ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

ORGANIZATIONAL COMMITMENT AND EMOTION REGULATION AS DETERMINANTS OF BEHAVIOR MANAGEMENT PRACTICES IN EARLY CHILDHOOD EDUCATION CLASSROOM

Almira O. Aguilar
Holy Cross of Davao College, Philippines

ABSTRACT

Classroom Behavior Management Practices are a struggle for teachers. Aimed in this study was to determine the significance of organizational commitment and emotion regulation as predictors of behavior management practices in early childhood education classrooms. Descriptive-correlational was used and 115 samples were selected via simple random. Findings showed that the predictors are significant having 32.1% combined degree of influence. Hence, the Self-Determination Theory was affirmed. Other variables may be explored to account the unexplained variance in behavior management practices; emerging themes may be identified to be utilized as potential variables.

KEYWORDS: *Organizational Commitment, Emotion Regulation, Behavior Management Determinants Of Behavior Management Practices, Early Childhood Education Classroom.*

CHAPTER 1
Introduction
The Problem and Its Setting

Classroom behavior management practices in early childhood education remain one of the most pressing challenges faced by educators worldwide (Karasova & Nehyba, 2023). Today's classrooms have become increasingly complex, with a growing number of students exhibiting classroom behavioral difficulties (Dumont & Ready, 2023). Both novice and experienced teachers often struggle with classroom behavior management strategies (Welsh, 2024). In fact, it continues to be one of the most significant issues confronting teachers (Owens et al., 2018).

In Africa, Mamaile and Omodan (2023) identified several challenges teachers face in managing classroom behavior. Similarly, Ezemba et al. (2021), in their study conducted in Onitsha South/North LGA, noted that classroom behavior management is often one of the most difficult aspects of teaching.

The problem is equally urgent in the Philippines, where teachers face daily challenges with classroom behavior management. Nabos and Santander (2024) discovered in their study that classroom management is still an ongoing struggle for teachers.

If left unaddressed, poor classroom behavior management practices in early childhood education can lead to negative consequences. For instance, Sandilos et al. (2024) found that classrooms lacking effective behavior management practices often experience a decline in emotional climate, negatively affecting children's engagement and learning outcomes. Also, Garwood et al. (2021) demonstrated that poor classroom behavior management is associated with lower literacy development in students with emotional and behavioral disorders, emphasizing the need for structured behavioral interventions.

Based on the negative impact of poor classroom behavior management practices in early childhood education, there is an urgency to study and address the challenges teachers face in managing student behavior effectively. Amidst this urgency, there is limited research in this area. It is for this reason that this research was conducted.

Significance of the Study

The findings of this study may be utilized to increase the use of effective behavior management practices that will ensure a structured and supportive classroom learning environment. Additionally, these findings may be applied to effective behavior management practices, leading to effective classroom environments as children learn through developing these competencies and obtaining a solid academic and social foothold for academic success in the future. In addition, the results may serve as a basis for creating professional
development activities for early childhood teachers. Moreover, the results may give sufficient insight into how behavior management strategies can be implemented to enable teachers to cater to the various needs of young children. It may assist in the identification and support of children who might have behavioral problems. Researchers may utilize the results to research the most recent methods and strategies in effective classroom behavior management. Finally, the relevance of this study is to the Sustainable Development Goal (SDG) of Quality Education (SDG 4) by pointing out how successful behavior management

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

promotes a healthy learning environment. It also facilitates SDG 5 on Gender Equality by ensuring inclusive learning practices that meet teachers' and students' emotional and organizational needs, providing equal opportunities for everyone.

Statement of the Problem

This study aimed to determine the significance of organizational commitment and emotion regulation as determinants of early childhood education classroom behavior management practices. Specifically, it pursued the following objectives:

1. To determine the levels of early childhood teacher organizational commitment in terms of commitment to school, commitment to the teaching profession, commitment to pupils, and commitment to workgroup; emotion regulation of early childhood teachers in terms of integrative emotion regulation, suppressive emotion regulation, and dysregulated emotion regulation; and the extent of early childhood education teachers classroom behavior management practices in terms of non-punitive approach and punitive approach.
2. To determine the significance of the correlation between early childhood education teacher organizational commitment, and emotion regulation, and classroom behavior management practices.
3. To determine the significance of the combined degree of influence of organizational commitment and emotion regulation on early childhood education classroom behavior management practices.

