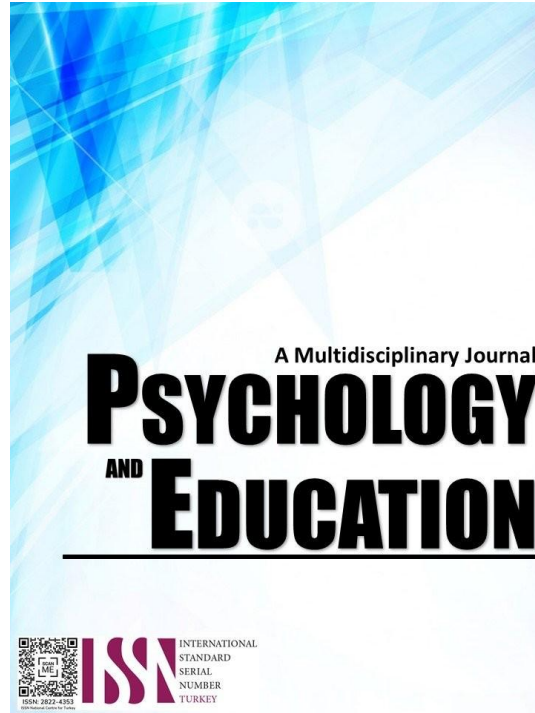


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Determinant Factors in Managing Behaviors of Key Stage 1 Learners

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Abstract

This research study identified the factors that will affect the management of behaviors of Key Stage 1 students and their correlation with the profile characteristics of SPED teachers in selected schools within Division of Pangasinan II. This includes determining the respondents' profile in terms of their age, sex, civil status, highest educational attainment, years of teaching experience, and training attended. Also, it measures the extent to which there is the application of behavioral management strategies in terms of setting rules with the students, employing positive language, stability of emotion, and serving as a role model for proper behavior. The findings showed that the majority of the respondents were female, aged 31-40 years old, married, and had degrees in BEED/BSEd with moderate teaching experience and limited exposure to training. The determinants in behavior management were all classified as "Always," suggesting that there was consistent use of effective classroom management by the special education teachers. There was a statistically significant difference in behavior management based on the classification of age, civil status, teaching experience, and training related to their field, but not based on gender or educational background.

Keywords: *behavior management, key stage 1 learners, SPED teachers, classroom management, teaching experience, professional development, determinant factors, special education, teacher profile*

Introduction

Managing the behaviors of learners at Key Stage 1 is an important aspect of teaching, especially in contexts such as early childhood and special education, where learners exhibit a wide range of behavioral requirements. Torregosa et al. (2024) state that the management of classroom behaviors among learners depends greatly on teachers' ability to create a structured routine, employ positive reinforcement, and remain emotionally stable within the class

Cohen et al. (2023) state that some of the crucial aspects of managing learner behavior are ensuring that there are established class rules, speaking positively, remaining emotionally stable, and modeling acceptable behavior. These measures have been noted time and again to be among the best ways to manage learners with behavioral issues, particularly in SPED classes. The implementation of these measures by teachers can help learners develop self-control and discipline.

Espinoza et al. (2023) contemporary research stresses the role of emotional regulation by teachers in classroom management. Teachers who know how to regulate their emotions will be better able to react to the misbehavior of their students and to keep a good learning environment. Emotional stability is regarded as one of the most important elements of efficient teaching, especially in diverse classrooms.

Moreover, Burgess (2023) and Gaspar et al. (2024) research on classroom management reveals the significant role of experience, training, and relational competence on behavioral results achieved by learners. Instructors who have worked for a long time are inclined to apply better classroom control and behavior management strategies due to their professional experience and various kinds of learners' reactions. Therefore, professional development and education of teachers appear to be very important to improve their management skills.

Gaspar et al. (2024) contemporary educational programs point at the fact that behavior management does not only depend on disciplinary strategies but also on teacher-student relations and the existence of an emotional environment in the class. Implementation of SEL programs revealed their positive outcomes regarding teacher effectiveness and learners' behavior.

The relationship between teacher and student is widely recognized as a vital element of effective teaching and learning, influencing not only academic performance but also students' emotional and behavioral outcomes. Recent studies of "Teacher emotions and emotion regulation strategies: Links to students' emotions in the classroom. Learning and Instruction" by Aldrup et al. (2021) and "Class and subject teachers' self-efficacy and emotional stability and students' perceptions of the teacher-student relationship, classroom management, and classroom disruptions by Wettstein et al. (2021). Teaching and Teacher Education" emphasizes that positive teacher-student relationships foster classroom engagement, trust, and cooperation, which help minimize behavioral problems. In special education settings, where students often have diverse behavioral and emotional needs, rapport serves as a bridge that connects instruction with social-emotional support. A study, "Improving teacher-student relationships and classroom interactions through reflective practice by Hafen et al. (2023), highlighted that teachers who demonstrate empathy, consistency, and open communication with their learners tend to establish more supportive classroom climates that promote positive behavior and emotional regulation.

Despite the proven importance of rapport, many educators continue to face challenges in managing classroom behavior, particularly in special education environments. "Inclusive education of students with general learning disabilities: A meta-analysis of cognitive and psychosocial outcomes" by Krämer et al. (2021) noted that learners with disabilities often exhibit varying behavioral responses that

require individualized management strategies. However, several studies “Teacher–student relationships and classroom management in special education: A longitudinal study. Teaching and Teacher Education” by Spilt et al., (2022) and “Teachers’ social-emotional competence, teacher–student relationships, and classroom management self-efficacy. Teaching and Teacher Education” by Granziera et al., (2023) reveal that teachers frequently report limited training in relationship-based classroom management, leading to increased stress and burnout. Recent findings on the study “Teachers’ use of positive behavior support and rapport building in inclusive classrooms” by Kim et al., (2024) and Promoting positive classroom behavior through teacher–student rapport and emotional support by Zheng et al., (2023) also indicate that integrating rapport-building with proactive behavioral interventions, such as positive reinforcement and collaborative problem-solving, leads to a significant decrease in disruptive behavior among students in special education.

In the studies of “The impact of teacher–student relationships on behavior management in inclusive classrooms” by López et al., (2022) and “Teacher–student interactions and social–emotional learning in special education contexts” by Kuusisto et al., (2024) stated that the growing body of evidence underscores the necessity of examining how teacher–student rapport contributes to effective behavior management strategies in special education. While previous research has established the general benefits of rapport, there remains a gap in understanding how this relational factor specifically affects behavior outcomes among learners with special needs. By exploring this connection, the present study aims to provide empirical insight into how rapport-based approaches can foster inclusive, emotionally supportive, and well-managed classrooms. Such findings may serve as a foundation for improving teacher training programs and policy interventions that strengthen positive relationships.

