

Title

Bridging Cultures Through Classroom-Wide Positive Behavior Support:
Enhancing Teacher Emotional Literacy and Instructional Efficacy in an East
Asian Context

Authorship

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Research Overview

This study examines the implementation of Class-wide Positive Behavior Support (CWPBS), a Western-developed framework, within an East Asian educational context. Using a mixed-methods design, it evaluates its impact on teachers' classroom management efficacy and classroom interactions, while addressing issues of cross-cultural adaptation and feasibility.

Purpose

According to the Teaching and Learning International Survey (TALIS, 2018), Taiwanese teachers spend approximately 15% of instructional time managing students' misbehaviour. Students' behavioural challenges are consistently identified as a major contributor to teacher stress, negatively affecting instructional quality and emotional functioning (OECD, 2019). Across

educational systems worldwide, increasing teacher burnout and attrition have intensified the need for sustainable approaches that support both teacher well-being and effective classroom management.

Existing interventions often focus on supporting teachers' emotional regulation; however, they frequently fail to address the underlying source of stress—namely, limited classroom management efficacy. In Taiwanese cultural contexts, teachers tend to respond more readily to student misbehaviour and academic performance, reflecting broader pedagogical norms.

Classroom-Wide Positive Behavior Support (CWPBS), developed in Western contexts, emphasises proactive and evidence-based strategies to promote student engagement and reduce disruptive behaviours (Freeman et al., 2019; Simonsen & Myeres, 2015). However, its applicability in East Asian educational systems—where communication styles, classroom norms, and authority structures differ—remains underexplored.

This study investigates whether CWPBS can be adopted in Taiwanese classrooms to enhance teachers' emotional understanding, emotional regulation, and instructional quality, positioning teachers not only as facilitators of positive classroom practices for students, but also as primary beneficiaries of CWPBS implementation. It further examines how teachers adapt CWPBS practices within a Confucian-heritage cultural context and whether such implementation can disrupt the negative cycle between students' misbehaviour and teachers' emotional strain.

Methods

A mixed-methods design was employed, integrating quantitative behavioural coding and qualitative interviews. A total of 27 teachers participated in a structured professional development program consisting of a two-day in-person workshop followed by three online coaching sessions. The emotional awareness regulations in teaching was integrated with CWPBS Tier 1 strategies into 2-day workshop.

Prior to the first and second coaching sessions, teachers recorded one full

classroom session. These recordings were used for guided reflection during coaching, with a focus on applying CWPBS strategies in authentic classroom contexts.

For the quantitative component ($n = 27$), classroom videos were systematically coded to assess the frequency of two types of teacher feedback: general praise (broad, non-specific affirmations) and specific praise (behaviourally contingent and descriptive feedback). Paired-samples t -tests were conducted to compare changes between the first and second recorded lessons. Teachers' classroom efficacy was operationalised through observable classroom practices and their reflective and emotional experiences captured in qualitative data.

For the qualitative component, a subset of six teachers ($n = 6$) participated in semi-structured interviews exploring their experiences of implementing CWPBS, perceived classroom changes, emotional responses, and cultural considerations. Data were analysed using thematic analysis.

This study forms part of an ongoing research project on CWPBS implementation in Taiwan. Ethical approval was obtained from the institutional review board (IRB No: 202301HS014 and 202501HS031).

Results/Discussion

Quantitative analyses indicated differential changes in feedback practices following the intervention. The mean frequency of general praise showed no significant change from Time 1 ($M = 0.34$, $SD = 0.32$) to Time 2 ($M = 0.33$, $SD = 0.19$), $t(26) = 0.28$, $p = .78$, 95% CI $[-0.10, 0.13]$, Cohen's $d = 0.05$. In contrast, the mean frequency of specific praise increased from Time 1 ($M = 0.08$, $SD = 0.27$) to Time 2 ($M = 0.20$, $SD = 0.16$), $t(26) = -2.33$, $p = .03$, 95% CI $[-0.23, -0.01]$, Cohen's $d = -0.45$, indicating a moderate effect size.

Qualitative findings provided further contextualisation. Prior to the intervention, teachers reported relying on general or evaluative feedback, consistent with East Asian pedagogical norms emphasising implicit

communication and authority-based classroom management. Through training and coaching, teachers gradually adopted more explicit and specific praise strategies.

Teachers also reported improvements in students' engagement and reductions in disruptive behaviour, alongside enhanced classroom climate and more positive teacher–student interactions. Importantly, teachers described notable benefits to their own emotional well-being through the integration of emotional understanding and regulation practices within their daily teaching work. They experienced less frustration, a stronger sense of control, and greater confidence in managing classroom challenges. These findings suggest that CWPBS can provide direct benefits for teachers themselves, rather than only improving student outcomes.

From a cross-cultural perspective, the results suggest that CWPBS can be effectively implemented in an East Asian context without fundamental modification, provided that culturally responsive adaptation is supported. This study contributes to international discussions on translating Western educational frameworks into non-Western settings and advances a more inclusive conceptualisation of proactive approach to the teachers' emotional burnout and well-being through implementing evidence-based strategies in the classroom by the innovative teacher professional development.

Keywords

cwpbs, teacher education, classroom management

References

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