



ROLE OF TEACHERS IN NURTURING THE PERFORMANCE OF KINDERGARTEN LEARNERS: BASIS FOR INTERVENTION PROGRAM

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ABSTRACT

The relationship between teacher and student is an important aspect of early childhood education, providing a relational setting in which kindergarten learners develop socially, emotionally, cognitively, and linguistically. The quality of the teacher-student connection and its correlation with the performance of kindergarten learners at selected private schools in Imus City, Cavite, Philippines, were the focus of this study. A descriptive-correlational research approach was utilized in the study. The professional profiles of the teachers, the quality of teacher-student relationships, and the developmental performance of the learners in the social-emotional, cognitive, and language/communication domains were examined. The results indicate that kindergarten teachers were typically qualified and experienced, but there was minimal participation in abroad training. Generally, the interactions between the teacher and students were evaluated as good. However, the areas that needed strengthening were trust-building, attentive listening, consistency, and behavior Management. It was commonly found that kindergarten learners functioned appropriately across the examined developmental domains. Some selected teacher profile features showed significant differences in the quality of teacher-student connection, indicating the importance of personality and professional qualities for relational practice. However, the quality of teacher-student interaction was not statistically significantly correlated with learner performance ($r = 0.091$, $p = 0.323$). These findings may reflect the influence of multiple developmental, teaching, family, and contextual factors rather than solely the teacher-student relationship. Based on the results, an intervention plan has been recommended: ongoing professional development and mentoring among teachers; teacher wellbeing; partnership between school and home; adaptable student-friendly instruction; and better instructional materials. Adding localized information to a field of study and contributing contextually grounded suggestions, especially for topics like the teacher-student relationship and other surrounding positive experiences that contribute to better conditions for learning at home and at the learning institution.

KEYWORDS: Kindergarten Learners; Teacher-Student Relationships; Learner Performance; Early Childhood Education; Teacher Professional Development; Teacher Well-Being; Family-School Collaboration; Intervention Program

I. INTRODUCTION

Kindergarten is a significant milestone in early childhood education because it provides young children with a structured environment in which they can learn new ideas, make connections with others, and develop emotionally. The relationship between teachers and students is critical at this stage of development since it influences both their academic and social performance (Endedijk et al., 2022). To enhance relational barriers and teacher-student rapport, it is necessary to engage in social perspective-taking, which is the ability to grasp students' unique ideas, emotions, and intentions, thereby improving these interpersonal relationships (Gehlbach et al., 2023). Additionally, relational classroom Management and teachers' social-emotional competence create an emotionally secure setting that, in turn, facilitates engagement in learning and academic performance among young students (Brown et al., 2025). There is evidence that structural and process quality in early education directly supports developmental competencies, but further empirical inquiry is necessary to understand how specific teacher profiles and interaction styles drive early childhood progress within localized school settings (Burchinal et al., 2021).

Consequently, the purpose of this study was to assess the correlation between teacher-student interaction and academic development among kindergarten children in selected private

schools in Alapan City, Division of Imus, Cavite, school year 2025-2026. For this study, a descriptive-correlational research design was used to determine the demographic data of teachers in terms of age, educational attainment, teaching experience, and training, as well as relational quality variables, including emotional support, classroom communication, learning engagement, respect and trust, and behavioral Management. Lastly, the findings of this study serve as the basis for developing an intervention program.

1.1 Statement of the Problem

This study aims to examine the quality of teacher-student relationships in kindergarten classrooms and its relationship with the performance of kindergarten learners. Specifically, it seeks to answer the following questions:

1. What is the profile of the kindergarten teachers in terms of age, highest educational attainment, number of years of teaching, relevant training attended, and challenges in nurturing positive relationships with students?
2. What is the quality of teacher-student relationships manifested in kindergarten classrooms in terms of emotional support, classroom communication, learning engagement, trust and respect, and behavior management style?



