

Classroom Management Styles of Early Childhood Education Teachers

MARISOL B. RODILLA

NARCISO D. RABARA

Salcedo Elementary School

marisol.rodilla@deped.gov.ph

Abstract — This study is concerned with the classroom management styles of early childhood education teachers in San Manuel District, Division of Tarlac for SY 2023 – 2024.

The study reveals that the majority of teachers, mostly aged 31-40, are married, have advanced education, and have extensive teaching experience. They are highly involved in local training events and use authoritative classroom management styles, influenced by factors such as personal beliefs, educational background, school culture, students' needs, socioeconomic status, teacher experience, curriculum design, available resources, and emotional intelligence.

The study reveals that middle-aged female teachers with advanced education and experience are the majority, adopting 93% of the authoritative classroom management style. This style balances structure and warmth, promoting respect, trust, and student autonomy. Factors influencing classroom management include personal beliefs, educational background, school culture, students' needs, socioeconomic status, teacher experience, curriculum design, resources, and emotional intelligence.

The study suggests that educational institutions should prioritize local training events and seminars for professional development, particularly at district and division levels, to help teachers grow and improve student outcomes. Financial support, resources, and mentorship, especially for middle-aged female teachers, can enhance the quality of education. Teachers should consider various perspectives, including personal beliefs, educational background, school culture, students' needs, socioeconomic status, teacher experience, curriculum design, resources, and emotional intelligence, to develop strategies that cater to diverse student needs.

Keywords — *Classroom management style, early childhood education, authoritarian, authoritative, permissive, indulgent, conducive, learning environment*

I. Introduction

Classroom management is a crucial aspect of education, influenced by a teacher's beliefs, goals, communication skills, strategies, and reflection. It involves creating a positive, organized, and productive learning environment, promoting academic achievement, fostering social-emotional development, cultivating critical thinking skills, and instilling values like responsibility and respect. Teachers may adopt a student-centered or teacher-directed approach, focusing on collaboration and autonomy. Effective classroom management relies on positive relationships, open communication, and a sense of belonging. Behavioral management strategies include establishing rules, preventing disruptive behavior, and encouraging student engagement. Instructional strategies are essential, as lesson delivery can impact student behavior. Efficient

classroom management addresses individual needs, learning styles, and backgrounds, providing individualized support and inclusive learning opportunities.

In this study, the researcher wants to determine the most effective classroom management styles of early childhood education teachers in the San Manuel District, Division of Tarlac.

Authoritarian classroom management, a hierarchical approach in early childhood education, can lead to low motivation, creativity, emotional distress, and homogenization of thought. Democratic classroom management, student-centered learning, and trauma-informed teaching are effective alternatives, promoting shared decision-making, student autonomy, and active participation. These approaches create a positive learning environment for all students, despite potential negative effects on motivation, creativity, and wellbeing.

Authoritarian classroom management is a teaching style that emphasizes strict rules, high teacher control, and student obedience. This approach often involves punishment or negative consequences, such as detention or loss of privileges, to maintain order. Students have limited autonomy and decision-making opportunities, which can stifle creativity, critical thinking, and independence. It may create an environment of fear or resentment, hindering learning and growth. Many educators advocate for more student-centered approaches that empower students to take ownership of their knowledge and develop essential skills beyond compliance.

An authoritative classroom management style is a teaching approach that balances high expectations with warmth, respect, and firmness to create a positive learning environment. Teachers are warm, caring, and demonstrate genuine interest in their students' wellbeing. They establish clear rules, expectations, and consequences for misbehavior, ensuring they are enforced fairly and non-punitively. This style encourages students to take ownership of their learning, make choices, take risks, and develop independence. Key characteristics of authoritative classroom management include clear expectations, warmth, support, a student-centered approach, positive reinforcement, effective communication, and consistent discipline. This style fosters a positive learning environment where students feel empowered, motivated, and respected, promoting collaboration, critical thinking, and social-emotional development.

Permissive classroom management is a teaching style that promotes student autonomy, freedom, and self-direction. It is flexible, non-authoritarian, and collaborative, fostering a supportive learning environment. This approach can increase engagement, creativity, and problem-solving skills but can also lead to chaos, limited accountability, and challenging behaviors. To effectively implement this style, teachers should set clear expectations, foster positive relationships, encourage responsibility, and be flexible. Key characteristics include a lack of structure, minimal teacher intervention, emphasis on self-expression, and a focus on student enjoyment. However, this style can hinder focus, off-task behavior, and learning management. Some educators suggest a balanced approach that combines permissive management with clear expectations and support for academic and social-emotional development.

