

Thoughts on Effective Nurturing: Developing Every Student as a Champion

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Abstract: Effective classroom nurturing requires intentional care, differentiated support, and emotionally intelligent teaching. By integrating the Knowledge-Skills-Attitude continuum with tiered systems like Positive Behavioural Interventions and Supports (PBIS) and the Multi-Tiered System of Supports (MTSS), educators can align student performance and attitude groups with tailored strategies, ranging from universal supports to intensive interventions involving family engagement. Additionally, strong Human Resource (HR) practices that attract, motivate, and develop teachers enable them to model empathy, patience, and reflection, fostering resilience and emotional regulation among students. This partnership between teachers and parents creates a stable environment where all learners feel valued. Ultimately, nurturing classrooms go beyond academic success to foster resilient, empathetic individuals who are prepared to contribute meaningfully to society as champions of their communities.

Introduction

The core responsibility of a teacher is to nurture students to become both academically knowledgeable and socially valuable contributors. Because of individual differences, students behave differently and require an appropriate nurturing style to improve performance. This fact prompts the need to develop teachers' skills and adopt suitable approaches for effective nurturing. Therefore, effective learning involves three key stakeholders: students, teachers, and the environment. Considering the realities on the ground, no perfect combination of these three stakeholders can be guaranteed. Additionally, the focus on grade-oriented achievement can undermine the true purpose of education. In this context, guardians and students often measure success by institutional certificates and cumulative grade point averages (CGPA) for entering the job market. Conversely, real champions can excel in any field and add value to society in many ways. That said, society needs good doctors, engineers, scientists, teachers, writers, athletes, journalists, and more. The teachers nurture and help students grow and pursue life and living. Overall, teaching should engage both the heart and the mind, going

beyond traditional methods to build emotional bonds and mutual respect.¹ The author argues that a functional approach based on students' performance and attitude can promote effective learning through supportive teacher mentoring and help develop students into champions in their respective fields. The article covers three interconnected areas: first, effective nurturing of student development, focusing on students' behaviour in a learning environment; second, preparing teachers to support students effectively; and finally, a functional approach to nurture students who can contribute to society as champions.

What is effective nurturing of student development?

In general, nurturing refers to care, focus, and devotion given to students' development. The effectiveness of nurturing can be ensured through a functional understanding of students' behaviour and attitude toward learning. Once a teacher adopts an effective nurturing approach, students will eventually develop not only better academic achievements but also social responsibilities. The traditional focus on grade-oriented results is often challenged by the need for holistic education, which can significantly add value to society. For example, a doctor must be qualified in essential medical knowledge but also be sufficiently empathetic to communicate with patients. Similarly, an engineer can be technically skilled, yet must promote ethical practices in the construction industry. That's why teachers need to nurture students appropriately, covering academic knowledge, the right attitude, life skills, and social values. Additionally, input from family and society also influences students' growth, preparing them to become responsible citizens. Figure 1 illustrates the manifestation of effective nurturing graphically.

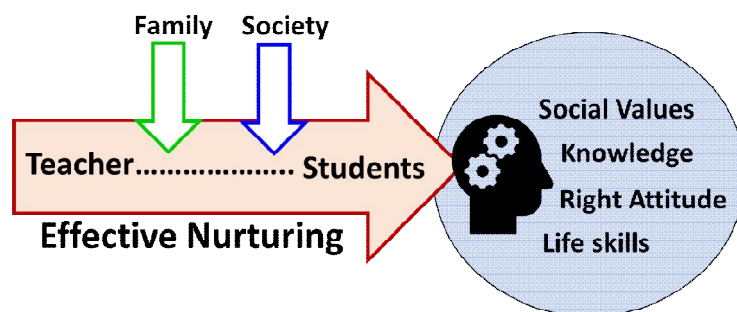


Figure 1: Manifestation of Effective Nurturing

¹Iris Haapanen, 'Nurture and Change: The Establishment of a Dynamic and Responsive Teacher Education Classroom', *Policy Futures in Education* 12, no. 6 (2014): 795, <https://doi.org/10.2304/pfie.2014.12.6.794>.

