

Structured Activities: Strategies for Managing Kindergarten Classroom Behavior

Marjorie B. Detecio¹; Rolando F. Embile²

^{1,2} School of Graduate Studies, Annunciation College of Bacon Sorsogon Unit, Inc.,
Sorsogon City, Philippines

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Abstract: This study examined the insights, attitudes, and beliefs of kindergarten parents in early childhood education and its This study examined how structured classroom environment assist kindergarten teachers in managing the behavioral challenges commonly observed among young learners. Conducted among 20 kindergarten teachers in Prieto-Díaz District of Sorsogon, the research aimed to identify the types of challenging behaviors frequently exhibited by pupils, determine the structured activities teachers use to address these behaviors, analyze how these activities influence children's conduct and classroom engagement, identify the difficulties teachers encounter during implementation, and propose innovative strategies to strengthen behavior management in the early childhood setting.

Results indicated that playful, active, and talkative behaviors were the most frequently observed among kindergarten pupils. While these tendencies are developmentally typical and expected of young children, they may disrupt the learning environment when not properly supported and guided. To mitigate these concerns, teachers employed structured activities including singing and action songs, art and craft sessions, structured play, and group sharing or circle time. These approaches allowed teachers to create predictable learning routines that children could rely on, thereby fostering a supportive and organized atmosphere where pupils felt emotionally secure and understood classroom expectations.

Structured activities worked effectively because they are aligned with the natural learning styles of young children, who thrive in environments that are engaging, hands-on, rhythmic, and social. When paired with positive reinforcement strategies such as praise, stories with moral and interactive games, these activities promoted cooperation, helped children manage emotions, encouraged responsible decision-making, and reinforced positive social skills. As a result, pupils became more attentive, confident, and willing to participate in classroom routines.

Despite these gains, teachers faced several barriers in the consistent application of structured activities. The most pressing challenge was the limited availability of teaching resources and materials, which often restricted the variety and frequency of structured interventions. Additional concerns included a lack of sufficient time for planning and implementation, cramped classroom spaces, and the need to address diverse learning needs and behavioral patterns within a single group of children. These conditions required teachers to continuously improvise and adjust their approaches.

The study concludes that structured classroom environments are highly effective in supporting positive behavior development and learning among kindergarten pupils. It is recommended that schools sustain and enhance the use of such approaches, increase provisions for teaching resources and professional development, and continue exploring innovative strategies suited to early childhood education. Future research may examine parental involvement, technology-based structured activities, teacher readiness, comparative classroom models, and the relationship between structured environments and students' social-emotional development.

Keywords: *Learning Environment, Kindergarten Behavior, Behavior Management, Early Childhood Education, Classroom Routines, Challenging Behaviors, Teacher Strategies, Structured Activities.*

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I. INTRODUCTION

In classrooms around the globe, the early years of formal schooling serve as a foundational stage for both academic readiness and social-emotional development. Kindergarten classrooms become a microcosm of society — a place where children learn to negotiate their needs, understand others, and follow shared rules that keep the environment safe and productive.

Around the world, educators have long grappled with the delicate balance between nurturing young children's curiosity and maintaining an environment where learning can take place smoothly. In early childhood settings, challenging behaviors are often a natural byproduct of children's developmental trajectory. A four- or five-year-old may not yet have the language, self-control, or emotional regulation skills to handle frustration, share resources, or wait their turn.

International studies highlight that without intentional guidance, these unrefined behaviors can escalate into patterns that hinder not only individual progress but also the collective harmony of the classroom (Dunlap & Fox). The consensus across high-quality early childhood programs is clear: structure serves as the invisible backbone of effective teaching, giving children a sense of safety and predictability in an otherwise stimulating and sometimes overwhelming environment (Bodrova & Leong). Internationally, educators and researchers have long emphasized the role of consistent, structured environments in helping young learners regulate their behavior (Pianta, Barnett, Justice, & Sheridan).

Countries such as Finland, Singapore, and Australia have integrated predictable daily structures into early childhood programs not only to enhance learning outcomes but also to reduce disruptive behavior. These practices rest on the understanding that young children thrive in environments where expectations are clear, transitions are smooth, and adults respond with calm consistency (OECD). The idea is not to restrict children's natural energy but to channel it productively — a principle that resonates in both high-income and developing contexts worldwide.

The Philippine context adds rich layers to this conversation. Filipino children often grow up in tight-knit family structures where values such as respect for elders (*paggalang*), communal cooperation (*bayanihan*), and adaptability are deeply embedded. However, the transition from the home environment to the formal kindergarten classroom can be abrupt. In many households, the pace and structure of the day are flexible, shaped by the rhythms of family work, community events, and extended family interactions. For a child stepping into the kindergarten classroom for the first time, being asked to follow a fixed schedule, adhere to rules, and remain engaged in group activities can feel like a significant shift. Without a supportive, structured environment, this shift may trigger behaviors such as restlessness, avoidance, or oppositional conduct (Lansangan & Gonzales).

The Department of Education (DepEd) recognizes kindergarten as a mandatory and integral part of the basic education system under the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). Kindergarten education is framed as a crucial stage for developing “holistically developed Filipino learners with 21st century skills” (DepEd). National policies underscore that the kindergarten curriculum should be child-centered, developmentally appropriate, and responsive to the cultural diversity of the Filipino population.

However, Filipino kindergarten teachers often face the challenge of managing varied behavioral expressions among learners — behaviors that range from mild restlessness to more disruptive patterns such as non-compliance, aggression, or withdrawal. These behaviors can be influenced by multiple factors, including socio-economic background, nutrition, family dynamics, and prior exposure to structured environments. In recognition of these realities, DepEd training modules and teacher guides emphasize establishing predictability as a preventive and corrective strategy for behavior management (DepEd). They are not merely schedules; they become the invisible scaffolding upon which children build self-regulation and social cooperation.

