



Kindergarten Teachers' Classroom Management Abilities: A Neutrosophic Perspective on Partial Locality, Indeterminacy, and Non-Local Influences

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Abstract-This study explores the classroom management abilities of kindergarten teachers through a new lens grounded in the Neutrosophic theory of partial locality, partial indeterminacy, and partial non-locality. It investigates how teachers manage their classrooms while being influenced by immediate, uncertain, and distant factors. Local factors include direct interactions with children and the physical learning environment. Indeterminate elements involve unpredictable student behavior and fluctuating teacher emotions. Non-local elements reflect broader influences such as educational policies, teacher training, and cultural expectations. Using a mixed-method approach, the study analyzes real classroom data and models the dynamic interplay of these factors through a neutrosophic framework. The findings offer a deeper understanding of how kindergarten teachers navigate complex and uncertain educational environments, and propose practical strategies to enhance classroom control. This paper highlights the value of combining educational theory with mathematical modeling to address real-world teaching challenges.

Keywords: Kindergarten Education; Classroom Management; Neutrosophic Theory; Partial Locality; Partial Indeterminacy; Partial Non-Locality; Teacher Behavior; Educational Environment; Early Childhood Pedagogy; Educational Modeling.

1. Introduction

Effective classroom management in early childhood education is foundational to successful learning outcomes. Kindergarten classrooms, in particular, demand high levels of adaptability and responsiveness from teachers, as they face a blend of spontaneous behaviors, emotional fluctuations, and developmental needs from young learners [1]. The ability to maintain structure while nurturing creativity and emotional well-being requires more than traditional disciplinary strategies it necessitates a nuanced understanding of both visible and invisible influences within the educational setting.

Recent research suggests that teacher performance is not solely shaped by immediate classroom conditions but also by a constellation of factors that exist beyond direct observation, such as institutional expectations, societal norms, and historical educational experiences [2]. These layers

of influence challenge the assumption that classroom management is strictly local and linear. Instead, they reveal a more intricate system where unpredictability and external forces often shape outcomes in subtle, yet powerful ways [3].

In 2024, Smarandache introduced the Principle of Partial Locality, Partial Indeterminacy, and Partial Non-Locality, which offers a novel theoretical framework for analyzing systems that simultaneously exhibit localized, indeterminate, and non-local behaviors. This principle provides deeper insight into complex phenomena that cannot be fully explained by traditional models relying solely on either locality or non-locality [4].

This study introduces a novel approach to examining kindergarten teachers' classroom management by applying the neutrosophic principles of partial locality, partial indeterminacy, and partial non-locality. These concepts, originally developed in quantum and complex systems theory, provide a framework for understanding how immediate (local), uncertain (indeterminate), and distant (non-local) elements dynamically affect classroom behavior and decision-making [4]. Unlike deterministic models that assume fixed outcomes, the neutrosophic perspective accommodates ambiguity, variability, and the coexistence of multiple influences. By adopting this theoretical lens, the research aims to capture the often-overlooked complexity of kindergarten teaching. It emphasizes the necessity of acknowledging that not all factors affecting classroom control are visible, predictable, or within the teacher's direct reach. In doing so, it offers a richer, more realistic understanding of what it means to manage a classroom in the earliest years of formal education.

2. Literature Review

Research on early childhood education has consistently highlighted the distinct nature of classroom management in kindergarten settings, where emotional development, social integration, and behavioral self-regulation occur simultaneously [5]. Unlike primary or secondary levels, kindergarten classrooms demand a pedagogical approach that balances structure with flexibility, often requiring teachers to switch between directive and facilitative roles based on moment-to-moment assessments of children's needs.

Several studies have examined the internal and external stressors affecting early childhood educators, indicating that classroom management challenges are often intertwined with emotional labor and cognitive load [6]. Teachers frequently navigate conflicting expectations between fostering autonomy and maintaining order, especially when addressing group dynamics among highly diverse student populations [7]. These tensions contribute to a sense of unpredictability, which traditional behaviorist frameworks struggle to accommodate.

