

# Classroom Management Practices of Kindergarten Teachers Relative to Learners' Performance

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## ABSTRACT

*This study explored the relationship between the classroom management practices of kindergarten teachers and the academic performance of their learners, with emphasis on how teachers' demographic and professional profiles affect their management responsiveness. Acknowledging that effective classroom management fosters a productive learning environment, the research examined individual and institutional factors shaping teaching strategies. Teachers' profiles including age, sex, civil status, teaching experience, educational background, relevant trainings, and awards were analyzed in relation to their practices across seven key domains: learning environment, instruction, learner diversity, pedagogical strategies, discipline, assessment, and support mechanisms.*

*Using quantitative methods, data were collected through surveys and focus group discussions. The findings revealed that classroom management practices varied based on profile variables, especially age and years of experience. More seasoned teachers demonstrated consistent and emotionally sensitive strategies. A strong correlation was found between effective classroom management and improved learner outcomes, particularly in engagement, behavior regulation, and task completion.*

*Challenges encountered included insufficient resources, overcrowded classes, and diverse learning needs, all of which hinder responsive classroom management. As a result, the study recommends a targeted intervention program to enhance teachers' management skills. This includes emotional intelligence training tailored to young learners, differentiated instruction, and peer mentoring. The goal is to provide kindergarten teachers with practical tools to address everyday classroom demands and foster both academic and developmental growth among learners.*

**Keyword:** classroom, management, practices, approach, learner, strategies

## 1. INTRODUCTION

Early childhood education plays a vital role in shaping children's growth, providing the groundwork for their lifelong learning and overall well-being. It equips young learners with critical skills and meaningful experiences that enable them to succeed both academically and socially as they progress through life (Dere, 2019)

Classroom management extends beyond simply ensuring discipline; it centers on building a nurturing space that supports academic focus, emotional development, and constructive behavior. It includes setting clear boundaries, nurturing respectful student-teacher interactions, and using techniques that maintain a positive and effective classroom climate factors that significantly influence student success and learning outcomes (Lazarides, 2020). As a fundamental element of quality education, classroom management is widely recognized as essential for both teaching and learning. Studies have shown that classrooms that are well-managed and structured foster improved behavior, participation, and academic achievement. Teachers are encouraged to utilize proactive methods, such as

clear rule-setting, rewards for positive conduct, and tailored support, to meet students' individual learning needs. With the growing global focus on student-centered education, strong classroom management remains a cornerstone of high academic performance.

The learning space itself significantly affects how young children perform in school. A well-structured classroom with defined spaces for different tasks, visually engaging centers, and organized layouts encourages independence and attention in kindergarten learners. (Johnson, 2025) When students feel emotionally safe and welcomed, their anxiety lessens and their confidence grows, leading to improved academic engagement. Routines, clear expectations, and consistent classroom management techniques support the development of self-regulation and enrich the overall learning process. (Hepburn, 2019)

According to Kwok (2021), more than just its physical components, the emotional and social tone of the classroom greatly impacts student behavior. Educators who promote a culture of respect and care minimize behavioral problems while fostering cooperation. Encouraging inclusiveness, using praise, and modeling kindness inspire students especially in early education, where learners are impressionable. A warm, accepting environment boosts active participation, which correlates with greater academic progress. Research supports that emotional support within the classroom helps sustain both student motivation and engagement.

Recognizing and responding to the varied needs of young students is equally critical. Kindergarten classrooms often host learners from diverse backgrounds and with different abilities. Teachers should embrace diversity through inclusive practices, culturally responsive instruction, and varied teaching approaches. These efforts give all students regardless of learning challenges or language proficiency an equal chance to succeed. Collaborating with families and support personnel creates a well-rounded framework for promoting both academic and social development. (Shalaby, 2020)

Multiple studies reinforce the value of supportive and well-organized classrooms. For example, Seufert et.al (2022) revealed that structured spaces and flexible seating enhanced learner engagement and performance. Jones (2024) reported that inquiry-based methods cultivate critical thinking and problem-solving skills crucial for academic and lifelong success. Inclusive strategies and personalized support.