Figure 1 illustrates the process of effective nurturing involving the teacher and students, in which the family and society influence inputs. This process aims to develop students by enhancing social values, relevant knowledge, the right attitude, and desired life skills to become champions who contribute value to any society.

How many ways can students behave in a learning environment?

Every individual is unique and behaves differently in various situations. Similarly, students also act differently in a learning environment. Typically, an individual’s performance depends on their knowledge, skills, and attitude. As a result, students can be grouped based on these qualities. Some students have excellent knowledge, good skills, and a positive attitude towards learning, and they can be considered the Green Group. Others have adequate knowledge and skills but are hesitant to learn, which places them in the Yellow Group. Meanwhile, some students need to improve their knowledge and skills but have a positive attitude towards learning, identified as the Orange Group. Finally, some students need to improve their knowledge and skills and are also reluctant to learn, placing them in the Red Group. Table 1 categorizes these four types of students by knowledge, skills, and attitude.

Table 1: Types of Students based on Knowledge, Skills, and Attitude

Sl	Knowledge and Skills Level	Attitude to Learning	Grouping
1.	Excellent/Adequate	Positive	Green Group
2.	Adequate	Reluctant	Yellow Group
3.	Needs Improvement	Positive	Orange Group
4.	Needs Improvement/Poor	Reluctant	Red Group

These four broad categories can be divided into six groups for a more detailed evaluation, as shown in Table 2.

Table 2: Detailed Types of Students based on Knowledge, Skills, and Attitude (KSA)

1	2	3	4	5	6
Excellent Performance with Positive Attitude	Adequate Performance with Positive Attitude	Adequate Performance with Reluctant Attitude	Needs Improvement with Positive Attitude	Needs Improvement with Reluctant Attitude	Poor Performance with Reluctant Attitude

Excellent Performance with Positive Attitude - Green Group

The best group in the KSA continuum. The students in this group are high performers and self-motivated. The least nurturing effort is required for the top

performers. However, rewards are also important for inspiring students to sustain their high performance.

Adequate Performance with Positive Attitude – Light Green Group

The students of this group perform adequately and are willing to learn and develop. They need occasional coaching efforts to enhance skills and counseling to push them toward excellent performance.

Adequate Performance with Reluctant Attitude - Yellow Group

The students in this group perform adequately but are hesitant to learn. Therefore, they need specific coaching strategies to improve essential skills. Most of them need more guidance to change their behaviour and become enthusiastic learners.

Needs Improvement with Positive Attitude - Orange Group

The students in this group need to improve their performance. However, they are eager to learn. Therefore, they need more coaching efforts to develop relevant knowledge and skills. They also require counseling to stay focused and maintain enthusiasm for better results.

Needs Improvement with Reluctant Attitude Light Red Group

The students in this group need to improve their performance and also show reluctance to learn. Therefore, they need frequent coaching to enhance their knowledge and skills. These reluctant students also require proper counseling to modify their behaviour to the desired level.

Poor Performance with Reluctant Attitude - Red Group

The most vulnerable group in the KSA continuum. They need the highest level of nurturing from both teachers and parents to improve their performance. The key issue is their reluctance to learn. Therefore, they need constant coaching to develop the skills. Additionally, careful counseling is essential to help modify the behaviour of these reluctant students and enhance their performance.

How can teachers be prepared to support students effectively?

Human resources (HR) form the foundation of any organization that strives for excellence and sustains its competitive advantage. A well-designed HR Strategy, aligned with an organization's Business Strategy, can play a crucial role in shaping and maintaining its cutting edge. An effective HR strategy needs to be adopted by the schools as well to create a strong pool of teachers. The strategies focus on

attracting potential talent, developing skills, boosting motivation, and simultaneously encouraging the desired behaviour among teachers. Expenditure on training and development is always viewed as an investment. On the other hand, a suitable compensation package and fringe benefits need to be provided to sustain a high-performing teaching team. The core HR functions in any organization are Recruitment, Training, Performance Appraisal, and Compensation, as outlined in Figure 2.



