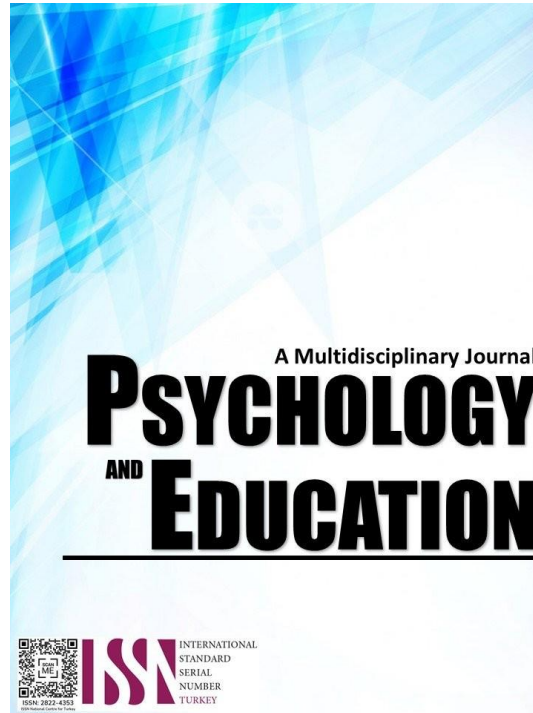


NEWLY HIRED TEACHERS LIVED EXPERIENCES IN CLASSROOM MANAGEMENT DURING THE FULL FACE-TO-FACE CLASSES IN THE NEW NORMAL: A PHENOMENOLOGY



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Newly Hired Teachers Lived Experiences in Classroom Management During the Full Face-to-Face Classes in the New Normal: A Phenomenology

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Abstract

The full face-to-face is the shift of Education from blended approach of new normal. This study examined the experiences of Novice teachers on classroom management in the full implementation of the face-to-face class after the COVID-19 pandemic. Various researches were conducted about the classroom management. However, none of those studies highlighted the experiences of Novice Teachers about the classroom management. This study uncovered the lived experiences and personal encounters of the newly-hired teachers on how they handle their classroom in face-to-face instruction. This study used Heideggerian Phenomenology design to delved more on the participants' lived experiences. The gathered data was carefully analyzed as well as interpreted using the Interpretative Phenomenological Analysis (IPA) popularized by Moustakas and modified by Van Kaam. This study has (4) participants reaching the data saturation. The data highlighted the lived experiences of Novice Teachers of Saint St Augustine Academy, Alcantara, Cebu. After gathering of the data, the researchers generate 5 themes: the strategy, the struggle, the silver lining, the addresser, the effect. Every theme aid to know the exploration of the Novice Teachers in Classroom Management during the full implementation of face-to-face in the new normal. This research recommends for further exposures among the newly-hired teachers on how to attain a good command of classroom management especially in handling students with disruptive behavior.

Keywords: *newly-hired teachers, lived experiences, classroom management, full face-to-face classes, new normal*

Introduction

Teachers experienced challenges during and after the COVID-19 pandemic and there is a hiatus of physical classroom arrangement for more than two years that makes learners tend to forget what the real thing inside the four corners of the classroom. Upon the resume of face-to-face classroom instruction, learners and teachers both have the difficulties in dealing the real scenario in the classroom (Cabello, 2022). Thus, classroom management for Newly Hired teachers is a challenge and it must be identified in order to address learner's classroom behavior as they hooked up to technological tools for two years (Abucejo et al., 2022; Ando et al., 2022). Classroom management should be consistently imposed along with the school policies to assist the student classroom behavior (Riconall et al., 2022; Antipuesto et al., 2023).

In addition, several challenges of the Teachers were identified particularly for the Newly Hired Teachers in the new normal set-up, since the student left the actual classroom set-up brought by the COVID-19 pandemic (Agayon, 2022; Flores et al., 2023). The learner has hardships, losses their self-control, lack of attention during the class lectures, easily get bored and distracted (Tran et al., 2023). The new normal set-up was really a challenge to all teachers especially to the Newly Hired Teachers, since Newly hired Teachers is still developing their skills in doing classroom management (Duplon et al., 2022). Guidance and full support from mentors for the new teachers in terms of classroom management is highly needed as it improves the quality of education delivered to the learners (Villar et al., 2022; .

