

# CLASSROOM MANAGEMENT PRACTICES DURING IN-PERSON CLASSES: VIEWPOINTS OF SECONDARY TEACHERS

ROSEMARIE C. NAMANG

rosemarie.namang@deped.gov.ph

Teacher II, A. O. Floirendo National High School, Panabo City 8105, Davao Del Norte, Philippines

---

## Abstract

This phenomenological inquiry explored how secondary teachers in the North District of the Division of Panabo City handle classroom management practices. In exploring the experiences of the ten participants, I employed the qualitative – phenomenological study of which primary instrument of data gathering was through in- depth interview. Results indicated the three major themes that emerged from the experiences of secondary teachers on classroom management practices: challenges and struggles in classroom management, effective classroom management strategies, and impact on teaching and learning. Furthermore, on coping mechanisms of teachers when faced with challenges in classroom management practices, the major themes were adaptive strategies for behavior management, emotional resilience and self-care, and professional development and support systems. Finally, the major themes drawn from the research findings on the insights of secondary teachers regarding classroom management practices were teacher-student relationships, challenges and strategies, and student-centered approaches. Implications for research on the classroom management practices of secondary teachers are wide-ranging and can inform educational policy, teacher training, and classroom practice. Results imply teacher training and professional development, mentorship and support, policy and school leadership, teacher well-being, and community engagement.

Keywords: Classroom management practices, in-person classes, secondary teachers, phenomenology

---

## 1. The Problem and Its Setting

*“An assertive teacher is one who clearly and firmly communicates her expectations to her students, and is prepared to reinforce her words with appropriate actions. She responds to students in a manner that maximizes her potential to get her own needs to teach met, but in no way violates the best interests of students.”*  
- Canter and Canter

Teachers should make sure that students and parents are aware of their expectations for classroom behavior at the start of the school year. Poorly articulated classroom rules at the outset may cause tension all year long. The shift from distance education to face-to-face learning has presented new obstacles for educators. Due to the disruptions caused by class changes, teachers are struggling to keep their classrooms in order. Some children have forgotten how to interact with their teachers and classmates now that they are back in school after a summer of doing whatever they please. Because of this, today's students and educators face challenges when they readjust to the traditional classroom.

Globally, it is essential on a global scale for educators to have a comprehensive knowledge of the topics that they are tasked to instruct. However, having understanding of the material being taught is not enough on its own to assure that instructors will be effective or that students will be successful in their educational endeavors. According to Sieberer-Nagler (2016), in order for teachers to be successful, they need to have an awareness of the learning preferences and interests of their pupils. When students in Turkey go from receiving their education online to receiving it in person, their teachers have a difficult time maintaining control of the classroom. The pupils' motivation, focus, and discipline, as well as their cognitive and social abilities, classroom conduct, and social relationships, have all been negatively impacted as a result of this change

(Gulmez, 2022).

Also, to participate in the face-to-face pilot, schools had to submit an application and meet all of the requirements outlined in the school safety assessment tool (SSAT), which included alternative work arrangements, classroom layout and structure, communication strategy, and strategies for teaching and learning, such as class size and section arrangements, class programs with specific schedules, and teacher support. Class sizes are restricted, sessions are shorter than the typical school day, and parental participation is voluntary (Pouezevara, 2021).

In the Philippines, behavioral issues in students are often seen. These issues include the students' failure to hand in their assignments or projects on time, verbal hostility, the use of foul language, inattentiveness, physical aggression, and bullying of other students. The decision to reopen schools was based on the growing number of vaccinated teachers and adults and the declining prevalence of the virus and its variants (Palma et al., 2022).

Similar challenges were observed and experienced in several secondary schools in North District, Division of Panabo City in which teachers have difficulty in managing students' classroom behavior. Students become more disobedient, easily find themselves into risky circumstances, are unable to recognize the presence of instructors, become unpleasant to teachers and their classmates, forsake work that have been allocated to them, are lazy, and skip class time on a regular basis. In my perspective, pupils have a very limited capacity for focusing their attention on anything. Because they are always getting up and moving about, they are unable to sit still for more than a few minutes at a time. They never lost the desire to have fun and make friends with the other pupils in their class.

I have read some literature with regard to classroom management during in-person classes. Egeberg et al. (2020) investigated the perspectives of educators all around the world on what makes for successful classroom management. However, the researcher made the surprising discovery that the earlier studies had been conducted before COVID-19 and that they had used a case study approach to their analysis. In addition, this research is a phenomenological study that focuses on the classroom management of teachers' lived experiences when they are instructing students in person. In addition, the findings of the research indicated that one of the strategies used by teachers who are responsible for more than one grade level is Classroom Management. In spite of the constraints and difficulties that pupils and teachers at this multigrade school were forced to contend with, they worked diligently and did their utmost to be meaningful and productive in their endeavors (Naparan & Alinsug, 2021).

However, the researcher revealed that the previous studies were conducted prior to COVID-19 or in a traditional classroom setting, whereas the other concentrated on a multigrade classroom. In addition, this study is a phenomenology that concentrates on the classroom administration of secondary school teachers during face-to-face classes.

However, I am unaware of any literature that focuses on overcoming the challenges and real-world experiences inherent in the financial management of school principals from the perspective of instructors. In fact, this study does not exist in our local context. In light of this, I am more than willing to pursue this research because I am persuaded that it is contemporary and pertinent to the success and enhancement of an institution.

The findings of this study will provide the Department of Education with valuable information that will assist them in the development of trainings and programs pertaining to financial literacy, as well as an application or system that will make the process of yearly financial planning more manageable. Planning and managing finances would be of great assistance to school administrators in keeping their expenditures, revenue, and budget under control. When information is exchanged and aid is provided, it is possible to help alleviate and reduce the difficulties that may arise when managing one's school's finances.

Effective classroom management practices in secondary schools have a profound impact on the educational experience and outcomes of students. Classroom management practices in secondary schools have a significant impact on students' academic performance, emotional well-being, and overall development. However, traditional disciplinary methods often focus on punishment rather than addressing the root causes of behavioral issues.

### *1.1 Purpose of the Study*

The purpose of this study was to explore the experiences of secondary teachers on classroom management practices in North District, Division of Panabo City. The study also investigated the coping strategies of teachers in addressing those challenges which they encountered as well as their insights which can be drawn from the study.

At this stage of the research, the experiences of teachers were generally defined as their learning and challenging experiences, coping strategies, and insights which can shared to others with regard to classroom management during the in-person classes. Good school management involved more than simply keeping students seated and silent. It was about

establishing strong relationships with your students, encouraging them to participate in their own learning, and revealing a bit of yourself. A classroom environment that benefited students also benefited teachers.

### 1.2 Research Questions

This study aimed to seek answer for the following research questions:

1. What are the experiences of secondary teachers on classroom management practices during in-person classes?
2. How do teachers cope with the challenges of classroom management practices during in-person classes?
3. What are the insights drawn from the findings on classroom management practices during in-person classes?

The findings of this study would contribute to the existing body of knowledge in terms of effective classroom management during in-person classes. Thus, this is beneficial to the following entities:

**Department of Education.** This research would be beneficial to the authorities from the Department of Education (DepEd), as it would assist them in visualizing the problems and hurdles that Elementary Teachers confront when moving back to in-person classrooms. They are going to make use of this knowledge in order to devise administrative solutions to fix these problems. They would also discuss the benefits and drawbacks of attending courses in person, particularly for secondary school teachers in today's world.

**School Administrators.** In addition, school administrators would benefit from this research since it would show them how teachers adjust the management of their classrooms in response to the requirements of their students while the pupils are present in the classroom. Based on the findings of this research, school administrators may also give a series of seminars to teachers as a means of assisting the latter in resolving issues that arise in the context of their respective classrooms.

**Teachers.** According to the study, this would be of tremendous advantage to teachers who were responsible for in-person sessions. This would provide teachers with a variety of concepts and strategies for handling the changes in student behavior that may occur as a result of the impact this pandemic has had on in-person sessions. In addition to that, this makes it possible for them to develop new methods of instruction that may be used in the future.

**Students.** In addition, the students would be able to benefit from the concepts and solutions that are offered in the study, which would be used to assist the students in overcoming the obstacles that the pandemic has brought to them. Students would be aware that teachers are finding it difficult to adapt to the changes brought about by the lockdown. As a consequence of this, teachers would modify the way they manage their classrooms in order to address these issues by using new strategies that are acceptable for the students. They are to blame for these problems, and the achievements of the students provide a solution to the issue.

**Future Researchers.** Finally, this would serve as a basis for future researchers who will explore the diverse techniques, viewpoints, and experiences of secondary teachers in the process of managing children when they return to in-person classrooms this year. They are going to make use of this as a reference in the event that they do more study on the same subject.

The following terms were defined operationally for clarity and understanding.

**Classroom Management Practices.** In this study, it establishes and maintains an orderly environment for your students. enables meaningful academic learning and fosters social and emotional development. Reduces negative behaviors and increases the amount of time actually devoted to the lesson, particularly in North District, Panabo City Division.

**In-Person Classes.** According to research conducted by Varsity Tutors (2018), attending in-person classes gives students the opportunity to engage in daily collaboration with their teachers and peers. In the context of this investigation, this term alludes to the resumption of traditional in-person classrooms, in which both students and teachers once again engage in the traditional lecture-style mode of education.

**Viewpoints of Secondary Teachers.** This refers to what teachers perceive or view their classroom management strategies in order to address classroom behavior of students during in-person classes, particularly in North District, Division of Panabo City.

### 1.3 Review of Related Literature

In this section presents a review of related literature about the experiences of secondary teachers in terms of their classroom management practices. The sources came from books, journals, internet articles, and other publications. The authors are properly cited and acknowledged. The propositions, theories, and findings are believed to be relevant to the present study.

### *Classroom Management Practices*

The actions a teacher takes to create and sustain a conducive learning environment for instruction are referred to as classroom management. These actions consist of decisions regarding the course's structure, organization, and activities that help students manage their expectations and conduct. Effective classroom management can create a positive learning environment that: fosters an environment that supports academic, social, and emotional learning; facilitates a structured and organized environment where students can focus on learning; builds trust and healthy relationships between instructor and students, and peer-to-peer among students; maintains attention and fosters motivation and engagement; and minimizes disruption and interference with learning (Foster, 2022).

Classroom management systems play a crucial role in enhancing student learning. Administration of a classroom entails composing and guiding classes to achieve specific objectives. The responsibility of maintaining a conducive learning environment in the classroom rests with the teachers. The classroom environment is conducive to effective instruction and learning. The five characteristics of an effective classroom are safety, open communication, shared enjoyment, shared goals, and connection (Zhang & Zhao, 2010).

Similarly, classroom management is one of the most essential teacher responsibilities. To effectively administer a classroom, various factors must be considered, including but not limited to routines, scheduling, physical arrangements, teacher-student interactions, learning dynamics, and instruction (Cooper et al., 2017). According to Meyers et al. (2017), teachers who effectively manage their classrooms create a learning environment that fosters the intellectual and social-emotional development of their students. This type of atmosphere is crucial to the success of any educational institution.

In addition, Diniatulhaq et al. (2020) assert that classroom management enhances student learning conditions. Because they enhance learning outcomes, favorable learning environments are the most essential factor in ensuring that student learning activities run smoothly. Good teachers facilitate student learning. Therefore, teachers must comprehend and value students' characteristics and requirements to the greatest extent feasible. Consequently, classroom management refers to all the tools and strategies that teachers use and implement while in the classroom. Communication, student management, content management, time management, and pedagogical expertise are classroom management strategies. In addition, effective classroom management requires organizing activities, establishing rules, and developing strategies for enforcing the rules. To be successful, students must be treated with respect for the norms, which is an essential aspect of classroom management. Also, it is believed that instructors must devote the majority of their class time to disciplinary issues (Ahmad et al., 2018).

However, the findings revealed modest but statistically significant effects (average  $g = 0.22$ ) on all outcomes, excluding motivational outcomes. Programs were coded for the presence or absence of four categories of strategies: concentrating on the educator, student behavior, social-emotional development, and teacher-student relationships. Focusing on the social-emotional development of the pupils appeared to have the greatest impact on the effectiveness of the interventions, particularly on the social-emotional outcomes. Moreover, we discovered a possible correlation between teacher-focused programs and improved academic outcomes for students (Korpershoek et al., 2016).

According to research, a lot of teachers are unprepared for the behaviors their pupils may exhibit in the classroom, posing obstacles to teaching and learning. Results indicated that educators were more likely to be taught universal management strategies as opposed to more specific skills and strategies for increasing or decreasing behavior. In the areas of increasing appropriate behavior and behavioral assessment, there were significant differences between alternative certification general education teacher certification programs and college/university special education teacher certification programs (Flower et al., 2017).

Moreover, classroom management processes play a crucial role in enhancing students' learning. Administration of a classroom entails the activities required to organize and direct classes to achieve specific objectives. Maintaining a conducive learning environment in the classroom is the instructor's responsibility. A highly supervised classroom provides an advantageous environment for instructing and learning. The primary finding of the study was that there was a positive correlation between classroom management strategies employed by teachers and student performance or achievement. It was determined that there was a correlation between the instructional methodologies employed and the academic performance of students (Ahmad et al., 2017).

According to Retnaningtyas's (2018) research, classroom management strategies are instructional methods. If students are encouraged to ruminate or are given more open-ended queries and case studies to contemplate and respond to, they may be able to think critically. Similarly, an effective classroom management strategy cultivates students' critical thinking skills. Students' ability to think critically, creatively, and solve problems is fostered by a teacher's method of instruction. Students do not acquire these skills solely through instruction. They also change as a result of how they are instructed. In addition, time is a valuable, nonrenewable, irretrievable resource in education, learning, and daily life. Consequently, one must maximize any leisure time. When time is effectively managed in the classroom, it is not squandered. The instructor is aware of what tasks must be completed at any given time. Consequently, there is no time to waste. Management of a classroom requires knowing what to do

at what time (Fenyl et al., 2021).

Moreover, effective classroom management in learning creates a learning environment that allows students to develop their abilities to their fullest, eliminates obstacles that can impede learning in interactions, provides and manages facilities that support students' learning by their social, emotional, and intellectual environments, and guides students based on these environments (Setyaningsih et al., 2021).

Similarly, effective classroom management by teachers will substantially contribute to the acquisition of learning outcomes in the learning environment. The management styles of instructors have an impact on the effectiveness of the classroom environment because teachers construct the teaching environment based on their management styles, which influences pupil learning. As a result, the ultimate goal of classroom management is not to exert control over students; rather, effective classroom management encourages students to complete tasks independently and exercise self-control through learning (Aslan, 2022).

Correspondingly, learners as well as teachers identified positive relationships and reinforcement as the most utilized classroom management techniques. A substantial positive relationship was discovered between reinforcement and antecedent as classroom management strategies and student academic performance. However, neither strong relationships nor punishment as classroom management strategies had a positive effect on students' academic performance. It is suggested that teachers utilize reinforcement and antecedent strategies frequently in their classrooms, as they play a dual role in regulating student behavior and predicting academic performance. A strong relationship should be used with caution as a classroom management strategy because it could be misinterpreted or exploited, leading to poor academic performance. The use of punishment as a classroom management strategy should be avoided because it hinders students' academic performance (Owusu et al., 2021).

Teachers are therefore the exemplars of the teaching profession. Their primary responsibility is to aid the government in meeting the requirements of the global workforce, which requires youthful and competent human capital. They are expected to demonstrate effective pedagogical practices throughout the process. The findings revealed that, in terms of teaching strategies, the master teachers utilized a wide range of teaching techniques, emphasized speaking skills, and utilized a variety of teaching sources and aides. Regarding classroom management strategies, they encouraged group work, arranged seating in a conventional manner, and emphasized classroom discipline. Students had a better understanding of the lesson, had a more pleasurable learning experience, improved their speaking skills, shared knowledge with their peers, and enjoyed greater mutual respect due to the MTs' instructional strategies. The findings of this study can be used by stakeholders as a platform to enhance English language acquisition in a professional context in Indonesia (Rido et al., 2016).

According to Hepburn et al. (2020), school management should not be considered a one-size-fits-all approach. Alternately, teachers of all levels of expertise must expand their toolkits in order to approach classroom administration in a proactive manner that meets the diverse needs of each class. Typically, disruptive behavior is a symptom of an underlying issue. When the curriculum is not at the appropriate level, when students feel disconnected, uncomfortable in the classroom or school, or have unmet needs, disruptive behaviors increase.

Similarly, classroom management may be viewed as an "umbrella" that enables the teacher to manage diverse learning activities, such as social interaction and student behavior. Classroom management is concerned with processes and routines that have become routines, while classroom discipline is concerned with how individuals behave and thus with self-control. According to Thi et al. (2021), cited in Wong et al. (2005), classroom management is associated with maintaining a task-oriented, predictable, and consistent environment.