3. What is the level of performance of kindergarten learners as observed by the teachers in terms of social and emotional development, cognitive development, and language and communication?
4. Is there a significant difference in the quality of teacher-student relationships manifested in kindergarten classrooms when grouped according to the teachers' profile?
5. Is there a significant relationship between the quality of teacher-student relationships manifested in kindergarten classrooms and the level of performance of kindergarten learners as observed by the teachers?
6. Based on the findings of the study, what intervention program may be developed to strengthen teacher-student relationships in the kindergarten classroom setting?

1.2 Hypotheses

1. There is no significant difference between teachers' profiles and the quality of teacher-student relationships in kindergarten classrooms.
2. There is no significant relationship between the quality of teacher-student relationships in kindergarten classrooms and kindergarten students' performance as observed by teachers.

2. REVIEW OF RELATED LITERATURES AND STUDIES

Teacher-child interactions are an important component of early childhood education because they impact children's social, emotional, behavioral, and intellectual experiences. We find recent longitudinal evidence that both closeness and conflict in student-teacher relationships are associated with children's outcomes across the early elementary years, demonstrating the enduring role of relationship quality during the transition from kindergarten onward (Ansari et al., 2025). Similarly, a meta-analysis of 297 studies indicated that the quality of the teacher-student relationship is associated with children's peer interactions, especially when unfavorable relational patterns, such as conflict, are present. These results show that teachers shape children's social experiences not only through teaching, but also through the quality of their interactions with particular children (Endedijk et al., 2022).

The quality of teacher-child relationships is also connected with children's developmental outcomes. In a meta-analysis of 24 studies with 67,919 participants, Zheng et al. (2023) reported that higher-quality teacher-child interactions were associated with children's language, mathematics, literacy, social development, and self-regulation. Similarly, Elizarov et al. (2024) discovered that the quality of teacher-child relationships was related to kindergarten children's academic engagement through classroom social conduct. These findings suggest excellent teacher-child interactions offer a crucial relational setting for young students to develop the social and behavioral abilities needed to be engaged participants in classroom learning.

The quality of teacher-child relationships is also related to children's academic progress and behavioral involvement. Li et al. (2022) explored longitudinal relationships among teacher-child relationship quality, behavioral engagement, and academic achievement, providing evidence for the link between

relationship quality and children's engagement and academic growth over time. This implies that the quality of teacher-child connections may be significant not only to children's immediate classroom experiences but also to their later participation in learning and academic advancement. The longitudinal view in Li et al. (2022) further supports the analysis of teacher-child connections as a key component of overall performance among kindergarten learners.

Differences in teachers' professional preparation and qualities may also explain differences in the quality of teacher-child relationships. Markowitz and Seyarto (2023) found that professional development was positively associated with the quality of teacher-child interaction among state pre-kindergarten teachers. Gehlbach et al. (2023) also found that professional development targeting social perspective-taking increased teachers' evaluations of their interactions with students and was related to favorable student outcomes. The results suggest that the educational preparation, professional experiences, and opportunities for relevant training among teachers may be key considerations when investigating disparities in the quality of teacher-student relationships.

The relational climate teachers create is equally important for children's social and behavioral development. Paes et al. (2023) observed that teacher-child conflict in preschool was associated with lower social skills in kindergarten, suggesting the potential importance of early relational interactions for children's subsequent adjustment. Consistent with this view, Endedijk et al. (2022) observed a connection between teacher-student relationship quality and children's peer relationships, with negative relational traits being more essential. These findings collectively emphasize the significance of promoting positive, respectful, and responsive teacher-child interactions during the early years.

Teacher-child relationships may affect a child's motivation and later achievements. Hiltunen et al. (2025) reported a link between Kindergarten conflict and both decreased task persistence and lower first-grade reading interest, the latter of which was also related to performance. Li et al. (2022) point out long-term connections among teacher-student relationship quality, behavioral engagement, and performance, showing that teacher-student relationships may simultaneously affect children's engagement and motivation across developmental stages of education.

