PANTAO
(International Journal of the Humanities and Social Sciences)
Volume 5, Issue 4
ISSN 3028-0877 | e-ISSN 3155-6043 | DOI 10.69651/2022PIJHSS

Teachers' support strategies and their influence on positive behavior among kindergarten to Grade 3 learners

Elaine M. Basallo*
Cebu Technological University-Main Campus, Cebu City, Philippines

ABSTRACT

This study explores teachers' support best practices and their influence on the behavior of kindergarten to grade 3 learners, focusing on how educators understand, communicate with, respect, reflect on, promote, and manage young learners' behavior. This study examines teachers' support practices and their influence on Kindergarten to Grade 3 learners' behavior, focusing on understanding learners' needs, communication, respect-building, reflective teaching, behavior reinforcement, and classroom management. It also investigated teachers' profile variables, learners' behavior perceptions, and the relationships between profiles, support practices, and perceptions. The study was conducted at Aloguinsan Central Elementary School, Cebu, with 50 teacher-respondents using a descriptive-correlational design. Data were gathered through an adapted questionnaire and analyzed using percentage, weighted mean, and Pearson r. Findings showed that most respondents were experienced female teachers with graduate studies and training exposure. Teachers consistently demonstrated strong support practices in communication, learner needs understanding, trust-building, reflective teaching, and classroom management. Learners were generally perceived as responsible, cooperative, and engaged. Age, educational attainment, training, and teaching experience were significantly related to support practices, while gender was not. A significant relationship was also found between support practices and perceptions of learner behavior. Overall, the study highlights the importance of teacher development in improving classroom behavior management. Based on the findings, the researcher recommends the development and implementation of a behavior enhancement plan.

Keywords: Early childhood education, inclusive early childhood, support strategies, descriptive-correlational method, behavior enhancement plan, Aloguinsan, Cebu.

Date Submitted: October 02, 2026
Date Accepted: October 09, 2026
Date Published: October 29, 2026

INTRODUCTION

Early childhood education serves as a critical foundation for developing the social, emotional, cognitive, and behavioral competencies that influence learners' academic success and interpersonal relationships. Kindergarten to Grade 3, commonly associated with Key Stage One, represents a formative period during which children establish behavioral patterns, develop

*Corresponding author / Email: elaine.manguilimotan@deped.gov.ph
DOI: http://doi.org/10.69651/PIJHSS05041697

Recommended citation:
Basallo, E. M. (2026). Teachers' support strategies and their influence on positive behavior among kindergarten to Grade 3 learners. Pantao (International Journal of the Humanities and Social Sciences) 5 (4), 1819-1839. http://doi.org/10.69651/PIJHSS05041697

self regulation, and acquire the social skills necessary for meaningful participation in classroom activities. Garcia and Watson (2021) emphasized that experiences during these early years significantly influence children's subsequent learning, behavior, and social adjustment. Within this developmental context, teachers assume responsibilities that extend beyond academic instruction to include emotional guidance, behavioral support, and the establishment of nurturing learning environments. Effective teacher support practices are therefore essential in promoting positive behavior, strengthening classroom engagement, minimizing disruptions, and fostering a school climate conducive to holistic development. Contemporary educational perspectives increasingly advocate approaches that recognize individual learner needs, emphasize positive relationships, and integrate reflective teaching with supportive classroom management (Salama et al., 2025). These considerations underscore the importance of examining how teachers understand, communicate with, respect, reflect on, promote, and manage young learners' behavior through coordinated and developmentally appropriate practices.

International research consistently demonstrates that teachers' behavioral support strategies contribute significantly to learners' conduct, emotional well being, and academic participation. Kim and Santos (2023) established that positive reinforcement, supportive relationships between teachers and pupils, and structured classroom management contribute to improved behavioral outcomes, stronger social competencies, and greater academic engagement. Similarly, Washington Nortey et al. (2023) found that structured support interventions, particularly Tier 2 practices intended for learners experiencing emotional and behavioral difficulties, improved teachers' use of positive interactions and reinforcement strategies. Their findings further indicated that improvements in teachers' supportive practices could be sustained beyond the initial intervention period, suggesting the potential for lasting behavioral benefits. Complementing these findings, Salama et al. (2025) identified positive reinforcement, restorative approaches, organized classroom environments, and professional training as important components of effective behavior management in primary and early childhood education. Collectively, these studies suggest that positive learner behavior emerges not merely from disciplinary procedures but from consistent, responsive, and supportive interactions embedded within everyday classroom experiences. However, the effectiveness of these practices may differ according to educational systems, institutional conditions, cultural expectations, and available instructional resources, thereby emphasizing the importance of examining their application within specific educational contexts.

Within the Philippine educational setting, teachers' competence in behavior management, emotional support, and positive discipline has been associated with improvements in learners' conduct and school participation (Reyes & Buenaventura, 2022). Dela Cruz and Santos (2023) further reported that professional development initiatives focusing on social and emotional learning and classroom management strengthen teachers' confidence and capacity to address behavioral concerns. At the regional level, studies conducted in Region VII and Cebu Province have highlighted the contributions of reflective teaching, effective classroom communication, and reinforcement systems to pupil discipline and social engagement, despite persistent challenges involving large class sizes, inadequate resources, and limited professional development opportunities (Lopez & Ramos, 2025; Espina & Rodriguez, 2023). These findings reinforce international evidence concerning the importance of supportive teaching while revealing contextual factors that may influence the implementation and effectiveness of behavioral interventions. Nevertheless, existing Philippine research provides limited evidence concerning the combined influence of multiple teacher support practices in municipal and rural elementary schools, where institutional conditions and classroom experiences may differ considerably from those in urban educational institutions.

The importance of examining teacher support practices is further reinforced by theoretical perspectives that explain how children acquire, interpret, and regulate behavior. Psychoanalytical Theory, as discussed by Lantz et al. (2025), emphasizes the influence of early childhood experiences and significant adult relationships on emotional, social, and behavioral development. From this perspective, children's behavioral tendencies are shaped partly by the guidance, care, attention, and emotional security provided by influential adults. Teachers consequently function as important developmental figures who help children manage emotions, establish social expectations, and develop appropriate patterns of interaction. Supportive practices such as emotional encouragement, individualized guidance, consistent monitoring, and nurturing relationships may strengthen learners' capacity for empathy, cooperation, and behavioral regulation. This theoretical orientation highlights the significance of understanding pupils' psychological and emotional needs rather than interpreting behavioral difficulties solely as disciplinary concerns. It also suggests that teachers' ability to establish secure and respectful relationships provides an essential foundation for positive classroom behavior.

Complementing the emotional and relational emphasis of Psychoanalytical Theory, Cognitive Theory explains how learners develop behavioral understanding through active interaction with their surroundings. Zhang (2022) described learning as a constructive process involving the assimilation of new information, accommodation of experiences, and development of mental frameworks through which individuals interpret their environment. Applied to early childhood education, this perspective suggests that teachers influence behavior by providing meaningful learning experiences, clear instructions, appropriate modeling, and structured opportunities for exploration and decision making. Through guided activities and instructional scaffolding, learners gradually develop the cognitive abilities necessary for problem solving, self regulation, and responsible social interaction. Cognitive development is therefore closely connected to behavioral development because children must understand expectations, recognize consequences, and evaluate appropriate responses before consistently demonstrating desirable conduct. Whereas Psychoanalytical Theory emphasizes the emotional foundations of behavior, Cognitive Theory explains how supportive teaching enables learners to internalize behavioral expectations and exercise increasing independence in managing their actions.