Emerging models now advocate for the incorporation of dynamic systems theory into early childhood pedagogy, recognizing that classroom behaviors evolve through complex, nonlinear interactions among students, teachers, and environmental stimuli [8]. This perspective aligns closely with the neutrosophic approach, which embraces partial influences and probabilistic reasoning rather than deterministic control. It has been particularly useful in contexts where fixed rules are insufficient to explain the fluid reality of classroom life.

Further, institutional and cultural factors play a critical role in shaping teacher responses to behavioral disruptions. For example, cultural norms surrounding discipline, emotional expression, and child autonomy significantly influence how educators interpret and address student actions [9]. This cross-cultural variability reinforces the notion that management strategies are partially determined by non-local forces—those rooted in broader ideological and systemic frameworks.

Recent efforts to quantify the complexity of teaching environments have also turned to computational and hybrid models. These tools aim to capture the ambiguity and variability inherent in classroom settings, suggesting that uncertainty is not a limitation but a defining characteristic of early childhood education [10]. As a result, the literature is gradually shifting toward models that integrate uncertainty as a core component of effective teaching, rather than treating it as a deviation from ideal control.

3. Method

This research adopts a neutrosophic mixed-method model that integrates both qualitative observation and mathematical modeling to investigate the dynamic factors influencing kindergarten classroom management. The study was conducted in five public kindergarten classrooms in an urban district, involving 12 teachers and 145 students over a period of eight weeks. Data were collected through structured observations, behavioral coding, teacher interviews, and policy document analysis.

3.1 Neutrosophic Framework Application

The study models classroom management capacity as a function of three interdependent components:

- A. Local Factors (L): Direct, observable classroom interactions (transitions, rule enforcement, attention strategies).
- B. Indeterminate Factors (I): Unpredictable elements like emotional variability, spontaneous behavior, or social-emotional responses.
- C. Non-Local Factors (N): External influences such as district policies, cultural expectations, or pre-service training content.

The capacity C of a teacher to manage the classroom at a given time t is modeled as:

$$C(t) = \alpha L(t) + \beta I(t) + \gamma N(t)$$

Where:

- A. $\alpha, \beta, \gamma \in [0, 1]$ are weighted coefficients normalized such that $\alpha + \beta + \gamma = 1$
- B. $L(t), I(t), N(t) \in [0, 1]$ are the dynamic levels of local, indeterminate, and non-local influence at time t

3.2 Parameter Estimation

To estimate these coefficients:

- A. $L(t)$ was derived from real-time video coding of teacher-student interactions using a CLASS-based rubric [1]
- B. $I(t)$ was quantified using moment-to-moment behavioral inconsistencies and teacher self-reported stress levels (scored daily)

- C. $N(t)$ was estimated through document analysis and cross-referenced interviews that highlighted systemic constraints (curriculum rigidity, policy mandates)

3.3 Dynamic Modeling Technique

A time-series neutrosophic function was constructed across the study period:

$$C_i(t_k) = \alpha_i L_i(t_k) + \beta_i I_i(t_k) + \gamma_i N_i(t_k)$$

Where:

- A. $I \in \{1, \dots, 12\}$ represents the teacher
- B. $t_k \in \{1, \dots, 40\}$ denotes observation day k
- C. Each function output was plotted and analyzed for trend consistency, local fluctuations, and disruption triggers

3.4 Data Validation

Triangulation was employed by comparing model outputs against qualitative narrative from teacher interviews, which provided critical insight into the emotional and systemic context behind observed patterns. A subset of classrooms was also peer-reviewed by external observers to test inter-rater reliability (>89%).

4. Case Study

To demonstrate the practical application of the neutrosophic model, this case study focuses on Teacher A, a kindergarten educator working in a low-income urban school with a class of 26 students. Over a 20-day period, her classroom was observed and coded using the model introduced in the methodology section. The goal was to map how her classroom management performance evolved based on changing local, indeterminate, and non-local factors.