The classroom serves as an essential bridge during this adjustment period. Each day begins with a structured arrival and greeting, followed by a morning circle where children review the day's schedule, sing familiar songs, and discuss simple rules. This predictable start helps reduce uncertainty, supporting emotional security and readiness for learning. Such practices directly reflect the recommendations in DepEd's *Positive Discipline in Everyday Teaching: A Primer*¹, which emphasizes relationship-building as a preventive measure against behavioral issues.

The implementation of kindergarten education and the management of learners' behaviors in the Philippines rest upon a strong legal and policy framework. At the core is Republic Act No. 10157, otherwise known as the Kindergarten Education Act, which institutionalizes kindergarten as part of the basic education system. This law recognizes the stage as “critical for the development of the child's physical, social, emotional, and intellectual development,” and mandates the provision of a developmentally appropriate curriculum responsive to the needs of five-year-old children. The Act explicitly calls for learning environments that foster positive social interactions and reduce behavioral difficulties through age-appropriate strategies.

Complementing this is Republic Act No. 10533, the Enhanced Basic Education Act of 2013, which extends the Philippine basic education system to K–12 and emphasizes holistic learner development. The law requires that teaching strategies, including classroom management, be learner-centered and culturally sensitive. This legal mandate strengthens the case for structured environments, as they provide the predictable, supportive atmosphere necessary for children to internalize expected behaviors (DepEd).

DepEd also issues orders and memoranda that guide teachers in behavior management. For example, DepEd Order No. 21, s. 2019—the Policy Guidelines on the K to 12 Basic Education Program—reinforces the importance of positive discipline, in alignment with Republic Act No. 10627 (Anti-Bullying Act of 2013), which obligates schools to protect children from harm, including harm that can arise from unmanaged behavioral conflicts. In addition, DepEd’s Positive Discipline in Everyday Teaching: A Primer frames discipline as guidance rather than punishment, urging educators to teach self-control and respect through consistent, respectful communication.

Within the local setting of Prieto-Diaz Central School Kindergarten in Sorsogon, these global and national ideas take on a very human dimension. The kindergarten classrooms in this coastal municipality are not just learning spaces; they are lively communities where children’s laughter mingles with the scent of the sea breeze. Teachers here are deeply familiar with each child’s personality — the shy ones who cling to their seats during group activities, the exuberant ones who find it hard to sit still, and the curious ones who can’t help but ask mid-lesson. While these behaviors are natural, they can become challenging when they disrupt learning flow or hinder peer relationships.

In a class of 25 to 30 five-year-olds, moments of conflict, distraction, or refusal are inevitable. Yet, local educators have observed that when children know exactly what will happen next — when they can predict the flow of the day from morning greetings to dismissal — they feel safer, calmer, and more willing to participate. Thus, structures are not just management tools; they are acts of care that affirm the children’s sense of belonging and security. The Prieto-Diaz Central School experience reflects a broader truth: behavior management in kindergarten is less about control and more about creating a rhythm that supports each child’s best self.

The physical arrangement of the Prieto-Diaz classrooms demonstrates the principle of structure in action. Learning centers are clearly marked and consistently organized — the reading corner is stocked with age-appropriate books, the art area contains labeled bins for materials, and the play area features a carpet for building activities. This intentional organization supports the guidelines in DepEd Order No. 21, s. 2019, which promotes inclusive, orderly environments that minimize triggers for conflict.

Transitions between activities are also handled with care. Rather than abrupt changes, teachers employ songs, clapping patterns, or visual timers to signal the next task. For example, a “Goodbye Toys” song is sung before cleanup time, turning what might otherwise be a point of resistance into a cooperative activity. Over time, such cues become internalized, allowing children to anticipate and adjust to changes with less disruption.

Local examples illustrate how these strategies affect individual learners. One pupil, referred to here as Miguel,

initially had difficulty remaining seated during tasks. The introduction of a daily “task card” — a visual schedule with stickers for completed activities — provided him with a tangible guide to the day’s expectations. Another learner, Ana, began the year reluctant to speak during group activities. Through the consistency of the morning circle, she gradually progressed from silent participation to confidently sharing personal stories.

These accounts demonstrate that structures are more than management techniques; they are tools for building self-regulation, social competence, and a sense of belonging. In the Prieto-Diaz Central School Kindergarten, they represent a practical and culturally resonant interpretation of national laws and DepEd policies. They transform legislative principles into everyday actions — greeting each child at the door, signaling transitions with familiar cues, and maintaining an environment where expectations are both clear and consistent.

This study examined how structure can be effectively utilized in managing challenging behaviors among kindergarten learners at Prieto-Diaz Central School in Sorsogon. Specifically, it seeks to describe the common challenging behaviors observed in the local classroom setting, to identify the existing structural arrangements implemented by teachers, and to analyze how these practices align with national policies such as Republic Act No. 10157 (Kindergarten Education Act), Republic Act No. 10627 (Anti-Bullying Act of 2013), and DepEd Order No. 40, s. 2012 (Child Protection Policy).

This study further intends to explore the impact of these strategies on learners’ social interactions, emotional regulation, and classroom participation. By grounding the investigation in both national mandates and the lived realities of a community-based kindergarten program, the study aims to contribute practical insights that can support teachers, school administrators, and policymakers in creating positive, secure, and developmentally appropriate learning environments for young children.

This study is therefore guided by the need to understand the specific types of challenging behaviors observed, the nature of structures currently in place, and the extent to which these approaches contribute to creating a safe, supportive, and productive kindergarten learning environment.

II. STATEMENT OF THE PROBLEM

This study aims to investigate how structured classroom environments can help manage classroom behaviors in kindergarten. While challenging behaviors are developmentally common among young learners, they can disrupt the learning process and create stress for both students and teachers. This research answered the following questions:

- What are the common classroom behaviors exhibited by kindergarten pupils?
- What are the different structured activities utilized by teachers to address the classroom behavior of kindergarten pupils?