Indulgent classroom management, which prioritizes student love over discipline, can lead to negative consequences such as disrespect, lack of accountability, chaos, teacher burnout, and student underachievement. To avoid this, teachers should set clear expectations, use positive reinforcement, model expected behavior, remain calm, and foster a growth mindset. Balancing approachability and authority can create a productive and respectful learning environment that benefits both teachers and students. Key characteristics of indulgent classroom management include lack of boundaries, avoidance of conflict, overemphasis on praise, and limited academic rigor. A balanced approach, like authoritative style, promotes success and responsibility, ultimately hindering students' intellectual development and future success.

Statement of the Problem

This study determined the classroom management styles of early childhood education teachers in the San Manuel District, Division of Tarlac during the school year 2023 – 2024. Specifically, this study answered the following questions:

1. What is the profile of the respondents in terms of:
 - a. age;
 - b. sex;
 - c. civil status;
 - d. highest educational attainment;
 - e. number of years teaching; and
 - f. relevant trainings attended?
2. What is the classroom management style of Grade 2 teachers along:
 - a. authoritarian classroom management style;
 - b. authoritative classroom management style;
 - c. permissive classroom management style;
 - d. indulgent classroom management style.
3. Is there significant differences between the classroom management style of Grade 2 teachers across their profile variables?
4. Is there significant relationship between the classroom management style of Grade 2 teachers and their profile variables?

Literature Review

Teves' 2024 study compared classroom management styles among early childhood education teachers in the Philippines and Singapore using a Descriptive-Comparative Research Design. The study found significant differences and relationships between the two countries' practices, suggesting specific programs and strategies for improving classroom behavior management, teaching techniques, parent-teacher collaboration, and planning and support. The study recommends further research using qualitative methods and larger sample sizes for deeper insights into preschool classroom management.

In Japan, Japanese early childhood education teachers prioritize discipline and order in the classroom. They use a variety of techniques, such as group activities, storytelling, and hands-on learning experiences, to maintain a structured environment that fosters creativity and curiosity.

Winters (2022) highlights the challenge of regulating negative student behavior in early childhood and elementary classrooms is a significant concern. Classroom management programs are used to improve learning quality and reduce distractions. Research indicates that positive teacher behavior is crucial for fostering positive student behavior. Key classroom management skills include establishing routines, building positive relationships, effective communication, active listening, promoting independence, incorporating play-based learning, implementing discipline, and continuous professional development. Teachers in Japan use simple language and visual aids to communicate with students and parents, and play-based learning balances structured and unstructured playtime.

In Australia, Australian early childhood educators focus on creating an inclusive and supportive environment for all children, regardless of their backgrounds. They use play-based learning and encourage open communication with parents to ensure the best possible outcomes for each child.

Bivona (2022) said that, Classroom management is a crucial practice in early childhood education, aimed at preventing disruptive behavior and maximizing student engagement. It involves examining children's behavior and adult perceptions, fostering trust and supportive practices. This helps children understand how their actions impact others and the importance of self-care. Effective classroom management is embedded in routines like mealtimes and transitions, and is guided by a child-centered model that examines frameworks for understanding and responding to children's behavior.

In China, early childhood education teachers emphasize the importance of discipline, respect, and obedience. They use a combination of traditional teaching methods and modern educational tools to create a balanced learning experience for young children.

According to Ross (2023), Early childhood teachers play a crucial role in the education system, and their professional development is essential for meeting their students' developmental

needs. However, research on their professional development from kindergarten to Grade 12 has not fully explored their perspectives on best practices. The study's findings could contribute to positive social change by enabling decision-makers to design and implement professional development activities for early childhood educators, and potentially improving learning outcomes.

In Singapore, Singaporean early childhood education teachers prioritize the development of social-emotional skills and critical thinking abilities in their students. They use a variety of teaching methods, including inquiry-based learning and project-based activities, to engage children and encourage active participation.

Banks (2020) Singaporean early childhood education teachers utilize classroom management skills to create a conducive learning environment for young children. Key skills include establishing routines, building positive relationships, effective communication, managing challenging behaviors, creating a safe, inclusive environment, using appropriate practices, encouraging independence, incorporating play-based learning, continuous assessment, and professional development.