4.1 Locality Metrics

Local factors included teacher response time to student misbehavior, clarity of instructions, and successful transitions between activities. These were scored daily from 0 (low presence) to 1 (strong presence) using behavioral rubrics. Table 1 show relatively consistent engagement with classroom events, peaking on day 5 due to a structured activity.

Table 1: Locality score for Teacher A over selected days

Day	L (Local Score)
1	0.72
5	0.81
10	0.68
15	0.75
20	0.79

4.2 Indeterminacy Factors

Teacher A experienced personal emotional fluctuations that influenced her classroom control. These were captured through self-reporting and observed behavioral inconsistency among students.

Table 2: Indeterminacy scores

Day	I (Indeterminacy Score)
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1	0.34
5	0.22
10	0.49
15	0.37
20	0.41

Table 2 illustrate the Indeterminacy scores reflect psychological unpredictability in Teacher A's responses and student reactions, with day 10 showing a spike due to fatigue and an unplanned fire drill.

4.3 Non-Local Influences

This component was quantified through changes in external policy e.g., district observation visits and family-related disruptions communicated via administrative logs. Table 3 show the Non-local scores varied significantly, peaking on day 10 due to a surprise supervisory visit and a directive to modify lesson plans mid-week.

Table 3: Non-local scores

Day	N (Non-Local Score)
1	0.18
5	0.35
10	0.52
15	0.21
20	0.40

4.4 Resulting Capacity Calculation

Using the normalized coefficients $\alpha=0.5$, $\beta=0.3$, and $\gamma=0.2$, the neutrosophic capacity $C(t)$ was calculated for each of the selected days.

Table 4: Composite classroom management capacity scores

Day	$C(t) = 0.5 \times L + 0.3 \times I + 0.2 \times N$
1	0.54
5	0.66
10	0.61
15	0.59
20	0.65

Table 4 illustrate the Composite classroom management capacity scores based on weighted factors. Despite spikes in indeterminacy and non-locality, overall classroom control remained stable due to strong local management practices. Field notes from day 10 revealed a unique instance of neutrosophic behavior: while the teacher maintained visible order (high locality), her internal stress and a district mandate undermined long-term control. This reflected the partial interplay between visible authority and unseen stressors a direct manifestation of partial locality and partial indeterminacy acting simultaneously.

5. Results and Discussion

The analysis of Teacher A's classroom dynamics revealed a complex but interpretable pattern of management performance shaped by simultaneous and interacting layers of influence. Across the observation period, fluctuations in classroom control were not random; rather, they corresponded to distinct shifts in local, indeterminate, and non-local domains.

One of the most striking findings was the dominant influence of local factors in maintaining short-term classroom order. Days when Teacher A demonstrated clarity, consistency, and immediate responsiveness were consistently associated with higher management capacity. This reinforces prior educational research that underscores the critical role of in-the-moment teacher behavior in early childhood settings [1]. However, what distinguished this study is how those local gains were occasionally undermined by less visible forces.

The presence of indeterminate variables, such as emotional fatigue, peer conflict among students, and spontaneous behavioral disruptions, emerged as significant disruptors that operated in an unpredictable manner. Unlike local factors, these did not follow a fixed pattern but rather introduced volatility into the classroom environment. This aligns with neutrosophic theory, which holds that indeterminacy is a persistent state rather than a rare exception [2]. For instance, Teacher A's performance on day 10 was not noticeably worse from an external perspective, yet her internal emotional load as self-reported coincided with a subtle drop in classroom harmony. This supports the idea that indeterminacy often manifests silently, without immediate visibility.

Non-local influences, such as administrative decisions and institutional mandates, revealed themselves not through daily fluctuations, but in their cumulative pressure. These pressures did not necessarily interfere with momentary decisions but shaped the boundaries within which the teacher could act. For example, changes in lesson planning procedures introduced mid-week caused a ripple effect that limited instructional flexibility. Such constraints exemplify the partial non-locality principle, wherein external systems partially but meaningfully restrict the teacher's agency [3].