Research Questions

This study aimed to determine the factors in managing the behaviors of key stage 1 learners of selected SPED Centers in the Department of Education (DepEd) Pangasinan II Division for the S.Y. 2025-2026. Specifically, it sought to answer the following problems:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. civil status;
 - 1.4. highest educational attainment;
 - 1.5. number of teaching experiences in the key stage 1 level; and
 - 1.6. number of trainings attended on behavior management?
2. What are the level of determining factors in managing behaviors:
 - 2.1. setting rules with students;
 - 2.2. using positive language;
 - 2.3. emotional stability; and
 - 2.4. modelling?
3. Is there a significant difference between the level of the determinant factor in managing behavior across the profile variable?
4. Is there a significant relationship between the level of the determinant factor in managing behavior across the profile variable?
5. What training program for the key stage 1 SPED teachers can be proposed to sustain/improve the extent of behavioral management of key stage 1 learners?

Methodology

Research Design

This study employed a descriptive-correlational research design. The use of this design is justified by the purpose of this study, which is to describe the current state of behavior management among Key Stage 1 learners and investigate the correlation between the determinants and the behavior management strategies in special education classes.

As noted in the study “Research Design: Qualitative, Quantitative, and Mixed Methods Approaches” by Creswell (2023), Descriptive Correlational Research Design in Educational Studies involves finding out the existing conditions and studying how these variables relate to each other without making any manipulations. In other words, such research design deals with describing the existing practices and behavior patterns, as well as with the analysis of the correlation between different factors.

According to the study “Behavior Management Approaches and Teacher-Student Connectedness: A Quantitative Investigation” by Mamaclay (2024), descriptive research was concerned with conditions of relationships that exist, practices that prevail, beliefs, processes that are going on, effects that are being felt, or developing trends. In this study, the qualification profile and self-efficacy of the respondents will be investigated.

The quantitative approach is necessary to establish empirical data regarding the measured variables and determine the strength and direction of the relationships between them. Specifically, the descriptive component of the design was used to ascertain the status and profile of the respondents, as well as the determining factor in managing the behaviors of key stage 1 learners. The correlational component was applied to test the hypotheses regarding the significant relationship between determinant factors and behavior

management of behaviors among Key Stage 1 learners, and to determine if the demographic profiles of the respondents significantly influence these core constructs. This design is appropriate because it allows for the description of existing phenomena and the establishment of objective relationships without manipulating the variables.

Respondents

The respondents of the study were key stage 1 SPED teachers in selected Special Education (SPED) Centers in the Department of Education (DepEd) Pangasinan II Division, excluding the municipalities of Mangaldan, Bautista, and San Fabian. The research respondents include key stage 1 teachers of special education learners, which involves selecting individuals based on their knowledge and experiences, as they can provide information that is relevant in behavioral management.

These SPED teachers were selected because they cater to learners with diverse exceptionalities, which makes them suitable settings for determining and its influence on behavior management in special education classes. The study employed purposive sampling, wherein all key stage 1 SPED teachers from the identified centers were included, together with their respective learners. This approach was considered appropriate because the population was both manageable and directly aligned with the objectives of the research. The inclusion of key stage 1 teachers as respondents directly supports the research hypothesis, which aims to (1) examine whether there are significant differences in their profile variables and behavior management, and (2) determine the relationship between profile variables, rapport, and behavior management in the context of SPED classrooms.

Instrument

To gather information for this study, the researcher used a questionnaire checklist. This list of questions was organized and straightforward, making it easy for selected Special Education (SPED) Centers in the Department of Education (DepEd) Pangasinan II Division, excluding the municipalities of Mangaldan, Bautista, and San Fabian, to share their thoughts and information.

Brief instructions explaining the purpose of the study were provided at the beginning of the questionnaire. Anonymity and complete confidentiality were promised to secure honest responses from the respondents. The questionnaire checklist is a research-made instrument guided by recent educational theories and validated through expert judgment, consisting of two (2) parts. In the study “Classroom management and teacher effectiveness: Evidence from large-scale educational surveys,” by Sims et al. (2023) and Classroom management practices and learner behavior outcomes in basic education,” by Esparar (2025), researcher-developed instruments are widely accepted in educational research when they are grounded in theory and validated by experts.

Part I dealt with the profile of the respondent teachers, such as age, civil status, highest educational attainment, number of years of teaching experience, and relevant training attended.

Meanwhile, Part II included the extent to which the key stage 1 special education teachers of selected Special Education (SPED) Centers in the Department of Education (DepEd) Pangasinan II Division, excluding the municipalities of Mangaldan, Bautista, and San Fabian, utilizes its behavior management in special education. The four factors, setting rules, positive language, emotional stability, and modeling, were selected because they represent key dimensions of teacher behavior consistently identified in recent literature as influencing classroom management and student outcomes.

Recent studies, such as “Classroom management and teacher effectiveness: Evidence from large-scale educational surveys” by Sims et al. (2023) and Classroom management practices and learner behavior outcomes in basic education” by Esparar (2025), confirm that clear classroom rules and structure are strongly associated with better classroom management and reduced behavioral issues.

Furthermore, the study “Teacher–student interaction quality and its impact on classroom climate and student behavior. Learning and Instruction “by teacher Obermeier et al. (2024), communication strategies such as positive language and respectful interaction are linked to improved teacher–student rapport and classroom climate, which directly affect student engagement and behavior.

Emotional stability is also supported by recent findings, “Under the surface of teacher occupational wellness and effectiveness: emotion regulation and work passion “ by Yu (2024), showing that teachers with higher emotional regulation skills manage classroom disruptions more effectively and maintain better instructional quality.

Lastly, modeling behavior is strongly supported by Albert Bandura’s Social Cognitive Theory, which continues to be widely applied in recent classroom behavior studies and is supported by the study “Observational learning in classroom behavior development” by Pei Ma (2023).

The researcher utilized a 4-point Likert-type scale. Likert scales are odd-numbered scales, commonly 5-point scales and 7-point scales. However, at times, there are situations when a respondent chooses the 'Neutral' option on a 5-point or 7-point Likert scale. Researchers have started using a 4-point scale called the forced Likert scale, in which there is no neutral option, wherein the respondents are forced to form a judgment. The 4-point Likert scale was utilized to extract a specific response from the respondents.