- How do structured activities address the classroom behavior of kindergarten pupils?
- What are the challenges encountered by the teacher when structured activities are employed in managing kindergarten classroom behaviors?
- What innovative intervention activities could be designed to improve the management of kindergarten classroom behaviors?

III. METHODOLOGY

A mixed-method research design was chosen for this study because it combined the strengths of both qualitative and quantitative approaches, allowing for a comprehensive understanding of how kindergarten teachers at Prieto-Díaz District Schools manage classroom behaviors through structured activities. Managing behavior in early childhood settings is a multifaceted phenomenon, involving not only observable learner actions but also teacher perceptions, classroom routines, and contextual factors that influence behavior. A single-method approach could not capture this complexity effectively.

The qualitative component—through semi-structured interviews, classroom observations, and document analysis—enabled the researcher to explore teachers' experiences, strategies, and reflections in depth. Teachers' narratives provided insight into their decision-making, classroom management philosophies, and challenges faced in implementing structured activities. Observations of learner behavior offered real-time evidence of how these routines translated into actual classroom outcomes, while lesson plans and schedules highlighted the structural frameworks supporting these interventions.

On the other hand, the descriptive method in this study was used to describe the classroom behaviors of kindergarten pupils, the different structured activities utilized by teachers, and the challenges encountered by them when structured activities were employed.

By integrating both qualitative and quantitative data, the mixed-method approach strengthened the validity and reliability of the study. It enabled triangulation, where multiple sources of evidence were compared to identify consistent patterns, reducing bias and increasing confidence in the results. Furthermore, this design facilitated the identification of nuanced relationships between structured activities, teacher strategies, and learner behavior that might have been overlooked if only one method was employed.

The respondents of this study were primarily comprised of 20 kindergarten teachers from Prieto-Díaz District School who have direct experience in managing challenging behaviors through structured classroom activities. These teachers were selected through purposive sampling to ensure they have at least one year of teaching experience in kindergarten and are actively implementing behavior management strategies.

IV. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered by the researcher from the respondents. These data are analyzed and interpreted in this section.

A. *The Common Classroom Behaviors Exhibited by Kindergarten Pupils.*

Understanding the common classroom behaviors of kindergarten pupils is essential for developing effective classroom management strategies and providing developmentally appropriate guidance. At this early stage of learning, children display a variety of behaviors that reflect their cognitive, social, emotional, and physical development.

Some of these behaviors, while often perceived as disruptive, are natural expressions of curiosity, energy, and emerging social skills. Identifying the frequency and nature of these behaviors allows educators to implement structured activities that serve as behavioral scaffolds, guiding pupils toward positive engagement, self-regulation, and productive participation in the classroom environment. There are four classifications of Classroom Behaviors Exhibited by Kindergarten Pupils:

The active behavior category refers to children who display high levels of energy, enthusiasm, and constant movement within the classroom. These pupils eagerly participate in activities but may become restless or overly excited, requiring periodic redirection to stay focused. For example, an active child may frequently move around the room or talk continuously during lessons out of eagerness rather than defiance.

In contrast, destructive behavior involves actions that damage materials, disrupt activities, or interfere with the learning environment. These behaviors often arise from frustration or difficulty regulating emotions. A child exhibiting destructive behavior may tear papers, throw objects, or intentionally break classroom materials when tasks become challenging.

On the other hand, withdrawn behavior is characterized by social disengagement and reluctance to participate in classroom activities. Children who demonstrate this behavior tend to isolate themselves, avoid interaction, and show minimal involvement even when encouraged by the teacher. For instance, a withdrawn pupil may sit quietly in a corner, avoid eye contact, or refrain from joining group work.

Lastly, aggressive behavior includes verbal or physical actions intended to harm, intimidate, or assert dominance over others. These behaviors often stem from unresolved emotions or difficulty managing frustration. An aggressive child may hit, push, shout at classmates, or use hurtful language during conflicts, negatively affecting both peers and the learning climate.

Table 1 reveals the common challenging behaviors of kindergarten pupils. As gleaned from the table, among the common challenging behaviors is being playful, classified as Active, with a frequency of 20 and ranked 1st. This result suggests that being a child, it is normal for them to play. It is followed by alertness with a frequency of 19, also classified as Active and ranked 2nd, and being talkative (Destructive) with a frequency of 17 and ranked 3rd. Other indicators are being inattentive (Withdrawn) with a frequency of 16, and ranked 4th, and showing tantrums with a frequency of 15, and ranked 5th, classified as Aggressive.

Playfulness and alertness are expected manifestations at this stage because children naturally explore their environment through play and physical activity; thus, these behaviors often emerge when classroom tasks do not fully accommodate their developmental need for movement and hands-on learning. Talkativeness, on the other hand, reflects

emerging language and social skills, which intensify when children seek interaction or clarification but lack structured opportunities to express themselves.

Meanwhile, inattentiveness may result when activities are too long, too difficult, unengaging, or not developmentally appropriate, causing learners to lose focus due to the limited attention span typical of kindergarten pupils. Tantrums, likewise, commonly occur when children struggle with emotional regulation, experience frustration, or face unclear expectations and abrupt transitions. For instance, in a typical kindergarten classroom, a pupil may become overly playful or talkative during an unstructured transition period, yet once the teacher implements a structured activity—such as a guided movement game, a group role-play, or a visual schedule—the pupil becomes more focused and cooperative.