Figure 2: Core HR Functions in an Organization

Recruitment is the foundation stone of the HR management process, generating a pool of potential candidates to fill job vacancies at any school. Analyzing the job for the post and formulating a comprehensive Job Description (JD) is the first step, followed by preparing a suitable Job Specification (JS) aligned with the qualification criteria for the vacancy post. Properly articulated JDs and JSs for the teachers can effectively narrow the pool of potential candidates for the selection process.

American philosopher, Elbert Hubbard, rightly expressed the analogy on selecting the right people: “One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man.”²As such, the right balance of KSAs among the teachers paves the way for an effective learning environment.

²Albert Lane, *Elbert Hubbard and His Work: A Biography, a Sketch, and a Bibliography* (Blanchard Press, 1901).

Training and development are the fuel that helps teachers keep up with changing knowledge and technologies. In the process, On-the-Job Training (OJT) also provides exposure to develop skills. However, the most methodical way to design any training is to conduct an effective Training Need Analysis (TNA). The analysis would focus on training gaps and suggest development modalities. Well-designed training modules can equip teachers with up-to-date knowledge and teaching competence. National Institutes for Teachers’ Training (NITT) adds significant value, and methodical training would reap the greatest benefits by judiciously utilizing resources. Focused skills development training modules can be very effective when the objectives are specific, conditional, and measurable. On the other hand, generic objectives cannot achieve the desired behavioural change among participants because they are vague and lack clear standards.

In this context, two hypothetical examples of generic and specific objectives of Skill Development Training for teachers are furnished in Table 3.

Table 3: Objectives of Skills Development Training for Teachers

Details	Generic Objective	Specific Objective
Module 1	To improve the coaching and counselling skills of a teacher	To improve the teacher’s coaching and counselling skills according to the Certificate 2or equivalent standard as outlined in the directives of NITT Circular 2/2026.
Module 2	To improve the writing skills of a teacher	To improve the teacher’s writing skills by publishing an article in a peer-reviewed journal within two years of joining to qualify for a position as a class teacher, according to the directives of NITT Circular 3/2026.

A well-aligned HR development strategy is a crucial leadership responsibility. Ex-CEO of Porsche, Peter Schutz, aptly stated that, “Hire Character. Train Skill.”³ Planning and designing appropriate training can holistically improve teachers' performance. Therefore, the success of teachers’ skills development programs relies on factors such as Training Design, Instructor’s Competence, Participants’

³ Antonis Vatosios and Ari Happonen, ‘Transforming HR and Improving Talent Profiling with Qualitative Analysis Digitalization on Candidates for Career and Team Development Efforts’, in *Intelligent Computing*, ed. Kohei Arai (Springer International Publishing, 2022), https://doi.org/10.1007/978-3-030-80119-9_78.

Awareness, and Professional Benefits for both teachers and the school as a whole. The essence of the idea can be best expressed through the following equation:

Effectiveness of Teachers' Skills Development Scheme = A function of

[Well-designed Training with specific objectives x (Attitude of Instructor + Interest of Participants) × Value Addition for Individual Career]

Annual teacher performance appraisals are generally initiated by the Head of the Department (HoD) and approved by the School Principal. In this regard, management by objectives provides a useful technique for regular engagement and systematic assessment of an individual. This tool enables the HoD to be supportive and promote healthy interpersonal relationships. Conversely, appraisals based on perceptions, biases, and occasional interactions would seriously undermine the spirit of ethical HR practices. Customized Human Resource Information Software (HRIS) for teachers may be an option to equip the HoDs to manage their teachers scientifically. Figure 3 illustrates a few examples of input from Students, Guardians, and Colleagues on teachers' performance appraisals in their respective fields, to be incorporated into the HRIS.

