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Classroom Management Experiences of Non-Education Graduate Teachers

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ABSTRACT

This study determines the non-education graduate teachers' experiences and challenges in classroom management preparedness in a local school setting. Also, this would allow the readers to know more about addressing problems these teachers encounter. The researcher's desire to learn more about classroom management and how to become more knowledgeable inspired her to conduct this study. This study was born from the researcher's desire to explore non-education graduate teachers in selected private schools in San Jose City, Nueva Ecija, and how they address problems encountered in classroom management during the School Year 2022-2023. A qualitative study was used in this research that asked participants about their challenges and experiences in the classroom, which is commonly referred to as "phenomenological research." The instrument used was an interview guide composed of open-ended questions. Participants were teachers from private schools and were non-education graduates. Findings revealed that teachers were concerned about the student's expectations and adjustments in class handling because they had ventured on a new journey away from their finished profession.

Another problem was balancing the modes of teaching for diverse learners. Strategies used commonly by the teachers were giving interactive activities and setting rules. Activities for professional development were required to equip instructors for effective classroom management, including Training, seminars, and group dynamics. Teachers can improve their knowledge and abilities, keep up with technological developments in the classroom, and build relationships with other educators by attending seminars and Training. These results can help educators and policymakers in future studies on classroom management.

Keywords: Challenges, diverse learners, expectations, group dynamics, interaction, seminars, setting rules, training.

INTRODUCTION

Within a continually shifting social environment, education is dynamic, constantly adjusting to the changing requirements of a diverse student body. Educators traditionally develop the pedagogical abilities necessary for efficient classroom management through official training and education programs (Ingersoll, 2014). The rise in the number of people entering the teaching profession who have varied backgrounds—especially those who did not receive their degree in education—is a notable development in recent years. This phenomenon presents a distinct set of opportunities and challenges in the classroom management field.

A teacher's capacity to create and uphold order, involve students in meaningful learning experiences, and constructively handle behavioral issues are all part of effective classroom management and essential for fostering a learning environment (Emmer & Sabornie, 2015). The adventures of educators with traditional Training have been the subject of much research, but more needs to be known about the classroom management experiences of teachers without graduate degrees.

By discovering the varied experiences of teachers with non-education degrees in classroom management, this study aims to close this gap. Understanding the dynamic landscape of education requires acknowledging the diverse viewpoints, skill sets, and methods these individuals contribute to the teaching profession. Finding out about non-education graduate instructors' difficulties and achievements in managing the classroom is essential for their professional growth and for influencing teacher preparation curricula, educational policies, and school procedures.

The contemporary requirement for educational institutions to accommodate a diverse workforce highlights the relevance of this research. This study aims to provide significant insights into the experiences of non-education graduate teachers. These insights can be used to construct professional development programs, mentorship initiatives, and support systems specifically customized to meet the requirements of this particular demographic.

In achieving successful educational outcomes, teachers must be able to manage their students' behavior in the classroom and in general. Although competent behavior management does not ensure effective instruction, it creates the conditions for it. Reciprocally, highly effective Training lessens but does not entirely eradicate behavioral issues in the classroom (Emmer & Stough, 2001). They looked at what characteristics a "good" teacher should have because teachers significantly impact students' learning. They discovered that a teacher's classroom management, character traits, and interactions with students influence a student's achievement the most. The management of teachers is crucial to a student's performance. The researcher has always been amazed by her teachers, who seem to control their class effortlessly; they can silence the room with just one quick signal and keep the students engaged and on task for long periods. These are the teachers who have mastered classroom management. The researcher never thought she would follow in their footsteps and be an educator.

Conducted at selected private schools in San Jose City, Nueva Ecija, during the School Year 2022–2023, this study explores the experiences of non-education graduate teachers teaching junior high school students. The main area of interest is how these educators handle difficulties with classroom management.

Looking over the body of research on classroom management, this study will look into the unique difficulties faced by teachers without graduate degrees in education and the tactics they use and offer suggestions for improving their abilities. Our goal in doing this research is to further the current conversation on teacher effectiveness and preparation while promoting a welcoming and encouraging atmosphere for all teachers, regardless of their educational experiences.