On the same lens, correlation analyses revealed that coping styles mediated the connection between teacher concerns about student misbehavior and their use of classroom management techniques. According to the results of the data analyses, teachers who employ passive avoidance strategies employ more aggressive and punitive techniques in response to student misbehavior. In contrast, teachers who employ more social problem-solving and relaxation techniques employ more inclusive management techniques, such as recognition and reward, discussion, and hints (Tran, 2016).

Having the ability to effectively manage a classroom is crucial in any setting, but it becomes much more so in the event of a significant crisis such as a pandemic or natural disaster, which may interrupt the normal functioning of schools. This necessitates a shift to distant learning, which in turn increases the need of effective classroom management skills (Goldman et al., 2021).

In diverse 21st century classrooms, teachers must remain current with effective classroom management strategies. Effective classroom management may reduce attrition rates among novice teachers in high-poverty schools and support student learning. Strategies discussed include consistent expectations, movement within instruction, authentic teacher-student relationships, student leaders, elicited feedback, and positive classroom climate. Establishing a sound classroom management repertoire equips novice teachers with the tools they need to successfully launch their career (Blake, 2017).



### *Classroom Management During In-Person Classes*

In face-to-face learning conducted after the pandemic, the effects of the pandemic on student behavior can also be observed. Face-to-face learning that occurred after the pandemic made students yearn for face-to-face learning that occurred prior to the pandemic. This study found that early childhood behavior management strategies based on a fun learning environment were implemented by 1) setting specific, observable, and measurable goals; 2) creating a structured environment with routines and schedules; 3) considering situational and environmental factors; 4) motivating with positive praise and attention; and 5) cooperating with parents (Mundiri & Hamimah, 2022).

In the context of face-to-face instruction, the term "classroom management" refers to the extensive repertoire of abilities and methods that teachers draw from to ensure that their classroom runs efficiently, and that students' behaviors do not cause disruptions. According to Mulvahill (2018), it all boils down to having a regulated learning environment with clear rules that support learning as well as consequences that diminish or eliminate behaviors that hinder learning.

According to research by Gulmez (2022), teachers employ the management of teaching, the management of conduct, the management of relationships, and the control of the physical environment in order to manage the classroom and transition to face-to-face education or in-person classes. In addition, the teachers' classroom management strategies after face-to-face education included updated education and skill development due to learning deficiencies and deficits to cover the gaps. This was performed to fill in the spaces. In fact, a recent study of remediation strategies for learning deficiencies concluded that the primary emphasis should be placed on "bridging the gaps" or "re-establishing learning" (Reimers, 2022).

In addition, managing a classroom is a crucial component of the teaching and learning process that determines the quality of instruction. This study seeks to investigate classroom administration techniques that can be effectively implemented in EFL classrooms. This study reveals that there are three components of classroom management: seating arrangements, student engagement, and student participation. The seating arrangement includes three effective elements: U-shaped, group seating, and orderly rows. In addition, student engagement includes cognitive, behavioral, academic, emotional, social, intellectual, physiological, affective, and relational approaches. Participation, meanwhile, includes classroom talk, teacher talk, collaborative talk, exploratory talk, dispute talk, and learner-led talk. On the basis of the findings of this study, it is recommended that teachers implement effective classroom management strategies to enhance the quality of instruction (Yasin et al., 2022).

According to Graves (2020), teachers can promote academic engagement and reduce disruptive behaviors through relationship building, antecedent attention, positive verbal feedback, opportunities to react, proactive discipline, and parental involvement. This research identified five objectives that will guide my classroom management strategy: establishing relationships with each student, establishing relationships with parents, providing a safe environment, establishing an engaging curriculum, and establishing a proactive discipline plan. In addition, Abdullah (2020) found that the four most important classroom management strategies are regulating classroom behavior, employing specific teaching strategies, planning and providing support, and collaborating with parents.

Likewise, Wahlig (2020) argued that imposing sanctions on pupils who engage in inappropriate behavior is advantageous. However, these consequences must be consistently applied to students who engage in inappropriate conduct. In addition, Sumani (2020) discovered classroom management strategies for classroom instruction, such as devising preventative and control measures, establishing school policies, and implementing sanctions for offenders. Students are punished in order to make them aware of their errors and prevent them from repeating them. It also includes preventive measures that provide mental and personal education, facilities, an ideal environment, and an effort to enhance the family and community's environmental circumstances. Teachers can also use repressive acts by issuing verbal or written warnings, penalizing students, and informing the parents of student offenders.

When children and adolescents feel connected to their school, family, and community, they are less likely to engage in hazardous behaviors and suffer from poor health. As a result of disruptions to school operations caused by the COVID-19 pandemic, many teachers and school administrators have prioritized developing and re-establishing a sense of community among students and between students and adults. Six categories of classroom management approaches were associated with increased school connectedness among students: (1) teacher caring and support, (2) peer connection and support, (3) student autonomy and empowerment, (4) classroom social dynamics management, (5) teacher expectations, and (6) behavior management. The classroom management strategies most associated with school connectedness are those that promote student autonomy and empowerment, reduce social hierarchies and power differentials, prioritize positive reinforcement of behavior and restorative disciplinary practices, and emphasize equity and fairness (Wilkins et al., 2021).

According to a recent study, the majority of teachers employ an authoritative classroom management approach. This implies that teachers who employ an authoritarian classroom management approach place restrictions and limitations on their students while encouraging their independence. Before enforcing classroom norms and decisions, teachers believed they should inform students. Teachers should consider allowing students to pose pertinent questions (Obispo et al., 2021). They strongly support the need for rules and procedures to effectively administer and educate a classroom.

The above significant literature has detailed classroom management practices of teachers during the in-person classes. The actions a teacher takes to create and sustain a conducive learning environment for instruction are referred to as classroom management. These actions consist of decisions regarding the course's structure, organization, and activities that help students manage their expectations and conduct. Briefly, classroom management creates and maintains an orderly environment for students, enables meaningful academic learning and promotes social and emotional development. Reduces disruptive behavior and increases time spent on the lesson. Relationships are the most essential aspect of managing a classroom.

### *Theoretical Lens*

This study is gleaned from Behaviorist Learning Theory as cited in Reimann (2018). Behaviorist learning theory is a pedagogical school of thought grounded in psychology and founded on the notion that behavior can be studied empirically without regard to cognitive states. The primary hypothesis is that learning is solely influenced by tangible factors, such as environmental or material reinforcement. By ignoring the impact of mental variables, behaviorist theories assert that free will is an illusion and responses can be determined and conditioned. Ivan Pavlov, John B. Watson, and B. F. Skinner are fundamental figures in the development of these theories.

Behavioral Learning Theory, also known as behaviorism, emphasizes observable behaviors and the notion that behaviors are learned through interactions with the environment. In the context of classroom management in secondary schools, this theory suggests that teachers can shape and control students' behavior by employing specific strategies and reinforcement mechanisms. Likewise, this theory emphasizes the use of positive reinforcement as a means to encourage desired behaviors. In the classroom, this can be seen when teachers reward students for exhibiting appropriate conduct, such as completing assignments on time or actively participating in class discussions. Research in this area can delve into how the consistent application of positive reinforcement impacts student engagement and compliance with classroom rules. It proposes behavior modification techniques, including shaping, prompting, and fading. Researchers can explore how teachers employ these techniques to establish and maintain a conducive learning environment. For instance, how do teachers gradually shape student behavior over time to meet academic and behavioral expectations?

This study is viewed from the lens of Social Learning Theory by Bandura (1954) as cited in Lyons & Berge (2012). Social learning theory, or SLT, is premised on the premise that social observation and subsequent imitation of modeled behavior are necessary for learning. According to SLT, humans gain knowledge by observing the actions and results of others. By doing so, individuals can either learn to mimic the observed behavior and thereby obtain the benefits, or they can learn not to imitate a specific action and thereby avoid its negative consequences. The social learning theory involves the reciprocal interaction of cognitive, behavioral, and environmental influences.

Social Learning Theory highlights the importance of social interactions and relationships in the learning process. Researchers can explore how the quality of teacher-student relationships influences students' behavior and adherence to classroom rules. For example, do students exhibit improved behavior when they have positive and supportive relationships with their teachers? Incorporating Social Learning Theory into the study of classroom management practices in secondary schools provides a framework for understanding how social interactions, relationships, and observational learning influence student behavior. It allows researchers to explore the dynamic social environment of classrooms and how teachers can effectively leverage these social dynamics to promote positive behavior, cooperation, and learning. This research can offer practical insights for teachers and school administrators looking to enhance classroom management practices.

In addition to that, the Canters' Assertive discipline idea from 1981 has been included into this as well. The right of the teacher to develop and enforce rules for student actions that enable education to be carried out in a manner that is compatible with the instructor's abilities and needs is the primary concept behind this method of maintaining order in the classroom. The implementation of assertive discipline starts with a series of exercises that concisely define what is expected of student conduct. In addition to this, the instructors are able to convey what they want and how they feel without infringing on the rights of the pupils thanks to this system.

Canter's Assertive Discipline emphasizes the establishment of clear expectations and rules. In the context of secondary school classroom management, this approach suggests that teachers should communicate and enforce rules consistently. Research can explore how teachers implement and communicate these expectations, and whether clarity in rules contributes to improved behavior among secondary school students. Incorporating Canter's Assertive Discipline into the study of classroom management practices in secondary schools provides a structured framework for understanding how teachers can establish clear expectations, maintain control, and effectively manage student behavior. It allows researchers to investigate the practical application and outcomes of these assertive discipline strategies, offering insights into their effectiveness and adaptability in diverse secondary school environments. This research can provide guidance for teachers and school administrators looking to implement effective classroom management practices.

Figure 1 presents the conceptual framework which represents the researcher's synthesis of literature in caricature form on

how to explain a phenomenon. It maps out the actions required during the study given his previous knowledge of other researchers' point of view and his observations about research. In this study, it speaks more on the experiences of secondary teachers with regard to classroom management practices, their coping mechanisms adopted, and the insights that can be derived from their experiences particularly at public secondary schools in North District, Division of Panabo City.

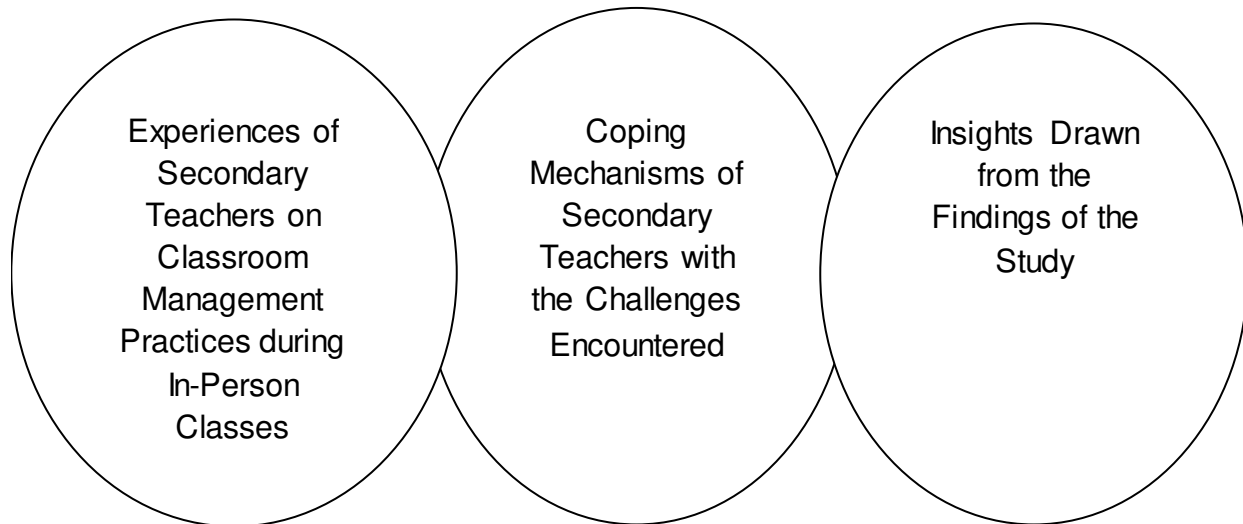


Figure 1. Conceptual Framework of the Study

## 2. Method

In this chapter, some important sections were presented. These were philosophical and qualitative assumptions, research design, research participants, ethical considerations, role of the researcher, data collection, data analysis and trustworthiness of the study.

### 2.1 Philosophical Assumptions of the Study

In embarking on an exploration of classroom management practices in secondary schools, it was imperative to acknowledge and clarify the philosophical assumptions that underpinned this research endeavor. These fundamental beliefs served as the intellectual bedrock upon which the study was built, shaping not only the methodology but also the very questions we sought to answer. In this study, I illuminated the philosophical assumptions that guided our inquiry, recognizing their profound influence on the pursuit of knowledge within the realm of classroom management.

Recent conversations centered on the dearth of philosophical reflection in research conducted by scientific



institutions. The necessity of examining philosophical questions in connection with developing research methodologies was underscored by a large number of notable researchers in the past. The conceptual and intellectual underpinnings of any inquiry that was conducted. These four basic presumptions were not nearly as difficult to understand as their names might have led one to believe. In the course of the planning phase of a research project, as well as the planning phase of any other undertaking, some assumptions were always made. As a researcher, it was not my obligation to verify or assess the veracity of their claims. This was the case, as shown by the findings of the study (Palagolla, 2016).

My research topic concentrated on the experiences of secondary teachers on classroom management practices in North District, Division of Panabo City. In order to better concentrate my efforts, I chose to investigate some of the theoretical concepts or methods of qualitative research to better describe the question I was attempting to answer. Nevertheless, I couldn't get there unless I provided a more comprehensive definition of the issue. Four philosophical assumptions were enumerated by Creswell and Poth (2016).

**Ontology.** The essence of ontology consisted of categorizing and describing entities. To rephrase, ontology involved studying the subject itself. Ontology allowed researchers to evaluate the degree of certainty they held regarding their statements about the nature and existence of the entities under investigation. In what manner was it deemed appropriate for a researcher, for instance, to affirm specific "truth claims" regarding the world? Who determined what was or wasn't regarded as "real"? How could scientific researchers reconcile disparities when their research findings appeared to contradict one another? (Creswell & Poth, 2016).

In the qualitative research study focused on classroom management practices in secondary schools, the ontological perspective concerned the nature of reality or existence. The researcher needed to consider how she perceived the reality of classroom dynamics, student behavior, and the relationships between teachers and students. The researcher could have adopted either a constructivist or realist ontological stance. A constructivist perspective viewed reality as socially constructed and subjective, emphasizing the importance of individual perceptions and interpretations. In contrast, a realist perspective posited an objective reality that existed independently of human perception.

In summary, in the qualitative research study on classroom management practices in secondary schools, the ontological stance guided how the researcher perceived and approached the reality of classroom interactions. Whether she adopted a constructivist or realist ontology, the researcher had to be conscious of their assumptions and consider how these beliefs influenced her research design, data collection, analysis, and the implications of their findings for classroom management practices.

**Epistemology.** It emphasized the connection between an individual's mind and the broader world. The importance of epistemology was in the way it guided how researchers organized their inquiries in the pursuit of new information. Examining the relationship between a subject and an object was one method through which the concept of epistemology and its role in research design could be explored (Creswell & Poth, 2016).

In the qualitative research study on classroom management practices in secondary schools, epistemology played a crucial role in shaping how researchers understood the nature of knowledge. Epistemology dealt with questions about how knowledge was acquired, validated, and used in the study. The researcher in the study might have adopted either a constructivist or positivist epistemological stance. A constructivist epistemology recognized that knowledge was subjective, influenced by the perspectives and interpretations of participants. A positivist epistemology, on the other hand, viewed knowledge as objective, verifiable, and based on empirical evidence. Epistemology influenced how the researcher made knowledge claims and generalizations. Constructivist researchers might have been cautious about making sweeping generalizations, recognizing the subjectivity of knowledge. They may have focused on contextualized findings and rich descriptions of individual experiences.

In summary, epistemology played a pivotal role in shaping how knowledge was understood and produced within the qualitative research study on classroom management practices in secondary schools. Whether a researcher adopted a

constructivist or positivist epistemological stance, her choices influenced research design, data collection, analysis, and the broader implications of her findings for the understanding of classroom management practices.

**Axiology.** The concept of axiology, which pertained to the worth or value of something, was in contrast to the concept of logos, which denoted logic or a thesis. Axiology involved the examination and assessment of the value of things, frequently referred to as utility. In its simplest form, axiology was the investigation of the significance of the subjects under scrutiny. This held significant importance because, as noted by Creswell and Poth (2016), one's values influenced both the approach to conducting research and the aspects of study results that were most valued.

