

A COMPARATIVE STUDY OF CLASSROOM MANAGEMENT OF PRESCHOOL TEACHERS IN THE PHILIPPINES AND SINGAPORE

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ABSTRACT

This comparative study examines classroom management strategies among preschool teachers in the Philippines and Singapore. Employing a Descriptive-Comparative Research Design, the study aims to identify similarities and differences in the classroom management techniques used in both countries. A total of 100 preschool teachers, 50 from each country, were selected using a random sampling technique. To compare classroom management practices, an adapted survey questionnaire with a 4-point Likert scale was utilized, and data analysis was conducted using statistical methods such as Chi-square tests and regression analyses. This analysis also included assessing responses' distribution and the responses' heterogeneity through Standard Deviation. Significant differences and relationships were found between the classroom management practices in the two countries. Based on these findings, the study proposed specific programs and strategies for improving classroom behavior management, teaching techniques, parent-teacher collaboration, and planning and support in both the Philippines and Singapore. The study recommends further research with a broader scope, possibly using qualitative methods and a larger sample size, to gain deeper insights into the factors influencing preschool classroom management. It also suggests that educational institutions in both countries consider implementing these well-researched proposals to enhance the effectiveness of preschool teachers' classroom management techniques.

Keywords: comparative study, classroom management, preschool teachers, Philippines and Singapore

INTRODUCTION

Effective classroom management is essential for children's development. Cultural differences can cause variations in techniques used by teachers worldwide. Comparing practices globally can help identify effective methods that can be adapted to improve early childhood education quality.

The perceived gap: Despite the significance of efficient classroom management

in early childhood education, comparative research on these techniques among preschool instructors worldwide is lacking. Comparative studies that look at how classroom management methods differ and overlap in developed and developing nations can support improving early childhood education globally by identifying successful classroom management strategies across various circumstances. (Tsao, Y. M., & Li, Y. H., 2021).

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TEVES, M.R., *A Comparative Study of Classroom Management of Preschool Teachers in the Philippines and Singapore*, pp.101 - 111



According to Abdulla, A. M. A., & Abdullah, R. (2020). There is a need to investigate how cultural influences affect preschool teachers' classroom management. Cultural elements like values, beliefs, and attitudes may have a big impact on classroom management techniques, thus, comparing these variables across nations can help us figure out which techniques work best in different cultural situations. Yiğit, M. F., & Bahar, M. (2019) Comparative studies that examine the connection between teacher preparation and classroom management techniques are also required. Comparing teacher training programs' effects on classroom management can enhance early childhood education.

Finding a definition of good classroom management might be challenging because diverse education stakeholders have a variety of opinions. Researchers and educators worldwide have experimented with different classroom management techniques for years. Failure to implement effective classroom management, including rules, procedures, and preparations, typically results in a disorderly, disruptive, and unproductive learning environment (Ministry of Guyana, South America, 2019).

To ensure efficient classroom management, Ms. Tiffany Lim, one of the principals of My First Skool, Singapore, believes that a successful preschool experience requires expert knowledge and abilities for efficient classroom management. They not only help students learn and grow but also provide teachers the assurance to deal with challenging classroom conditions.

Following Gilbert C. Magulod Jr. (2019), Classroom management is one of the main issues in many schools worldwide, according to Cagayan State University in the Philippines. The issue of successful teaching is a crucial and sensitive matter in education, as it plays a vital role in helping teachers create a positive and productive

learning environment. Classroom management strategies that include arranging students, managing classroom space, allocating time, and utilizing materials effectively are some essential tools teachers use to facilitate learning.

The study aims to further knowledge of efficient classroom management techniques in preschool education, notably in Singapore and the Philippines. The results of this study may offer suggestions for enhancing classroom management techniques and encouraging successful outcomes for young children in various nations. Further, this study will investigate and enhance interest in conducting more studies in this area. The findings will provide information to educators, educational leaders and managers, educational policy developers, and future researchers involved in conducting research in the classroom management and styles era.

This study thoroughly compares classroom management practices of preschool teachers in Singapore and the Philippines, utilizing several theoretical frameworks such as social learning theory, behaviorism, and cognitive-behavioral theory. By examining the relationship between dependent variables—preschool teachers and independent variables—classroom management, and the moderating variable—teachers' profile, the study posits that effective classroom management practices can be developed and implemented in these two different contexts by considering cultural considerations. The study suggests that the classroom management of preschool teachers can significantly impact the conceptual understanding of the study. Lam, S. F., & Jimerson, S. R. (2019).

