

Navigating Management of Students' Behavior: Narratives of Beginning Teachers in Maa District

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Abstract. This study explored the experiences of beginning teachers in Maa District regarding the management of student behavior in their classrooms. Specifically, it examined their lived realities in handling behavioral challenges, the coping strategies they employed, and the educational insights gained from their narratives. Employing a phenomenological approach, the study gathered data through in-depth interviews with 5 participants and focus group discussions with 5 participants to capture rich, contextualized teacher perspectives. Thematic analysis revealed that novice teachers viewed building positive teacher-student relationships as a crucial foundation for effective behavior management, yet they struggled with maintaining consistency and asserting authority. Managing challenging behaviors often resulted in emotional and physical exhaustion. To cope, teachers emphasized fostering respect and cooperation through relationship-building, establishing clear routines and consistent expectations, and engaging in self-reflection and stress management techniques. From an educational management standpoint, the study highlighted the critical role of relationship-building, the pressing need for enhanced support systems and professional development, and the importance of teacher resilience supported by reflective practice. These findings contribute to understanding the complexities faced by new educators and underscore the need for targeted interventions to empower them in managing classroom behavior effectively.

KEY WORDS

1. Management 2. students' behavior 3. navigating challenges

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1. Introduction

Managing student behavior was a fundamental aspect of effective teaching, and it becomes even more critical for beginning teachers who are still navigating the demands of their new roles. Understanding the experiences of these educators provides valuable insights into the challenges and strategies involved in fostering positive learning environments. This study focuses on the Maa District, exploring how beginning teachers manage student behavior in

diverse classroom settings and the support systems that contribute to their professional growth. Globally, student behavior management was a widely researched topic, yet gaps persist in addressing its evolving dynamics. In the United States, student leadership programs, such as Positive Behavioral Interventions and Supports (PBIS), have shown promise in reducing behavioral issues. However, studies indicate that beginning teachers often lack access to adequate

training in implementing these frameworks effectively, leaving them underprepared to handle classroom disruptions. Furthermore, the U.S. education system's emphasis on standardized testing has, at times, overshadowed the need for holistic behavioral support. (Green, 2020) In the United Kingdom, initiatives such as Restorative Practices have been integrated into schools to address behavioral challenges by fostering accountability and community. Despite these efforts, gaps remain in equipping new teachers with the skills to mediate conflicts and build restorative classroom cultures. Research suggests that the lack of mentorship and ongoing professional development for beginning teachers exacerbates their struggles in managing student behavior (Barnette, 2020). China, with its rigid educational structure, offers a different perspective. While the system emphasizes discipline and respect for authority, beginning teachers often struggle with balancing high academic performance with effective behavioral management. Studies reveal that the hierarchical nature of Chinese schools can limit opportunities for innovative and empathetic approaches to student behavior, leaving new educators ill-equipped to address underlying issues such as mental health challenges or socio-emotional development (Yu, 2020). In the Philippines, research on student behavior management highlights several gaps across different regions. In the National Capital Region (NCR), urban schools face challenges related to overcrowded classrooms, which hinder teachers' ability to manage behavior effectively. A study revealed that beginning teachers in the NCR often struggle with limited resources and a lack of institutional support, making it difficult for them to implement consistent behavior management strategies (Benito, 2019). Region 1 presents a contrasting context, where rural schools struggle with limited access to professional development opportunities. Beginning teachers often cite the absence of training programs tailored to their unique classroom con-

texts as a significant barrier. Additionally, the cultural norms in these areas sometimes discourage open discussions about student behavior, further complicating efforts to address the issue (Dizon, 2020). Region 6, encompassing parts of the Visayas, experiences gaps stemming from socio-economic disparities. Beginning teachers in this region often deal with students facing poverty-related challenges, which manifest in behavioral issues such as absenteeism and disengagement. Despite these challenges, the lack of targeted interventions to address these socio-economic factors leaves beginning teachers struggling to create inclusive and supportive classroom environments. (Perez, 2019) In the Maa District of Davao City Division, managing student behavior is a nuanced challenge shaped by the district's diverse demographic landscape. Beginning teachers in this area often contend with the dual pressures of addressing behavioral concerns while adapting to their new roles. Local studies reveal a lack of structured mentorship programs for beginning teachers, leaving them to navigate behavior management with minimal guidance. Furthermore, while the division has implemented various initiatives to support student welfare, the absence of localized training modules that consider the specific needs of Maa's learners creates a significant gap. Additionally, socio-economic diversity in the Maa District often translates into varying behavioral norms and expectations among students. Beginning teachers must bridge these differences while fostering a cohesive classroom environment. The lack of community engagement in developing behavior management strategies further compounds the issue, as teachers are left without a robust support system to address challenges effectively. This study aims to address these gaps by documenting the experiences of beginning teachers in Maa District, providing insights into their struggles and successes. By doing so, it seeks to contribute to the development of targeted interventions and

support mechanisms that can enhance behavior management practices in local classrooms.

1.1. Purpose of the Study—The purpose of this study was to explore and understand the experiences of beginning teachers in managing student behavior within the Maa District. By examining their narratives, the study aims to identify the challenges they face, the strategies they employ, and the support systems that help them create positive classroom environments. This research aims to provide actionable insights that can inform the development of programs and policies tailored to the needs of novice educators. It aspires to bridge gaps in teacher preparedness by highlighting areas where training, mentorship, and institutional support can be improved. Additionally, this study intends to contribute to a deeper understanding of how socio-

economic and cultural diversity in Maa District classrooms shapes behavior management practices. Ultimately, the study's purpose was to empower beginning teachers by equipping them with evidence-based recommendations and fostering a supportive ecosystem for effective behavior management. By addressing the unique context of the Maa District, this research aims to create a foundation for future initiatives that promote both teacher development and student success.

1.2. Research Questions—The study aims to investigate the challenges and complexities experienced by beginning teachers in implementing effective teaching strategies and their coping mechanisms in addressing these challenges. Specifically, it seeks to answer the following questions:

- (1) What are the experiences of novice teachers in managing student behavior in the classroom?
- (2) How do they cope with the challenges encountered in managing student behavior in the classroom?
- (3) What educational insights were gained in the study?

1.3. Review of Significant Literature—This section presents selected theories, studies, and empirical insights on the experiences of beginning teachers in managing student behavior, the strategies they employ, and the challenges they face. Emphasis is placed on teaching strategies, coping mechanisms, classroom management practices, and support systems influencing early-career teacher development.

1.3.1. Teaching Strategies and Early-Career Realities—Teaching strategy is defined as a structured plan encompassing instructional goals and methods tailored to learner needs (Lawton Sarode, 2018; David, 2019). Effective strategies require teachers to understand student diversity, intelligence levels, and motivation (Sukma, 2019). However, beginning teachers often struggle to align personal beliefs with the demands of the classroom (Beijaard et

al., 2023; Chant, 2021).

Clandinin et al. (2019) and Clark (2023) found that new teachers experience professional identity conflicts and limited coping strategies in their first year. Fuller's developmental model, later expanded by Conway Clark (2023), emphasizes both the external and internal evolution of teacher identity. Case studies (e.g., Bullough Baughman, 2019; Levin, 2023) reveal that personal reflections, school contexts, and evolving pedagogical thinking shape this development over time.

1.3.2. Coping with Classroom Behavior Challenges—Behavior management is among the most difficult tasks for beginning teachers, who often lack the experience to differentiate between personal and professional roles (Amin Rahimi, 2019). Emotional labor, including managing negative emotions, is critical for sustain-

ing teacher well-being (Arizmendi Tejeda et al., 2019; Franklin Harrington, 2019). Support from mentors and peers facilitates adjustment (Ricci Zetlin, 2021; Iancu-Haddad Oplatka, 2020).

Novice teachers benefit from structured strategies, including clearly communicated rules, consistent classroom procedures, and proactive engagement techniques (Tahir Qadir, 2022; Postholm, 2019). Establishing a positive atmosphere through student participation, relationship-building, and differentiated activities enhances classroom climate and motivation (Restuningrum, 2018; Ball et al., 2019; Gonzalez-Zamar et al., 2020).

1.3.3. Effective Classroom Management—Effective classroom management is a prerequisite for instructional success (Kunter et al., 2019). It includes monitoring disruptions (Kounin, 2019), maintaining instructional momentum (Anderson et al., 2019), and sustaining student engagement (Klieme et al., 2021). Studies by Simonsen et al. (2020) and De Pry Sugai (2022) stress the importance of “active supervision” and group focus in minimizing behavioral issues.

Beginning teachers often lack preparedness in classroom management, leading to burnout or attrition (Ingersoll, 2022; Poznanski et al., 2019). Dispositional skills (e.g., self-efficacy) and situational competence evolve over time with experience and support (Gold et al., 2019; König Kramer, 2019). Programs integrating mentorship and classroom-based learning accelerate professional growth.

1.3.4. Behavioral Challenges and Cultural Context—In the Philippine setting, behavior issues such as inattentiveness and disrespect are common, particularly in overcrowded, resource-limited classrooms (Bernardo Estrelado, 2019). Effective behavior management requires cultural sensitivity and authority balanced with empathy (Hofstede, 2021). Teachers’ misinterpretation of student conduct can dis-

rupt instruction and widen learning gaps (Yell Rozalski, 2019).

Mentorship, structured induction, and reflection play pivotal roles in behavioral strategy development (Smith Ingersoll, 2024; Schön, 2019). Teachers participating in “communities of practice” benefit from collaborative problem-solving and shared experiences (Lave Wenger, 1991).