RESEARCH OBJECTIVES

The study aims to identify these teachers' instructional practices to maintain efficient classroom management.

Specifically, the study aims to:

- (1) provide background information on participants, including their gender, academic background, and classes taught;
- (2) identify the challenges encountered by non-education graduate teachers in managing classrooms;
- (3) determine the strategies utilized to maintain control within the classroom and analyze their impact on student behavior; and
- (4) assess the influence of professional development opportunities on participants' classroom management skills and overall professional growth.

METHODS AND PROCEDURE

Research Design

An in-depth study of social phenomena in their natural environment is the goal of qualitative research, a method of naturalistic inquiry. It depends on the firsthand experiences of people as meaning-making agents in their daily lives and concentrates on the "why" rather than the "what" of social occurrences. The emphasis of qualitative research is on the participants' impressions of a social phenomenon. The research design was appropriate because this study had no experimental results or control groups. Instead, the researcher wants to learn more about how non-education graduates teaching junior high school are prepared to handle difficult classroom management situations.

This study explored the non-education graduate teachers' experiences and challenges in classroom management preparedness in a local school setting. Also, this study would allow the readers to know more about how to address problems these teachers encounter in classroom management. This also used thematic analysis, which examined the teachers' experiences to uncover patterns and find common themes to raise awareness of how they view their classroom management. The interview among the participants served as the foundation for collecting in-depth descriptions of the circumstances teachers have encountered, how

they dealt with the circumstances, and how they behaved differently.

Participants and Sampling Procedures

The participants of this study consisted of six females and four males. The participants took psychology, information technology, mathematics, business administration, computer science, and nursing courses. All of the participants were handled multi-level. They handled classes from Grade 4 to Senior High School and college. Samples were selected purposively because they focus only on non-education graduates.

‘Data Gathering Instrument and Procedures

The questionnaire was the data-gathering instrument used by the researchers. The researchers sought approval from the President of the Private School Administrators' Association and the different school heads in the different private schools in San Jose City, Nueva Ecija, through a communication letter with the recommendation of the Adviser and Dean of the Graduate School of Core Gateway College Inc., San Jose City, Nueva Ecija to conduct the study. Then, the researcher visited the different private schools to look for possible research participants and sought their approval if they were willing to be part of this research. The researcher let the participants sign the letter of consent and confidentiality. She ensured that all participants had consented to her being part of this research, and they could decline if they wished to. Also, this research established no potential dangers for the researcher and participants.

Upon approval, the researcher conducted an in-depth face-to-face interview with the respondent. All responses were recorded upon the consent of the participants, and they were transcribed to enrich the discussion of the results. The interview was adequately documented, recorded, and kept securely through a mobile phone's audio recorder while the research was in process. After this research, all recorded interviews were deleted.

Data Analysis

The researcher engaged in thematic analysis by interpreting the transcribed data. The researcher used the thematic analysis coding to make the proper interpretations and analysis of the study. (Braun, V., & Clarke, V., 2006).

The qualitative data analysis process was organized into five steps. These steps were called (1) transcription, (2) reliability analysis, (3) coding, (4) establishing themes and categories, and (5) writing up and interpreting the results. Collected data were first transformed into written format and returned to the respondents to verify and approve their answers. Then, these collected data were subjected to content analysis to examine the standard codes and, thus, categories.

Categories and themes were established based on the codes and their similar characteristics. Finally, the emerged codes, established categories, and themes were interpreted along with the quotation from the transcripts.

Ethical Consideration

For the rights of participants to be protected, for research integrity to be supported, and for ethical standards to be upheld, ethical considerations in this research are essential. First, the researcher obtained informed consent from participants, respecting their autonomy and providing comprehensive information about the study (American Psychological Association, 2017). Privacy and confidentiality of participants' data were safeguarded, with measures taken to anonymize and secure the information. Then, voluntary participation was made, and participants could decline involvement or withdraw from the study without consequences (World Medical Association, 2013). The researcher minimized potential harm to participants and provided appropriate support if needed. The potential benefits of the research outweighed the potential risks, and fairness and equity should be upheld in participant selection.