In the qualitative research study on classroom management practices in secondary schools, axiology played a significant role in understanding how value judgments influenced the research process. Axiology was concerned with the assessment of the value, worth, and significance attached to various aspects related to classroom management. Axiological beliefs influenced the ethical considerations within the study. The researcher recognized the importance of respecting the values, beliefs, and perspectives of teachers, students, and other stakeholders involved in classroom management. Ethical practices ensured that participants were treated with dignity and their voices were heard. The study's findings, influenced by axiological considerations, could have implications for classroom management practices. The researcher had highlighted the value of inclusive and culturally responsive classroom management approaches that respect the values and identities of all students.

In summary, axiology played a vital role in the qualitative research study on classroom management practices in secondary schools. It guided the researcher in recognizing the importance of ethical considerations, acknowledging subjectivity, addressing bias, and respecting the diverse values and perspectives of participants. Axiological awareness ensured that the research process was conducted with integrity and that the findings were presented in a manner that reflected the complexities of classroom management practices.

**Rhetoric.** The aim of this study was to examine the methods employed by authors and presenters in educating, convincing, or motivating particular audiences within specific contexts. Rhetoric primarily centered on the utilization of argumentation and discourse to sway the viewpoints of both individuals and groups. Furthermore, rhetoric offered a structure for critically evaluating the choices made during the act of writing or reading. As noted by Creswell and Poth (2016), understanding how to utilize rhetorical techniques made it easier to engage in effective communication with others and persuade more people to adopt one's perspective.

In the qualitative research study on classroom management practices in secondary schools, the role of rhetoric was significant. The researcher recognized that effective communication and persuasion were essential in understanding how teachers, students, and stakeholders conveyed their viewpoints and influenced decisions related to classroom management. Rhetoric encompassed the use of language and argumentation strategies. The researcher acknowledged that teachers employed various rhetorical techniques to communicate their classroom management policies, expectations, and approaches to students. She also recognized that students and parents might employ rhetoric to express their concerns and perspectives.

In summary, rhetoric played a crucial role in the qualitative research study on classroom management practices in secondary schools. It was recognized as a powerful tool for effective communication, persuasion, and the negotiation of classroom dynamics. The researcher examined how rhetorical techniques were employed by teachers, students, and stakeholders, contributing to a deeper understanding of the complex interplay between language and classroom management.

## 2.2 Qualitative Assumptions

In this qualitative investigation, a phenomenological methodology was employed. As defined by Armstrong (2017), phenomenology was considered a philosophy centered on the concept of experience. It held that human experience served as the ultimate source of all meaning and value. According to phenomenology, all philosophical systems, scientific theories,

and aesthetic judgments were derived from abstractions of the ever-changing and transient real world.

Phenomenology placed the responsibility on the researcher to depict the structures of experience, encompassing aspects such as consciousness, imagination, interpersonal relationships, and the role of the human subject within society and history. In the realm of phenomenological theories, literature was regarded as a medium that either mediated between the author's consciousness and the readers or aspired to unveil facets of human nature and the surrounding environment.

In this study, the experiences of secondary teachers regarding classroom management practices were explored. Coping strategies adopted in response to encountered challenges and insights gained from diverse experiences in different secondary schools within the North District, Division of Panabo City, were also investigated.

Qualitative assumptions recognized the significance of context in shaping classroom management practices. The researcher understood that classroom management strategies could be influenced by factors such as school culture, community dynamics, and the specific challenges faced by each secondary school. She considered these contextual factors as integral to their investigations. The qualitative assumptions in the study on classroom management practices in secondary schools were rooted in the belief that reality is subjective and multifaceted. These assumptions guided the research in exploring the diverse perspectives, contextual influences, and dynamic nature of classroom management practices while valuing the voices of participants and acknowledging the researcher's role in the process.

### *2.3 Research Design*

This investigation took on a qualitative nature. The research design was characterized as an inquiry process aimed at comprehending a social or human problem through the construction of a complex, holistic narrative using words, the reporting of detailed perspectives from informants, and the conduct of research in a natural setting. Qualitative research involved the gathering and analysis of non-numerical data (such as text, video, or audio) to gain a deeper understanding of concepts, opinions, and experiences. It was employed to uncover specifics about a situation or to generate fresh research ideas (Creswell, 2015; Bhandari, 2020). The utilization of qualitative research in this investigation was justified due to the nature of the study's concept. The experiences of secondary school teachers with respect to classroom management procedures were an unexplored research area. Furthermore, the topic was too broad, subjective, and unquantifiable for quantitative research, which necessitated specificity, a high level of objectivity, and the ability to measure a problem or construct using various survey techniques. Additionally, qualitative research was suitable for this endeavor because participant data was collected through non-numerical means, such as in-depth interviews.

Phenomenology, as a qualitative research method, sought to capture the essence of a phenomenon by examining it from the perspective of those who had experienced it. Phenomenology aimed to elucidate the significance of the experience of a phenomenon in terms of what was experienced and how it was experienced (Neubauer et al., 2021). Similarly, the phenomenological approach was employed for this qualitative undertaking. Following Creswell's (2015) example, the researcher demonstrated how phenomenological research could be applied to investigate the shared lived experiences of multiple individuals who had encountered the same concept or phenomenon. Educational qualitative research designs included phenomenology (Ponce, 2014; Creswell, 2013; Marshall & Rossman, 2010).

This investigation also employed a phenomenological research procedure. A phenomenological study was a qualitative research method aimed at understanding and characterizing the universal essence of a phenomenon. This method explored the everyday experiences of individuals while setting aside the researchers' preconceived notions about the phenomenon. In other words, phenomenological research examined lived experiences to gain a deeper understanding of how individuals interpreted these experiences (Delve et al., 2022).

Phenomenology was deemed suitable for this study because it focused on the classroom management experiences of secondary school teachers during in-person classes. When taking into account everyone's perspectives, experiences, and techniques, it became easier to comprehend and interpret the experiences of the participants in relation to this phenomenon.

Similarly, the researcher recruited participants through purposive sampling. Additionally, in-depth interviews were conducted to gather the necessary information, and a thematic approach was used to analyze the collected data and develop themes based on the participants' experiences.

### *2.5 Research Participants*

This phenomenological investigation involved ten (10) secondary teachers from the North District, Division of Panabo City. All 10 participants were interviewed in-depth virtually (IDI). This research aligned with the perspective that involving 3 to 10 individuals was sufficient to saturate the information for conducting this qualitative inquiry. This perspective had been presented by Creswell et al. (2018), who supported the number of participants in this study.

To enable the participants in this study to make their selections, the purposive sampling technique was employed. As per Creswell (2017), purposive sampling was a non-probability sampling method chosen based on the characteristics of a community and the research objectives. Using purposive sampling, I selected the individuals who participated in the research and were interviewed for the study.

The participants were chosen based on the following criteria: (a) they had to be secondary teachers affiliated with a public school in the North District of the Division of Panabo City; (b) they needed to have at least one (1) year of service; (c) they had to be willing to share their experiences in the study.

On the contrary, the following were the exclusion criteria: (a) secondary teachers with less than one year of teaching experience; and (b) secondary teachers outside of the North District, Division of Panabo City. Furthermore, I adhered strictly to the criteria established for selecting research participants and ensured that they represented diversity in terms of gender, age, status, and school category.

Furthermore, the interview schedule, along with the time and location, was communicated to the participants. Recognizing the importance of their accessibility and willingness to participate, the ability to explicitly, expressively, and reflectively communicate their experiences and perspectives was deemed morally significant (Bernard, 2002). Similarly, fostering a candid and open exchange of information helped mitigate biases and threats to the validity of this study.

### *2.6 Ethical Consideration*

Research endeavors must consider ethical standards and ensure that they adhered to appropriate protocols during the study's execution. Because this study involved gathering data from individuals (Creswell, 2015), it was crucial to abide by the ethical standards set for this research. In the prevailing context, it was essential for researchers to give heightened attention to the safety of both the current participants and those who would become part of the study in the future. Researchers were required to firmly uphold the three fundamental ethical principles outlined in the Belmont Report (1979): respect for persons, beneficence, and justice.

**Respect for Persons.** The ethical principle of respecting individuals encompassed several key aspects, including obtaining informed consent from participants, ensuring their right to withdraw from the study, treating them with the utmost respect and confidentiality, seeking their permission to record their responses during interviews, ensuring their safety from harm or violence, and maintaining strict confidentiality of all participant information (Belmont Report, 1979).

In my research, I incorporated the ethical perspective that the individuals who participated in the study were fully capable of making their own decisions, and their autonomy was consistently respected. To establish respect for individuals as a fundamental ethical principle in my investigation, I took several steps. Prior to commencing the actual research, all participants received Informed Consent Forms (ICFs), which were designed to obtain their consent and facilitate their voluntary participation without any coercion. These ICFs were distributed to participants for their review and signature. Participants were given ample time to carefully read and understand the entire consent form, and their signature indicated their comprehension and willingness to participate in the study.

As a researcher, it was my responsibility to ensure that participants were treated with the utmost respect, and their information was always kept confidential. I made sure they were well-informed about the research's objectives and nature. However, due to the ongoing pandemic, conducting face-to-face meetings posed a greater risk to public secondary school teachers. Therefore, I conducted all transactions and processes online to minimize the potential risks to participants. I also safeguarded their anonymity while handling any personal information received, adhering to stringent confidentiality standards.

Before the in-depth interviews, I provided an orientation to remind participants of the study's purpose, its significance to their community, and the potential risks and benefits of participation. I explained the methodology, data analysis process, and implications of the study. Given the pandemic context, safety for both the researcher and participants was paramount (Williamson and Burns, 2014). This necessitated limiting the distribution of ICFs to gatekeepers. If a face-to-face interview was required, I followed health protocols, such as wearing a face mask and sanitizing my hands. I also sought permission to record the interview for documentation and data analysis purposes, in compliance with the Data Privacy Act. Recordings were securely stored and eventually deleted.

I diligently protected the personal information provided by participants and ensured its strict confidentiality. It was my duty to respect and safeguard the rights of study participants, maintaining the confidentiality and anonymity of their data and personal information. To enhance anonymity, participants were asked to create a new email address solely for this study, and I requested that they modify their profile names during the interview to conceal their identities, using codes like IDI\_01. This ensured their privacy and anonymity during the interview. I also assured that the data collected in this research would only be used to advance the study's objectives.

To further demonstrate respect for the agency of my participants, I committed to conducting member checking. During this phase, participants had the opportunity to review transcripts and make necessary revisions to any statements that did not accurately reflect their thoughts. This process was intended to enhance the reliability of the study's results.

**Beneficence.** The term "beneficence" pertained to the ethical treatment of individuals, characterized by the respect for and preservation of their autonomy, as well as the pursuit of their well-being. This definition was derived from the 1979 Belmont Report. According to Nambisan (2017), an assessment was required to identify approaches that would maximize the anticipated benefits of the study while minimizing any potential risks or harm. Thus, an act of kindness and compassion that went beyond the call of duty and was guided by a genuine concern for the moral obligations towards others was considered exemplary (Podany, 2017).

In the context of this investigation, I ensured that participants received the highest level of care and security throughout. I conveyed the advantages of this research, which provided them with the opportunity to share their experiences, coping strategies, and insights regarding classroom management techniques. This sharing would inform departments and other stakeholders about their challenges and experiences. Additionally, I communicated that their contributions would motivate authorities to develop new programs and adapt classroom management strategies, ultimately benefiting both teachers and enhancing the well-being and educational experiences of students.

To protect and safeguard participants from harm, I conducted this study with utmost diligence. All interviews and transactions were conducted online to minimize potential risks to participants. I sought the guidance of relevant authorities, including my research adviser, school principals, instructors, and the Research Ethics Committee, to ensure the well-being of participants throughout the study and to mitigate any arising risks.

Within the scope of this study, I also ensured that all public secondary school teachers were informed about the research's benefits. The study's findings were disseminated to school administrators in participating institutions to assist them in developing policies and programs that would benefit the teacher community. I also informed them that the study's results would be presented at conferences, with a commitment to protecting their rights and interests during these presentations.

**Justice.** It focused on the concept of participant impartiality (Townsend et al., 2010), which encompassed ethical requirements for impartial methods and outcomes in selecting study participants (Belmont Report, 1979). The elimination of coerced participation was the central aspect of justice in ensuring a fair and equitable distribution of participants (Adams, 2013). Furthermore, it promoted an equitable distribution of benefits and risks by preventing the exploitation of vulnerable individuals and ensuring fairness in subject pool neutrality and volunteer recruitment (Research Integrity, 2021).

Considering that we were in the "new normal" of education, where public secondary teachers shared their lived experiences regarding classroom management during in-person classes, I employed fairness in selecting participants for my research to uphold justice in the study. This approach ensured that each participant received equal treatment and the entitlements they deserved.

Moreover, justice was not only served to the individuals who participated in the study but also extended to the community they belonged to. During the interviews, participants were asked only relevant questions that aligned with the



study's objectives, respecting both the scope and limitations of the research.

Additionally, I covered the expenses related to the required internet connection and data for the interviews, reimbursing all costs incurred by participants in connection with my investigation. I also ensured that all participants had adequate internet connectivity for virtual interviews and provided them with basic tokens of appreciation for their time and effort during the study.

To maintain impartiality in the research locations, participants were selected based on specific criteria, study focus, and multiple research sites. The allocation of research participants was distributed evenly across each research site, which, in this case, were secondary schools in the North District, Division of Panabo City, where the phenomenon of interest was observed. These research sites exclusively consisted of secondary school teachers, excluding those who were not part of this category.

I also archived a copy of the study in the Rizal Memorial Colleges library for future reference. Furthermore, I shared the results and discussion of this study with the school principals of the participating schools to serve as a foundation for developing and implementing policies and programs that would benefit and support their teachers in terms of classroom management practices in face-to-face classes.

I also adhered strictly to the Data Privacy Act of 2012 (Republic Act 10173), which (1) shielded individuals from exposure to unofficial, unlawful disclosures (preventing access to private information) and (2) allowed a person to be identified either directly or through amalgamation with other available information.

Throughout the course of this research, I ensured that any personally identifiable information and any other data relevant to the participants were not disclosed to the public and were maintained with the utmost confidentiality. To safeguard the participants' identities, I referred to them using code names or aliases. Moreover, all collected and stored information was handled appropriately. It was securely locked away in a protected cabinet and stored in an encrypted file on my personal computer, rendering it inaccessible and indecipherable to unauthorized individuals. If there was a need to share the study's data with the research adviser and the panel of experts who reviewed it, I obtained the participants' consent beforehand.

This research focused on qualitative data and employed a phenomenological approach to its analysis. Purposive sampling was used to select the participants, aligning with the phenomenological methodology being followed. The total number of participants who underwent in-depth interviews was ten (10). The primary data sources for this research were the responses provided by the participants during the interviews. Theme analysis was utilized to interpret the data, ensuring the study's legitimacy, confirmability, transferability, and dependability before proceeding with its trustworthiness. Additionally, to ensure the research was conducted ethically, it adhered to the principles of respect for persons, beneficence, and justice.

## *2.7 Role of the Researcher*

The researcher played a pivotal role in qualitative research, and it was the most significant factor to consider for effectively analyzing any social phenomenon (Postholm et al., 2013). Furthermore, the researcher acted as the instrument for data capture and facilitated data interpretation using this human instrument (Lincoln, 2013). As a researcher, I assumed various responsibilities to ensure the successful completion of the study, taking on roles such as discussion facilitator or interviewer, encoder and transcriber, and primary data analyst.

In my capacity as a researcher, one of my primary responsibilities was to ensure the study's compliance with all relevant ethical standards. Prior to, during, and after conducting the study, I obtained clearance from multiple authorities, including the Dean of the Graduate School of Rizal Memorial Colleges, to ensure that all protocols were followed and adhered to appropriately. Similarly, I took measures to securely store all information to guarantee the safety of all participants.

As the sole researcher involved in this investigation, I conducted virtual in-depth interviews and guided participants through the interview protocol. Before commencing the interviews, I sought permission to record them for documentation purposes. I interviewed participants by posing questions and making inquiries to gather the necessary data for the study. Utilizing the screen recording feature of the meeting application, I ensured that the entire virtual interview was accurately captured as a researcher. This step was taken to ensure that each participant's responses were accurately transcribed during data transcription.

My responsibilities also extended to serving as a transcriber. In this role, I diligently converted recorded data into text by carefully listening to the digital interview recordings, repeatedly reviewing them, and transcribing them meticulously. This approach ensured the accurate transcription of content and prevented any data-related confusion. Additionally, as interviews could be conducted in the participants' native language to enable them to fully express their thoughts, emotions, and experiences, I, as a researcher, was responsible for translating the participants' responses from their native language to Standard English, the language used in academic research.