After crafting the questionnaire checklist, it went to a thorough evaluation by a panel of experts in the field of education and research, there was 1 SPED teacher, 1 SPED Coordinator, and University Instructors who validated the questionnaire checklist. These experts utilized the Survey/Interview Validation Rubric for Expert Panel by Simon and White (2016).

This validation process is aimed at ensuring that each question is clear, relevant to the teachers' experiences, and easy to understand. This was crucial to ensure that teachers could not answer the questionnaire and to guarantee the validity of the collected data. The content validation results, along with numerical and verbal interpretations, provide transparency about the validation process and reinforce the reliability of the questionnaire checklist for the research.

Procedure

Upon refining and finalizing the questionnaire checklist, the researcher formally requested permission to conduct the study. This request was directed to the Office of the Schools Division Superintendent of Pangasinan II and the Public Schools District Supervisors of the following SPED Centers: Binalonan North Central School SPED Center in Binalonan, Narciso R. Ramos Elementary School SPED Center in Asingan, Manaoag Central School SPED Center in Manaoag, Nantangalan Elementary School SPED Center in Pozorrubio, Tomana Elementary School SPED Center in Rosales, Juan C. Laya Central School SPED Center in San Manuel, West Central School SPED Center in San Nicolas, and Villasis I Central School SPED Center in Villasis. Obtaining such a permit was crucial to secure official approval, ensuring that the study adheres to ethical guidelines and procedures established by educational authorities.

The researcher administered the questionnaire to the special education teachers upon obtaining the necessary approval. The distribution of the questionnaires was accompanied by a clear explanation of the study's purpose and significance, aiming to encourage active participation from the teachers. Once the teachers have completed the questionnaires, the researcher collects them, ensuring the accurate capture of all essential data. The researcher analyzed and interpreted the collected data using the research instrument. This analysis involved organizing and summarizing the data employing suitable statistical methods and techniques. The results of this analysis were presented in a comprehensive report, incorporating tables to enhance the interpretation and understanding of the data.

Data Analysis

Following the data collection using the questionnaire checklist, the researcher sorted, tallied, organized, and tabulated the data within an Excel Spreadsheet. This approach aimed to ensure the proper structuring of data, allowing for the identification and correction of any errors or inconsistencies. Then, the collected data were subjected to statistical treatment using appropriate tools.

Appropriate statistical techniques were used to fix the study's fundamental concerns. To answer problem number 1, on the profile of the teachers in terms of age, sex, highest educational attainment, number of years of teaching experience in key stage 1 level, and number of trainings attended on behavior management of the teacher, the researcher utilized frequency counts and percentages. For problem number 2, which is the level of determinant factors in managing behaviors in terms of setting rules with students, using positive language, emotional stability, and modelling as perceived by the respondents, the average weighted mean method was used. To answer problem number 3, the Analysis of Variance (ANOVA) and t-test were used to evaluate a significant difference between teacher-student rapport and behavior management.

The significance level was confirmed with a p-value (Probability Value) of 95% significance if the results from the study are statistically significant, and therefore, the null hypothesis was rejected. It is considered that there is a significant difference and relationship among the variables, whereas if so, then the hypothesis is accepted. It is considered that no significant difference or relationship exists among the variables in the study.

For problem number 4, a correlation analysis was used to evaluate the significant relationship between teacher-student rapport and behavior management. From the result, it is considered to reject the null hypothesis if the computed r value is greater than the tabulated critical r value. To answer problem number 5, a proposed training program to strengthen the behavior management of key stage 1 SPED learners.

Ethical Considerations

In conducting this research study about the Determinant Factors in Managing Behavior of Key Stage 1 Learners, rigorous ethical considerations were prioritized in safeguarding the rights and well-being of the student respondents and the professional integrity of the teachers involved. Before data collection, informed consent was obtained from all teacher respondents, ensuring full awareness of the study's purpose, procedures, and rights to voluntary participation and withdrawal. Due to the involvement of minor learners with disabilities, additional ethical rigor was applied: parental or guardian consent was mandatory, and student assent (affirmative agreement to participate) was sought from the learners themselves, respecting any refusal to participate.

Respondents' confidentiality was diligently maintained through anonymization techniques, particularly when handling sensitive behavioral data and personal information related to disability status, to protect their privacy. This strict confidentiality aligns with Philippine laws, especially the principles of the Data Privacy Act of 2012 (RA 10173).

Measures were taken to minimize any potential harm or discomfort to respondents. The study ensured that research procedures do not interfere with existing, necessary therapeutic or behavioral interventions and that no respondent is subjected to any form of emotional distress, coercion, or punitive action related to the research. Transparency and fairness were upheld throughout the study, particularly regarding the equitable treatment of all respondents, regardless of their specific disability or school setting. Furthermore, the findings were disseminated responsibly, ensuring they are not used to stigmatize learners with special needs or undermine the efforts of special

education professionals in the Philippines.

Results and Discussion

This section underscores the presentation, analysis, and interpretation of data gathered for this study. The purpose of this part is to answer the problems raised and to verify the research hypothesis formulated.

The respondents' profiles provided and described the background information about them as subjects of the study, specifically in terms of age, sex, civil status, highest educational attainment, number of years of teaching experience, and relevant trainings attended. Such profile variables were likewise used to describe and analyze the differences and relationships between the Determinant Factors in Managing Behaviors of Key Stage 1 Learners.

Table 1 presents the data of the respondents. The profile of the respondents based on age, gender, civil status, highest educational attainment, number of years of teaching experience, and training attended can be seen in Table 1. Such variables were considered in the discussion since they will help determine the demographics and profession of the respondents participating in the study. It is important to identify the background of the respondents because their personal and professional aspects will affect their views and experiences regarding the research topic. The frequencies (F) and percentages (%) are used to present the data of the respondents.

Table 1. *Profile of the Respondents*

<i>Profile Variables</i>	<i>Variable Category</i>	<i>F</i>	<i>%</i>
Age	21-30	17	23.0
	31-40	31	41.0
	41-50	11	15.0
	51-60	16	21.0
	61-above	0	0.0
Sex	Male	10	13.0
	Female	65	87.0
Civil Status	Single	36	48.0
	Married	39	52.0
	BSE/BEED	33	44.0
Highest Educational Attainment	BS with MA Units	13	17.0
	MA Degree Holder	26	35.0
	MAEd With Doctoral Units	2	3.0
	EdD/PhD	1	1.0
Number of Years Teaching Experience	5 years-below	25	33.0
	6-10 years	24	32.0
	11-15 years	11	15.0
	16-20 years	4	5.0
	21-25 years	5	7.0
	26 years and above	6	8.0
Relevant Trainings Attended	5-below	29	39.0
	6-10	20	27.0
	11-15	13	17.0
	16-20	1	1.0
	21-25	3	4.0
	26 - more	9	12.0

Age. The age distribution reveals that the largest group of respondents falls within the 31-40 age range, accounting for 31 or 41.0 percent of the total respondents. This is followed by respondents aged 21-30, accounting for 17 or 23.0 percent of the total respondents, and 51-60 years, accounting for 16 or 21.0 percent of the total respondents. In the bracket 41-50, age brackets show a significant decrease in representation, with only 11 or 15.0 percent and 0 or 0.0 percent aged 61 and above. The result suggests a predominantly mid-career profile, which may bring a balanced combination of enthusiasm and experience in managing the behavior of key stage 1 learners.