Next, research integrity was crucial, and researchers accurately reported findings, avoided data fabrication or falsification, and acknowledged the contributions of others. Ethical approval from relevant institutional review boards or ethics committees was obtained, ensuring compliance with ethical guidelines and regulations. Lastly, transparency is essential; participants receive clear, understandable information to make informed decisions. Overall, ethical considerations were addressed in this thesis and demonstrated a commitment to protecting participants, upholding research integrity, and ensuring the ethical conduct of the study.

RESULTS AND DISCUSSION

Issues, Concerns, or Challenges Encountered by Teachers in Managing Their Classes

The theme of expectations and having diverse learners and the difficulties that educators have in running their classes covers a wide range of intricate issues essential to comprehending the dynamics of modern classrooms. This subject implies that instructors struggle with the expectations put on them—possibly from parents, society at large, and educational institutions—while also juggling the diversity of their student body. Managing expectations in the classroom has been identified in the educational literature as a critical component of good teaching. School policies, administrators, and parents pressure teachers to achieve various behavioral, social, and academic standards (Birch & Ladd, 1998). There may be severe management issues in the classroom if these expectations are not in line with the realities of a diverse student group.

Learner diversity introduces many factors, including different learning styles, cultural backgrounds, and individual needs. This is consistent with a larger body of research on inclusive education that highlights how crucial it is to modify instructional strategies to meet the needs of a diverse student body (Slee, 2011). Educators must navigate and resolve these differences to establish a welcoming and encouraging learning environment. In order to effectively accommodate various learners, teachers must modify their tactics, according to a study by Forlin (2010) that examined the difficulties of inclusive education. Hattie's (2009) work on visible learning emphasizes the importance of comprehending and adapting to student diversity in the classroom to improve learning results.

Expectations

The data collected were analyzed to determine the issues, concerns, or challenges encountered by the participants in managing their classes.

Participant 1 answered, “Pag start ng school year, expected na lagging nag-o-overthink kung sapat ba yung confidence na baon ko para ma-meet yung expectations ng students regarding their individual needs.” (*At the start of the school year, I overthink whether I have enough confidence to meet students' expectations regarding their individual needs.*)

Participant 2 stated, “Self-expectations saka adjustments sa pag-handle ng-class kasi nga I ventured on a new journey away from my finished profession. Noon, ang lesson naka-focus sa discussion ni teacher, pero ngayon kailangan student centered na at may mga activities na interactive.” (*Self-expectations and adjustments in handling class because I ventured on a new journey away from my finished profession. Before, lessons were focused on teacher discussion, but nowadays, lessons should be student-centered, and teachers must incorporate more interactive activities.*)

And Participant 8's answer is related that said, “More than 40 yung students per sections na hawak ko kaya lahat sila need kong ma-meet yung iba't ibang learning styles at yung mga expectations nila for me, as their teacher”. (*I handle more than 40 students per section and must meet all the different learning styles and expectations for me as their teacher.*)

Today's kids, the "digital generation," are in a technologically advanced society. Participant 3 said, “Pag teacher, expected yan magaling sa classroom management at isa pa, yung expectations ng students sa akin lalo na ngayon na mostly ang nagpapasaya na sa students ay digital and technology. Nakakapressure yun expectations nila kasi dahil nga teacher, parang kasalanan ang magkamali.” (*If you are a teacher, you must be good at classroom management. The expectations of students at this time are that digital and technology make students happy. Their expectations pressure me because a common connotation is that you cannot make a mistake as a teacher.*)

Cox (2020) stated that when it comes to student expectations, you have set the bar high as a new teacher. After all, you want to appear knowledgeable and in charge in your classroom. Meeting students' expectations is a multifaceted task requiring educators and educational institutions to adapt and evolve continuously. Educators can create a positive and engaging learning environment by integrating technology effectively, embracing active learning, personalizing experiences, promoting inclusivity, and addressing students' mental health. It is essential to balance fulfilling students' expectations and ensuring quality education. By doing so, we can empower students to thrive academically and prepare them for future challenges. For an educational environment to be successful, it is essential to match the expectations of the pupils. Teachers may enable students to realize their full potential and prepare them for a prosperous future by focusing on engagement, learning outcomes, satisfaction, and a student-centered approach. Educational institutions may deliver a high-quality and relevant learning experience that gives students the skills and knowledge required for their personal and professional progress by consistently aiming to meet students' expectations.