In France, French early childhood education teachers place a strong emphasis on creativity and self-expression. They encourage children to explore their interests and develop their ideas through play and hands-on activities.

Berliner (2022) also Early childhood education teachers in France play a crucial role in shaping a child's education and development. Key classroom management skills include building positive relationships with students, effective communication, organization, positive discipline, differentiated instruction, active listening and observation, collaboration with parents and colleagues, continuous learning and reflection, and emotional intelligence. Teachers should be warm, approachable, and patient, use age-appropriate language, and use positive discipline techniques, praising good behavior, setting clear expectations, and tailoring teaching methods to individual students' needs and learning styles. Continuous learning and reflection are essential for staying updated on research and best practices.

Italian early childhood education teachers focus on building strong relationships with their students and their families. They create a warm, inviting environment where children can learn through play and social interaction.

According to Laff (2023), Teachers view families as children's first teachers, seeking their assessments of a child's needs, interests, and abilities. Effective early childhood educators respect and understand the values of families and communities, aiming to create an environment that aligns with these values. In high-quality programs, teachers frequently communicate with families and strengthen the link between home and program. Frequent communication is essential, especially for children with disabilities or special needs. Collaboration with families helps preschool teachers

understand their role in a child's learning and development. Encouraging family participation in early care and education programs supports children's learning across home and school contexts.

German early childhood education teachers prioritize the development of language and communication skills. They use a combination of structured activities and free play to help children build their vocabulary and express themselves effectively.

Sword (2021) said when educators create safe places for children to live and play in, synchronicity between their bodies and minds is promoted, readying them to learn and grow. Receptive and expressive language skills have the best opportunity to blossom when they can be explored in language-rich environments overflowing with imagination, conversation, and the sharing of ideas. Children's language development can also explode when their environment is filled with stories, tales, words, and adventure. Early language development can also be strengthened with social and imaginative play, as interactions, the nuances of body language, and shared knowledge create spaces for new and developed skills to be honed.

In the Philippines, Filipino early childhood education teachers focus on building strong relationships with their students and their families. They use a variety of teaching methods, including storytelling, songs, and hands-on activities, to create an engaging and enjoyable learning experience for young children.

Apalla (2020) said that Early Childhood Education (ECE) teachers in the Philippines play a crucial role in shaping the future of young children by providing a strong foundation for learning and social development. They use classroom management skills to create a conducive learning environment, fostering curiosity, creativity, and positive behavior. Positive reinforcement techniques are used to encourage good behavior, academic achievements, self-esteem, and motivation. Teachers prioritize building strong relationships with students, understanding their interests, needs, and learning styles, and providing active engagement through interactive learning experiences.

According to Mosher (2024), Classroom management is the process of creating and maintaining a conducive learning environment for successful instruction. It involves decisions about structure, organization, and course activities that support students by managing their expectations and behaviors. Effective classroom management fosters a positive learning environment, builds trust, maintains attention, and minimizes disruption. Education leaders, reformers, and researchers have recognized the importance of effective management skills in instruction. Professional development opportunities for teachers are being offered, but debates exist about whether these programs overemphasize education theory over practical teaching techniques, such as classroom management strategies.

Peterson (2024) said that early childhood education (ECE) plays a pivotal role in shaping a child's future. Research has consistently shown that children who participate in high-quality early learning programs are more likely to succeed academically, socially, and emotionally throughout

their lives. The foundations laid during the formative years of a child's life not only influence their immediate learning outcomes but also contribute to their long-term development as lifelong learners.

ECE programs emphasize play-based learning, emotional and social development, early literacy and numeracy skills, cognitive functions, relationships, emotion management, and world engagement. They promote life-long learning and encourage individuals to continue learning outside the classroom. Teachers should enhance lifelong learning among students and assess the importance of effective classroom management. By understanding the benefits of classroom management, teachers can better serve their students and society as a whole.

James (2024) said that classroom management, including setting clear classroom expectations, is essential for creating a productive learning environment. An effective classroom management plan not only sets the stage for a good educational experience but also fosters positive relationships and helps guide students toward success. She also said that classroom management is when a teacher exhibits complete control over their classroom through a series of strategies and techniques that encourage positive student behavior. The practice of effective classroom management turns the classroom into the optimum learning environment where students can engage with their studies and work to the best of their ability.