This research seeks to respond to the challenges kindergarten teachers in the Philippines face by proposing interventions aimed at improving their classroom management skills. The plan includes targeted professional development focusing on emotional awareness, behavior control, and adaptive teaching for varied learners. Additional support, such as aides or more flexible classrooms, will aid in managing larger groups. Educators will also form peer networks to exchange techniques and experiences. This initiative aims to elevate early education in the Philippines by advancing classroom management skills and driving improved student outcomes.

Despite the hurdles, this study strives to enhance Filipino kindergarten teachers' classroom management abilities, aiming to increase teaching quality and student performance. To address issues like large class sizes and student diversity, the study suggests focused teacher training, extra classroom resources, and flexible setups. Peer support groups will further promote collaboration, helping teachers refine strategies and adopt best practices (Lajom et.al, 2023)

Practices such as organizing a stimulating space, differentiating instruction, encouraging discipline through positive reinforcement, and using ongoing assessments are vital to improving outcomes. Still, effective use of these practices often hinges on the teacher's adaptability and the support systems in place within the school. This undertaking will be designed as a comprehensive initiative to boost kindergarten classroom management. It emphasizes the need for focused training, sufficient resources, and techniques that address a wide range of learning styles. Its ultimate goal is to cultivate a nurturing and productive learning space that supports both educators and learners, driving stronger academic results and contributing to the success of early education.

## 2. METHODOLOGY

### 2.1 Research Design and Strategy

To fully understand the facts and characteristics of a certain group, the study use the descriptive correlational research method. This approach places a strong emphasis on obtaining accurate, factual, and organised data so that the researcher may examine averages, frequencies, and other statistical metrics relevant to the study questions. Examining the effectiveness of kindergarten instructors' classroom management strategies in relation to students' performance while taking into account their profile factors is the main goal of this investigation. The researcher uses the descriptive technique in accordance with the definitions given by Al-Ababneh (2020) which place a strong emphasis on obtaining information regarding the current circumstances of a particular set of people or subjects. This method ensures that the data gathered is solid and thorough by utilising a number of processes, such as analysis, clarification, and measurement.

### 2.2 Population and Locale of the Study

The subjects of this study are the kindergarten teachers from the Schools Division of Pangasinan II for the school year 2024–2025. Kindergarten teachers within this division will participate as respondents in the research.

**Table 1:** Distribution of the Respondents

School District	Number of Respondents
Alcala	19
Asingan I	14
Asingan II	11
Balungao	20
Bautista	15
Binalonan I	15
Binalonan II	10
Laoac	16
Manaoag I	17
Manaoag II	11
Mangaldan I	24
Mangaldan II	20
Pozorrubio I	20
Pozorrubio II	13
Rosales I	18
Rosales II	19
San Fabian I	21
San Fabian II	19
San Jacinto	21
San Manuel	23
San Nicolas I	15
San Nicolas II	19
San Quintin	20
Sison	31
Sta. Maria	18
Sto. Tomas	7
Tayug I	10
Tayug II	10
Umingan I	20
Umingan II	25
<b>TOTAL</b>	<b>521</b>

## 2.3 Data Gathering Tools

classroom management practices of the kindergarten teachers relative to learners' performance along the Learning Environment	Weighted Mean	Transmuted Rating
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Data on kindergarten teachers' profiles were gathered using a demographic questionnaire, which collected information on age, sex, civil status, experience, and training. The responses were analyzed using frequency counts and percentages. The extent of classroom management practices was assessed using a Likert-type scale, with responses ranging from "Always" to "Rarely," and analyzed through the weighted mean to determine the frequency of practices. To identify challenges in classroom management, a structured survey was used to quantify the frequency of various challenges faced by teachers, using a Likert-type scale for analysis.

