CLASSROOM MANAGEMENT THROUGH THE LENS OF UNIT-EARNER TEACHERS: A PHENOMENOLOGICAL STUDY

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ABSTRACT

Teachers are the beating heart of education. Their commitment to transforming the world and making a difference in the lives of children makes education more fruitful and successful. Hence, without them, facilitating the learning experience of the learners is impossible. They are the reason why education is possible for all children even in far-flung areas. However, in the Philippines, teachers can be categorized into two categories, especially in the basic education department. We have teachers who are education graduates and the one is non-education graduates, we call them unit-earner teachers. Even though both of them are teachers, they differ in terms of educational background because education graduates are trained to teach while unit-earner teachers only took 18 units in education for them to be allowed to take the teacher's board examination and then sooner or later if they will pass will become professional teachers. Aside from that, teachers who are education graduates experienced practicum while unit-earners did not. In short, teachers who are education graduates had already knowledge and background and they even know what to do in the classroom. While, on the other hand, unit-earner teachers had no prior experience of what to do when teaching. For this reason, the researcher decides to explore and describe the perspectives and experiences of unit-earner teachers to understand their struggles and coping mechanisms thus creating a professional development program for them and the new unit-earner teachers to be assigned in the field of teaching.

Keywords: *Challenges, Classroom Management, Coping Mechanism, Experiences, Insights, Professional Development Program, Unit-Earner Teacher, Views*

1. INTRODUCTION-1

Classroom management has been highlighted across numerous research studies as a major variable that affects students' academic performance. The most obvious reason for this is that effective classroom management sets the stage for teaching and learning. It sets a tone in the classroom that captures students' attention – as a necessity for effective teaching and learning (Marzano, 2008). This statement is very clear since a classroom that is chaotic and disorganized as a result of poor classroom management is highly unlikely to enhance expansive learning and students' academic performance and might, indeed, inhibit it. In a chaotic classroom, it is expected that only very little academic learning could take place.

In Turkey, Erdogan et al. (2010) found out in their study that the possible reasons for their teachers to have difficulty in managing their classrooms are the following: lack of desire; rule and routine breaking; infrastructure; ineffective time management; classroom management; and lack of classroom interaction were factors in classroom management. In addition, Ellis et al. (2018) said that there are three factors that teachers consider in managing their classroom effectively, namely: the desire to attend classes with more initiative; the haziness around the administration's or educational system's strategies and expectations for classroom management policies; and their requirement for more organizational approaches to managing the classroom. Indeed, classroom management is an essential aspect of providing quality education to the learners which in-service unit-earner teachers struggle with.

Meanwhile, in the Philippines, specifically in Camanlangan National High School, Division of Davao De Oro, New Bataan, Davao De Oro, in a study conducted by Mordeno (2022), the researcher recommended that to meet the varied needs of the students, the teacher must always employ a range of techniques, methods, and strategies. This is also true with the effectiveness of classroom management which a lot of unit-earner teachers are struggling with. Most of them do not have the proper training of how to manage their classroom especially in some private schools and maybe in public schools as well. Some of them find it hard to identify and implement a range of techniques, methods, and strategies that will help them manage their classroom effectively to give the learners the quality education that the Department of Education envisions. For the unit-earner teachers to become efficient classroom managers, it is, therefore, the endeavor of the researcher to craft a Professional Development Program.

The researcher first noticed the occurrence and where the study will be conducted to offer a local perspective, it can be observed that unit earner teachers have different ways and techniques of managing their classroom which vary depending on how they envision their classroom. The researcher even observed that unit-earner teachers struggle a lot, unlike teachers who are graduates of education. The researcher also heard from unit earner teachers that they find it difficult to manage their classrooms during their classes. The researcher even observed in his school that unit earner teachers failed to carry out their job effectively, especially in the aspect of classroom management despite all the essential training given to them by the school administration. Unlike the education graduate teacher, it is very hard for the unit earner teachers to implement a range of techniques, methods, and strategies that will help them manage their classroom. Thus, this study adheres to the interest of identifying the perception of unit-earner teachers about classroom management and how their perception helps other unit-earner teachers to carry on their job as well as their responsibility as educators.