The quality of the teacher-child relationship should not necessarily be viewed as the sole reason children differ from others in their functioning. In fact, Ramirez et al. (2025) documented relationship quality and kindergarteners' academic, social-emotional, and behavioral performance, and revealed differences in classroom relationships. This suggests that the relationship between a teacher and a child may be better influenced by context. It may be that instructional strategies, the characteristics of the child, the family environment, or the classroom environment have as much effect on the variability observed in kindergarteners' development as does the child's age.

II. RESEARCH METHODOLOGY

Research Design

The study employed a descriptive-correlational research design to describe the quality of teacher-student relationships



in kindergarten classrooms and determine their relationship with learners' performance. Data were collected using a questionnaire that measured teacher–student relationships and kindergarten learners' performance. This quantitative approach allows researchers to systematically collect and analyze numerical data to examine patterns and relationships among variables (Ghanad, 2023)

Population and Sampling

The study was conducted among kindergarten teachers from private schools in Alapan, District II, Division of Imus, Cavite. The respondents were selected using a stratified sampling technique. Five private schools in the area were included in the study, and kindergarten teachers from these schools served as the respondents.

Respondents of the Study

The study's respondents were 120 kindergarten teachers from selected private schools in Alapan, District II, Division of Imus, Cavite. They provided the data necessary to assess the quality of teacher–student relationships manifested in their kindergarten classrooms during the current school year.

Research Instrument

The main research instrument was the researcher-made questionnaire. It was divided into three parts. These parts are the respondents' demographic profile, teacher–student relationships (on the level of emotional supportiveness, teacher–student interaction within the classroom and its context, student engagement during learning activities, level of trust and respect, and teachers' approach to the Management of children's behavior), and the level of performance of kindergartners (on the skills and literacy and numeracy skills). Responses in this instrument used a four-point Likert scale, ranging from 1 (Strongly Disagree/Never Observed) to 4 (Strongly Agree/Always Observed).

Validation of the Instrument

The questionnaire created by the researcher was content-validated by professionals, including professors and experts in the field. All their feedback and suggestions were used in the improved questionnaire. The questionnaire was then tested, and its reliability was determined using Cronbach's alpha. Once a

satisfactory level of reliability was achieved, the questionnaire was ready for use in the study.

Data Gathering Procedure

Permission from the Division Office of Imus, Cavite, and the administrators of the chosen private schools in Alapan were requested after the approvals were obtained. Participants provided informed consent after being informed of the study's objectives, methods, and participation criteria. The process was completed within two weeks of the validated surveys being distributed. The SPSS statistical program was used to encode, tabulate, and analyze the gathered data. The conclusions, suggestions, and creation of the intervention program were all based on this dataset.

Statistical Treatment

Data were analyzed using descriptive and inferential statistical approaches suited to the study topics and the variables' level of measurement. Descriptive statistics, including frequency and percentage distributions, were used to describe the demographic profile of the kindergarten teachers in terms of age, highest educational attainment, years of teaching experience, relevant training attended, and challenges encountered in nurturing positive teacher–student relationships.

A weighted mean was used to assess the quality of teacher–child relationships in kindergarten classrooms, focusing on emotional support, classroom communication, involvement in learning, trust and respect, and behavior control style. It was also used to assess kindergarten learners' performance in literacy, numeracy, and cognitive skills, as observed by their teachers. Where appropriate, an independent-samples t-test was performed to assess whether there were significant differences in the quality of teacher–student relationships when kindergarten teachers were categorized by their demographic characteristics.

Pearson's product–moment correlation coefficient (Pearson's r) was used to examine the strength and significance of the association between the quality of teacher–student relationships and kindergarten learners' performance, as perceived by their teachers. All inferential statistics tests were evaluated at the specified level of significance. Depending on the p -values obtained, the respective null hypotheses were accepted or rejected.

III. RESULTS AND DISCUSSION

What is the profile of the kindergarten teachers in terms of Age, Highest educational attainment, Number of years of teaching, Relevant training attended, and Challenges in Nurturing Positive Relationships with Students?