Establishing effective classroom management takes time and differs from teacher to teacher based on their personality and preferred teaching style. It is also impacted by the subject and age group that is being taught. There are, in fact, many different types of classroom management, just as there are many different approaches to pedagogy.

According to Munholland (2023), early childhood education teachers face the unique challenge of engaging young students and keeping them focused on the task at hand. Yet, by researching what methods and strategies work for others, teachers can experiment and develop their teaching style that engages young learners. The best practices in early childhood education include ways to deliver information, blend fun and learning, and provide feedback.

Classroom management is crucial for effective instructional strategies and curriculum design. Poor management can waste class time, reduce student completion, and negatively impact learning outcomes. To create a conducive learning environment, teachers should prioritize building relationships, leveraging time, and designing behavioral standards. Building relationships starts with warm greetings, active praise, and personal time spent with each student. Understanding their needs and creating personalized learning opportunities is essential. Classroom management involves creating expectations, routines, rules, and consequences in an organized environment. Disorganized classrooms can lead to students getting off task and losing teaching time.

Martin (2024) said that Classroom management systems are crucial in ensuring a conducive learning environment for children. They involve teachers influencing student behavior to maximize appropriate conduct and minimize misbehavior. Effective teachers manage

contingencies, removing impediments to teaching students essential communication, interpersonal interactions, and academic achievement skills. Ineffective classroom management can lead to chaos, disrupted learning, and damaged teacher morale, resulting in a disruption in student learning and a decline in teacher morale.

Classroom management is crucial for creating an optimal learning environment, promoting safety, happiness, and productivity. It prevents teacher burnout and reduces the need for stressful discipline methods. This environment enhances learning and social/emotional development. A successful classroom management system requires a school-wide effort beyond establishing rules.

II. Methodology

Research Design and Strategy

The researcher utilized a Mixed Research Design (MRD) to investigate a research question or problem. This approach combines quantitative and qualitative methods, with descriptive research describing population characteristics and qualitative research focusing on understanding people's experiences, behaviors, and attitudes. Mixed research designs, such as concurrent, sequential, and embedded, provide a comprehensive understanding of the research topic, allowing for triangulation, and increasing the generalizability of findings. Examples of these designs include surveys, observational studies, content analysis, interviews, focus groups, and case studies.

Challenges include integrating different methods and data types, addressing potential biases in data collection and analysis, and ensuring the methods complement each other. By acknowledging the limitations and challenges of mixed research designs, researchers can design studies that provide rich, nuanced insights into their research topics. Creswell, J. W., & Plano Clark, V. L. (2022). This study determined the classroom management styles of early childhood education teachers. The researcher used this research method to gain more realistic and valid information regarding the classroom management styles of early childhood education teachers.

Population and Locale of the Study

The subjects of this study are the early childhood education teachers, specifically the Grade 2 teachers in San Manuel District, Division of Tarlac, for the school year 2023–2024. The researcher uses stratified sampling to select the respondents. Stratified sampling is a probability sampling technique used in research when the population is heterogeneous and can be divided into subgroups. It ensures a representative sample and generalizable results. It is useful when researchers want to reduce variance and bias in estimates and compare results across different subgroups.

There are fifteen schools in the San Manuel District, Division of Tarlac; each had a representative in this research study. The primary grades are early childhood services, including

kindergarten through grade three, the K-3. Education has several resources to support the teaching and learning of these children in recognition that these early grades lay the foundation for future school success.

Early childhood education, spanning from kindergarten to grade 3, is a crucial stage in human development, fostering independence, initiative, decision-making, creativity, learning, and self-worth. This period significantly impacts children's success in school, personal growth, and future societal participation. Early childhood is not a separate curriculum, but rather a crucial transition for children from diverse backgrounds and experiences, requiring a significant adjustment from home to school environment.

Data Gathering Tool

The researcher used a questionnaire checklist for the respondents' profiles and structured interview questions for the teacher respondents.

Part 1 of the questionnaire checklist is the profile of the teacher respondents. The researcher also scheduled interviews with the teacher respondents to gather their classroom management styles of early childhood education teachers, specifically the Grade 2 teachers in San Manuel District, Division of Tarlac.

