



WALKING IN THEIR SHOES: A PHENOMENOLOGICAL STUDY OF THE LIVED EXPERIENCES OF TEACHERS MANAGING STUDENTS WITH DISRUPTIVE BEHAVIOR

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ABSTRACT

This study focuses primarily on the lived experiences of secondary education teachers who work with students exhibiting disruptive behavior. The research employs a qualitative phenomenological approach, utilizing semi-structured in-depth interviews with a sample of five teachers from a secondary school in Barangay Sigaboy who are responsible for managing students with disruptive conduct. The selection of participants was done through purposive sampling. Thematic analysis was employed to evaluate the data, which facilitated the identification of key statements pertaining to the challenges, coping methods, and insights of secondary teachers in managing disruptive conduct exhibited by their students. Upon deliberation, 2 general themes surfaced breaking into 2 subthemes of each result. The results have shown that the first theme: learner's background have described the types of learners and the reason for disruptions. It is evident that secondary teachers experience varied learners that disrupts the learning process and carries different reason of disruptions. The second theme: academic background exposed the teachers' emotional attachments and strategies in the disruptive behavior. This study describes the lived experiences of 5 secondary teachers in the journey of educating young adults.

KEYWORDS: Secondary Teachers, Disruptive Behavior, Lived Experience

INTRODUCTION

Most teachers today are now challenged with problems in behavioral issues among students. One of the most significant behavioral issues most teachers are facing is disruptive classroom behaviors. According to Peras, Castro and Mantog (2023), the educational system in the Philippines faces several problems in dealing with students with disruptive behavior. Amado & Guerra (2018) also cited that the behavioral problems of the students became the most challenging and difficult hurdle the teachers encountered inside the classroom. Additionally, in the study of Dulay (2020), it is observed that students' misbehavior in class disrupts the smooth flow of the lesson and interferes with learning.

Disruptive behavior can be characterized by minor disruptions such as inattentiveness, speaking out of turns, leaving assigned seats, and making unnecessary noises during class, to major disruptions such as persistent and intentional disruption during class activity, physical aggression, bullying, and repeated disobedience to teachers. This disruptive behavior causes interruptions and distractions in the learning process, making it more difficult for the students to engage in class and absorb the lesson leading to poor academic performance.

Classroom behavior of students is one of the concerns teachers face on a global scale today (Dulay, 2020). These increasing frequencies of disruptive behavior in classrooms are linked with

behaviors that impede and interfere with the teaching-learning process (Martino, Hernandez, et al., 2016). Additionally, disruptive behavior typically leads to low academic performance, which influences the student's risk of failure at school in some way or another (Granero-Gallegos, Antonio et al., 2019). Furthermore, according to Parsonson (2012), behavioral issues increase the stress levels of both the teacher and the students in the classroom, disrupt the continuity of lessons, and interfere with both learning objectives and learning processes.

Furthermore, the study will be conducted in the secondary public schools in Governor Generoso North District, Davao Oriental. It is observed by most teachers that disruptive behavior is a growing problem in the schools of Governor Generoso North District and is one of the most serious concerns of teachers.

Lastly, many studies in the field of classroom management tend to rely heavily on quantitative research methods, such as surveys and experimental designs. There may be a gap in the literature regarding in-depth qualitative investigations that explore the experiences, perspectives and coping mechanism of teachers handling learners with disruptive behavior. This research gap emphasizes the importance of conducting in-depth qualitative studies that capture the different lived experiences of teachers handling learners with disruptive behavior while



also exploring their perspectives and insights. Addressing this gap is critical for informing the development of evidence-based policies and interventions that help educators create inclusive and welcoming learning environments for all children.

Research Objectives

Due to the growing concerns regarding the observable disruptive behavior of students in the classroom, there is a pressing need to explore the lived experiences of teachers handling learners with disruptive behavior inside the classroom. The purpose of this research is to understand teachers' experiences in managing students with disruptive behavior. Moreover, three objectives were sought to use as a guide for this study:

1. Identify experiences of secondary teachers in handling learners with disruptive behavior;
2. Enumerate the coping mechanisms of the secondary teachers in handling learners with disruptive behavior;
3. Uncover the insights of secondary teachers in handling learners with disruptive behavior.

Review of Related Literature

This section contains a compilation of several studies in the education area that investigate the experiences and challenges faced by secondary teachers who work with students with disruptive behavior in a general education classroom. These studies also examine the factors that contribute to this issue.

