



LIVED EXPERIENCES OF ELEMENTARY TEACHERS ON CLASSROOM MANAGEMENT DURING IN-PERSON CLASSES: AN INQUIRY

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ABSTRACT

The purpose of this phenomenological inquiry is to explore and describe the lived experiences of elementary teachers concerning classroom management during in-person classes in the division of Davao De Oro. This is a qualitative research design that utilizes a phenomenological approach. Purposive sampling was used to gather participants. In-depth interviews and focus group discussions were conducted in data collection. Thematic analysis and data coding was employed to analyze the gathered data. In the experiences of the elementary teachers, four themes emerged: employing varied teaching and learning strategies, employing varied classroom management strategies, handling students' varied attitudes and behavior, and dealing with poor attention span of students. As to the coping mechanisms, seven themes emerged: involving parents in addressing issues and concerns of students, seeking advice from colleagues and superiors, having self-management in dealing with challenges, implementing classroom strategy based on students' needs and style, applying a reward system, having patience in dealing with students' varied classroom behavior, and sharing experiences with family and colleagues. With regards to the insights, five themes emerged: find strategies to address students' abilities and behaviors, setting goals and limitations in the classroom, wide understanding of the student's situation, teaching entails dedication and sincerity, and effective classroom management.

KEYWORDS: classroom management, education, in-person classes, phenomenological approach

INTRODUCTION

The transition from online classes to in-person classes presented new challenges. Maintaining classroom order has become particularly challenging due to the changes accompanying this transition. Moreover, as they have grown accustomed to more freedom at home, some students have forgotten how to communicate with and respect their teachers and peers. Consequently, students and teachers today face difficulties in adapting to the in-person classroom setting.

In India, the students have returned to their classes. However, teachers face significant challenges regarding maintaining classroom discipline, student attendance, attentiveness, and preventing dropouts (Sajeevan et al., 2022). Also, in Turkey, teachers struggle to maintain control over their classes as they shift back to in-person classes. Teachers struggle to engage pupils, hold their attention, manage their conduct, enforce rules, and change their cognitive and social abilities (Gulmez, 2022). In Georgia, as they shift back to in-person classes, teachers are weary of doing situations where they no longer feel like teachers and are more like behavior managers. The student's conduct in class has worsened, challenging teachers by displaying behaviors such as fighting, disobedience, tardiness, and a general failure to follow instructions (Downey, 2022).

In the Philippines, public schools returned to in-person classes this school year. The primary classroom challenges that many public-school teachers are now dealing with include student attitudes like inactive and rudeness toward teachers. (Chen,

2022). In addition, Hernando-Malipot (2022) mentioned that as some children had not attended school for over two years, some of them may not be ready for in-person instruction, which caused teachers to deal with behavioral issues. In the Davao de Oro Division, teachers face difficulty in managing their classrooms. With the new school year and the resumption of face-to-face classes, most students have shown unfavorable psychological well-being, intellectual ability, and attitude. Students have become increasingly disobedient, and disrespectful toward teachers.

The urgency of this study arises from the current education situation, where all schools are transitioning back to in-person classes. Thus, it is vital to immediately address issues related to students shifting back to in-person classes. In addition, as an elementary teacher, my curiosity and interest urge me to conduct this research. This study is a phenomenology that focuses on the classroom management of elementary teachers' lived experiences during in-person classes.

PURPOSE OF THE STUDY

The purpose of this phenomenological inquiry is to explore and describe the lived experiences of elementary teachers concerning classroom management during in-person classes in the division of Davao De Oro. At this stage of research, lived experiences of elementary teachers on classroom management encompass their challenges, coping mechanisms, and insights during in-person classes.



RESEARCH QUESTION

The study aims to answer the following research questions:

1. What are the lived experiences of elementary teachers on classroom management during in-person classes?
2. How did elementary teachers cope with the challenges encountered in classroom management during in-person classes?
3. What insights can be drawn from the experiences of elementary teachers regarding classroom management during in-person classes that can be shared with others?