Wolff et al. (2023) posited that teachers who were in the middle phase of their careers showed better abilities in classroom management and professional judgments in terms of dealing with learner behaviors. This is because teaching experience helps in developing teachers' capacity in responding well to different classroom scenarios, especially those that require discipline and good learning environments. In the same manner, Akar et al. (2023) pointed out that most teachers with numerous years of professional experience are characterized by balanced instructional capabilities, eagerness, and flexibility in dealing with learners. This research supports the findings that respondents aged 31-40 years old could manage the behaviors of Key Stage 1 learners effectively.

Sex. The gender distribution is slightly skewed towards females, with 65 or 87.0 percent of the respondents identifying as female, compared to 10 or 13.0 percent who are male. The results suggest that both sexes are being represented; females have a big lead in participation. This implies that the gathered data reflects more on the opinions and perspectives of female respondents.

According to Drudy (2023), the explanation for teaching, especially within elementary education, being a female-dominated profession is because women are often stereotyped as nurturers. This implies that female teachers have been noted to establish stronger interpersonal relationships with learners in the class. On the same note, according to Carrington and McPhee (2024), there are increased occurrences of female teachers being involved in classroom-based research as compared to male teachers because of their increased presence in the teaching profession and management of learner behavior. The findings of this research, therefore, concur with those studies, which reveal that even though both genders are involved in the study, the female teachers form the majority of the study population.

Civil Status. In terms of civil status, a majority of respondents are married, that is, 39 or 52.0 percent, while single individuals represent 36 or 48.0 percent of the respondents. This suggests a predominantly married population among the respondents. Further, the higher proportion of married respondents may suggest that personal responsibilities could influence their teaching commitments and their management behaviors of key learners.

The results are confirmed by research conducted by Agyeman et. al. (2023), who found that married teachers tend to show more commitment and responsibility during their work since family life helps in developing maturity and tolerance for dealing with students. In addition, according to Balyer (2024), marital status may affect teachers' work attitude and behavior, classroom management skills, and decision-making abilities in maintaining discipline and motivating students. These results confirm the findings of the current paper concerning how prevalent marriage among participants could affect their approach to teaching and managing KS1 learners' behavior.

Highest Educational Attainment. This indicator assesses the educational qualifications of the respondents, which are critical in evaluating their expertise and teaching effectiveness. It can be observed from the table that the educational qualifications of the respondents show that the largest proportion, 33 or 44.0 percent, have a bachelor's degree. Additionally, 26 or 35.0 percent hold a master's degree, while 13 or 17.0 percent possess a bachelor's degree with MA units. The completion of doctoral studies is less common, with only 2 or 3.0 percent having doctoral units, while 1 or 1.0 percent have a doctorate. The data indicates that while most respondents have considerable educational qualifications, there is still room for further professional development, particularly at the bachelor's degree to further hone their skills.

The results have been validated by the study conducted by Kini et. al. (2023), who argued that those teachers with high levels of educational qualification exhibit increased instructional effectiveness, classroom management skills, and overall effectiveness in teaching because of their extensive educational background and professional preparation. In the same vein, Hammond et al. (2024) stated that professional and graduate training improve the pedagogical knowledge and decision-making ability as well as learner management skills of teachers. This research validates the findings that, whereas many of the respondents hold bachelor's and master's degree qualifications, it would be important for them to continue their professional training to boost their skills at managing key stage 1 learners.

Number of Years Teaching Experience. The respondents' teaching experience predominantly falls within the 5-year below category, representing 25 or 33.0 percent of the respondents. A significant portion, which is 24 or 32.0 percent, has 6-10 years of experience. In contrast, those with 11-15 years of experience constitute only 11 or 15.0 percent, while 5 or 7.0 percent have 26years-above of teaching experience, 5 or 7.0 percent have 21-25 years, and 4 or 5.0 percent have 16-20 years of teaching experience. The result suggests a relatively young teaching workforce, with many respondents being in the early to mid-stages of their careers, which may influence their adaptability and openness to innovative teaching methods.

Wolff et al. (2023) highlighted the idea that teachers at the beginning to mid-career stages were found to demonstrate greater adaptability and responsiveness in managing the behavior of students due to their experience in the field. The experience of teachers was responsible for making them confident enough to introduce innovation when managing the behavior of students in the classroom. In the same way, Kini et. al. (2023) found that teachers with under ten years of experience in teaching were generally ready for professional development and new ways of teaching students. This research is consistent with the current results, indicating that the participants in the study are at the beginning to mid-career stage in terms of teaching.

Relevant Trainings Attended. This indicator reflects the professional development efforts of the respondents, highlighting their commitment to continuous improvement in their teaching practice. It can be gleaned from the table considering this profile variable, the data indicates that the majority of respondents have attended between 5 trainings or fewer relevant trainings, that is, 29 or 39.0 percent. Meanwhile, 20 or 27.0 percent have attended 6-10 trainings, with 13 or 17.0 percent attending between 11-15 trainings. On the bracket of 26 or more trainings, having 9 or 12.0 percent, and 21-26 trainings having 3 or 4.0 percent. Only a small portion of respondents, that is 1 or 1.0 percent, have attended between 16 and 20 trainings. The result indicates that while many respondents are engaged in professional development, a significant number have attended few training sessions. This could suggest opportunities for enhancing training access and engagement.

These results are supported by the study conducted by Hammond et al. (2024). This study highlights the importance of continuous professional development and training participation in enhancing the instructional competencies of teachers, as well as their skills in classroom management and engaging learners. According to this study, teachers who engage in various trainings like seminars and workshops become better at dealing with issues faced in classrooms and applying a learner-centered approach. Also, Desimone et. al.