Pedagogical Resilience

Resilience as a domain of discipline has acquired multiple definitions through the process of time. However, there seems to be agreement that resilience refers to the process of coping with disruptive, stressful, or challenging life events in a way that provides the individual with protection mechanisms and coping skills before the disruption that results from the event (Segalo, 2021). Research has proposed that resilience, as an individual attribute, reduces the impact of the particular challenges faced in the teaching profession (Pretsch, Flunger & Schmitt, 2012). In the study of Brouskeli, Kaltsi, and Loumakou (2018) have mentioned that the professional well-being of teachers may exert influence, to some extent. Research has proposed that resilience, as an individual attribute, reduces the impact of the challenges faced in the teaching profession. Nevertheless, the professional well-being of teachers may exert influence, to some extent

The advancement of dynamic resilience. It is important to acknowledge that there are certain individuals and communities who experience a high level of well-being but have a low level of resilience. A study conducted in Higher Education by Clum et al (2022) in the mode of online teaching, alongside assisting HEIs in better adjusting to online teaching in the face of a crisis, institutional and instructional resilience will enhance the quality of instruction and delivery of online courses under all conditions, resulting in meaningful and long-lasting online learning now.

The material within explores research-based approaches and practices that prioritize the well-being of learners as well as teachers, leading to excellent learning results. By integrating

strategy, flexibility, and empathy into our teaching, we can unlock new possibilities (Thurston, et al., 2021) Teachers who exhibit high levels of resilience are often adept at utilizing coping strategies, problem-solving skills, and social support networks to overcome obstacles and maintain effectiveness in their teaching practices hence a study in Eastern Samar of Lacaba, Lacaba, and Calivan Jr. (2020) for the teachers who are assigned to an island have shown that Their significant successes clearly demonstrate their enhanced abilities dedication and efficacy in the realm of education. While exchanging their personal anecdotes of while teaching on the island, they firmly believe in their significant progress in their career.

Classroom Management

Maureal & Villalajos (2000) underscored the significance of classroom management in fostering student improvement. Effective learning environments enhance academic achievements and facilitate smooth student learning. As cited in the study of Bektiningsih et al (2023), schools play a significant role in molding the personalities and actions of pupils. Schools should impart comprehension to students to prevent disruptive conduct. Disruptive behavior refers to student conduct that affects the educational process inside the classroom and is consistently exhibited in various manifestations, depending upon the prevailing conditions of the class. Furthermore, disruptive behavior is defined as any activity that obstructs classroom instruction and thus causes psychological and physical instability.

He also supplied that there are numerous internal and external elements that contribute to disruptive conduct. Negligent behavior, jail time, and upsetting friends are examples of internal influences. External factors contribute to the lack of effectiveness of teacher teaching materials, such as teachers who conduct learning non a monotonous manner or a lack of resources. Because teachers must manage these issues, which takes up less time for them to deliver teachings, disruptive behavior poses a risk to students' academic performance in the classroom. Given the presence of this disruptive conduct, an effective teaching technique is required to lessen it. Numerous prior studies have examined how teachers handle disruptive behavior in the classroom. One such study's noted that teachers employ three different approaches to address disruptive behavior: behavioristic, cognitive, and humanistic.

According to Maureal & Villajos (2023) research, there exists a correlation between classroom management style and the way teachers interact with their students, as well as the level of control they exercise over them. Therefore, it is necessary to set physical, emotional, mental, and intellectual limits to properly manage a classroom. In the study of Bojos & Oclinaria (2023) the teacher, who holds the position of power in the classroom, is the only one who can watch over the kids. Yet it can be challenging for teachers to maintain order in the classroom, especially when there are a variety of children who are present. Even while most kids are able to follow instructions, there will occasionally be one who struggles with appropriate behavior. These situations in the classroom could be limiting better teaching and learning. Furthermore, studies show that many teachers lack the necessary preparation for the kinds of

behaviors that their students may bring to the classroom, which creates challenges for both teaching and learning. Effective classroom management is critical to any academic pursuit. A term used by educators to characterize the process of ensuring that instruction occurs in the classroom uninterrupted. It is the cornerstone of a safe and supportive learning environment. Classroom management is a talent that may be learnt through training and years of real-world experience, even though some teachers are naturally adept at it.

In conclusion, the disruptive behavior can possibly be caused by the factor of classroom management as it influenced the learners learning. Without implementing the management could encourage chaos.