Furthermore, I verified that the transcripts faithfully represented the participants' intentions during the virtual interviews. This allowed participants to review the transcriptions of their responses, which proved invaluable for the member-checking process. Additionally, I assumed the role of the primary data analyst, as I was tasked with analyzing the text to comprehend the context and identify the themes that emerged from the participants' responses. In addition to the mentioned responsibilities, upholding ethical standards was a constant commitment for the researcher.

Maintaining the study's ethical standards and adhering to the researcher's specified responsibilities and obligations were consistently essential and mandatory. This was because upholding these standards remained crucial and vital throughout the research process. Furthermore, assessing and ensuring the ethical integrity of the plan was imperative to successfully complete this assignment.

## *2.8 Data Collection*

In my capacity as a researcher, I engaged in various activities to gather data. According to Creswell (2015), the critical aspect of this approach involved identifying individuals willing to participate in the research and establishing a rapport with them to elicit valuable information. Additionally, the researcher was responsible for defining the study's parameters, sourcing information from diverse data outlets, and designing a methodology to ensure accurate data acquisition.

The data collection process commenced when I submitted the research paper to the Rizal Memorial Colleges Research Ethics Committee for ethical evaluation. This step was taken to maintain high ethical standards throughout and after data collection. To conduct the study within public institutions, I first obtained approval from the Dean of the Graduate School, following a thorough review of the research protocols to ensure ethical compliance. Subsequently, I sought permission from the Office of the Schools Division Superintendent for the Panabo City Division to conduct the study in selected public secondary schools. Additionally, I obtained consent from the school principals of the chosen institutions before approaching potential participants.

After securing all required permissions, I enlisted the assistance of a gatekeeper in identifying the selected participants for the study, using the inclusion criteria of purposive sampling as a guideline. The participants were invited to a virtual orientation during which I introduced myself and the research project. I provided comprehensive details about the study, including the potential benefits and risks of participation, their right to privacy, the option to withdraw without explanation at any time, and any other information to aid their decision-making process. Participants were not coerced or deceived into participation, and they had the opportunity to ask questions openly and receive forthright information about the study.

Participants who expressed interest in participating signed an informed consent form (ICF) to confirm their voluntary choice to take part. Meanwhile, those who declined to participate in the interviews had their decisions respected and honored, without any pressure to change their minds.

Upon obtaining informed consent from all participants, the interviews were scheduled to accommodate their availability. Participants were informed that the interviews would be conducted online, and they could select their preferred online platform. The interviews were meticulously documented, and consent for recording was obtained initially, with an explanation that recordings were solely for research purposes.

Mobile phones were employed to accurately transcribe the recorded interviews, and the transcripts were subsequently translated into Standard English. To ensure transcript accuracy, I returned to each participant for a review of their respective transcripts. Participants also had the option to make edits to the transcripts. After these revisions, participants provided their signatures on the member verifying certificate, affirming the accuracy of the transcript content. The transcripts were then subjected to thematic analysis, yielding insights into the classroom management practices of secondary teachers during face-to-face classes.

Throughout this research phase, strict adherence to the Data Privacy Act was maintained to protect the privacy and confidentiality of participants' personal information. Proper handling of all data collected from participants was implemented to eliminate bias and ensure accurate interpretation. Subsequently, measures were in place to guarantee the security and confidentiality of the data.

## *2.9 Data Analysis*

The process of analyzing qualitative data proved challenging and demanded extensive reading, contemplation, and reflection on the part of the researcher. It was time-consuming as the researcher had to meticulously scrutinize the words to uncover their underlying meanings. Despite variations in data analysis methods among different qualitative approaches, the

fundamental phases of data analysis, including coding, categorization, and theme development, were common to the majority of qualitative techniques. Researchers needed to ensure that participant narratives accurately portrayed the findings and avoid hastily jumping to conclusions. Iterative procedures played a vital role in qualitative data processing (Ravindran, 2019).

After organizing and reviewing the data, I proceeded to analyze the content through coding. As per Creswell (2015), coding involved organizing data into small information categories and assigning a term to each category. Codes were employed to analyze and structure the data, with these codes further categorized to generate fundamental concepts pertinent to the research questions. This phase of data analysis held significant importance for subsequent steps.

In my research, I employed colors and markers to highlight noteworthy and recurring themes within the analyzed text. I then grouped text marked with the same color, highlighted it, and labeled it with descriptive words and concise phrases. Each participant's responses were systematically recorded, and participants were grouped based on their responses.

Thematic analysis was utilized to analyze the data, allowing researchers to categorize both implicit and explicit content (Vaismoradi et al., 2016). By employing exhaustive thematic analysis, researchers could generate reliable and insightful findings (Nowell et al., 2017). Thematic analysis, in essence, involved the process of identifying, analyzing, organizing, summarizing, and reporting on emerging themes from the data collection.

This investigation primarily employed thematic analysis. After categorizing and analyzing the responses of all participants, a hierarchical structure was established, moving from general to specific themes. Responses sharing common core concepts were extracted and grouped into numerous categories, with each category requiring a minimum of three fundamental concepts for inclusion. Additionally, a unique code name was assigned to each participant in the study.

A diverse array of informational and material sources was then employed to illustrate the chosen themes. This approach was grounded in the belief that immersive, real-world experiences fostered the most effective learning, offering a strategy applicable to a wide range of theories and academic disciplines.

Subsequently, I presented the responses to the research questions in both tabular and textual formats, facilitating the presentation of data in an aesthetically pleasing, easily comprehensible, and structured manner that adhered to qualitative characteristics. I strictly adhered to these procedures to comprehend and achieve the research's objectives. Furthermore, to enhance the credibility and precision of the analytical results, I sought input and additional validation from my data analyst.

In a similar vein, environmental triangulation, as defined by Guion, Diehl, and McDonald (2011), involved utilizing multiple research settings, locations, and other relevant environmental variables, such as time, day, or season. The objective was to ascertain whether environmental factors could have influenced the collected research data. Results were considered reliable if they remained consistent across various environmental conditions. This approach was employed when it was anticipated that environmental factors could impact the results.

This study employs environmental triangulation by incorporating the locations and circumstances of secondary teachers with regard to classroom management practices during in-person classes through dialogues about the results. As a researcher, I believe that the environments in which the participants were discovered, and the locations of those individuals may have an effect on the data analysis performed with the available information.

## 2.10 Analytical Framework

Braun and Clarke's analytical framework for qualitative research, known as thematic analysis, has been widely used by researchers to analyze and interpret qualitative data. In the past, their framework has played a significant role in facilitating the systematic examination of textual data, allowing for the identification of key themes and patterns. Here, we will discuss the key components of Braun and Clarke's analytical framework in the past tense:

**Familiarized with Data.** The researcher in the past began by immersing herself in the data. She read and re-read the qualitative data, such as interview transcripts or textual materials, to become acquainted with the content and gain an overall understanding of it.

**Initial Coding.** After familiarizing herself with the data, the researcher proceeded with the process of initial coding. During this phase, she systematically identified and labeled meaningful segments of data with short codes or labels, capturing the essence of each segment.

**Searched for Themes.** The researcher began looking for recurring patterns and themes across the initial codes. She focused on identifying themes that encapsulated significant aspects of the data. Themes were allowed to emerge organically from the

data.

**Reviewed Themes.** The researcher reviewed and refined potential themes she had identified. This step involved checking the themes against the coded data to ensure that they accurately represented the content. Themes were adjusted, combined, or split as needed to create a coherent set.

**Defined and Named Themes.** Each theme was clearly defined and given a descriptive name that conveyed its meaning. The researcher ensured that theme names were meaningful and accurately represented the content she encapsulated.

**Wrote a Narrative.** The researcher developed a coherent narrative or story around the identified themes. This narrative provided an organized account of the findings, incorporating relevant data excerpts to support each theme.

**Refined and Defined Themes.** As the analysis progressed, the researcher revisited and refined the themes when necessary. She went back to the data to ensure that theme definitions accurately captured the nuances present.

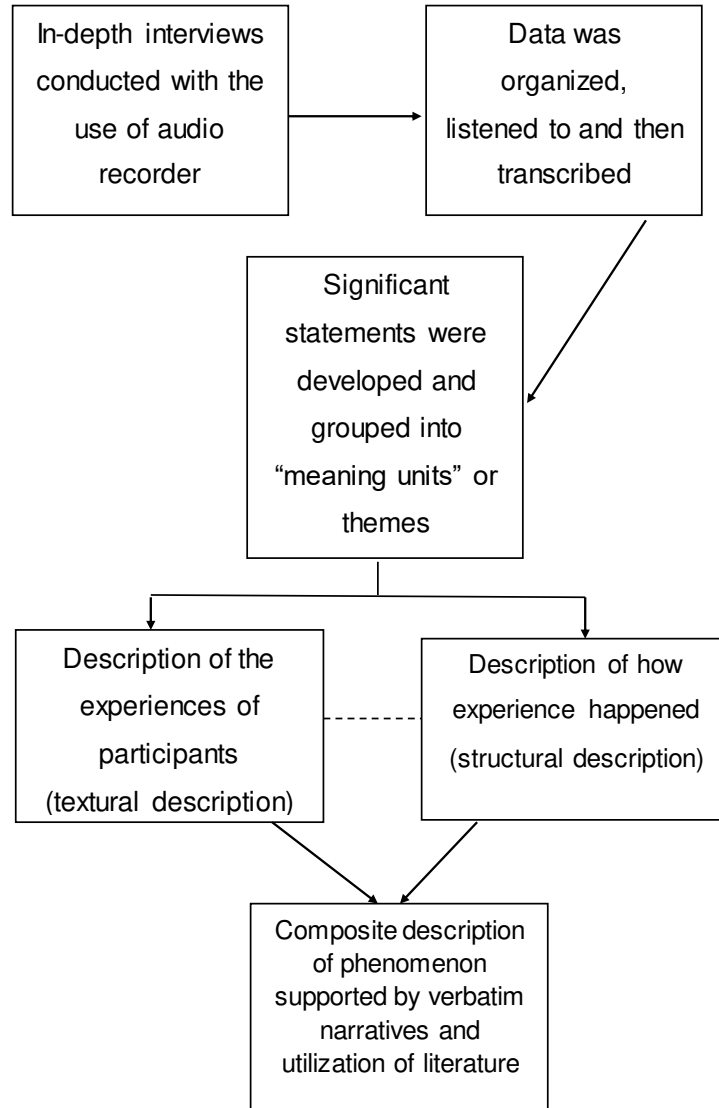
**Produced the Report:** Finally, the researcher produced a written report of their findings, which included the identified themes, supporting evidence from the data, and interpretations. This report adhered to principles of good qualitative research and maintained participant confidentiality and ethical considerations.

**Wrote Reflexively:** The researcher reflected on their own roles in the analysis process, acknowledging her subjectivity and considering how her perspectives and biases may have influenced data interpretation. Transparency about the researcher's reflexivity was essential for research credibility.

**Peer Reviewed and Validated:** The researcher often sought peer review and validation of her findings to enhance research trustworthiness. External validation helped ensure the reliability and validity of the past findings.

Braun and Clarke's thematic analysis framework, employed in the past, offered a structured and rigorous approach to qualitative data analysis. It encouraged researchers to maintain proximity to the data, allowing themes to naturally emerge from the content. This approach contributed significantly to the quality and rigor of qualitative research conducted in the past.

Figure 2 shows the processes of thematic analysis which were applied in analyzing the data of the study.



**Figure 2. Analytical Framework of the Study**

### 2.11 Trustworthiness of the Study

Connelly (2016) and Cope (2014) underscored the importance of ensuring the reliability and integrity of findings in the past. They emphasized that the quality and trustworthiness of qualitative research depended on the researcher's ability to produce results that could be relied upon and trusted. Additionally, Sandelowski's perspective on credibility, as cited by Gunawan (2015), was that it involved convincing others by making research practices visible and auditable. She argued that validity in qualitative research, unlike the positivist approach, should not be solely tied to notions of truth or value. Instead, it should be determined by how readers of the research report perceive the study's credibility. The researcher in this study (2004) adhered to Lincoln and Guba's (2000) established criteria and metrics for evaluating trustworthiness, along with the recommended strategies by Shenton. These criteria emphasized four key aspects: credibility, reliability, confirmability, and transferability.



Credibility. The criteria for credibility, as assessed in the past, involved determining the believability or plausibility of qualitative research findings from the perspective of the participants (M.K., 2020). Credibility, as defined by Tobin et al. (2004), was seen as the alignment between the viewpoints of the respondents and how the researcher portrayed them. Despite the challenges posed by the new normal, credibility measures were established, which included iterative questioning during IDI, member verification, a comprehensive description of the studied phenomenon, triangulation, and a review of prior research.

To enhance credibility, iterative questioning, a method for extracting comprehensive data, was employed to address credibility (Lincoln & Guba, 1985). This technique involved repeatedly asking relevant and probing questions to elicit more detailed responses from individuals. Iterative questioning was a systematic, repetitive, and circular approach used in the past during qualitative research to gather rich, precise, and valuable data needed for the study and to achieve data saturation. During the in-depth interviews conducted with participants in the past, follow-up or probing questions related to previously discussed topics were posed. As per Shenton (2004), iterative questioning involved revisiting previously covered subjects and extracting relevant information through rephrased questions.

Furthermore, iterative questioning with necessary inquiries was utilized to evaluate the accuracy of participants' statements. In cases where participants provided conflicting responses to the in-depth questions, contradictory statements were excluded during data analysis. This approach ensured the credibility of the research results and aided in clarifying essential points and topics requiring further exploration.

Moreover, to foster transparency and authenticity among the educators who were invited to participate in the research, extended engagement was employed to establish rapport and mutual familiarity. By engaging in multiple interactions and conversations with the participants before conducting interviews, an effort was made to promote sincerity and genuine involvement. Prior to commencing interviews, several visits and conversations with each participant were conducted to establish a connection and gain deeper insights into their experiences.

To encourage honesty, participants were given the option to choose whether or not to participate in the study. Prior to the interviews, all participants were informed of their right to withdraw from the study at any point if they wished to do so. They were assured that their decision would be respected and acknowledged, regardless of their choice. Participants were also provided with information regarding the potential benefits and risks associated with the study to make informed decisions. This transparency ensured honesty, as participants voluntarily remained in the study with full access to information and freedom to choose.

Lastly, member verification was employed in the past to ensure the credibility of the study. After transcribing interviews with participants, their assistance was sought to validate the accuracy of their recorded responses. Participants were given the opportunity to review their responses and make necessary corrections if they believed any disparities existed between their initial statements and the transcripts. They were also able to retract any statements made during interviews. Once participants were satisfied with the transcript contents, they signed a certificate of member verification.

Dependability. Dependability, as demonstrated in the past, involved ensuring that the research findings remained consistent despite any changes that might have occurred within the study environment or among the participants during data collection. This assurance was essential, even if potential shifts occurred during the data collection process. To ensure the reliability of the collected data, rigorous data collection methods and procedures were employed (Springer, 2022). Dependability also encompassed the consistency of the data over time and under the study's specific conditions (Polit & Beck, 2014). While similar to reliability in quantitative research, it recognized that the stability of conditions depended on the nature of the investigation. Measures to ensure dependability included maintaining an audit trail of process records and conducting peer debriefings. Process diaries, which documented all activities and decisions made during the study, such as participant selection and observation decisions, were part of this process.

In the context of this study, to address dependability, I evaluated appropriate research practices related to maintaining process records, providing detailed methodological descriptions to guide the research process, and utilizing an audit trail. I updated the research matrix, diagrams, and flowcharts to outline the study's procedures, schedules, and deadlines. This served as a guide for understanding what needed to be accomplished at each significant stage of the study. Additionally, I took on the responsibility of safeguarding any sensitive data obtained during the in-depth interviews (IDI) throughout the study, thereby ensuring the accuracy of data collection. To prevent bias, I allowed participants to confirm the information gathered during the interviews.

To address dependability more directly in my research, I collected and presented clear and coherent data, ensuring data consistency for future research endeavors. A comprehensive description of the study was provided to facilitate the collection of consistent data, and I aimed to enable future researchers to replicate the study by offering a detailed explanation of the data.

According to Bernard (2012), the precise number of interviews needed to achieve data saturation in qualitative research remains unknown, and researchers should collect as much information as possible. Interview questions were designed so that

various participants could respond to the same questions, as the target group was continually changing (Guest et al., 2006). Therefore, my primary responsibility as a researcher was to maintain strict confidentiality regarding all information derived from in-depth interviews. I used the information gathered from interviews and discussions to validate the accuracy of the research materials. Additionally, to prevent bias, I offered research participants the opportunity to confirm the information obtained during the interviews.

Finally, to support the reliability of this research, I included an audit trail documenting the research outcomes and identifying their sources. This trail was maintained throughout the investigation, as recommended by Korstjens and Moss (2018). This practice promoted transparency and allowed other scholars to assess the quality and dependability of the study. The audit trail document was attached to the study to enable readers and scholars to trace the perspectives and claims made by the interviewees.