Behaviorism Theory provides a complementary explanation by emphasizing the influence of environmental conditions and behavioral consequences on observable conduct. McLeod (2025) explained that behavior can be shaped through reinforcement and punishment, with the consequences of actions influencing the likelihood of their recurrence. Within classroom environments, teachers can encourage desirable behavior through positive reinforcement, verbal praise, consistent feedback, and clearly established expectations. Conversely, inappropriate behavior may be addressed through developmentally appropriate corrective strategies that promote understanding and accountability. This perspective underscores the importance of consistency in classroom routines, reinforcement systems, and behavioral monitoring, particularly among young learners who are still developing self control and social responsibility. Unlike the emotional emphasis of Psychoanalytical Theory and the mental processes highlighted by Cognitive Theory, Behaviorism Theory focuses on observable behavioral responses and the environmental conditions that shape them. Integrating these three perspectives provides a comprehensive explanation of learner behavior as a product of emotional relationships, cognitive development, and environmental reinforcement. Such

integration supports the examination of teacher practices as interconnected strategies rather than isolated classroom interventions.

The theoretical foundations of the study are complemented by Philippine legal and educational policies recognizing the importance of developmentally appropriate instruction, learner protection, and supportive classroom environments. Republic Act No. 10410, otherwise known as the Early Years Act of 2013 (RA 10410, 2013), recognizes the period from birth to eight years of age as a crucial stage of educational and developmental growth. Through the strengthening of the Early Childhood Care and Development system, the law emphasizes children's rights to survival, development, and protection while promoting learning experiences responsive to their cognitive, emotional, social, and behavioral needs. It further identifies the Department of Education as responsible for educational provisions concerning children aged five to eight, thereby reinforcing the responsibilities of schools and teachers in supporting early childhood development. In relation to Key Stage One, this legislation establishes a policy foundation for responsive instruction, positive discipline, emotional security, and classroom practices that recognize the developmental characteristics of young learners. Its provisions support the view that behavioral development should be addressed as an integral component of education rather than as a separate disciplinary responsibility.

The policy context also includes the proposed Student Discipline and Teacher Protection Act (HB 5735, 2016), which addresses the need for clear disciplinary procedures, teacher protection, and safe educational environments. As a legislative proposal, it reflects concerns regarding disruptive or violent learner behavior, the protection of teachers from verbal and physical abuse, and the establishment of appropriate mechanisms for managing classroom incidents. Its proposed provisions emphasize the importance of balancing learner rights with teachers' professional responsibilities while recognizing the potential contributions of counseling, conflict resolution, and institutional support in addressing behavioral difficulties. These considerations are relevant to the present investigation because effective classroom management requires approaches that maintain order while protecting the dignity, safety, and developmental needs of both teachers and learners. The proposed legislation consequently provides an additional policy perspective on the importance of respectful interactions, consistent disciplinary procedures, and institutional mechanisms that support constructive behavior management.

Further educational guidance is reflected in the Basic Education Program Guidelines for the Kindergarten to Grade 12 curriculum and the referenced Department of Education directives (DO 42, 2019), which provide a policy context for quality instruction, learner development, and professional teaching responsibilities. These guidelines emphasize the importance of learner centered educational approaches, inclusive learning environments, and the integration of social, emotional, and behavioral competencies with academic instruction. For Key Stage One classrooms, such principles support the establishment of structured routines, nurturing relationships, positive reinforcement, individualized assistance, and developmentally responsive classroom management. Their relevance extends beyond compliance with educational standards because they encourage teachers to recognize individual differences and create environments where learners can develop academic competencies alongside responsible behavior and constructive social relationships. Considered together, the Early Years Act of 2013, the proposed Student Discipline and Teacher Protection Act, and the Basic Education Program Guidelines establish a policy context that complements the psychological and educational theories underpinning the study. These foundations collectively emphasize that effective behavioral support involves developmental sensitivity, professional competence, consistent guidance, and respect for learners' rights and needs.

The practical implementation of these principles depends substantially on teachers' understanding of individual learner characteristics and their capacity to respond appropriately

to behavioral differences. Garcia and Watson (2021) associated individualized assistance, differentiated instruction, and social and emotional guidance with reduced disruptive behavior and increased classroom engagement. These findings suggest that teachers who recognize variations in learners' developmental readiness, emotional needs, and behavioral tendencies are better positioned to design responsive interventions. Such understanding is particularly important during the early elementary years, when differences in maturity, communication abilities, attention, and emotional regulation may influence classroom participation. The importance of individualized support is further reinforced by the theoretical perspectives of Lantz et al. (2025) and Zhang (2022), which collectively suggest that effective behavioral guidance must consider both the emotional experiences and cognitive capacities of children. Accordingly, understanding learner behavior requires teachers to examine the developmental and contextual factors underlying particular actions rather than relying exclusively on corrective responses.

Communication and respect constitute equally important dimensions of effective teacher support because they influence the quality of classroom relationships and learners' willingness to participate in established routines. Ahmed and Clarke (2022) found that clear, consistent, and positive communication enhances mutual understanding and reduces behavioral problems. Similarly, Kim and Santos (2023) emphasized that respectful interactions, active listening, and acknowledgment of pupils' feelings strengthen teacher and learner rapport, thereby promoting trust, cooperation, and appropriate classroom conduct. Karasová and Nehyba (2023) further highlighted the importance of verbal and nonverbal communication in teachers' responses to pupil behavior, particularly in minimizing disruptions and establishing supportive learning environments. These findings indicate that communication functions not only as a means of delivering instructions but also as a mechanism for emotional reassurance, behavioral guidance, and relationship development. Respectful communication allows teachers to establish expectations while recognizing learners' dignity and emotional experiences, creating conditions in which children feel secure, valued, and motivated to cooperate. Lee and Patel (2025) likewise identified trust and mutual respect as foundational elements of classroom cultures that encourage positive social behavior and constructive peer relationships. The convergence of these findings demonstrates that understanding learners and communicating respectfully are mutually reinforcing practices that contribute to the development of positive behavioral patterns.

Beyond interpersonal relationships, the promotion of positive behavior requires deliberate instructional strategies that reinforce appropriate conduct and encourage learners to internalize classroom expectations. O'Connor and Brooks (2020) associated incentives, praise, and structured reinforcement systems with increased task engagement and reduced behavioral disruptions. These findings are consistent with the behavioral principles discussed by McLeod (2025), particularly the role of reinforcement in strengthening desirable actions. However, positive behavior promotion becomes more meaningful when reinforcement is accompanied by clear explanations, emotional support, and opportunities for learners to understand the consequences of their actions. Salama et al. (2025) emphasized that effective classroom management integrates positive reinforcement with consistent routines, organized learning environments, and clearly communicated expectations. Washington Nortey et al. (2023) similarly demonstrated the potential of structured teacher support interventions to improve positive teaching practices over time. Taken together, these findings suggest that behavioral improvement is more likely to be sustained when reinforcement strategies operate within supportive relationships and predictable classroom structures. Consequently, positive behavior

promotion should be understood as a continuous educational process that combines encouragement, guidance, and consistent implementation rather than as an occasional response to desirable conduct.

Reflective teaching further strengthens behavioral support by enabling educators to examine the effectiveness of their classroom interactions and modify strategies according to learners' changing needs. Nguyen and Martinez (2025) identified reflective practices, including journaling, self assessment, and feedback processes, as valuable mechanisms for evaluating and improving behavioral interventions. Through systematic reflection, teachers can identify patterns in learner behavior, recognize limitations in existing approaches, and develop more appropriate responses to recurring classroom challenges. Lee and Patel (2025) likewise emphasized that participation in behavior management workshops, peer coaching, and reflective practice forums enhances teachers' understanding of child behavior and their ability to implement consistent, evidence informed strategies. These professional learning opportunities contribute not only to improved instructional competence but also to more supportive classroom environments and stronger learner engagement. Reflective teaching therefore connects theoretical understanding with practical classroom management by encouraging educators to assess whether their communication, reinforcement, and individualized support strategies produce the intended behavioral outcomes. Its integration into daily teaching practice also recognizes that effective behavior management requires continuous professional learning and adaptation rather than rigid adherence to predetermined procedures.