1.3.5. Educational Implications and Support Systems—Teacher efficacy improves with support, reflection, and professional experience. Marzano et al. (2023) emphasize the importance of setting clear expectations and consistent routines. Pre-service preparation must emphasize behavior management to reduce early-career stress (Darling-Hammond, 2019; Klassen Chiu, 2020).

Culturally relevant pedagogy, positive behavior support frameworks (Simonsen et al., 2019), and flexible leadership (Leithwood et al., 2020) further enhance teaching resilience. Ultimately, with sustained mentorship and professional development, beginning teachers gain the confidence, intuition, and skill to manage classrooms effectively (Brophy, 2006; Ongteco, 2025).

1.4. Synthesis—Classroom management remains a fundamental skill that beginning teachers must develop to ensure effective teaching and learning. The early years of teaching are often marked by struggles with student misbehavior, which disrupts lesson flow and diminishes instructional time. Without strong strategies in place, novice teachers may find themselves overwhelmed and frustrated, which can lead to a decline in teaching confidence and job satisfaction. This underscores the importance of equipping new teachers with practical classroom management skills even before they enter the classroom. The challenges of managing student behavior are more pronounced in settings with limited resources and large class sizes, such as those found in many Philippine

public schools, including those in the Maa District. New teachers in these contexts often face frequent behavioral issues such as tardiness, inattention, and disrespect. These issues not only test their patience but also reveal gaps in their training and preparedness. The mismatch between theoretical preparation and real-world classroom dynamics creates a significant learning curve for beginning educators. Support systems play a crucial role in helping new teachers navigate behavioral management. Mentorship, peer collaboration, and structured induction programs offer beginning teachers the guidance they need to respond effectively to classroom disruptions. Shared learning communities and reflective practice also encourage the development of adaptive strategies that are responsive to students' needs and classroom realities. These support structures help reduce teacher isolation and build professional resilience. Understanding cultural influences was also essential for effective behavior management. In the Filipino context, high respect for authority must be balanced with the need for positive reinforcement and student engagement. New teachers must learn how to manage behavior not only through rules and discipline but also through empathy, relationships, and culturally responsive approaches. These approaches promote a more inclusive and respectful classroom environment. Over time, beginning teachers grow more confident and skilled in managing classroom behavior through experience and ongoing reflection. While initial struggles are a standard part of everyday life, the development of behavior management skills is a gradual process supported by both formal training and daily interactions in the classroom. With adequate support and opportunities for professional growth, new teachers can transform their early challenges into valuable learning experiences that shape their teaching identity and practice.

1.5. Theoretical Lens—This study was guided by Classroom Management Theory, as

developed by scholars such as Harry Wong and Fred Jones. It focuses on the methods and strategies teachers use to create an orderly learning environment. This theory emphasizes the importance of clear rules, procedures, and expectations, as well as the consistent application of consequences. For beginning teachers, understanding and applying effective classroom management techniques is crucial for preventing and addressing disruptive behaviors. This theory provides a framework for novice educators to establish control over their classrooms, which can be particularly challenging during the early years of teaching. Classroom management theory encompasses a range of strategies and principles designed to create an organized, productive, and positive learning environment. At its core, the theory emphasizes the importance of establishing clear expectations and rules for behavior, which helps minimize disruptions and maintain order. Teachers who effectively implement classroom management strategies can create a structured environment where students understand the boundaries of acceptable behavior and the consequences for not adhering to these standards. This foundational approach fosters a climate conducive to learning, where students feel secure and are more likely to engage in the educational process. An essential aspect of classroom management theory is the proactive approach to preventing behavioral issues before they arise. This includes designing engaging and relevant lesson plans that capture students' interest and reduce the likelihood of off-task behavior. Techniques such as positive reinforcement, where teachers reward desirable behaviors, and the use of non-verbal cues, like eye contact or gestures, were also integral to maintaining a productive classroom environment. By focusing on positive interactions and creating a supportive atmosphere, teachers can encourage students to exhibit self-discipline and take responsibility for their actions. Additionally, classroom management theory incorporates the

concept of adapting strategies to meet the diverse needs of students. Effective teachers were attuned to the individual differences in their classroom and adjusted their management techniques accordingly. This might involve differentiating instruction, employing various classroom configurations, or providing additional support for students with specific needs. By being flexible and responsive, teachers can address the unique challenges each student presents and ensure that all students have the opportunity to succeed academically and behaviorally. Another theory that was suited to this study was the Social Learning Theory (Albert Bandura): Bandura's theory suggests that learning occurs through observation, imitation, and modeling. Beginning teachers can use this theory to understand how their own behavior and teaching methods influence student behavior. It also emphasizes the importance of fostering a positive classroom environment and utilizing role models. Social Learning Theory (Albert Bandura): Albert Bandura's Social Learning Theory emphasized that learning is a social process that occurs through observation, imitation, and modeling. According to this theory, students learn not only by direct instruction but also by observing the behaviors and attitudes of those around them. For beginning teachers, this means that their actions, attitudes, and teaching methods have a significant impact on students. If a teacher models positive behavior, enthusiasm, and respect, students are likely to emulate these traits, which can foster a supportive and engaged learning environment. Conversely, if a teacher dis-

plays negative behaviors or lacks enthusiasm, students might mirror these actions, potentially leading to disengagement or disruptive behavior. Moreover, Bandura's theory emphasizes the importance of fostering a positive classroom environment and utilizing effective role models. A teacher who sets high expectations and consistently demonstrates desirable behaviors provides students with clear examples of how to conduct themselves. This modeling helps students internalize appropriate behaviors and attitudes, thereby enhancing classroom management and student engagement. By intentionally showcasing positive behaviors and effective teaching strategies, beginning teachers can influence their students' social and academic development, reinforcing the idea that learning is an active, social process that extends beyond traditional instructional methods. Figure 1 shows that Teachers' perceptions of their strategies in managing student behavior reveal a complex understanding of classroom dynamics. Many educators strive to strike a balance between discipline and positive reinforcement, recognizing the importance of creating a structured yet supportive learning environment. Their strategies often involve setting clear expectations, promoting student engagement, and using differentiated approaches to address diverse behavioral challenges. Teachers also recognized that effective classroom management was foundational to successful teaching and learning. Beginning teachers, however, often encounter significant challenges when implementing these strategies, particularly in their early years of teaching.

They struggled with establishing authority, managing diverse student needs, or navigating conflicts within the classroom. To cope, many rely on mentorship from experienced colleagues, classroom management workshops, and trial-and-error approaches. Developing confidence in their role as authority figures and

honing their ability to maintain student focus and cooperation are crucial aspects of this learning curve. Educational insights from studies on classroom management suggest that ongoing support for teachers, particularly those who are new to the profession, is crucial. Structured mentorship programs, continuous professional

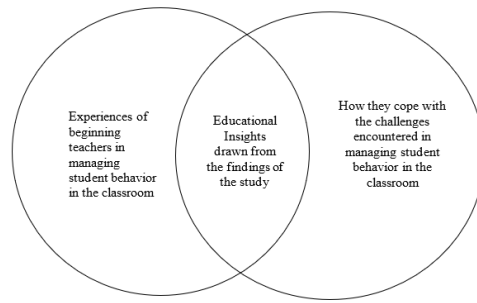


Fig. 1. The Conceptual Framework of the Study

development, and collaborative environments where teachers can share their experiences can greatly enhance classroom management skills. Additionally, tailored interventions, such as behavior modification programs or specialized training for addressing challenging student behaviors, can further equip teachers to manage their classrooms effectively, leading to a more conducive learning environment.

2. Methodology

In this chapter, the description of the research design, philosophical assumptions, research participants, sampling, ethical considerations, research instruments, data collection, and data analysis was presented. The three most common qualitative methods are participant observation, in-depth interviews, and focus groups. Each method was particularly suited for obtaining a specific type of data. Participant observation was appropriate for collecting data on naturally occurring behaviors in their usual contexts. In-depth Interviews (IDIs) were optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when exploring sensitive topics. Focus groups were effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented. Patton (2022) defined phenomenology as an inquiry that asks the question, "What was the structure and essence of the experience of his phenomenon for these people?" "The goal of this research worked well with this definition in trying to understand the challenges of the floating teachers. Giorgi (2019) cautioned researchers to prepare for an investigation that is greater in both depth and breadth than the offered description implied. He suggested that information be viewed as only the tip of the iceberg.

2.1. Philosophical Assumptions—The philosophical assumptions served as a framework for collecting, analyzing, and interpreting the data in this study. They provided the background necessary for drawing conclusions and making decisions based on the findings. The research shall begin with the selection of the topic, problem, or area of interest, as well as the paradigm, which sets the stage for the subsequent investigation. Stanage (2019) traced the origins of the term 'paradigm' and emphasized its significance in shaping the researcher's worldview and guiding actions. Moreover, Denzin and Lincoln (2019) defined a research paradigm as a set of beliefs that guide action, underscoring the importance of philosophical alignment in research endeavors. In developing the research methodologies, three types of philosophical assumptions were considered: epistemological, axiological, and ontological.

Epistemological assumptions focused on collecting subjective evidence from field studies, while axiological assumptions accounted for the biases of the researcher and aimed to establish the relationship between behavior and environment (Pring, 2024). Ontological assumptions pertained to the nature of reality and were particularly relevant in understanding the experiences of teachers and learners in the context of the study. By adopting phenomenology as the methodology, the study delved into the subjective experiences and inner thoughts of participants, grounded in a realistic ontology that acknowledged the existence of causal realities. This approach enabled a nuanced exploration of the phenomena under investigation, aligning with postmodern philosophy, which emphasizes critical thinking, creativity, and cooperative learning (Hossieni, 2019).