Hypotheses

To objectively answer the problem of this study, the following hypotheses were tested at a 0.05 level of significance:

Ho1: Organizational commitment and emotion regulation do not significantly correlate with early childhood education teachers' classroom behavior management practices.

Ho2: Organizational commitment and emotion regulation do not significantly influence early childhood education teachers' classroom behavior management practices.

Theoretical Framework

This study was based on the Self-Determination Theory. The theory of Deci and Ryan (1985, 2000), suggests that individuals have three fundamental psychological needs: autonomy (i.e., engaging in behavior with a full sense of volition), competence (i.e., the experience of mastery and efficacy), and relatedness (i.e., the need to feel connected to other people)

In this study, the Emotion Regulation variable indicated by Integrative Emotion Regulation, Suppressive Emotion Regulation, and Dysregulated Emotion Regulation (Roth et al. 2019), stands for Autonomy idea presented in the theory. The Organizational Commitment variable indicated by Commitment to School, Commitment to Teaching Profession, Commitment to Pupils, and Commitment to Work Group (Celep, 2009), stands for the Relatedness mentioned in the theory. Finally, the Early Childhood Classroom Behavior Management Practices variable indicated by Punitive Strategies and Non-Punitive Strategies (Lewis, Roache, & Romi 2011) stands for Competence mentioned in the theory.

Conceptual Framework

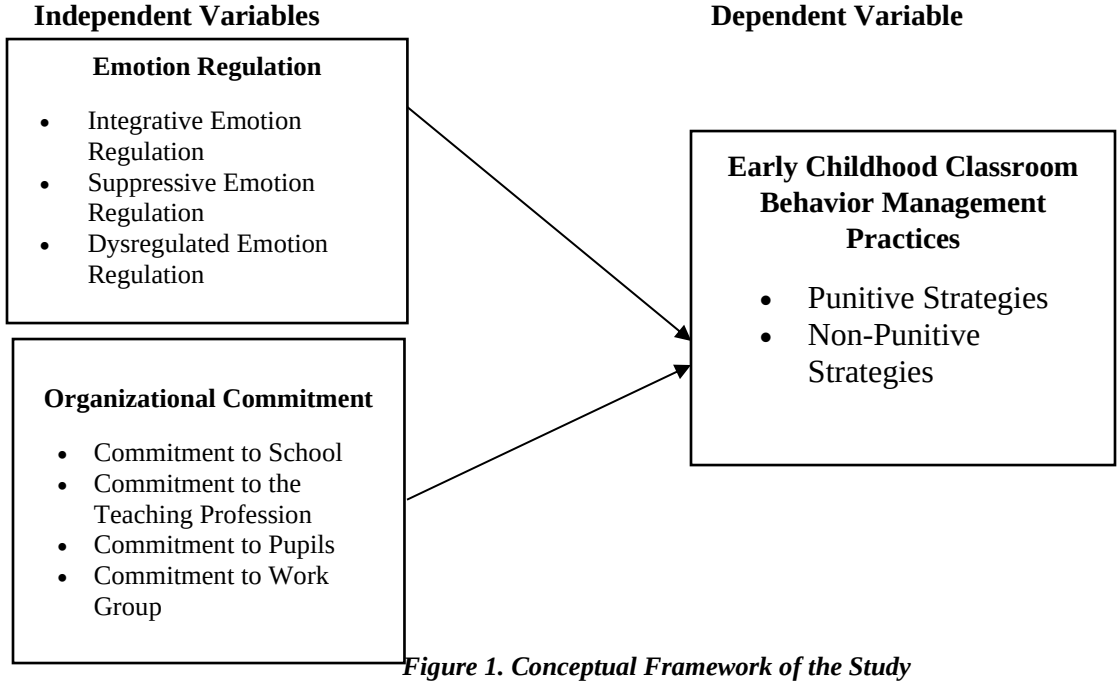


Figure 1. Conceptual Framework of the Study

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

CHAPTER 2

Methodology

In this chapter, the methods of the study are presented. This includes a discussion of the research design, the selection of research respondents, the tools and instruments used for data gathering, ethical considerations that guided the study, the data collection process, and the statistical applications for data analysis.