Theoretical Lens

The process of teaching and learning comprises various essential components that a learning environment should possess. Classroom disruption is a significant element that might impact the learning process in the classroom. The teacher prefers to utilize a trial-and-error approach when implementing measures to address superfluous conduct inside the classroom. Bektiningsih et al (2023) asserted that inadequate management of disruptive conduct is a significant challenge in the educational process. Behaviourism, as postulated by B.F. Skinner, promotes the notion that teachers employ rewards and punishments as a means of classroom management. According to Niwaz, Khan & Naz (2021), it has a significant role in the effectiveness of planned interventions aimed at promoting effective classroom management. According to the findings of Ngan'du et al (2013), it has been determined that the use of suitable behavioral management techniques is vital for teachers to establish an optimal learning environment. Successful learning can be achieved through the utilization of appropriate behavioristic techniques. Finally, Al-Shammari, Faulkner, & Forlin (2019) proposed that the application of behavioral approaches is particularly relevant when supporting learners

with social and behavioral difficulties and even more so when these applications co-exist with learning difficulties.

This study seeks to investigate the lived experiences of five secondary education instructors in teaching pupils with disruptive behavior, based on their personal experiences and viewpoints. Through the utilization of in-depth interviews, the researcher can determine the experiences, coping mechanisms, and insights associated with educating a student exhibiting disruptive behavior.

METHOD

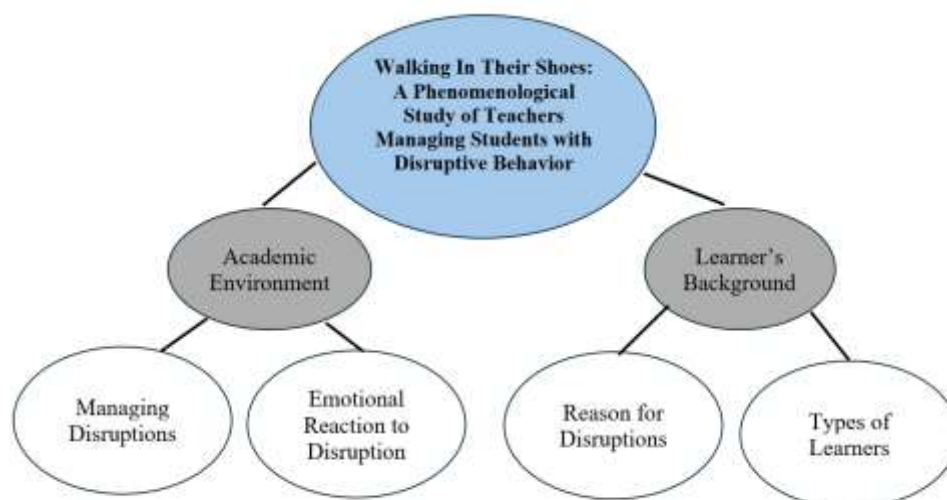
This study aims to be guided based on the three (3) research objectives (1) identify experiences of secondary teachers in handling learners with disruptive behavior; (2) enumerate the coping mechanisms of the secondary teachers in handling learners with disruptive behavior; (3) uncover the insights of secondary teachers in handling learners with disruptive behavior. Semi-structured interviews will be conducted with teachers who have experience dealing with disruptive behaviors in the classroom. The interviews is tailored to examine teachers' perceptions, challenges faced, and the management strategies they find most effective.

Hence, to answer the three objectives above, thematic analysis of the qualitative data will be utilized. In this thematic analysis, the researcher delves into the qualitative data collected and focuses on the lived experiences of secondary teachers handling students with disruptive behavior. The analysis draws upon observations, and interviews conducted with teachers.

RESULTS AND DISCUSSION

This section presents what came out of the experiences, coping mechanisms, and insights of secondary teachers who are managing students with disruptive behavior. Two (2) general themes were analyzed from the results of the study; the academic environment and the learner's background.

Figure 1. Conceptual Map of the Lived Experiences of Secondary Teachers Managing Students with Disruptive Behavior



Today students anticipate being immersed while acquiring knowledge, and it is possible that they may exhibit resistance,

disruption, or overt hostility when required to participate more actively in the learning experience as mentioned in the study of



Ali and Gracey (2013). In the teaching profession, learners' disruptive behavior is one of the biggest challenges that teachers face (Okeke, Thomas & Botha, 2023). According to Ali and Gracey (2013), some people associate disruptive behavior in the classroom to the teacher, suggesting that their approach to resolving conflicts can contribute to the spread and intensification of these disruptions.