2.2. Qualitative Assumptions—In this study, the experiences and coping mechanisms of the physical education teachers from Josefa Llanes Escoda Elementary School, Maa District, Davao City Division, shall be examined through their narratives. The researcher's motivation to delve deeper into the challenges faced by non-special education teachers served as the impetus for conducting qualitative research. This approach, as suggested by Kalof and Dietz (2019), was deemed instrumental in uncovering the underlying meanings and motivations behind cultural symbols, personal experiences, and phenomena. By employing phenomenology, the study aims to elucidate the stories of the floating teachers, presenting the themes, symbols, and meanings embedded within their experiences, as highlighted by David (2020). Phenomenological research operates on the premise that experience is a valid and rich source of knowledge, shaping individuals' behaviors, as emphasized by Becker (2019). Human experience is regarded as a fundamental source of knowledge about human phenomena, emphasizing its reliability and significance in understanding various

aspects of life. Additionally, the study acknowledged the everyday world as a valuable and productive source of knowledge, offering insights into the nature of events through the analysis of daily occurrences, as noted by Morrissey and Higgs (2018). By engaging in phenomenology, which focuses on the "what" and "how," the researcher aimed to explore the teachers' subjective experiences, challenges, and coping mechanisms. These insights were intended to serve as the foundation for future research endeavors and policy analyses related to the study.

2.3. Design and Procedure—The study will employ a qualitative research design, specifically a narrative inquiry approach, to explore how beginning teachers in Maa District manage student behavior in their classrooms. Through this design, the study seeks to gather in-depth narratives from teachers, providing insight into their individual experiences and challenges in behavior management. The contextualized approach will consider the unique dynamics of the Maa District, including socio-economic factors, school resources, and local cultural influences that may affect behavior management strategies. Data collection will involve semi-structured interviews, classroom observations, and reflective journaling, allowing teachers to share their stories and reflect on their practices over time. The analysis will focus on identifying recurring themes and patterns in the narratives, linking these findings to established behavior management theories such as reinforcement and social learning. This process will help uncover the strategies that beginning teachers employ to address behavior issues and how these approaches align with or deviate from theoretical frameworks. Ultimately, the study aims to offer valuable insights into the practical application of behavior management in the context of beginning teachers and contribute to the broader understanding of classroom dynamics in the Maa District.

2.4. Ethical Considerations—This section outlines the ethical principles that will guide this research, ensuring the protection and well-being of the participating beginning teachers. These principles include a commitment to social value, informed consent, addressing the vulnerability of research respondents, upholding privacy and confidentiality, carefully considering risks, benefits, and safety, ensuring justice, maintaining transparency, acknowledging my qualifications as the researcher, addressing potential conflicts of interest, ensuring the adequacy of resources, and recognizing community relevance. I prioritized the privacy and confidentiality of all participating beginning teachers. I understand the sensitive nature of discussions surrounding classroom management and the importance of creating a safe space for teachers to share their challenges and coping mechanisms. To ensure this, I implemented robust measures to protect their identities and narratives. Each participant will be assigned a unique code, and all collected data, including interview transcripts and field notes, will be stored securely with access limited solely to me. In any dissemination of my findings, I presented the data in a way that protects the anonymity of the participants, ensuring that no individual teacher or their specific experiences can be identified.

2.5. Research Participants—This study will adopt a qualitative research design, specifically a narrative inquiry approach, to explore how novice teachers in the District of Maa, Davao City Division, manage student behavior. The research will focus on teachers within their first five years of tenure, with participants drawn from two small schools, two medium schools, and one large school in the district. Purposive sampling will be applied to select participants, as this technique allows the researcher to choose participants based on specific criteria, ensuring that the sample reflects the target group. In this case, the focus will be on novice public school heads, who are either male or female, in the

Davao City Division. This sampling method is non-probability-based and relies on the researcher's judgment to identify individuals who can provide the most relevant and rich data for the study. The study will include ten informants for in-depth interviews (IDI), and to maintain confidentiality, each participant will be assigned a unique code (e.g., IDI-FT1 to IDI-FT10). The aim is to gather detailed narratives of how these teachers approach behavior management, the challenges they face, and how local contextual factors influence their strategies. Through these narratives, the study will identify themes related to behavior management theories, offering insights into how novice teachers in this specific context navigate classroom dynamics.

2.6. Research Instruments—Qualitative analysis established the study's credibility, transferability, and dependability. The participants' experiences were audio-recorded during a semi-structured focus group discussion interview. Each participant will be asked to participate in a focus group discussion, which is expected to last approximately three hours. Interview Guide. I prepared five open-ended questions for the semi-structured interview to gather additional information and supporting answers to validate the study's findings. The interview questions were designed to align with the study's research questions and objectives.

2.7. Role of the Researcher—In this study, I will play various roles to attain the success of the research. First, I will request permission to conduct the study, starting with the school division superintendent and then moving on to the study participants. As a researcher, once consent is obtained, I will record the actual interview to meet the needs of this type of research. The goal of the interview was to gain a deeper understanding of the learners' experiences in the new standard way of teaching and learning. The interview also included discussions on how the Department of Education could improve its programs.

2.8. *Data Collection*—Data is to be collected to reproduce real-life communication scenarios in which the participants made oral or written contributions useful for research purposes and their learning process. Establishing rapport with the participants is a crucial step that enables them to provide high-quality data. To collect information, I developed protocols or written forms for recording data, such as interviews or observations. Additionally, I will anticipate potential issues that may hinder or contribute to the loss of information. In this study, I will employ the following data-gathering steps.

For permission to conduct the study in the Mati South District, I will secure the superintendent's permission. I will send the superintendent a letter explaining the study's objectives and the participants' identification, with an attached copy of Chapters 1 and 2 and the research instrument. I would only start after I receive the Superintendent's approval.

After securing approval from the SDS, I sent letters to the principals or school heads of the identified schools, explaining the study that would be conducted in their schools. From the participants, I considered their consent as the primary consideration for informants in the study; thus, I ensured that I obtained permission from them and their parents/guardians. The participants were adequately informed about the entire study process and their role as participants. I used the interview questionnaire to conduct an in-depth interview. I took participants' profiles, took notes, and recorded conversations using a sound recorder for easy transcription. Likewise, I carefully listened and actively responded during the interviews. The researcher would then precisely transcribe the interviewees' responses by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English for this study.

2.9. *Data Coding and Thematizing*—Categorizing and coding the data would come af-

ter the transcription process. Themes were extracted, and participants' data were contrasted and compared. The researcher would then conduct a second round of interviews (FGD) to confirm data requiring more justification and participant feedback. The newly acquired material was carefully analyzed and added to the existing body of knowledge. Then, to identify patterns and trends, the data were contrasted and compared across individuals.

2.10. *Data Analysis*—All data collected for this study shall be carefully examined and extensively analyzed. The researcher would begin by sharing personal experiences with the phenomenon under investigation. The researcher would start by detailing her own experience with the phenomenon. This was an attempt to separate the researcher's personal experiences from those of the participants. The researcher would then make a list of significant statements. Then, I sought statements indicating how the individual was experiencing the topic, categorized them as relevant, and worked to generate a list of non-repetitive or overlapping statements. The significant statements gathered were grouped into themes. She would write a description of "what" the participants experienced with the phenomenon, followed by a description of "how" the experience happened. Lastly, the researcher would write a composite description of the phenomenon, incorporating textural and structural descriptions. Thematic Content Analysis The thematic analysis identifies the pattern of essential themes in the data and uses these themes to address the study. As thematic analysis does not require the detailed theoretical and technological knowledge typically required by other qualitative approaches, it offers a more accessible form of analysis, particularly for those early in their research careers (Braun Clarke, 2006). Regardless of the type of study conducted and its purpose, the most critical aspect of the analysis is that the researcher respects the data and strives to rep-

resent the interview results as truthfully as possible (Mortensen, 2020). Document analysis used a systematic procedure to analyze documentary evidence and answer specific research questions. Qualitative data analysis involves analyzing material from written documents to draw conclusions based on the study's parameters. The effort required to prepare the analysis is much less than required for field observation, interviews, or the requirements workshop. The analysis of the data can be interrupted and continued at any time. Triangulation of data Triangulation was employed in qualitative research to gain a comprehensive understanding of phenomena (Patton, 2019) by using multiple methods or data sources. Triangulation has also been viewed as a qualitative research approach for testing validity by combining data from various sources. Triangulation reduces research bias that comes from using a single method. It increases validity by exploring the same topic with various tools. Provides a clear understanding of the research problem to establish credibility. Environmental Triangulation Environmental triangulation will be employed in this study to enhance the validity and reliability of the findings by incorporating multiple perspectives from different environments within the District of Maa, Davao City Division. Triangulation involves using multiple data sources, methods, or theories to cross-check and validate the results. In this study, environmental triangulation refers explicitly to the use of various environmental contexts—such as different school sizes, teacher experiences, and classroom settings—to gain a more comprehensive understanding of how novice teachers manage student behavior. By selecting participants from two small, two medium, and one large school, the study incorporates a diverse range of school environments, each with its own unique set of challenges and resources. These differences in school size can significantly influence behavior management strategies. For example, smaller

schools may foster more personalized relationships with students, while larger schools often present more complex classroom dynamics that require different approaches. Additionally, by including novice teachers within their first five years of tenure, the study can explore how the school environment and the teacher's experience level interact to shape behavior management strategies. This environmental triangulation will also enable the comparison of how beginning teachers from different school settings approach behavior management and how they adapt their strategies to the specific challenges presented by their respective environments. Ultimately, the use of environmental triangulation ensures that the study captures a well-rounded view of the factors influencing novice teachers' behavior management practices, increasing the depth and credibility of the findings.