## 2.4 Data Gathering Procedure

Prior to the distribution of the research instrument, necessary authorization is secured from the Schools Division Superintendent of Pangasinan Division II, including approvals from District Supervisors and School Heads or Principals. The researcher personally handles the distribution and administration of the questionnaires to Kindergarten Teachers within SDO Pangasinan Division II and is also responsible for collecting the accomplished questionnaires. To ensure impartiality, all collected data and responses are treated with full confidentiality. The researcher informs the kindergarten teachers and provides them with a briefing regarding the objectives and purpose of the study.

Once the questionnaires are disseminated, the researcher monitors the response rate to verify that the targeted number of participants is achieved. Clarification and guidance are offered by the researcher when necessary, to ensure that all respondents clearly comprehend the directions and content of the questions. After the completion of the data gathering, the researcher compiles and prepares the responses for analysis, assigning a specific identification code to each questionnaire to safeguard the anonymity of participants. This systematic procedure ensures that the information collected truly reflects the insights and experiences of the teachers while preserving their privacy.

## 3. RESULTS

### 3.1 Extent of classroom management practices of the kindergarten teachers relative to learners' performance along the Learning Environment

The weighted mean results based on kindergarten instructors' methods of classroom management and how they affect students' performance in the classroom are shown in Table 2. The statistics show how frequently educators use techniques that improve the learning environment.

The approach "Maintain clear views for the teacher to observe and interact with all learners" received the highest weighted mean of 4.85 and was rated as "Very Extensive," highlighting its significance in effective classroom management. When teachers have an unobstructed line of sight, they are better able to monitor student behavior, respond to individual needs, and build stronger connections with each learner. This classroom setup enables prompt support and specific interventions, both of which are essential for encouraging academic development. These findings align with Simonsen et.al (2020) who emphasized that consistent teacher visibility and engagement are key components of professional growth and classroom effectiveness. When teachers are able to maintain eye contact and interact openly with students, it creates a more responsive and nurturing environment. This view is echoed by Hudson et al. (2019), who stated that adapting to the diverse needs of students is a fundamental element of quality teaching.

1.	organize the classroom with distinct areas for different activities (e.g., reading corners, play areas, and learning stations).	4.66	Very Extensive
2.	ensure classroom materials and resources are accessible and appropriate for learners' developmental stages.	4.78	Very Extensive
3.	design the classroom to be visually stimulating, with colorful displays of learner work and educational posters.	4.66	Very Extensive
4.	provide adequate space for movement and interaction between learners.	4.75	Very Extensive
5.	arrange the seating to promote collaborative learning and peer interaction.	4.80	Very Extensive
6.	maintain clear views for the teacher to observe and interact with all learners.	4.85	Very Extensive
7.	integrate technology, such as interactive whiteboards, into lessons.	4.56	Very Extensive
8.	create areas designated for quiet time or individual work.	4.57	Very Extensive
9.	incorporate natural light and positive environmental elements (e.g., plants, calming colors).	4.65	Very Extensive
10.	eliminate distractions that might hinder learners' learning (e.g., excessive noise, clutter).	4.70	Very Extensive
<b>Overall Weighted Mean</b>		<b>4.70</b>	<b>Very Extensive</b>

**Table 2:** Weighted Mean Result of the classroom management practices of the kindergarten teachers relative to Learners' performance along the Learning Environment

Another highly regarded method is "Arrange the seating to promote collaborative learning and peer interaction," which received a weighted mean of 4.80 (Very Extensive). Arranging classrooms for collaboration encourages teamwork and strengthens social development, helping students connect and participate actively. Aydin (2020) reported that flexible seating designs, such as semicircle layouts, enhance dialogue and engagement between students and teachers in the classroom.

Also rated among the most effective techniques is "Ensure classroom materials and resources are accessible and appropriate for learners' developmental stages," which obtained a weighted mean of 4.78 and was rated "Very Extensive." This approach reinforces the belief that students engage better when provided with age-appropriate and easy-to-access learning materials. In support, Ajani (2019) concluded that customized, high-quality resources positively influence the learning success of young children in kindergarten settings.