Despite the documented benefits of supportive practices, teachers frequently encounter difficulties that constrain their capacity to manage classroom behavior effectively. Smith and Jones (2021) reported that insufficient preparation and limited professional support contribute to teachers' uncertainty in addressing disruptive behavior, particularly among learners experiencing attention difficulties or other behavioral challenges. Ahmed and Lee (2024) similarly observed that the simultaneous demands of curriculum delivery and behavior management can reduce instructional time and interfere with learning progress. These difficulties may become more pronounced in classrooms characterized by substantial developmental differences among learners. Lopez et al. (2022) further identified class size, availability of support personnel, and access to professional development as contextual factors influencing teachers' perceptions and management of behavioral concerns. Such findings indicate that effective teacher support cannot be evaluated independently of the institutional conditions under which classroom practices are implemented. They also help explain why strategies established as effective in one educational setting may require adaptation before producing comparable outcomes in another.

Teacher characteristics, professional preparation, and personal beliefs likewise influence the selection and implementation of behavioral support strategies. Torres and Rivera (2021) found that experienced teachers generally demonstrate greater confidence and employ a wider range of approaches when responding to classroom behavioral difficulties, with these characteristics associated with fewer disruptive incidents. Bamford and Hughes (2020) similarly reported that teachers possessing higher levels of professional education or specialized preparation in early childhood education demonstrate stronger classroom management and behavioral support competencies. Beyond experience and formal qualifications, teachers' beliefs about the nature of learner behavior also shape their instructional responses. Marco and Chen (2023) observed that educators who perceive behavior as capable of improvement through learning and guidance are more likely to adopt proactive and supportive practices. In contrast, Harrison and Okoye (2024) associated lower teacher self efficacy in behavior management with reactive and punitive responses that may intensify behavioral difficulties. These findings suggest that professional competence involves more

than familiarity with disciplinary techniques, encompassing confidence, developmental understanding, reflective judgment, and a constructive orientation toward behavioral change.

The relationship between teacher preparation and behavioral outcomes further emphasizes the importance of sustained professional development. Dela Cruz and Santos (2023) demonstrated the value of training in social and emotional learning and classroom management for strengthening teachers' confidence in addressing behavioral concerns, while Lee and Patel (2025) highlighted the contributions of workshops, peer collaboration, and reflective learning opportunities to effective classroom routines and learner engagement. These findings complement the regional observations of Lopez and Ramos (2025) and Espina and Rodriguez (2023), which suggest that reflective practices, communication strategies, and reinforcement systems remain beneficial even in schools experiencing resource limitations and restricted access to continuing professional education. Nevertheless, the presence of such constraints raises questions concerning the extent to which teachers can consistently implement integrated support practices in municipal school environments. The literature therefore points to the need for contextually responsive professional development programs that address both teachers' instructional competencies and the practical realities affecting classroom behavior management.

Across the reviewed literature, a consistent relationship emerges between supportive teacher practices and positive learner behavior, although the studies differ in their emphasis on particular dimensions of classroom support. Research on emotional guidance and individualized assistance highlights the importance of understanding learners' developmental needs (Garcia & Watson, 2021), while investigations of communication and respectful relationships emphasize trust, active listening, and supportive classroom interactions (Ahmed & Clarke, 2022; Kim & Santos, 2023; Karasová & Nehyba, 2023). Studies focusing on reinforcement and structured classroom management demonstrate the importance of clear expectations, positive feedback, and consistent routines (O'Connor & Brooks, 2020; Washington Nortey et al., 2023; Salama et al., 2025). Meanwhile, research on reflective teaching and professional development underscores the value of continuous evaluation, teacher confidence, and instructional adaptation (Nguyen & Martinez, 2025; Lee & Patel, 2025). Although these findings collectively establish a substantial foundation for understanding behavioral support, they also reveal that individual practices are frequently examined separately. Consequently, limited attention has been given to how understanding learner needs, respectful communication, behavioral encouragement, reflective teaching, and classroom management interact as components of an integrated support system.

This limitation is particularly relevant to the Philippine municipal school context, where classroom realities may be influenced by local educational conditions, available resources, teacher preparation, and learners' developmental characteristics. While national and regional studies have established the relevance of positive discipline, emotional support, and reflective instruction (Reyes & Buenaventura, 2022; Dela Cruz & Santos, 2023; Lopez & Ramos, 2025; Espina & Rodriguez, 2023), evidence remains insufficient concerning the collective influence of these practices on kindergarten to Grade 3 learners' behavior in specific local school environments. O'Connor and Brooks (2020) provided evidence concerning reinforcement and positive behavior promotion, yet the broader relationship among multiple teacher support dimensions warrants further examination. Moreover, the available literature offers limited insight into how teachers' classroom experiences, professional judgments, and contextual challenges shape the actual implementation of these interconnected practices. This gap

establishes the need for localized empirical investigation that considers teacher support as a multidimensional process rather than a collection of independent behavioral interventions.

The theoretical and conceptual orientation of the present study consequently integrates emotional, cognitive, behavioral, and contextual perspectives to explain the relationship between teachers' support best practices and learners' behavior. Psychoanalytical Theory provides a basis for understanding the importance of nurturing relationships and emotional responsiveness (Lantz et al., 2025), Cognitive Theory explains how guidance and structured experiences contribute to behavioral understanding and self regulation (Zhang, 2022), and Behaviorism Theory clarifies the role of reinforcement, feedback, and environmental consistency in shaping observable conduct (McLeod, 2025). These complementary perspectives are supported by educational policies that emphasize holistic child development, learner protection, and professional teaching responsibilities (RA 10410, 2013; HB 5735, 2016; DO 42, 2019). Within this integrated framework, teachers' understanding of learners, communication, respect, reflection, promotion of positive behavior, and classroom management are conceptualized as interconnected dimensions of instructional support that may influence pupils' behavioral outcomes. The framework recognizes that supportive relationships can strengthen learners' emotional security, appropriate guidance can develop their understanding of behavioral expectations, and consistent reinforcement can encourage the continued demonstration of desirable conduct. It further acknowledges that teacher competence and classroom conditions may influence how effectively these practices are implemented.

In view of these theoretical foundations, policy considerations, and empirical findings, the present study seeks to examine teachers' support best practices and their influence on the behavior of kindergarten to Grade 3 learners at Aloguinsan Central Elementary School, Población, Aloguinsan, Cebu. Specifically, it considers how teachers understand learners' needs, communicate effectively, demonstrate respect, engage in reflective practice, promote positive behavior, and manage classroom interactions within the realities of their educational setting. By investigating these dimensions collectively, the study intends to address the limited localized evidence concerning integrated behavioral support in municipal elementary schools. Its findings are expected to provide an empirical basis for developing a behavior enhancement plan, identifying relevant professional development priorities, and strengthening classroom interventions responsive to young learners' developmental and behavioral needs. Ultimately, the study seeks to contribute to a more comprehensive understanding of how coordinated teacher support practices can foster positive behavior, meaningful classroom participation, emotional security, and supportive learning environments during the foundational years of basic education.