2.11. Analytical Framework—The analytical framework for this study is flexible enough to allow me, as the researcher, to gather and analyze the data. I was also given the choice to evaluate it while it was being collected. The data collected will be sifted, charted, and categorized in line with key topics and themes during the analysis stage. Familiarization involves becoming familiar with the data through repeated reading and re-reading of interview transcripts. Familiarizing myself with the entire interview by listening to audio recordings, reading transcripts, and reviewing any contextual or reflective notes I write will be valuable during the interpretation stage. Moreover, it was also helpful to re-listen to all or parts of the audio recording. Through re-listening to audiotapes, re-exploring the field, and re-reading the transcripts, I will be immersed in the data. I will become aware of critical ideas and recurring ones. The first step involves thoroughly reading and re-reading all the transcribed interviews. This step is crucial as it allows me to immerse myself in the data, ensuring that I fully understand the content and the context of the participants'

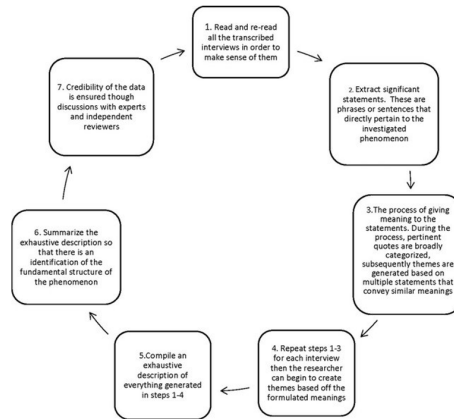


Fig. 2. Colaizzi's Analysis Framework as cited by Finlayson et al. (2018)

and informants' responses. By repeatedly engaging with the transcriptions, I will begin to identify recurring patterns, themes, and nuances that may not be immediately apparent. This process will help in building a comprehensive foundation for further analysis. In the second step, I will extract significant statements from the transcribed interviews. These are specific phrases or sentences that directly pertain to the investigated phenomenon. The goal is to isolate the most relevant parts of the data that will contribute to a deeper understanding of the subject. By focusing on these key statements, I will distill the essence of the participants' and informants' experiences. The third step involves giving meaning to the extracted significant statements. During this process, I will categorize pertinent quotes into broader themes. This involves interpreting the statements to understand the underlying meanings and implications. By orga-

This step aimed to create a detailed and holistic representation of the data, capturing the full complexity of the participants' experiences. In the sixth step, I summarized the exhaustive description to identify the fundamental structure of the phenomenon. This will involve distilling the detailed descriptions into a more concise and coherent narrative that highlights the core elements of the participants' and informants'

nizing the data into themes, I will begin to see how different aspects of the participants' and informants' experiences relate to each other and the overall phenomenon that will be studied. In the fourth step, I will repeat steps 1 to 3 for each interview. This iterative process ensures that all interviews will be analyzed thoroughly and consistently. By treating each interview individually and then comparing the themes across interviews, the researcher will identify commonalities and differences in the participants' and informants' experiences. This step is essential for building a robust and comprehensive analysis. After completing the initial analysis of all interviews, I will compile an exhaustive description of everything generated in the previous steps. This comprehensive summary included all significant statements, their meanings, and the themes identified.

experiences. The goal was to clarify the essential features of the phenomenon and how they will manifest in the participants' and informants' lives. The final step is to ensure the credibility of the data through discussions with experts and independent reviewers. By seeking external validation, I will confirm the accuracy and reliability of their findings. These discussions will help identify any potential biases or gaps in the

analysis, ensuring that the conclusions drawn are well-supported by the data. This step was crucial for enhancing the trustworthiness and validity of the research. By following these steps systematically, I will conduct a thorough and credible phenomenological analysis that provides deep insights into the phenomenon under study.

3. Results and Discussion

This chapter presents the findings of the study titled "Navigating Management of Students' Behavior: Narratives of Beginning Teachers in Maa District." It captures and interprets the lived experiences of novice teachers as they face the realities of managing student behavior in diverse classroom settings. Through a qualitative narrative approach, the chapter provides a voice to the challenges, coping mechanisms, and insights that beginning teachers have gained during their early teaching journeys. The data gathered from in-depth interviews were thematically analyzed, with careful attention to recurring patterns and unique reflections. The participants' stories highlight not only the behavioral issues they encountered but also the emotional, instructional, and managerial demands associated with them. This chapter focuses on understanding these experiences through rich, descriptive narratives in verbatim with English translation. The analysis is organized according to the following research questions: 1) the experiences of beginning teachers in managing student behavior in the classroom, their coping strategies with the challenges encountered, and the educational insights gained from the study. Each research question is explored through emerging themes supported by authentic participant responses. The presentation of results is followed by a critical discussion and synthesis with recent scholarly literature, aiming to enrich the understanding of behavior management practices from the perspective of beginning educators.

3.1. Experiences of Beginning Teachers in Managing Student Behavior in the Classroom—Managing student behavior is a crucial aspect of classroom teaching, particularly for beginning teachers who are still adjusting to the complex dynamics of the learning environment. The experiences of beginning teachers in handling diverse student behaviors reveal much about their growth, challenges, and the strategies they employ to maintain a productive classroom atmosphere. These early encounters with behavior management often shape their professional identity and instructional effectiveness. In this study, beginning teachers shared a range of experiences that reflect both successes and struggles in maintaining order, discipline, and student engagement. Their narratives highlight how they perceive student behavior issues, the emotional impact these encounters have, and how their attitudes and responses evolve. Understanding these experiences provides valuable insights into the realities faced by beginning teachers and the support they need to thrive in their roles. The following section explores these lived experiences through themes drawn from participant feedback, capturing the multifaceted nature of behavior management in the Maa District classrooms.

3.1.1. Building Positive Teacher-Student Relationships As a Foundation for Behavior Management—A significant positive experience shared by beginning teachers was the development of strong, trusting relationships with their students. Many participants emphasized that when they invested time and effort into understanding their students' personalities, backgrounds, and interests, it created a respectful and supportive classroom atmosphere. This

foundation of positive rapport often led to fewer behavior problems and greater student cooperation. Teachers reported that showing genuine care and empathy helped students feel valued and motivated to follow classroom rules. Establishing clear expectations, along with consistent reinforcement, built mutual respect, which empowered novice teachers to manage behavior more effectively without relying heavily on punitive measures. This relational approach fostered a more harmonious learning environment where students were more engaged and responsive. Participant 3 emphasizes the pivotal role of teacher-student relationships in effective behavior management. When educators make a conscious effort to understand their students' emotions and individual needs, it fosters an atmosphere of trust and respect. This emotional attunement leads to increased cooperation because students feel valued and understood. In classrooms where relationships are strong, students are less likely to engage in disruptive behavior, as they are more willing to comply with rules set by someone they feel connected to. Thus, the teacher's relational approach becomes a proactive behavior management strategy rather than a reactive one. Participant 7 underscores how positive relationships between teachers and students minimize conflict and encourage active participation. The participant notes that a solid connection with learners not only reduces classroom disruptions ("less drama") but also fosters respect and motivation among them. When students feel emotionally safe and supported, they tend to reciprocate with positive behaviors such as paying attention, engaging in class activities, and following instructions. This insight reveals that emotional connection serves as a strong foundation for both behavioral management and academic engagement. Participant 11 emphasizes the importance of striking a balance between clear behavioral expectations and compassion. By explicitly stating rules while simultaneously showing care

and empathy, the teacher fosters a supportive yet structured environment. This balance ensures that students understand what is expected of them without feeling harshly controlled. The approach encourages students to be accountable for their actions, not out of fear, but because they understand the rationale behind the rules and feel respected. The narratives of beginning teachers highlight the crucial role that positive teacher-student relationships play in effectively managing classroom behavior. These beginning educators highlighted that understanding students' individual needs, feelings, and backgrounds fosters cooperation and reduces behavioral disruptions. By establishing trust and connection, teachers create a supportive learning environment where students feel respected and motivated to engage positively. This relational foundation not only minimizes conflicts but also encourages students to take responsibility for their actions, facilitating smoother classroom management. Moreover, the balance between setting clear behavioral expectations and showing empathy emerged as a key strategy in promoting a disciplined yet caring atmosphere. Beginning teachers recognized that while consistency and clarity in rules are essential, demonstrating genuine care and emotional support builds rapport that enhances student compliance and respect. This dual approach enhances students' social-emotional development, resulting in improved behavior and a more harmonious classroom climate. Recent studies reinforce the vital role of positive teacher-student relationships in effective behavior management. According to Mashburn and Pianta (2019), supportive and trusting interactions between teachers and students significantly decrease disruptive behaviors and promote a positive classroom climate. Their research highlights that these relationships are particularly crucial for novice teachers who are still developing classroom management skills. In a 2020 study, Cornelius-White et al. emphasized that emotional con-

nection and mutual respect in the classroom are key drivers of student engagement and adherence to classroom rules. This aligns with the experiences of beginning teachers in the study, who balance clear expectations with empathy to foster student responsibility. Furthermore, contemporary social-emotional learning (SEL) frameworks emphasize that teacher behaviors that foster relationship skills and emotional understanding contribute to improved behavioral outcomes (Durlak et al., 2021). SEL practices in classrooms empower students to develop self-regulation and social awareness, which are essential for maintaining appropriate behavior. Self-determination theory (Ryan Deci, 2020) remains a foundational lens for understanding student motivation in classroom behavior. Research by Gonzalez et al. (2022) found that when teachers fulfill students' needs for relatedness through positive interactions, students demonstrate higher motivation and fewer behavioral challenges. In summary, these recent studies confirm that establishing positive, empathetic, and consistent teacher-student relationships remains a cornerstone for novice teachers managing classroom behavior effectively. The theoretical and empirical advancements of the past five years support the importance of relational strategies observed in the narratives of beginning teachers in this study.