Diverse Learners

Educators must acknowledge and value the diversity of learners in their classes in the modern educational environment. The significance of meeting the needs of various learners and fostering an inclusive learning environment will be discussed in this section.

Participant 1 said, “*Need pa ng time para makilala sila isa-isa, masanay sa mga ugali nila na iba’t-iba at malaman yung mga atake na gagawin natin para matuto sila sa mga lessons na ituturo ko.*” (*I need time to know the students more, to get used to their different attitudes and to know the right strategy to teach them in every lesson.*)

Another related answer is from Participant 3, “*Sa pagplano ng classroom management kailangan nating isa-alang-alang yung mga differences ng bawat student natin. May magaling sa specific subject, and may nahihirapan naman sa ibang subjects.*” (*In planning classroom management, I need to consider the students' differences because some are good at a specific subject, and some are having difficulties with other subjects.*)

Participant 5 answer is “*Mas mahirap silang i-control ngayon na iba’t iba ang mga ugali nila at siyempre iba’t iba din yung learning styles, yun ang na-experience ko.*” (*In my experience, I find it hard to control because they have different attitudes and different learning styles.*)

A related answer of Participant 7 goes, “*May iba’t-ibang personality yung mga students, kaya kung papano sila kontrolin, mag-match din dapat yun sa personality nila. Yung paggawa nun ang challenging lalo na at kinikilala ko parin sila.*” (*The students have different personalities which become the basis of how we control them. That is the challenging part and we are still in the getting to know stage.*)

Teachers can use several ways to support diverse students. According to Tomlinson and Allan (2000), differentiated instruction entails adjusting teaching strategies, curriculum, and evaluation to address the requirements of each student. This strategy supports personalized learning and considers different learning styles and aptitudes. For students from varied backgrounds to succeed, inclusive education is essential. According to a study by Arnesen and Mortimore (2019), inclusive approaches like peer assistance and collaborative learning can improve academic results for children with impairments.

Additionally, it promotes social inclusion and lessens discrimination. Giving students group tasks to complete enables them to collaborate, communicate clearly, and use their abilities to accomplish shared objectives. This encourages leadership, teamwork, and negotiation abilities.

It takes dedication to inclusive education, customized instruction, equity, cultural competency, cooperation, socio-emotional development, and workforce diversity to recognize and address the consequences of varied learners. Educational institutions and cultures can guarantee that all students have the chance to flourish and realize their full potential by embracing these consequences. The researcher believes that by incorporating various activities, teachers can cater to different learning styles, interests, and abilities, fostering a dynamic and inclusive learning environment that promotes student engagement and academic growth.

Strategies Used to Maintain Control in the Classroom

The themes identified under the regularly used strategies to maintain control in the classroom from the participants' responses are Interaction and Setting Rules. Establishing clear rules and fostering productive relationships are just two of the many tactics used to keep things under control in the classroom. A healthy and well-managed learning environment is greatly influenced by the interactions between teachers and students and how regulations are implemented. Positive teacher-student interactions are essential for fostering a supportive classroom climate. According to Marzano and Marzano (2003), positive teacher-student relationships contribute to higher student engagement and lower levels of disruptive behavior. Building rapport and genuine interest in students' perspectives can enhance the classroom atmosphere (Emmer & Sabornie, 2015).

Interaction

Participant 1 stated, “*Teacher –student interaction, gaya ng games o kaya magsasagot sila sa board. Some are nervous, pero yung iba naman excited. Answering questions related to the topic. Mas active sila eh.*” (*Teacher-student interaction, like games or answering on the board. Some are nervous, but some are excited. They are more active when answering questions related to the topic.*)

Then, Participant 2 said, “*Strategies tulad ng reinforcements, like reward and interventions, student-centered and interactive activities help me in maintaining orderliness and nakukuha ko yung interest nila sa tincture ko.*” (*Using reinforcement strategies, like rewards and interventions, as well as student-centered and interactive activities, helps me maintain orderliness and attract the students' attention to my teaching.*)

Participant 3 answered, "I give interactive activities like experiments and games. *Ganito na kasi yung mga gusto ng mga students ngayon. Mas engage sila, mas naka-focus sila.*" (I give interactive activities like experiments and games. Students prefer those activities nowadays. They are more engaged and focused.)