1.1 Research Questions-1

The purpose of this study was to explore the views, experiences, struggles, coping mechanisms, and insights of unit-earner teachers of Assumption Academy of Monkayo, Inc., and Monkayo National High School about classroom management. To be more precise, the research questions that this study aimed to address are as follows:
1.   What are the views of the participants on classroom management?
2.   What are the experiences of the participants in managing their classrooms?
3.   What are the struggles encountered by the participants in classroom management?
4.   How do the participants cope with the challenges in classroom management?
5.   What are the insights of the participants to effectively manage one's classroom?
6.   What professional development program can be crafted from the findings of the study?

2 REVIEW OF RELATED LITERATURE-2

2.1 Classroom Management

According to Umoren (2010), Classroom Management refers to all of the actions teachers must take to maintain student discipline and control in their classroom to encourage students' participation in classwork and academics to establish a setting that is favorable to learning. In addition, Walter (2006), classroom management varies depending on the teacher's disposition, method of instruction, level of preparation, and quantity of in the classroom with pupils. Given that schools are intricate social and cultural settings with a variety of activities and simultaneous activities that are taking place (Poole & Evertson, 2013), classroom management is seen as essential to good teaching. Classroom management is indeed essential for the teacher to educate the people.

2.2 Effective Classroom Management Activities or Strategies

Sudarnoto (2023) concerning effective classroom management activities says that teachers' skills in the learning and teaching process both offline and online are crucial to creating an effective learning environment, and one such skill is classroom management. Aiming to investigate the factors that influence teacher skills in classroom management, this study involved 363 elementary school teachers in a quantitative survey. The results revealed that self-confidence, career commitment, and quality of work life had both direct and indirect effects on the teachers'

classroom management skills. The results also demonstrate how self-confidence becomes a dominant factor that supports teachers in how they manage the learning and teaching activities in the classroom (Sudarnoto, 2023). He also added that effective classroom management leads to self-confidence, self-satisfaction, and self-motivation.

Sieberer-Nagler (2016) on the other hand said teachers do need the knowledge to teach successfully in a variety of areas, such as handling mistakes, inquiries from students, and lessons that are arranged. The issues of inspiration, humor, and active learning time are also crucial for teachers, as are the areas of lowering worry. Genuine and natural praise has the biggest impact. They should accompany them with the proper body language and activities. Students who are motivated by their teachers are more likely to pay attention in class. Respect is also crucial while dealing with kids. One technique to teach positively is to respond to incorrect responses. It's important for students and their parents to have a bond. Students appreciate it when teachers address them by name. The environment in the classroom is crucial. Children enjoy learning when there is a favorable learning environment in the classroom, which is one of the key reasons why students enjoy attending school.

Evertson et al. (2006) said the primary responsibility of a teacher is to support each student in achieving their best level of accomplishment, not to grade or manage them. Any program for classroom management should have self-management as its long-term objective. They even suggested different effective classroom management activities a teacher can use to effectively manage his or her classroom, namely: organizing classrooms and supplies; establishing classroom norms and expectations; fostering student accountability; getting off to a good start; planning and conducting instruction; managing cooperative learning groups; maintaining appropriate student behavior; communication skills for teaching; managing problem behaviors; and managing special groups.

Moreover, Prieur (2021) suggested 20 classroom management strategies that teachers can use in managing their classrooms. They are the following: model ideal behavior; let students help establish guidelines; document rules; avoid punishing the class; encourage initiative; offer praise; use non-verbal communication; hold parties; give tangible rewards; make positive letters and phone calls; build excitement for content and lesson plans; offer different types of free study time; write group contracts; assign open-ended projects; give only two scores for informal assessments; use EdTech that adjusts to each student; interview students; address inappropriate or off-task behavior quickly; consider peer teaching; and gamify personal learning. Each of them could help a teacher efficiently manage his/her classroom.

2.3 Teachers' Perspective on Classroom Management

Classroom management is essential to learning and to achieve learning goals, teachers must be proficient at organizing and managing their classrooms (Lester et al., 2017). Simmons (2019) says, that for novice instructors, classroom management frequently feels like an insurmountable mountain. Positive classroom settings are created and academic progress is influenced by effective classroom management (Back et. al, 2016). Brown et. al (2015) added teacher readiness and efficacy are indicators of how successfully teachers manage their classes.