Table 1 Common Classroom Behaviors Exhibited by Kindergarten Pupils

Indicators	Classification	Frequency	Rank
Playful	Active	20	1
Alertness (excessively energetic, hard to settle down)	Active	19	2
Talkative (talks excessively, interrupts others)	Destructive	17	3
Inattentive (easily distracted, difficulty focusing)	Withdrawn	16	4
Showing tantrums	Aggressive	15	5
Seeking attention (frequently calls the teacher’s focus, interrupts)	Withdrawn	14	6
Restless (cannot stay seated, roams around)	Withdrawn	13	7
Quarrelsome (argues, fights with classmates)	Aggressive	12	8
Shy/Withdrawn (avoids participation, isolates from peers)	Withdrawn	11	9
Disobedient (does not follow instructions)	Withdrawn	10	10
Aggressive (physically or verbally harmful)	Aggressive	8	11.5
Dependent (relies too much on teacher or peers)	Withdrawn	8	11.5

This scenario demonstrates how structured activities serve as a behavioral scaffold, helping young learners regulate their actions, follow routines, and engage meaningfully with classroom tasks. The data suggest that the observed challenging behaviors stem from age-appropriate developmental characteristics, and their management depends greatly on the teacher’s use of structured, intentional activities that guide pupils toward positive behavioral outcomes.

These practices are consistent with Philippine education laws and policies, which advocate for developmentally appropriate and play-based approaches; specifically, the Kindergarten Education Act (RA 10157), the DepEd Omnibus Policy on Kindergarten Education (DO 47, s. 2016), and the Early Years Act (RA 10410) provide the legal and policy framework supporting the use of structured activities to scaffold and guide pupils’ behavior in the classroom.

Furthermore, three (3) more indicators are shown by the kindergarten pupils. These are seeking attention with a frequency of 14, ranked 6th (Withdrawn), restlessness with a frequency of 13, ranked 7th (Withdrawn), and quarrelsome with a frequency of 12, ranked 8th (Aggressive). Usually, kindergarten pupils seek attention by calling the teacher’s

focus, by roaming around, and by disturbing peers. And, even to the extent of quarreling with classmates.

On the other hand, being shy / withdrawn with a frequency of 11, ranked 9th (Withdrawn), and disobedient with a frequency of 10, ranked 10th (Withdrawn). These results indicate what the teacher will do with these kinds of behaviors of pupils to overcome shyness and be obedient to teachers. These behaviors are to be given more attention to for the pupils to participate and learn. The last two (2) indicators, both with a frequency of 8 and ranked 11.5th (Aggressive) for aggressive and (Withdrawn) for dependent. These results imply how the teacher will handle these two kinds of behaviors properly, making any harmful effects on the pupil.

Recent studies support the present results that kindergarten pupils exhibit behaviors such as playfulness, activeness, talkativeness, inattentiveness, and occasional tantrums, which can be addressed through structured or play-based activities. Bredikyte and Brandisauskiene found that pretend play significantly enhanced children’s self-regulation skills, indicating that playful behaviors can be scaffolded into purposeful learning experiences to improve attention and emotional control.

Similarly, Cámara-Martínez, Ruiz-Ariza, Suárez-Manzano, Cruz-Cantero, and Martínez-López reported that integrating active, playful math games in preschool led to improvements in social skills, self-esteem, and self-concept, showing that active and talkative behaviors can be channeled positively when embedded in structured classroom activities.

Moreover, Lambert, DiCarlo, and Rueter demonstrated that structured games designed to increase inhibitory control helped kindergarten-aged children manage impulses and improve focus, supporting the notion that inattentiveness and emotional outbursts such as tantrums can be mitigated through intentional activity design. Collectively, these studies reinforce the idea that the challenging behaviors observed in the present study are largely age-appropriate and can be effectively guided through structured, developmentally appropriate classroom practices.

B. The Different Structured Activities Utilized by Teachers to Address the Classroom Behaviors of Kindergarten Pupils

In the kindergarten classroom, children's energy and curiosity often show up as playful, talkative, or inattentive behavior. While these are normal aspects of early childhood development, they can sometimes make it challenging for teachers to maintain focus and order. To help guide these behaviors positively, teachers use structured activities that

provide clear routines, engaging tasks, and opportunities for meaningful interaction.

These activities act as a behavioral scaffold, helping children channel their energy, practice self-control, and participate more effectively in learning. Understanding the different types of structured activities that teachers use gives insight into practical strategies that support not only classroom management but also the social, emotional, and cognitive growth of young learners.

Table 2 examines the different structured activities utilized by teachers to address the challenging behaviors of kindergarten pupils. It is of interest to note that four (4) indicators tied for rank 2.5th with a frequency of 19. These are singing and action songs, art and craft activities, structured play, and circle time/sharing time.

Singing and action songs are often used at the beginning or between lessons to capture children's attention, introduce concepts, and provide movement breaks. This activity allows pupils to expend energy in a controlled manner, practice rhythm and coordination, and improve listening skills. Art and craft activities engage pupils in hands-on creation, promoting fine motor skills, focus, and self-expression while providing a calm, structured environment that reduces restlessness and impulsive behavior.

Table 2. Different Structured Activities Utilized by Teachers to Address the Classroom Behaviors of Kindergarten Pupils

Indicators	Frequency	Rank
Singing and Active Singing	19	2.5
Art and Craft Activities	19	2.5
Structured Play	19	2.5
Circle Time / Sharing Time	19	2.5
Group Games	18	6.5
Reward System	18	6.5
Movement Activities	18	6.5
Differentiated Activities	18	6.5
Storytelling	16	9
Story-based Moral Lessons	12	10
Breathing Exercises / Relaxation	10	11.5
Classroom Jobs / Responsibilities	10	11.5
Role-playing / Dramatization	7	13

Structured play involves teacher-guided games or role-playing activities with clear rules and objectives, enabling children to practice turn-taking, cooperation, problem-solving, and emotional regulation while still enjoying active engagement. Finally, circle time/sharing time provides a routine opportunity for children to communicate thoughts, feelings, or experiences in a group setting, fostering social skills, empathy, and attentive listening while giving pupils a structured outlet for talkativeness.