(2023) found that professional training plays an important role in the development of teachers in terms of professional growth, self-confidence, and classroom management of learner behavior. These studies have backed the current results that, despite participation in professional development programs among most respondents, limited participation in training by a few respondents is observed in relation to seminars and training relevant to the management of Key Stage 1 learner behavior.

Table 2. *Level of Determinant Factors in Managing Behaviors in terms of Setting Rules with Students*

Indicators <i>As a SPED teacher, I . . .</i>	AWM	Descriptive Equivalent
1. Establish clear classroom rules at the beginning of the school year	3.81	Very High
2. consistent implement rules in my class	3.80	Very High
3. involve learners in discussing classroom rules	3.77	Very High
4. Remind learners of rules in a constructive manner.	3.80	Very High
5. Modify rules based on the learner's needs and behavior	3.73	Very High
OWM	3.78	Very High

Legend: Statistical Range—Descriptive Equivalent—Transmuted Equivalent: 3.50–4.00—Always—Very High; 2.50–3.49—Often—High; 1.50–2.49—Sometimes—Low; 1.00–1.49—Seldom—Very Low.

As gleaned in Table 2, the level of determinant factors in managing behaviors in terms of setting rules with students, the overall weighted mean of 3.78, with a descriptive equivalent of very high. Hence, SPED teachers considered setting rules with the students a high-level determinant factor for managing behaviors of Key Stage 1 learners.

Furthermore, it was shown in the table that establishing clear classroom rules at the beginning of the school year garnered the highest average weighted mean with 3.81. It depicts that to manage the behavior of the learners, the teacher must provide a clear classroom rule before the start of classes at the beginning of the school year.

Proactive classroom management strategies, including the establishment of clear rules, procedures, and behavioral expectations, have positive impacts on the behaviors and classroom engagement of learners with special needs, according to a study by Youngs et al. (2023). In the research, it was shown that the reinforcement of classroom rules enables educators to create a well-structured learning environment that minimizes disruptive behaviors and maximizes classroom engagement.

On the other hand, a study on Positive Behavioral Support conducted in 2023 indicated that the use of individualized classroom rules and behavior expectations improved classroom participation behaviors and minimized disruptive behaviors in learners with disabilities. According to the research, modification of behavioral expectations according to learners' needs and participation in behavioral intervention led to successful classroom management.

Table 3. *Level of Determinant Factors in Managing Behaviors in terms of Setting Rules with Students*

Indicators <i>As a SPED teacher, I . . .</i>	AWM	Descriptive Equivalent
1. Use encouraging words when addressing learners	3.79	Very High
2. Avoid using harsh or negative language	3.71	Very High
3. recognize and praise good behavior	3.88	Very High
4. Rephrase instructions positively when correcting behavior.	3.73	Very High
5. Maintain a calm and respectful tone when managing misbehavior	3.64	Very High
OWM	3.75	Very High

Legend: Statistical Range—Descriptive Equivalent—Transmuted Equivalent: 3.50–4.00—Always—Very High; 2.50–3.49—Often—High; 1.50–2.49—Sometimes—Low; 1.00–1.49—Seldom—Very Low.

Present in the table the determinant factor 2, using positive language with the students. Based on the result, determinant factor 2 has an overall weighted mean of 3.75 with a descriptive equivalent of very high. SPED teachers considered using positive language with the students a high-level determinant factor for managing behaviors of Key Stage 1 learners.

In addition, it was shown on the table that recognizing and praising students' good behavior garnered the highest average weighted mean with 3.88. This represents that to manage the behavior of the learners, the teacher must recognize and praise good behaviors. According to Simonsen et al. (2023), teachers who use positive reinforcement techniques such as praise and supportive language can increase learner engagement and motivate learners to behave properly in class. According to their study, positive reinforcement techniques work best in inclusive settings or SPED classes since they promote repetition of desired behaviors and minimize undesired ones.

In a similar study carried out by Harris et al. (2024), appreciating and praising learners for exhibiting good behavior helps learners regulate themselves in class and participate actively in class activities. They found that when teachers recognize learners' strengths and commend them, they are motivated to learn and behave positively in class compared to teachers who punish and criticize learners. Teachers who maintain a calm tone when dealing with learner misbehavior minimize the anxiety and resentment experienced by children with behavioral and developmental issues.

Table 4. *Level of Determinant Factors in Managing Behaviors in terms of Emotional Stability*

Indicators As a SPED teacher, I . . .	AWM	Descriptive Equivalent
1. Remain calm when learners exhibit challenging behavior.	3.61	Very High
2. Control my emotions in difficult classroom situations.	3.67	Very High
3. Manage stress effectively inside the classroom.	3.68	Very High
4. Think carefully before responding to misbehavior.	3.76	Very High
5. Seek support when feeling overwhelmed by learners' behavior.	3.61	Very High
OWM	3.67	Very High

Legend: Statistical Range—Descriptive Equivalent—Transmuted Equivalent: 3.50–4.00—Always—Very High; 2.50–3.49—Often—High; 1.50–2.49—Sometimes—Low; 1.00–1.49—Seldom—Very Low.

Present in the table is the determinant factor 3, the emotional stability of the teachers. According to the result, determinant factor 3 has an overall weighted mean of 3.67 with a descriptive equivalent of very high. The result shows that SPED teachers' emotional stability is an important determining factor for managing the behaviors of Key Stage 1 learners.

In addition, it was shown in the table that teachers who think carefully before responding to misbehavior garnered the highest average weighted mean of 3.76. This depicts that to manage the behavior of the learners, the teacher must pause and think very carefully before responding to students' misbehavior.

The findings of the study are supported by recent literature emphasizing the importance of teachers' emotional stability in effective classroom and behavior management, particularly in SPED settings. Studies have shown that teachers who are emotionally stable are more capable of responding calmly and appropriately to challenging learner behaviors, thereby creating a positive and supportive learning environment. According to Hudson et al. (2023), teachers' emotional regulation significantly affects classroom interactions, student behavior, and the overall classroom climate. Their study revealed that teachers who remain calm and think carefully before responding to misbehavior are more likely to implement constructive discipline strategies and reduce disruptive classroom incidents.

Similarly, research conducted by Thompson et al. (2024) found that emotional self-control and stress management are essential competencies among SPED teachers because they frequently handle learners with diverse behavioral and emotional needs. The study emphasized that emotionally stable teachers demonstrate greater patience, resilience, and professionalism in difficult classroom situations, which positively influences learner behavior and participation. Furthermore, seeking support from colleagues and administrators when overwhelmed was identified as an effective coping mechanism that prevents teacher burnout and improves behavioral management practices.