Ozen and Yildirim (2020) say, teachers referred to the ability to create a productive learning environment as classroom management. Academic deficiencies and a lack of professional experience and expertise were identified as inadequate skills. It was assumed that teachers' great classroom management skills were demonstrated by their capacity to improve their pupils' cognitive and effective skills. Effective teaching strategies were seen by teachers as a must for dealing with inappropriate behavior and running their classes. Finally, it was advised that rookie teachers understand that every class has unique traits and various classroom management dynamics.

The three components of effective classroom management—caring relationships, behavior control, and instructional management—were further solidified during interviews with teachers who were suggested by students. Participant-teachers feel that the secret to creating strong bonds is to establish rapport by showing concern for the welfare of their students. Along with having high standards and providing suitable challenges, they said that trust and encouragement were key components of their interactions with their pupils. While holding pupils accountable, these teachers also encouraged student responsibility by providing structure and support. They were adamant about providing their kids with interesting and varied learning opportunities (Egeberg et al., 2020).

2.4 Filipino Teacher's Perspective on Classroom Management

Filipino educators excel in compartmentalizing their problems. They are also highly adept at recognizing, using, comprehending, and controlling their emotions in a school setting, even when they are coping with personal issues. As a result, kids can maintain a pleasant attitude in the classroom and effectively complete their assignments. Additionally, the ability of Filipino teachers to compartmentalize problems and their classroom behavior has been considerably and positively impacted by their emotional competency, which will lead to good teaching performance.

Millapre (2013) suggests that to improve instructors' skills or capabilities in using different tactics that will suit the characteristics of the pupils, the Department of Education should hold seminars or workshops on classroom management.   To better meet the requirements of the kids, teachers should experiment with new classroom

management techniques.   The use of suitable tactics by teachers, as well as the creation of engaging activities, is required. The proposed action plan on classroom management for secondary school teachers aims to be converted into workshops and training to make solutions to the instructors' classroom management issues. This would help limit disruptive conduct from students.

2.5 Filipino Teachers Teaching Out-of-Field Experience in Classroom Management

Bugwak (2021)**,** stated situations that Out-of-Field teachers encounter are varied. Additionally, it is discovered that while teaching a subject outside of their area of expertise, these teachers encounter compliance and submission, a lack of linguistic aptitude, a lack of administrative and logistical support, an inability to muster enthusiasm and establish rapport, as well as frustration and insecurity. Furthermore, the instructors' coping mechanisms, included being imaginative and creative, diligent and conscientious, engaging pupils in engaging instruction, and remaining composed under pressure. Thus, the scope of this study is confined to summarizing the experiences of non-Filipino secondary teachers in the Compostela Valley with out-of-field instruction.

The phenomenon is present and experienced in all schools here in the Philippines, as noted by Bayani and Guhao, Jr. (2017) in their study. As a result, the study reveals that Out-of-Field teachers encounter a variety of situations. Additionally, it is discovered that while teaching a subject outside of their area of expertise, these teachers encounter compliance and submission, a lack of linguistic aptitude, a lack of administrative and logistical support, an inability to muster enthusiasm and establish rapport, as well as frustration and insecurity. Moreover, the study identified the instructors' coping mechanisms, which included being imaginative and creative, diligent and conscientious, engaging pupils in engaging instruction, and remaining composed under pressure leading to teachers' self-satisfaction and self-motivation.

2.6 Coping Mechanism of Filipino Teachers Teaching Out-of-Field

According to Hobbs (2013), a passion for one's work leads to growth and success as a teacher. Additionally, the originality of outside experts contributes to their effectiveness as educators (Guhao & Bayani, 2017). They added that the school administration should provide adequate training and technical support to address the ongoing issue of teachers being given teaching loads that are outside of their areas of expertise. Teachers' pedagogical strategies and the kinds of assessments they use in the classroom will both benefit from this. It is also noted the concept that the school administration should provide adequate training and technical support to address the ongoing issue of instructors being given teaching loads that are outside of their areas of expertise. Teachers' pedagogical strategies and the kinds of assessments they use in the classroom will both benefit from this.

3. METHODOLOGY-3

3.1 Research Design

This investigation is set up as a qualitative-phenomenological study. The word "qualitative" suggests a focus on the non-quantifiable meanings and processes examined through experimentation or quantified in terms of size, amount, or frequency (Denzin & Lincoln, 2000).

