the behavior at home and school. Such approaches follow the other consistent approach suggested by Bandura in his Social Learning Theory, that focuses on the importance of modeling and emotional regulation, and supports the DAP principle of creating nurturing environments that promote self-control.

"I redirect my learner's attention to more positive activities and use positive language to encourage better behavior." – T8

"I teach my students to express their feelings using words instead of crying or shouting, which helps them handle frustration better." -T2

We conduct frequent case meetings with parents, teachers and the guidance counselor to develop regular plans to the students with habitual behavior problems. – P1

"We have training sessions and seminars in our school regarding classroom management and they actually help us to become better at our strategies". – P2

3.5 Assistance, training and resources provided by the administration

The findings established that the kindergarten educators are privileged with the various types of support,

instruction and materials provided by the school management so that they can be in a position to tackle the behavioral issues. The administrator understands that necessary institutional back up is needed to provide classroom-based intervention of impulsiveness and aggression behavior and social interaction issues to achieve sustainable outcome. The training was conducted in the form of workshops and seminars which assisted the teachers to meet their career competencies in the methods of classroom management and behavioral change and developmental practice. The workshops will educate the teachers on the best ways of accommodating the majority of the behavior disorders that are expressed in tantrums and aggression along with attention deficit. The administration develops visual classroom tools which entail behavior charts, posters and relaxing spots and visual schedules so that the administration can train the students to learn classroom rules and expectations. The administration counselors and case conferences will have a role in the development of the consistent behavior plans to the children with the recurring problem behaviors. The collaborative work practice is based on the principles of Developmentally Appropriate Practice (DAP) that aims at creating structured learning experiences to young learners based on the Social Learning Theory of Bandura. Through this kind of institutional support, teachers will be able to deliver preventive, corrective and supportive measures more effectively to attain a stable, supportive classroom environment.

The school we work in conducts training programs and seminars on classroom managements and these actually assist us to better our strategies. – P2

To establish regular plans of students with recurrence behavior problems, we have regular case conferences with parents, teachers and the guidance counselor. P3
“The administration provides behavior charts and posters, which I use in the classroom because children understand better when they can see visual reminders.” – P2

“The school supports us by providing calm-down materials and allowing us to create a small calm-down area in the classroom where students can relax when they are upset or frustrated.” – T1

“We are given opportunities to attend professional development activities like workshops that focus on child behavior and emotional development.” – T5

4. Conclusion

The researchers find that kindergarten teachers face diverse behavioral issues that can possibly influence teaching-learning process and classroom climate greatly. These challenges include impulsive actions, difficulty following instructions, aggression, and social interaction issues, which, if frequent or intense, can disrupt routines and affect the learning environment. To address these concerns, teachers employ an integrated approach that combines preventive, corrective, and supportive strategies designed to promote

positive behavior and create a structured yet nurturing environment. It is always done through preventive measures like creating clear rules, routines, and positive reinforcement that would control the behavior of the students., while corrective strategies like redirection, calm-down techniques, and mindfulness activities are used whenever misbehavior arises. Supportive strategies, including empathy, emotional guidance, and collaboration with parents, help strengthen teacher-student relationships and foster social-emotional development. These practices are grounded in established educational theories, ensuring that approaches are developmentally appropriate and child-centered. Teachers find these strategies generally effective in improving classroom order, enhancing student engagement, and supporting emotional regulation among learners. Furthermore, strong administrative support, through training programs, resources, and collaborative efforts, plays a vital role in enhancing teachers' skills and maintaining effective classroom management. Overall, the study highlights that combining evidence-based strategies with ongoing professional support enables teachers to manage behavioral challenges effectively while promoting a positive, supportive, and comprehensive learning that supports both academic and the general growth of young children.

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