Learner's Background

Type of Learners

Krishnansamy, Mohammed, and Argellan (2019) asserted that teachers reported that certain kids exhibit disruptive behaviors to garner greater attention from both the teacher and their peers compared to other students. Dealing with disruptive learners can often hinder the teaching-learning process. All participants have indicated that managing learners with disruptive behavior disrupts classes and disregards the act of teaching.

"Some of the few to mention were not giving their full attention to you" (Teacher 1)

"They interrupt the class and not following instructions," (Teacher 2)

"They are defiant of task or to the teachers" (Teacher 4)

"They were troublemakers, lacked attention (KSP), wanted control and power in the classroom" (Teacher 5)

Simmons et al (2015) conducted a data analysis which revealed that seating arrangements have a significant impact on the behavior of second grade learners. The incidence of disruptive behavior has been reduced, resulting in less chaos and fewer off-task kids, particularly in rows of seating. Although the interview from Teachers' 1, 3, and 4 have answered that learners wander around the classroom that would cause disruptions in class.

"They roam around the classroom transferring from one chair to another" (Teacher 1)

"They just roam around, pick a fight" (Teacher 3)

"They move around" (Teacher 4)

The research of Ali (2018) has established a strong connection between the utilization of mobile technology and the behavior of pupils. Undoubtedly, the utilization of mobile applications and technology has a significant impact on students' behavior, academic achievement, and teaching methodologies. In their study, Navaja & Ombaogan, (2023) have examined the impact of excessive and unregulated gadget use on pupils. The findings revealed that one of the main problems associated with this behavior is distraction. This implies that the interference created by electronic devices during educational tasks can have an adverse impact on pupils' academic achievements. Utilizing electronic devices for non-academic purposes in class or while studying can disturb students' concentration, leading to a negative impact on their understanding, attentiveness, and involvement in academic activities. Teacher 2 has indicated that the classes are being disrupted because of the use of electronic devices and excessive noise.

"During my class disruptive behavior is quite common such as using gadgets/cellphone, untimely talking/laughing, making a noise." (Teacher 2)

At the same time, numerous schools face a severe form of peer bullying that often remains undetected by adults. However, this problem may play a significant role in school violence and create a negative school atmosphere (Allen, 2010). One participant also highlighted that this contributes to a disruptive learning environment. Moreover, the involvement of Jalon and Arias (2013) in the most intense instances of disturbance and coercion aligns with the behavior of bullies, particularly those who are both victims and bullies, and exhibit higher levels of disruption. Teacher 1 answered that bullying occurs as a disruption in class that often take place during the teaching-learning process.

"Bullying of classmates when one answers incorrectly or says things instead of the words expected" (Teacher 1)

These subtheme have shown the complications of a learner's behaviour inside the classroom that influences the teachers' performance. Teachers as the main instructional material, teachers experience these excessive activities when inside the classroom. The learner's behavior contributes to the factor of handling learners with disruptive behavior.

Reason for Disruptions

Vongvilay, Fauziati, and Ratih (2021) identified several factors that contribute to pupils engaging in disruptive activities, including their surrounding environment, poor learning experiences, and psychological needs. Teachers 2, 3, and 4 also acknowledged that love and a sense of belonging are influential variables in a learner's disruptive conduct.

"Attention-seeking behavior, they may feel ignored at home." (Teacher 2)

"I interviewed most of them and it usually rooted from broken family, or sometimes from a home where their voices are not heard, or their emotions are invalidated., I learn that they are behaving that way because they have unhealed trauma from home." (Teacher 3)

"Students are not given enough attention at home" (Teacher 4)

The family, as a significant force in shaping a child's development and acting as a main agent of socialization, undoubtedly has the potential to either enhance or hinder the child's academic accomplishment, depending on the social environment inside the family, as highlighted by Felisilda and Torreon (2020). Evidently, the study's findings demonstrate that the feelings of belongingness and affection mostly originate from the family, despite the presence of certain discrepancies in that domain. Over the course of 10 months, teachers have observed that their interactions with the learner have uncovered the underlying causes of family issues, which in turn have led to disturbances in the learning environment.