Table 5. *Level of Determinant Factors in Managing Behaviors in terms of Modelling*

Indicators As a SPED teacher, I . . .	AWM	Descriptive Equivalent
1. Demonstrate respectful behavior to learners.	3.84	Always
2. Model patience when dealing with difficult situations.	3.85	Always
3. Show kindness and empathy to learners.	3.87	Always
4. Practice self-control in front of my class.	3.81	Always
5. Act as a positive role model in behavior and attitude.	3.87	Always
OWM	3.85	Always

Legend: Statistical Range—Descriptive Equivalent—Transmuted Equivalent: 3.50–4.00—Always—Very High; 2.50–3.49—Often—High; 1.50–2.49—Sometimes—Low; 1.00–1.49—Seldom—Very Low.

Present in the table the determinant factor 4, setting as a role model for students. Based on the result, determinant factor 4 has an overall weighted mean of 3.85 with a descriptive equivalent of very high. Hence, SPED teachers who demonstrate as a role model for students has regards a high-level determinant factor for managing behaviors of Key Stage 1 learners. Furthermore, it was shown in the table that two statements garnered the highest average weighted mean with 3.87. The SPED teachers show kindness and empathy to learners and act as positive role models in behavior and attitude. Hence, according to the results in Table 5, these factors greatly affect the behavioral management of the students.

Moreover, all determining factors have an overall weighted mean with a descriptive equivalent of "Always". It means that SPED teachers of Pangasinan II always agree that these factors are important for dealing with the behavioral issues of Key Stage 1 students. The results demonstrate a high level of agreement with positive behavior management approaches, especially those that involve structuring, emotional stability, and modeling.

Table 6. *Summary of Level of Determinant Factors in Managing Behaviors*

Number	Determinant Factors	AWM	Descriptive Equivalent
1	Setting rules with students	3.78	Always
2	Using positive language	3.75	Always
3	Emotional stability	3.67	Always
4	Modelling	3.85	Always
	OWM	3.76	Always

Present in table 6 on the previous table, the summary of determinant factors involving modelling having 3.85 average weighted mean which is the highest, followed by setting rules with the students having 3.78 average weighted mean and positive language having 3.75 average weighted mean. Lastly, the emotional stability having 3.67 average weighted mean which is considered “very high.”

It means that SPED teachers of Pangasinan II always agree that these factors are important for dealing with the behavioral issues of Key Stage 1 students. The results demonstrate a high level of agreement with positive behavior management approaches, especially those that involve structuring, emotional stability, and modeling.

It shows that SPED teachers share a common opinion about proper classroom management approaches. It can be explained by the fact that these teachers are already implementing these approaches in their work. This is consistent with the ideas of Evertson et al. (2022) and Pianta et al. (2023), who stressed that established routines and nurturing teacher-student relationships contribute to emotional safety and less disruptive behavior in young learners.

Moreover, the high degree of consensus lends credence to Bandura’s Social Learning Theory (1977), which proposes that people learn through observation. When teachers serve as good examples by demonstrating positive attitudes, emotional regulation, and effective communication skills, they act as role models for learners with disabilities. The integration of parent participation is in line with the Ecological Systems Theory of Bronfenbrenner (1979), which recognizes the role of various systems in shaping behavior. This affirms the holistic approach of SPED teachers in dealing with learner behavior.

In conclusion, the SPED teachers in Pangasinan II agree strongly with the concept of making rules with students since it creates room for clear understanding and promotes discipline. Teachers are also strongly convinced of the importance of using positive language to influence the behavior of learners. Emotional stability is another crucial determinant that is strongly embraced by teachers, suggesting that self-control plays a major role in achieving classroom discipline. Modeling is another strategy that is greatly favored by the respondents, suggesting that they act as models for the learners. Therefore, it can be seen from the “Always” ratings that the determinants are constantly used by the teachers in managing learner behavior.

ANOVA Results for Mean Difference in the Extent of Utilization of Behavioral Management in Teaching Key Stage 1 learners by the Respondent SPED Teachers across Profile Variables

Relative to the problems of this study, which sought to determine the extent of utilization of behavioral management in teaching Key Stage 1 learners by the Key Stage 1 SPED teacher, the Analysis of variance (ANOVA) and t-test were used and computed, and are indicated by F-values with their corresponding level of significance. This was done for the purpose of making a more in-depth analysis of data gathered in this study, whereby the key stage 1 SPED teachers were compared to their extent of behavioral management in teaching Key stage 1 learners across their profile variables.

Table 7. *ANOVA Results for Significant Difference between Profile Variable of SPED Teachers and Behavioral Management*

Profile Variable	ANOVA						
	Source of Variation	SS	Df	MS	F	P-value	F crit
Age	Between Groups	0.657	3	0.219	3.463	0.021	2.734
	Within Groups	4.488	71	0.063			
	Total	5.144	74				
Highest Educational Attainment	Between Groups	0.472	4	0.118	1.769	0.145	2.503
	Within Groups	4.672	70	0.067			
	Total	5.144	74				
Number of Years Teaching Experience	Between Groups	1.340	5	0.268	4.863	0.001	2.348
	Within Groups	3.804	69	0.055			
	Total	5.144	74				
Number of Years Teaching Experience	Between Groups	1.340	5	0.268	4.863	0.001	2.348
	Within Groups	3.804	69	0.055			
	Total	5.144	74				
Relevant Training Attended	Between Groups	0.849	5	0.1699	2.7295	0.0262	2.3475
	Within Groups	4.295	69	0.0622			
	Total	5.144	74				

Presented on the table were the significant differences between the age of key stage 1 SPED Teachers of Pangasinan II and Behavioral management using ANOVA. About age, the F-value of 3.463 was larger than the critical value of 2.734, wherein the p-value of 0.021 was lower than 0.05. This suggests that there is a significant difference in the behavioral management of SPED teachers based on age grouping. Consequently, the null hypothesis should be rejected because of the significance of the test. This means that age may play an important role in affecting the behavioral management of learners by SPED teachers. Experienced or older teachers might have developed their skills in handling classroom management.

A clear distinction in behavioral management based on age can be seen through the study of Kyriacou (2023), wherein he stressed that

classroom management becomes more effective among teachers as they become more experienced, thus allowing them to develop an efficient strategy when dealing with misbehaving students and ensuring the smooth operation of their class. Furthermore, according to Ingersoll and Strong (2024), the efficiency of teacher performance, particularly classroom management, is significantly linked to how long a teacher has been teaching, as evident from more skilled and organized teachers in terms of classroom management.