Collectively, these activities illustrate how teachers implement developmentally appropriate strategies that serve as behavioral scaffolds, helping young learners channel energy and curiosity into purposeful learning experiences. Each activity not only addresses specific challenging

behaviors but also supports broader social, emotional, and cognitive development, reinforcing the classroom as a positive and engaging learning environment.

The next group of structured activities utilized by teachers to address the challenging behaviors of kindergarten pupils is also four (4) indicators with a frequency of 18 and tied for the rank 6.5th. These four indicators are group games, reward system, movement activities, and differentiated activities.

Meanwhile, storytelling with a frequency of 16 and ranked 9th. In this activity, the teacher tells an interesting story to catch the attention of pupils and bring them into focus. Thereby, redirecting the pupils from their challenging

behavior. Another structured activity is story-based moral lessons, with a frequency of 12 and ranked 10th. This is to reinforce the proper behavior of pupils. This activity is carried out by discussing the story with the pupils, asking reflective questions about the characters' choices, and guiding children to connect the moral lessons to their own actions, thereby promoting self-awareness, empathy, and behavioral regulation.

These activities illustrate the teacher's strategic use of behavioral scaffolds that engage pupils in meaningful, developmentally appropriate experiences while redirecting challenging behaviors toward positive outcomes. These practices are aligned with Philippine education policies, particularly the Kindergarten Education Act (RA 10157), the DepEd Omnibus Policy on Kindergarten Education (DO 47, s. 2016), and the Early Years Act (RA 10410), which emphasize play-based, structured, and developmentally appropriate activities to support the holistic development of young learners.

Two (2) more indicators, both with a frequency of 10 and tied for ranked 11.5th, are breathing exercises/relaxation and classroom jobs/responsibilities. The purpose of breathing exercises/relaxation is to manage tantrums and restlessness of pupils while for classroom jobs/responsibilities is to lessen dependence and promote responsibility of pupils. The last in rank of 13 and a frequency of 7 is role-playing/dramatization. The purpose of this structured activity is to teach empathy and social skills to pupils.

Some studies support the present findings that structured activities such as group games, reward systems, movement activities, differentiated tasks, storytelling, and story-based moral lessons are effective in managing challenging behaviors among kindergarten pupils. Larose, Ouellet-Morin, Vergunst, et al. found that a structured social skills training program implemented in early childhood classrooms significantly reduced disruptive behaviors among preschool girls, demonstrating that guided group-based activities can foster self-regulation and cooperative behavior.

Similarly, Badau and Trifan reported that a structured social-emotional curriculum for kindergarten-aged children improved socio-emotional skills and decreased maladaptive behaviors, highlighting the positive impact of intentional, teacher-led interventions on managing attention, impulsiveness, and social interactions.

In contrast, a study by Kucirkova, Messer, Sheehy, and Flewitt examining digital storytelling interventions showed mixed results: while some children exhibited improved engagement and comprehension, others displayed increased off-task behavior, suggesting that the effectiveness of storytelling activities depends on implementation quality, guidance, and developmental readiness. Collectively, these studies reinforce that structured activities serve as behavioral scaffolds in the classroom, providing purposeful outlets for energy, promoting self-regulation, and guiding pupils toward socially and academically positive behaviors.

C. How do Structured Activities Address the Classroom Behavior of Kindergarten Pupils

Structured activities really address the behavior of kindergarten pupils as reported by the participants of this study. After synthesizing participants' responses, the following themes emerged. These are Learning Environment, positively using energy, and Utilizing Positive Strategies.

➤ Optimizing Learning Environment for Kindergarten Success

Most of the participants agree that the learning environment is the key to how structured activities could address the behavior of the kindergarten pupils. Participant 11 shared, "*Structured activities can address the behavior of kindergarten pupils by providing a predictable environment that fosters the development of self-regulation, social skills, and emotional control.*" Participant 18 added, "*Structured activities are highly effective for managing the behavior of kindergarten pupils because they create a predictable and secure environment that fosters self-regulation and teaches key social skills.*" In the same manner, Participant 9 mentioned, "*Structured activities can address the behavior of kindergarten pupils through a conducive learning environment that will develop the social, emotional, and behavioral skills, including empathy, self-regulation, and cooperation.*"

Moreover, four (4) more participants shared their insights about this topic. Participant 19 mentioned, "*Structured activities promote a positive learning environment and encourage pupils to participate.*" Participant 4, on the other hand, stated, "*These activities ensured that the learning environment remains systematic and organized, minimizing potential disturbances.*" Participant 7 added, "*Structured activities provide an organized environment which helps kindergarten pupils understand expectations and boundaries.*" Finally, Participant 16 conveyed, "*These activities create a balanced and positive learning environment that supports both discipline and enjoyment.*"

Teachers emphasized that the learning environment plays a crucial role in managing kindergarten pupils' behavior through structured activities. They noted that such activities create a predictable, organized, and supportive environment that fosters self-regulation, social skills, emotional control, and cooperation. Structured activities also help clarify expectations, minimize disruptions, encourage participation, and balance discipline with enjoyment, ultimately supporting both behavioral management and holistic child development.

Teachers strongly agree that the learning environment is central to managing kindergarten pupils' behavior through structured activities. They highlighted that such activities create a predictable, organized, and supportive setting that promotes self-regulation, social and emotional skills, empathy, cooperation, and understanding of classroom expectations. Additionally, structured activities help minimize disruptions, encourage active participation, and maintain a balance between discipline and enjoyment,

ultimately fostering both behavioral management and holistic development in young learners.

Recent studies support the teachers' experiences that a structured and predictable classroom environment plays a major role in helping young children manage their behavior and develop positive social and emotional skills. Howard, et.al (2020) found that when teachers intentionally planned routines and structured activities, children showed noticeable improvements in self-regulation, meaning they were better able to control their actions and emotions during the school day.