OBJECTIVES OF THE STUDY

This study attempts to find, describe, and compare the classroom management of preschool teachers in the Philippines and Singapore. Specifically, it aimed to:



1. determine the profile of the respondents according to:
 - 1.1 sex;
 - 1.2 Age;
 - 1.3 Civil Status;
 - 1.4 Nationality;
 - 1.5 Highest Educational Attainment; And
 - 1.6 Number of Teaching Experience
2. analyze the classroom management of preschool teachers in Singapore and the Philippines can be described in terms of:
 - 2.1 managing classroom behavior;
 - 2.2 specific teaching techniques;
 - 2.3 working with parents; and
 - 2.4 planning and support.
3. evaluate the difference in the perception of preschool teachers in classroom management when grouped according to their profile
4. determine the programs or plans that can be proposed to improve classroom management for preschool teachers.

METHODOLOGY

A descriptive-comparative research design was used to conduct this study which allowed a thorough understanding of the similarities and differences in classroom management strategies used by preschool teachers in the two countries (Creswell, & Plano Clark, 2018).

An adapted survey questionnaire with a 4-point Likert scale, Likert, R. (1932) was used to gather quantitative data. The 100 selected preschool teachers who represented the population of both countries received a Google form link containing the survey questionnaire on any social platform.

Likewise, the data collected through the questionnaires was tallied and treated using percentages, standard deviations, and the Chi-square test. The data was analyzed using both

descriptive and inferential statistics. The results were presented in tables, graphs, and narrative summaries to provide a clear and comprehensive understanding of the similarities and differences in classroom management strategies employed by preschool teachers in the Philippines and Singapore.

1. Profile of the respondents

1.1. In terms of Sex

Table 1

Profile of the respondents in terms of Sex

Sex	Philippines		Singapore		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Female	50	100%	41	82%	91	91%
Male	0	0	9	18%	9	9%
Total	50	100%	50	100%	100	100%

Sex. Table presented the profile of the respondents particularly the gender, in totality, the female got 91% and male got 9%. Comparatively, in the Philippines 50 respondents were all female got 100%. On the contrary, Singapore has 82% female and 18% male preschool teachers.

This indicated that most females were preschool teachers in both the Philippines and Singapore. It sustains the knowledge in teaching preschool effectively (Lee, et al. 2023, pp. 13648-13657).

1.2. In terms of Age

Table 2

Profile of the respondents in terms of Age

Age	Philippines		Singapore		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
22-24	2	4%	19	38%	21	21%
25-29	18	36%	12	24%	30	30%
30-35	16	32%	11	22%	27	27%
36-40	6	12%	5	10%	11	11%
41-44	4	8%	3	6%	7	7%
45+	2	8%	0	0%	7	4%
Total	50	100%	19	100%	100	100%

Age. As shown in Table 2 the profile of the respondents particularly the gender, entirely, ages 22-24 got 21%, 25-29 got 30%, 30-35 got 27%, 36-



46 got 11%, 41-44 got 7%, 45+ got 4%. In the Philippines, ages 25- 29 got the highest percentage with 36%, ages 30-35 got 32%, and ages 36-40 got 12%. Followed closely by the three lowest percentages 41-44 and 45+ got 8%, and ages 22-24 got 4%. On the other hand, in Singapore, ages 22-24 had the highest percentage with 38%, ages 25-29 got 24%, and ages 30-35 got 44%. It followed closely, with the two lowest percentages 36-40, which got 10%, and 45+, which got 6%.

This implies that there were more younger preschool teachers in Singapore compared to the Philippines. This shows they can accurately analyze preschool learning situations (Li et al., 2022).