Classroom management plays an important role during the teaching and learning process inside the classroom as it is the basis of active learning in the four corners of the classroom (Shank & Santiago, 2022). It is proven that organized and well manage classroom is a great help for the students to learn. Classroom management is a crucial part when it comes to teaching as teachers need to have an eye in every situation occurring in the classroom and it must be practice by all teachers especially to the newly hired teachers (Delbo et al., 2023; Gantalao et al., 2023). Therefore, in a classroom, students' disruptive behavior must be corrected in a positive approach especially that they are still in the period of adjustment amidst of the implementation of full face-to-face classroom set-up as a challenge to New Teachers (Nisar et al., 2022).

On the other hand, Teachers' experiences during the full implementation of full face-to face, various researches have been conducted about classroom management. However, those studies focus only to classroom management before the COVID-19 pandemic crisis, knowing the experiences of the Expert teachers in classroom set-up, in this research study will explore and immerse into knowing the experiences of the New Teachers of a selected school (Bahinting et al., 2022; Olleras et al., 2022). Identifying the challenges encountered by the new teachers is paramount in forwarding better policies in scaffolding the newly-hired teachers first few years of

experiences in the school. Strategies may be applied by determining the new teachers' perspective. This will give opportunity to new hired teachers to understand diversity in the classroom, make classroom learning fun and effective (Reinke et al., 2022).

This study explores the lived experiences of the newly-hired teachers in the implementation of the full face-to-face classes in the new normal. This research can ultimately provide an avenue of the teachers to see how the theories are being practices especially in exploring different learning modalities. This can further improve in providing the best help that teachers who are in the field of teaching for five or more years in mentoring and assisting the those who are novice teachers. This study gives hope to all newly-hired teachers not to be alone in facing obstacles especially in classroom management.

Research Questions

In this study, the newly hired Teachers Lived Experiences in Classroom Management during the Full Face-to-Face Classes in the New Normal. Further, this study answers the following specific questions:

1. As New teacher, what are your struggles as a newly hired teachers in full-face-to face after the COVID-19 Pandemic?
2. What are your milestones and achievement in your first year of teaching?
3. What are your coping mechanisms in facing the challenges encountered in the full face to face classes specifically in classroom management?
4. What is the meaning of the participants' lived experiences?
5. What recommendations can be proposed based on the findings of the study?

Literature Review

Classroom management emphasized more on the strategy of a teacher, with the teaching styles that have a positive or negative effect of the learners (Kounin, 1970). Classroom management is a skill that every teacher must have and use to keep learners organized, orderly, more focused, attentive to every class instruction, on task and productive when it comes to academic performance (Amirkulova, D. 2023). Kounin's Classroom management idea states when doing a preventive disciplines, techniques and other strategies, Classroom managers prevented the escalations of problems in the early-stage. In addition, Kounin mentioned that classroom management is providing discipline that enhance the learner learning performance (Kounin, 1970).

It has been debated that classroom management includes the discipline of the learners. One of the main issues for every teacher, especially those just starting their careers is being able to keep discipline in class (Nasimovna, 2022). Classroom management is essential in teaching. Teacher that reinforces negative punishment is not favorable. When there is a problem, there is no other way to address the issue of classroom issue. Thus, this study aims to alleviate the burden of the newly hired teachers in dealing classroom management during the implementation of the full face-to-face classes in the new normal.

The study of McLeod, (2012) states that the zone of proximal development (ZPD) captures the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a teacher. According to Kayıkçı (2009), the observance of the teachers' management is the factor that foresee learners' disciplinary behavior. Based on the study of (Wolff et al., 2021) handling the difficulties and also diversity of events specially after the pandemic, classroom situations bring major challenges for classroom management. This may include the monitoring of daily activities and how the teacher maintain and respond the on ongoing classroom situation.

The Inclusive education classrooms have become increasingly more complicated issue in the months after the emergence of COVID-19. (Grosse, 2021). Article XIV, Section 1, of the 1987 Philippine Constitution provides that, "The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all. While facilitating an inclusive classroom that includes differently abled learners, teachers especially novice face challenges in handling classroom management (Alfred et al., 2023).

Teacher effectiveness in the classroom is an essential part in the implication of learning. Classroom management is also related to positive response with the learners in the classroom (Bottiani et al., 2019). According to Potter (2023), teachers need to create a good professional relationship with the learners they are with and adopt the variety of the approaches to make sure that the teaching and delivery of all the context are effective strategy to cater the learners need.