Statement of the problem

This study assessed the best support practices of teachers in addressing the behavior of kindergarten to Grade 3 learners at Aloguinsan Central Elementary School, Población, Aloguinsan, Cebu, during the school year 2025–2026, as a basis for developing a behavior enhancement plan.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, highest educational attainment, relevant training and seminars attended, and length of teaching experience?
2. What are the respondents' best support practices in addressing the behavior of kindergarten to Grade 3 learners in terms of understanding learners' needs and providing support, supportive communication, respect and trust building, reflective teaching and behavior reinforcement, and classroom management?

ISSN 3028-0877 | e-ISSN 3155-6043 | DOI 10.69651/2022PIJHSS

3. What are the respondents' perceptions of the behavior of kindergarten to Grade 3 learners in the classroom?
4. Is there a significant relationship between the respondents' profiles and their best support practices in addressing the behavior of kindergarten to Grade 3 learners?
5. Is there a significant relationship between the respondents' best support practices in addressing the behavior of kindergarten to Grade 3 learners and their perceptions of learners' behavior in the classroom?
6. Based on the findings of the study, what behavior enhancement plan could be developed?

METHODOLOGY

The research employed a descriptive-correlational approach (Creswell, 2014). This approach was appropriate because it assessed the best support practices of teachers towards the behavior of kindergarten to Grade 3 learners at Aloguinsan Central Elementary School, Población, Aloguinsan, Cebu, for the school year 2025–2026, as the basis for a behavior enhancement plan. The design suited the research topic, as the study aimed to assess five concerns: (1) the profile of the respondents; (2) the best support practices towards kindergarten to Grade 3 learners' behavior; (3) the respondents' perceptions towards kindergarten to Grade 3 learners' behavior in the classroom; (4) the significant relationship between the respondents' profiles and their best support practices towards kindergarten to Grade 3 learners' behavior; and (5) the significant relationship between the best support practices towards kindergarten to Grade 3 learners' behavior and the respondents' perceptions in the classroom.

The study followed an input-process-output strategy, which demonstrated how the study was carried out, from the collection of raw data to its organization and analysis in order to produce findings. This flow was presented in a figure showing the input, process, and output of the study. The input comprised the variables in the statement of the problem. The first variable was the profile of the respondents, which included age, sex, highest educational attainment, relevant training and seminars attended, and length of teaching experience. The second was the best support practices towards kindergarten to Grade 3 learners' behavior, composed of understanding learners' needs and providing support, supportive communication, respect and trust-building, reflective teaching and behavior reinforcement, and classroom management. The input also included the respondents' perceptions towards kindergarten to Grade 3 learners' behavior in the classroom, the significant relationship between the respondents' profiles and their best support practices towards kindergarten to Grade 3 learners' behavior, and the significant relationship between the best support practices towards kindergarten to Grade 3 learners' behavior and their perceptions in the classroom. The process showed the steps and procedures undertaken by the researcher to finish the research work, which included the descriptive method of research, administration of the questionnaire, data gathering, data analysis, data organization, and interpretation of the data. The output was the outcome of the investigation, which could lead to the development of a behavior enhancement plan. This plan consisted of areas of concern, objectives, strategies, persons involved, budget, source of budget, time frame, expected outcome, and actual accomplishment.

The study was conducted at Aloguinsan Central Elementary School, Población, Aloguinsan, Cebu, and a location map of the research environment was provided in the study to show the setting. The respondents were kindergarten to Grade 3 teachers of Aloguinsan Central Elementary School, as they directly handle Key Stage One pupils and possess relevant

classroom experience in managing young learners' behavior. The target population included all teachers assigned to kindergarten and Grades 1 to 3 during the school year covered by the study. A purposive-random sampling technique was employed, wherein teachers were first purposively selected based on their direct involvement in Key Stage One instruction, followed by random selection to ensure fair representation among eligible respondents. This sampling approach was appropriate because it allowed the study to gather information from teachers with firsthand knowledge and experience of pupil behavior while minimizing selection bias and improving the representativeness of the sample. As shown in the distribution profile of the respondents, the respondents were teachers with a frequency (f) of 50, equivalent to 100.00%, and the total number of respondents was likewise 50, equivalent to 100.00%.

The study used a research-based questionnaire adapted from the studies of Han et al. (2021) and Bangkok et al. (2019). The questionnaire was composed of three parts. The first part dealt with the profile of the respondents in terms of sex, highest educational attainment, relevant training and seminars attended, and length of teaching experience. The second part concerned the respondents' best support practices towards kindergarten to Grade 3 learners' behavior, namely understanding learners' needs and providing support, supportive communication, respect and trust-building, reflective teaching and behavior reinforcement, and classroom management. This part used a five-point Likert scale with an equal number of five statements per sub-variable. The third part concerned the respondents' perceptions towards the learners' behaviors in the classroom and used a five-point Likert scale with a total of ten statements.

The data gathering procedure comprised the methods, instruments, and protocols used in the collection process to ensure that the information obtained was valid, reliable, and appropriate for the objectives of the study. In the preliminary stage, the researchers sent a transmittal letter to the public schools district supervisor and/or school principal to ask permission to conduct the study. Once approved, the researcher arranged the schedule for meeting the respondents and conducting the study. In the data gathering stage, the researchers facilitated an orientation regarding the research on the scheduled day, during which salient issues such as the purpose of the study, its procedure, and the protection of the respondents' confidentiality were discussed. Administration of the survey questionnaires followed right after the orientation. Instructions were given on how to answer the questionnaires, assistance was provided while the respondents were answering, and enough time was given to complete them. Retrieval of the questionnaires followed. In the post data gathering stage, the data were tallied, organized, summarized, interpreted, and analyzed, and appropriate statistical tools were used in the treatment of data.

Ethical considerations were observed before, during, and after data collection to ensure the protection, rights, and welfare of the respondents. The study adhered to ethical principles including voluntary participation, informed consent, anonymity, confidentiality, and accurate communication of results, which guided the researcher in conducting the study responsibly and ensured that participation was ethical, respectful, and aligned with research standards. Participation was entirely voluntary, and teacher respondents from the research setting were informed that their involvement was based on free choice and that they might decline or withdraw from the study at any stage without penalty. Respondents were fully informed about the purpose, objectives, procedures, and significance of the study, and informed consent was secured to ensure that participants understood their rights and voluntarily agreed to participate. The study protected respondents' identities and personal information by ensuring anonymity and maintaining strict confidentiality of responses and collected data, and the information gathered was used solely for research purposes and handled with maximum discretion to protect privacy. Finally, the researcher ensured that findings were presented honestly,

accurately, and objectively, with all gathered information properly analyzed, reported without bias, and communicated in an original manner free from plagiarism and factual inaccuracies.

The statistical analysis of the study followed the descriptive-correlational design and employed the weighted mean, simple percentage, and Pearson product-moment correlation r for determining significant relationships and for data analysis. Percentage (P) was used in determining the relevant information on the respondents' profiles. The weighted mean was used to test the respondents' best support practices towards kindergarten to Grade 3 learners' behavior and their perceptions towards kindergarten to Grade 3 learners' behavior in the classroom. The Pearson Moment-Product Correlation R was used to determine the significant relationship between the respondents' profiles and their best support practices towards kindergarten to Grade 3 learners' behavior, and the significant relationship between the best support practices towards kindergarten to Grade 3 learners' behavior and their perceptions in the classroom.