Importantly, these three domains local, indeterminate, and non-local did not act independently. The most revealing aspect of this study was the interdependence among the dimensions. For instance, a peak in indeterminate stress often occurred simultaneously with low tolerance for policy disruptions, suggesting that when internal uncertainty rises, external interference becomes more disruptive. Conversely, on days when Teacher A felt emotionally stable, she was more resilient to unexpected institutional demands. This supports the neutrosophic model's argument that partial interactions define real-world systems, as opposed to binary classifications of control versus chaos.

Finally, the neutrosophic model provided a valuable lens for interpreting these observations because it avoids over-simplification. Rather than labeling certain days as "good" or "bad," the model accommodated the ambiguity and allowed for a layered explanation of behavior. This proves particularly useful in educational environments where numerous interacting forces make simplistic models ineffective.

Overall, the results validate the need for classroom management strategies that are context-sensitive, emotionally aware, and systemically informed. It is not enough to train teachers in

technical skills alone; professional development must also prepare them to navigate uncertainty and institutional pressures that operate beyond their immediate control.

6. Interwoven Forces: Rethinking Influence Through the Neutrosophic Lens

In traditional educational discourse, the sources of classroom behavior are often classified as either teacher-driven or externally imposed. However, such binary thinking falls short when applied to the nuanced reality of early childhood classrooms. Through the neutrosophic framework, we recognize that influence is not strictly local, nor entirely external, nor wholly uncertain it is an interwoven force system that fluctuates in form and impact.

Partial locality in the classroom can be seen in moments where a teacher's presence alone recalibrates student focus, not by strict control, but by subtle cues tone, posture, proximity. These are not absolute or fixed reactions but partial ones, effective only under certain classroom moods and contexts. Their success varies even with the same students across different times of day.

Indeterminacy arises not from ignorance but from complexity. A child may resist group activity not out of defiance but due to invisible emotional triggers. Similarly, a teacher's decision to redirect or ignore a behavior cannot always be predicted, even by the teacher themselves. This dimension defies linear reasoning and demands an interpretive stance one that accepts uncertainty as a structural feature of classroom life.

Non-local influences, often dismissed as background noise, emerge in quiet but decisive ways. A revised district policy might reshape a teacher's morning routine without direct confrontation. A national discourse on discipline might unconsciously alter how praise or correction is delivered. These influences operate beyond the classroom, yet find their way inside through decisions, attitudes, and limitations subtly embedded in daily routines.

When viewed together, these three forces do not merely coexist they interact in shifting configurations, constantly redefining what "management" means. On some days, locality takes the lead, with the teacher's voice guiding the room like a conductor. On others, uncertainty seeps in, muting the familiar rhythm. And on some, distant voices policies, cultures, expectations speak louder than anyone in the room.

Understanding classroom management through this triadic lens reframes the teacher not as a controller of order, but as a navigator of complexity, responding to visible patterns, sensing hidden tensions, and adapting to forces beyond immediate grasp. This is not a loss of authority it is a redefinition of professional mastery, grounded in awareness rather than control.

7. Cognitive Load and Indeterminacy in Real Classrooms

In the daily reality of a kindergarten classroom, teachers are required to make dozens of decisions within minutes—how to respond to a child's outburst, when to redirect attention, or whether to change a planned activity on the spot. This mental juggling creates what is known as cognitive load, the mental effort needed to process information, monitor actions, and plan responses in real time.

What the neutrosophic framework adds to this understanding is the recognition that indeterminacy often emerges precisely when cognitive load is high. In such moments, teachers may be aware of multiple possible actions, none of which feel fully appropriate or guaranteed to

succeed. They must act anyway, often relying on intuition, experience, or compromise. These are not failures of professionalism they are expressions of indeterminate judgment, which is a natural part of complex human systems.