Research Design

The study applied non-experimental quantitative research, specifically the descriptive-correlational research design. Descriptive research design is a method used to systematically describe and analyze the characteristics of a phenomenon or population (Rashid et al., 2021). Meanwhile, Monajan (2020) posited that correlational research design was a method for investigating the relationships between variables to understand how they were related. The aforementioned research design was suited to this study because the researcher intended to describe early childhood teachers' professional commitment, emotion regulation, and classroom behavior management practices. In addition, the research aimed to measure the correlations of the variables and the combined influence of organizational commitment and emotion regulation on classroom behavior management practices.

Locale of the Study

The research was conducted in Digos City, a city in the Philippines that is part of the Davao del Sur province. Digos City's location as a commercial center and economic hub provided a distinctive setting for the research through its rich population diversity, changing infrastructure, and increasing economic activities. This setting was dynamic enough to facilitate the observation of how social diversity could interact with an active learning environment. The city's combination of modern advancements and traditional practices enriched the research findings and provided valuable insights into the development of the instructional pathway.

Sample and Sampling

The study employed a sample of 115 from the population of 134 early childhood education teachers who were stationed at the Department of Education schools in the Digos City Division. Simple random sampling was used to choose the research respondents. Simple random sampling was a fundamental technique in statistics used to select a sample from a larger population so that every individual or unit in the population had an equal chance of being included (Rahman et al., 2022).

Research Instruments

The research utilized an adapted instrument featuring a 5-point Likert scale for participants to provide responses. The initial segment of the research instrument, aimed at collecting data on organizational commitment, was an adapted version of Celep's (2009) Organizational Commitment Questionnaire. Detailed information, including the scale scores, mean range, description, and interpretation, are subsequently found.

Means Range	Description	Descriptive Interpretation
4.20 – 5.00	Very High	Organizational commitment of the teacher is extremely strong.
3.40 – 4.19	High	Organizational commitment of the teacher is very strong.
2.60 – 3.39	Moderate	Organizational commitment of the teacher is strong.
1.80 – 2.59	Low	Organizational commitment of teachers is weak.
1.00 – 1.79	Very Low	Organizational commitment of teachers is very weak.

The second part of the data research instrument was an adapted Emotion Regulation Inventory developed by Roth et al. (2009). The scale scores, mean range, description, and interpretation are as follows.

Means Range	Description	Descriptive Interpretation
4.20 – 5.00	Very High	Emotion regulation of the teacher is excellent.
3.40 – 4.19	High	Emotion regulation of the teacher is very good.
2.60 – 3.39	Moderate	Emotion regulation of the teacher is good.
1.80 – 2.59	Low	Emotion regulation of the teacher is poor.
1.00 – 1.79	Very Low	Emotion regulation of the teacher is very poor.

The third part of the data research instrument was an adapted classroom behavior management of early childhood education teachers using the Classroom Manages Practices Scale developed by Lewis et al. (2011). The scale scores, mean range, description, and interpretation are as follows.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Means Range	Description	Descriptive Interpretation
4.20 – 5.00	Very High	Teacher's classroom behavior management practices are excellent
3.40 – 4.19	High	Teacher's classroom behavior management practices are very good.
2.60 – 3.39	Moderate	Teacher's classroom behavior management practices are good.
1.80 – 2.59	Low	Teacher's classroom behavior management practices are poor.
1.00 – 1.79	Very Low	Teacher's classroom behavior management practices are very poor.

The research instrument was assessed for its validity and reliability. Anderson et al. (2024) defined validity as the degree to which a tool measures what it intends to measure, while reliability refers to the consistency and stability of measurement across time, items, or raters. Before the administration of the research instrument, experts submitted it for validation. Subsequently, it was pilot-tested to assess the reliability as indicated by the internal consistency of the items. Cronbach's alpha was used as the reliability index. The reliability indices generated from the pilot testing were .913 for organizational commitment, .940 for emotion regulation, and .869 for classroom management practices. These results indicated that the reliability of the research instrument used is acceptable (DeVellis & Thorpe, 2021).

Data Gathering Procedure

A well-planned and executed data collection procedure for this study was fundamental to the integrity, quality, and impact of the research findings and served as the foundation for producing credible results. Hence, the researcher adhered to the procedures implemented before, during, and after data collection.

Asking for Permission to Conduct the Study. The researcher obtained approval from the Research and Ethics Committee (REC) of the Holy Cross of Davao College before conducting the research. Likewise, a letter of endorsement from the Dean of the Graduate School of Holy Cross of Davao was obtained. After this, a formal request letter was forwarded to the Department of Education Digos City Division Office through the Schools Division Superintendent (SDS) to secure permission to conduct the study in selected schools within their jurisdiction. Subsequently, consent was requested from the office of the Public School District Supervisor (PSDS) and school administrators to gather data at the most convenient time for the respondents.