METHODS

This is a qualitative research design and utilizes a phenomenological approach. A qualitative research approach was chosen for this study because it aimed to explore the actual practices and experiences of elementary teachers during in-person classes. This approach delved into non-numerical data gaining insights into elementary teachers' experiences, strategies, and perspectives in classroom management during in-person classes. Also, phenomenology was appropriate since it focused on elementary teachers' experiences in classroom management during in-person classes. This helped to completely comprehend and interpret the participants' experiences in this phenomenon when everyone's viewpoints, experiences, and techniques were considered.

This study adhered to the view of Creswell et al. (2018) that having 3 to 10 participants is adequate to saturate the information in conducting this qualitative inquiry. The research participant was solely focused on grade 3 with 14 teachers from the Division of Davao De Oro. Seven (7) participants in focus group discussion, and seven participants for in-depth interviews. Also, purposive sampling was used to identify participants who are likely to have specific characteristics and experiences in classroom management during in-person classes and are willing to share.

Moreover, in this study, coding and thematic analysis were used to reveal themes in the text by evaluating word meanings and sentence structure (Medelyan, 2019). Data coding translates acquired information or observations into meaningful, coherent categories. It summarizes and represents data to systematically describe the recorded or seen phenomena (Allen, 2017). Thematic analysis is a technique for analyzing qualitative research data. It often serves to refer to interviews and transcripts. Six processes, including familiarization, coding, topic generation, theme analysis, theme definition and labeling, and theme reporting, make up the standard procedure for thematic analysis (Caulfield, 2019).

REVIEW OF RELATED LITERATURE

Classroom Management

Classroom management is an essential duty of teachers. To manage a classroom, one must consider various factors, including but not limited to routines, scheduling, physical set-up, teacher-student interactions, learning patterns, and teaching (Cooper & Scott, 2017). In the study of Burden (2020), it is believed that classroom management style relates to how teachers engage with their students and the degree of control they exert over them. Thus, physical, emotional, mental, and

intellectual boundaries must be established to manage a classroom effectively. Soika (2020) emphasized that there is no one-size-fits-all answer for addressing a diverse variety of abilities and strengths in your classroom. As a teacher, to effectively instruct, it is necessary to modify pedagogical approaches to accommodate diverse learning styles, student demographics, and a range of situational factors.

Also, Diniatulhaq, Oktaria, and Abbas (2020) emphasized that classroom management enhances students. Conducive learning settings improve learning outcomes and help students learn smoothly. Good teachers help students learn. Therefore, teachers must recognize, and value students' features and needs. Thus, classroom management includes all a teacher's tools and methods. Ahmed, Ambreen, and Hussain (2018) mentioned that successful classroom management involves arranging activities, defining rules, and finding ways to enforce them. Students must follow the rules to be productive, which is crucial to classroom management. The study by Retnaningtyas (2018) said that classroom management tactics are teaching methods. A suitable classroom management method helps students think critically. Students learn to think about, create, and solve problems through a teacher's communication. These skills are not merely taught in class. The instruction shapes them too.

In-person Classes Modality

In-person classes are regarded as a traditional style of instruction since the teacher and students are all in the classroom simultaneously. Generally, this would entail all students being physically present with the teacher (K-state, n.d). Also, this means students and teachers are in the classroom together. Active participation, timely feedback, and socio-emotional learning are possible (Llego, n.d). Sitting face-to-face enhances learning and creativity, especially while learning complicated physical skills that should be harder. Hence, in-person participation may foster innovation and individuality instead of copying the teacher (Dean, 2022).

In the study by Ramos (2022), it was noted that the return to in-person learning was a welcome departure from routine for both teachers and students. A teacher could not contain her enthusiasm upon reuniting with her pupils. One first-grade group said that the simulation and the regular mental health sessions with the younger students made it easier for them to adhere to the health requirements. Similarly, a study by Salamuddin (2021) found that in-person learning materials help students understand the subject, text, vocabulary, and other learning areas and get familiar with data analysis to accomplish lesson objectives. Teachers' observations revealed it. Teachers deliver timely feedback and direct guidance on school-related issues. So, learning in person is beneficial. It is cheap because it physically involves students and teachers in learning.