The strategy with the lowest score though still evaluated as highly effective is "Integrate technology, such as interactive whiteboards, into lessons," which achieved a weighted mean of 4.56 and a rating of "Very Extensive." This rating indicates that while technology is being used, it may still pose some difficulties for educators in early learning environments. Haleem et.al (2022) explored this issue and found that while interactive whiteboards are included in lessons, preschool teachers often face obstacles in using them to deliver captivating and effective instruction.

### 3.2 Extent of classroom management practices of the kindergarten teachers relative to learners' performance along the Learning Instruction

The weighted mean results for kindergarten teachers' classroom management techniques in relation to students' performance in instructional delivery are shown in Table 3. With a mean score of 4.83 and a rating of "Very Extensive," the strategy that was scored the highest, "Provide clear, step-by-step guidance during learning tasks," highlights the need of making instructions simpler to help young learners better understand tasks. Concept development and sustained attention are supported when youngsters are guided through tasks under structured supervision, according to Poulou (2019). Similarly, rigorous and methodical instruction greatly enhances student



performance, particularly when combined with meticulous lesson planning and thoughtful feedback, according to Coenders (2019).

**Table 3:** Weighted Mean Result of the classroom management practices of the kindergarten teachers relative to Learners' performance along Learning Instruction

classroom management practices of the kindergarten teachers relative to learners' performance along with Learning Instruction	Weighted Mean	Transmuted Rating
1. deliver instruction through engaging, interactive activities that involve the whole class.	4.82	Very Extensive
2. provide clear, step-by-step guidance during learning tasks.	4.83	Very Extensive
3. scaffold instruction to match the developmental level of each learner.	4.72	Very Extensive
4. embed opportunities for collaborative learning into the lessons.	4.75	Very Extensive
5. utilize questioning techniques to stimulate critical thinking.	4.76	Very Extensive
6. incorporate hands-on learning and exploration in the lessons.	4.75	Very Extensive
7. adapt the teaching style based on learners' individual needs.	4.72	Very Extensive
8. offer clear and consistent verbal and visual instructions.	4.78	Very Extensive
9. give frequent learner feedback to guide their learning.	4.68	Very Extensive
10. apply differentiated learning strategies to address various learning styles and needs.	4.75	Very Extensive
<b>Overall Weighted Mean</b>	<b>4.76</b>	<b>Very Extensive</b>

Another highly rated approach is “Deliver instruction through engaging, interactive activities that involve the whole class,” which earned a weighted mean score of 4.82 and was rated “Very Extensive.” This reflects that teachers prioritize methods that engage all learners, creating an active and inclusive classroom setting. Slater (2020) emphasized that interactive techniques help maintain student interest and foster greater participation in early childhood education.

The lowest-rated yet still well-regarded strategy is “Give frequent learner feedback to guide their learning,” which received a weighted mean of 4.68, also classified as “Very Extensive.” This indicates that while feedback is frequently provided, its consistency might vary compared to other teaching methods. Consistent and constructive feedback allows young learners to reflect on their performance and understand how to improve. Stevenson et al. (2024) noted that feedback plays a vital role in enhancing learning outcomes, even in early education contexts. Overall, the data affirms that kindergarten teachers effectively implement interactive and clear teaching techniques.

### 3.3 Extent of classroom management practices of the kindergarten teachers relative to learners' performance, along with the Diversity of Learners

The weighted mean results of kindergarten teachers' classroom management strategies in relation to students' performance with a particular emphasis on the element of student diversity are shown in Table 4. In order to assist each child's learning path, instructors constantly implement tactics that address academic, cultural, and social-emotional differences in the classroom, as evidenced by the data.