Moreover, the researcher chooses the qualitative-phenomenological approach for the reason that the main purpose of the research is to explore and understand the nature of the particular phenomenon related to classroom management (Creswell, 2013).

On the other hand, regarding recognizing the relevance of the study's anticipated findings, the researcher must offer a thorough discussion and analysis by acquiring enough data or information from trustworthy sources and participants who should be identified. Thus, it is crucial to stress the human experiences that the study participants described (Creswell, 2009).

3.2 Study Participants

Using purposive sampling, the participants were selected with the criterion that they were all unit earners. Ten unit-earning teachers were the participants and their responses were gathered through in-depth interviews (IDI). Five of them were teaching at Assumption Academy of Monkayo, Inc., and another five unit-earners were also teaching at Monkayo National High School for the school year 2023-2024.

3.3 Data Gathering Procedure

Before the conduct of the study, the researcher asked permission from the office of the Schools Division Superintendent for approval endorsement letters were also secured from the Division Office of the Division of Davao De Oro and Diocese of Tagum Educational System. This method gave the researcher, the freedom to ask the questions. Once approved another letter was prepared for the principals of the two participating schools: Assumption Academy of Monkayo and Monkayo National High School. Immediately, the researcher purposively identified five unit-earner teachers from each of the participating schools. With the use of IDI, responses were

gathered, recorded, transcribed, thematized, and analyzed. Before the conduct of interviews, the interview guide questions were validated by the panel of experts who were identified by the Dean of the Graduate School.

Furthermore, the instrument was modified based on the input provided after consulting with experts to avoid ambiguity and link the goals of the research and the interview questions. Then, it was tested with three participants to make sure the questions were clear, pertinent, and effective. It was evaluated for timing and question flow and this was done after the approval of the endorsement letters submitted by the researcher at the Division Office of Davao De Oro and the Diocese of Tagum Educational System. On the other hand, before the in-depth, face-to-face, and semi-structured interviews, the participants will be informed about the procedure of recording their answers through hand-written and phone recorders.

3.5 Ethical Considerations

According to Silverman (2007), by examining one's professional association's ethical principles, ethical considerations can be clarified. The researcher provided letters of authorization to the participants for this reason, as well as to the participants themselves for the same reason. Creswell (1988) emphasized that informants should be given anonymity to protect them and that they should decide whether to divulge their personal experiences. This is the reason why the researcher respected and observed the anonymity of the participants to hide their identities. The study's findings and outcomes were presented to the participants to demonstrate ethical consideration, providing them the chance to understand how crucial they are to the study's success. The participants, therefore, were asked to sign a verification letter that connotes permission for their involvement in the research. The verification letter as well as the remarks they made during the interview are identical to the ones that were transcribed.

Accepting the assertion indicates that the researcher recognized independent people who willingly shared knowledge. A healthy research partnership promotes openness, trust, and sensitivity to potential ethical dilemmas. On the other hand, to ensure the observance of ethical standards, the researcher secured a letter containing the permission of the dean of the graduate school to conduct research and a letter containing the permission of the head of an institution where the research participants were selected.

4. DISCUSSIONS AND CONCLUSION-4

This chapter presents the discussion, conclusion, and recommendations of the study that sought to explore the perceptions of the unit-earner teachers of Assumption Academy of Monkayo, Inc., and Monkayo National High School about classroom management as well as their struggles, experiences, coping mechanisms, and insights. The ten participants were purposively selected for this particular phenomenological study and underwent an in-depth interview. This envisaged sharing the perception of unit-earner teachers regarding the relevance of classroom management in the success of educating the people of Monkayo, Davao De Oro, and the neighboring municipalities and provinces. Aside from that, the findings of this study are used to craft a proposed Professional Development Program about classroom management that can be used to train unit-earner teachers and enhance their skills in managing their classrooms.

Presented in this chapter are the discussion, pertinent conclusions, and recommendations drawn from the results obtained. The following findings of the study were divided into five parts based on the themes drawn from each major research question. These are the five subsets; 1) views of the relevance of classroom management to the attainment of quality education; 2) experiences in classroom management; 3) struggles encountered in classroom management; 4) insights of the participants to effectively manage one's classroom; and 5) recommended professional development programs.

4.1 Discussions

The findings presented in this research shed light on various aspects of classroom management, which are vital in the context of education. It unveils the diverse perspectives and experiences of unit-earner teachers, offering valuable insights into classroom management.