**Confirmability.** Confirmability, in the past, referred to the degree of neutrality and repeatability of findings. This concept was akin to objectivity in quantitative research (Polit & Beck, 2014). The methods employed included maintaining an audit trail of analytical and methodological journal records. Qualitative researchers diligently recorded all their decisions and analyses as they progressed with their research. In certain studies, these notes underwent review by a colleague, while in others, they were subject to peer-debriefing sessions with an esteemed qualitative researcher. These discussions were aimed at preventing biases stemming from a single researcher's perspective. Additionally, the researcher might have conducted member-checking with study participants or similar individuals, depending on the nature of the study.

To establish confirmability, the researcher was responsible for preserving all records related to the study's execution. This allowed other individuals, such as the research panel and adviser, to verify whether the interpretations and conclusions could be traced back to legitimate sources. Consequently, fellow academics and readers could identify where claims were objectively derived from participant responses and where the researcher's biases were evident. This chapter of the manuscript provided a detailed account of these steps.

Furthermore, in this research, we ensured that detailed methodological descriptions were provided to enable an in-depth examination of the study's integrity during the conduct of in-depth interviews. As in-depth interviews served as the primary data source, we established effective communication through social media using Google Meet, with the meetings being recorded subject to all participants' approval. A comparison was made between the interview transcript and the screen recording to ensure the quality and precision of the data collected.

I also openly acknowledged my assumptions as a researcher regarding the methods employed in this study. This transparency aimed to assist other readers and academics in confirming claims that were objectively derived from the study, as well as identifying instances where the study's limitations were apparent. I recognized that qualitative research designs and narrative research approaches had limitations in terms of the narratives of a limited number of participants. Consequently, the findings could not be generalized to other instructors in different locations with circumstances differing from those of the study participants.

**Transferability.** Transferability, in the past, pertained to the extent to which qualitative research findings could be generalized or applied to different contexts or settings. From a qualitative perspective, the responsibility for transferability primarily fell on the generalizer (M.K., 2020). It was considered an indispensable aspect of qualitative research, established by demonstrating to the readers that the research findings could be relevant to various locations, time periods, and populations (Consultores, 2020). To address transferability in this study, I provided contextual background information, a comprehensive description of the phenomenon for facilitating comparisons, a detailed account of the research process, and specific codes used for data analysis.

I included all transcripts and data analyses in the study's appendix, making them accessible for future reference and ensuring impartiality. This approach allowed readers to connect the study's findings with their own experiences. The security and confidentiality of the collected data were safeguarded, with participant identification handled through the use of codes.

As per Shenton's recommendation (2004), a thorough description of the investigated phenomenon was provided to enable meaningful comparisons. Offering a comprehensive understanding of the phenomenon allowed readers to comprehend it fully and draw parallels to their own encounters.

In my research, I ensured that the study's results and conclusions were assessed for reliability, making them suitable for future studies. Data accuracy was meticulously maintained, ensuring consistent and high-quality data for future utilization.

File names were altered to include codes and aliases to maximize the security and confidentiality of the research outcomes. This practice ensured that participant information, including their identities, remained protected.

Data encryption was employed before storing it on a computer secured with a password and equipped with a backup

system. In case the data storage reached its maximum capacity, all physical and digital copies of the files were securely removed and discarded, preventing any reconstruction of the data.

In conclusion, the trustworthiness of this qualitative research study was upheld through a rigorous commitment to various criteria, including credibility, dependability, confirmability, and transferability. These measures were systematically implemented to ensure the reliability and validity of the research findings. By employing techniques such as member verification, iterative questioning, and maintaining an audit trail, this study strived to provide readers with a transparent and well-documented research process. Additionally, through detailed descriptions, contextual information, and the inclusion of data in the appendix, efforts were made to enhance the transferability of the findings to other contexts. Overall, this research sought to establish a high level of trustworthiness, allowing readers and future researchers to rely on and build upon its outcomes with confidence.

### 3. Results and Discussion

The purpose of this study was to explore the experiences of secondary teachers on classroom management practices in North District, Division of Panabo City. The study also investigated the coping strategies of teachers in addressing those challenges which they encountered as well as their insights which can be drawn from the study. At this stage of the research, the experiences of teachers were generally defined as their learning and challenging experiences, coping strategies, and insights which can be shared to others with regard to classroom management during the in-person classes. Good school management involved more than simply keeping students seated and silent. It was about establishing strong relationships with your students, encouraging them to participate in their own learning, and revealing a bit of yourself. A classroom environment that benefited students also benefited teachers..

#### *Experiences of Secondary Teachers on Classroom Management Practices During In-Person Classes*

Certainly, here are three major themes that emerged from the experiences of secondary teachers on classroom management practices: challenges and struggles in classroom management, effective classroom management strategies, and impact on teaching and learning. These themes would provide valuable insights into the experiences of secondary teachers regarding classroom management practices and could serve as the basis for a qualitative research study.

**Challenges and Struggles in Classroom Management.** This theme may encompass the various difficulties and hurdles that secondary teachers encounter while managing their classrooms. These could include issues related to student behavior, disruptions, disciplinary actions, and maintaining a conducive learning environment. Effective classroom management is a cornerstone of successful teaching, yet educators often face a myriad of challenges and struggles in their efforts to maintain order and create a conducive learning environment. In this research theme, we delve into the multifaceted world of classroom management, shedding light on the various obstacles and difficulties that secondary teachers encounter while striving to establish control, engage students, and foster positive learning experiences. By exploring these challenges in-depth, we aim to gain a comprehensive understanding of the complex dynamics at play within classrooms and to identify potential strategies and solutions for enhancing classroom management practices in secondary education.

As what IDI-01 responded:

"One of the biggest challenges I faced in classroom management was student engagement. With the advent of technology and the constant distractions it brings, it became increasingly difficult to keep students focused on the lesson. I found myself constantly competing for their attention with smartphones and social media. It was a struggle to make the content engaging enough to hold their interest and keep them actively participating in class."

Likewise, IDI-05 stated:

"In my experience, accommodating the diverse learning needs of students was a significant struggle in classroom management. I had students with various learning styles, abilities, and backgrounds in the same class. Trying to meet each student where they were and provide the necessary support was a constant challenge. Balancing individualized instruction with maintaining a cohesive class dynamic was tough."

Lastly, IDI-10 indicated:

"Discipline and behavior management proved to be one of the most challenging aspects of my teaching career. Dealing with disruptive behavior, conflicts among students, and enforcing classroom rules while maintaining a positive learning atmosphere was a daily struggle. Finding the right balance between being firm and being empathetic was something I had to continually work on."

Based on participants' responses, these challenges and struggles underscore the multifaceted nature of classroom management. Teachers face the imperative task of engaging diverse students while simultaneously managing behavior and fostering a conducive learning environment. Addressing these challenges requires a combination of pedagogical creativity,

empathy, and effective classroom management techniques to ensure a successful teaching and learning experience.

According to research, a lot of teachers are unprepared for the behaviors their pupils may exhibit in the classroom, posing obstacles to teaching and learning. Results indicated that educators were more likely to be taught universal management strategies as opposed to more specific skills and strategies for increasing or decreasing behavior. In the areas of increasing appropriate behavior and behavioral assessment, there were significant differences between alternative certification general education teacher certification programs and college/university special education teacher certification programs (Flower et al., 2017).

Having the ability to effectively manage a classroom is crucial in any setting, but it becomes much more so in the event of a significant crisis such as a pandemic or natural disaster, which may interrupt the normal functioning of schools. This necessitates a shift to distant learning, which in turn increases the need of effective classroom management skills (Goldman et al., 2021).

In face-to-face learning conducted after the pandemic, the effects of the pandemic on student behavior can also be observed. Face-to-face learning that occurred after the pandemic made students yearn for face-to-face learning that occurred prior to the pandemic. This study found that early childhood behavior management strategies based on a fun learning environment were implemented by 1) setting specific, observable, and measurable goals; 2) creating a structured environment with routines and schedules; 3) considering situational and environmental factors; 4) motivating with positive praise and attention; and 5) cooperating with parents (Mundiri & Hamimah, 2022).

According to research by Gulmez (2022), teachers employ the management of teaching, the management of conduct, the management of relationships, and the control of the physical environment in order to manage the classroom and transition to face-to-face education or in-person classes. In addition, the teachers' classroom management strategies after face-to-face education included updated education and skill development due to learning deficiencies and deficits to cover the gaps. This was performed to fill in the spaces. In fact, a recent study of remediation strategies for learning deficiencies concluded that the primary emphasis should be placed on "bridging the gaps" or "re-establishing learning" (Reimers, 2022).

Behavioral issues in students are often seen. These issues include the students' failure to hand in their assignments or projects on time, verbal hostility, the use of foul language, inattentiveness, physical aggression, and bullying of other students. The decision to reopen schools was based on the growing number of vaccinated teachers and adults and the declining prevalence of the virus and its variants (Palma et al., 2022).

**Effective Classroom Management Strategies.** This theme may focus on the strategies and techniques that secondary teachers find effective in managing their classrooms. It could cover topics such as establishing rules and routines, building positive teacher-student relationships, and implementing engaging instructional methods. Further, effective classroom management is fundamental to creating a productive and positive learning environment. In this research theme, we delve into the strategies and practices employed by secondary teachers to establish and maintain effective classroom management. Understanding these approaches is crucial for improving the overall educational experience and outcomes for both educators and students. This theme explores the methods, techniques, and insights that educators have found successful in fostering a harmonious and conducive classroom atmosphere.

As what IDI-03 conveyed:

"In my experience, one of the most effective strategies for classroom management is setting clear expectations from day one. I make sure to establish classroom rules and routines that are easy for students to understand. This creates a sense of structure and predictability, which helps minimize disruptions. Additionally, I always try to maintain a positive and respectful demeanor with my students. When they feel valued and respected, they are more likely to follow the rules and cooperate in the classroom."

More so, IDI-05 replied:

"I've found that using proactive strategies works wonders in classroom management. Instead of reacting to misbehavior, I focus on preventing it. For instance, I use engaging lesson plans to keep students interested and involved. I also employ techniques like positive reinforcement, where I praise and reward good behavior. Building strong teacher-student relationships is key as well. When students feel a connection with their teacher, they are more inclined to behave well and participate in class."

In the same way, IDI-09 expressed:

"One effective strategy I use is creating a well-organized classroom layout. I arrange desks and materials in a way that minimizes distractions and encourages student engagement. This helps create a positive learning environment where students can focus on their work. Additionally, I implement a fair and consistent discipline policy. When students know the consequences for their actions are consistent, they are less likely to test the boundaries. Open communication with both students and parents is another vital aspect of my classroom management strategy. It allows for early intervention and addressing any concerns before they escalate."



Based on the responses, effective classroom management is a multifaceted process that requires a combination of clear expectations, proactive strategies, organized environments, consistent discipline, and open communication. By implementing these strategies, secondary teachers can create conducive learning environments where students are more likely to thrive academically and behaviorally.

The actions a teacher takes to create and sustain a conducive learning environment for instruction are referred to as classroom management. These actions consist of decisions regarding the course's structure, organization, and activities that help students manage their expectations and conduct. Effective classroom management can create a positive learning environment that: fosters an environment that supports academic, social, and emotional learning; facilitates a structured and organized environment where students can focus on learning; builds trust and healthy relationships between instructor and students, and peer-to-peer among students; maintains attention and fosters motivation and engagement; and minimizes disruption and interference with learning (Foster, 2022).

Similarly, classroom management is one of the most essential teacher responsibilities. To effectively administer a classroom, various factors must be considered, including but not limited to routines, scheduling, physical arrangements, teacher-student interactions, learning dynamics, and instruction (Cooper et al., 2017). According to Meyers et al. (2017), teachers who effectively manage their classrooms create a learning environment that fosters the intellectual and social-emotional development of their students. This type of atmosphere is crucial to the success of any educational institution. However, the findings revealed modest but statistically significant effects (average  $g = 0.22$ ) on all outcomes, excluding motivational outcomes. Programs were coded for the presence or absence of four categories of strategies: concentrating on the educator, student behavior, social-emotional development, and teacher-student relationships. Focusing on the social-emotional development of the pupils appeared to have the greatest impact on the effectiveness of the interventions, particularly on the social-emotional outcomes. Moreover, we discovered a possible correlation between teacher-focused programs and improved academic outcomes for students (Korpershoek et al., 2016).

Similarly, classroom management may be viewed as an "umbrella" that enables the teacher to manage diverse learning activities, such as social interaction and student behavior. Classroom management is concerned with processes and routines that have become routines, while classroom discipline is concerned with how individuals behave and thus with self-control. According to Thi et al. (2021), cited in Wong et al. (2005), classroom management is associated with maintaining a task-oriented, predictable, and consistent environment.

In addition, managing a classroom is a crucial component of the teaching and learning process that determines the quality of instruction. This study seeks to investigate classroom administration techniques that can be effectively implemented in EFL classrooms. This study reveals that there are three components of classroom management: seating arrangements, student engagement, and student participation. The seating arrangement includes three effective elements: U-shaped, group seating, and orderly rows. In addition, student engagement includes cognitive, behavioral, academic, emotional, social, intellectual, physiological, affective, and relational approaches. Participation, meanwhile, includes classroom talk, teacher talk, collaborative talk, exploratory talk, dispute talk, and learner-led talk. On the basis of the findings of this study, it is recommended that teachers implement effective classroom management strategies to enhance the quality of instruction (Yasin et al., 2022).

Egeberg et al. (2020) investigated the perspectives of educators all around the world on what makes for successful classroom management. However, the researcher made the surprising discovery that the earlier studies had been conducted before COVID-19 and that they had used a case study approach to their analysis. In addition, this research is a phenomenological study that focuses on the classroom management of teachers' lived experiences when they are instructing students in person. In addition, the findings of the research indicated that one of the strategies used by teachers who are responsible for more than one grade level is Classroom Management. In spite of the constraints and difficulties that pupils and teachers at this multigrade school were forced to contend with, they worked diligently and did their utmost to be meaningful and productive in their endeavors (Naparan & Alinsug, 2021).

**Impact on Teaching and Learning.** This theme may explore how classroom management practices affect both teaching and learning outcomes. It may encompass aspects like the impact of effective classroom management on student engagement, academic achievement, and overall classroom atmosphere. The theme of "Impact on Teaching and Learning as a Result of Classroom Management Practices" delves into the significant influence that effective classroom management can have on both educators and students. This theme explores how the way a classroom is managed can directly affect the quality of teaching and learning experiences, ultimately shaping the educational outcomes of secondary students. It examines the various dimensions of classroom management and their profound implications on the teaching and learning process. Through this research theme, we aim to gain a comprehensive understanding of the multifaceted dynamics between classroom management practices, teaching effectiveness, and student learning outcomes in secondary education.

IDI-04 stated:

"Well, I've found that maintaining a well-organized and disciplined classroom environment has had a significant positive impact on teaching and learning. When students know what's expected of them and feel safe and respected in the classroom,



they tend to be more engaged and focused on their studies. This, in turn, makes my job as a teacher more effective, as I can spend more time on actual instruction rather than dealing with disruptions."

IDI-07 uttered:

"Classroom management has a profound impact on teaching and learning. When I establish clear expectations and routines, my students know what to expect, and that helps create a positive learning environment. It's like the foundation of a house; without it, everything can become chaotic. With effective management, I can focus on delivering engaging lessons, and my students can engage in learning without disruptions."

Likewise, IDI-09 expressed:

"Absolutely, one strategy that's been great is using a behavior chart. It allows students to see their progress and understand the consequences of their actions. Once, I had a student who used to disrupt the class regularly. After implementing the behavior chart consistently, not only did that student's behavior improve, but the whole class seemed more at ease, and our classroom became a better place for learning."

Finally, IDI-09 communicated:

"Effective classroom management is a game-changer. When students feel safe, respected, and supported, they are more likely to participate actively. I have seen students who were once shy or disengaged become more confident and engaged when classroom management is strong. They're willing to take risks, ask questions, and that naturally boosts their learning and academic performance. It's all interconnected."