The table in Appendix F summarizes the results of the content validation process for a questionnaire designed for a specific study. The evaluation involved four experts: a master teacher, principal, program specialist, and program supervisor, who reviewed each item in the questionnaire and provided ratings. The evaluators scored each question on a scale from 1 to 5, and the mean scores reflect their validity assessments for each item. As the table indicates, all items received mean scores ranging from 4.33 to 5.00, with overall averages suggesting high validity. The descriptor "Highly Valid" confirms that the questions are appropriate and relevant for the intended respondents, ensuring they can answer them without confusion or difficulty.

The rigorous validation process was essential to ascertain that every questionnaire question aligned with the target participants' real experiences and perceptions. The high mean scores across all evaluators signify that the items are not only clearly understood but also relevant to the participants' context, thereby enhancing both the credibility and reliability of the data that will be collected. With an overall mean score of 4.70, this validation exercise demonstrates a strong consensus among the evaluators that the questionnaire is well-structured and effectively captures the information necessary for the study, ultimately supporting the integrity of the research findings.

Data Gathering Procedure

Before administering the research instrument, permission was secured from the Schools Division Superintendent of Tarlac Division and the school heads.

The researcher personally distributed and administered the questionnaires to all Grade 2 teachers in San Manuel District, Division of Tarlac. The researcher also scheduled five teachers for interviews regarding their classroom management style.

Likewise, the researcher personally retrieved the same questionnaires. The researcher keeps the responses and data obtained confidential to ensure the highest degree of objectivity of reactions.

The researchers informed and oriented the respective Grade 2 teachers and school heads of the institutions regarding the purpose of the study.

Treatment of Data

The study utilized statistical tools to analyze the profile of early childhood education teachers, including age, sex, civil status, educational attainment, years teaching, and relevant training and seminars attended, using frequency counts and percentages.

The researcher conducted interviews with San Manuel District Division of Tarlac respondents to determine early childhood education teachers' classroom management styles. The top three classroom management styles were identified using frequency counts and percentages, focusing on their effectiveness in teaching.

III. Results and Discussion

The report shows that the majority of teachers are aged 31-40, predominantly women, with a smaller percentage being widowed or unmarried. Most teachers have advanced degrees, with 20% holding a master's degree and 67% having completed Master's units. Only 13% have an elementary education bachelor's degree. Most teachers have substantial teaching backgrounds, attending seminars at division and district levels and participating in local training events.

93% of teachers use an authoritative classroom management style, characterized by warmth and balance. Other approaches include indulgent, lenient, and authoritarian. Factors influencing teachers' decisions include personal values, educational background, school culture, students' needs, socioeconomic status, teaching experience, curriculum design, available resources, and emotional intelligence. Other factors include individual beliefs, educational background, school culture, socioeconomic status, teacher confidence, curriculum, instructional design, and resources.

The study reveals that early childhood education teachers' classroom management techniques are influenced by factors such as age, sex, educational attainment, teaching experience, and training. Younger teachers tend to prioritize student needs, while older educators are more authoritative. The findings suggest professional development programs should focus on promoting

student autonomy and motivation, and teacher education programs should emphasize student-centered approaches.

The study reveals that early childhood education teachers' education and participation in training significantly influence their classroom management. Teachers with higher education levels employ more effective management techniques, while years of experience, age, and civil rank do not significantly influence classroom management style. The study emphasizes the importance of teacher education and professional development programs for developing practical classroom management skills.

IV. Conclusion

The study reveals that most teachers are middle-aged females with advanced education, with a significant proportion having a Master's degree or equivalent. They have extensive teaching experience, with 6-10 years or 11-15 years. The study emphasizes the importance of local training events and workshops for professional development, which can inform policies and initiatives to improve student outcomes.

The authoritative classroom management style, used by 93% of teachers, promotes respect, trust, and student autonomy while maintaining order. It aims to create a supportive learning environment, fostering motivation and engagement. Factors such as personal values, educational background, school culture, students' needs, socioeconomic status, teaching experience, curriculum design, available resources, and emotional intelligence influence instructors' decisions.

The study emphasizes the significance of considering diverse perspectives in developing effective classroom management strategies. Higher-educated teachers possess a better understanding of pedagogy and child development, leading to more successful management styles. Enhancing classroom management techniques can be achieved through professional development programs like coaching, mentoring, and workshops, thereby fostering a positive learning environment.

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