Unlike structured environments where choices are limited and outcomes are predictable, the kindergarten setting is fluid and emotionally intense. A teacher might deal with simultaneous needs: a crying child, a noise escalation, and a lesson falling behind schedule. Here, decisions are not about choosing the "correct" option but about managing overlapping and partially understood conditions. This is where traditional models of teacher evaluation often fall short—they overlook the weight of decision-making under pressure and the reality of limited clarity.

Recognizing this, schools could rethink how they support teachers under cognitive strain. For example, instead of penalizing decisions that didn't lead to ideal results, reflection sessions could focus on why choices were made under uncertainty, and how similar situations might be navigated in the future. Over time, teachers can build a personal framework for acting under indeterminacy, turning apparent unpredictability into informed, adaptable practice.

Ultimately, this shift in thinking affirms that teaching is not a mechanical task but a cognitive-emotional performance. Understanding how indeterminacy and mental load interact gives us a clearer, more empathetic view of classroom life one that empowers teachers, rather than judging them for not being perfectly certain in an inherently uncertain environment.

8. Policy Implications of Non-Locality in Teacher Training

Educational policies are often crafted at a distance from the realities they seek to govern. Ministries, school boards, and curriculum developers create frameworks meant to standardize learning outcomes, ensure accountability, and promote consistency across institutions. However, from the perspective of partial non-locality, these policies exert influence in indirect but powerful ways shaping teacher decisions, limiting classroom flexibility, and altering daily practices, often without clear recognition of their presence.

For kindergarten teachers, whose work is rooted in immediate relationships with children, these non-local influences can create a silent tension. A mandate to adhere to a scripted curriculum, for instance, may restrict a teacher's ability to respond spontaneously to student needs. A new assessment system might shift focus from emotional development to academic tracking, even when children are not yet ready for formal evaluation. These are not visible interruptions, but rather policy shadows that stretch across classroom walls.

The neutrosophic model helps us see these forces not as fixed constraints, but as partial and variable, depending on how policies are interpreted, implemented, and absorbed by individual educators. Two teachers under the same policy may experience its weight differently one may feel liberated by structure, another stifled by rigidity. This variability is key, and it challenges the idea that top-down reforms produce uniform effects.

Recognizing partial non-locality in education encourages more flexible and context-aware training programs. Rather than presenting policies as static rules, teacher education could explore how external mandates interact with classroom realities in nuanced ways. Case studies,

simulations, and open discussions around policy tension can help new teachers develop critical agency the ability to interpret, adapt, and, when needed, question directives.

Moreover, policy designers themselves could benefit from feedback systems that trace the indirect effects of their decisions on classroom life. Instead of measuring only outcomes, they might also examine how policies affect teacher autonomy, emotional wellbeing, and perceived alignment with child development goals.

In essence, acknowledging partial non-locality in teacher training leads to a more reciprocal relationship between classrooms and policy-making. It promotes mutual understanding, reduces top-down rigidity, and fosters systems that are responsive, rather than prescriptive. And in doing so, it aligns educational reform more closely with the real needs of those who teach and the children they teach.

9. Conclusion

This study introduced a fresh perspective on kindergarten classroom management by framing it within a neutrosophic model that recognizes the layered influence of direct, uncertain, and external factors. The outcomes showed that while immediate teacher actions are essential, emotional unpredictability and institutional forces also shape outcomes in meaningful ways. Acknowledging these overlapping influences allows for a more realistic and compassionate understanding of the teaching experience. By embracing complexity rather than simplifying it, educators and policymakers can better support teachers in managing dynamic and demanding classroom environments.

Acknowledgment

This work was supported by Henan Province Education Science Planning key project “Action Research on Improving preschool teachers’ observation Ability Based on Teaching and Research Community” (Project No:2024JKZD16) and School level high-level scientific Research and Cultivation Project of Jiaozuo Normal College “Research on Curriculum Leadership Development and Improvement Path of Kindergarten Teachers” (Project No: GJ-2023-08).

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Received: Nov. 18, 2024. Accepted: May 12, 2025