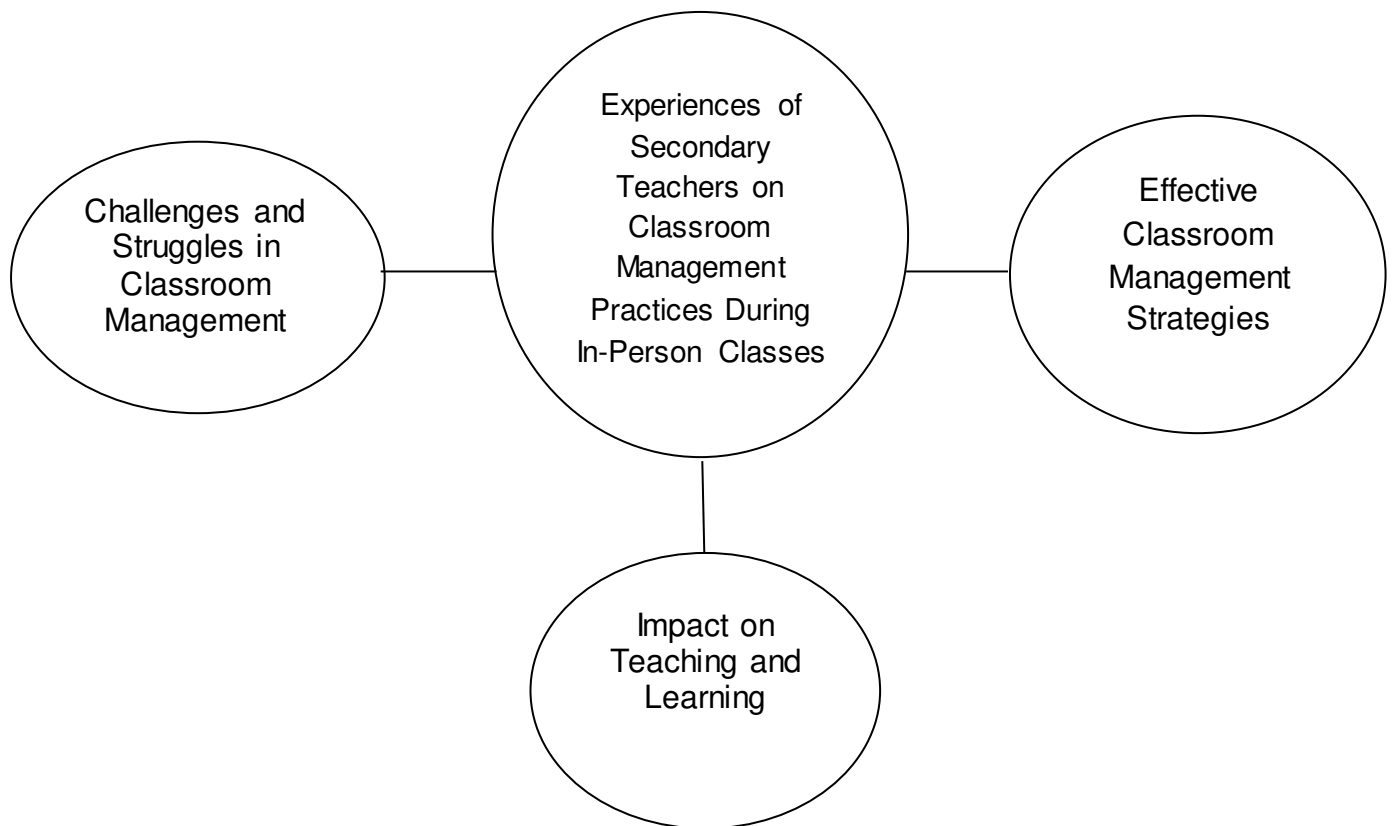
Given their responses, effective classroom management practices create a stable and nurturing learning environment. This environment, characterized by clear expectations, supportive routines, and respectful interactions, empowers both teachers and students. Teachers can focus on teaching, and students can engage in meaningful learning experiences. Ultimately, the impact of classroom management extends beyond behavior control; it positively influences teaching, learning, and the overall educational journey.

Classroom management systems play a crucial role in enhancing student learning. Administration of a classroom entails composing and guiding classes to achieve specific objectives. The responsibility of maintaining a conducive learning environment in the classroom rests with the teachers. The classroom environment is conducive to effective instruction and learning. The five characteristics of an effective classroom are safety, open communication, shared enjoyment, shared goals, and connection (Zhang & Zhao, 2010).

In addition, Diniatulhaq et al. (2020) assert that classroom management enhances student learning conditions. Because they enhance learning outcomes, favorable learning environments are the most essential factor in ensuring that student learning activities run smoothly. Good teachers facilitate student learning. Therefore, teachers must comprehend and value students' characteristics and requirements to the greatest extent feasible. Consequently, classroom management refers to all the tools and strategies that teachers use and implement while in the classroom. Communication, student management, content management, time management, and pedagogical expertise are classroom management strategies. In addition, effective classroom management requires organizing activities, establishing rules, and developing strategies for enforcing the rules. To be successful, students must be treated with respect for the norms, which is an essential aspect of classroom management. Also, it is believed that instructors must devote the majority of their class time to disciplinary issues (Ahmad et al., 2018).

Moreover, classroom management processes play a crucial role in enhancing students' learning. Administration of a classroom entails the activities required to organize and direct classes to achieve specific objectives. Maintaining a conducive learning environment in the classroom is the instructor's responsibility. A highly supervised classroom provides an advantageous environment for instructing and learning. The primary finding of the study was that there was a positive correlation between classroom management strategies employed by teachers and student performance or achievement. It was determined that there was a correlation between the instructional methodologies employed and the academic performance of students (Ahmad et al., 2017).

Similarly, effective classroom management by teachers will substantially contribute to the acquisition of learning outcomes in the learning environment. The management styles of instructors have an impact on the effectiveness of the classroom environment because teachers construct the teaching environment based on their management styles, which influences pupil learning. As a result, the ultimate goal of classroom management is not to exert control over students; rather, effective classroom management encourages students to complete tasks independently and exercise self-control through learning (Aslan, 2022).



**Figure 3. Experiences of Secondary Teachers on Classroom Management Practices During In-Person Classes**

*Coping Mechanisms of Teachers on Challenges of Classroom Management Practices During In-Person Classes*

After analyzing the responses of the participants about the coping mechanisms of teachers on challenges of classroom management practices, here are three major themes related to coping mechanisms of teachers when faced with challenges in classroom management practices: adaptive strategies for behavior management, emotional resilience and self-care, and professional development and support systems. These three major themes reflect the diverse coping mechanisms that teachers employ to address the challenges they face in classroom management practices. From adaptive behavior management strategies to emotional resilience and professional development, teachers navigate these challenges with a combination of practical skills, emotional intelligence, and a commitment to their students' well-being and learning outcomes.

**Adaptive Strategies for Behavior Management.** This theme encompasses the various strategies and techniques that teachers employ to adapt to challenging classroom behaviors. These strategies may include implementing individualized behavior plans, using positive reinforcement, and creating a structured and supportive classroom environment. Teachers often develop unique approaches to address specific behavior challenges, such as dealing with disruptive students, handling conflicts, or managing large class sizes. Coping mechanisms in this theme involve teachers' ability to remain flexible and responsive to changing classroom dynamics while maintaining a positive and inclusive learning environment.

As what IDI-03 uncovered:

"In my classroom, I've found that individualized behavior plans work wonders. Each student is unique, and what works for one may not work for another. So, I take the time to get to know my students and understand their triggers and motivators. Based on that, I create personalized behavior plans. It could involve a reward system, extra support, or even just a simple check-in with the student. This approach helps me address specific behavior challenges effectively while fostering a sense of responsibility among my students."

Further, IDI-07 confirmed:

"Flexibility and problem-solving are key adaptive strategies I use. Sometimes, despite careful planning, unexpected challenges arise. Instead of getting frustrated, I've learned to adapt on the spot. I might modify a lesson plan, switch seating arrangements, or even have a brief one-on-one conversation with a student. The ability to pivot and find solutions quickly helps me address behavior issues while keeping the learning process on track."

Finally, IDI-08 quipped:

"One of the adaptive strategies I rely on is the power of positive reinforcement and creating a positive classroom culture. I've found that acknowledging and rewarding good behavior can go a long way. I implement a reward system and encourage peer support by celebrating each other's achievements. Moreover, setting clear expectations from day one and consistently reinforcing them helps maintain a respectful and cooperative classroom environment."

Based on the above responses, the theme illustrates the adaptive strategies that teachers employ to manage classroom behavior effectively. These strategies include personalized behavior plans, positive reinforcement, creating a positive classroom culture, and maintaining flexibility in response to unexpected challenges. Teachers emphasize the importance of tailoring their approaches to individual students' needs and fostering a supportive and respectful classroom environment. In synthesis, adaptive strategies for behavior management reflect teachers' commitment to maintaining a conducive learning environment while addressing behavioral challenges. These strategies emphasize personalized approaches, positive reinforcement, and adaptability. By integrating these adaptive strategies into their classroom management practices, teachers aim to promote positive behavior, enhance student engagement, and ultimately, facilitate effective teaching and learning experiences.

Teachers are therefore the exemplars of the teaching profession. Their primary responsibility is to aid the government in meeting the requirements of the global workforce, which requires youthful and competent human capital. They are expected to demonstrate effective pedagogical practices throughout the process. The findings revealed that, in terms of teaching strategies, the master teachers utilized a wide range of teaching techniques, emphasized speaking skills, and utilized a variety of teaching sources and aides. Regarding classroom management strategies, they encouraged group work, arranged seating in a conventional manner, and emphasized classroom discipline. Students had a better understanding of the lesson, had a more pleasurable learning experience, improved their speaking skills, shared knowledge with their peers, and enjoyed greater mutual respect due to the MTs' instructional strategies. The findings of this study can be used by stakeholders as a platform to enhance English language acquisition in a professional context in Indonesia (Rido et al., 2016).

On the same lens, correlation analyses revealed that coping styles mediated the connection between teacher concerns about student misbehavior and their use of classroom management techniques. According to the results of the data analyses, teachers who employ passive avoidance strategies employ more aggressive and punitive techniques in response to student misbehavior. In contrast, teachers who employ more social problem-solving and relaxation techniques employ more inclusive management techniques, such as recognition and reward, discussion, and hints (Tran, 2016).

As posited by Graves (2020), teachers can promote academic engagement and reduce disruptive behaviors through relationship building, antecedent attention, positive verbal feedback, opportunities to react, proactive discipline, and parental involvement. This research identified five objectives that will guide my classroom management strategy: establishing relationships with each student, establishing relationships with parents, providing a safe environment, establishing an engaging curriculum, and establishing a proactive discipline plan. In addition, Abdullah (2020) found that the four most important classroom management strategies are regulating classroom behavior, employing specific teaching strategies, planning and providing support, and collaborating with parents.

According to a recent study, the majority of teachers employ an authoritative classroom management approach. This implies that teachers who employ an authoritarian classroom management approach place restrictions and limitations on their students while encouraging their independence. Before enforcing classroom norms and decisions, teachers believed they should inform students. Teachers should consider allowing students to pose pertinent questions (Obispo et al., 2021). They strongly support the need for rules and procedures to effectively administer and educate a classroom.

**Emotional Resilience and Self-Care.** - This theme focuses on the emotional well-being of teachers and their efforts to cope with the stress and emotional demands associated with classroom management challenges. Coping mechanisms within this theme include self-care practices, stress management strategies, seeking support from colleagues and mentors, and maintaining a healthy work-life balance. Teachers often develop resilience through reflection, mindfulness, and the cultivation of emotional

intelligence to effectively manage their own emotions and respond empathetically to their students' needs.

Remarkably, IDI-01 highlighted:

"Dealing with classroom management challenges can be emotionally draining at times. To maintain my emotional resilience, I prioritize self-care. I make sure to set boundaries between work and personal life. After school, I take some time for myself – whether it's going for a run, reading a book, or simply enjoying a quiet moment. It helps me recharge and come back to school with a fresh perspective the next day."

Also, IDI-07 pronounced:

"In my experience, emotional resilience is crucial for managing classroom behavior effectively. I've learned to recognize my own triggers and stressors. When a challenging situation arises, I practice deep breathing or mindfulness techniques to stay calm. Additionally, I find solace in talking to my colleagues. Sharing experiences and strategies with them helps me feel supported and less isolated."

Lastly, IDI-09 spoke:

Self-care has become non-negotiable for me in the teaching profession. To cope with the demands of classroom management, I prioritize self-care routines such as exercise, yoga and meditation. These practices help me stay centered and handle stress better. Moreover, I've also attended workshops on emotional resilience, which have provided valuable tools for managing my emotions effectively during challenging classroom situations."

Based on the responses of participants, teachers recognize the symbiotic relationship between emotional resilience and effective classroom management. By prioritizing self-care, adopting coping strategies, seeking support, and pursuing professional development, educators are better equipped to navigate the emotional demands of the teaching profession while maintaining their overall well-being. This synthesis highlights the importance of addressing teachers' emotional needs as an integral part of enhancing classroom management practices and ultimately improving the quality of education.

There were no discernible variations in the levels of stress reported by teachers in different practice groups. However, variations were evident when considering certain outcomes, particularly mindfulness and efficacy. The group that did not engage in mindfulness practices tended to suppress their emotions more and felt less confident in managing their stressors. On the other hand, teachers who embraced mindfulness practices reported an increasing awareness of their negative emotions, an improved ability to release their stressors, and a stronger acknowledgment of the importance of self-care, along with the use of strategies to support it. Compassion, however, was not consistently observed across the various practice groups. The adoption of mindfulness practices appears to influence teachers' capacity to view their emotions differently through increased emotional awareness and self-regulation. Nonetheless, further research is necessary to thoroughly investigate the role of compassion in this context (Schussler et al., 2019).

The Self-Care Options for Resilient Educators (SCORE) is an 8-week virtual training program that operates asynchronously, focusing on teaching stress management skills that are relevant to educators in their job-related tasks and interpersonal interactions. Despite interruptions to their teaching internships, the remote nature of SCORE enabled the study to continue, allowing participants to successfully complete the entire training program. When comparing the outcomes before and after the intervention for the group that received the program, there were significant improvements. These improvements were characterized by substantial reductions in burnout and notable increases in teacher efficacy. Additionally, there were moderate improvements in self-compassion and slight to moderate enhancements in cognitive reappraisal. In contrast, the comparison group showed relatively little change in most indicators from before to after the intervention. One particularly striking result pertained to secondary traumatic stress, as the comparison group exhibited a moderate to large increase in this measure after the intervention, while program participants showed no change. This finding is significant and suggests that participating in SCORE or a similar program might be effective in mitigating the potentially detrimental effects of exposure to secondary trauma. In conclusion, the results of this study provide support for the inclusion of stress management training during pre-service teaching internships (Ansley & Wander, 2021).

Similarly, a qualitative study involving multiple cases explored the experiences of elementary school teachers regarding stress and the processes involved in building resilience through a mindfulness-based intervention called "Cultivating Awareness and Resilience in Education" (CARE). The findings indicate that the level of stress experienced by teachers is not as critical as their perception and understanding of that stress. Teachers who successfully developed resilience exhibited traits such as mindful awareness, nonreactivity to stressors, a healthy ability to tolerate distress, and a strong sense of efficacy. Additionally, protective factors included support from the community, self-care practices, and consistent use of techniques for regulating emotions. When all these capacities were combined, teachers were better equipped to respond to their students in a more compassionate manner (Schussler et al., 2018).

Support Systems and Professional Development. - This theme explores the role of ongoing professional development and

support systems in helping teachers cope with classroom management challenges. Coping mechanisms in this theme involve teachers seeking opportunities for training, workshops, and resources related to classroom management strategies and educational psychology. Collaborative efforts, such as team meetings, peer mentoring, and interaction with educational specialists, are highlighted as essential for teachers to share experiences, gain insights, and receive guidance in managing classroom challenges.

As what ID-04 expressed:

"In my experience, professional development related to classroom management has been incredibly valuable. Our school offers SLAC sessions focused on effective strategies for managing diverse classrooms. These opportunities have helped me refine my skills and stay up to date with the latest techniques. Additionally, having a supportive network of colleagues to discuss classroom management challenges and solutions has been indispensable."

In support to that claim, IDI-06 emphasized:

"I've found that ongoing professional development has made a significant difference in my ability to manage my classroom effectively. One aspect that stands out is the support system within our school. We have mentorship programs where experienced teachers provide guidance to newcomers, especially in dealing with challenging behaviors. It's reassuring to know that I can turn to someone for advice when I encounter difficult situations."