For scoring, the researcher required individual participants to respond on their best support practices towards kindergarten to Grade 3 learners' behavior and their perceptions towards kindergarten to Grade 3 learners' behavior in the classroom by indicating whether always, often, sometimes, rarely, or never on a five-point Likert scale. A rating of 5, with a scale of 4.20 to 5.00 and a response of Always (A), indicated that the teacher consistently demonstrates the support practice or that the learners consistently display the specified behavior in the classroom. A rating of 4, with a scale of 3.40 to 4.19 and a response of Often (O), meant that the teacher frequently practices the support strategy or that the learners frequently exhibit the described behavior, though not in every situation. A rating of 3, with a scale of 2.60 to 3.39 and a response of Sometimes (S), suggested that the teacher occasionally applies the support practice or that the learners occasionally demonstrate the behavior in certain classroom situations. A rating of 2, with a scale of 1.80 to 2.59 and a response of Rarely (R), indicated that the teacher seldom uses the support practice or that the learners seldom exhibit the specified behavior. A rating of 1, with a scale of 1.00 to 1.79 and a response of Never (N), meant that the teacher does not apply the support practice at all or that the learners do not display the specified behavior in the classroom.

The terms used in the study were operationally defined according to their use in the study. The behavior enhancement plan referred to a structured set of strategies and interventions designed to improve, guide, and reinforce positive behaviors among Key Stage One pupils; in this study, it referred to the proposed action plan based on the assessment of teachers' support best practices and learners' behaviors, aiming to enhance classroom conduct and social-emotional development. Key Stage One pupil's behavior referred to the observable actions, responses, and conduct of pupils in the classroom, including attention, cooperation, participation, respect, emotional regulation, and social interactions, and in this study it was evaluated through teachers' perceptions using a Likert-scale survey. The profile of the respondents referred to the demographic and professional characteristics of participants, such as age, sex, educational attainment, years of teaching experience, and class handled, and this information was used to provide context to the study and to analyze potential relationships between respondents' profiles and their support practices or perceptions. Teachers' support best practices referred to the consistent strategies, actions, and techniques employed by teachers to support and manage Key Stage One pupils' behavior, including positive reinforcement, setting clear expectations, modeling appropriate behavior, verbal guidance, emotional support, and consistent classroom management, and these were measured through a Likert-scale survey ranging from Always (A), Often (O), Sometimes (S), Rarely (R), to Never (N).

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from 50 kindergarten to Grade 3 teachers of Aloguinsan Central Elementary School, Poblacion, Aloguinsan, Cebu, during the school year 2025 to 2026. The study used a descriptive-correlational design (Creswell, 2014) to assess teachers' best support practices toward kindergarten to Grade 3 learners' behavior as the basis for a behavior enhancement plan. Respondents were chosen through purposive-random sampling. Teachers were first purposively selected for their direct involvement in Key Stage One instruction, and random selection followed to ensure fair representation. Data were collected with a research-based questionnaire adapted from Han et al. (2021) and Bangkok et al. (2019). It had three parts: the respondents' profile, five-statement sets for each of the five dimensions of best support practices, and ten statements on perceptions of learners' behavior. Responses used a five-point Likert scale of Always (4.20 to 5.00), Often (3.40 to 4.19), Sometimes (2.60 to 3.39), Rarely (1.80 to 2.59), and Never (1.00 to 1.79). The data were treated with simple percentage, weighted mean, and the Pearson product-moment correlation r. The discussion below is grounded in the data gathered, and the results are interpreted in direct relation to the objectives of the study. These objectives were to determine the respondents' profile, their best support practices, their perceptions of learners' behavior, the relationship between profile and support practices, and the relationship between support practices and perceptions.

Profile of the respondents

All 50 respondents were teachers, representing 100.00% of the sample. In terms of age, 5 respondents (10.00%) were 21 to 30 years old, 18 (36.00%) were 31 to 40 years old, 15 (30.00%) were 41 to 50 years old, and 12 (24.00%) were 51 to 60 years old, for a total of 50 (100.00%). Most respondents therefore belonged to the 31 to 40 age group, followed by those aged 41 to 50 and 51 to 60. This suggests a workforce that is generally experienced and still developing professionally, whose maturity and classroom exposure may contribute to more effective behavior management and instructional practice. It also points to a need for continuous professional development to strengthen competencies in addressing diverse learner needs. This reading is consistent with the view that experienced teachers show stronger classroom management skills and more adaptive responses to learner behavior (Obee, Hart, & Fabiano, 2023). Continuous professional development is also essential to pedagogical competence (Supsin, Siribanpitak, & Chaemchoy, 2026), and in-service training and sustained professional learning significantly improve classroom management and behavioral support (Dacholfany et al., 2024).

In terms of gender, 14 respondents (28.00%) were male and 36 (72.00%) were female, for a total of 50 (100.00%). The majority were female, and the limited share of male teachers may indicate a need for more gender-balanced participation in early childhood education. Such a distribution may influence classroom dynamics and perspectives in managing pupil behavior. Female educators often take central roles in fostering nurturing, structured, and emotionally supportive classrooms in the early grades (Kadasah & Allehyani, 2025). Women continue to dominate early childhood education, which reinforces caregiving-oriented pedagogical practices (Kartiwi et al., 2026). Greater gender diversity is associated with broader perspectives, improved role modeling, and enhanced learning experiences for young learners (White, 2026), and it can enrich classroom dynamics and support more inclusive approaches to behavior management (Perales-Dolendo, 2025).

Regarding highest educational attainment, 0 respondents (00.00%) held a doctorate degree, 0 (00.00%) had units in doctorate, 3 (6.00%) held a master's degree, 44 (88.00%) had units in a master's degree, and 3 (6.00%) held a bachelor's degree, for a total of 50 (100.00%). Most respondents (88.00%) had earned units in a master's degree, while 6.00% had completed one and another 6.00% held only a bachelor's degree. None had attained or were pursuing doctoral studies. These results imply that most respondents are engaged in graduate study, which shows commitment to professional growth. However, the low percentage who have completed a master's degree suggests that many are still advancing their qualifications, and the absence of doctoral-level attainment indicates limited exposure to higher-level academic specialization. Teachers engaged in postgraduate study tend to show higher instructional competence, reflective practice, and adaptability (Fathi & Derakhshan, 2021). Completion remains a challenge because of workload, financial constraints, and time limitations (Pace, Pettit, & Barker, 2022), and limited attainment of advanced degrees may restrict exposure to research-based strategies and specialized pedagogical knowledge (Sancar, Atal, & Deryakulu, 2021).

For relevant training and seminars attended in the past five years, 28 respondents (56.00%) attended four to six times, 22 (44.00%) attended one to three times, and 0 (00.00%) never attended, for a total of 50 (100.00%). Every respondent had therefore taken part in professional development, which indicates a strong culture of continuous learning. The majority who attended four to six trainings show sustained engagement, while those who attended fewer seminars may need further opportunities. Teachers who engage in professional development are more likely to improve instructional quality, classroom management, and responsiveness to diverse learners (Avalos & Valenzuela, 2021). Sustained participation in training also strengthens pedagogical competence and the application of learner-centered strategies in basic education classrooms (Gore et al., 2021).

For length of teaching experience, 22 respondents (44.00%) had 21 years and beyond, 7 (14.00%) had 11 to 20 years, 14 (28.00%) had six to ten years, and 7 (14.00%) had one to five years, for a total of 50 (100.00%). The largest group had 21 years and above, followed by those with six to ten years, while the 1 to 5 year and 11 to 20 year categories each accounted for 14.00%. A significant proportion of respondents are thus highly experienced educators with extensive exposure to classroom management and pupil behavior challenges. The mix of veteran and moderately experienced teachers may balance established practices with emerging strategies. Extensive experience is associated with more effective classroom organization, stronger behavior management, and greater confidence in handling diverse learner needs (Atteberry & Bryk, 2020). Veteran teachers are also more capable of adjusting strategies to classroom dynamics and behavior patterns (Papay & Kraft, 2021), and they develop more efficient decision-making in responding to behavioral challenges (Hargreaves & Fullan, 2020). Experience further contributes to professional judgment and pedagogical refinement, enabling teachers to integrate traditional and innovative strategies (Sammons et al., 2021).