Administration and Retrieval of Questionnaires. The study's goals, methods, and benefits were initially explained to the respondents by the researcher before providing them with the survey questionnaires. Subsequently, the researcher administered the informed consent and signed it by the respondents as a gesture of their voluntary agreement to participate in the study. Throughout the data collection process, the researcher addressed queries from the respondents to eliminate any ambiguities. Following the participants' completion of all the research tool questions, the researcher gathered the survey questionnaires and expressed gratitude to the respondents for their voluntary and valuable contribution to the study.

Tabulation of Data. After collecting the filled-up survey tools, the researcher compiled and organized the data before encoding it into a computer spreadsheet. The computer file was encrypted to ensure the security and confidentiality of the information. The data was processed thoroughly and analyzed using appropriate statistical software applications.

Data Analysis

The data analysis and interpretation for this study involved the use of various statistical methods. The weighted mean and standard deviation were used to measure and describe the levels of organizational commitment, emotional regulation, and classroom behavior management practices of early childhood education teachers. In addition, the researcher applied the *Pearson Product Moment Correlation Coefficient* to determine the significance and degree of the relationship between organizational commitment, emotional regulation, and classroom behavior management practices. Furthermore, *multiple linear regression* was utilized to examine and assess the combined influence of organizational commitment and emotional regulation on classroom behavior management practices of early childhood education teachers.

Strength of the correlation. In measuring the strength of the correlation, this study utilized the standard scheme. For the r-value, the following scheme is used:

Computed r	Descriptive Interpretation
+/-1.00	Perfect Correlation
+/- 0.75 - +/- 0.99	High Correlation
+/- 0.51 - +/- 0.74	Moderately High Correlation
+/- 0.01 - +/- 0.30	Moderately Low Correlation
0.00	No Correlation

Statistical significance. In measuring the statistical significance of the results, the significance level of 0.05 was used. Indicating that if $p>0.05$, the results are extreme less than 5% of the time. This means that the null hypothesis is rejected, hence results are statistically significant. On the other hand, if the $p<0.05$, the results are extreme more than 5% of the time. This means that the null hypothesis is accepted; hence, the results are not statistically significant.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Ethical Considerations

Ethical issues like obtaining informed consent and ensuring confidentiality needed to be considered when carrying out the research using teachers as research respondents. Teachers were required to thoroughly understand the aim of the research, their contribution, and the potential risks before participating. It was imperative to ensure their anonymity and information were protected to provide an open and confidential platform for free input. Additionally, scholars had to ensure that the power dynamics between teacher and student were taken care of so that involvement would not affect their profession or work security. Finally, the study sought to offer positive input into the art of teaching without placing educators under unfavorable scrutiny and criticism.

CHAPTER 3

Resuls

In this chapter, the results of the study are presented. Specifically presented here are the descriptive analysis, correlation analysis, and regression analysis, as well as the summary of findings.

Descriptive Analysis

Table 1 is the descriptive table. Contained in the table are the variables and their corresponding indicators. The variables are Organizational Commitment, Emotion Regulation, and Early Childhood Education Classroom Behavior Management Practices. Specifically, contained also are the number of samples, standard deviation, mean, and descriptive level.

Table 1. Descriptive Table

Variables	n	Std. Deviation	Mean	Descriptive Level
Organizational Commitment		**.37**	**4.67**	**Very High**
Commitment to School		.37	4.77	Very High
Commitment to Teaching Position		.45	4.62	Very High
Commitment to Pupils		.36	4.79	Very High
Commitment to Workgroup		.62	4.49	Very High
Emotion Regulation		**.60**	**3.97**	**High**
Integrative Emotion Regulation		.57	4.49	Very High
Suppressive Emotion Regulation		.78	4.15	High
Dysregulated Emotion Regulation		1.30	3.26	Moderate
Classroom Behavior Management Practices		**.59**	**4.26**	**Very High**
Non-Punitive Approach		.48	4.56	Very High
Punitive Approach		.84	3.97	High

This table specifically shows that the Organizational Commitment variable obtained an overall mean of 4.67, described as very high level. It denotes that organizational commitment is excellent. All its indicators obtained a corresponding mean described as very high level.