Lastly, IDI-10 revealed:

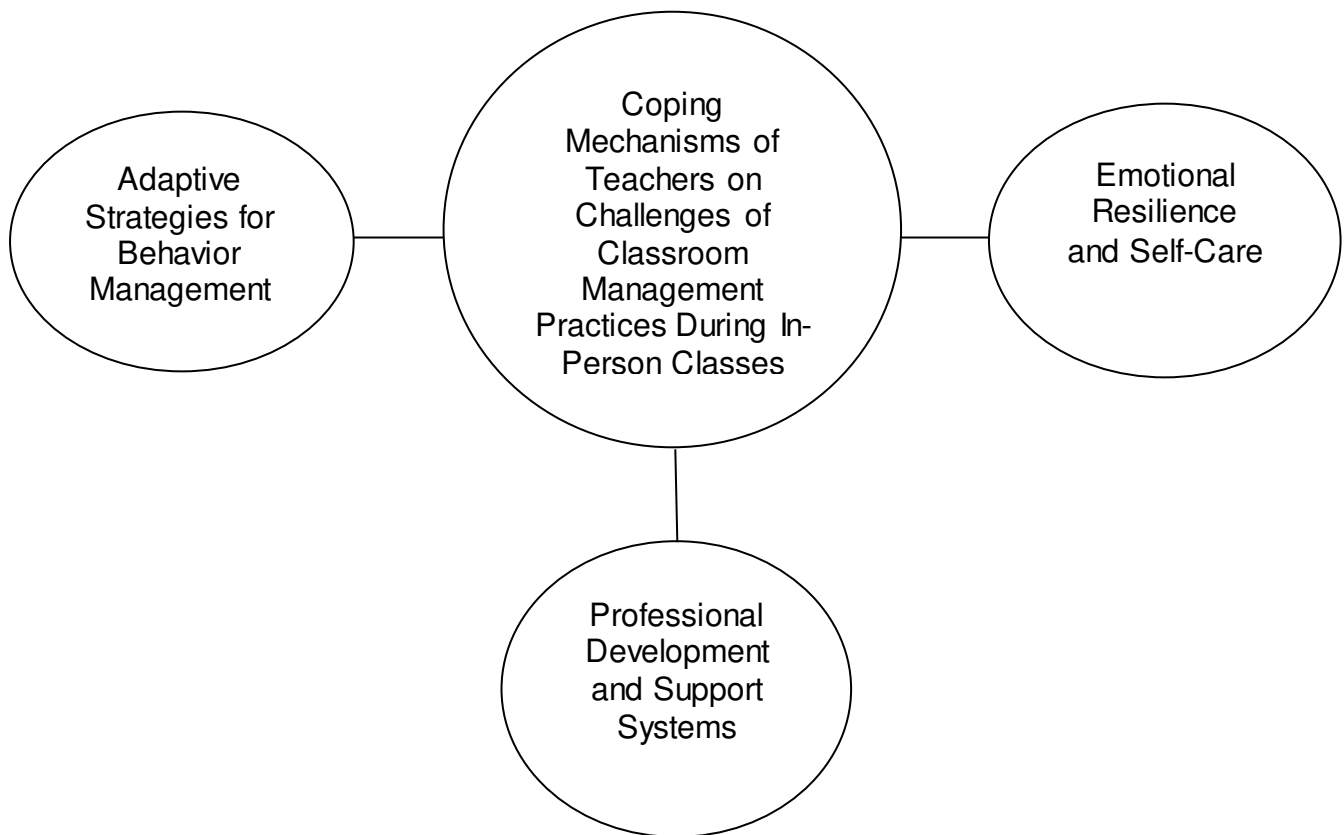
"Professional development and support systems have been instrumental in my growth as an educator. I've attended workshops that focus on not only classroom management techniques but also on self-care and maintaining well-being. Our school encourages open communication and peer collaboration, which has created a positive atmosphere where teachers can share their experiences and solutions. This sense of community makes it easier to address classroom management challenges."

Based on the reflected responses of the participants, the synthesis of this research theme underscores the multifaceted nature of professional development and support systems for teachers. It highlights that effective classroom management is not solely dependent on strategies but also on teachers' continuous learning, collaboration, and well-being. These findings emphasize the need for educational institutions to prioritize ongoing training and create supportive environments that empower teachers to excel in managing their classrooms.

Studies indicate that a considerable number of teachers are inadequately equipped to handle the various behaviors exhibited by their students, leading to difficulties in the teaching and learning process. The findings indicate that individuals preparing to become teachers are more frequently instructed in general classroom management techniques rather than receiving specific guidance on skills and strategies for managing and modifying behaviors. Notably, there were notable distinctions between alternative certification programs for general education teachers and college/university programs for special education teachers in terms of their focus on enhancing desirable behavior and conducting behavioral assessments (Flower et al., 2017).

Likewise, the findings showed that, on average, only about one out of every three participants had received official instruction in the majority of the techniques. Nevertheless, a substantial 91% of the educators who participated in the survey reported having received formal training in antecedent-based practices, while slightly over half had received formal training in self-management strategies. The results also revealed that formal training was a significant factor in predicting the implementation of these practices, although it did not necessarily correlate with the participants' perceptions of their effectiveness. We discuss the implications of these findings for enhancing the formal training of both pre-service and in-service teachers in evidence-based classroom management techniques, as well as the implications for educators already in practice (Cooper et al., 2018).





**Figure 4. Coping Mechanisms of Teachers on Challenges of Classroom Management Practices During In-Person Classes**

*Insights of Secondary Teachers on Classroom Management Practices During In-Person Classes*

Certainly, when the participants were asked, here are three major themes drawn from the research findings on the insights of secondary teachers regarding classroom management practices: teacher-student relationships, challenges and strategies, and student-centered approaches. These themes collectively offer a comprehensive understanding of how secondary teachers perceive and approach classroom management practices. They illuminate the significance of teacher-student relationships, the challenges teachers encounter, and the evolving shift towards student-centered approaches in the realm of classroom management.

**Teacher-Student Relationships.** This theme explores the significance of building positive and respectful relationships between teachers and secondary students. Teachers emphasized the role of rapport and trust in classroom management. They discussed how fostering connections with students can lead to better behavior, improved communication, and a more supportive learning environment. Additionally, teachers shared their perceptions of the impact of these relationships on students' motivation and engagement.

IDI-03 declared:

"In my experience, building strong teacher-student relationships has been pivotal in effective classroom management. When students feel heard and respected, they are more likely to engage positively in class. For instance, I make an effort to listen to their concerns and involve them in setting classroom rules. This collaborative approach fosters trust, and I've noticed a

significant decrease in disruptive behavior as a result."

Likewise, IDI-04 featured:

"Teacher-student relationships have a profound impact on classroom dynamics. When students perceive that I genuinely care about their success, it motivates them to stay on track. One practice I've found effective is regular check-ins with each student, discussing their progress and any concerns. It not only keeps me informed but also demonstrates my commitment to their growth."

Finally, IDI-06 added:

"I've always believed that classroom management is not just about discipline; it's about creating a safe and inclusive environment. I've seen how a welcoming and respectful atmosphere can transform student behavior. I often take time to get to know my students individually, their interests, and their challenges. This personal connection helps me tailor my approach and maintain a more harmonious classroom."

In essence, the synthesis of the theme highlights that teacher-student relationships are a cornerstone of effective classroom management. Teachers acknowledge the need for collaboration, personalized connection, and open communication to create a positive and conducive learning environment. These insights underscore the holistic approach teachers take to foster positive relationships and, in turn, promote improved behavior and engagement among their students.

Correspondingly, learners as well as teachers identified positive relationships and reinforcement as the most utilized classroom management techniques. A substantial positive relationship was discovered between reinforcement and antecedent as classroom management strategies and student academic performance. However, neither strong relationships nor punishment as classroom management strategies had a positive effect on students' academic performance. It is suggested that teachers utilize reinforcement and antecedent strategies frequently in their classrooms, as they play a dual role in regulating student behavior and predicting academic performance. A strong relationship should be used with caution as a classroom management strategy because it could be misinterpreted or exploited, leading to poor academic performance. The use of punishment as a classroom management strategy should be avoided because it hinders students' academic performance (Owusu et al., 2021).

**Challenges and Strategies.** Within this theme, teachers' perceptions of the challenges they face in classroom management are highlighted. They discussed a range of issues, including student disruptions, varying learning needs, and maintaining order in diverse classrooms. Teachers also shared their perceptions of effective strategies and techniques they employ to address these challenges. This theme provides insights into the practical approaches which teachers take to manage their classrooms effectively.

Notably, IDI-01 highlighted:

"One of the biggest challenges I face in classroom management is dealing with disruptive behavior. Some students can become quite disruptive, which impacts the entire class. To address this, I've found that setting clear expectations from day one is crucial. I establish classroom rules and consequences together with my students, so they feel ownership. Additionally, I use positive reinforcement techniques like rewards for good behavior to motivate them to stay on track."

Also, IDI-05 expressed:

"Managing time effectively is a constant challenge. Balancing teaching, lesson planning, and addressing behavioral issues can be overwhelming. To tackle this, I've adopted a structured approach to my lessons. I plan ahead, breaking tasks into manageable chunks. I also use technology to streamline administrative tasks and keep parents informed. This has helped me create a more organized classroom environment."

Furthermore, IDI-09 articulated:

"Building strong relationships with students can be challenging, especially when dealing with diverse personalities and backgrounds. However, I've learned that taking the time to get to know my students individually makes a world of difference. I greet them at the door, ask about their interests, and actively listen to their concerns. This personal connection helps prevent behavioral issues and fosters a positive learning atmosphere."

Synthesis of the research theme on "Challenges and Strategies in Classroom Management Practices" reveals that teachers face a multitude of challenges in maintaining order and creating conducive learning environments. These challenges span from disruptive student behavior to time management and building relationships. However, teachers have developed strategies to address these challenges effectively, reflecting their commitment to improving classroom management. Finally, teachers acknowledge the difficulties posed by classroom management challenges but are proactive in addressing them. Their strategies encompass setting expectations, effective time management, and prioritizing personal connections with students. These insights offer valuable guidance for both educators and researchers seeking to enhance classroom management practices in secondary education.

Effective classroom management in learning creates a learning environment that allows students to develop their abilities to their fullest, eliminates obstacles that can impede learning in interactions, provides and manages facilities that support students' learning by their social, emotional, and intellectual environments, and guides students based on these environments (Setyaningsih et al., 2021).

According to Hepburn et al. (2020), school management should not be considered a one-size-fits-all approach. Alternately, teachers of all levels of expertise must expand their toolkits in order to approach classroom administration in a proactive manner that meets the diverse needs of each class. Typically, disruptive behavior is a symptom of an underlying issue. When the curriculum is not at the appropriate level, when students feel disconnected, uncomfortable in the classroom or school, or have unmet needs, disruptive behaviors increase.

In diverse 21st century classrooms, teachers must remain current with effective classroom management strategies. Effective classroom management may reduce attrition rates among novice teachers in high-poverty schools and support student learning. Strategies discussed include consistent expectations, movement within instruction, authentic teacher-student relationships, student leaders, elicited feedback, and positive classroom climate. Establishing a sound classroom management repertoire equips novice teachers with the tools they need to successfully launch their career (Blake, 2017).

In the context of face-to-face instruction, the term "classroom management" refers to the extensive repertoire of abilities and methods that teachers draw from to ensure that their classroom runs efficiently, and that students' behaviors do not cause disruptions. According to Mulvahill (2018), it all boils down to having a regulated learning environment with clear rules that support learning as well as consequences that diminish or eliminate behaviors that hinder learning.

When children and adolescents feel connected to their school, family, and community, they are less likely to engage in hazardous behaviors and suffer from poor health. As a result of disruptions to school operations caused by the COVID-19 pandemic, many teachers and school administrators have prioritized developing and re-establishing a sense of community among students and between students and adults. Six categories of classroom management approaches were associated with increased school connectedness among students: (1) teacher caring and support, (2) peer connection and support, (3) student autonomy and empowerment, (4) classroom social dynamics management, (5) teacher expectations, and (6) behavior management. The classroom management strategies most associated with school connectedness are those that promote student autonomy and empowerment, reduce social hierarchies and power differentials, prioritize positive reinforcement of behavior and restorative disciplinary practices, and emphasize equity and fairness (Wilkins et al., 2021).

**Student-Centered Approaches.** The focus of this theme is on the shift towards student-centered classroom management practices. Teachers discussed their perceptions of the benefits of involving students in decision-making, setting classroom expectations, and promoting responsibility. They highlighted the importance of providing students with a sense of ownership and autonomy in the learning process. This theme underscores the move toward more collaborative and inclusive classroom management strategies.

IDI-03 publicized:

"In my experience, incorporating student-centered approaches has been a game-changer. By giving students more autonomy and choice in their learning, I've noticed a significant improvement in classroom behavior. When students feel their voices are heard and their interests are considered, they become more engaged and less likely to act out. It's about tapping into their intrinsic motivation and making them active participants in their own education."

Moreover, IDI-08 underlined:

"One strategy that has worked wonders for me is involving students in setting classroom expectations. We have open discussions about how we want our classroom to function, and together, we come up with rules and consequences. When students have a say in these matters, they're more likely to hold each other accountable. It's like collective ownership of our classroom, and it reduces disciplinary issues significantly."

Finally, IDI-09 declared:

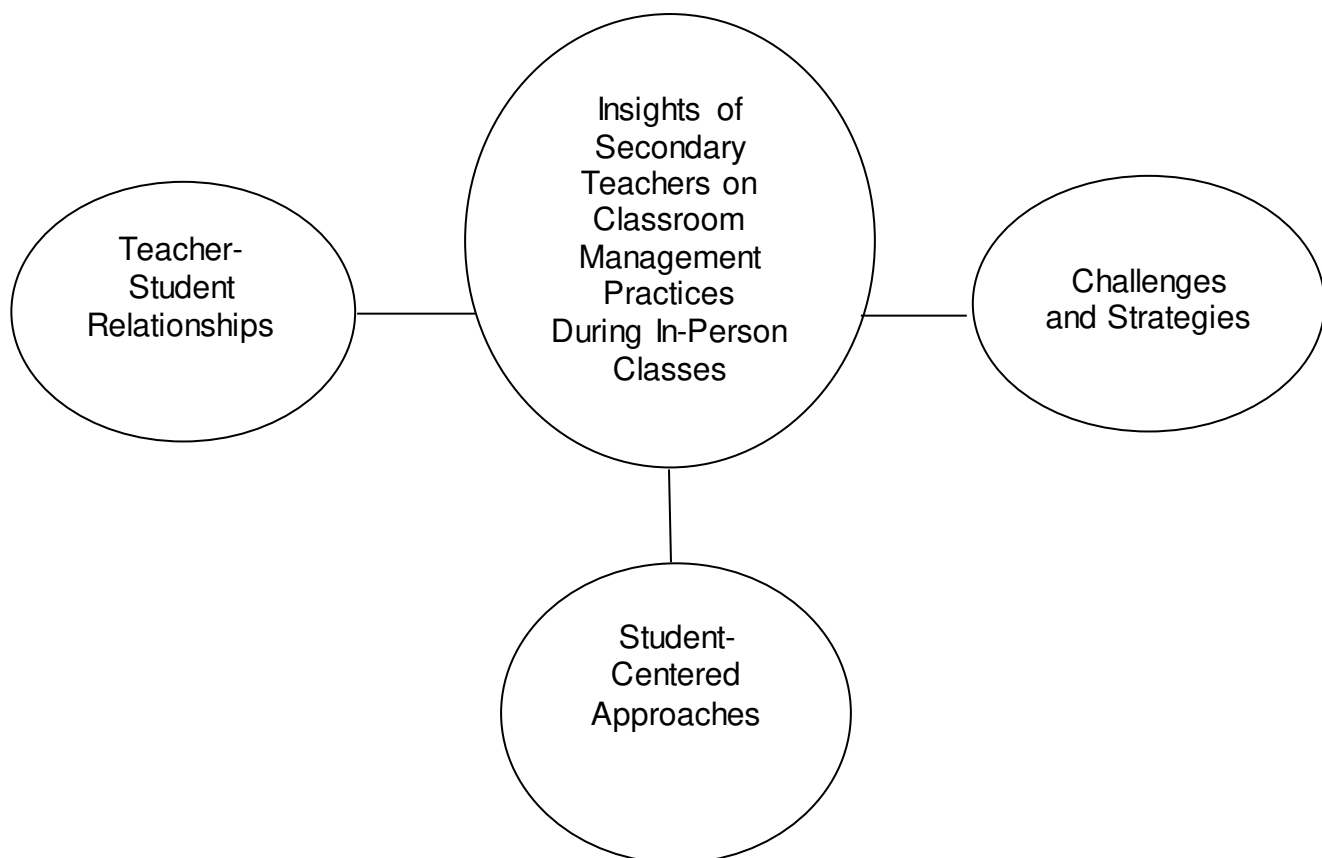
"I've found that tailoring my teaching to meet individual students' needs is crucial. By understanding their strengths and weaknesses, I can create lessons that resonate with them. This personalization not only minimizes disruptions but also enhances their learning experience. When students see that you're catering to their unique learning styles, they're more inclined to stay engaged and well-behaved."

