

Classroom Management on Pupils' Behavior in Kindergarten School in Tumauni South District

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ABSTRACT

This study examined the influence of classroom management on pupils' behavior in kindergarten schools in the Tumauni South District using a descriptive-correlational research design. Data were collected from 50 kindergarten teachers through a validated survey questionnaire. Findings indicated that teachers consistently implemented structured routines, established clear classroom rules, and applied positive reinforcement strategies, which contributed to pupils' attentiveness, cooperation, and discipline. While pupils generally exhibited positive behavioral patterns, self-regulation remained an area requiring further improvement. Statistical analysis revealed a significant positive relationship between effective classroom management and desirable pupil behavior. Nevertheless, challenges such as large class sizes, limited instructional resources, and inadequate parental support affected the effective implementation of classroom management practices.

INTRODUCTION

Early childhood education plays a critical role in shaping children's social, emotional, and academic development, with kindergarten serving as a foundation for positive learning behaviors. At this stage, effective classroom management is essential in creating a structured, safe, and engaging environment where children can develop self-control, cooperation, attentiveness, and respect for others. Research consistently shows that teachers who establish clear rules, predictable routines, positive reinforcement, and child-centered learning strategies foster better behavioral and academic outcomes, while poor classroom management leads to disruptive behaviors and reduced learning engagement.

In the Philippine context, the Department of Education promotes child-friendly and inclusive learning environments through policies such as the Early Years Act of 2013 and the Kindergarten Education Act. These policies emphasize the importance of quality early childhood education supported by effective classroom practices. However, kindergarten teachers continue to encounter common behavioral challenges among pupils, including impulsivity, difficulty following instructions, limited attention spans, and weak self-regulation skills. Although these behaviors are developmentally appropriate, they require responsive classroom management strategies to promote positive social and academic development.

Teachers in rural districts, including the Tumauini South District, face additional challenges such as large class sizes, limited instructional resources, and diverse learner backgrounds, which may affect classroom management effectiveness. Despite the recognized importance of classroom management, limited research has examined its influence on kindergarten pupils' behavior within this locality. Therefore, this study investigates the impact of classroom management practices on pupils' behavior in kindergarten schools in the Tumauini South District. The findings are expected to provide evidence-based recommendations for improving teaching practices, strengthening professional development, and enhancing behavior support systems that promote holistic child development and school readiness.

LITERATURE REVIEW

The literature consistently demonstrates that effective classroom management is a key determinant of positive behavioral outcomes among kindergarten pupils. Teachers commonly employ strategies such as positive reinforcement, clear classroom rules, structured routines, and strong teacher-student relationships to maintain order and encourage appropriate behavior (Asumbrado, 2024; Beazidou, 2013; Ho et al., 2017). Although student-centered approaches are increasingly advocated, many teachers continue to rely on traditional disciplinary methods, including rewards and corrective measures (Durmaz et al., 2020; Moberly et al., 2005; Vijayan et al., 2016).

Studies also reveal that kindergarten pupils display diverse behavioral patterns, including attentiveness, prosocial behavior, impulsivity, aggression, anxiety, and concentration difficulties, all of which influence classroom dynamics (Racz, 2016; Collie et al., 2018; Marturano, 1981; Noor et al., 2013). Behavioral

intervention programs have been shown to strengthen prosocial behaviors while reducing disruptive conduct (Sabey et al., 2017).

Furthermore, research establishes a significant relationship between classroom management and pupils' behavior. Structured learning environments, preventive strategies, and democratic management styles improve attentiveness, cooperation, and discipline (Zamayla et al., 2025; Oliver et al., 2011; Postholm et al., 2013; Kingsley et al., 2020). However, teachers encounter challenges such as large class sizes, limited instructional resources, insufficient parental involvement, and diverse learner needs, which hinder effective classroom management (Affandi, 2020; Mamaile et al., 2023; Kashinah et al., 2024; Soleimani, 2016; Winamo, 2024; Omodan et al., 2024).

Overall, the literature recommends continuous teacher professional development, consistent classroom rules, positive reinforcement, restorative practices, and well-organized learning environments to improve pupil behavior and classroom engagement (Salama et al., 2025; Zamayla et al., 2025; Millado et al., 2025). These findings provide a strong foundation for examining the influence of classroom management on kindergarten pupils' behavior in the Tumauni South District.