Table 1
Demographic Profile of Kindergarten Teacher-Respondent

		Mean	Standard Deviation	Count	Column N %
Age		36.20	6.34		
Highest Educational Attainment	Bachelor's degree			67	55.8%
	Master's Degree			41	34.2%
	Doctoral Degree			12	10.0%
Number of Years in Teaching		6.59	4.21		
	Division			37	30.8%



Most Relevant Training Attended on Child	Regional			13	10.8%
	National			64	53.3%
	International			6	5.0%
Most Relevant Training Attended in Psychology	Division			33	27.5%
	Regional			14	11.7%
	National			65	54.2%
	International			8	6.7%
Most Relevant Training Attended on Early Childhood	Division			28	23.3%
	Regional			13	10.8%
	National			68	56.7%
	International			11	9.2%
Most Relevant Training Attended in Education	Division			32	26.7%
	Regional			7	5.8%
	National			72	60.0%
	International			9	7.5%
Challenges in Nurturing Positive Relationships with Students	Limited Instructional Materials			16	13.3%
	Big Class Size			5	4.2%
	Lack of Parental Support			62	51.7%
	Insufficient Training (New Trends)			11	9.2%
	Learner's Readiness			19	15.8%
	Learner's Misbehavior			7	5.8%

As shown in **Table 1**, the mean age of the Kindergarten teacher was 36.20, and the mean teaching experience was 6.59, implying the teaching force was fairly experienced. As for their educational background, 55.8% of teachers held a bachelor's degree, 34.2% held a master's degree, and 10% held a Ph.D., indicating the teaching workforce was, in most cases, adequately qualified. The overwhelming majority of the sample completed professional development work, especially on general education (60%), early childhood education (56.7%), Psychology (54.2%), and child development (53.3%), but training received abroad was minimal and provided a good chance of enhancing professional learning through various channels of education perspective.

The most commonly mentioned problem was lack of parental support (51.7%), followed by learner preparation (15.8%) and lack of instructional materials (13.3%). The

findings suggest that problems in developing strong teacher–student connections go beyond classroom interactions and involve aspects related to family and instructional resources. This is consistent with Elizarov et al. (2024), who showed an association between the quality of the teacher–child relationship and kindergarten children's academic engagement. Similarly, Paes et al. (2023) found that teacher–child conflict was associated with poorer social outcomes for children transferring to kindergarten. Professional development is also important, as Markowitz et al.'s (2023) findings indicated that it was associated with the quality of classroom interaction in early childhood education contexts. These findings together provide evidence for a proposed intervention that involves continuing teacher professional development, family involvement, and sufficient classroom resources.

What is the Quality of teacher-student relationships manifested in kindergarten classrooms concerning Emotional support, Classroom Communication, Learning engagement, Trust and respect, and Behavior Management Style?

Table 2

Composite table on Quality of teacher-student relationships manifested in kindergarten classrooms concerning Emotional support, Classroom Communication, Learning engagement, Trust and respect, and Behavior Management Style

	Mean	Std. Deviation	Verbal Interpretation
Emotional Support	3.51	0.47	Always Observed
Classroom Communication	3.52	0.36	Always Observed
Learning Engagement	3.53	0.47	Always Observed
Trust And Respect	3.18	0.28	Often Observed
Behavior Management Style	2.98	0.26	Often Observed
Quality of Teacher-Student Relationships Manifested in Kindergarten Classrooms	3.35	0.24	Often Observed

Legend: 4 (3.50 - 4.00) – Always Observed
 3 (2.50 - 3.49) – Often Observed

2 (1.50 - 2.49) – Rarely Observed
 1 (1.00 - 1.49) – Never Observed



From **Table 2**, the composite mean score for the quality of teacher-student relationships as a whole was 3.35, interpreted as "Sometimes or Usually Observed". The categories of learning engagement (3.53), classroom communication (3.52) and emotional support (3.51) were all presented as "Always Observed" on the readings; they were shown to be rated higher in that order and were higher than three subcategories of teacher feedback in the categories learning engagement (3.53) and classroom communication (3.52); trust and respect (3.18) and behavior control (2.98) are below and are classified as "Sometimes or Usually Observed".