On the other hand, the most significant drawback of traditional classroom instruction is the increased likelihood of catching a disease like COVID-19. Students and teachers may find it difficult to adjust to the new requirements and regulations that have been implemented (Guerra, 2022). Consequently, teachers described returning to in-person classes as demanding, which may reduce their self-efficacy, stress them out, and make them question their abilities as teachers. As a result of the emotional

difficulties of providing in-person education during the pandemic, teachers experienced dread, worry, stress, and self-doubt. Educational issues related to student achievement, absenteeism, and increasing responsibility caused teachers to have issues with their capacity to teach in-person classes (Phillips, 2022). As well as the study by Bakir, Humpherys, and Dana (2020) also mentioned that in-person classes presented challenges for the students, who voiced several complaints. Students often have members of their groups who do not participate in cooperation and interaction, have trouble keeping track of time, are confused about the project's goal, and lack interest.

Classroom Management During In-Person Classes

In the context of in-person classes, Classroom management encompasses a wide array of skills and tactics teachers use to establish and sustain a structured learning environment, hence minimizing disruptions in student conduct. Also, it simply refers to establishing a well-structured learning environment with rules that encourage learning and sanctions for disruptive conduct (Mulvahill, 2018). In the study Gülmez and Aydan (2022), it is found that the strategies used by teachers for managing the classroom and transitioning to in-person classes include administering lessons, controlling behavior, managing relationships, and handling the physical environment.

Moreover, the study by Megawati and Wibawa (2020) proved that different instructional methods improve students' communication skills. This includes cooperative learning methods that encourage student accountability. Teachers supervised students as they worked in groups and did different activities by using effective classroom management strategies. After learning that classroom rules were the teacher's duty, students respected one other. Added by Reimers (2022), in the methods of classroom management used by teachers after in-person instruction, they noted that they updated education and skill development due to inadequacies in learning and losses to make up for the gaps. This was performed to fill in the spaces. In fact, a recent study of remediation strategies for learning deficiencies concluded that "bridging the gaps" or "re-establishing learning" should be the primary focus.

In contrast, (Wahlig, n.d) also stated that imposing sanctions on students who engage in inappropriate behavior is beneficial. However, these punishments must be consistently applied whenever students engage in serious misconduct. In the investigation of Irawati and Listyani (2020), delivering sanctions and imposing classroom rules, learning the names of the students, providing clear directions, performing activities, playing, entertaining films, and substituting unknown terms with common words were discovered to be effective classroom management strategies during in-person classes.

Coping Mechanism of Elementary Teachers During In-person Classes

Teachers and employees within educational institutions play an essential function in supporting children as they navigate the process of readjusting to traditional classroom environments, particularly in prolonged school closures (UNICEF, n.d). When we return to in-person learning, cooperation will be an essential classroom practice. We expect students to return to school with various needs, including academic, behavioral, and social-emotional issues. To address student variability, communication may bring together teachers with diverse perspectives and experience levels (Vocasek, 2022). In the research of Sword (2020) found that teaching and doing things alone need teamwork in an in-person class. Whether you are working on lesson planning, updating colleagues on a child's development, or discussing classroom issues, good communication skills can help. Sharing our experiences can help us identify and adopt significant behaviors and solutions. Sharing their experience entails engaging in new dialogues that expose what they have learned to a fresh viewpoint, allowing them and others to improve (Patzter, 2023).

In face-to-face classes, teachers need to acknowledge the unique variations among their pupils, adapting instructional approaches that are most suitable for diverse learners (Barberos, Gozalo, & Padayogdog, n.d). With this, teachers adjust classroom strategies, maintain students' attention over a longer time, and enhance the learning process. Moreover, when dealing with children who actively disrupt classroom order, one should always stay calm and immediately control the problem (Yu, 2022)

RESULTS AND DISCUSSIONS

Table 1
Major Themes and Core Ideas on the Experiences of Elementary Teachers on Classroom Management During In-person Classes

Major Themes	Core Ideas
Employing varied teaching and learning strategies	<ul style="list-style-type: none"> • discussing with students how to behave in class. • implementing discipline in ladder strategy • using the model behavior approach with students • using "Reverse Psychology" in reprimanding the students • engaging students in team building as a strategy. • informing students of their classroom responsibility • using hand signals in discerning when to talk and when to stop talking • utilizing the buddy system as a reading strategy • applying the Roll the Basket strategy in getting students' attention • employing a reward system to motivate students and parents • using computer innovation in catching the interest of the students