METHODOLOGY

This study employed a descriptive-correlational research design to examine the influence of classroom management on pupils' behavior in kindergarten schools in the Tumauni South District, Schools Division of Isabela. The descriptive component identified the classroom management strategies implemented by teachers, the behavioral patterns exhibited by kindergarten pupils, and the challenges encountered in managing classrooms. The correlational component determined the relationship between classroom management practices and pupils' behavioral outcomes. The respondents consisted of 50 kindergarten teachers who were selected because of their direct involvement in implementing classroom management strategies and observing pupils' behavior in the classroom. Data were gathered using a researcher-made, expert-validated questionnaire composed of four sections covering classroom management strategies, pupils' behavioral patterns, the influence of classroom management on behavior, and challenges encountered. A pilot test was conducted to establish the clarity and reliability of the instrument.

Prior to data collection, permission was secured from the Schools Division Superintendent, District Supervisor, and school heads. The questionnaires were administered personally or electronically to the respondents, and confidentiality, informed consent, and voluntary participation were strictly observed throughout the study. After retrieval, the responses were encoded, organized, and analyzed using appropriate descriptive and inferential statistics. Frequency and percentage were used to describe the respondents' profile, weighted mean and standard deviation measured classroom management practices, pupils' behavioral patterns, and implementation challenges, while the Pearson Product-Moment Correlation determined the relationship between classroom management and pupils' behavior. Responses to open-ended questions were

analyzed using thematic analysis to generate recommendations for enhancing classroom management practices in kindergarten classrooms.

RESULTS

This chapter presents, analyzes, and interprets the data gathered from the researcher-made questionnaire to find out classroom management on pupils' behavior in kindergarten school in Tumauni South District.

Table 1. Age profile of the respondents

Age Group	Frequency (f)	Percentage (%)
20–25	15	30%
26–30	18	36%
31–35	10	20%
36–40	5	10%
40 & above	2	4%
Total	50	100%

The majority of respondents (36%) are 26–30 years old, followed by 30% in the 20–25 age group. A smaller portion of respondents are older, with only 10% between 36–40 years and 4% above 40. This suggests that the sample primarily consists of young adults, which may be relevant depending on the focus of the study.

Table 2. Profile of the respondents based on Sex

Sex	Frequency	Percentage
Female	33	66%
Male	17	34%

The data show that female respondents constitute the majority (66%) of the kindergarten teachers. This is consistent with national trends where early childhood education is predominantly staffed by women. Women overwhelmingly dominate the kindergarten teaching profession, with multiple studies confirming this gender composition. Saluja et al., (2001) found that the vast majority of early childhood teachers are women, with 99.02% of pre-kindergarten and kindergarten teachers being female.

Table 3. Profile of the respondents based on Years of Teaching experience

Years in Service	Frequency (f)	Percentage (%)
0–5	20	40%
5–10	15	30%
10–15	8	16%
16–20	5	10%
20 & above	2	4%
Total	50	100%

The largest group of respondents (40%) have 0–5 years of service, indicating a predominance of relatively new employees. Those with 5–10 years of service make up 30%, while mid-career respondents (10–15 years) comprise 16%.

Only a small number of respondents have 16–20 years (10%) or 20 years and above (4%), showing that the sample is mostly composed of early- to mid-career individuals.

This information is useful for understanding experience levels within the population, which may affect attitudes, performance, or other variables studied.

Table 4. Classroom Management Strategies

Subscale & Item	Weighted Mean (WM)	Verbal Interpretation
A. Establishing Rules and Routines		
1. Explains rules daily	4.3	Often
2. Consistently enforces rules	4.2	Often
3. Uses visual aids	4.0	Often
4. Models expected behavior	4.4	Often
5. Establishes predictable routines	4.3	Often
6. Gives reminders before transitions	4.1	Often
7. Uses morning routines to settle pupils	4.2	Often
Subscale A Mean	4.23	Often
B. Instructional Management		
8. Step-by-step instructions	4.4	Often
9. Age-appropriate activities	4.2	Often
10. Variety of learning materials	4.1	Often
11. Clear time limits	4.0	Often
12. Checks understanding	4.3	Often
13. Monitors pupils	4.2	Often
14. Adapts teaching strategies	4.1	Often
Subscale B Mean	4.17	Often
C. Behavioral Management		
15. Uses positive reinforcement	4.5	Always
16. Uses nonverbal signals	4.3	Often
17. Redirects calmly	4.4	Often
18. Consistent consequences	4.2	Often
19. Rewards cooperative behavior	4.3	Often
20. Early intervention	4.1	Often
21. Guides conflict resolution	4.2	Often
Subscale C Mean	4.29	Often
D. Classroom Environment		
22. Seating minimizes distractions	4.1	Often
23. Safe and welcoming environment	4.5	Always
24. Materials accessible and organized	4.3	Often