Novice teacher experiences crisis in the first stage of their career and still on the process of identifying the professional struggles especially in the classroom management which lead into struggles as starting to developed their career in teaching. Classroom instructions help academic and also to the social achievement of every learner. Thus, classroom management is among the factors that aid to achieve it Stichter et al. (2009). The published studies and articles are essential in knowing how newly-hired teachers' life in the

world of teaching be uncovered, explored and understood.

Methodology

Research Design

The Phenomenology method was used in this investigation. Phenomenology is a method in which we become acquainted with the realistic participation of the samples in a specific incident. This investigation highlighted the lived experiences of Newly hired teachers in the implementation of full-face-to-face in the new normal classroom set-up.

Participants

The participants are from one school were selected by the researchers using purposive sample technique and they were asked to give their experience in Classroom management in full face-to-face in the new normal. All the participants were willingly and also included since they were willing to impart their experiences by answering the interview guide questions. In the study, there were 4 individuals involved that are also new teachers.

Procedure

Request letter was made and sent to the principal's office for the approval. After the approval, the authorization notifies all the volunteers that they are included in the study. This research used a semi-structured interview guide questionnaire to conduct a face-to-face interview after receiving participants' approval. After then, the data will be carefully examined and is strictly kept confidential.

Results and Discussion

The Strategies

Strategies of the Classroom management was important ways used by teachers to improved learners in terms of academic, also in behavioral, as well as social-emotional, and motivational outcomes in the early stage of education (Korpershoek et al., 2016). According to Participant 2,

(These are the classroom management strategies that I used or applied: 1. Always aware the learner's situation by asking them in a subtle manner 2. Established rules consistently; 3. Making myself always available when they ask help in terms of academic; 4. I always make sure that they will always have the since of responsibility 5. Always provide feed backs to the learners; like giving appreciation and give them advise when there are things needs for improvement)

This has been the strategies that the participant 2 was doing in order to assist the behavioral needs of the learners in the first year of the new normal set-up of the full face-to-face

The Struggle

A lot of struggles nowadays was experienced by the teachers especially the Novice in the new normal set-up (Geverola et al., 2022). Participant 2 mentioned that,

"As a new teacher, the struggles I face are making the forms of the students specially I have an advisory. Coping up with the deadlines, and lastly the most crucial part was facilitating diverse learners in the classroom I used differentiate instructions for first set of learners which are developing students that are easily distracted and who were also less focus. For the second set, they were the students that are more focus and most likely the achievers. I used to do this in order to address, and to see their learning needs as well as to assist their misbehaviors if there is any.)

(As a Teacher I need to be very careful in giving feedback to my learners considering that they are in the stage of adjustment amidst of the full face-to-face classroom set-up after the COVID-19 pandemic)

The struggles that participants 2 encountered was doing differentiated instructions for the inclusive classroom considering that not all learner has the focus in every classroom instruction. Participant 2 also added that as Novice teacher it is hard to cope on deadlines and making up the forms. Feedbacking is necessary however, Participant 2 needs to be very careful especially that the learners were from

different situation.

According to Participant 3,

(As a teacher it's quite challenging and difficult knowing that there are a lot of things, we need to consider especially in implementing classroom management. It is needed for a teacher to be consistent to our rules especially we are the manager of the classroom. We need to be the rule model in order for the learners to follow the good deeds because learners are good observer.)

Participant 3, implemented the classroom rules on the first meeting. Consistency of the rules is important to be implemented because according to the participant managing the classroom needs to be specific and it can be attained if the manager will do first as the model.

The Silver Lining

A lot of struggles in Managing the classroom in the full face-to-face, especially the Novice teachers was experienced in the new normal. Opportunity was opened and it aids the Novice teachers assist the student and learn things that is useful especially in handling learners and it also create the teacher an idea on how to manage the classroom in a professional manner.

Participant 3 states that,

(Advantages that I found on that classroom management is that if the teacher possesses the ability to rule the classroom room, although the teachers is not around, the learners took sense of responsibility without being told to do so)

(The good things out from my struggles in Classroom management experience as new teacher, I was able to inculcate to the mind of the learners the importance of a well-organized classroom such as realizing that all actions whether good or bad has always impact, make them realized that their relationship with their classmate is helpful in the learning process and as a teacher I was able to learn and embrace the diversity of learners)

Participant 3 was able to find way to manage the classroom by engaging the learners to any responsibility in order to manage the classroom with less supervision. In addition, Participant 3 made the learners learn to live together and learn thing that may helpful especially the harmonious relationship each other in the classroom.