**Table 4:** Weighted Mean Result of the classroom management practices of the kindergarten teachers relative to learners' performance, along with Diversity of Learners

Classroom management practices of the kindergarten teachers relative to learners' performance, along with the Diversity of Learners	Weighted Mean	Transmuted Rating
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1.	adapt instruction to meet the diverse academic needs of all learners.	4.70	Very Extensive
2.	recognize and value learners' cultural backgrounds in lesson planning.	4.76	Very Extensive
3.	cater to multiple learning styles (visual, auditory, kinesthetic) in activities.	4.67	Very Extensive
4.	tailor learning goals to each learner's academic ability.	4.72	Very Extensive
5.	provide individualized support and resources for learners with special needs.	4.66	Very Extensive
6.	differentiate tasks based on learners' readiness levels.	4.72	Very Extensive
7.	encourage classroom discussions that promote diverse perspectives.	4.77	Very Extensive
8.	use culturally relevant materials and activities to ensure inclusivity.	4.68	Very Extensive
9.	address learners' social-emotional needs within classroom practices.	4.77	Very Extensive
10.	promote peer tutoring and collaboration to leverage learners' strengths.	4.71	Very Extensive
<b>Overall Weighted Mean</b>		<b>4.72</b>	<b>Very Extensive</b>

The overall weighted mean of 4.72, corresponding to the “Very Extensive” rating, reflects that kindergarten teachers regularly apply classroom management techniques that are sensitive to learner diversity. This demonstrates a strong dedication to inclusive education, with teachers consistently adapting their methods to cater to the differing abilities, needs, and backgrounds of their students.

One of the top-rated methods, “Encourage classroom discussions that promote diverse perspectives,” earned a mean score of 4.77 (Very Extensive). This emphasizes how teachers value fostering an environment where students can listen to and share a range of ideas. Such discussions help build empathy, broaden understanding, and nurture mutual respect. Omodan (2022) stresses that welcoming diverse viewpoints builds classroom unity and explains that this practice enhances both teaching quality and the personal growth of learners.

Likewise, the strategy “Address learners’ social-emotional needs within classroom practices” also received a high mean score of 4.77 (Very Extensive). This underscores the importance teachers place on establishing a supportive, emotionally secure learning space, which is vital for academic success. Frey, Fisher, and Smith (2019) points out that teachers play a key role in students’ emotional development through social-emotional learning.

On the other hand, the item “Provide individualized support and resources for learners with special needs” received the lowest mean score of 4.66, though it still qualifies as “Very Extensive.” This suggests that while teachers work hard to support children with special needs, they may face real challenges such as limited access to materials, training, or support systems. Abiodullah (2020) emphasize that teaching students with special needs requires not only strong dedication but also effective strategies and adequate resources, especially for educators new to inclusive education.

### 3.4 Extent of classroom management practices of the kindergarten teachers relative to learners’ performance along the Pedagogical Strategies

This table summarizes the average ratings of kindergarten teachers’ classroom management practices concerning learners’ performance, specifically focusing on pedagogical strategies. It highlights how consistently teachers apply instructional methods that address young learners’ developmental needs, support their understanding, and promote active engagement in the classroom.

Regarding the most highly obtained characteristics, “Support learning through visual aids and physical manipulatives,” 4.78 acquired the highest score, indicating how frequently teachers employ concrete and visual resources to support lessons. This method makes abstract topics more approachable to young students by transforming them into hands-on, engaging activities. These technologies not only serve to bridge cognitive gaps but also offer sensory-rich experiences that cater to various learning styles.

**Table 5:** Weighted Mean Result of the classroom management practices of the kindergarten teachers relative to learners’ performance along Pedagogical Strategies