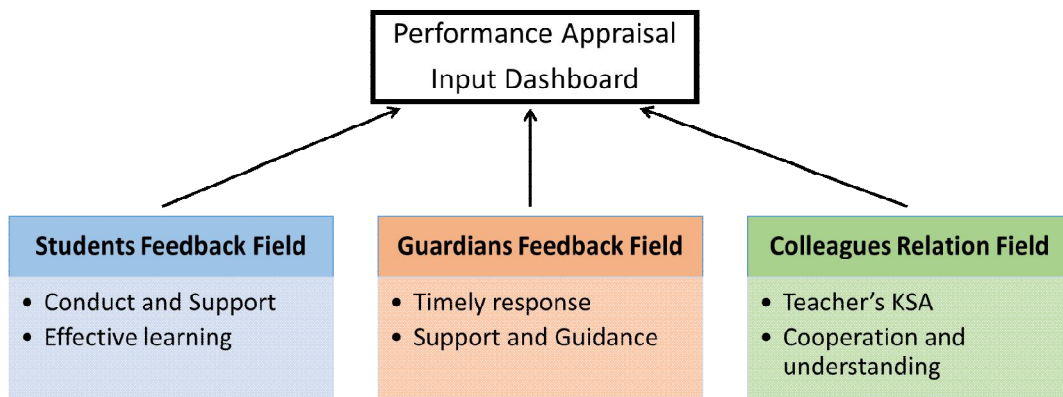


Figure 3: Multidimensional Inputs for HRIS to Incorporate in Teachers' Performance Appraisals

Compensation and welfare packages for teachers, though discussed last, are of utmost importance in HR management. These issues relate to the practical needs of teachers, balancing the value they contribute with the costs to the organization. Beyond material benefits, respect, honor, and societal acceptance greatly motivate

teachers in this noble profession. A sustainable organizational culture can foster a positive working environment for educators. While timely recognition is crucial for teachers' engagement and success, understanding their mindsets and preferences can enhance organizational performance. On that note, the President of Rise People Inc., Julie Bevacqua, prudently stated, "To build a rewarding employee experience, you need to understand what matters most to your people."⁴Therefore, effective HR practices such as one-on-one meetings, focused surveys, informal conversations, and behavioural assessments are likely to produce positive results. An open, flexible mindset among HoDs in addressing each teacher's professional goals and needs will make teachers feel valued and motivate them to perform better. The teacher's job satisfaction significantly influences the organization's branding and the recruitment of better candidates. A well-prepared teacher can connect with students on a psychological level and support them systematically through ongoing engagement.

Teachers are role models in developing students into champions of society theyshape students' emotional intelligence by demonstrating calmness, empathy, and reflective practices in the classroom. While teachers respond to disruptions with composure rather than frustration, the students learn how to regulate emotions under stress. When teachers nurture students with a sincere smile and a helping hand, along with patience, respect, understanding, and flexibility, and embrace learning, their students are expected to behave the same way toward others.⁵This modeling is reinforced through daily practices such as respectful greetings, supportive listening, and flexible responses to challenges, promoting an environment where students feel safe and valued. For instance, if teachers candidly reflect on their own triggers and explain how they manage them, it provides students with a practical example of self-awareness and emotional control.

The success of a teacher depends on building a relationship with students that combines safety, love, and belonging, which requires shifting from a stance of authority to one of empathy and connection.⁶By demonstrating these behaviours, teachers help students manage their emotions and encourage them to adopt similar strategies, fostering resilience, empathy, and strong interpersonal skills that go

⁴Athira S, 'Trends in Human Resource Management in the New Technological Era', *East Asian Journal of Multidisciplinary Research* 1, no. 9 (2022): 3, <https://doi.org/10.55927/eajmr.v1i9.1136>.

⁵Haapanen, 'Nurture and Change', 794.