3.1.2. Struggling with Consistency and Authority In Behavior Management—Many novice teachers face significant challenges in maintaining consistency and asserting authority when managing student behavior. Establishing clear rules and expectations is often easier said than done, especially for those who are still building their confidence and classroom presence. These teachers often find themselves unsure about how strictly to enforce consequences or how to respond to repeated boundary testing by students. The inconsistency in applying rules—whether due to hesitation, uncertainty, or external pressures—can make it difficult for

students to clearly understand limits, leading to disruptions and challenges in maintaining a positive learning environment. This ongoing struggle with behavior management often results in feelings of frustration and a sense of diminished control for novice teachers. Without a firm and consistent approach, classroom order can deteriorate, making it more challenging to create an atmosphere conducive to learning. Teachers may also experience self-doubt and anxiety about their effectiveness, which can further undermine their authority and classroom management skills. These challenges underscore the crucial need for supportive leadership, ongoing professional development, and practical strategies to help beginning teachers develop confidence and competence in managing student behavior effectively. Participant 5 highlights the challenges teachers encounter in maintaining consistency in classroom management when rules are unclear or not well-defined. The uncertainty about when to discipline students creates inner conflict for the teacher, particularly when they are concerned about the student's reactions. The fear of being perceived negatively by learners can cause hesitation and inconsistent enforcement of rules, leading to confusion and potential behavioral issues in the classroom. This highlights the necessity of setting clear, well-communicated classroom expectations early on to support both teacher confidence and student understanding of boundaries. Participant 9's statement underscores the tension between asserting authority and managing personal well-being. They observe that students may equate leniency with weakness, which can impact respect and classroom order. However, being overly strict can lead to teacher stress and burnout, indicating the emotional toll of constantly enforcing discipline. This dilemma highlights the complexity of classroom leadership, where teachers must project confidence and assert themselves while also safeguarding their mental health. It highlights the importance

of developing sustainable strategies that assert authority without compromising teacher well-being. Participant 3's teacher expresses the ongoing challenge of finding a balance between being warm and relatable and enforcing discipline. The desire to maintain a positive image among students can lead to a reluctance to enforce rules firmly. This hesitation may unintentionally weaken the teacher's authority and lead to inconsistencies in classroom behavior management. The statement reflects the broader struggle of educators to uphold professional boundaries while fostering a caring and inclusive environment. It suggests that effective classroom management requires emotional intelligence and the ability to assert rules with empathy and fairness. Beginning teachers often grapple with the challenge of maintaining consistency and asserting authority in managing student behavior. Their narratives reveal an ongoing tension between wanting to establish clear rules and consequences and their uncertainties about when and how strictly to enforce them. This inconsistency can result in fluctuating classroom dynamics, where students test limits and teachers feel their control slipping. Moreover, the fear of being perceived as too harsh or unapproachable contributes to hesitancy in discipline, further complicating efforts to create a stable learning environment. This struggle is compounded by the early career phase of teachers, where they are still developing confidence and refining their classroom management styles. The emotional toll of balancing firmness with approachability can lead to stress and self-doubt, impacting both the teacher's well-being and classroom order. Despite these challenges, novice teachers show a sincere desire to grow and learn practical strategies, indicating the need for supportive mentorship and professional development focused on behavior management skills. Recent research highlights the importance of consistent and authoritative classroom management in promoting positive student behavior and academic success (Jones

Jones, 2020). Beginning teachers' struggles with consistency and authority reflect common patterns identified in early career stages, where lack of experience and self-efficacy influence classroom control (Martin Yin, 2021). Studies highlight that uncertainty in rule enforcement can undermine teacher authority and lead to increased behavioral disruptions (Williams et al., 2022). Moreover, balancing strictness with approachability is a nuanced skill that beginning teachers must develop over time, as overly harsh discipline can damage student-teacher relationships while leniency may erode respect (Nguyen Castellano, 2021). Emotional stress from this balancing act also affects teachers' motivation and job satisfaction, underscoring the need for targeted professional support (Lee Smith, 2023). Interventions such as coaching, peer mentoring, and structured behavior management training have been shown to improve novice teachers' consistency and confidence, ultimately contributing to better classroom climates (Garcia Johnson, 2024).

3.1.3. Emotional and Physical Exhaustion from Managing Challenging Student Behaviors—Managing challenging student behaviors can take a significant emotional and physical toll on novice teachers. The constant need to address disruptions, defuse conflicts, and maintain classroom order requires teachers to exert sustained energy and patience, often pushing them to their limits. Many novice educators find themselves drained by the repetitive cycle of behavioral issues, especially when they lack effective strategies or sufficient support from school leadership. This exhaustion not only affects their daily functioning but can also lead to feelings of burnout, frustration, and decreased job satisfaction, which may threaten their long-term commitment to the profession. Physically, the demands of managing a classroom filled with students exhibiting challenging behaviors can be overwhelming. Teachers often have to be constantly alert, moving around the room, in-

intervening in conflicts, and sometimes even managing safety concerns. This continuous state of heightened vigilance and activity can lead to fatigue, stress-related health issues, and a decline in overall well-being. Without proper coping mechanisms, emotional resilience, and institutional support, novice teachers risk experiencing both mental and physical exhaustion, which can impair their effectiveness and negatively impact the learning environment they strive to create. Participant 7 sheds light on the emotional burden of handling large classes alone, particularly when students are unresponsive or disruptive. The teacher's experience of being overwhelmed underscores the challenge of maintaining control and engagement without external support. This sense of isolation and exhaustion, especially after class, illustrates how behavioral management can deplete a teacher's energy to the point of burnout. It highlights the importance of class size, adequate support systems, and shared responsibilities in mitigating teacher fatigue and enhancing classroom outcomes. Participant 8 points out the mental and physical toll of constantly managing disruptions while trying to sustain student focus. The need to remain alert throughout the school day can lead to the accumulation of stress and fatigue. This comment reflects how the pressure to maintain classroom order, day in and day out, can be both emotionally and physically draining. It signals a broader issue in teacher well-being and calls for interventions that support educators' stress management, such as mindfulness practices, co-teaching models, or regular mental health breaks. Participant 9 describes the physical and psychological impact of repeatedly managing challenging behaviors. The continuous effort to correct and discipline, often by raising one's voice, not only drains energy during school hours but also leaves no reserve for personal or family life. This experience illustrates how stress from school can extend into personal domains, disrupting work-

life balance and overall well-being. It suggests the need for professional development in positive behavioral strategies and emotional regulation to help teachers preserve their energy and maintain healthier boundaries. Participant 10 conveys the emotional strain of wanting to support every student while facing constant behavioral challenges. The feeling of "running on empty" captures the emotional exhaustion that arises from the mismatch between a teacher's desire to nurture and the persistent difficulty of doing so amid disruptions. It reveals the deep emotional investment teachers make in their students, which, without sufficient support and self-care strategies, can lead to compassion fatigue. This highlights the need for systemic supports, such as guidance counselors, behavioral aides, or wellness programs, to help sustain teacher motivation and mental health. Beginning teachers often find themselves emotionally and physically drained when dealing with persistent classroom behavior issues. The adjustment period to taking on teaching responsibilities can be overwhelming, especially when disruptive behaviors interfere with the instructional flow. Without established routines, experience, or consistent support, many beginning teachers internalize the strain, which can lead to exhaustion and decreased morale. This exhaustion is compounded by the pressure to meet academic expectations while trying to maintain discipline and build rapport with learners. The emotional toll can impact their motivation and sense of effectiveness, sometimes even leading to burnout during the critical early years of their career. Recent studies affirm that behavioral management remains one of the top stressors for novice teachers. According to Klassen and Kim (2019), emotional fatigue is frequently cited among beginning educators due to unclear boundaries and persistent classroom disruptions. Similarly, a study by von der Embse et al. (2020) highlights that novice teachers facing constant behavioral challenges report higher levels of stress

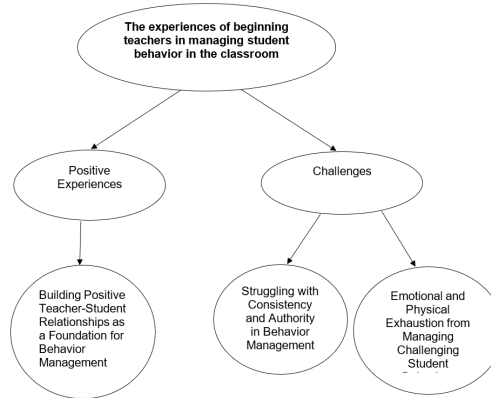


Fig. 3. The Experiences of Beginning Teachers in Managing Student Behavior in The Classroom

and emotional exhaustion, particularly in under-resourced schools. In response, Turner et al. (2021) emphasize the need for structured mentoring and mental health support systems to help new teachers build emotional resilience. Providing them with classroom management training and wellness strategies can mitigate the risk of early burnout and foster long-term professional engagement. Figure 3. The figure illustrates the dual experiences of beginning teachers in managing classroom behavior, highlighting both positive outcomes and significant challenges. On the positive side, teachers report successfully establishing authority through positive discipline and connection, suggesting

that relationship-building and constructive approaches can effectively foster respect and order. However, challenges abound, particularly in maintaining consistency and control, as inexperienced teachers often struggle to enforce rules uniformly. Additionally, the emotional and physical exhaustion stemming from managing challenging behaviors underscores the demanding nature of classroom management for new educators. These findings underscore the importance of targeted training and mentorship in helping novice teachers develop effective and sustainable strategies for behavior management while maintaining their well-being.