What is the level of Performance of kindergarten learners as observed by the teachers in terms of Social and Emotional Development, Cognitive development, and Language and Communication?

Table 3

Composite table on the level of Performance of kindergarten learners as observed by the teachers in terms of Social and Emotional Development, Cognitive development, and Language and Communication

	Mean	Std. Deviation	Verbal Interpretation
Social and Emotional Development	2.95	0.26	Often Observed
Cognitive Development	2.92	0.25	Often Observed
Language and Communication	2.97	0.25	Often Observed
Level of Performance of kindergarten learners as observed by the teachers	2.95	0.15	Often Observed

Legend: 4 (3.50 - 4.00) – Always Observed 2 (1.50 - 2.49) – Rarely Observed
3 (2.50 - 3.49) – Often Observed 1 (1.00 - 1.49) – Never Observed

Table 3 reveals that the teacher scored "Often Observed" across her performance with kindergarten learners, with a composite mean score of 2.95. Language and communication yielded the highest mean score of 2.97, Social and emotional development a score of 2.95, and cognitive development a score of 2.92. Thus, despite evidence that learners were acquiring increasing competencies across all three domains, not all learners exhibited the expected behavior.

The results emphasize the significance of sustaining developmentally appropriate learning experiences that support

Overall, it was concluded that teachers exhibited good teacher-student relationship practice, but trust, respect, and behavior Management require additional strengthening. These results align with Ramirez et al. (2025), who discovered that teacher-child relationship quality had significant associations with kindergarten children's social-emotional and academic outcomes, and with Magro et al. (2026), who showed an association between teacher-student relationship quality and children's social, academic, and behavior adjustment.

children's cognitive, linguistic, and socioemotional development. This finding is in line with the work of Whittaker et al. (2024) who found that the readiness of kindergarten children in various developmental domains was associated with positive academic and socioemotional outcomes, and the longitudinal study of UNCEF Philippines (2022) that found that social-emotional, cognitive, and language skills in the kindergarten are essential in the kindergarten, and social and emotional development is positively associated with cognitive development.

Significant difference in the Quality of teacher-student relationships manifested in kindergarten classrooms, based on the respondents' profiles

Table 4

Test of significant difference between the Quality of teacher-student relationships manifested in kindergarten classrooms, based on the respondents' profiles

	t	df	Sig. (2-tailed)	Decision	Remark
Age - Quality of Teacher-Student Relationships Manifested in Kindergarten Classrooms	56.871	119	0.000	Reject	Significant
Highest Educational Attainment - Quality of Teacher-Student Relationships Manifested in Kindergarten Classrooms	-27.159	119	0.000	Reject	Significant
Number of Years in Teaching - Quality of Teacher-Student Relationships Manifested in Kindergarten Classrooms	8.431	119	0.000	Reject	Significant
Training on Child - Quality of Teacher-Student Relationships Manifested in Kindergarten Classrooms	-11.743	119	0.000	Reject	Significant
Training on Psychology - Quality of Teacher-Student Relationships Manifested in Kindergarten Classrooms	-10.399	119	0.000	Reject	Significant
Training on Early Childhood - Quality of Teacher-Student Relationships Manifested in Kindergarten Classrooms	-9.523	119	0.000	Reject	Significant



The results in **Table 4** showed that all the teacher profile variables studied, namely age, highest educational attainment, number of years in teaching, training on child development, training on psychology, and training on early childhood, had statistically significant differences in the quality of teacher–student relationships displayed in kindergarten classrooms, as shown by the significant values of 0.000. All the estimated p-values for the profile variables were less than the significance level of 0.05, leading to the rejection of the null hypothesis. The findings suggest that the quality of teacher–student connections varies considerably across the teacher profile traits described above. Thus, teachers' demographic traits, educational background, teaching experience, and related training may be

crucial factors in explaining variations in the quality of teacher–student relationships in kindergarten classrooms.