⁶Katya M. Aguilar, 'A Map for Creating a Nurturing Classroom Environment for Teachers', *California State Polytechnic University, Pomona* 2020 (n.d.): 41.

beyond the classroom. Consequently, the students are likely to be better equipped with life skills to add value to society, irrespective of their fields.

What is the concept for effective nurturing?

Effective nurturing starts with assessing students' performance and then identifying the groups they belong to. Students with a positive attitude can be motivated through appropriate recognition, and need coaching to improve their knowledge and skills. Conversely, students who are reluctant to change require counseling to support behavioural change. In this context, students with poor performance and reluctance to learn are most vulnerable and need close supervision by teachers and supportive encouragement from parents. The functional approaches outlined in Table 2 for six different performance groups require customized strategies to nurture students. Based on students' attitudes to learning, the nurturing efforts vary in terms of coaching or counselling. The conceptual framework of functional approaches for effective nurturing is presented in Figure 5. At the top, students with excellent performance and a positive attitude need the least coaching or counselling. Conversely, at the bottom, students with poor performance and a reluctance to learn need the most coaching or counselling. Varying nurturing efforts for the other four groups are shown graphically in Figure 5.

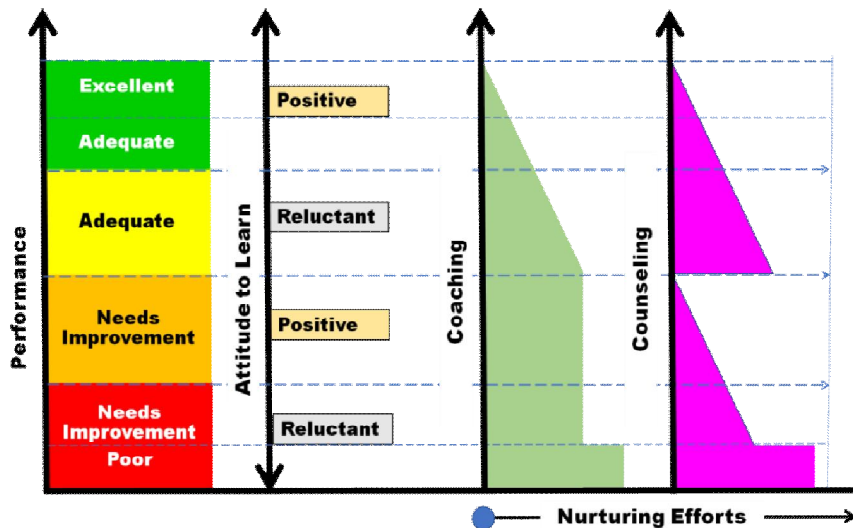


Figure 5: Conceptual Framework of Functional Approaches for Effective Nurturing

The KSA continuum for the students' behaviour, as furnished in Table 2, aligns closely with the behaviour management systems of Positive Behavioural

Interventions and Supports (PBIS) and the Multi-Tiered System of Supports (MTSS). MTSS provides academic and emotional support to students across three tiers.⁷ PBIS, a part of the MTSS framework, focuses on student involvement based on social culture and behavioural factors to support the learning environment.⁸ Both frameworks emphasize differentiated support based on students' needs, mirroring the KSA continuum's categorization of students by performance and attitude.

In the context of MTSS and PBIS, three tiers represent the levels of support provided to students in the school. Tier 1 refers to Universal Supports offered to the largest group of students (80-90%) as the foundation of school wide support. This tier includes clear expectations, consistent routines, and proactive reinforcement of positive behaviours. The goal of this tier is to prevent problems before they arise and promote a positive school climate. Tier 2 refers to Targeted Supports designed for students at risk (5-10%) who need additional help beyond universal supports. Tier 2 strategies include small-group interventions, behaviour contracts, and targeted academic support. This tier aims to address emerging challenges early and prevent them from escalating. Finally, Tier 3 refers to Intensive Supports reserved for students with significant academic or behavioural needs (1-5%) who require individualized interventions, one-on-one counseling, and collaboration with families and specialists. The purpose of this tier is to provide highly personalized support to ensure student success.⁹

What are the functional approaches to effective nurturing and modify behaviours?