Lastly, the answer Participant 10 was, "*Madalas din na I encourage questioning and use of high order thinking skills activities para develop young high order thinking skills ng students and at the same time, made develop din yung critical thinking skills nila.*" (Often, I encourage questioning and using high-order thinking skills activities to develop their critical thinking skills.)

The teaching and learning process depends heavily on student interaction. It entails activities involving students in debates, inquiries, and teamwork exercises to create deeper comprehension and advance their general growth. Interactions between students and teachers are essential for developing students' academic self-concept and fostering enthusiasm and achievement (Sen, 2021). The participants believe that giving pupils engaging activities can have various effects. First, interactive activities encourage students' participation and active engagement, improving their learning process; they are more likely to retain information and gain a deeper comprehension of the subject matter. Second, interactive exercises encourage cooperation and teamwork. Students learn to speak, pay attention to others' viewpoints, and work collaboratively to solve problems by engaging in interactive activities. These abilities are essential for their career and personal growth.

Setting Rules

The participants pointed out that making rules and being strict with the rules help maintain control in the classroom. The participants' answers point to setting classroom rules and impacting learners' behavior.

Participant 1 pointed out, "*Una, mag-set tayo ng rules and regulations. Para ma-set yung boundaries in training them as they learn.*" (First, we must set rules and regulations to set the boundaries in training them as they learn.)

Participant 2 replied, "We must be prepared *sa simula pa lang sa mga rules na i-a-apply natin sa students. Isama natin ang student sa paggawa ng rules. Mas matatandaan nila yun if hands on sila sa paggawa ng classroom rules.*" (We have to be prepared for the rules we will apply to our students. Let us include them in making the rules. They will be more mindful of the rules if they are included.)

Participant 4 stated, "Making rules and regulations inside the classroom. *Kailangang mag-set tayo sa simula palang para alam ng mga bata yung mga dapat at hindi dapat gawin, if ma-instill sa kanila ang mga rules, kusa silang susunod sa iba't-ibang interactive activities na hinanda ng teacher at mababawasan ang misbehavior nila.*" (Making rules and regulations inside the classroom. We need to set the rules at the start of the school year so that the learners know right from wrong. If the rules are instilled in them, they will voluntarily follow the rules and follow the interactive activities that the teachers have prepared with less misbehavior.)

Participant 6 also said he makes rules and regulations inside the classroom and quoted, "*Wag natin kalilimutan to set classroom rules sa simula pa lang. So that the learners will be used to following them.*" (At the start of the school year, let us remember to set rules in the classroom. So that the learners will be used to following them.)

Also, Participant 8 said, "I am strict with the computer laboratory rules. Kapag may be an offender, so I prompt them *again*. I explain how important the rules at *kung bakit kailangang tulungan sila na matandaan na they need to be in their best behavior sa lahat ng oras.*" (I am strict with the laboratory rules; I immediately prompt them if there is an offense. I explain how important the rules are and why we must help them be mindful that they must always be on their best behavior.)

Therefore, maintaining a healthy and effective learning environment in the classroom requires setting clear and consistent rules. These guidelines help set expectations, encourage respect for one another, and provide a secure environment where all students can succeed. Marzano and Marzano's (2003) research highlighted the value of setting ground rules for the classroom.

Rules in the classroom are essential. They offer clear student conduct guidelines and allow for a unified front between the students and teachers. Additionally, children are informed of their limits regarding how far the teacher will put up with them. It is also crucial for educators. Moreover, students must specify and jointly determine the regulations so that pupils will understand what they must do to achieve behavioral expectations. Rules in the classroom should not be controlled. Each teacher must carefully craft these guidelines with their students in a way that is significant and pertinent to them and their students (Edwards, 2016). Because they experience a sense of ownership and accountability when they participate in creating the rules for the classroom, children are more inclined to follow them.