These findings are in accord with contemporary early childhood literature. Zheng et al. (2023) also found that the quality of teacher–child interactions was associated with children's language, mathematics, self-regulation, literacy, and social development, thereby emphasizing the importance of positive classroom interactions in supporting children's development. Likewise, Gehlbach et al. (2023) showed that social perspective-taking professional development increased teachers' perceptions of teacher–student connections and correlated with more positive classroom relationships and greater student outcomes.

Significant relationship between the Quality of teacher-student relationships manifested in kindergarten classrooms and the level of Performance of kindergarten students as observed by the teachers

Table 5

Correlation between the Quality of teacher-student relationships manifested in kindergarten classrooms and the level of Performance of kindergarten students as observed by the teachers

		Level of Performance of kindergarten learners as observed by the teachers
Quality of Teacher-Student Relationships Manifested in Kindergarten Classrooms	Pearson Correlation	0.091
	Sig. (2-tailed)	0.323
	N	120

Table 5 shows a weak correlation (Pearson $r = 0.091$) between kindergarten pupils' performance and the quality of the teacher–student relationship in a kindergarten setting. Nonetheless, no substantial correlation was identified ($p = 0.323$). The null hypothesis is retained since the p-value surpasses the significance threshold of 0.05. Consequently, no notable correlation was found between the overall performance of kindergarten students in the present sample and the quality of teacher–student relationships.

This data shows that teacher–student relationship quality is vital to the classroom setting, but may not independently explain disparities in kindergarten learners' performance. student outcomes are multifaceted and may be affected by classroom instructional approaches, student traits, family circumstances, and other environmental factors. This conclusion is consistent with Ramirez et al. (2025), who identified substantial connections between teacher–child relationship quality and kindergarten academic and social-emotional outcomes and showed that these associations varied across classroom activity settings. Similarly, Paes et al. (2023) identified connections between features of teacher–child relationships and children's social skills and executive functioning, with the strength of these associations varying across contextual factors. These data suggest that teacher–student connections are one part of a broader ecological and instructional setting, rather than the exclusive determinant of kindergarten students' success.

Intervention program may be developed to strengthen teacher-student relationships in the kindergarten classroom setting

“Intervention Program to Enhance Teacher-Student Relationships In Kindergarten Classrooms”

I. RATIONALE

This data indicates some teachers' profile characteristics, such as age, academic degree, and formal and informal training, and shows that teacher–student relationships vary in quality. Although it is often seen that the quality of teacher–student relationships is constructive, it has no significant relationship with student achievement outcomes in kindergarten, and a proposed intervention aims to build the capacities of teachers to establish quality teacher–student relationships through skills development, mentorship, wellness, and support for families to build developmental and learning supportive environments.

II. OBJECTIVES

The intervention program aims to:

1. Strengthen positive communication, active listening, and meaningful teacher–student interactions.
2. Promote learners' sense of belonging, emotional security, and inclusion.
3. Enhance teachers' competencies in empathy, positive reinforcement, and responsive classroom Management.
4. Develop learners' social-emotional competencies, including self-awareness, emotional regulation, cooperation, and respect.
5. Reduce behavioral difficulties and classroom conflicts through positive guidance and nurturing teacher support.