"Influence from the social media and society in which they belong to." (Teacher 2)

"There are many factors that causes of the student's disruptive behavior such as, lack of engagement and influenced by environment" (Teacher 4)

"I think the causes of disruptive behavior are often a symptom of deeper issues, such as boredom, lack of engagement, social or emotional difficulties." (Teacher 5)



Varied reasons for disruptive behavior emerge as a subtheme of the learner's background as it influences the experience of a teacher handling learners with disruptive behavior. Psychological and physiological effects have been an issue navigating the reason for the occurring disruptive behavior which occurs as a significant result in this study.

Academic Environment

Emotional Reaction to Disruption

Okeke, Thomas & Botha (2023) found strong confirmation that disruptive behaviors exhibited by learners had negative impacts on the cognitive, psychological, physical, and social well-being of teachers. An inference that may be drawn from this study is that the well-being of teachers is strongly linked to their experiences of disruptive behavior in the classroom. The participants have also agreed with the prior research that suggests a lack of confidence in teachers' self-efficacy and an increase in stress levels when talking about their feelings of handling learners with disruptive behavior.

"At first, I felt disappointed, it felt like I am not a good teacher as they were students who behave like them. I get angry easily towards this behavior" (Teacher 1)

"Honestly, I feel stressed and despair with those behaviors that implicate or hurdles the teaching and learning process" (Teacher 2)

"When I was just new in the teaching industry, I easily find myself frustrated in these kind of students" (Teacher 3)

"It is really aggravating and frustrating when you don't have the expertise on how to deal with this kind of behavior" (Teacher 4)

"Initially, I may feel frustrated or exasperated, especially if the disruption interrupts the flow of the lesson or negatively impacts the learning environment for other students." (Teacher 5)

Student disruptive behaviors elevate stress levels, causing dissatisfaction, impairing focus, obstructing communication, and negatively impacting the relationship between the teacher and other classmates (Krishnansamy, Mohammed, & Argellan, 2019). These factors have significantly impacted the experiences of secondary instructors in conveying knowledge to students.

Managing Disruptions

According to Blank and Shavit's (2016) study, certain scholars propose that disruptions have an adverse impact on students' confidence and trust in teachers and can also result in negative attitudes of teachers towards the classroom. The findings also indicate that educators and academics should consider addressing disruptive behaviors as a crucial aspect of both effective classroom management and effective teaching. For this study, a total of three teachers have used varied strategies in addressing disruptive behavior.

"I use different strategies in handling these behaviors" (Teacher 1)

"All children can feel valued, respected, and empowered to flourish in settings where educators embrace diversity, promote inclusivity, and offer individualized support." (Teacher 4)

"Setting a clear rule inside the classroom and be consistent. Reinforce this regularly and let them know what is expected so they will comply". (Teacher 1)

"As teachers we must be consistent in discipline, enforce rules and consequences fairly and consistently to maintain a structured and orderly classroom environment." (Teacher 2)

"Be consistent with the rules you established" (Teacher 4)

"Establish clear expectations, build positive relationships, and maintain control" (Teacher 5)

Furthermore, teachers must establish relationships with each student that are marked by warmth, compassion, and particular demands connected to standards. Additionally, teachers must prove their authority when students fail to meet these criteria. Teachers must possess the ability to foster positive interactions among students (Vaaland, 2017). Meanwhile, Mutua's (2022) research findings demonstrate that utilizing diverse positive reinforcement tactics effectively decreases instances of students being out of their seats in the classroom, that was also the strategy used by 4 teachers.

"Listen and be calm. This will avoid the situation to escalate the situation. Use positive language." (Teacher 1)

"I need to stay calm and do not become defensive. Be positive rather than negative." (Teacher 2)

"I also integrate in my class rewards and recognition as positive reinforcement". (Teacher 3)

"Use positive reinforcement". (Teacher 4)

"Remain calm, Teachers emphasize the importance of focusing on positive reinforcement and acknowledging students' strengths and achievements to promote positive behavior and motivation." (Teacher 5)

The reinforcement was approved to be successful for these teachers that experiences disruptions inside the class. Moreover, teachers need to expand their professionalism as they learn throughout their journey of teaching, in Ali and Gracey's (2013) study, it is advantageous to involve someone who is impartial in order to gain an objective perspective on the conflict, identify the underlying problems accurately, and receive recommendations on how to effectively resolve the issue. By collaborating with the faculty to coordinate resolution efforts, they might potentially engage the student in a more efficient manner. A notable finding from Abele's (2020) study is the recurring pattern of fostering reliable and strong professional connections with employees, students, and external organizations, which emerged as the second persistent theme. Additionally, three teachers have responded in a similar manner. Notwithstanding the difficulties, teachers have demonstrated resilience in providing education to these young adults. 3 teachers have claimed to accept support and guidance from colleagues to ensure quality standards of teaching while handling learners with disruptive behavior.