3.2. Beginning Teachers Cope with the Challenges Encountered in Managing Student Behavior in the Classroom—Managing student behavior is one of the most pressing challenges faced by beginning teachers as they transition into full-time classroom responsibilities. With limited experience and evolving confidence, these educators often find themselves navigating complex behavioral issues while still refining their teaching style. This section examines the coping mechanisms employed by novice teachers as they address these challenges, highlighting strategies that enable them to maintain classroom order, reduce stress, and foster posi-

tive learning environments.

3.2.1. Building Relationships to Foster Respect and Cooperation—Building meaningful relationships with students emerged as a key coping strategy for beginning teachers in managing classroom behavior. Many shared that they made intentional efforts to connect with students on a personal level—learning their interests, listening to their concerns, and showing genuine care beyond academic performance. This relational approach allowed them to cultivate mutual respect and trust, which in turn laid the foundation for a more cooperative and positive classroom climate. Beginning teach-

ers found that when students felt acknowledged and understood, they were less likely to exhibit disruptive behaviors and more inclined to follow rules and expectations. Moreover, these teachers observed that strong teacher-student relationships helped prevent conflicts and de-escalate potential behavioral issues. Instead of relying solely on strict discipline, they leaned on rapport and empathy to influence student behavior. This strategy was particularly effective for students with emotional or behavioral challenges, as feeling safe and supported encouraged them to respond more positively. While building these relationships required patience and consistency, novice teachers considered it a valuable investment that not only reduced stress but also enhanced their overall classroom management and student engagement. Participant 4 highlights the value of building personal connections with students by learning about their interests and backgrounds. By taking the time to engage in small but meaningful conversations, the teacher fosters a sense of belonging and mutual respect in the classroom. This relational approach encourages students to listen more attentively and practice self-discipline because they feel seen and understood. It supports the idea that behavioral management becomes more effective when students perceive their teacher as genuinely interested in who they are beyond academics. Participant 9 emphasizes the importance of daily emotional check-ins as a proactive strategy for behavior management. By greeting students and observing their emotional state each morning, the teacher gains insights into potential problems that may affect their behavior. The simple act of showing care creates a supportive environment that can help de-escalate negative emotions such as anger or frustration. This approach not only nurtures students' emotional well-being but also minimizes disruptions, demonstrating the powerful impact of empathy and attentiveness in shaping classroom dynamics. Participant 10's insight centers

on the significance of trust and respect as foundations for classroom discipline. The teacher intentionally works to build trust from the beginning of the school year, recognizing that students are more likely to follow guidance when it stems from respect rather than fear. This relational authority leads to deeper cooperation and more meaningful behavioral compliance. It reflects a shift from traditional authoritarian models to more humanistic and student-centered approaches to classroom management, where emotional connection becomes a key driver of positive behavior. Beginning teachers in the study emphasized the importance of building positive relationships as a foundational strategy for managing student behavior. They described that by showing genuine care, understanding students' backgrounds, and creating a safe and welcoming environment, they were able to establish mutual respect. These relational approaches helped prevent behavioral problems and made it easier to address them when they arose. For many, simple acts like greeting students, initiating conversations, and showing empathy had a significant impact on students' willingness to cooperate and behave appropriately in class. Recent literature underscores the critical role of positive student-teacher relationships in managing classroom behavior. According to Liu et al. (2021), emotionally supportive teacher-student interactions contribute to greater student cooperation and fewer behavioral disruptions. This approach aligns with the principles of culturally responsive and trauma-informed teaching, which emphasize trust and connection as the foundation for discipline (Gregory Fergus, 2019). Moreover, Kim and Schallert (2020) emphasize that relational teaching practices not only reduce misbehavior but also promote a sense of belonging and engagement among students, particularly important for novice teachers as they develop their classroom identity. These findings reinforce the idea that behavior management is not solely about rules but about rela-

tionships that create a conducive environment for learning.

3.2.2. Establishing Clear Routines and Consistent Expectations —Establishing clear routines and consistent expectations is fundamental to effective classroom management, particularly for novice teachers who are still developing their instructional and behavioral strategies. Clear routines provide a structured environment where students understand what is expected of them, reducing confusion and minimizing opportunities for disruptive behavior. Consistency in enforcing rules and procedures helps create a predictable classroom atmosphere, which not only supports student learning but also builds trust and respect between teachers and students. For beginning teachers, mastering this aspect of classroom management is crucial to gaining confidence and maintaining control. In practice, clear routines and consistent expectations serve as a foundation upon which positive teacher-student relationships and academic engagement are built. When students know what to expect and recognize that rules are applied fairly and reliably, they are more likely to feel secure and motivated to meet behavioral and academic standards. Beginning teachers who successfully implement these practices report fewer behavioral disruptions and greater overall classroom harmony. This theme emphasizes the importance of deliberate planning, clear communication, and follow-through as key strategies that beginning teachers employ to manage behavioral challenges. Participant 4 stresses the importance of having a clear and consistent routine in the classroom. The teacher observes that frequent changes in rules or procedures confuse students, which often leads to misbehavior. Young learners thrive in environments where expectations are predictable and stable, as this helps them feel secure and understand their boundaries. When routines are inconsistent, students may act out due to uncertainty or frustration. This emphasizes the impor-

tance of teachers establishing and maintaining clear classroom structures to foster a positive learning environment. Participant 5 highlights a proactive strategy by establishing expectations at the beginning of each week through routine reminder sessions. This approach helps reinforce desired behaviors and ensures students are regularly reminded of what is expected of them. Such repetition fosters accountability and reduces the likelihood of misbehavior caused by forgetfulness or misunderstanding. It also reflects a thoughtful and structured management style that supports student success by keeping behavioral norms fresh and relevant, particularly after weekends or breaks. FGD 6 8 This teacher underscores the transformative effect of consistency in classroom organization and expectations. Initially facing chaos, they noticed a significant improvement once classroom elements, such as seating and instructions, were standardized. The experience suggests that misbehavior often stems not from defiance but from unclear structures and shifting expectations. By making classroom procedures predictable and stable, students are better able to focus and behave appropriately. The teacher's insight reinforces the principle that consistency is not only a preventive measure but a cornerstone of effective classroom management. Beginning teachers consistently emphasized the importance of having a predictable structure in the classroom. They found that students responded more positively when routines and expectations were set and reinforced. Without clear guidelines, students became confused, which often led to misbehavior. On the other hand, when expectations were communicated early and consistently upheld, classroom management improved. Teachers discovered that this consistency created a secure learning environment where students felt guided and accountable. The findings align with recent studies that emphasize the importance of structured environments in classroom management. According to Marzano and Simms

(2020), establishing routines and consistent expectations is one of the foundational strategies for promoting positive behavior and reducing disruptions. Similarly, a study by Egeberg, McConney, and Price (2021) found that teachers who set clear behavioral norms and applied consequences fairly were more successful in creating orderly classrooms. These practices are especially beneficial for novice teachers who are still developing their classroom management identity. Furthermore, positive behavior support frameworks, as discussed by Simonsen and Myers (2019), stress the importance of clarity and consistency in preventing misbehavior and reinforcing student self-regulation.

3.2.3. Employing Self-Reflection and Stress Management Techniques —Self-reflection and stress management emerged as essential elements in the narratives of beginning teachers as they navigated the complexities of classroom life. In the context of educational management, these internal processes serve not only as personal coping mechanisms but also as professional development tools. Teachers in their early years often face emotional, cognitive, and behavioral challenges that can negatively affect their instructional effectiveness. By incorporating intentional reflection and stress regulation practices, novice teachers were able to recalibrate their perspectives, learn from difficult encounters, and regain control over their classrooms. This theme underscores the importance of cultivating inner awareness and emotional resilience among beginning educators. Rather than relying solely on external interventions, teachers emphasized the significance of pausing to process their feelings, assess their reactions, and maintain composure during high-stress moments. Such practices—ranging from journaling and prayer to short breaks and deep breathing—allowed them to re-enter their classrooms with renewed clarity and patience. These findings suggest that reflective and emotional regulation strategies should be embedded

into professional development and teacher mentoring programs to support long-term teacher retention and well-being. Participant 8 highlights the emotional and spiritual resilience required in the face of a chaotic classroom environment. When feelings of discouragement arise, they turn to prayer and personal reflection on their purpose as a teacher. This practice provides emotional grounding and serves as a reminder of their deeper commitment to their students. It illustrates that for many educators, inner strength and faith play a crucial role in navigating the daily challenges of teaching, especially when external circumstances—like classroom disorder—begin to undermine motivation. Participant 9's statement underscores the importance of emotional regulation in effective classroom management. The teacher recognizes that constant yelling diminishes student responsiveness and instead chooses to pause, breathe, and reflect when feeling angry. This self-awareness not only prevents escalation but also models emotional control for students. The approach demonstrates a mature understanding of how a teacher's emotional state directly influences classroom atmosphere and behavior, emphasizing that managing oneself is a vital part of managing others. FGD 9 10 reflection reveals a personal strategy for stress relief through journaling, which allows the teacher to process overwhelming feelings and regain a sense of calm. The act of writing becomes a therapeutic outlet, helping to release bottled-up emotions and regain clarity. While classroom management remains stressful, this intentional act of self-expression serves as a coping mechanism that contributes to mental wellness. It highlights the value of having practical, reflective habits that support teachers' emotional health amidst daily pressures. Participants recognized that teaching, particularly in the early years, comes with emotional and mental strain. P6 described turning to prayer and self-reflection to renew her motivation, sug-