Program/ Activity	Target Recipient	Person Responsible	Cost Estimate (PHP)	Schedule/ Frequency	Objective/ Description
1. Capability Building on Developmental Psychology and ECE	Kindergarten Teachers	School Head, DepEd Division Training Team	40,000	December 2026	Enhance teachers' understanding of child behavior, socio-emotional development, and responsive classroom practices.
2. Ladderized Graduate Education Incentive Program	Teachers with only bachelor's degrees	Principal, LGU, DepEd HRMO	80,000 per teacher/year	Ongoing (scholarship basis)	Support MA units for teachers to increase qualifications, with emphasis on ECE and inclusive education.
3. Peer Mentoring for Beginner Teachers	Teachers with less than 5 years' experience	Master Teachers, Instructional Coaches	15,000 (materials/food)	July to April 2027	Strengthen teaching quality and relationship strategies through modeling, observation, and feedback.
4. Intensive In-Service Training (INSET)	All Kindergarten Teachers	District Supervisor, EPS for ECE	50,000	September 2026	Includes updated modules on positive discipline, behavior Management, and trust-building classroom strategies.
5. Community-Based Parent-Teacher Support Program	Teachers and Parents	Guidance Counselor, Barangay Officials	20,000	July to December 2026	Bridge the school-home gap by empowering parents to support classroom values and reinforcing behavior at home.
6. Learning Resource Development and Sharing Hub	All Kindergarten Teachers	School ICT Coordinator, Master Teachers	25,000 (startup)	Continuous	Provide a venue (online or on-site) for sharing activities, SEL materials, and child-focused classroom strategies.
7. Teacher Wellness and Emotional Resilience Program	All Kindergarten Teachers	Guidance Counselor, School Nurse	30,000	September to December 2026	Address emotional strain through mental health workshops, mindfulness sessions, and positive coping strategies.
8. Classroom Climate Walkthrough and Coaching	All Kindergarten Teachers	Principal, ECE Coordinator	10,000	July 2026	Conduct structured observations and feedback sessions focusing on emotional support, communication, and classroom engagement.
9. Recognition and Motivation Awards	Teachers demonstrating excellent relationship practices	Principal, PTA	15,000	June to December 2027	Motivate teachers to excel in student relationship-building with awards for top-performing educators in fostering positive classroom interactions.
10. Inclusive Curriculum Design Workshop	All Kindergarten Teachers	DepEd Curriculum Implementers, SPED Coordinator	35,000	October 2026	

IV. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The research revealed that kindergarten teachers were mostly qualified and experienced in the required professional training, but had little contact with overseas training. The overall teacher-pupil relationship was considered good, but additional development was required: trust, listening, consistency, and behavior Management of pupils and teachers. The pupils were all observed to be functioning appropriately in

the social-emotional, cognitive, and language/communication domains. Many of the teacher profile traits were associated with large disparities in teacher-student relationship quality. But the quality of the teacher-student relationship showed no significant correlation with student performance ($r=0.091$, $p=0.323$). Based on these results, suggestions for an intervention program involving professional development, teacher-mentoring programs, teacher well-being initiatives, parent-teacher involvement, and teaching flexibility can be provided.



Conclusions

Findings have shown that kindergarten teachers possess adequate qualifications and experience. At the same time, they benefit from and require more ongoing professional development, abundant resources, and greater family cooperation to promote positive teacher-student relationships. Good interactions among teachers and children were noted in the majority of instances, though further promotion in confidence, effective listening, firmness, and clear behavior Management has been suggested. Students in kindergarten show appropriate development but require ongoing, sufficient support to further their progress. Different levels of interaction quality with the teacher (represented by indicators of the teacher's profile) demonstrated the importance of individual characteristics, the teacher's status, and the teacher's level of education in the teacher-learner relationship. The quality of teacher-learner interaction was not significantly related to the child's academic achievement, suggesting that other factors influence the child's learning rather than the interaction. As a result, the intervention initiative was designed to emphasize the development of pedagogical skills, ongoing education, wellbeing, collaboration with families, the provision of abundant resources, and the use of empathetic, accountable, and child-centered methodologies to improve kindergarten learning environments.

Recommendations

Based on the results and conclusions presented, key recommendations were identified for Kindergartens in the area of continuously advancing knowledge on teacher-student relations, responsive Management, and curriculum, instruction, and materials. The proposed relationship programs should implement an inclusive learning classroom by supporting and encouraging trust, mutual respect, careful listening to children, emotional support, and self-regulation. Continued use of play-based and development-based therapies must facilitate support for students' social-emotional, language, and cognitive development. Strategies for peer support and mentoring should be implemented, and family-school collaboration should be fostered. Finally, coordinated support must be fostered to support and assist students' development. The proposed intervention should be developed and examined in terms of teacher development capacity, emotional wellbeing, family engagement, and the provision of materials to enhance teacher-student relationship practices and support healthy kindergarten development.

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