Classroom management is essential to learning and to achieve learning goals, teachers must be proficient at organizing and managing their classrooms (Lester et al., 2017). Simmons (2019) in an article entitled, "The Real Deal on Classroom Management for New Teachers" says, that for novice instructors, classroom management frequently feels like an insurmountable mountain. Positive classroom settings are created and academic progress is influenced by effective classroom management (Back et. al, 2016). Brown et al. (2015) added, that teacher readiness and efficacy are indicators of how successfully teachers manage their classes.

Ozen and Yildirim (2020) say teachers refer to the ability to create a productive learning environment as classroom management. Academic deficiencies and a lack of professional experience and expertise were identified as inadequate skills. It was assumed that teachers' great classroom management skills were demonstrated by their capacity to improve their pupils' cognitive and effective skills. Effective teaching strategies were seen by teachers as

a must for dealing with inappropriate behavior and running their classes. Finally, it was advised that rookie teachers understand that every class has unique traits and various classroom management dynamics.

The three components of effective classroom management—caring relationships, behavior control, and instructional management—were further solidified during interviews with teachers who were suggested by students. Participant-teachers feel that the secret to creating strong bonds is to establish rapport by showing concern for the welfare of their students.

4.1.1 Views of the relevance of classroom management to the attainment of quality education

The themes generated in this aspect are: (a) strategies of handling the learners; and (b) imposing discipline guidelines. Effective classroom management, as defined by Blane (2021), involves creating a positive, organized, and engaging learning environment that maximizes academic and personal development opportunities for students. The participants corroborate this definition, emphasizing the organization of the classroom, handling of students, and preparation as crucial aspects of classroom management. Moreover, as emphasized by Marzano and Marzano (2003), clear classroom rules and procedures are essential for maintaining a structured environment, reducing disruptions, and enabling active class participation. This contributes to enhanced teaching and learning experiences, ultimately motivating teachers. A classroom that is well-managed results in active, disciplined students and a motivated teacher.

Imposing discipline guidelines is another critical aspect of classroom management, helping establish clear expectations and rules to maintain a structured learning environment. Marzano and Marzano (2003) advocate for the importance of clear rules and procedures in effective classroom management. The participants highlight the necessity of implementing proper classroom management to provide better instruction, motivate student focus, and avoid disorder, emphasizing the role of guidelines in addressing behavior, participation, and tardiness.

Effective management creates a secure, valued, and respectful environment, allowing teachers to focus on instruction and student development (Llego, 2022). This was supported by the following emerging themes on the impact of effective classroom management: (a) a conducive learning environment, and (b) active class participation.

Ozen and Yildirim (2020) underscore the link between effective classroom management and the ability to create a productive learning environment, resulting in improved academic performance and achievement. Indeed, the classroom should be conducive and there should be an active participation of the students. As mentioned by Nkhata, et al. (2016), a classroom is a structured, interactive setting where a teacher and student participate in the teaching and learning process. The teachers' capacity to ensure efficient classroom management has an impact on the caliber of teaching and learning in the classroom. They added that efficient classroom management must be rooted in the mentors', teachers', and students' good relationships. For them, the beneficial mentor-student-teacher interaction improved the quality of the student teachers, and the student teachers' school experience regarding classroom management because mentors may provide advice. Hence, aside from preparing for a lesson, establishing good relationships must also be considered. Furthermore, Llego (2022) says that effective classroom management activities include: establishing rapport and building relationships; creating a positive learning environment; providing engaging instruction; promoting student engagement; having a clear and concise behavior policy; establishing classroom routines and procedures; implementing effective discipline; implementing effective communication; continuing professional development; and constantly reflecting on one's teaching methods.

Lastly, the mentioned themes generate how teachers feel when they effectively manage their classroom: (a) a sense of self-satisfaction and fulfillment and (b) motivation in teaching. The feelings associated with managing the classroom effectively include a sense of self-satisfaction and fulfillment, stemming from minimized disruptions and enhanced transfer of knowledge. Hence, leading the teacher to carry on their job successfully. Reduced stress and anxiety related to discipline issues lead to increased motivation in teaching, allowing educators to concentrate on teaching. Overall, effective classroom management emerges as a pivotal factor in fostering quality education, impacting teaching careers, and creating positive learning environments conducive to academic success and personal growth. As Hobbs (2013) said, a passion for one's work leads to growth and success as a teacher. Moreover, Bayani and Guhao, Jr. (2017) acknowledged that instructors' coping mechanisms, which included being imaginative and creative, diligent and conscientious, engaging pupils in engaging instruction, and remaining composed under pressure, lead to teachers' self-satisfaction and self-motivation. Furthermore, Sudarnoto (2023) also explains that effective classroom management leads to self-confidence, self-satisfaction, and self-motivation.