The major distinction observed in behavioral management based on the age grouping is evidenced by Karasova et. al. (2025) research, which suggests that beginning and young teachers usually face more challenges dealing with disruptive behavior than do experienced ones. The importance of the role of maturity and prior experience in the classroom was stressed as a factor leading to effective classroom management skills. Also, the meta-analysis performed by Educational Psychology in “Correlates of Teachers’ Classroom Management Self-Efficacy” demonstrated that teaching experience has a strong effect on classroom management efficacy.

These findings resonate with the study of Aldrup et al. (2021) and Wettstein et al. (2021), emotional control and teacher maturity have a strong correlation with classroom management skills. The older teacher tends to be emotionally controlled, resulting in a conducive classroom environment.

The table shows the significant difference between the highest educational attainment of key stage 1 SPED Teachers and Behavioral management using ANOVA. Based on the result, the p-value (0.145) is greater than alpha (0.05), indicating that there is no significant difference in behavioral management in relation to teachers’ highest educational attainment. The observation that those with the highest level of education make no statistical difference in behavioral management relates to the study by McGuire et. al. (2024), who found that it was not the degree of the teacher that mattered in terms of how effectively she applied her skills in behavior management, but the practical aspect of it. Behavioral management does not significantly vary depending on educational level. This finding is consistent with the results found by Spilt et al. (2022) and Granziera et al. (2023). Their studies have indicated that having a high educational level does not necessarily mean proper classroom management.

The table shows the significant difference between the number of years of teaching experience of key stage 1 SPED Teachers and Behavioral management using ANOVA. Based on the result, the p-value (0.001) is less than alpha (0.05), indicating that there is a significant difference in behavioral management in relation to teachers’ years of teaching experience. Behavioral management is noticeably different based on the experience of the educators. This statement agrees with the findings by Pianta et al. 2023 and Hafen et al. 2023, who state that experienced educators can effectively establish positive relations with students to minimize the occurrence of such problems. Based on theory, Social Learning Theory by Bandura (1977) states that experienced educators are effective models and thus, students learn from their behavior.

This notable difference based on the number of years of teaching experience is corroborated by the findings from the work conducted by Karasova et. al. (2025). These authors stated that seasoned teachers can devise more efficient methods for handling classroom disturbances due to their long-term interaction with different learner behaviors and classroom scenarios. Moreover, this research indicated that seasoned teachers have an added advantage of being more proficient in controlling their classrooms than beginner teachers. Similarly, studies conducted at Frontiers in Education (2024) revealed that classroom management within heterogeneous and special education classrooms is improved by gaining teaching experience.

The table shows the significant difference between Relevant Training Attended by key stage 1 SPED Teachers and Behavioral management using ANOVA. Based on the result, the p-value (0.0262) is less than alpha (0.05), indicating that there is a significant difference in behavioral management in relation to teachers’ relevant training attended. There is a noticeable variation between behavior management based on the training undertaken. This affirms the findings of Salcedo et al. (2022) and Lavilles et al. (2025), who have shown that training makes teachers more equipped to manage children facing behavioral problems.

But, the lack of significant correlation, in certain cases, can be linked to the findings of Salama et al. (2025), where it was found that not all training programs are effective unless practical in nature. There is substantial evidence from contemporary studies about the significance of behavioral management depending on the relevant training attended. According to Paramita et al. (2023), attending professional learning courses has a considerable impact on teachers' ability to manage classroom behavior and teach effectively. Moreover, Chakma (2025) suggests that insufficient training regarding classroom behavior management has an adverse effect on teachers' inability to deal with disruptive behavior in classrooms, while those who attend regular training show more proficiency in managing classroom behavior. In addition, there is empirical evidence from contemporary research related to teacher preparation and classroom management training that validates the current study findings. According to the work of Hu et al. (2025), the effects of special training and simulations on teaching resulted in enhanced classroom management skills of teachers. In summary, professional training and experience in teaching play an essential role in the behavioral management abilities of teachers in SPED settings.

Table 8. *T-test result on the Significant difference between profile variables of SPED Teachers in terms of sex and civil status, and Behavioral Management*

Profile Variable		Mean	SD	Df	t stat	p-value
Sex	Male	3.750	0.333	11	-0.126	0.902
	Female	3.765	0.254			
Civil Status	Single	3.608	0.288	47	-5.673	0.000
	Married	3.904	0.126			

Presents on the table were t-test results on the significant difference between the profile variables of SPED teachers and their behavioral management. Shows the significant difference between the sex of key stage 1 SPED Teachers of Pangasinan II and Behavioral management using the T-test. Based on the result, the p-value (0.902) is greater than alpha (0.05), indicating that there is no significant difference in behavioral management across different sexes of teachers. Behavioral management is similar for both males and females. This corroborates the findings of Kuusisto et al. (2024), who posit that successful behavior management does not hinge on gender but on relational skills and pedagogy.

The result that there is no significant difference in behavioral management depending on whether the students are classified based on sex is further validated through the research done by Lutz et. al. (2024), who pointed out that good classroom management for inclusive and special education classes is more about instructional competence and relational skills of the teacher than the gender of the students. This research concluded that effectiveness in classroom management is not affected by demographics like the gender of teachers.

The significant difference between the Civil Status of SPED Teachers of Pangasinan II and Behavioral Management using the T-test. Based on the result, the p-value (0.000) is less than alpha (0.05), indicating that there is a significant difference in behavioral management across different Civil Status of SPED Teachers of Pangasinan II. There is also a marked distinction between behavioral management and civil status, where married teachers are more effective. The theory of Humanism is upheld since emotional maturity and life experience play an important role.

Likewise, the research done by Alarcón-Espinoza (2025) revealed that there is a need for emotional self-regulation when it comes to conflict resolution and classroom management. According to the findings of their study, teachers who have a good grasp of emotions and emotional communication are able to manage behavioral issues effectively in learners. They have also noted the value of emotional readiness and social awareness to classroom behavior management.