The Emotion Regulation variable obtained an overall mean of 3.97, described as high level. It denotes that emotion regulation is very good. All its indicators, integrative emotion regulation obtained a mean described as very high level, suppressive emotion regulation obtained a mean described as high level, and dysregulated emotion regulation obtained a mean described as moderate level.

The Classroom behavior management practices variable obtained an overall mean of 4.26, described as very high level. This indicates that classroom behavior management practices of early childhood education teachers are excellent. One of its indicators obtained a corresponding mean described as very high level, while the other obtained a corresponding mean described as high level.

Corrlation Analysis

Table 2 is correlation table. It contains the predictive variables involved in the study, namely organizational commitment, emotion regulation, and early childhood education classroom behavior management practices. It also contains the r-values, p-values, the decision on the hypothesis, and the corresponding descriptive level.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Table 2. Table of Correlation

Variables	Classroom Behavior Management Practices			
	r-value	*p*-value	Decision on Ho	Interpretation
Organizational Commitment	.475**	.000	Reject Ho	Significant
Emotion Regulation	.434**	.000	Reject Ho	Significant

Specifically, the table shows the correlation between organizational commitment and classroom behavior management practices obtained a p-value of .000, which is less than the 0.05 level of significance. Hence, the null hypothesis was rejected. This indicates that the correlation between these two variables is statistically significant. Furthermore, the r-value of .475 obtained indicates a moderate positive correlation.

On the other hand, the correlation between emotion regulation and classroom behavior management practices also obtained a p-value of .000, which is less than the 0.05 level of significance. Hence, the null hypothesis was rejected. This signifies that the correlation between these two variables is likewise statistically significant. Moreover, the r-value of .434 obtained indicates a moderate positive correlation.

Finally, the positive correlation between the predictive variables and the criterion variable implies that for every unit change in the first, there is a corresponding positive unit change in the latter.

Regression Analysis

Table 3 is regression table. It contains the predictive variables involved in the study, namely organizational commitment, emotion regulation, and early childhood education classroom behavior management practices. Specifically, the table contains the predictor, coefficient, t-value, p-value, decision on the null hypothesis, and interpretation.

Table 3. Table of Degree of Influence

Predictor	Classroom Behavior Management Practices				
	Coefficient	t-value	p-value	Decision on Ho	Interpretation
Organizational Commitment	.610	4.681	.000	Reject Ho	Significant
Emotion Regulation	.319	3.981	.000	Reject Ho	Significant

R= .567, R^2= .321, S=.321, F= 25.528, p-value= .000

Table 3 is the Regression Table. It shows that the organizational commitment obtained a coefficient of .610, signifying that it has a 61% degree of influence on early childhood education classroom behavior management practices. With the obtained p-value of .000, which is less than the significance level of 0.05, hence, the null hypothesis is rejected. It indicates that the 61% degree of organizational commitment on early childhood education classroom behavior management practices is significant. This implies that for every unit increase in organizational commitment, there is a corresponding .610 unit increase in classroom behavior management practices.

Additionally, emotion regulation obtained a coefficient of .319, signifying that it has a 31.9% degree of influence on early childhood education classroom behavior management practices. With the obtained p-value of .000, which is less than the significance level of 0.05, hence, the null hypothesis is rejected. It indicates that the 31.9% degree of organizational commitment on early childhood education classroom behavior management practices is significant. This implies that for every unit increase in emotion regulation, there is a corresponding .319 unit increase in classroom behavior management practices.

Summary of Findings

1. The organizational commitment is extremely strong, emotion regulation is very good, and classroom behavior management practices are excellent.
2. Organizational commitment and emotion regulation significantly correlate with classroom behavior management practices.
3. Organizational commitment and emotion regulation significantly influence classroom behavior management practices.

CHAPTER 4

Discussion

The results of the study are discussed in this chapter. The following are the sequence of the presentation: Extremely Strong Organizational Commitment Early Childhood Teachers on Classroom, Very Good Emotion Regulation Early Childhood Teachers on Classroom, Excellent Early Childhood Education Classroom Behavior Management Practices, Strong Organizational Commitment of Early Childhood Teachers on Classroom Behavior Management Practices, Very Good Emotion Regulation of Early Childhood Teachers on Classroom Behavior

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Management Practices, Significant Influence of Strong Organizational Commitment and Very Good Emotion Regulation of Early Childhood Teachers on Classroom Behavior Management Practices. This chapter also includes the conclusion and the recommendations.