The theme of "Student-Centered Approaches" in the context of classroom management practices reveals a fundamental shift in how teachers perceive and navigate the dynamics of their classrooms. Through the insights of teachers, it becomes evident that these student-centered approaches not only influence behavior but also shape the overall learning experience. The theme reveals that student-centered approaches have a profound impact on classroom management and the overall educational experience. These approaches empower students, foster collaboration, and promote personalized learning. Through these strategies, teachers not only address behavior challenges but also create a positive and inclusive learning environment that

benefits all students. The insights provided by teachers underscore the importance of shifting the focus from traditional authoritarian classroom management to one that centers around the needs and voices of students.

According to Retnaningtyas's (2018) research, classroom management strategies are instructional methods. If students are encouraged to ruminate or are given more open-ended queries and case studies to contemplate and respond to, they may be able to think critically. Similarly, an effective classroom management strategy cultivates students' critical thinking skills. Students' ability to think critically, creatively, and solve problems is fostered by a teacher's method of instruction. Students do not acquire these skills solely through instruction. They also change as a result of how they are instructed. In addition, time is a valuable, nonrenewable, irretrievable resource in education, learning, and daily life. Consequently, one must maximize any leisure time. When time is effectively managed in the classroom, it is not squandered. The instructor is aware of what tasks must be completed at any given time. Consequently, there is no time to waste. Management of a classroom requires knowing what to do at what time (Fenyi et al., 2021).

Likewise, Wahlig (2020) argued that imposing sanctions on pupils who engage in inappropriate behavior is advantageous. However, these consequences must be consistently applied to students who engage in inappropriate conduct. In addition, Sumani (2020) discovered classroom management strategies for classroom instruction, such as devising preventative and control measures, establishing school policies, and implementing sanctions for offenders. Students are punished in order to make them aware of their errors and prevent them from repeating them. It also includes preventive measures that provide mental and personal education, facilities, an ideal environment, and an effort to enhance the family and community's environmental circumstances. Teachers can also use repressive acts by issuing verbal or written warnings, penalizing students, and informing the parents of student offenders.



## Figure 5. Insights of Secondary Teachers on Classroom Management Practices During In-Person Classes

### 4. Implications and Future Directions

In this chapter, the summary of the study is presented. From the summary of findings, I drew the implications for future directions

The aim of this research was to examine how secondary teachers in the North District of the Division of Panabo City handle classroom management practices. The study also delved into the methods these teachers use to deal with the challenges they face and the lessons they have learned from their experiences. In this phase of the study, the teachers' experiences encompassed their learning moments, the difficulties they encountered, the strategies they employed to overcome these challenges, and the valuable insights they could share with others regarding classroom management in the context of in-person classes. Effective school management extended beyond simply maintaining discipline and order; it involved building strong connections with students, motivating them to actively engage in their own learning, and allowing a degree of personal connection. A classroom atmosphere that benefited students also proved advantageous for teachers.

Utilizing phenomenological research to explore the experiences of teachers in classroom management practices can provide valuable insights into the subjective and lived experiences of educators in their day-to-day teaching roles. Phenomenological research is a valuable approach for gaining a deep and holistic understanding of teachers' experiences in classroom management. By exploring the lived experiences of educators, researchers can provide meaningful insights that inform teacher training, support teacher well-being, and enhance classroom management practices, ultimately benefiting both teachers and students.

Certainly, here are three major themes that emerged from the experiences of secondary teachers on classroom management practices: challenges and struggles in classroom management, effective classroom management strategies, and impact on teaching and learning. Furthermore, on coping mechanisms of teachers when faced with challenges in classroom management practices, the major themes were adaptive strategies for behavior management, emotional resilience and self-care, and professional development and support systems. Finally, the major themes drawn from the research findings on the insights of secondary teachers regarding classroom management practices were teacher-student relationships, challenges and strategies, and student-centered approaches.

#### *Implications*

Implications for research on the classroom management practices of secondary teachers are wide-ranging and can inform educational policy, teacher training, and classroom practice. Here are some specific implications based on the findings of such research:

It implies teacher training and professional development. Develop customized professional development programs that address the specific challenges and needs identified in the research. These programs should equip teachers with practical strategies for effective classroom management. For pre-service education, reevaluate teacher education programs to ensure that they adequately prepare pre-service teachers for the complexities of classroom management. Include hands-on experiences and mentorship opportunities.

It also indicates mentorship and support. Establish mentorship programs where experienced teachers can provide guidance and support to novice educators, particularly in the area of classroom management. Promote peer collaboration and sharing of effective classroom management strategies among teachers within schools or districts.

For policy and school leadership, review and update school policies related to classroom management to ensure they align with best practices and are consistent with teachers' needs. Likewise, for leadership training, provide school leaders with training on how to support and empower teachers in their classroom management efforts.

Results also imply the need for teacher well-being. Offer resources and support for teachers' mental health and well-being, recognizing that effective classroom management can be emotionally taxing. Promote work-life balance and self-care practices among educators to reduce burnout and stress.

It also implies community engagement. Encourage collaboration between teachers, parents, and the community to support classroom management efforts. This can include workshops, open dialogues, and community resources.



By considering these implications, educational institutions, policymakers, and educators can work collaboratively to enhance classroom management practices in secondary education, creating a more conducive and productive learning environment for students and teachers alike.

### *Future Directions of the Study*

Future directions for research on the classroom management practices of secondary teachers should continue to evolve and adapt to the changing educational landscape. Here are some specific avenues for future research in this area:

Conduct longitudinal studies to track the development and effectiveness of classroom management strategies over time. This can provide insights into the long-term impact of different approaches and interventions.

Investigate how the integration of technology, such as classroom management apps and digital tools, affects classroom management practices. Explore the benefits and challenges of technology in maintaining classroom discipline and engagement.

Examine how cultural and contextual factors influence classroom management. Explore how classroom management practices vary in different cultural and socio-economic settings and consider the implications for equitable education.

Focus on classroom management within inclusive education settings, where teachers work with diverse student populations, including those with special needs. Investigate strategies for fostering an inclusive and supportive classroom environment.

Research the relationship between teacher well-being, mental health, and classroom management. Explore how teacher stress and burnout impact their ability to effectively manage classrooms and develop strategies to support teacher well-being.

Conduct in-depth studies on the implementation and outcomes of restorative practices in classroom management. Investigate how restorative approaches impact student behavior, relationships, and school climate.

Involve students in co-researching classroom management practices. Gather student perspectives on what strategies work best for them and how teachers can create a positive learning environment.

Explore the role of professional learning communities (PLCs) in improving classroom management practices. Investigate how collaborative learning among teachers can lead to the development and sharing of effective strategies.

Study the impact of parent and community engagement in classroom management. Investigate how involving parents and the community in classroom management decisions and initiatives can lead to better outcomes.

Assess the effectiveness of teacher preparation programs in adequately training future educators in classroom management. Evaluate the alignment between coursework and real-world classroom management challenges.

Continuously monitor and analyze changes in educational policies related to classroom management. Evaluate how shifts in policies influence teacher practices and student outcomes.

Explore the role of teacher leadership in promoting effective classroom management practices. Investigate how teacher leaders can support their colleagues in improving classroom management.

By pursuing these future directions, researchers can contribute to the ongoing improvement of classroom management practices, leading to more effective teaching and enhanced learning outcomes for secondary students.

### **References**

Abdullah, N. A. (2020). Comparative Study of Classroom Management Strategies Employed by Public and Private School English Language Teachers. *Journal of Education and Educational Development*, 7(1), 71–86. DOI: <http://dx.doi.org/10.22555/joed.v7i1.2642>

Ahmad, S., Hussain Ch, A., Ayub, A., Zaheer, M., & Batool, A. (2017). Relationship of Classroom Management Strategies with Academic Performance of Students at College Level. *Bulletin of Education and Research*, 39(2), 239-249.

- Ahmad, M., Ambreen, M., & Hussain, I. (2018). Gender differentials among teachers' classroom management strategies in Pakistani context. *Journal of Education and Educational Development*, 5(2), 178-193.q
- Ansley, B., & Wander, M. (2021). Self-Care Options for Resilient Educators (SCORE) teaches aspiring teachers how to manage stress in light of COVID-related disruptions. *OBM Integrative and Complementary Medicine*, 6(4), 1-19.
- Aslan, S. (2022). An analysis of the primary school teachers' classroom management styles in terms of some variables. *International Online Journal of Education & Teaching*, 9(2), 955-970. <http://files.eric.ed.gov/fulltext/EJ1342691.pdf>
- Blake, A. L. (2017). How Do We Manage? Classroom Management Strategies for Novice Teachers in High-Poverty Urban Schools. *National Teacher Education Journal*, 10(2).
- Canter, L. (1981). *Assertive hardline Follow-Up Guidebook*. Santa Monica, Ca: Canter aid Associates, Inc.
- Cooper, J. T., Gage, N. A., Alter, P. J., LaPolla, S., MacSuga-Gage, A. S., & Scott, T. M. (2018). Educators' self-reported training, use, and perceived effectiveness of evidence-based classroom management practices. *Preventing School Failure: Alternative Education for Children and Youth*, 62(1), 13-24.
- Cooper J. T., Scott T. M. (2017). The keys to managing instruction and behavior: Considering high probability practices. *Teacher Education and Special Education*, 40(2), 102-113. <https://doi.org/10.1177/0888406417700825>
- Diniatulhaq, R., Annafi Ananda Oktaria, & Azwar Abbas. (2020). Classroom Management Strategies in English Language Teaching: A Perspective of English Teacher. *EDUVELOP*, 3(2), 105-113. <https://doi.org/10.31605/eduvelop.v3i2.604>
- Egeberg, H., mcconkey, A., & Price, A. (2020). Teachers' views on effective classroom management: a mixed-methods investigation in Western Australian high schools. *Educational Research for Policy and Practice*. <https://doi.org/10.1007/s10671-020-09270-w>
- Fenyi, D., & Owusu, A. (2021). Classroom Management Practices of English Language Teachers: A Study of Senior High Schools in Agona West Municipality. *Annals of Management and Organization Research*, 2(4), 271-287. <https://doi.org/10.35912/amor.v2i4.964>
- Flower, A., McKenna, J. W., & Haring, C. D. (2017). Behavior and classroom management: Are teacher preparation programs really preparing our teachers?. *Preventing School Failure: Alternative Education for Children and Youth*, 61(2), 163-169.
- Foster, S. (2022). Classroom management for learning. What do we mean when we talk about Classroom Management?. What do we mean when we talk about Classroom Management?
- Goldman, S. E.; Finn, J. B. ; and Leslie, M. J. (2021). Classroom Management and Remote Teaching: Tools for Defining and Teaching Expectations. *TEACHING Exceptional Children* . <https://doi.org/10.1177/0040059921102555>
- Graves, B. R. (2020). Proactive Classroom Management Strategies in U.S. Middle and Secondary Education [Master's thesis, Bethel University]. Spark Repository. <https://spark.bethel.edu/etd/244>
- Gülmez, D., Ordu, A. (2022). Back to the classroom: Teachers' views on classroom management after Covid-19 . *International Journal of Modern Education Studies*, 6(2), 257-286. <https://doi.org/10.51383/ijonmes.2022.197>
- Hepburn, L., & Beamish, W. (2020). Influences on proactive classroom management: Views of teachers in government secondary schools, Queensland. *Improving Schools*, 23(1), 33- 46. Doi:10.1177/1365480219886148
- Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. *Review of Educational Research*, 86(3), 643-680.
- Lyons, S. D., & Berge, Z. L. (2012). Social learning theory. UMBC Faculty Collection.
- Meyers D., Sugai G., Simonsen B., Freeman J. (2017). Assessing teachers' behavior support skills. *Teacher Education and Special Education*, 40(2), 128-139. <https://doi.org/10.1177/0888406417700964>
- Mulvahill, E. (2018, February 27). What is Classroom Management? Weareteachers. <https://www.weareteachers.com/what-is-classroom-management/>

- Mundiri, A., & Hamimah, S. (2022). Early Childhood Behavior Management Strategy based on Fun Learning Environment. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2583-2595.
- Naparan, G. B., & Alinsug, V. G. (2021). Classroom strategies of multigrade teachers. *Social Sciences & Humanities Open*, 3(1), 100109.
- Obispo, R. T., Jr, G. C. M., & Tindowen, D. J. C. (2021b). Teachers' Classroom Management Styles and Student-Teacher Connectedness and Anxiety. *International Journal of Learning, Teaching and Educational Research*, 20(5).  
[https://www.ijlter.org/index.php/ijlter/article/view/3623/pdf?fbclid=iwar0zubrqatzdm3yhzemqfn\\_g-prrm5o88rcfc7xygfl88idtuvqciqpmhlq](https://www.ijlter.org/index.php/ijlter/article/view/3623/pdf?fbclid=iwar0zubrqatzdm3yhzemqfn_g-prrm5o88rcfc7xygfl88idtuvqciqpmhlq)
- Owusu, M. K., Dramanu, B. Y., & Amponsah, M. O. (2021). Classroom Management Strategies and Academic Performance of Junior High School Students. *Int. J. Educ. Manag. Eng.*, 11, 29-38.
- Palma, B., & Caballes, D. (2022, June). Students' misbehavior and behavioral classroom management practices as perceived by students and teachers: basis for intervention program.  
[https://www.researchgate.net/publication/360995242\\_students'\\_misbehavior\\_and\\_behavioral\\_classroom\\_management\\_practices\\_as\\_perceived\\_by\\_students\\_and\\_teachers\\_basis\\_for\\_intervention\\_program](https://www.researchgate.net/publication/360995242_students'_misbehavior_and_behavioral_classroom_management_practices_as_perceived_by_students_and_teachers_basis_for_intervention_program)
- Pouezevara, S. (2021). Returning to classroom learning in the Philippines. <https://shared.rti.org/content/returning-classroom-learning-philippines>
- Reimann, A. (2018). Behaviorist learning theory. *The TESOL encyclopedia of English language teaching*, 1-6.
- Reimers, F.M. (2022). Learning from a Pandemic. The Impact of COVID-19 on Education Around the World. In: Reimers, F.M. (eds) *Primary and Secondary Education During Covid-19*. Springer, Cham. [https://doi.org/10.1007/978-3-030-81500-4\\_1](https://doi.org/10.1007/978-3-030-81500-4_1)
- Retnaningtyas, C. (2018). Managing students in the language classroom. *Journal of Classroom Practice*.
- Rido, A., Nambiar, R. M., & Ibrahim, N. (2016). Teaching and Classroom Management Strategies of Indonesian Master Teachers: Investigating a Vocational English Classroom. *3L: Southeast Asian Journal of English Language Studies*, 22(3).
- Schussler, D. L., DeWeese, A., Rasheed, D., DeMauro, A. A., Doyle, S. L., Brown, J. L., ... & Jennings, P. A. (2019). The relationship between adopting mindfulness practice and reperiencing: A qualitative investigation of CARE for teachers. *Mindfulness*, 10, 2567-2582.
- Schussler, D. L., Greenberg, M., DeWeese, A., Rasheed, D., DeMauro, A., Jennings, P. A., & Brown, J. (2018). Stress and release: Case studies of teacher resilience following a mindfulness-based intervention. *American Journal of Education*, 125(1), 1-28.
- Sieberer-Nagler, K. (2016). Effective classroom-management & positive teaching. *English Language Teaching*, 9(1), 163-172.
- Setyaningsih, S., & Suchyadi, Y. (2021). Classroom management in improving school learning processes in the cluster 2 teacher working group in north bogor city. *Jhss (journal of humanities and social studies)*, 5(1), 99-104.  
<https://doi.org/10.33751/jhss.v5i1.3906>
- Sumani, B. L. (2020, May 1). Teacher's Strategies to Protect Misbehaviour of Students. *International Journal of Educational Review*, 2(2), 203-211. Doi:10.33369/ijer.v2i2.10994
- Thi, T. T., & Nguyen, H.-T. T. (2021). The Effects of Classroom Management Styles on Students' Motivation and Academic Achievement in Learning English. *International Journal of Learning, Teaching and Educational Research*, 20(1).  
<https://doi.org/10.26803/ijlter.20.1.12>
- Tran, V. D. (2016). Coping Styles with Student Misbehavior as Mediators of Teachers' Classroom Management Strategies. *International Journal of Higher Education*, 5(1), 1-10.
- Wahlig, H. (2020). Types of discipline in the classroom. <https://classroom.synonym.com/typesdiscipline-classroom 6630810.HTML>
- Wilkins, N. J., Verlenden, J. M., Szucs, L. E., & Johns, M. M. (2022). Classroom Management and Facilitation Approaches That Promote School Connectedness. *Journal of School Health*.

Yasin, B., Mustafa, F., & Bina, A. M. S. (2022). Effective Classroom Management in English as a Foreign Language Classroom. *PAROLE: Journal of Linguistics and Education*, 12(1), 91-102.

Zhang, X., & Zhao, P. (2010). The study on the relations among perfectionism and coping style and interpersonal relationship of university students. *Asian Social Science*, 6(1), 145.