<b>Classroom management practices of the kindergarten teachers relative to learners’ performance along with Pedagogical Strategies</b>	<b>Weighted Mean</b>	<b>Transmuted Rating</b>
1. break complex information into smaller, manageable chunks to prevent cognitive overload.	4.63	Very Extensive
2. support learning through visual aids and physical manipulatives.	4.78	Very Extensive
3. integrate inquiry-based activities to foster problem-solving skills.	4.72	Very Extensive
4. provide clear and concise instructions to minimize confusion.	4.76	Very Extensive
5. use active learning strategies, such as group discussions and role-playing.	4.68	Very Extensive
6. encourage hands-on learning that promotes exploration.	4.77	Very Extensive
7. apply prior knowledge to new concepts for deeper understanding.	4.74	Very Extensive
8. ask questions that stimulate deep thinking and critical reflection.	4.73	Very Extensive
9. adjust the pace of instruction according to learners' comprehension levels.	4.72	Very Extensive
10. review and repeat concepts to reinforce learning.	4.75	Very Extensive
<b>Overall Weighted Mean</b>	<b>4.73</b>	<b>Very Extensive</b>

This approach enables young learners to engage directly with materials, encouraging curiosity, imagination, and independent thought from the beginning of their education. Uddin (2019) stress the significance of experiential, inquiry-driven learning, especially in STEAM subjects, where active involvement is key to gaining deep understanding and honing problem-solving abilities. Youhassan et.al (2021) affirms this idea, noting that learning through hands-on exploration not only strengthens cognitive growth but also fosters critical thinking and meaningful engagement with the world.

Among the evaluated classroom practices, “Break complex information into smaller, manageable chunks to prevent cognitive overload” registered the lowest mean score at 4.63, yet still carried the “Very Extensive” rating. This suggests that while this method is commonly used, it may be employed slightly less consistently than other strategies. The findings imply that even though educators recognize the cognitive limitations of young learners, simplifying intricate content across a varied group can be difficult. Santos et.al (2019) point out that successful teaching depends on controlling the mental load student experience, warning that excessive information can overwhelm them and hinder learning.

The overall mean score of 4.73, with the verbal interpretation of “Very Extensive,” shows that kindergarten teachers frequently use effective instructional strategies that promote learner achievement. These findings highlight their dedication to delivering developmentally suitable, stimulating, and adaptable instruction that meets the diverse educational needs of early learners.



### 3.5 Extent of classroom management practices of the kindergarten teachers relative to learners' performance along with Classroom Discipline

The weighted mean outcomes of kindergarten instructors' classroom management techniques with regard to pupils' performance in the area of classroom discipline are displayed in Table 6. This table focuses on how educators control behaviour, create order, and foster social and emotional growth in the classroom.

**Table 6:** Weighted Mean Result of the classroom management practices of the kindergarten teachers relative to learners' performance along Classroom Discipline

Classroom management practices of the kindergarten teachers relative to learners' performance along with Discipline	Weighted Mean	Transmuted Rating
1. establish clear expectations for behavior from the beginning.	4.78	Very Extensive
2. implement consistent routines to create a structured classroom environment.	4.82	Very Extensive
3. reinforce positive behaviors with praise and rewards.	4.79	Very Extensive
4. model appropriate behaviors and self-regulation strategies.	4.79	Very Extensive
5. teach learners techniques to manage their emotions and behavior.	4.76	Very Extensive
6. create a calm and safe environment for self-expression.	4.80	Very Extensive
7. allow learners to reflect on their behavior and set goals for improvement.	4.77	Very Extensive
8. apply consistent consequences for misbehavior.	4.68	Very Extensive
9. integrate social-emotional learning (SEL) programs into classroom routines.	4.70	Very Extensive
10. encourage peer accountability and self-monitoring of behavior.	4.71	Very Extensive
<b>Overall Weighted Mean</b>	<b>4.76</b>	Very Extensive

Among the strategies reviewed, the most frequently applied method is "Implement consistent routines to create a structured classroom environment," with a weighted mean of 4.82, and a transmuted rating of "Very Extensive." This indicates that early childhood teachers strongly value the role of consistent routines in promoting order and predictability within the classroom setting.