<p>Employing varied classroom management strategies</p>	<ul style="list-style-type: none"> • using individual discipline rather than disciplining the whole class • showing the importance of the classroom rules • setting firm classroom rules for the students to follow • being consistent in imposing classroom rules • implementing classroom rules firmly • posting the set classroom rules on the wall • imposing rules and regulations first before discussing the topic • emphasizing the proper ways of throwing garbages
<p>Handling students' varied attitudes and behavior</p>	<ul style="list-style-type: none"> • dealing with the varied behavior of the students • feeling shocked due to unexpected behavior at their age • shocking reaction to their varied attitude • having students always complaining inside the classroom • being distracted by students complaining in unison • having difficulty in imposing classroom discipline • encountering students with no listening skills. • struggling with the accustomed behavior of the students at home • having students easily get irritated • dealing with students' absenteeism • handling student's nuisance in class
<p>Dealing with the poor attention span of students</p>	<ul style="list-style-type: none"> • struggling with the short attention span of the students in class • having a short-term attention span and cannot stay at peace for a longer time • dealing with short attention spans. • dealing with short attention span in listening to the teacher • having difficulty in grasping ideas that leads to attention diversion

Employing varied teaching and learning strategies

"I used the model behavior approach." FGD-03

"I approach them in the opposite way." IDI-06

"I used the body-body system." FGD-07

Teachers faced difficulties managing their classes during in-person classes. Saro et al. (2022) emphasized that the new normal teaching and learning view demands that students' learning and experiences be prioritized in the strategy, as most students need help adjusting to the new normal classrooms. The study strengthened by Megawati (2020) that teaching strategies improve students' communication skills. Cooperative learning encourages students to take charge of their education. Effective classroom management ensured that teachers supervised students as they worked in groups and performed different activities.

Teachers were instructed to be innovative in providing students with various activities during in-person classes. The use of games, the combination of education and technology, or other media such as music, film, or poetry are all viable options for many activities (Irawati et al., 2020). Also, in the study by Raslinda (2021) teachers in elementary schools use praise, and it was considered that providing students with flowers and other gifts as a reward for exemplary conduct was the most successful method.

Employing Varied Classroom Management Strategies

I avoided punishing the class and I used isolated discipline. IDI-01

I set rules in my classroom and posted them on the wall so they could read it. FGD-03

The classroom rules require consistency. I must not break it and I must be firm in implementing it. FGD-02

The teachers underscored that they should firmly establish and enforce classroom rules during face-to-face lessons to ensure students abide by them. Teachers also disclosed that they employed various classroom management techniques to impose regulations in the classroom. In connection with this, Vairamidou et al. (2019) discussed that teachers and learners must conform to the regulations stringently in establishing classroom rules during in-person classes. Rules should be firm, unambiguous, essential, and simple to enforce. A practical approach to managing classroom discipline involves introducing classroom rules to students at the beginning of the first-class session (Yu, 2022). Thus, it is essential for classroom rules must be clear, consistent, and simple (Gezer Şen, 2022).

Handling Students' Varied Attitudes and Behavior

It is difficult for me to handle because it seems like this is their first time interacting with each other again. IDI-02

The students are now different since they were restricted to school for two years then I adjusted to the student's behavior. FGD-07

The biggest struggle for me is that the students are accustomed to the behavior like a king in their house and when they return to the classroom. IDI-03

Returning to in-person classes excites every teacher and student. However, teachers claimed they faced difficulty handling students with varied attitudes and behaviors. In line with this, Shen-Berro (2023) mentioned that it seems that students are still getting used to being back in class. After more than a year of face-to-face instruction, they saw a surge in disruptive behavior. Also, Saajeevan et al. (2022) stated that teachers deal with discipline, attendance, attention, and learning loss when students return to school. Most students have gotten

used to distance learning and are disconnected from school and routines, and classroom conduct has become a challenge (Kocabaş et al., 2021).