Korucu et al. also showed that children who developed stronger self-regulation tended to demonstrate better social-emotional skills overall, such as cooperating with classmates and handling challenges more calmly. A study by Öngören further supported this by showing that teachers themselves often rely on structured activities—like guided games and storytelling—to help young learners understand expectations and practice appropriate behavior, mirroring the approaches described by the teachers in the present study.

Ren, Borules, and Heung also emphasized that consistent routines create a sense of safety and predictability, which helps children feel secure enough to participate, follow rules, and engage positively with others. Taken together, these studies show that structured activities and organized learning environments are not just helpful but essential in guiding young children toward better behavior, emotional growth, and successful social interactions.

➤ *Transforming Energy into Meaningful Action*

Most of the participants agreed to use energy in a positive way. These can be done through assigning pupils' roles, tasks, and establishing routines inside the classroom. Participant 2 cited, "*Movement and physical activities help me manage restlessness and hyperactivity by allowing children to use their energy in a positive way.*" These were also the sentiments of Participant 12, 11, and 3. Teacher 12 mentioned, "*Structured activities redirect energy in a positive way and teach moral values. As a result, pupils become more engaged and better behaved in class.*"

Participant 11 elaborated, "*Structured activities guide pupils to express their emotions and energy in positive ways. These activities established clear routines and expectations, allowing children to understand limits and practice self-control. They also teach social skills such as sharing, patience, and respect.*" Participant 3 pointed, "*These structured activities help guide children's behavior by giving them clear routines and engaging tasks. They learn to follow rules, cooperate with others, and positively express their feelings. Over time, this helps reduce challenging behaviors and encourages self-control and responsibility.*"

Four (4) more participants zeroed in on routines as essential for teachers on how structured activities can address the behavior of kindergarten pupils. These were emphasized by teachers 6, 10, 13, and 15. Participant 6 narrated, "*Structured activities shaped the behavior of kindergarten*

pupils by offering organized routines and clear guidelines to follow." Participant 10 affirmed, "*By following rules and routines, children learn to manage their emotions and behaviors. It also teaches children to cooperate, respect others' space, and develop social skills, learn to control their impulses, which leads to learning.*" Participant 13 likewise stressed, "*These activities established clear routines and expectations allowing children to understand limits and practice self-control.*" Participant 15 agreed, "*Structured activities address the behavior of kindergarten pupils by providing predictability and routine.*"

Furthermore, three (3) more participants believed that engaging children in tasks or roles would address the challenging behaviors. These were underscored by teachers 4, 5, and 14. Participant 4 shared, "*Through engaging activities, learners develop greater interest in learning and actively participate in class discussion.*" Similarly, Participant 14 said, "*Encourage responsibility and independence, such as assigning roles or tasks, teaches dependent or impulse learners to take ownership of their actions.*" Finally, Participant 5 simply put, "*Structured activities help children understand roles and expectations, thus reducing misbehavior.*"

Teachers emphasized that structured activities help kindergarten pupils use their energy in positive and productive ways. Assigning roles, tasks, and establishing clear routines allows children to channel restlessness and hyperactivity into meaningful engagement. These activities guide pupils to practice self-control, follow rules, cooperate with peers, and express emotions appropriately, while also fostering social skills such as sharing, patience, and respect. Participants noted that predictable routines and organized tasks help children understand limits, take responsibility, and develop independence, ultimately reducing challenging behaviors and promoting positive classroom participation.

Research backs up the teachers' observations that structured routines, roles, and physical movement are powerful ways to channel kindergarteners' energy into positive, orderly behavior. A systematic review by Wood et al. shows that physical activity in young children is strongly linked to improved self-regulation — when kids move and play, they can better manage their attention, impulses, and emotions.

In a more applied setting, Romero-Ayuso et al.ⁱⁱ ran a school-based program with structured sessions and found real gains in self-control and social interaction, echoing teachers' reports of engagement, cooperation, and self-direction. Similarly, Whitebread et al. showed through a musical play intervention that rule-based play helps children regulate their emotions, motivation, and behavior, supporting the notion that play with structure teaches impulse control and respectful interaction.

Meanwhile, Stefanović, Đorđević, and Ilić demonstrated that predictable daily routines in preschool are key for meaningful engagement and behavioral stability, which aligns with assigning roles and tasks to give children

purpose and boundaries. Finally, research published in *Early Education & Development*ⁱⁱⁱ underscores the long-term importance of early self-regulation: children who lack these preschool skills are far more likely to exhibit hyperactivity and conduct problems later on. In sum, these studies affirm that structured activities, roles, and routines not only redirect children’s energy but also build the self-regulatory foundation they need for positive behavior and social development.

➤ *Utilizing Positive Strategies*

Strategies thought by teachers on how structured activities could address the behavior of kindergarten pupils were manifested by Participant 4, 6, 8, 17, and 20. Teacher 4 echoed, *“Addressing learners’ behaviors can be done through positive strategies such as calling their attention calmly, enforcing classroom rules, using songs and dances, and conducting interactive games. A reward system also helps motivate learners to participate actively and demonstrate good behavior.”* Participant 8 agreed, *“By telling stories and singing action songs, the attention of the kindergarten pupils is caught, especially when the story is about their interests.”* On a similar note, teacher 6 shared, *“Through planned play experiences, pupils learn to control their emotions and respond appropriately in different situations.”* Participant 20 added, *“Through these games, they learn to work together, share, and practice patience while enjoying the activity.”* Meanwhile, Participant 17 argued, *“Setting clear expectations, using positive reinforcement, praise, and building strong relationships will inspire the pupils to be more productive and responsible.”*

Teachers highlighted that structured activities can effectively address challenging behaviors in kindergarten pupils when combined with positive strategies. These strategies include calmly redirecting attention, reinforcing classroom rules, using songs, dances, storytelling, and interactive games, as well as implementing reward systems and praise. Participants emphasized that such approaches help pupils learn self-control, cooperate with others, practice patience, and take responsibility, while also fostering engagement, enjoyment, and productive participation in the classroom. Thus, positive strategies complement structured activities by guiding children toward desirable behaviors in a supportive and motivating environment.