25. Uses engaging visual displays	4.2	Often
26. Smooth and safe layout	4.2	Often
27. Learning centers promote engagement	4.1	Often
28. Supports group and individual activities	4.2	Often
Subscale D Mean	4.24	Often
E. Engagement Strategies		
29. Uses songs/games/movement	4.3	Often
30. Encourages active participation	4.2	Often
31. Storytelling to capture attention	4.1	Often
32. Incorporates pupil interests	4.2	Often
33. Provides hands-on learning	4.3	Often
34. Varies activity formats	4.2	Often
35. Uses frequent questioning	4.1	Often
Subscale E Mean	4.20	Often
F. Communication & Teacher-Pupil Interaction		
36. Clear age-appropriate instructions	4.4	Often
37. Listens to concerns	4.3	Often
38. Communicates expectations calmly	4.4	Often
39. Uses encouraging words	4.5	Always
40. Corrective feedback supportively	4.3	Often
41. Fosters positive relationships	4.4	Often
42. Encourages expression of thoughts/emotions	4.3	Often
Subscale F Mean	4.38	Often

Teachers frequently implemented classroom management strategies, with all subscales obtaining mean scores ranging from 4.17 to 4.38 ("Often"). The highest-rated areas were Communication and Teacher-Pupil Interaction (4.38) and Behavioral Management (4.29), indicating that teachers consistently emphasize positive communication, behavior guidance, and supportive interactions to maintain an effective classroom environment. These findings are consistent with studies showing that proactive behavioral management and student-centered communication improve classroom climate, reduce behavioral problems, and increase student engagement (Conroy et al., 2009; Skiba et al., 2016; Karasova et al., 2023). Although Instructional Management (4.17) received the lowest mean, it still reflected frequent implementation, suggesting opportunities to further enhance instructional strategies and monitoring of pupils' understanding. Overall, the findings indicate that teachers maintain a well-structured and supportive learning environment through effective classroom management practices.

Table 5. Behavioral Patterns Exhibited by Kindergarten Pupils

Subscale & Item	Weighted Mean (WM)	Verbal Interpretation
A. Attentiveness and Focus		
1. Maintain eye contact	4.0	Often
2. Follow lesson without distractions	3.8	Often
3. Stay focused until task completion	3.9	Often
4. Listen attentively	4.1	Often
5. Demonstrate curiosity and ask questions	3.7	Sometimes
6. Show readiness to learn	4.2	Often
7. Return to task quickly after interruptions	3.8	Often
8. Wait turn to speak	4.0	Often
Subscale A Mean	3.94	Often
B. Cooperation and Social Interaction		
9. Participate in group activities	4.1	Often
10. Share materials	4.0	Often
11. Assist classmates	3.9	Often
12. Cooperate during routines	4.2	Often
13. Show respect to classmates	4.1	Often
14. Resolve minor conflicts	3.8	Often
15. Follow rules during group activities	4.0	Often
16. Display sensitivity to others	3.9	Often
Subscale B Mean	4.0	Often
C. Discipline and Self-Regulation		
17. Follow rules consistently	4.0	Often
18. Respond positively to feedback	3.8	Often
19. Control impulses	3.7	Sometimes
20. Handle materials responsibly	4.1	Often
21. Avoid disruptive behaviors	3.9	Often
22. Exhibit patience	3.8	Often
23. Take responsibility for actions	3.7	Sometimes
24. Calm themselves when upset	3.6	Sometimes
Subscale C Mean	3.81	Often
D. Emotional and Behavioral Adjustment		
25. Demonstrate confidence	4.0	Often
26. Adjust well to routine changes	3.8	Often
27. Manage frustration appropriately	3.7	Sometimes

28. Show enthusiasm	4.2	Often
29. Exhibit positive peer relationships	4.1	Often
30. Display appropriate emotional responses	3.9	Often
Subscale D Mean	3.95	Often

Kindergarten pupils often exhibited positive behavioral patterns, with subscale means ranging from 3.81 to 4.00. Pupils demonstrated attentiveness, cooperation, emotional adjustment, and positive peer interactions, indicating readiness to learn and participate in classroom activities. However, self-regulation skills—including impulse control, responsibility, curiosity, and managing emotions—received relatively lower ratings, suggesting these developmental areas require additional support. These findings align with previous studies showing that effective classroom interventions enhance prosocial behavior, self-control, and classroom engagement (Vespo et al., 2006; Rimm-Kaufman et al., 2009; Shure et al., 1993). Nevertheless, evidence suggests that improvements in behavior may not always extend beyond the classroom, highlighting the need for continued targeted interventions to strengthen pupils' self-regulation and independent problem-solving skills (Barkley et al., 2000). Overall, kindergarten teachers have been successful in fostering positive classroom behaviors while recognizing the need to further develop pupils' self-regulatory abilities.