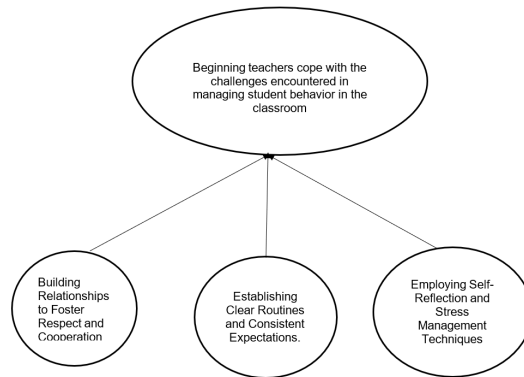


Fig. 4. Beginning Teachers Cope with the Challenges Encountered in Managing Student Behavior in the Classroom

gesting the importance of spiritual grounding as a source of resilience. P9 acknowledged the need for emotional regulation, explaining how deep breathing and self-assessment can prevent impulsive reactions during tense classroom moments. Meanwhile, P3 highlighted journaling as a private outlet for emotional release—allowing her to pause and process feelings constructively. These responses show that stress management is both a preventive and responsive tool for teachers. Instead of relying solely on institutional support, novice teachers often develop personal rituals to maintain emotional balance. Such internal strategies help reduce burnout and foster a sense of control amidst the unpredictable nature of classroom dynamics. The findings align with recent literature that highlights the role of emotional intelligence and reflective practice in sustaining teacher effectiveness and mental health. According to Jennings and Greenberg (2009), emotionally supportive environments and self-regulation among teachers lead to more

positive classroom climates and better student-teacher interactions. Similarly, Farrell (2018) emphasized the need for reflective teaching as a way for educators to make informed changes in their practice and understand their emotional responses. Self-awareness, prayer, journaling, and breathing techniques are all part of a growing toolkit for professional resilience. Embedding such practices into formal teacher training could enhance not only teacher retention but also the overall learning environment. Figure 4. The diagram outlines three key coping strategies beginning teachers use to address classroom behavior challenges. First, building positive teacher-student relationships serves as a foundation, as trust and mutual respect often prevent behavioral issues and create a more cooperative learning environment. Second, utilizing peer and mentor support provides novice teachers with practical advice, emotional reassurance, and shared experiences, helping them navigate difficult situations with greater confidence.

Third, self-reflection and stress management techniques enable teachers to process challenges, adapt their approaches, and maintain emotional resilience in the face of the demands of classroom management. Together, these strategies highlight the importance of relational, collaborative, and growth-oriented approaches

in supporting the success of new educators in their roles.

3.3. Educational Management Insights Gained from the Findings of the Study—The experiences and coping strategies of beginning teachers in managing student behavior provide valuable insights into effective educational man-

agement practices within the classroom and school community. Understanding these insights is crucial for developing supportive policies, leadership approaches, and professional development programs that empower beginning teachers to create positive learning environments. These insights also shed light on how school leaders and administrators can foster a culture of collaboration, open communication, and continuous improvement that addresses behavioral challenges proactively and constructively. This study's findings highlight the importance of adaptive management strategies that balance discipline with empathy, encourage teacher resilience, and prioritize relationship-building with students. By examining the lived experiences of beginning teachers, the research provides practical insights that can inform instructional leadership, classroom management policies, and teacher support systems. These insights can ultimately enhance teacher effectiveness, improve student outcomes, and promote a more harmonious and productive school climate:

3.3.1. The Importance of Relationship-Building In Educational Management— Building strong relationships with students, colleagues, and school leaders emerged as a foundational insight from the experiences of novice teachers. Effective management of student behavior goes beyond enforcing rules; it relies heavily on establishing trust, respect, and open communication. When teachers prioritize relationship-building, they create a supportive classroom environment where students feel valued and understood. This relational approach fosters cooperation and self-discipline, reducing behavioral issues and promoting a positive learning atmosphere. For beginning teachers, cultivating these connections often becomes a crucial strategy for navigating classroom management complexities successfully. Moreover, this insight extends to the broader school community, emphasizing the role of collaborative part-

nerships among educators and administrators. Beginning teachers benefit from mentorship, shared experiences, and collective problem-solving, which reinforce their confidence and professional growth. Educational management that prioritizes relationship-building thus supports not only individual teacher effectiveness but also a school culture that encourages mutual support and shared responsibility for student success. This holistic understanding of management highlights the significance of interpersonal dynamics in fostering a productive educational environment. Participant 4's statement underscores the importance of relationship-building as a means to foster student self-discipline. By taking the time to learn about students' interests and backgrounds, the teacher creates a classroom climate rooted in mutual respect and trust. This personalized attention helps students feel valued, which in turn increases their willingness to listen and regulate their behavior. The experience confirms that behavior management is not just about control, but also about connection—a key factor in fostering cooperation and intrinsic motivation among learners. Participant 9 emphasizes the importance of collaboration between teachers and students as a strategy for minimizing behavioral issues. Rather than enforcing a strict top-down approach, this perspective values mutual responsibility and teamwork in maintaining a positive classroom environment. When students feel like partners rather than mere followers, they are more likely to engage positively and take ownership of their actions. This reinforces the concept that a cooperative teacher-student relationship is foundational to effective classroom management. Participant 10's statement underlines the importance of a strong school-wide support system in addressing challenging student behavior. The collaborative effort involving senior teachers and school leadership not only lightens the load on individual teachers but also fosters a unified approach that builds consistency, trust,

and respect across the institution. It demonstrates that managing behavior is not solely a classroom concern but a collective responsibility. When a supportive culture exists within the school, both teachers and students benefit. The responses reveal that building strong relationships with students is a cornerstone of effective educational management for novice teachers. By prioritizing personal connections—such as learning about students’ interests and backgrounds—teachers foster trust and respect that lead to improved student behavior and self-discipline. Participants also emphasized that collaboration and support from colleagues and school leaders create a nurturing environment where challenges in behavior management are more easily addressed. This relational approach helps cultivate a favorable classroom climate, reducing conflicts and enhancing student engagement. Furthermore, the role of a supportive school community emerged as critical in reinforcing these relationships. Beginning teachers benefit from guidance and encouragement from senior staff and administrators, which not only helps them manage student behavior but also strengthens their confidence and fosters professional growth. Overall, relationship-building acts as both a preventive and remedial strategy, supporting harmonious classroom dynamics and promoting holistic development. Recent studies consistently highlight the vital role of teacher-student relationships in effective classroom management. Pianta et al. (2019) emphasize that positive teacher-student interactions promote engagement, reduce disruptive behaviors, and improve academic outcomes. Similarly, Wang and Degol (2020) find that relational closeness in classrooms fosters emotional security, enabling students to regulate their behavior better and participate actively in learning. Moreover, the importance of professional support systems for novice teachers is increasingly acknowledged. According to Ingersoll and Strong (2020), mentorship and

collaborative school cultures contribute significantly to novice teachers’ ability to navigate behavioral challenges. They suggest that strong collegial networks enhance teachers’ coping mechanisms and instructional effectiveness. In the context of educational management, these findings highlight the importance of integrating relational and community-focused strategies to enhance behavior management practices, particularly for early-career teachers navigating complex classroom environments.

3.3.2. *The Need for Enhanced Support Systems and Professional Development*—Navigating the complexities of student behavior management revealed a crucial insight about the necessity for stronger support systems and ongoing professional development for novice teachers. Many participants expressed that while they strive to create positive classroom environments, the lack of structured support from school administration and limited access to targeted training often hinders their effectiveness. This gap not only affects their confidence but also limits their capacity to implement innovative and consistent behavior management strategies that cater to diverse student needs. The study emphasizes the importance of educational leaders providing meaningful guidance and professional growth opportunities, thereby equipping beginning teachers with the necessary tools to succeed and thrive. Moreover, participants highlighted that without adequate mentorship and continuous learning, managing student behavior can become overwhelming, leading to burnout or ineffective disciplinary approaches. The findings indicate that fostering a culture of collaboration, where beginning teachers can share challenges and solutions with peers and mentors, can significantly improve their resilience and classroom management skills. This theme highlights a broader implication for educational management, underscoring the crucial role of school heads and policymakers in establishing sustainable support frameworks that prioritize

teacher well-being and professional development. Participant 2's statement reveals the challenge of lacking administrative support, particularly from school leadership, which can leave teachers feeling isolated in managing difficult classroom situations. When principals are perceived as unavailable or too busy, teachers may hesitate to seek guidance, which can exacerbate stress and reduce their effectiveness. The absence of clear support structures from leadership undermines teacher confidence and highlights the need for more accessible and responsive administrative involvement to foster a collaborative environment that empowers teachers. Participant 5 points out a significant gap in formal training and professional development related to classroom management. Without regular seminars, workshops, or training sessions, teachers miss out on crucial opportunities to update their skills and learn new strategies for handling diverse student behaviors. This lack of capacity-building initiatives can lead to frustration and stagnation in teaching practices, underscoring the importance of institutional investment in continuous teacher development to meet evolving classroom demands. Participant 7 emphasizes the value of mentorship, particularly for beginning educators who may struggle to navigate classroom management challenges independently. Mentorship offers a platform for sharing experiences, gaining practical advice, and building confidence through support from more experienced colleagues. This personalized guidance can accelerate professional growth and foster a sense of community within the school. The desire for mentorship reflects an important dimension of professional support that complements formal training and administrative backing. The participants expressed a clear need for more robust support systems and professional development opportunities to manage student behavior effectively. Many beginning teachers felt isolated and unsupported, citing limited access to guidance from school

administrators and insufficient training in classroom management. This lack of support often left them feeling uncertain and overwhelmed when faced with behavioral challenges. Additionally, the absence of mentorship from more experienced teachers was noted as a critical gap, as mentorship could provide practical advice, emotional support, and confidence-building during the early years of teaching. These findings underscore the importance of a well-structured support network that includes accessible leadership, targeted training, and ongoing mentoring. Providing novice teachers with the necessary resources and opportunities for professional growth can help them develop effective classroom management strategies, enhance their teaching efficacy, and ultimately improve student outcomes. Recent research confirms that effective classroom behavior management was closely tied to the availability of professional support and development for teachers. According to Smith and Ingersoll (2021), beginning teachers who receive ongoing mentoring and practical training report higher confidence and job satisfaction, which positively impacts their classroom management capabilities. Similarly, Garcia et al. (2022) emphasize that school leaders play a pivotal role in creating supportive environments that foster teacher collaboration and continuous learning, which are crucial for managing challenging student behaviors. Moreover, professional development programs specifically designed to enhance classroom management skills have been shown to reduce teacher burnout and turnover (Johnson Liu, 2020). This evidence highlights the vital role of support systems in addressing behavioral challenges, as well as in promoting teacher motivation and retention. Thus, investment in comprehensive support mechanisms and targeted training is essential for equipping novice teachers with the tools needed for successful classroom management.