The KSA continuum provides a practical lens for teachers to identify student needs and align them with the tiered supports of PBIS and MTSS. By categorizing students according to both performance and attitude, educators can apply differentiated strategies that nurture growth while maintaining equity across diverse cultural and socio-economic backgrounds. The six different performance groups outlined in Table 2 are discussed below in relation to PBIS and MTSS.

Excellent Performance with Positive Attitude: For this (Green) group, PBIS Tier 1 strategies are most appropriate. These students thrive under universal supports such

⁷Aguilar, 'A Map for Creating a Nurturing Classroom Environment for Teachers', 33.

⁸Aguilar, 'A Map for Creating a Nurturing Classroom Environment for Teachers', 35.

⁹Sandra M. Chafouleas et al., 'Addressing Childhood Trauma in School Settings: A Framework for Evidence-Based Practice', *School Mental Health* 11, no. 1 (2019): 40–53, <https://doi.org/10.1007/s12310-018-9256-5>.

as clear expectations, recognition systems, and classroom routines. Rewards and positive reinforcement sustain their motivation and ensure continued engagement. Aguilar argues that creating a nurturing classroom environment is essential for opening the doors to supporting students both emotionally and socially.¹⁰

Adequate Performance with Positive Attitude: This (Light Green) group benefits from Tier 1 support with occasional Tier 2 interventions. Coaching and counseling help these students move from adequacy to excellence. Targeted small-group instruction or peer mentoring can provide the additional push needed to elevate their performance while maintaining their positive outlook.

Adequate Performance with Reluctant Attitude: Students in this (Yellow) group require more intentional Tier 2 strategies. Their reluctance signals a need for structured interventions such as social skills groups, behaviour contracts, or increased teacher-student conferencing. PBIS emphasizes proactive approaches that replace punitive measures with reinforcement, which is particularly effective for reluctant learners.¹¹

Needs Improvement with Positive Attitude: This (Orange) group aligns with Tier 2 supports as well. These students are eager to learn but lack the skills to perform at higher levels. Coaching, skill-building workshops, and counseling sessions can help them develop the competencies they need. Their enthusiasm makes them receptive to interventions, and MTSS provides the framework for targeted academic support alongside behavioural guidance.¹²

Needs Improvement with Reluctant Attitude: This (Light Red) group requires Tier 3 interventions. Frequent coaching and individualized counseling are necessary to address both performance gaps and behavioural reluctance. Intensive supports such as one-on-one mentoring, individualized behaviour plans, and family engagement strategies are critical. As Peguero and Shekarkhar argue, disproportionate punishment of marginalized students often undermines equity; instead, nurturing interventions must be prioritized.¹³

¹⁰ Aguilar, 'A Map for Creating a Nurturing Classroom Environment for Teachers', 47.

¹¹ Aguilar, 'A Map for Creating a Nurturing Classroom Environment for Teachers', 35.

¹² Aguilar, 'A Map for Creating a Nurturing Classroom Environment for Teachers', 33.

¹³ Anthony A. Peguero and Zahra Shekarkhar, 'Latino/a Student Misbehavior and School Punishment', *Hispanic Journal of Behavioral Sciences* 33, no. 1 (2011): 54–70, <https://doi.org/10.1177/0739986310388021>.