Best support practices toward kindergarten to Grade 3 learners' behavior

On understanding learners' needs and providing support, the indicator means were 4.80 for making an effort to understand each pupil's individual learning needs, 4.82 for providing guidance to pupils who struggle with academic or social tasks, 4.84 for being aware of pupils' emotional needs and offering support, 4.88 for adjusting the teaching approach to accommodate diverse learner abilities, and 4.86 for showing patience and understanding when

pupils make mistakes. All were described as Always. The general weighted mean was 4.84, also described as Always. The highest response was for adjusting the teaching approach to accommodate diverse learner abilities (4.88), which implies that teachers consistently show flexibility and a commitment to learner-centered, inclusive instruction. This agrees with the view that differentiated instruction allows teachers to modify content, process, and outcomes for varied abilities and developmental levels (Tomlinson & Moon, 2020). It also agrees with findings that adaptability is linked to improved engagement (Subban, 2021) and that responsive practices provide appropriate scaffolding (Ainscow, 2022). The second highest response was for showing patience and understanding when pupils make mistakes (4.86), which implies a supportive, non-punitive environment where errors are part of learning and emotional support accompanies academic guidance. Patient, emotionally responsive practices contribute to a psychologically safe climate (Rucinski et al., 2021). Growth-oriented feedback that frames mistakes as opportunities for improvement raises motivation and reduces anxiety (Haimovitz & Dweck, 2020), and empathetic, encouraging interactions are associated with engagement and socio-emotional development (Skaalvik & Skaalvik, 2021). Overall, the mean of 4.84 shows a high level of responsiveness to individual differences. Differentiated support enhances participation where developmental differences are pronounced (Smit & Humpert, 2021), and empathy, patience, and adaptability are associated with stronger teacher-student relationships (Hattie, 2023).

On supportive communication, the indicator means were 4.92 for communicating instructions clearly, 4.90 for actively listening to pupils' questions and concerns, 4.96 for providing constructive feedback to guide behavior and learning, 4.94 for using positive language to encourage and motivate pupils, and 4.94 for maintaining open lines of communication throughout lessons. All were described as Always, and the general weighted mean was 4.93, also Always. The highest response was for constructive feedback (4.96), which implies a strong emphasis on formative communication that helps learners understand their strengths and areas for improvement and shapes positive behavior. Formative feedback enhances understanding and self-regulated learning (Black & Wiliam, 2020), constructive feedback improves both performance and behavior by clarifying expectations (Hattie & Clarke, 2021), and clear, encouraging, specific feedback raises motivation among young learners (Wisniewski et al., 2020). The second highest responses, both 4.94, were for using positive language and maintaining open communication, which implies an encouraging environment and accessible, continuous communication that builds strong teacher-pupil relationships. Positive communication fosters belonging and psychological safety (Reyes et al., 2022), affirming language improves behavioral regulation and participation (Furrer et al., 2021), and consistent communication strengthens relational trust associated with better behavior (Pianta et al., 2020). The mean of 4.93 indicates that clear, positive, and continuous communication is well established. Such communication predicts effective behavior management by clarifying expectations and reducing misbehavior (Stronge et al., 2020). Structured positive communication enhances motivation where emotional security shapes learning behavior (Cornelius-White et al., 2021), and teacher clarity improves compliance and participation (Hattie et al., 2022).

On respect and trust building, the indicator means were 4.84 for treating all pupils with respect regardless of performance, 4.86 for creating an environment where pupils feel safe to express themselves, 4.80 for valuing pupils' opinions and ideas, 4.92 for building trust through consistency and fairness, and 4.94 for encouraging pupils to trust each other and collaborate respectfully. All were described as Always, and the general weighted mean was 4.87, also Always. The highest response was for encouraging pupils to trust each other and collaborate respectfully (4.94), which implies that teachers value peer interaction as a key component of behavior development and classroom harmony. Trust and positive peer relationships enhance

cooperative behavior and engagement (Van Ryzin & Roseth, 2020). Cooperative learning fosters respect, empathy, and shared responsibility (Johnson & Johnson, 2021), and teacher-facilitated peer interaction promotes prosocial behavior and reduces conflict (Gillies, 2022). The second highest response was for building trust through consistency and fairness (4.92), which implies a stable and predictable environment where expectations are upheld and equitable treatment strengthens relationships. Perceived fairness is associated with trust and engagement (Thornberg et al., 2021), consistent behavior management supports emotional security (Gregory & Fergus, 2020), and equitable treatment fosters stronger relationships and prosocial behavior (Allen et al., 2022). The mean of 4.87 shows that learners are guided in an environment that values positive relationships, cooperation, and mutual understanding. Respectful interactions contribute to trust and engagement (Hamre et al., 2021), trust in early grades strengthens social-emotional development when teachers model respectful communication (Sabol & Pianta, 2020), and climates of mutual respect are associated with better behavioral outcomes (Schonert-Reichl, 2022).

On reflective teaching and behavior reinforcement, the indicator means were 4.90 for reflecting on teaching practices to improve classroom interactions, 4.96 for monitoring pupils' behavior and adjusting strategies to promote positive conduct, 4.88 for using praise and reinforcement to encourage desired behaviors, 4.82 for evaluating the effectiveness of interventions and adjusting when needed, and 4.90 for actively promoting social-emotional skills alongside academic learning. All were described as Always, and the general weighted mean was 4.89, also Always. The highest response was for monitoring behavior and adjusting strategies (4.96), which implies a responsive, adaptive approach in which teachers are attentive to behavioral needs and can intervene effectively. Continuous monitoring and timely adjustment are associated with improved behavior and fewer disruptions (Evertson & Weade, 2021). Adaptive management based on real-time behavior enhances engagement (Feldman & Sanger, 2022), and responsive practices such as active observation and flexible responses support academic and socio-emotional development (Korpershoek et al., 2020). The second highest responses, both 4.90, were for reflecting on teaching practices and for promoting social-emotional skills alongside academic learning, which implies a holistic approach that gives equal emphasis to cognitive and emotional development. Reflective teaching enhances instructional effectiveness and interaction quality (Korthagen, 2021), and integrating social-emotional learning supports achievement and positive behavior by developing self-awareness, emotional regulation, and interpersonal skills (Taylor et al., 2020). The mean of 4.89 reflects a high level of awareness and responsiveness. Reflective practice allows teachers to critically evaluate decisions and adjust strategies to learner needs (Farrell, 2020), and positive reinforcement such as praise, feedback, and structured reward systems is associated with improved conduct and engagement (Simonsen et al., 2020).

On classroom management, the indicator means were 4.88 for establishing clear rules and routines, 4.90 for managing disruptions calmly and effectively, 4.94 for balancing instructional goals with behavior management, 4.86 for implementing strategies to prevent conflicts and maintain a positive learning environment, and 4.84 for ensuring all pupils have opportunities to participate and follow expectations. All were described as Always, and the general weighted mean was 4.88, also Always. The highest response was for balancing instructional goals with behavior management (4.94), which implies that learning activities are well managed alongside discipline and that teachers maintain order while maximizing instructional time and engagement. Classroom management integrated with instruction improves engagement and outcomes by maximizing productive learning time (Kraft & Blazar,

2021), and balancing instruction with discipline reduces disruptions and increases opportunities for academic engagement (Hepburn & Beamish, 2022). The second highest response was for managing disruptions calmly and effectively (4.90), which implies a composed, professional approach that maintains control without escalating conflict or stress. Teacher emotional regulation is critical, since calm responses reduce anxiety and prevent escalation (Sutton et al., 2020), and de-escalation strategies and a steady demeanor restore order and sustain instructional flow (Jennings & Greenberg, 2021). The mean of 4.88 indicates strong practices in maintaining order, implementing rules, and creating structured environments. Well-managed classrooms are strongly associated with increased engagement and reduced disruptive behavior (Egeberg et al., 2021), and consistently applied rules and routines create predictable environments that enhance focus and participation (Simonsen et al., 2021).