According to Participant 2

(Parents realized their rule as they also part of the success of Teaching Process especially in learners' behavior as it started at home.)

Participant 2 stated that parents took part of the behavior of the learners as all behavior was started at home. Learners may experience shift of behavior that may affect their relationship with their classmates and it also affect their learning.

The Addresser

The shift from blended modality to full face-to-face post a big part especially in addressing learners' academic performance and social behavior considering that the learners' attention was hooked-up by the digital gadgets. Raza et al. (2022) used of the social media more likely affect the social behaviors of the learners and lead them to become least focus. For instance, the learners like always asking to go home early and always thinking their rank on a mobile game, irritated, always coming late at school because they slept late at night. According to Participant 1,

(To those students struggling adjusting the full face-to-face, I am always giving them a chance to explore and give them chance to be independent in a responsible way and encourage them that life of a learners in the new normal is certainly different from those they have experience in past years. I will encourage them that they can adjust as long as they are willing to do it so)

Participant 1 reminds the learners that they should adjust the new normal set-up. Learners can adjust the set-up in a gradual way. Patience is emphasized by the participant because it is not also easy for the learners to adapt the full face-to-face after two years.

According to Participant 4

(I always remind them that they should follow rules in the classroom. And some learners really had a hard time adjusting the situation, I need to extend my patience to the maximum level)

I suggest that learners must arrange their schedules because they have more time catching up on breaktime rather than focusing on the lesson per subjects

Participant 4 always remind the learners that following classroom rules is very important because the learning started with the smooth classroom relationship with the teacher and the classmates. And patience is always the virtue to avoid the conflict in the classroom. Participant 4 added that time management is very important. Learners also need to adjust the schedules rather than always asking for a breaktime because. Learners may use-to the schedule from time to time.

The Effects

Full face-to-face in the new normal does not only affect the learners it also affects the teacher especially to the Novice. However, for some teachers it is an advantage because learners can be exposed to real scenario in the classroom. It is more effective for the learners to learn socialization among their classmates inside the classroom to avoid also the effect of social media. Learners also may experience benefits, like connecting with classmates, being organized share experiences inside the classroom and find independence. (Hussain & Khatoon, 2023).

According to Participant 3

(It provides good outcome and impressive impact to the learners. It taught me that a well manage classroom is the stepping stone before everything. It ensures and always bring the whole class to an organized and conducive learning environment. Being the classroom manager, it plays an important role. If classroom management is not emphasized, teacher failed also to provide clear learning path and the learners missed things that are important especially the responsibility)

Participant 3 always manage the classroom believing that it is the best start. A good classroom environment is conducive if it is well planned and organized. According to Participant 3 if the teacher failed to do the management, there is no clear path for learners' learning.

Participant 1 mentioned,

(As Teacher, it helped me to be Patient, organized and productive since I need to exert more effort and patience in a nice way while considering the learners situation)

(As a teacher I am able to evaluate my Classroom Management strategy if it's effective or not.)

(As a teacher, It helps me to realize, to be more flexible at all times and adjust the behavior of the learners while observing the implementation of the full face-to-face; and to overcome the different struggles in the field of teaching.)

Participant 1 see the Face-to-face class is a good start in the teaching career because it developed the patience and understanding to every learner's situation. In addition, Participant 1 able to see the classroom management strategy is effective or not as it was shown according to the behavior of the learners being manifested.

Participant 1 was able to realized flexibility and willingness to adjust the behavior and situation of the learner as new in the teaching profession. According to Participant 1, overcoming the struggles in the career is fulfilling.

Conclusion

The findings revealed that the Novice teachers in the full face-to-face classroom set-up in the new normal was known to be as ADDRESSER in building up social behavior of the learners, this would also an aide to prevent the STRUGGLE to happen and find the SILVER LINING situation out of those bad experiences brought by the COVID-19 pandemic in the past two years. It has also proven that the EFFECT of full face-to-face modality in the new normal helps the Novice teachers in their classroom management strategies in the inclusive classroom, it is all about finding such STRATEGY for the classroom management to be more effective. This research recommends for the Novice teachers to join more teachers' conferences as this would help them find more classroom management strategies during the full face-to-face classroom set-up.

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