Evidence from current research highlights the significant impact of structured activities and positive strategies on managing kindergarten pupils’ behavior. Howard, Vasseleu, and Batterham found that embedding self-regulation activities into daily preschool routines led to significant improvements in children’s executive function, highlighting the importance of predictable routines and structured classroom environments in promoting behavioral control.

Similarly, Badau and Trifan reported that implementing a social-emotional learning program reduced maladaptive behaviors and enhanced social-emotional skills among preschoolers, aligning with teachers’ observations that activities such as role assignments, reward systems, and interactive games foster self-control, cooperation, and emotional regulation.

In addition, a study on the Second Step program showed moderate to large improvements in behavior and social-emotional competencies in kindergarten-aged children, demonstrating that structured social-emotional interventions, including storytelling, moral lessons, and group activities, are effective in reducing challenging behaviors and promoting positive classroom engagement.

D. The Challenges Encountered by Teachers when Structured Activities are Employed in Managing Kindergarten Classroom Behaviors

While structured activities are effective in guiding the behavior of kindergarten pupils, teachers encounter several challenges in their implementation. Managing a classroom of young learners requires balancing the children’s energy, attention span, and diverse developmental needs, which can make the consistent application of structured activities difficult.

Teachers may face obstacles such as maintaining pupil engagement, ensuring all children understand routines and expectations, and adapting activities to meet individual learning abilities. Recognizing these challenges is essential for understanding the practical realities of behavior management in early childhood classrooms and for developing strategies that enhance the effectiveness of structured activities.

Table 3. Challenges Encountered by Teachers When Structured Activities are Employed in Managing Kindergarten Classroom Behaviors

Indicators	Frequency	Rank
Limited teaching resources or materials	18	1
Lack of time to implement activities effectively	13	3
Insufficient classroom space for activities	13	3
Pupils’ varied learning needs and behaviors make activities less effective	13	3
Overlapping of activities with academic requirements	12	5.5
Limited training or exposure to effective, structured activities	12	5.5
Lack of support from parents/guardians at home	11	7
Difficulty in sustaining pupils’ attention during activities	10	8
Teacher fatigue or workload issues	7	9
Large class size makes management difficult	6	10
Learner’s difficulty in maintaining focus and following routines	5	11

Table 3 presents the challenges encountered by teachers when structured activities are employed in managing kindergarten classroom behaviors. As shown in the table, limited teaching resources or materials topped among the indicators with a frequency of 10.

This difficulty arises because many structured activities—such as group games, art and craft projects, storytelling, and differentiated tasks—require specific materials, visual aids, and learning tools to engage young learners effectively. When these resources are lacking, teachers may struggle to carry out activities as planned, which can reduce children's focus and participation.

Limited materials also restrict the variety and creativity of activities, making it harder to meet the different learning styles and behavioral needs of pupils. Without proper resources, children may become restless, distracted, or frustrated, which can increase off-task behavior. This emphasizes the importance of ensuring that classrooms are equipped with adequate and developmentally appropriate materials, allowing teachers to implement structured activities successfully and foster self-regulation, social skills, and positive behavior in kindergarten pupils.

Three indicators, each with a frequency of 13 and tied for 3rd rank, include pupils' varied learning needs and behaviors, insufficient classroom space for activities, and lack of time to implement activities effectively. These factors are considered challenges because they directly affect how well-structured activities can be carried out in the classroom.

Pupils' varied learning needs and behaviors make it difficult for teachers to design activities that engage all children equally, as some may require additional support while others may complete tasks more quickly, leading to differences in participation and focus. Insufficient classroom space limits the types of activities that can be performed, especially movement-based or group games, restricting opportunities for children to practice social skills, cooperation, and self-regulation. Likewise, a lack of time to implement activities effectively prevents teachers from completing structured lessons as planned, reducing the overall impact on behavior management and learning outcomes.

These results implied that teachers know how to deal with the challenging behaviors of pupils because of their differences in terms of learning needs/behaviors. Likewise, proper scheduling of activities for the day and a bigger space for activities.

Two (2) additional challenges, both with a frequency of 12 and tied for rank 5.5th, are overlapping activities with academic requirements and limited training or exposure to effective structured activities. Overlapping activities occur when teachers try to integrate structured behavior-management activities alongside academic lessons, which can lead to time conflicts and reduced effectiveness for both academic learning and behavioral guidance. Pupils may feel rushed or overwhelmed, and teachers may struggle to balance instructional goals with behavioral strategies.

Limited training or exposure to effective structured activities is another significant challenge, as teachers who are not fully familiar with best practices may find it difficult to design and implement activities that engage children, address diverse behaviors, and promote social-emotional development. These challenges can be addressed by providing professional development opportunities focused on structured activity design and implementation, offering guidelines for integrating activities within academic schedules, and allowing teachers access to practical resources, templates, and collaborative planning sessions. Such support can empower educators to implement structured activities confidently, ensuring both academic and behavioral objectives are met while catering to the developmental needs of all kindergarten pupils.

Furthermore, three (3) more indicators served as challenges, which involved the parents, pupils, and the teacher himself. These are a lack of support from parents/guardians at home with a frequency of 11 and ranked 7th, difficulty in sustaining pupils' attention during activities with the frequency of 10 and ranked 8th, and teacher fatigue or workload issues with a frequency of 7 and ranked 9th.

A lack of support from parents or guardians at home, with a frequency of 11 and ranked 7th, creates difficulty because children may not receive reinforcement for positive behaviors or structured routines outside the classroom. Without parental reinforcement, teachers may find it harder to maintain consistency, as children might revert to undesirable behaviors when at home, which undermines classroom management efforts.