Strong Organizational Commitment of Early Childhood Teachers

It was found in this study that the organizational commitment of teachers is extremely strong. This finding aligns with the study of Lestari et al. (2021) and Manla (2021), who stated that professional commitment significantly influences kindergarten teachers' organizational citizenship behavior, while the latter emphasized that highly committed teachers are more likely to manage behavior effectively by prioritizing student needs and maintaining a positive work environment.

However, the finding of exceptionally strong organizational commitment among early childhood teachers contradicts the studies of Kwon et al. (2025) and Prempeh et al. (2022). The former indicated that stress and a sense of insecurity can lead teachers to view the profession as temporary and reduce their commitment, while the latter suggested that certain leadership styles may weaken teachers' dedication, both of which contrast with the present study's results, emphasizing that supportive work conditions foster stronger organizational commitment.

Very Good Emotion Regulation of Early Childhood Teachers

It was found in this study that the emotional regulation of teachers is very good. This finding affirms the study of Deng et al. (2022) and Lu et al. (2024), who respectively emphasized that teachers with high emotion regulation tend to exhibit greater teaching engagement, stronger self-efficacy, and experience less anger in the classroom, while when combined with high resilience, this skill enhances adaptability and mental health in rapidly changing teaching environments.

However, this finding on very good emotion regulation contradicts the study of Wang et al. (2023) and Donker et al. (2020), who cautioned that even teachers with very good emotion regulation may experience emotional exhaustion over time due to the cognitive demands of consistently managing their emotions.

Excellent Classroom Behavior Management Practices of Early Childhood Teachers

Smith and Lee (2021) and Bonna (2023) found that early childhood educators who use supportive and constructive approaches experience improved classroom climates and higher child engagement; teachers prioritize positive reinforcement and strategies that foster cooperative behavior, both reflecting current best practices in behavior management. All the ideas asserted by both authors affirmed the finding of this study, which shows that the teachers demonstrate excellent classroom behavior management practices.

However, the finding on excellent classroom behavior management practices contrasts with the ideas of Zinsser et al. (2024) and Nanyele (2024), who emphasized that many preschool teachers still use punitive strategies, such as excluding children from classroom activities, when managing challenging behaviors. These practices persist despite the growing recognition of their harmful effects on children's social-emotional well-being and the increasing emphasis on fostering inclusive learning environments.

Strong Organizational Commitment of Early Childhood Teachers on Classroom Behavior Management Practices

Strong organizational commitment of early childhood teachers on classroom behavior management practices goes with the finding that coincides with Leithwood et al. (2021) and Blanco et al. (2022), who reported that early childhood education teachers dedicated to their organization would likely put more effort into creating a positive and organized classroom environment.

However, the finding contradicts the studies of De Chaisemartin and Navarrete (2020) and Duan et al. (2024), both of which emphasized that organizational commitment and even high commitment to an organization, does not inherently correlate with or enhance a teacher's classroom behavior management capabilities.

Very Good Emotion Regulation of Early Childhood Teachers on Classroom Behavior Management Practices

The finding that early childhood teachers have very good emotion regulation on Classroom Behavior Management Practices aligns with Fathi et al. (2021) and Bonna (2023), who stated that emotion regulation is key to managing classroom behavior; teachers who manage their emotions well can stay calm, maintain control, respond appropriately, and create a supportive environment that enhances behavior management.

However, this finding also contradicts the study of Wang et al. (2023), who stated that emotion control strategies alone are insufficient for managing classroom behavior effectively, a point also emphasized by Burgess (2023).

Significant Influence of Strong Organizational Commitment and Very Good Emotion Regulation of Early Childhood Teachers on Classroom Behavior Management Practices

Sappa et al. (2023), Valente et al. (2022), and Bonna (2023) emphasized the importance of organizational commitment and emotion regulation in effective classroom behavior management; strong commitment promotes organized learning environments; emotional regulation helps manage challenging behaviors and finally; the combination of both enhances a positive classroom climate. These were affirmed by the result of this study, which found that when both traits are present, teachers are better able to create stable and supportive learning environments.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Conclusion

Based on the results of the study, it is concluded that organizational commitment and emotion regulation, having a 32.1% combined degree of influence, are significant determinants of early childhood education classroom behavior management practices. Hence, the Self-Determination Theory was affirmed, which emphasizes that individuals have three basic psychological needs: autonomy, competence, and relatedness.