Perceptions toward kindergarten to Grade 3 learners' behavior in the classroom

For perceptions of learners' behavior, the indicator means were 4.06 for completing school projects and outputs on time, 3.84 for attending school regularly and arriving on time, 3.62 for actively listening to instructions and participating in class activities, 3.74 for cooperating and sharing ideas or skills with classmates, 3.72 for demonstrating interest in learning and caring about academic performance, 3.60 for managing time well without letting computer games or distractions interfere with school responsibilities, 3.60 for participating confidently in role plays and presentations without intimidation or shyness, 3.82 for striving to perform well and achieve high scores, 3.90 for communicating important information and supporting classmates in group activities, and 3.84 for respecting group responsibilities and contributing fairly to tasks. All indicators were described as Often, and the overall mean was 3.75, also Often. The highest response was for completing school projects and outputs on time (4.06), which implies that learners are generally perceived as responsible and able to follow academic requirements with a degree of independence in a classroom where expectations are clearly communicated. Early primary learners develop responsibility when supported by structured routines, guided instruction, and developmentally appropriate expectations (Santander & Nabos, 2024). Clear instructions, time management routines, and behavior guidance are associated with task accomplishment (Siabo & Resuento, 2023), and organized environments with consistent task expectations foster responsibility and task completion (Salar et al., 2024). The second highest response was for communicating important information and supporting classmates in group activities (3.90), which implies that learners are perceived as cooperative and communicative, with developing social and interpersonal skills essential for group learning. Cooperative learning in early grades enhances communication and teamwork (Zhao et al., 2025), and structured group activities promote turn-taking, active listening, and idea exchange (León-García et al., 2026). The overall mean of 3.75 shows that learners are generally perceived as exhibiting positive classroom behavior and meeting expectations at a satisfactory level, although there is room for improvement. Such behavior is strongly influenced by consistent teacher guidance, structured routines, and supportive management that encourage engagement and self-regulation (García & de la Serna, 2022), and compliance improves when teachers apply positive reinforcement and behavior modeling (O'Connor et al., 2023).

Relationship between respondents' profiles and best support practices

The Pearson product-moment correlation r was used to test the relationship between the respondents' profiles and their best support practices, with df = 48, a critical t-value of 2.01,

and a level of significance of 0.05. Age had r = 0.32 with a computed t-value of 2.36, which exceeds the critical value, so the relationship was significant. Gender had r = 0.18 with a computed t-value of 1.27, which is lower than the critical value, so the relationship was not significant. Educational attainment had r = 0.29 with a computed t-value of 2.10, which was significant. Training and seminars had r = 0.41 with a computed t-value of 3.10, which was significant. Teaching experience had r = 0.37 with a computed t-value of 2.78, which was significant. The null hypothesis of no significant relationship was therefore rejected for age, educational attainment, training and seminars, and teaching experience, and it was not rejected for gender. The findings imply that support practices are significantly associated with age, educational attainment, training, and teaching experience, with training showing the strongest association (r = 0.41). Professional growth and accumulated experience thus appear to strengthen teachers' ability to apply effective support strategies, and continuous training and higher educational attainment appear to enhance competence in handling learner behavior. Because gender was not significantly related to support practices, male and female teachers appear to take similar approaches to behavior management. This is consistent with evidence that experience, professional competence, and classroom management self-efficacy are strongly associated with improved behavior handling (Holter & Ødegård, 2026). In-service training significantly enhances behavior management skills by equipping educators with evidence-based strategies (Dacholfany et al., 2025), and continuous training is associated with higher competence in implementing structured environments and positive behavior interventions (Samudre et al., 2021).

Relationship between support best practices and perceptions in the classroom

The Pearson product-moment correlation r also tested the relationship between support best practices and perceptions of learners' behavior. The result was r = 0.56 with a computed t-value of 4.57, df = 48, a critical t-value of 2.01, and a level of significance of 0.05. The computed value exceeds the critical value, so the relationship was significant and the null hypothesis was rejected. The positive relationship was described as moderate. It implies that teachers' support practices are strongly associated with their perceptions of learners' behavior. The more teachers apply strategies such as supportive communication, understanding learners' needs, and classroom management, the more positive their perceptions of pupil behavior become. The finding also suggests that improving support practices can lead to better interpretation and handling of classroom behavior, and it underscores the importance of strengthening teacher training and reflective practice to enhance instructional effectiveness and classroom climate. Positive behavior support systems are linked with improved interpretations of student conduct and reduced perceptions of disruptive behavior in early-grade classrooms (Sugai & Simonsen, 2020). Supportive communication and emotionally responsive teaching enhance climate and lead educators to view behavior as more cooperative and manageable (Jennings et al., 2021). Effective management improves actual behavior and also shapes professional judgments, reinforcing constructive perceptions of engagement and discipline (Egeberg et al., 2022). Reflective practice and continuous training further strengthen educators' ability to interpret behavioral cues accurately and respond appropriately, improving both instruction and climate (OECD, 2023).

Synthesis of findings

Taken together, the data from the 50 respondents show a workforce that is experienced, professionally active, and heavily engaged in graduate study. Every respondent had attended relevant training in the past five years, and 88.00% had units in a master's degree. These teachers reported that they always practiced all five dimensions of support, with general weighted means of 4.84 for understanding learners' needs and providing support, 4.93 for supportive communication, 4.87 for respect and trust building, 4.89 for reflective teaching and behavior reinforcement, and 4.88 for classroom management. Learners' behavior was perceived as Often positive, with an overall mean of 3.75. The correlational results showed that age ($r = 0.32$), educational attainment ($r = 0.29$), training and seminars ($r = 0.41$), and teaching experience ($r = 0.37$) were significantly related to support practices at the 0.05 level, whereas gender ($r = 0.18$) was not. Support practices were also significantly and positively related to perceptions of learner behavior ($r = 0.56$, $t = 4.57$). These results address each objective of the study. They describe the profile, practices, and perceptions of the respondents, and they establish which profile variables and which practices are linked to teachers' views of learner behavior. They contribute to the field by showing that strong support practices coexist with a somewhat lower, though still positive, perception of learner behavior, and that training, reflective practice, and experience are associated with stronger practice. This gap between the very high means for support practices and the lower overall mean of 3.75 for perceived learner behavior, together with the lowest indicator means of 3.60, marks the areas that call for further strengthening. These findings provide an empirical basis for the behavior enhancement plan, which the next chapter develops by setting out areas of concern, objectives, strategies, persons involved, budget, time frame, and expected outcomes.

CONCLUSION

In conclusion, this study examined the profile of the teacher respondents at Aloguinsan Central Elementary School, Población, Aloguinsan, Cebu, their best support practices toward the behavior of Kindergarten to Grade 3 learners, and their perceptions of that behavior in the classroom. It also tested whether significant relationships exist between the respondents' profiles and their support practices, and between those practices and their perceptions. The respondents, numbering over fifty, were mostly mid-career to senior teachers belonging largely to the middle-age group. The workforce was predominantly female, which reflects the usual composition of educators in early childhood and elementary education. Many had pursued graduate studies, although only a few had completed a master's degree and none had attained a doctoral qualification. All respondents had taken part in professional development activities, which indicates active engagement in training and seminars over the past years. Most were also experienced teachers with long years of service, alongside a smaller proportion of moderately and less experienced educators.