3.3.3. Recognizing the Role of the Teacher Resilience and Reflective Practice—Beginning teachers in Maa District found that resilience and self-reflection were not just helpful but essential in navigating the complexities of classroom behavior management. Faced with diverse behavioral challenges, these educators developed a deeper understanding of the need to adapt, bounce back from difficult days, and continuously reflect on their practices. Rather than viewing behavior issues as purely disciplinary concerns, they began to frame them as opportunities for growth not only for the students but also for themselves as professionals. This theme highlights how beginning teachers cultivated resilience by learning from both their successes and failures. Through reflective practices—whether informal journaling, post-lesson evaluation, or peer conversations—they were able to identify patterns, adjust strategies, and maintain emotional balance. The role of resilience, paired with structured reflection, emerged as a cornerstone of their professional development and a key to sustaining their commitment to teaching. Participant 5 highlights the importance of reflection not only as a problem-solving tool but also as a means for personal and professional growth. After experiencing a challenging day, the teacher consciously evaluates what happened and considers how to improve. This intentional practice supports continuous development and resilience, helping the teacher to adapt and refine their approaches rather than simply reacting to difficulties. Reflection, in this sense, becomes a proactive strategy to enhance teaching effectiveness and emotional well-being. Participant 6 said the teacher's use of mindful breathing and daily reflection illustrates practical self-care techniques that mitigate stress and prevent burnout. By dedicating time each afternoon to these practices, the teacher maintains emotional balance and cultivates a positive mindset despite the challenges faced during the day. Mindfulness helps create

mental space to process experiences constructively, improving focus on the positives and reinforcing motivation to continue managing the classroom effectively. Participant 7's statement demonstrates how systematic reflection, facilitated through note-taking on student behavior and personal reactions, enhances the teacher's understanding and response to classroom dynamics. By critically evaluating their actions, teachers gain insight into what works and what needs adjustment. This reflective habit not only promotes professional growth but also deepens empathy toward students, ultimately supporting more thoughtful and effective behavior management. These responses demonstrate that teacher resilience is deeply connected to reflective practices that enable educators to cope and grow. Participants emphasized how self-awareness and conscious processing of classroom events supported their emotional well-being and teaching effectiveness. Rather than internalizing negative experiences, they used reflection as a tool for improvement and perspective-taking. This demonstrates how reflective practice not only supports classroom management but also sustains professional motivation. Recent studies support the importance of resilience and reflective practice in early-career teaching. According to Beltman et al. (2019), resilience allows teachers to remain effective despite adversity, especially when combined with intense self-reflection. Likewise, a study by Huang and Lin (2022) emphasized that novice teachers who engage in regular reflective activities tend to build stronger classroom relationships and experience lower stress levels. Reflective practice enables teachers to make meaning out of classroom experiences and supports emotional regulation, which is essential in behavior management (Larrivee, 2020). Therefore, fostering these habits among novice teachers is critical to their longevity and effectiveness in the profession. Figure 5. The figure presents key educational management insights derived from study

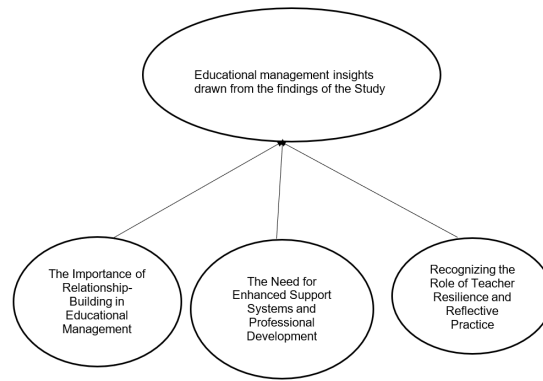


Fig. 5. Educational Management Insights Drawn from The Findings of The Study

findings, emphasizing three critical areas for effective school leadership. First, it emphasizes the importance of a positive school culture and supportive systems, suggesting that nurturing environments and structural supports are essential to teacher success and student outcomes. Second, it highlights the importance of teacher resilience, emphasizing that fostering educators' ability to adapt and persevere is crucial in challenging educational contexts. Third, the figure emphasizes the importance of responsive, on-going professional development, advocating for training programs that adapt to teachers' needs and classroom realities. Together, these insights provide a roadmap for school administrators to create sustainable systems that empower teachers, foster a favorable school climate, and ultimately enhance educational quality. The interconnectedness of these elements demonstrates that comprehensive, culturally-grounded leadership approaches yield the most meaningful results in educational settings.

4. Implications and Future Directions

This chapter presents a synthesis of the study's key findings and explores their implications and future directions. The research focused on the lived experiences of beginning teachers in managing student behavior, the coping strategies they employed, and the educational insights they gained through their classroom journeys. By examining the narratives of beginning teachers, this chapter sheds light on the real and complex challenges they encounter in shaping classroom discipline and creating supportive learning environments. It also highlights the resourcefulness, resilience, and reflection these educators relied on in the absence of extensive experience. Furthermore, the chapter emphasizes the importance of equipping beginning teachers with sustainable behavioral management strategies and professional support systems that can help them thrive in their formative years of teaching.

4.1. Implications—This study, grounded in Classroom Management Theory, explored the lived experiences of beginning teachers in managing student behavior in the Maa District. The findings reveal both the successes and struggles of beginning teachers as they strive to establish a well-managed, respectful, and productive classroom environment. Their narratives highlighted not only the emotional and practical challenges of behavioral management but also the internal growth and adaptive strategies they developed along the way. A key implication of the study is the vital role of teacher-student relationships in promoting positive behavior. Many participants

emphasized that knowing their students personally, showing empathy, and maintaining open communication were foundational in building mutual respect and encouraging self-discipline among learners. This underscores the importance of relational approaches in classroom management — an essential principle of Classroom Management Theory (Emmer Evertson, 2016). Another implication centers on the need for targeted professional development in behavioral management for beginning teachers. Participants shared how they often felt underprepared to deal with behavioral issues, relying instead on intuition, peer support, or trial-and-error. This suggests that pre-service and in-service training programs must prioritize practical classroom management strategies, particularly those grounded in real classroom scenarios and emotional regulation techniques. Recent research supports this, indicating that equipping teachers with context-based classroom strategies significantly enhances their confidence and effectiveness in managing student conduct (Oliver et al., 2020). Moreover, the coping mechanisms identified — such as resilience, reflective practice, collaboration with colleagues, and flexibility — highlight the need for school cultures that foster mentorship and emotional support. Schools should establish strong induction programs that provide beginning teachers with access to experienced mentors, regular feedback, and safe spaces for reflection. At a broader level, the study suggests that educational policymakers and school leaders must consider the behavioral dynamics in classrooms when designing curriculum, scheduling, and teacher workload. Behavioral issues are not isolated problems but are deeply linked to class size, teaching load, availability of guidance services, and the socio-emotional support structures in schools.

4.2. Future Directions—Building upon the findings of this study on the experiences and coping mechanisms of Mathematics teachers regarding language transition in instruction, sev-

eral future directions emerge for key stakeholders:

4.2.1. The Department of Education—The Department of Education may find this study relevant in strengthening teacher education and induction programs. By integrating more focused and experiential training in classroom management during pre-service and early in-service years, novice teachers can be better prepared for the behavioral complexities they will face. The findings also highlight the need for policies that incorporate emotional support and mentorship structures in the early years of teaching. These interventions could help prevent burnout and promote teacher retention, particularly in high-need public schools. School Heads School leaders are encouraged to create supportive environments that foster teacher confidence and professional growth. This includes assigning mentors, promoting professional learning communities (PLCs), and providing platforms for reflective practice. Recognizing that effective classroom management is a shared responsibility, principals should take a proactive role in reinforcing behavior management protocols and modeling calm, consistent leadership for both teachers and students. Other Stakeholders Parents, community members, and local government units also play a vital role. They may collaborate with schools to develop behavior support systems and extra-curricular programs that promote students' social-emotional development. Stakeholders can offer resources, time, and moral support, especially in schools where socio-economic issues compound behavioral challenges. The Teachers For beginning teachers, this study encourages continual reflection, open collaboration with peers, and a willingness to learn from mistakes. Building positive student relationships, establishing clear expectations, and seeking help when needed are essential components of an effective classroom management strategy. Teachers are encouraged to explore context-specific strategies and to strike

a balance between firm structure and genuine care. Future Researchers Future studies may consider exploring the perspectives of learners to provide a more holistic understanding of classroom behavior. Investigations into the impact of school culture, teacher well-being, and parent engagement on classroom management outcomes are also recommended. Moreover, comparative studies across rural and urban settings may shed light on location-based challenges and best practices. Lastly, researchers are encouraged to publish their work in peer-reviewed journals to contribute meaningfully to the growing discourse on educational resilience and effective classroom practices.

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