"Seek support; reach out to colleagues, mentors or professionals for guidance and support". (Teacher 1)

"The teacher must seek support from school admin/guidance counselors". (Teacher 2)

"One must combine proactive preventive measures, efficient intervention methods, and continuous assistance from colleagues and school". (Teacher 4)



"I realized having collaboration with colleagues, administrators, support staff, and parents is crucial for effectively managing disruptive behavior." (Teacher 5)

The two general themes: Learner's Background and Academic Environment submerged during the process of analyzing the results. The first objective talked about the participants experienced challenges in handling learners with disruptive behavior. Teachers are distracted to the learners' unruly behavior inside the classroom. The teachers described specific disruptive behaviors that influences the teaching-learning process. They react negatively to the issue of disruptive behavior. In the study of Catton (2016), one proctor was assigned to a classroom to participate in a survey to share your thoughts on the efficacy of the teacher and the conduct of the class. The proctor's results were largely favorable, and he believed that the disturbance was an essential component of the educational process. The statements coincide with Teacher 5 as she shared that despite the stress, it is also a learning opportunity on both the teacher and student. Moreover, the study of Ejiagu (2022) found that disruptive behavior by students had an impact on teachers' capacity to create many techniques for primarily detecting appropriate behavior.

In the study of Ali (2018), if disruptive or uncivil behavior is ignored, it will have an effect on the entire classroom. For this reason, prompt intervention is necessary. More "misbehavior may escalate to intolerable levels," they said. The participants used varied strategies to cope with the challenges to overcome the urgent need in addressing the disruptive behavior. Being resilient as teachers and using reinforcements for the unruly behavior have become a common response for the participants. Also, the help of colleagues and superior have become a frequent response. The guidance of other colleagues helped to widen the view of the participants, the support was utilized in addressing the disruptive behaviors. Teachers cope with the challenges of handling disruptive behavior with different level of intensity and manner, although common responds are using behavior reinforcements and seeking help from colleagues.

The third objective discussed about the insights the teachers gained in handling learners with disruptive behaviors. The participants admitted that these behaviors contribute to the stress levels they carry, however, each of the participants accepted the challenge of receiving these learners in a different point of view. Teacher 1 confessed the causes of the occurring behavior can highly contribute to the experience. Teacher 2 just needs to stretch patience in dealing with this behavior while Teacher 3 will just accept the learner believing that every learner is different from the other in which, Teacher 4 have mentioned the insights gained from the previous participants, this have proved that teachers have different strategies but they could come up with the same realizations, not to mention the inclusive mindset of most teachers. Teacher 5 answered that these classroom challenges have shaped her approach in teaching and classroom management. During the last moments of interview, the participants were asked if they are still willing to accept learners with disruptive behavior, all of them have accepted the challenge, as one of the participants supplied that *"Accepting students with disruptive behavior may present challenges, it also offers valuable opportunities for growth,*

support, and positive change". The result was also the same with Crudup's (2020) study that even though teachers discussed their experiences with stress and burnout and considered quitting after each year of teaching, they were driven to return to the classroom and keep working toward improving the lives of the students who displayed difficult behaviors.

Trial and error could possibly work in every behavior, there is no single fitted theory that could solve the classroom disruptions, however, the theory of Skinner, Behaviorism have greatly impacted to the context of classroom management especially in addressing the problems of behavior. The use of positive reinforcements is a key to gaining success in the teaching-learning process.

CONCLUSIONS AND RECOMMENDATIONS

There is no perfect class a teacher could get, nor a perfect learner we can compile. Disruptions occur anywhere on various occasions during the teaching-learning process. Disruptions causes distraction in the learning environment that hinders the ability to contribute to the teaching-learning process. The teachers' experiences struggle in handling disruptive behavior but teachers also find resources to improve the learning environment as well as the learners of the class. This experience has proved that teaching is indeed a noble profession. The profession that requires enormous patience in every aspect of the job. Yet, they managed to cope with the stress and struggles in a calm manner.

Further studies are required on the perception of learners who manifest disruptive behavior. The researchers have also noted an inquiry about the impact of parental involvement in managing learners with disruptive behavior. It is a good analysis to revolve research around disruptive behavior and the issues around it and how it produces a learner that becomes disruptive.

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