Recommendations

Based on the conclusion, it is recommended that future research may be conducted using other variables to account for the remaining 67.9% variance in the classroom behavior management practices. Furthermore, the enhancement of professional development programs on organizational commitment and emotion regulation may be prioritized in the educational field. These prioritizations may improve classroom behavior and a healthier learning environment for teachers and students. Finally, qualitative research may be undertaken to explore emerging themes and sub-themes that may be used as variables in quantitative study to locate the remaining 67.9% of classroom behavior management practices in early childhood education.

REFERENCES

1. *Andersson, M., Boateng, K., & Abos, P. (2024). Validity and Reliability: The extent to which your research findings are accurate and consistent. https://www.researchgate.net/publication/384402476_Validity_and_Reliability_The_extent_to_which_your_research_findings_are_accurate_and_consistent*
2. *Blanco, B. B., Rodriguez, J. L. T., López, M. T., & Rubio, J. M. (2022). How do preschoolers interact with peers? Characterising child and group behaviour in games with tangible interfaces in school. International Journal of Human-Computer Studies, 165, 102849.*
3. *Bonna, K. (2023). Concept and nature of classroom management practices. International Journal of Multidisciplinary Studies and Innovative Research, 11(4), 1601–1615.*
4. *Burgess, C. C. (2023). Educator understanding of self-regulation and implications for classroom facilitation: A mixed methods study. Journal of Early Childhood Research, 21(4), 469-483.*
5. *De Chaisemartin, C., & Navarrete H, N. (2023). The Direct and Spillover Effects of a Nationwide Socioemotional Learning Program for Disruptive Students. Journal of Labor Economics, 41(3), 729-769.*
6. *Deng, J., Heydarnejad, T., Farhangi, F., & Farid Khafaga, A. (2022). Delving into the relationship between teacher emotion regulation, self-efficacy, engage*
7. *DeVellis, R. F., & Thorpe, C. T. (2021). Scale development: Theory and applications. Sage publications.*
8. *Donker, M. H., Erisman, M. C., Van Gog, T., & Mainhard, T. (2020). Teachers' emotional exhaustion: Associations with their typical use of and implicit attitudes toward emotion regulation strategies. Frontiers in psychology, 11, 867.*
9. *Duan, S., Bissaker, K., & Xu, Z. (2024). Correlates of teachers' classroom management self-efficacy: A systematic review and meta-analysis. Educational Psychology Review, 36(2), 43.*
10. *Dumont, H., & Ready, D. D. (2023). On the promise of personalized learning for educational equity. Npj science of learning, 8(1), 26.*
11. *Ezemba, E. U., Uwaezuoke, M. R. I., & Ogbunaya, C. P. (2021). Issues and challenges in classroom management facing secondary school teachers in Onitsha South/North LGA and proposed solutions. Unizik Journal of Educational Research and Policy Studies, 9, 51-56.*
12. *Fathi, J., Greenier, V., & Derakhshan, A. (2021). Self-efficacy, reflection, and burnout among Iranian EFL teachers: the mediating role of emotion regulation. Iranian Journal of Language Teaching Research, 9(2), 13–37.*
13. *Garwood, J. D., Peltier, C., Sinclair, T., Eisel, H., McKenna, J. W., & Vannest, K. J. (2021). A quantitative synthesis of intervention research published in flagship EBD journals: 2010 to 2019. Behavioral Disorders, 47(1), 14-27.*
14. *Johnson, M., Rivera, L., & Thompson, S. (2022). Challenges in implementing non-punitive discipline in early childhood education settings. Child Development Perspectives, 16(1), 23-28. https://doi.org/10.1111/cdep.12435*
15. *Karasova, J., & Nehyba, J. (2023). Student-centered teacher responses to student behavior in the classroom: A systematic review. In Frontiers in Education (Vol. 8, p. 1156530). Frontiers Media SA.*
16. *Kwon, K.-A., Ford, T. G., Salvatore, C., Jeon, L., & Malek, A. (2025). Professional commitment and satisfaction of teachers in Head Start within a systemically marginalized community: Associations with perceived psychological distress and physical safety. Social Psychology of Education, 28(2), 123–145.*
17. *Leithwood, K., Jantzi, D., & Steinbach, R. (2021). Leadership and other conditions which foster organizational learning in schools. In Organizational learning in schools (pp. 67-90). Taylor & Francis.*
18. *Lestari, G. D., Izzati, U. A., Adhe, K. R., & Indriani, D. E. (2021). Professional commitment: Its effect on kindergarten teachers' organizational citizenship behavior. Cypriot Journal of Educational Sciences, 16(4), 2037–2048. https://doi.org/10.18844/cjes.v16i4.6072*
19. *Lu, L., Wang, C., & Wang, Y. (2024). The Contribution of Teacher Self-Efficacy, Resilience and Emotion Regulation to Teachers' Well-Being: Technology-Enhanced Teaching Context. European Journal of Education, 59(4), e12755.*
20. *Mamaile, D., & Omodan, B. I. (2023). Exploring challenges hindering teachers' implementation of classroom management strategies in Gauteng High Schools, South Africa. Research in Educational Policy and Management, 5(2), 245-262.*
21. *https://doi.org/10.46303/repam.2023.22*
22. *Manla, V. H. (2021). School climate: Its impact on teachers' commitment and school performance. Journal of World Englishes and Educational Practices, 3(2), 21-35.*
23. *Nabos, J., & Santander, C. J. (2024). Classroom Management Practices of Teachers and Academic Performance of Grade 3 Learners Across All Learning Areas. Psychology and Education: A Multidisciplinary Journal, 17(2), 1-1.*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