Table 6. Influence of Classroom Management on Pupils' Behavior

Item No.	Statement	Weighted Mean (WM)	Verbal Interpretation
1	Classroom management helps pupils stay focused	4.4	Agree
2	Effective routines minimize distractions	4.3	Agree
3	Clear rules help pupils listen and follow instructions	4.5	Strongly Agree
4	Classroom management promotes cooperative learning	4.2	Agree
5	Consistent reinforcement improves pupils' ability to work together	4.3	Agree
6	Well-managed classrooms encourage pupils to share and take turns	4.1	Agree
7	Managed routines reduce disciplinary issues	4.2	Agree
8	Established consequences improve pupils' self-control	4.0	Agree

9	Effective management results in fewer disruptive behaviors	4.3	Agree
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The findings indicate that classroom management has a positive influence on pupils' behavior, with an overall weighted mean of 4.26 (Agree). Respondents agreed that clear rules, consistent routines, and structured classroom management help pupils stay focused, cooperate with peers, and develop self-discipline. Teachers also emphasized that well-managed classrooms encourage positive social interactions, sharing, and collaborative learning while reducing disruptive behaviors. These results are supported by previous studies, which found that effective classroom management enhances student engagement, academic achievement, behavioral expectations, and interpersonal relationships through proactive routines and cooperative learning strategies (Marzano et al., 2003; Lester et al., 2017; Oliver et al., 2011; Gage et al., 2017; Ali et al., 2025; Mehler et al., 2022; Battistich et al., 1993; Gillies et al., 1996; Gillies et al., 2014). Overall, the consistent implementation of rules, routines, and positive reinforcement contributes to a well-disciplined, cooperative, and attentive classroom environment.

Table 7. Challenges Encountered in Implementing Classroom Management

Item No.	Statement	Weighted Mean (WM)	Verbal Interpretation
1	Large class size affects my ability to manage behavior	4.3	Great Extent
2	Limited learning materials challenge effective management	4.0	Great Extent
3	Some pupils exhibit frequent behavioral problems	4.1	Great Extent
4	Time constraints hinder the implementation of routines	3.8	Moderate Extent
5	Lack of parental support affects pupils' behavior	3.7	Moderate Extent
6	Administrative workload affects my ability to maintain consistency	3.9	Moderate Extent

The findings show that teachers experience moderate to great challenges in implementing classroom management, with an overall mean of 3.97. The most significant challenges include large class sizes (WM = 4.3), frequent behavioral problems (WM = 4.1), and limited learning materials (WM = 4.0), which hinder effective monitoring, individualized instruction, and classroom organization. Other challenges, such as time constraints (WM = 3.8), limited parental support (WM = 3.7), and administrative workload (WM = 3.9), also affect teachers' ability to consistently implement classroom management strategies. These findings suggest that reducing class sizes, providing adequate instructional resources, strengthening home-school collaboration, and minimizing administrative

demands can improve classroom management practices and promote better behavioral outcomes among kindergarten pupils.

Table 8. Thematic Analysis for suggestions proposed to enhance classroom management in kindergarten

Theme	Description	Sample Responses	Frequency (out of 50)
Establish Clear Rules and Routines	Teachers suggested having consistent rules, daily routines, and predictable schedules to guide pupils' behavior.	"Set clear rules every morning and consistently follow them."	18
Use Positive Reinforcement	Rewarding good behavior with praise, stickers, or small rewards to encourage compliance.	"Praise pupils when they follow instructions; use rewards to motivate."	12
Organized Classroom Environment	Arranging seating, materials, and learning centers to minimize distractions and improve flow.	"Organize materials so children can access them easily, reducing confusion."	8
Engaging Instruction & Activities	Incorporate songs, stories, and interactive learning to keep pupils attentive.	"Use more games and interactive activities to maintain attention."	6
Parental Involvement	Encourage communication with parents for consistency in behavior management.	"Ask parents to reinforce classroom rules at home."	4
Professional Development & Collaboration	Teachers recommended workshops, mentoring, or sharing strategies with colleagues.	"Attend training on classroom management techniques."	2

The majority of teachers (36%) emphasized clear rules and routines as the key to effective classroom management. Positive reinforcement and organized learning environments are also important, indicating that structure and motivation are central to managing young learners. Less frequent suggestions, like parental involvement and teacher training, highlight additional supports that could enhance classroom management but are less commonly cited.