Types of Professional Development Opportunities that Helped Them in Classroom Management

This part presents the recommendations of professional development opportunities provided by the school that the participants think would have better prepared them to manage their classroom. Moreover, the themes identified in this part are Training, Seminars, and Group Dynamics.

The professional development of educators depends on teacher seminars and Training that emphasize evidence-based procedures and a review of relevant material. The outcomes of student learning can be enhanced by participating in such events, according to research (Guskey, 2002; Desimone, 2009). Schools' support of teachers and providing seminars and Training will significantly impact the teaching force.

Training, Seminars, and Group Dynamics

The participants shared their experiences participating in these kinds of activities and how these activities impact their professional growth.

Participant 1 stated, "Seminar *siguro* about teaching strategies *kasi* that will help teach my students more effectively. *Masaya maka-attend ng seminar, nakaka-enjoy. Siyempre bukod sa nag-enjoy ako, alam ko sa sarili ko na mas nag grow ako professionally kasi I acquired new skills.*" A seminar about teaching strategies will help me teach my students more effectively. (*Attending a seminar is fun. Aside from that, I know that I will grow professionally because I acquired new skills.*)

Just like Participant 2 said, "Training, seminars, group dynamics, collaborations, and institutional meetings. *Lahat ng yan ay very useful at effective para mag-provide at ma-i-handa ang gaya kong teacher in classroom management. Yes, through online nga lang. Since pandemic kasi mahilig ako making sa mga seminars na nakikita. Pero kahit online, marami akong natututunan.*" (*Training, seminars, group dynamics, collaborations, and institutional meetings. All are beneficial and effective in providing and preparing teachers for classroom management. Yes, through online seminars. Since the pandemic, I have been fond of listening to online seminars, but even though they are only online, I still learn a lot.*)

Participant 3 pointed, "*Siguro yung Colleague evaluation, team building, seminars, and trainings kailangan suportahan ng school para ma-provide sa mga teachers nila. Mas ma-e-enhance kasi ng mga yan yung skills ko as a teacher. Mas mag-grow tayo professionally.*" (*Maybe colleague evaluation, team building, seminars, and training because the school needs these to support their teachers. Teachers' skills will be enhanced, and they will grow professionally.*)

According to Guskey and Yoon (2009), professional development activities that promote reflection and self-evaluation aid instructors in critically analyzing their teaching strategies and making defensible judgments for change. This reflective process improves teaching effectiveness and the capacity to cater to the various requirements of students. Teachers can have meaningful conversations, share ideas, and learn from one another in collaborative contexts like teacher study groups or professional learning communities. Working together allows teachers to obtain new insights, hear helpful criticism, and build a deeper grasp of effective teaching techniques. Teachers who work hand in hand with one another can share best practices, ideas, and resources to enhance teaching methods and student outcomes. Additionally, collaborative group dynamics foster a welcoming and accepting environment where educators can share knowledge, solicit counsel, and work together to solve problems.

Support that the School Provided

The identified theme is the school's support for training and seminar participants. Supporting teacher training and seminars is essential for their professional growth, improved teaching practices, and improved student outcomes.

Providing teachers with ongoing Training helps them stay updated on the latest educational research and pedagogical techniques. This, in turn, enhances their teaching practices and contributes to overall educational improvement (Guskey, 2003).

Training and Seminars

The professional development of educators depends on teacher seminars and Training that emphasize evidence-based procedures and a review of relevant material.

Participant 2 answered "Luckily *nakakapagbigay ng free trainings, seminars, and orientations. Idagdag na natin yung advice from tenured teachers and colleagues, nagkukwento sila at nakakapuli ako ng aral sa mga yun.*" (*Luckily, they give free trainings, seminars, and orientations. Also, there are advices from tenured teachers and colleagues, they tell stories from their experiences and I learn from them.*)

Participant 3 answered, "They support us through giving seminars and Training. *Kelan lang, na-invite kami sa Palayan, sinama kami ng Administrator namin.*" (*They support us through giving seminars and Training. Recently, we were invited to Palayan, where we went to a seminar with our Administrator.*)