Dealing with The Poor Attention Span of Students

They have short attention spans because they are used to being at home. IDI-04

They only have a short-term attention span. They cannot stay in their seat and keep quiet longer. IDI-07

Their attention even for a few minutes or unlikely to last a second. FGD-02

We cannot dispute that students’ attention spans gradually decrease, becoming increasingly apparent when we return to in-person classes. In line with this, students’ attention span in in-person classes is reportedly short, and they frequently request breaks, complained by the teachers. Also, students cannot maintain a prolonged seated position (Singha, 2022). Added by Oheraldo (2022), when classes had returned, teachers noticed that students were finding it difficult to sit for a long time on benches and pay attention.

Table 2
Major Themes and Core Ideas on the Coping Mechanism of Elementary Teachers on Classroom Management During In-person Classes

Major Themes	Core Ideas
Involving parents in addressing issues and concerns of students	<ul style="list-style-type: none"> calling up parents for student behavior clarification making a follow-up to parents of non-compliance with classroom task doing conferences with parents to address students’ behavior. discussing student’s issues and concerns with parents updating parents with students’ behavior threatening the students to inform parents of their doing
Seeking advice from colleagues and superiors	<ul style="list-style-type: none"> findings ways of handling students with advice from superiors soliciting advice from the master teacher assigned gaining classroom strategies from attending LAC session asking for some advice from co-teachers disclosing problems to co-teachers and using their strategy in handling students’ behavior. collaborating with the school principal and master teachers to gain ideas for handling students
Having self-management in dealing with challenges	<ul style="list-style-type: none"> managing problems despite being stress thinking that these challenges are part of the job. treating challenges as a mission of being a teacher motivating self that it is for the future of the students managing self to stay relaxed and be happy to radiate happiness in class eating as a stress reliever in dealing with the behavior of the students reflecting to self the purpose in this world
Implementing classroom strategy based on learners’ needs and style	<ul style="list-style-type: none"> dealing students’ challenging behavior calmly. applying learning by doing in the classroom. using video presentations for instructions considering individual differences in choosing classroom management strategy applying classroom management based on the type of learner shifting strategy based on students’ mood level
Applying a reward system	<ul style="list-style-type: none"> giving certificates to acknowledge students giving stars to those behaving students praising the students in the class for making good behavior giving tangible awards to the students for good behavior giving rewards for cleaning the classroom and having perfect attendance adding points for exhibiting good behavior
Having patience in dealing with students’ varied classroom behavior	<ul style="list-style-type: none"> having more patience and attention to the slow learner praying to have patience in embracing students varied classroom behavior having long patience in dealing with students giving higher patience in understanding the students
Sharing experiences with family and colleagues	<ul style="list-style-type: none"> sharing students’ concerns with schools circle of friends talking school concerns with sister during bonding moments sharing ideas in handling students with co-teacher

Involving Parents in Addressing Issues and Concerns of Students

I called up their parents asking for clarifications about their attitudes. IDI-05

I will follow up and call their parents immediately to talk about the problem with the students. IDI-06

I call the parents then I say what is the children's behavior so that parents and teachers can work together to shape the child's behavior. FGD-06

The teachers discovered an approach to easily handle the challenges and concerns of the students within the classroom through the participation of parents. In the study of Smith et al. (2019), teachers must develop ties with their student's parents. Teachers must begin reaching parents when they receive the class lists to invite their students into the classroom, introduce themselves, and explore ways to include parents throughout the year. The study of Gulmez (2022) emphasized that as we return to classroom instruction, increasing communication and involvement with parents was cited as another successful method used by teachers. In addition, teachers should engage with students or parents and give feedback on their performance (Agayon et al., 2022). To effectively manage challenging behavior, keeping in regular contact with parents is essential. When their child misbehaves, keep parents informed and make sure they create home rules that are consistent with those you have at school (Collier, 2018).