Also notable is the strategy "Create a calm and safe environment for self-expression," which received a mean of 4.80 and was similarly rated as "Very Extensive." This suggests that educators prioritize emotional safety, offering children a supportive space to express their ideas and emotions. Supporting this, Cheng et.al (2020) found that encouraging creative outlets like art helps children release emotions and build confidence, allowing them to feel understood and motivated. Likewise, Du (2019) demonstrated that integrating mindfulness-based movement exercises fosters a serene classroom atmosphere, enabling emotional regulation and deeper self-expression, which reinforces the significance of such practices in early education.

The indicator with the lowest score, "Apply consistent consequences for misbehavior," obtained a weighted mean of 4.68 but remained under the "Very Extensive" classification. This indicates that, although teachers strive to apply fair discipline, maintaining uniformity in every situation can be demanding. Given the varying personalities and behaviors in each classroom, consistently enforcing rules in exactly the same manner proves complex. The overall mean score of 4.76, interpreted as "Very Extensive," reflects that kindergarten teachers consistently implement effective behavior management approaches that nurture respectful conduct and a positive learning environment.

### 3.6 Extent of classroom management practices of the kindergarten teachers relative to learners' performance, along with Monitoring and Assessment

Table 7 presents the extent to which kindergarten teachers implement monitoring and assessment practices concerning learners' performance.

**Table 7:** Weighted Mean Result of the classroom management practices of the kindergarten teachers relative to learners' performance along with Monitoring and Assessment

Classroom management practices of the kindergarten teachers relative to learners' performance along Monitoring and Assessment	Weighted Mean	Transmuted Rating
1. use regular formative assessments to gauge learner understanding.	4.78	Very Extensive
2. track learner progress through both informal observations and formal assessments.	4.75	Very Extensive
3. provide prompt feedback to guide learners' learning.	4.77	Very Extensive
4. identify learners who need additional support through ongoing assessments.	4.83	Very Extensive
5. adjust instruction based on assessment results.	4.68	Very Extensive
6. implement group-based assessments to support learning and monitor learner's progress.	4.75	Very Extensive
7. employ a variety of assessment methods, including oral, written, and hands-on assessments.	4.80	Very Extensive
8. ensure assessments inform future lesson planning and instructional strategies.	4.74	Very Extensive
9. Encourage learners to set personal learning goals based on assessment outcomes.	4.77	Very Extensive
10. monitor academic achievement over time to ensure long-term progress.	4.72	Very Extensive
<b>Overall Weighted Mean</b>	<b>4.76</b>	<b>Very Extensive</b>

As reflected in the table, the overall weighted mean of 4.76, with a transmuted rating of "Very Extensive," indicates that kindergarten teachers regularly implement effective monitoring and assessment strategies in their classrooms.

The top-rated strategy is "Identify learners who need additional support through ongoing assessments," which achieved a mean of 4.83 and was rated "Very Extensive." This shows that teachers are highly observant of students who may require extra help and actively work to identify learning challenges through continuous evaluation. Another classroom strategy rated highly is "Employ a variety of assessment methods, including oral, written, and hands-on assessments," which earned a weighted mean of 4.80, also categorized as "Very Extensive." This reflects the consistent use of diverse techniques to evaluate student learning. Supporting this, Ger and Roebers (2023) emphasized that kindergarten teachers often integrate assessments into play-based and experiential activities.

The indicator with the lowest rating, though still strong, is "Adjust instruction based on assessment results," which had a mean of 4.68 and was likewise rated "Very Extensive." This implies that while assessments are widely conducted, there may be challenges in consistently using results to revise instructional plans. Although the intent to adapt teaching strategies is present, effectively applying assessment insights into daily teaching may still be developing. Kvintova (2022) affirm that adapting instruction based on learners' evolving preferences is essential. Their findings highlight the need to not only evaluate progress but also use assessment outcomes to tailor teaching in ways that directly meet student needs. In conclusion, the findings affirm that kindergarten teachers strongly implement classroom management strategies, especially in monitoring and assessment.