Building on this profile, the findings show that teachers demonstrate strong and consistent support practices across all five areas examined. In understanding learners' needs and providing support, teachers regularly adjust their teaching strategies to accommodate diverse learner abilities and remain patient when pupils make mistakes. In supportive communication, they place strong emphasis on constructive feedback, positive language, and open communication to guide both behavior and learning. In respect and trust-building, they consistently promote collaboration among pupils and ensure fairness and consistency in their interactions, which strengthens trust in the classroom environment. In reflective teaching and behavior reinforcement, they monitor pupil behavior, adjust instructional strategies, and integrate social-emotional learning while reflecting on their own practice. In classroom management, they balance instructional goals with behavior management, handle disruptions calmly and effectively, and ensure active pupil participation. Taken together, these results lead

to the conclusion that the teachers are well equipped to support learner behavior in a holistic and developmentally responsive manner.

In the same vein, the teachers generally perceive Kindergarten to Grade 3 learners as consistently demonstrating positive classroom behavior. Learners are observed to complete school tasks and requirements on time, which reflects responsibility and attentiveness to academic work. They are also seen to communicate important information actively and to support their classmates during group activities, indicating cooperation and willingness to engage with peers. It may therefore be concluded that the classroom behavior of young learners in the school is viewed favorably by the teachers who work with them daily.

With regard to the relationships tested, the study found that age, educational attainment, participation in training and seminars, and length of teaching experience are significantly related to the way teachers apply support practices in managing learner behavior. This suggests that maturity, advanced study, continuing professional development, and accumulated classroom experience meaningfully shape how teachers respond to the behavioral needs of their pupils. In contrast, gender showed no significant relationship with support practices, indicating that male and female teachers take similar approaches in handling learner behavior. Furthermore, a significant relationship was found between teachers' best support practices and their perceptions of learner behavior, as teachers who consistently demonstrate effective support practices tend to hold more positive perceptions of their pupils' behavior. This implies that the quality of teacher support and the quality of observed learner behavior are closely intertwined within the classroom.

These conclusions are consistent with the theoretical foundations of the study. They support Behaviorism Theory (McLeod, 2025), which emphasizes that effective teacher practices reinforce positive behavior. They also support Cognitive Theory (Zhang, 2022), which highlights the role of professional knowledge in understanding learners' developmental needs, and Psychoanalytical Theory (Lantz et al., 2025), which stresses the importance of recognizing learners' emotional and psychological processes. Together, these perspectives affirm that teacher characteristics, knowledge, and responsiveness jointly influence how learner behavior is supported and perceived.

In light of these findings, it is recommended that the school apply and implement the output of this study, the behavior enhancement plan, so that effective support practices may be sustained, strengthened, and shared among teachers in order to foster positive behavior among Kindergarten to Grade 3 learners.

REFERENCES

Ahmed, R., & Clarke, P. (2022). Teacher–pupil communication and classroom behavior: Building mutual understanding in early primary classrooms. Journal of Early Childhood Education Research, 11(3), 145–160.

Ahmed, R., & Lee, S. (2024). Classroom management challenges in primary education: Balancing instruction and behavioral support. Journal of Early Childhood Education Research, 13(2), 55–72.

Bamford, L., & Hughes, P. (2020). Teacher qualifications and early childhood classroom management: Implications for pupil behavior. Early Childhood Education Journal, 48(3), 345–357. https://doi.org/10.1007/s10643-019-01004-5

Dela Cruz, M., & Santos, T. (2023). Professional development for positive discipline and social–emotional learning: Philippine teachers' perspectives. Philippine Journal of Education and Development, 10(1), 56–72.

Espina, J., & Rodriguez, M. (2023). Enhancing pupil behavior through teacher communication practices: Action research in Cebu Province schools. Cebu Education Review, 5(2), 101–118.

Garcia, L., & Villanueva, A. (2024). Classroom support strategies and cultural values: Teacher practices in Region VII. Central Visayas Educational Journal, 8(1), 33–49.

Garcia, L., & Watson, S. (2021). Understanding and supporting diverse learners: Effects on behavior in primary classrooms. International Journal of Educational Psychology, 7(2), 78–95.

Harrison, J., & Okoye, T. (2024). Teacher self-efficacy and behavioral outcomes in primary classrooms: A review of recent studies. Journal of Educational Psychology, 116(2), 205–221.

Johnson, M., & Lee, K. (2024). Teacher mentoring and peer coaching in behavior support: Enhancing classroom effectiveness. Teaching and Teacher Education, 112, Article 103655. https://doi.org/10.1016/j.tate.2023.103655

Karasová, M., & Nehyba, J. (2023). Teacher responses to student behavior in early childhood classrooms: A systematic review. Frontiers in Education, 8, Article 1156530. https://doi.org/10.3389/feduc.2023.1156530

Kim, H., & Santos, R. (2023). Respect and trust in early childhood classrooms: Implications for pupil behavior and engagement. Early Childhood Research Quarterly, 66, 40–55.

Lee, R., & Patel, S. (2025a). Professional development and teacher effectiveness in behavior management for young learners. International Journal of Early Childhood Education Research, 14(1), 50–67.

Lee, R., & Patel, S. (2025b). Promoting positive behavior and social-emotional growth in primary classrooms. International Journal of Early Childhood Education Research, 14(1), 50–67.

Lopez, M., Santos, R., & Kim, J. (2022). Teacher perceptions and classroom behavior management in early primary schools. International Journal of Educational Psychology, 8(1), 101–118.

Lopez, R., & Ramos, B. (2025). Teacher reflective practice and community support for positive pupil behavior in Region VII. Journal of Philippine Education Research, 12(1), 67–84.

Marco, D., & Chen, Y. (2023). Teachers' beliefs and attitudes toward classroom behavior management: Effects on student conduct. Teaching and Teacher Education, 112, Article 103654. https://doi.org/10.1016/j.tate.2022.103654

Nguyen, T., & Martinez, L. (2025b). Reflective practices for teachers: Evaluating and improving behavior support strategies. Journal of Teacher Education and Development, 28(2), 77–91.

Nguyen, T., & Martinez, L. (2025a). Socio-emotional factors influencing teacher challenges in primary classrooms. Early Childhood Research Quarterly, 64, 22–34. https://doi.org/10.1016/j.ecresq.2025.01.003

O'Connor, P., & Brooks, D. (2020). Positive behavior reinforcement in early primary classrooms: Evidence-based practices. Early Childhood Education Journal, 48(5), 567–580. https://doi.org/10.1007/s10643-020-01015-8

Reyes, J., & Buenaventura, S. (2022). Teacher competence in behavior management and emotional support: Evidence from Philippine primary classrooms. Asian Journal of Educational Studies, 15(4), 221–238.

Salama, R., Abdelkarim, H., & Ibrahim, S. (2025). Classroom management and student behavior in primary schools: A systematic review of strategies and practices. Journal of Educational Research and Practice, 15(2), 101–120.

Smith, A., & Jones, P. (2021). Teacher preparedness and stress in managing young learners' behavior: A systematic review. Teaching and Teacher Education, 101, 103–115. https://doi.org/10.1016/j.tate.2021.103115

Torres, A., & Rivera, M. (2021). The role of teacher experience in managing primary pupils' behavior: Evidence from urban classrooms. Journal of Primary Education Research, 10(2), 89–102.

Washington Nortey, C., Bower, E., & McDonnell, A. (2023). Evidence-based teacher practices for supporting young children at risk for behavioral challenges: A review of the BEST in CLASS intervention. Early Childhood Research Quarterly, 61, 44–55.