Seeking Advice from Colleagues and Superiors

I asked for some advice from those higher in rank. IDI-05

I ask my co-teacher for advice on what to do and how to handle difficulties. FGD-03

I also share it with our master teacher assigned, grade leader, school principal, and administrators. FGD-05

One of the coping techniques demonstrated by the elementary teachers in dealing with the issues they found in classroom management during in-person classes was to seek advice from their colleagues and superiors. In line with this, it was noted in the study of Shakerkhoshroudi (2021) that the competency of teachers influences the perceptions of classroom management regulations. In addition, Tingley (2017) said it is vital to find an experienced department or grade-level member to consult with to manage your classes effectively. They will know a lot about the school's culture, as well as its curriculum, administration, and classroom management practices. Also, a principal can engage with teachers on classroom management with evidence-based professional development that assists teachers in promoting good behavior among students (Williams, 2021).

Having Self-Management in Dealing with Challenges

I do not bring my problems at school. IDI-01

I motivated myself by saying, "This is part of my job!" We must accept the truth. IDI-02

I take it as a challenge and as my mission every day to teach and mold children. IDI-03

Teachers revealed they could deal with the difficulties encountered during in-person classes by being motivated and

exercising self-management. Despite being under stress, teachers claimed that they still managed difficulties. As we go back to in-person classes, the coping mechanisms most often used by teachers were positive reframing, active coping, and preparation. This implies that teachers frequently exhort themselves to think more positively about a bad or challenging situation, as well as to recognize the reality of stressful events, come up with management techniques for them, and learn to live with them (Hidalgo-Andrade et al., 2021). It was highlighted in the research of Tus (2021), in which teachers encountered problems and hurdles in classes in person. However, despite the hardships, their students became their drive to maintain their enthusiasm for teaching. Despite their anxiety and exhaustion, they acquire fantastic experiences. This includes their enthusiasm, connection-building, and performance of their responsibilities.

Implementing Classroom Strategy Based on Learners' Needs and Style

It would be best to talk to them calmly because the more you speak to them loudly, the more they misbehave. IDI-04

I used inquiry-based instruction sometimes to inspire students and to make them independent. IDI-05

My very effective strategy is to make a creative PowerPoint with a matching video and then show it to them. IDI-06

One coping strategy teachers use in classroom management during in-person classes is implementing classroom strategies based on learners' needs and styles. This adheres to the study of Mahvar et al. (2018), which pointed out that teachers may employ various strategies to cope with the challenges posed by students' disruptive behaviors. Somji (2018), altering your teaching strategies can hold students' attention for extended periods and improve learning. Also, Cardino et al. (2020) stated that teachers will find it much easier to build and implement a suitable student strategy if they know their students' preferred learning styles.

Applying A Reward System

The most effective strategy that I saw is the reward or appreciation. FGD-07

To me, it is a reward system, and it is your consequences. FGD-06

I give tangible awards to students who behave well or behave in class. IDI-03

Teachers reported that using a reward system was still one of the most excellent classroom management strategies for dealing with students' inappropriate behavior during in-person classes. One of the most effective behavior control tactics that may be used is the implementation of reward systems. Tangible prizes serve as catalysts for personal growth, fostering cooperation and teamwork (Banks, 2021). As Morin (2022) continued, one of the most straightforward and effective techniques for involving and motivating students is praise. When used skillfully, praise may change challenging behaviors and enhance students' attitudes toward learning.

Having Patience in Dealing with Students' Varied Classroom Behavior

I have more patience with them. IDI-01
I must be very patient with the children because this is our profession. FGD-01
In disciplining the students, I must have high patience. FGD-02

Teachers discovered the importance of patience as we returned to in-person classrooms, especially when dealing with students' diverse behavior in the classroom. This was highlighted in the study of Reyes et al. (2023), as we return to in-person classes to address the challenges due to diverse student behaviors, teachers suggested coping mechanisms such as more patience. An instance in which they stressed the coping mechanism of teachers in having more patience in teaching and assisting students regarding their reading. Also, to successfully deal with diverse classroom environments, a teacher must be patient and demonstrate a willingness to adapt. There is a variation among students throughout different classes (Times Reporter, 2017).