1.3. In terms of Civil Status

Table 3
Profile of the respondents in terms of Civil Status

Civil Status	Philippines		Singapore		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Married	28	56%	20	40%	48	48%
Single	22	44%	30	60%	52	52%
Total	50	100%	50	100%	100	100%

Civil Status. Table 3 presents the civil status of the respondents. Overall, 48% were married and 52% were single. In the Philippines, a majority of 56% were married, while 44% were single. Conversely, 60% were single in Singapore and 40% were married. This indicates a higher proportion of married preschool teachers in the Philippines compared to Singapore, where single teachers predominated. However, according to Hatton-Bowers et al. (2023, pp. 1291-1304), civil status does not impact teaching effectiveness, as teachers can perform optimally regardless of their marital status.

1.4. In terms of Nationality

Table 4
Profile of the respondents- Nationality

Nationality	Philippines		Singapore		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Filipino	50	100%	0	0%	50	50%
Singaporean	0	0%	44	88%	44	44%
Malaysian	0	0%	4	8%	4	4%
Chinese	0	0%	2	4%	2	2%
Total	50	100%	50	100%	100	100%

Nationality. Table 4 offered the profile of the respondents mainly the Nationality. Completely, Filipinos got the highest earned percentage with 50%, Singaporeans had 44% and the lowest percentage were Malaysian who had 4% and Chinese had 2%. In the Philippines, 100% were Filipino preschool teachers. In Singapore, 50% were Filipino preschool teachers, 44% were Singaporean, 2% were Malaysian and 2% were Chinese nationals.

Comparatively, Filipinos were manifested in the majority as preschool teachers in both countries, the Philippines and Singapore. Nationality and culture can impact preschool teaching, but the curriculum is crucial. Both Filipino and Singaporean teachers have distinct manifestations in their teaching skills for preschool children (Alghamdi, 2023, pp. 431-440).

1.5. In terms of Highest Educational Attainment

Table 5
Profile of the respondents in terms of Highest Educational Attainment

Highest Educational Attainment	Philippines		Singapore		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Bachelor's Degree	44	44%	34	68%	10	20%
Diploma	26	26%	0	0%	39	78%
Master's Degree	15	15%	14	28%	1	2%
Diploma	13	13%	0	0%	0	0%
36 units in Master's	2	2%	2	4%	0	0%
Total	100	100%	50	100%	100	100%

Highest Educational Attainment. As displayed in Table 5 the profile of the respondents specifically the highest education attainment. Overall, the highest percentage was the diploma



holder who earned 78%. Followed closely by Bachelor's Degree holders with 20% and 2% for Master's Degree holders. In the Philippines, a Bachelor's Degree had 44% the highest percentage, a Diploma had 26% and a Master's Degree was 15%. Followed closely by the two lowest percentages Diploma and 36-units in Master's which has 13% and 2 % respectively. Meanwhile, in Singapore, the Bachelor's Degree got the highest percentage with 68%, followed closely by the two lowest percentages, Master's Degree and 36 units in Master's 28% and 4%, respectively.

This implies that most preschool teachers in the Philippines and Singapore were Bachelor's Degree Holders. Nonetheless, Master's Degree Holders comprise an average percentage of the respondents. This impacts their career as preschool teachers (Paes, et al. 2023).

1.6. In terms of the Number of Years in Teaching

Table 6
Profile of the respondents- Number of Years in Teaching

Number of Years in Teaching	Philippines		Singapore		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
1 below	0	0%	4	8%	4	4%
1-3	8	16%	16	32%	24	24%
4-6	18	36%	15	30%	33	33%
7-10	20	40%	12	24%	32	32%
15 above	4	8%	3	6%	4	4%
Total	100	100%	50	100%	100	100%

Number of Years in Teaching. As exhibited in Table 6, the profile of the respondents, specifically the number of years in teaching, was exhibited. In the Philippines, 40% had 7-10 years of teaching experience, 36% had 4-6 years of teaching experience, 16% had 1-3 years of teaching experience, and 8% had 15 years or more teaching experience. However, in Singapore, 32% had 1-3 years of teaching experience, 30% had 4-6 years of teaching

experience, and 24% had 7-10 years of teaching experience. The two lowest percentages were the teachers with 1 year below teaching experience and 15 years or more teaching experience, which garnered 8% and 6% respectively.

This point leads to the conclusion that most teachers have enough average experience in teaching preschool, which is needed in teaching (Ata-Akturk, & Sevimli-Celik, 2023, pp. 95-114).