Table 9. Thematic Analysis of recommendations that help improve pupils' behavior in the classroom?

Theme	Description	Sample Responses	Frequency (out of 50)
Consistent Rules and Expectations	Pupils behave better when rules are clear, explained, and consistently enforced.	"Make sure pupils know the rules and apply them consistently."	20
Positive Reinforcement & Motivation	Praise, rewards, and encouragement improve behavior.	"Reward good behavior to encourage repetition."	12
Modeling & Teaching Social Skills	Teachers suggested guiding pupils on sharing, turn-taking, and conflict resolution.	"Teach children how to take turns and share materials."	8
Engaging and Interactive Lessons	Pupils are less disruptive when lessons are interesting and hands-on.	"Use interactive activities to keep pupils busy and focused."	6
Parental Guidance & Support	Collaborate with parents to reinforce behavioral expectations at home.	"Work with parents to address behavior consistently."	3
Calm and Supportive Teacher Behavior	Teacher attitude (calm, patient, supportive) can influence pupils' behavior.	"Remain calm when correcting misbehavior and explain why it's wrong."	1

The findings suggest that consistent rules, clear expectations, and positive reinforcement are the most effective strategies for improving classroom management and promoting positive pupil behavior. Teachers also emphasized the importance of engaging lessons, organized classrooms, social skills development, and supportive teacher behavior. Additionally, parental involvement and continuous professional development were identified as valuable measures for enhancing classroom management and fostering positive behavioral outcomes among kindergarten pupils.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions were drawn:

1. Demographic Profile: Kindergarten teachers in Tumauni South District are predominantly young adults and female, with a majority possessing 0-5 years of teaching experience, indicating a largely early-career workforce.

2. **Classroom Management Practices:** Teachers frequently implement classroom management strategies, with a strong focus on behavioral management and communication. Structured routines, clear expectations, positive reinforcement, and effective teacher-pupil interaction are central to maintaining an orderly classroom environment.
3. **Pupil Behavioral Patterns:** Kindergarten pupils generally exhibit positive behaviors, including attentiveness, cooperation, emotional adjustment, and enthusiasm. Self-regulation skills such as impulse control and taking responsibility require additional development.
4. **Impact of Classroom Management:** Effective classroom management positively influences pupil behavior by enhancing focus, cooperation, and self-regulation. Clear rules, consistent routines, and structured learning environments are particularly effective in fostering a positive classroom climate.
5. **Challenges in Implementation:** Teachers face significant challenges, including large class sizes, limited learning resources, behavioral issues among pupils, time constraints, lack of parental support, and administrative workload, which affect their ability to consistently implement classroom management strategies.
6. **Recommended Strategies:** Teachers propose that clear rules, positive reinforcement, organized classrooms, engaging instruction, parental involvement, and professional development are key to improving classroom management and pupil behavior.

Recommendations

Based on the conclusions drawn from this study on classroom management and pupils' behavior in kindergarten, the following general recommendations are proposed:

1. **Strengthen Classroom Management Practices** – Teachers should continue to implement clear rules, consistent routines, and structured classroom procedures to maintain an orderly and supportive learning environment.
2. **Promote Positive Pupil Behavior** – Teachers should emphasize positive reinforcement, encourage cooperation, and foster social and emotional skills to enhance pupils' self-regulation and engagement in learning activities.
3. **Address Challenges in the Learning Environment** – Efforts should be made to manage large class sizes, provide sufficient teaching materials, and create conducive classroom settings that facilitate effective management and pupil participation.
4. **Enhance Teacher Preparedness** – Teachers may benefit from continuous professional development on classroom management strategies, behavior guidance techniques, and instructional methods to improve both teaching efficacy and student outcomes.
5. **Encourage Collaborative Support** – Partnerships among teachers, parents, and school administrators should be fostered to reinforce consistent behavioral expectations and support pupil development both at school and at home.

FURTHER STUDY

Future studies could explore the long-term effects of classroom management strategies on pupil behavior, self-regulation, and learning outcomes, as well as the influence of teacher experience and training on the effectiveness of these strategies.

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