Sharing Experiences with Family and Colleagues

It is also important that you have a circle of friends in school. I can also see their strategy the way they handle children. IDI-03
The first person that I can go to is my younger sister. We used it that when we go home in the afternoon, we bond over a snack and then talk about what happened at school. FGD-07
The one that I always approached was my neighbor who is a teacher because we can have a conversation right away. FGD-01

Teachers stressed the necessity of sharing students' concerns and problems with the circle of friends in the school. Teachers should share ideas and strategies in dealing with students' conduct during in-person classes. In line with this, cooperation will be an important classroom practice when we return to in-person learning. We expect students to return to school with various needs, including academic, behavioral, and social-emotional issues. To address student variability, communication may bring together teachers with diverse perspectives and experience levels (National Center for Learning Disabilities, 2021).

Table 3
Major Themes and Core Ideas on the Insights of Elementary Teachers on Classroom Management During In-person Classes

Major Themes	Core Ideas
Find strategies to address students' abilities and behaviors	<ul style="list-style-type: none"> • use the best strategies for the students • apply strategies after thorough observation of students' behavior • modify classroom rules in addressing students' behavior • think about the welfare of the students in imposing classroom rules • address students with varied needs • adjust strategies based on student's ability and behavior
Setting Goals and Limitations in the classroom	<ul style="list-style-type: none"> • establish goals for the students to follow • build expectations emphasizing respect and responsibility inside the classroom • limit the playtime inside the classroom • give limitations on their movements inside the classroom during classes • restrict students to bring toys inside the classroom
Wide understanding of the student's situation	<ul style="list-style-type: none"> • acknowledge the situation of the students • learn to listen to the side of the students • have less expectation from the students • get to know the students closely • understand the students' health conditions
Teaching entails dedication and sincerity	<ul style="list-style-type: none"> • teach with a heart • be dedicated to the profession to have a self-growth • learning to embrace and love our students • be sincere to the profession as a teacher • enjoy the work as a teacher
Effective classroom management	<ul style="list-style-type: none"> • perform as the captain of the ship in the classroom • play a great role as a teacher inside the classroom • good classroom management depends on teacher

Find Strategies to Address Students' Abilities and Behaviors

It is necessary that they use a best strategy, a strategy that suits best to their children. IDI-03
It depends upon the learners. Diverse learners will require different strategies. FGD-05
You need to go deeper with the student's abilities. FGD-05

Teachers revealed a need to use the best strategies for the students. This adheres to the study of Soika (2020) that there is no one-size-fits-all answer for addressing a diverse variety of abilities and strengths in your classroom. As a teacher, you must adapt your teaching strategies to varied learning styles, student backgrounds, and various situations. Özen et al. (2020)



recommended that every teacher should employ a different strategy based on the class. Teachers must stay current in their disciplines. Further, it is advised that teachers find effective classroom management strategies and implement them to compel students to learn and support increased academic accomplishment (Adedigba et al., 2020).

Setting Goals and Limitations in the Classroom

You must establish a goal for them to follow and listen to you. IDI-01

You need to build classroom rules, and expectations, emphasizing the importance of respect and responsibility. FGD-04

You impose limitation on their standing or please stay in your seat when you are in the classroom, stand when you are called. IDI-07

Teachers believed that it is easier to manage students when there are already goals, limitations, and expectations that emphasize respect and responsibility in the classroom. One essential fundamental idea in classroom management is the establishment of clear expectations. Students can better comprehend expectations by having defined limits and consistent routines throughout the school day (Williams, 2019). Thus, setting out your behavior expectations is essential. By teaching them exactly what you want them to accomplish, you can tell students what they need to do to succeed. This reduces the time you spend addressing behavior during lessons (Sword, 2021).

Wide Understanding of The Student's Situation

I put myself first to understand them and sometimes acknowledge their situation. IDI-01

We speak personally with students and get to know them individually. FGD-01

Let us learn to listen to their side because sometimes it is not just all ours. IDI-04

Teachers provided an insight that during in-person lessons, teachers must have a broad understanding of the student's situations. Teachers must listen to students; not all classroom rules come from the teacher. Boyd (2022) strongly advises teachers to collaborate with their students to create rules and regulations inside the classroom. In the study of (Beasley et al., 2021) explained that teachers can better fulfill the demands of the classroom by understanding individuality and having a thorough understanding of each of their students.