2. Classroom management of preschool teachers in Singapore and the Philippines

2.1. In terms of Managing Classroom Behavior

Table 7
Classroom Management of Preschool Teachers in Singapore and Philippines in terms of Managing Classroom Behavior

	Managing Classroom Behavior								SD		
	Low		Moderate		High		Very High			Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	
Philippines	0	0%	6	60%	12	32.4%	32	61.5%	50	50%	0.71
Singapore	1	100%	4	40%	25	67.6%	20	38.5%	50	50%	0.70
Total	1	100	10	100	37	100	52	100	100	100	

Managing Classroom Behavior. Displayed in Table 7 was the Classroom Management of Preschool Teachers in Singapore and Philippines - Managing Classroom Behavior. In the Philippines, 60% were moderate, 32.4% answered high, 61.5% were very high. On the contrary, 100% answered low, 40% were moderate, 67.6% were high and 38.5% were very high. The data showed a Standard deviation of 0.71, suggesting that most responses regarding managing classroom behavior in the Philippines were relatively close to the Very High mode response. Singapore had a 0.70 standard deviation, implying that the responses were relatively concentrated around the High mode. This inferred that the Philippines had the highest percentage earned compared to Singapore,



meaning Filipino preschool teachers could manage classroom behavior well.

Findings show that classroom behavior management provides children with high-quality care and preparation for the school's success. It displays a challenging behavior in handling preschool children's well-being by providing classroom management support and behavior. The classroom management approach in early childhood professionals can be identified through proper strategies for achieving student academic performance, especially among preschool children. They are fragile in the learning process because the foundation of learning starts during their preschool level (Obee, Hart, & Fabiano, 2023, pp. 339-369).

2.2. In terms of Specific Teaching Techniques

Table 8
Classroom Management of Preschool Teachers in Singapore and Philippines – Specific Teaching Techniques

	Specific Teaching Techniques										SD
	Low		Moderate		High		Very High		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	
Philippines	0	0%	36	60%	10	30.3%	4	100%	50	50%	0.63
Singapore	25	100%	24	40%	1	31%	0	0%	50	50%	0.54
Total	25	100	60	100	11	100	4	100	100	100	

Specific Teaching Techniques.

Presented in Table 8 was the Classroom Management of Preschool Teachers in Singapore And Philippines – Specific Teaching Techniques. In the Philippines, 60% answered moderate, 30.3% were high, and 100% were very high, meaning that Filipino teachers are doing their best to teach preschool children to the fullest. They applied different teaching techniques based on the preschool learners' needs. The data showed a standard deviation of 0.63 which suggested that the majority of the responses regarding specific teaching techniques in the Philippines were relatively close to the high mode response. Singapore had a 0.54 standard deviation, implying

that the responses were relatively concentrated around the moderate mode.

This signified that specific teaching techniques were manifested very highly in the Philippines compared to Singapore. Teaching technique influences and develops the child learning process (Uljaevna, & Shavkatovna, 2021, pp. 326-329).

2.3. In terms of Working with Parents

Table 9
Classroom Management of Preschool Teachers in Singapore and Philippines in terms of Working with Parents

	Working with Parents								SD		
	Low		Moderate		High		Very High			Total	
	No.	%	No.	%	No.	%	No.	%		No.	%
Philippines	0	0%	8	44.4%	18	30.3%	24	100%	50	50%	0.74
Singapore	1	100%	10	55.6%	25	58.1%	14	36.8%	50	50%	0.82
Total	1	100	18	100	43	100	38	100	100	100	

Working with Parents. Table 9 exhibited the Classroom Management of Preschool Teachers in Singapore and the Philippines – Working with Parents. In the Philippines, 44.4% answered in moderate, 30.3% were high, 100% were very high. Whereas, in Singapore 100% answered low, 55.6% in moderate, 58.1% high and 36.8% were very high, meaning that Philippines parents were working with preschool teachers and manifested in the attainment of classroom management. The data showed a standard deviation of 0.74, suggesting that most responses regarding working with parents in the Philippines were relatively close to the very high mode response. Singapore had a 0.82 standard deviation, implying that the responses were relatively concentrated around the high mode.

Findings show that there is a need for preschool teachers to collaborate with preschool parents to monitor the learning and achievement of children. This can have a better impact on the learning process of preschool children (Zulauf-McCurdy, & Zinsser, 2022, pp. 20-39).