Poor Performance with Reluctant Attitude: This (Red) group represents the most vulnerable population. These students need the highest level of nurturing, consistent Tier 3 interventions, and collaboration between teachers, administrators, and families. Constant coaching, individualized counseling, and wraparound services are essential. MTSS emphasizes that intensive supports should not isolate students but rather integrate them into the school culture, ensuring they feel safe and valued.¹⁴

Developing students as champions implies that irrespective of the field, every student receives adequate support to attain desired goals in their preferred fields of studies, sports, other extra-curricular activities, and become ready to contribute to society. These functional approaches for the tiered supports of PBIS/MTSS, corresponding to the performance and attitude groups of the KSA continuum, are tabulated in Table 4. By mapping PBIS and MTSS strategies to the KSA continuum, educators can create a nurturing classroom environment that balances performance expectations with emotional and social support. The functional approach outlined in Table 4 ensures that all students, regardless of background or attitude, receive equitable opportunities to succeed academically and in other areas of life. The students need to be nurtured for achieving their goals in classes and beyond.

Table 4: Functional Approach for Developing Students

Group	Performance and Attitude	PBIS/MTSS Tier	Tier Definition	Approaches
Green	Excellent performance, positive attitude	Tier 1 (Universal)	Schoolwide supports for all students; proactive reinforcement and clear expectations.	Reinforce with rewards, recognition systems, and consistent routines to sustain motivation.
Light Green	Adequate performance, positive attitude	Tier 1 with Tier 2 supports	Universal supports with occasional targeted interventions.	Occasional coaching, peer mentoring, and small-group instruction to elevate performance.

¹⁴Katy Ridnour, *Managing Your Classroom with Heart: A Guide for Nurturing Adolescent Learners* (ASCD, 2006), 14.

Group	Performance and Attitude	PBIS/MTSS Tier	Tier Definition	Approaches
Yellow	Adequate performance, reluctant attitude	Tier 2 (Targeted)	Targeted small-group supports for students at risk.	Structured interventions such as behaviour contracts, social skills groups, and teacher-student conferencing.
Orange	Needs improvement, positive attitude	Tier 2 (Targeted)	Targeted supports to build skills and prevent escalation.	Skill-building workshops, targeted academic support, and counseling to maintain enthusiasm.
Light Red	Needs improvement, reluctant attitude	Tier 3 (Intensive)	Individualized interventions for significant academic or behavioural needs.	Frequent coaching, individualized counseling, and family engagement strategies to address reluctance and performance gaps.
Red	Poor performance, reluctant attitude	Tier 3 (Highly Intensive)	Highly personalized support with collaboration among teachers, families, and specialists.	Constant coaching, individualized behaviour plans, wraparound services, and collaborative support with families and administrators.

In students' performance management, properly implemented traditional motivational practices are likely to influence students' behaviour to meet desired standards. In schools, teachers need to motivate their students to achieve goals in studies, sports, extra-curricular activities, and other aspects of life. As such, the prudent application of reward and coercion by teachers can regulate their students' behaviour to improve performance. A Reward-Coercion Matrix for students is conceptualized as shown in Figure 4, based on the 'Behavioural Consequences Matrix' of Aubrey and James.¹⁵ The matrix illustrates how Positive and Negative Reinforcement by the teachers affects students' behaviour in the reward section (serials 1 and 2). Positive reinforcement encourages students by giving them what they want, while negative reinforcement influences them by removing something they desire. Conversely, the effects of the teacher's Penalty and Punishment on reducing students' behaviour are shown in the coercion section (serials 3 and 4). A penalty prevents the students from giving up something they don't want to lose, and a punishment imposes an unwanted consequence. The sequence of applying motivating techniques follows the numerical order 1, 2, 3, and 4.