Teaching Entails Dedication and Sincerity

Teach them with a heart. FGD-02

Be dedicated to your work, love your children, and have a self-time. FGD-03

We need love, dedication, and more patience for the future of our students. FGD-01

The teachers conveyed that when teaching students, teach them with a heart. It is important to have dedication to self-growth and sincerity in the teaching profession. Despite the hardships brought on by the pandemic, teachers stay committed to their responsibility and pledge to educate the student (Pearl et al., 2023). Teachers must be responsible and passionate about

teaching and always learn from their mistakes. Effective classroom management involves time, patience, effort, and confidence (Yu, 2022).

Effective Classroom Management

You are the teacher, and you will bring everything. As if you are the captain of the ship, then your anchor maybe your classroom management. FGD-01

As a teacher, we should know what classroom strategies or classroom management we should impose on the students. FGD-03

Your classroom management determines the effectiveness of our teaching. If our classroom management is good, our teaching will be more effective. FGD-06

Teachers offered ideas to continue giving their best efforts and doing all possible to ensure successful classroom management occurs despite the difficulties experienced by the teacher when we resumed classes in person. Effective classroom management involves inspiring students to engage in collaborative activities and implementing teaching methods tailored to meet students' individualized learning needs. Teachers addressed these challenges by implementing strategies for managing them (Koutrouba, 2020).

IMPLICATION FOR TEACHING PRACTICE

Building upon the findings of this research, teachers can consider a variety of classroom management strategies to help them manage their students effectively during in-person classes. Collaboration between teachers and parents is essential to address challenges and student concerns. Teachers should also actively seek help, maintain open communication with co-teachers and superiors, and engage in collaboration to manage diverse student behavior effectively. Additionally, cultivating patience when dealing with various student behaviors is crucial. Teachers can employ active learning techniques in the classroom to keep students engaged and incorporate computer-aided education, such as video clips, to prevent boredom. Implementing a reward system for well-behaved students can also prove beneficial.

Also, to the students, it was clear that the teachers were making efforts and doing their best to accommodate the diversity of students. Thus, students should also modify their attitudes and habits. This would encourage students to behave and act responsibly in class for teachers to handle them effectively.

In addition, this research would provide parents with insights into the challenges teachers face in adapting to students' diverse and changing behaviors. Also, this would serve as their perspectives on facilitating their children's development of positive and suitable behavior. Furthermore, this allows parents and teachers to engage in constant communication, fostering a closer relationship between children, teachers, and parents.

To school administrators, including school heads and master teachers, this research would be a signal to organize various seminars and in-service training, particularly on LAC sessions focused on diverse, effective classroom management during in-person courses. This study would also give them ideas for better understanding the issues teachers face while dealing with

different students.

Furthermore, this research may provide valuable insights to Department of Education officials, enabling them to understand better the challenges teachers face in managing diverse student behaviors. Also, they may potentially enhance teaching and learning assistance by offering training, seminars, and workshops. These initiatives aim to educate teachers on the necessary information, methods, and best practices for effective classroom management. In addition, they may also develop strategies to facilitate teachers' classroom management of students during in-person classes.

In conclusion, although teachers encountered many challenges and issues in managing their classrooms during in-person classes, teachers, students, parents, and administrators must collaborate constructively to provide optimal strategies and valuable educational experiences for students.

CONCLUSION

Elementary school teachers' experiences with managing the classroom during in-person lessons have brought to light the need to have a variety of management techniques based on the needs and behaviors of the students. The results of this study reveal the struggles and difficulties of managing classroom behavior in in-person classes, as well as their coping mechanisms and insights into the phenomena. Although face-to-face instruction was the standard modality before the pandemic, it has been shown that teachers had ongoing challenges and struggles in managing their classrooms when we returned to face-to-face instruction since it is evident that the two-year modular class had a different impact on their behaviors.

It is vital for teachers to instill positive manners in their students in addition to teaching subjects in school. Therefore, to accomplish successful classroom management, teachers must design classroom management that is best and appropriate for students, teachers must remain committed to their work, teachers should always look for new methods to adjust and address classroom problems, teachers must communicate with others, and teachers must have greater patience when dealing with students and be creative in establishing and implementing classroom management techniques.

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