Difficulty in sustaining pupils' attention during activities, with a frequency of 10 and ranked 8th, is another major challenge, as young children naturally have short attention spans and can become easily distracted. This requires teachers to repeatedly redirect students, which interrupts the flow of activities and reduces their effectiveness.

Teacher fatigue or workload issues, with a frequency of 7 and ranked 9th, make it challenging to plan, prepare, and consistently implement structured activities. Managing multiple responsibilities, including academic instruction and behavior guidance, can lead to stress and burnout, which may compromise the teacher's ability to maintain a supportive and organized learning environment. Together, these challenges highlight how factors beyond the classroom—including home support, pupil attention, and teacher capacity—can significantly influence the success of structured activities in managing kindergarten behavior.

Another two (2) indicators are that large class size makes management difficult, with a frequency of 5, and ranked 11th. Managing a classroom with many pupils can be difficult because it limits the teacher's ability to provide individual attention, closely monitor behavior, and respond promptly to disruptions. In large classes, it is harder to implement structured activities effectively, as activities that

require guidance, turn-taking, or close supervision may become chaotic or less engaging.

Teachers may also struggle to accommodate diverse learning needs, ensure that all children are participating appropriately, and maintain consistent routines, which can lead to increased misbehavior and reduced effectiveness of behavior management strategies. Consequently, large class sizes pose a significant challenge to maintaining a well-structured, supportive, and orderly learning environment for kindergarten pupils.

Another challenge is when learners do not pay attention to activities, and much simpler routines are not followed. This occurs because kindergarten pupils are naturally energetic, curious, and easily distracted, making sustained focus difficult. When children do not engage with structured activities or ignore routines, it disrupts the flow of the lesson and reduces the effectiveness of behavior management strategies.

Teachers may find it challenging to redirect off-task pupils repeatedly, which can slow down classroom progress, increase frustration, and make it harder to maintain order. Additionally, when basic routines are not followed, other children may also become distracted or confused, further complicating classroom management. This emphasizes the need for carefully designed activities, consistent guidance, and clear expectations to help pupils focus and internalize desired behaviors.

In exploring the challenges that teachers face—such as lack of parental support, difficulty sustaining pupils' attention, and teacher fatigue—recent research provides valuable insights. For instance, Kwon, Ford, et al documented that early childhood teachers reported high stress and burnout, especially when workload was heavy, resources were limited, and class sizes were large factors that mirror the fatigue and workload issues raised by your participants.

In another study, the Early Childhood Education Journal survey found that kindergarten teachers often use classroom-based breaks (like physical activity breaks or dancing) because children's attention regulation improves with age, but managing these breaks is more difficult when children's attention is particularly short, reinforcing your challenge about sustaining attention.

Conversely, Fiedacan and Fetizanan, et al conducted a case study in the Philippines showing that short attention spans in kindergarteners were often due to lack of interest in the activity, poor health, and overexposure to electronic gadgets; they also noted that enjoyable routines like singing/dancing and positive reinforcement helped improve attention, supporting your finding that structured activities—but without home support—may still struggle. Taken together, these studies underline that teacher stress, pupil attention span, and home support are deeply interconnected and can significantly influence the effectiveness of structured behavior-management strategies.

E. Innovative Intervention Activities Could Be Designed in Managing Kindergarten Classroom Behaviors.

The “Innovative Intervention Activities to Managing Kindergarten Classroom Behaviors” training program is designed to support kindergarten teachers in effectively addressing behaviors in their classrooms. Kindergarten learners naturally display behaviors such as impulsivity, refusal to follow instructions, frequent interruptions, and difficulty in transitioning, which can disrupt classroom routines and require teacher intervention. This program focuses on equipping teachers with structured routines, behavior scaffolding techniques, and innovative engagement strategies to manage these behaviors in a practical, child-centered way.

Through hands-on workshops, role-playing, brainstorming sessions, and reflective exercises, teachers learn how to implement structured activities that guide learners' behavior, maintain classroom order, and foster positive social and emotional development. The program also directly addresses challenges teachers face in employing structured activities—such as limited resources, diverse learner needs, time constraints, and maintaining consistency—by providing adaptable strategies, collaborative problem-solving opportunities, and reflective practices. By building teacher confidence and competence, this training helps create a predictable, nurturing, and engaging classroom environment that supports both learning and holistic development for kindergarten learners.

V. CONCLUSION AND RECOMMENDATION

The following conclusions were drawn from the present endeavor:

- Playful and active behaviors are the most common among kindergarten pupils, indicating that high energy and social engagement are typical at this developmental stage, whereas intense emotional outbursts, such as tantrums, occur less frequently.
- Teachers primarily utilize interactive and engaging structured activities—such as singing, action songs, art and craft, structured play, and circle time—to manage challenging behaviors, while activities like story-based moral lessons are less frequently employed.
- Creating a predictable and organized learning environment is the most effective way structured activities help manage behavior, though strategies that guide pupils to follow routines and complete tasks independently require more consistent implementation.
- Limited teaching resources or materials pose the most significant challenge to teachers in implementing structured activities, whereas large class sizes and learners not following routines are less frequent obstacles.
- Innovative intervention activities such as singing, action songs, art and craft, structured play, and circle time designed by teachers for managing kindergarten behaviors are proposed.

The following recommendations were necessary for the present study:

- Playful and active behaviors of kindergarten pupils be monitored through engaging classroom activities that help them learn self-regulation and social skills.
- Structured activities like singing, action songs, art and craft, structured play, and circle time be regularly implemented to support positive behavior, while moral lessons gently reinforce values.
- Structured and organized activities be maintained to help children feel secure, understand expectations, and develop independence.
- Adequate teaching resources, materials, and teacher training be provided so that structured activities can run smoothly and effectively.
- Proposed Innovative Intervention Activities in managing kindergarten behaviors such as singing, action songs, art and craft, structured play, and circle time be implemented in schools.

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