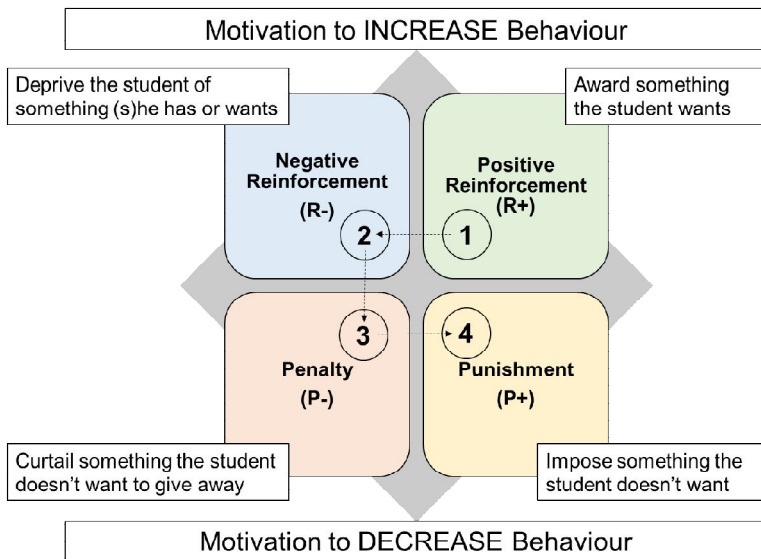


Figure 4: Reward – Coercion Matrix for Motivation
(Author's Construct from the Concept of Aubrey and James, 2007)

¹⁵ Aubrey C. Daniels and James E. Daniels, *Measure of a Leader: The Legendary Leadership Formula for Producing Exceptional Performers and Outstanding Results* (McGraw-Hill, 2007), <https://cir.nii.ac.jp/crid/1971430859833288738>.

With reference to the Reward Coercion Matrix, teachers need to apply the techniques in accordance with the school's standard operating procedure. The teachers need to exercise the authority vested in them judiciously to manage their students with trust and transparency. In this context, the quote from Eleanor Roosevelt, the former First Lady of the United States, aptly emphasizes the approach to managing self and others: "To handle yourself, use your head; to handle others, use your heart."¹⁶ The statement emphasizes the importance of emotional intelligence for influencing others empathetically. As such, teachers need to touch the heart of the students and shape their behaviour to have self-confidence and learn to live life as champions.

Conclusion

Effective nurturing involves deliberate care, focus, and dedication from teachers to support students' development by clearly understanding their behaviours and attitudes toward learning. Since students display diverse performances and dispositions, teachers need to assess them using the KSA continuum and identify their respective groups. Those with positive attitudes can be motivated through recognition and guided coaching to enhance their knowledge and skills, while students with hesitant attitudes may require counseling to promote behavioural change. When teachers combine these practical approaches with parents' supportive involvement, they foster a stable and caring environment where all students feel valued. This partnership boosts both the students' academic success and emotional development and turns them into champions of the community. It ensures that effective nurturing extends beyond learning outcomes to shape resilient, empathetic individuals ready to contribute meaningfully to society.

Creating a nurturing classroom environment relies on effective student behaviour systems and a strong HR strategy that prepares teachers to serve as role models of emotional intelligence. By attracting and developing talented educators, supporting their motivation, and encouraging reflective practices, schools empower teachers to show empathy, patience, and composure in daily interactions. These behaviours, reinforced through respectful greetings, attentive listening, and adaptable responses, foster resilience and emotional regulation among students. Ultimately, when teachers move from authority to empathy and connection, they build classrooms rooted in safety, love, and belonging, developing students with the interpersonal skills and emotional strength needed to succeed holistically and contribute meaningfully to society as champions.

¹⁶Veena Christy and Dr S. Duraisamy, *Authentic Leadership Style*, 3, no. 10 (2015): 24.

Tiered support systems like PBIS and MTSS align well with the performance–attitude categories of the KSA continuum. By linking each group to specific strategies, the article highlights that nurturing classrooms depend on differentiated care instead of one-size-fits-all discipline. Students in the Green and Light Green groups succeed with universal supports and occasional coaching. In contrast, those in the Yellow and Orange groups need targeted interventions that combine skill-building with counseling. The Light Red and Red groups, representing the most vulnerable learners, require intensive and individualized strategies that include family engagement and wraparound services. The prudent application of Reward-Coercion Matrix by teachers would modify the students’ behaviour for enhanced performance in every sphere of life. This structured approach of effective nurturing ensures that all students are supported to become champions who contribute to society and are given fair opportunities to grow academically, socially, and emotionally.

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