2.4. In terms of Planning and Support

Table 10
Classroom Management of Preschool Teachers in Singapore and Philippines in terms of Planning and Support

	Panning and Support								Total	SD	
	Low		Moderate		High		Very High				
	No.	%	No.	%	No.	%	No.	%	No.	%	
Philippines	0	0%	4	57.1%	16	38.1%	30	61.2%	50	50%	0.65
Singapore	2	100%	3	42.3%	26	61.3%	19	36.8%	50	50%	0.74
Total	2	100	7	100	42	100	43	100	100	100	

Planning and Support. Table 10 exhibited the Classroom Management of Preschool Teachers in Singapore and the Philippines – Planning and Support. In the Philippines, moderate got 57.1%, 39.1% was high, and 61.2% was very high. In contrast, Singapore had 100% in low, 42.3% in moderate, 61.3% in high, and 36.8% very high, meaning Classroom Management of Preschool Teachers particularly Planning and Support were manifested in the Philippines which is necessary for teaching and learning among preschool children. This is the importance of planning and support among preschool children. The data showed a standard deviation of 0.65, suggesting that most responses regarding planning and support in the Philippines were relatively close to the high mode response. Singapore has a 0.74 standard deviation, implying that the responses are relatively concentrated around the moderate mode.

Findings show that planning and support among preschool children are inclusive in the educational system and development. It provides inclusive pedagogical planning and support to preschool children in an organized educational needs taking into account the characteristics of the preschool children's needs in the educational adaptation process in learning (Mukhammadjonovna, 2022, pp. 423-427).

3. Significant difference in the perception of preschool teachers in

classroom management when grouped according to their profile

Table 11
Significant Difference on the Perception of Preschool Teachers in Classroom Management

	Managing Classroom Behavior		
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.737 ^a	3	.033
Likelihood Ratio	9.250	3	.026
N of Valid Cases	100		

a. 2 cells (25.0%) had expected count less than 5. The minimum expected count was .50.

	Specific Techniques		
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.764 ^a	3	.000
Likelihood Ratio	51.166	3	.000
N of Valid Cases	100		

b. 2 cells (25.0%) had expected count less than 5. The minimum expected count was 2.00.

	Working with Parents		
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.993 ^a	3	.172
Likelihood Ratio	5.416	3	.144
N of Valid Cases	100		

c. 2 cells (25.0%) have expected count less than 5. The minimum expected count is .50.

	Planning and Support		
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.993 ^a	3	.041
Likelihood Ratio	7.810	3	.050
N of Valid Cases	100		

d. 4 cells (50.0%) had an expected count of less than 5. The minimum expected count was 1.00.

As shown in Table 11 Classroom management namely Managing Behavior, Specific Teaching Techniques, and Planning and Support have p-values less than the significance level of 0.05. Therefore, we failed to reject the null hypothesis and concluded that there was a significant difference or relationship between the variables. While working with parents had a p-value greater than 0.05, we could say there was no association between classroom management in working with parents and preschool teachers in Singapore and the Philippines. This has been proven and tested in the study conducted by Gonluacik, Belenkuyu, & Tas, (2022) on the significant difference in the relationship between regulation skills and classroom management competencies compared to the present investigation.

4. Proposed programs or plans to improve classroom management for preschool teachers

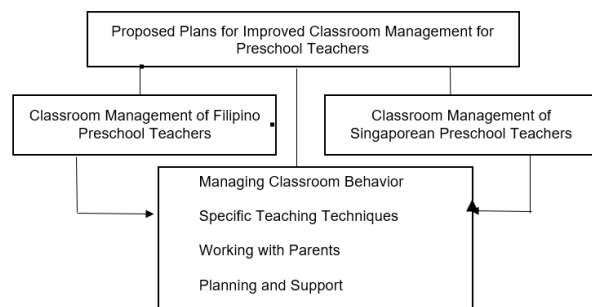


Figure 1: Proposed Program for Improved Classroom Management

Classroom Management of Filipino Preschool Teachers. Classroom management of Filipino preschool teachers, though the result of the findings is high, necessary programs may be proposed to improve the preschool educational setting from good, better, best. This can influence the instructional delivery to the fullest. The following programs are being proposed:

1. **Managing Classroom Behavior.** The Philippines' preschools require a well-defined curriculum with precise guidelines for behavior and learning expectations to create an optimal learning environment. It can significantly enhance academic performance, establish a positive atmosphere, and lay a solid foundation for future learning. (Manangan, 2022, pp. 91-104).