Participant 4 said, "*May mga pa-seminar at Training na nag-i-invite sa school sponsored by book publications na partner ng school. May seminar na, may allowance pa, at siyempre may CPD units pa.*" (*Our school is often invited to seminars and Training by book publications that are partners of the school. In those seminars, they provide allowance and CPD units.*)

Then Participant 9 uttered, "*They provide naman social and mental support tulad ng ICT competency at iba pang seminars na napapadala kami sa ibang lugar para ma-improve yung teaching strategies namin.*" (*The school provides social and mental support like ICT competency and other seminars out of town to improve our teaching strategies.*)

Seminars and Training that include a review of pertinent literature can assist teachers in critically assessing the efficacy of various teaching tactics and deciding which ones to use in their lessons (Slavin, 2008). Seminars and Training are valued chances for educators to advance their careers. During these occasions, collaborative conversations and interactions can motivate teachers, extend their perspectives, and spark new ideas and discoveries.

Seminars and Training are valued chances for educators to advance their careers. That is obvious from the responses of the participants. Teachers can broaden their knowledge, get fresh perspectives, and learn about the most recent educational research and best practices at these events. By attending seminars and Training, teachers can improve their instructional skills, learn cutting-edge teaching methods, and investigate practical classroom management strategies. Teachers often appreciate the practical nature of seminars and Training. They appreciate seminars that provide valuable tools and ideas that can be used immediately in their classrooms. Through these valuable learning opportunities, educators can enhance their techniques for engaging kids and meeting their various needs.

Students directly benefit from the knowledge and skills these teachers acquire in seminars, increasing their engagement, motivation, and academic success. As teachers collaborate and align their educational techniques, seminars can impact the entire school. Overall, by empowering teachers and encouraging ongoing development in teaching and learning, seminars for teachers contribute significantly to the advancement of education.

CONCLUSIONS

These individuals taught students at various grade levels, from fourth grade to senior high school and college. These educators' main concerns were controlling expectations and attending to the various needs of their students. Teachers frequently used tactics like encouraging classroom participation and setting clear rules in response to these difficulties to improve classroom management and keep students' attention on the material.

The teachers acknowledged that Training, seminars, and group dynamics were necessary for their professional growth since they knew how important it was for them to handle the classroom effectively. These were essential for increasing their self-assurance in controlling the classroom. In response, the school acknowledged the importance of these professional development opportunities in equipping teachers with the abilities required for effective classroom management. It offered support in the form of these opportunities.

It has become clear that attending conferences and training sessions is one of the best ways for educators to expand their expertise, hone their craft, keep up with the latest innovations in education, and build ties with other educators. Ultimately, these experiences help raise student engagement, enhance instructional methodologies, and advance academic success. The results highlight the significance of focused professional development programs and school assistance in providing educators with the necessary resources and self-assurance to effectively manage classrooms and achieve successful learning objectives.

RECOMMENDATIONS

Several suggestions are made in light of the study's findings to improve non-education graduate instructors' ability to manage classrooms effectively across various educational levels. First and foremost, to live up to the high standards set by their students, educators must constantly prepare for their classes. Because of this preparation, teachers are better prepared to deal with the range of demands and academic levels that arise in the classroom. Second, teachers should use various tactics catered to their student's learning styles to foster an inclusive and encouraging learning environment.

Furthermore, the research highlights the significance of cooperatively developing rules with students to create efficient classroom management techniques. A pleasant and orderly classroom environment is facilitated by this collaborative approach, which gives pupils a sense of ownership and responsibility. Additionally, as continuing professional development is vital, educators are urged to schedule time to attend seminars and training sessions that are primarily targeted at improving classroom management. Teachers gain

new techniques to meet changing issues in the classroom as a result of these opportunities to improve their knowledge and skills.

Additionally, the study does not look into the particular differences in classroom management between Grade 4 and Senior High School or College. These limitations point to the need for caution when extrapolating the results and point to directions for future study that will increase our knowledge of successful classroom management strategies while delving deeper into particular circumstances. Future research on effective classroom management could yield evidence-based tactics that help educators and legislators establish conditions hospitable to and fruitful learning.

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