24. *Nanyele, S. (2024). Innovative Approaches to Classroom Management: Bridging Theory and Practice. Convergence Chronicles, 5(1), 326-333.*
25. *Owens, J. S., Holdaway, A. S., Smith, J., Evans, S. W., Himawan, L. K., Coles, E. K., Girio-Herrera, E., Mixon, C., Egan, T. E., & Dawson, A. E. (2018). Rates of common classroom behavior management strategies and their associations with challenging student behavior in elementary school. Journal of Emotional and Behavioral Disorders, 26(3), 156–169. https://doi.org/10.1177/1063426617712501*
26. *Prempeh, A. A., et al. (2022). The Impact of Leadership Style on Teachers' Organizational Commitment. International Journal of Social Science and Educational Research Studies.*
27. *Rahman, M. M., Tabash, M. I., Salamzadeh, A., Abduli, S., & Rahaman, M. S. (2022). Sampling techniques (probability) for quantitative social science researchers: a conceptual guideline with examples. Seeu Review, 17(1), 42-51.*
28. *Rashid, A., Rasheed, R., Amirah, N. A., Yusof, Y., Khan, S., & Agha, A. A. (2021). A Quantitative Perspective of Systematic Research: Easy and Step-by-Step Initial Guidelines. Turkish Online Journal of Qualitative Inquiry, 12(9).*
29. *Sandilos, L., Goble, P., Ezra, P., & Kane, C. (2024). Head start classroom demands and resources: Identifying associations with teacher burnout. School Psychology, 39(3), 280.*
30. *Sappa, A. M., Limbong, M., & Kailola, L. G. (2023). Contribution Of Teacher Performance Commitment And Motivation On Teacher Work Productivity In SMPN Tana Toraja District. International Journal of Educational Management and Innovation, 4(2), 139-155.*
31. *Smith, T., & Lee, K. (2021). The impact of non-punitive behavior management on classroom climate in early childhood education. Early Childhood Research Quarterly, 56, 105-115. https://doi.org/10.1016/j.ecresq.2021.03.005*
32. *Valente, S., Lourenço, A. A., Dominguez-Lara, S., Derakhshandeh, A., Németh, Z., & Almeida, L. S. (2022). Teachers' emotion regulation: Implications for classroom conflict management. Australian Journal of Teacher Education (Online), 47(8), 18-32.*
33. *Wang, H., Burić, I., Chang, M. L., & Gross, J. J. (2023). Teachers' emotion regulation and related environmental, personal, instructional, and well-being factors: A meta-analysis. Social psychology of education, 26(6), 1651-1696.*
34. *Welsh, R. O. (2024). Administering discipline: An examination of the factors shaping school discipline practices. Education and Urban Society, 56(7), 847–880.*
35. *Zinsser, K. M., Silver, H. C., Shenberger, E. R., & Jackson, V. (2024). What Do Teachers Do When Preschoolers "Misbehave"? Early Childhood Education Journal, 53, 1157–1169. https://doi.org/10.1007/s10643-024-01668-y*