2. **Specific Teaching Techniques.** Teaching programs for preschoolers should emphasize specific techniques, like fun activities such as hands-on demonstrations, singing, games, and role-playing which can help children understand and grasp the lesson without any pressure. (Chen, & Adams, 2023, pp. 925-937).

3. **Working with Parents.** There is a need to develop an effective program for parents to

monitor preschoolers' progress at home, as a follow-up to school curriculum to improve school success and learning outcomes. (Cosso, von Suchodoletz, & Yoshikawa, 2022).

4. **Planning and Support.** Though the result of the study is highly implemented, it is recommended to equip teachers more and improve the children's learning experiences by implementing a program dedicated to planning and support to assist teachers in balancing their responsibilities, including curriculum planning, teaching, hygiene, and health practices. (Obee, Hart, & Fabiano, 2023, pp. 339-369).

Classroom Management of Singaporean Preschool Teachers. The study results based on the findings show that classroom management in preschools needs to improve to equip quality education. The proposed program would be as follows:

1. **Managing Classroom Behavior.** This must be emphasized because the result of the study is lax for properly managing classroom behavior. A well-planned mentoring program for preschool teachers in Singapore wherein experienced teachers can share their knowledge with their colleagues will equip the new teachers with effective classroom management techniques. In addition, this can be obtained through attending proper workshops and seminars. (Saltali, 2022, pp. 1-11).

2. **Specific Teaching Techniques.** Specific teaching techniques must be emphasized by Singaporean preschool teachers because the results of the findings need improvement. They need to improve teaching techniques by prioritizing proper motivation based on the needs of preschool children and, at the same time, supporting the lesson plans or syllabus. (Ravanis, 2022, p. 456).

3. Working with Parents. Singaporean preschool teachers must have strong partnerships with parents to ensure effective learning outcomes. Teachers should lead classroom teaching, while parents should follow up on school learning and support home learning. (Hidayat, & Arini, 2022).

4. Planning and Support. Based on the findings, planning and support must be proposed because this is one of the loopholes for Singaporean preschool teachers. To effectively teach preschool children, it is imperative to have a clear plan and provide consistent support by firmly establishing classroom rules and guidelines, including incentives and consequences. Students benefit greatly from this structured approach, enabling them to meet their learning expectations effectively. (Ho, Saxe, & Cushman, 2022, pp. 959-971).

CONCLUSION

The study led to several key conclusions based on its findings. Firstly, the respondent profile was predominantly female, aged 25-29, single, of Filipino nationality, with a diploma as their highest educational attainment, and 4-6 years of teaching experience. Regarding classroom management in preschools, the study found notable practices in both Singapore and the Philippines. In the Philippines, significant areas were identified as managing classroom behavior, specific teaching techniques, working with parents, planning, and support. As a result of these findings, the null hypothesis, which posited no significant difference or relationship between the variables, was not rejected. This indicates that the two countries had meaningful differences and relationships in classroom management practices. Finally, the study proposed a set of comprehensive and well-researched programs and plans to enhance classroom management for

preschool teachers in Singapore and the Philippines. These proposals were meticulously designed, considering various critical factors to ensure their effectiveness and relevance. The basis for these recommendations was a comparative analysis of classroom management practices in the two nations, providing a solid foundation for the suggested improvements.

RECOMMENDATION

Several recommendations are proposed to enhance the teaching profession based on the study's findings. These include promoting gender diversity by attracting more male educators and supporting them in their careers. Initiatives for career development should target younger educators, particularly those aged 25-29, through mentorship and professional workshops. There's a need to assist single educators in balancing work and personal life. Teachers should be trained in cultural sensitivity to foster inclusive classrooms. Opportunities for professional growth, such as scholarships or incentives, should be provided to encourage further education among preschool teachers. Experienced educators should be recognized and retained through strategies like career advancement and competitive benefits. Finally, establishing platforms for collaboration and knowledge sharing, like teacher networks and conferences, is recommended for preschool teachers.

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