Table 9. *Pearson's r correlation coefficient on the Significant relationship between Profile Variable of Teachers and Behavior Management n:75*

<i>Source of Relationship</i>	<i>Degree of Freedom</i>	<i>Computed r</i>	<i>Critical r value</i>	<i>Decision on Ho @ 0.05 alpha</i>
Age Behavior Management	73	0.292	0.232	reject the null
Sex Behavior Management	73	0.018	0.232	failed to reject the null
Civil Status Behavior Management	73	0.564	0.232	reject the null
Highest Educational Attainment Behavior Management	73	0.144	0.232	failed to reject the null
Number of years teaching experience Behavior Management	73	0.295	0.232	reject the null
Number of years teaching experience Behavior Management	73	0.209	0.232	failed to reject the null

The table shows the relationship between the age of key stage 1 SPED teachers and Behavior Management using Pearson's R. According to the table, the computed r is 0.292, and the critical r value is 0.232. This shows that the computed r is greater than the critical r value, indicating that there is a significant relationship between the age of teachers and Behavior management. This supports Attachment Theory (Bowlby, 1969), which emphasizes that emotionally stable and mature adults provide stronger secure bases for learners, leading to better behavioral outcomes.

shows the relationship between the sex of key stage 1 SPED teachers and Behavior Management using Pearson's R. According to the table, the computed r is 0.018, and the critical r value is 0.232. This shows that the computed r is less than the critical r value, indicating that there is no significant relationship between the sex of teachers and Behavior management. This confirms that effective classroom management is not gender-dependent but depends on relational and pedagogical competence.

The relationship between Civil Status of Key Stage 1 Sped teachers and Behavior Management using Pearson's R. According to the table, the computed r is 0.564, and the critical r value is 0.232. This shows that the computed r is greater than the critical r value, indicating that there is a significant relationship between the Civil Status of teachers and Behavior management. This aligns with Maslow's Hierarchy of Needs, where emotionally stable teachers are better able to provide safety, belonging, and emotional support to learners.

The table shows the relationship between the highest educational attainment of key stage 1 SPED teachers and Behavior Management using Pearson's R. According to the table, the computed r is 0.144, and the critical r value is 0.232. This shows that the computed r is less than the critical r value, indicating that there is no significant relationship between the sex of teachers and Behavior management. This supports Zhang et al. (2024) and Soproniuk (2025), who emphasize that understanding learner behavior requires relational and experiential skills rather than academic qualifications alone.

The table shows the relationship between the number of Years Teaching of key stage 1 SPED teachers and Behavior Management using Pearson's R. According to the table, the computed r is 0.296, and the critical r value is 0.232. This shows that the computed r is

greater than the critical r value, indicating that there is a significant relationship between teachers' Number of Years Teaching and Behavior management. This is supported by Hafen et al. (2021, 2023), who highlight that reflective practice and experience-based learning strengthen teacher–student rapport and classroom management.

The table shows the relationship between Relevant Training Attended by key stage 1 SPED teachers and Behavior Management using Pearson's r . According to the table, the computed r is 0.209, and the critical r value is 0.232. This shows that the computed r is less than the critical r value, indicating that there is no significant relationship between the number of relevant training courses attended and Behavior management. This partially contradicts Salcedo et al. (2022), suggesting that while training is important, its effectiveness depends on how well it is implemented in actual classroom practice.

Based on the survey conducted, the respondents were mainly females in the age group of 31–40 years old, who are married, the majority of whom obtained their BEED/BSEd degree, and have moderate teaching experience. Most of the teachers were found to have undergone minimal relevant training.

On the determinants in managing behavior, all the indicators, including setting rules with the students, using positive language, being emotionally stable, and modeling, were highly rated as “Always”. The findings reveal that the key Stage 1 SPED teachers always use positive and proactive methods in managing behaviors through creating structure, emotional stability, and modeling. This method adheres to the concepts of social learning theory, humanistic theory, and ecological systems theory, among other behaviorism theories.

Furthermore, age, civil status, teaching experience, and relevant training exhibited differences in behavior management. On the contrary, sex and educational attainment did not show any significant difference in the results. Regarding relations, it was observed that age, civil status, and teaching experience significantly correlate with behavior management. This finding indicates that maturity and professional experience positively affect teachers' capacity to manage learner behavior. Meanwhile, it appears that the variables sex, educational attainment, and number of trainings did not significantly correlate with behavior management.

It is clear from the results that behavior management among SPED learners greatly relies on experiences and personal relations rather than pure demographics and academic background. It also shows the need for improving practical training to enhance the capability of teachers to handle learner behaviors.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

Most of the key stage 1 teacher respondents are mostly females who are married, falling into the age category of 31–40 years old. Most of them are bachelor's degree graduates with a specialization in Special Education. Most of the respondents have been in the teaching profession for five years or less. Furthermore, it is shown that the respondents attended a few training sessions about behavior management, indicating that they have little training experience in managing the classroom behavior of the learners. Generally, based on the conclusion drawn, one could argue that even though the respondents were at the early or mid-point of their career, the lack of training exposure might hinder them in reaching their potential in managing the learners' behavior in Key Stage 1. It was also revealed that the respondents always practice setting rules, using positive language, emotional stability, and modeling are highly important determinant factors in the behavior management of Key Stage 1 learners. The findings show that age, civil status, teaching experience, and attendance in relevant trainings have significant effects in shaping behavior management practice, whereas sex and educational attainment do not have a significant impact on behavior management. The results also show that age, civil status, and years of teaching experience have a significant relationship to behavior management practices, suggesting that both personal and professional experiences play important roles in dealing with the learners' behavior. The findings revealed that the designed training program could be beneficial for improving Key Stage 1 SPED teachers' ability in managing learners' behavior.

The majority of the respondents are female, married, and relatively young teachers with limited years of teaching experience and training. School administrators may provide more professional development activities, seminars, and workshops related to behavior management to enhance teachers' competencies and effectiveness in handling Key Stage 1 learners. The respondents answered “Always” on the importance of setting rules with students, using positive language, emotional stability, and modeling in managing learner behavior. Teachers may continue to strengthen and consistently apply these positive behavior management practices inside the classroom to maintain a conducive learning environment. Age, civil status, years of teaching experience, and relevant trainings attended showed significant differences in behavior management. School heads and educational leaders may design differentiated intervention and support programs that address the varying needs, experiences, and backgrounds of SPED teachers.

Age, civil status, and years of teaching experience showed significant relationships with behavior management. Teachers may be encouraged to engage in mentoring, peer collaboration, and experience-sharing activities to improve their classroom behavior management skills and professional growth. School administrators and SPED coordinators may implement and regularly evaluate the program to further strengthen teachers' competencies in setting classroom rules, using positive language, maintaining emotional stability, and modeling appropriate behavior among learners. Future researchers might employ a higher number of participants in their study for a better understanding of the issue concerning the management of learners' behavior at the Key Stage 1 level. Besides that, many more elements might be included in future analyses, like teachers' motivations, involvement of parents, classroom environment,

etc. Apart from that, many other ways can be explored for validating the results obtained during this work. Schools can improve their parental involvement programs so that behavior management is consistent at both home and school, since the involvement of parents can help encourage good behavior among Key Stage 1 students.

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