### 3.7 Extent of classroom management practices of the kindergarten teachers relative to learners' performance along the Support Mechanism

**Table 8:** Weighted Mean Result of the classroom management practices of the kindergarten teachers relative to learners' performance along the Support Mechanism

classroom management practices of the kindergarten teachers relative to learners' performance along the Support Mechanism	Weighted Mean	Transmuted Rating
1. provide individualized support for learners with learning difficulties.	4.75	Very Extensive
2. promote peer tutoring and collaborative learning opportunities.	4.76	Very Extensive
3. offer emotional and social support for learners facing challenges.	4.74	Very Extensive
4. collaborate with parents and families to support learner development.	4.78	Very Extensive
5. integrate special education resources into the classroom for learners with specific needs.	4.65	Very Extensive
6. maintain open communication with school counselors and support staff.	4.75	Very Extensive
7. encourage positive reinforcement to build learners' confidence and resilience.	4.76	Very Extensive
8. make flexible accommodations for learners experiencing emotional or behavioral challenges.	4.73	Very Extensive
9. create a safe space for learners to talk about their concerns.	4.79	Very Extensive
10. provide tools to develop self-regulation and coping skills.	4.73	Very Extensive
<b>Overall Weighted Mean</b>	<b>4.74</b>	Very Extensive

Among the top-rated classroom practices is “Creating a safe space for learners to talk about their concerns,” which attained a weighted mean of 4.79 and was rated as Very Extensive. This reflects the teachers' consistent commitment to fostering emotional security for their students. In kindergarten, where children are still developing emotional regulation and communication skills, a nurturing and secure environment is vital. When students feel emotionally safe, they are more inclined to express themselves, build trust with their teacher, and establish healthy peer relationships. This strategy is strongly supported by Bustos- Orosa (2024), who described how Filipino teachers set up calming spaces that help children process their emotions and comfortably share their concerns.

Closely following is the practice “Collaborate with parents and families to support learner development,” which received a 4.78 weighted mean and a rating of “Very Extensive.” This indicates that educators highly regard family partnerships as essential to fostering holistic learner development at both school and home. This viewpoint is echoed in the research of Bergman (2019) who found that in the context of the new normal, constant communication between teachers and parents became increasingly crucial. These partnerships ensured that students received the academic and emotional support they needed, even amid changes in learning environments.

The lowest-rated, yet still positively evaluated practice is “Integrate special education resources into the classroom for learners with specific needs,” which scored a weighted mean of 4.65 and remained within the “Very Extensive” category. This suggests that although teachers strive to meet the needs of diverse learners, there may be on going challenges in fully implementing specialized tools or programs. This finding aligns with Jacob et al. (2020), who discussed the barriers faced by general education kindergarten teachers working in inclusive settings. They noted that while inclusive policies exist, many educators encounter limited collaboration with special education professionals and a lack of adequate training and resources to fully support learners with specific needs.

#### 4. CONCLUSIONS

The data show that kindergarten teachers demonstrate very extensive classroom management practices across all domains related to learners' performance. In the learning environment (WM = 4.70), teachers effectively organize classroom spaces to promote visibility, collaboration, and engagement. Their learning instruction (WM = 4.76) is highly interactive and structured, with clear guidance and strategies tailored to diverse learner needs. Regarding the diversity of learners (WM = 4.72), teachers adapt instruction to address academic, cultural, and social-emotional needs, fostering an inclusive classroom. They utilize a variety of pedagogical strategies (WM = 4.73), such as visual aids, hands-on activities, and inquiry-based learning, to enhance understanding and engagement. In maintaining classroom discipline (WM = 4.76), teachers establish clear expectations, consistent routines, and reinforce positive behaviors to create a safe and structured learning environment. Teachers also excel in monitoring and assessment (WM = 4.76), using regular formative assessments to track progress, provide feedback, and tailor instruction. Lastly, their support mechanisms (WM = 4.74) ensure individualized assistance, encourage peer support, foster strong communication with families, and promote learners' emotional well-being and resilience. Overall, these very extensive practices highlight the critical role of kindergarten teachers in nurturing holistic learner development and ensuring effective classroom management.

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