4.1.2 Experiences in Classroom Management

Emphasizing the importance of handling disruptive behaviors and fostering an inclusive learning environment are the focus scenarios shared by the participants. This is shown in the themes that were drawn from the results which are: (a) call students' attention; (b) set classroom policies; (c) use collaborative activities; and (d) give differentiated tasks.

To manage the class well, the participants share that calling students' attention is a basic technique to ensure that students are reminded of the importance of discipline and being attentive to the discussion. This ultimately fosters effective communication and a conducive learning environment. Additionally, using collaborative activities and giving differentiated tasks, as advocated by Nkhata et al. (2016), promote diversity, equity, and accessibility. Moreover, Prieur (2021) suggested 20 classroom management strategies that teachers can use in managing their classrooms. They are the following: model ideal behavior; let students help establish guidelines; document rules; avoid punishing the class; encourage initiative; offer praise; use non-verbal communication; hold parties; give tangible rewards; make positive letters and phone calls; build excitement for content and lesson plans; offer different types of free study time; write group contracts; assign open-ended projects; give only two scores for informal assessments; use EdTech that adjusts to each student; interview students; address inappropriate or off-task behavior quickly; consider peer teaching; and gamify personal learning. Each of them could help a teacher efficiently manage his/her classroom. In addition, Llego (2022) says that effective classroom management activities include: establishing rapport and building relationships; creating a positive learning environment; providing engaging instruction; promoting student engagement; having a clear and concise behavior policy; establishing classroom routines and procedures; implementing effective discipline; implementing effective communication; continuing professional development; and constantly reflecting on one's teaching methods. This is how big and complex the task of becoming a teacher and a second parent to the learners is. No wonder why teaching is the noblest profession among professions.

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4.1.3 Struggles encountered in classroom management

The theme generated in this aspect was the diversity of students' behavior. Unit-earner teachers reasoned out that because of a lack of in-depth training and knowledge about classroom management, they find struggles dealing with the diversity of students, particularly those with behavior problems and/or disinterested or unresponsive students.

Flexibility in classroom management strategies is essential to cater to diverse behaviors and learning styles, as highlighted by Charles (2019). This is consistent with Banks' (2019) emphasis on understanding the varying communication styles and behavioral expectations of diverse students. As Evertson et al. (2006) mentioned, maintaining appropriate student behavior; communication skills for teaching; managing problem behaviors; and managing special groups.

In connection to the generated theme about the diversity of student's behavior, the participants emphasized that imposing rules and using varied teaching strategies and activities helped them deal with these struggles as present in the drawn themes: using teacher authority, and choosing appropriate strategy. Evertson et al. (2006) suggested different effective classroom management activities a teacher can use to effectively manage his or her classroom, namely: organizing classrooms and supplies; establishing classroom norms and expectations; fostering student accountability; getting off to a good start; planning and conducting instruction; managing cooperative learning groups; maintaining appropriate student behavior; communication skills for teaching; managing problem behaviors; and managing special groups.

Moreover, Prieur (2021) suggested 20 classroom management strategies that teachers can use in managing their classrooms. They are the following: model ideal behavior; let students help establish guidelines; document rules; avoid punishing the class; encourage initiative; offer praise; use non-verbal communication; hold parties; give tangible rewards; make positive letters and phone calls; build excitement for content and lesson plans; offer different types of free study time; write group contracts; assign open-ended projects; give only two scores for informal assessments; use EdTech that adjusts to each student; interview students; address inappropriate or off-task behavior quickly; consider peer teaching; and gamify personal learning. Each of them could help a teacher efficiently manage his/her classroom. Llego (2022) says that effective classroom management activities include: establishing rapport and building relationships; creating a positive learning environment; providing engaging instruction; promoting student engagement; having a clear and concise behavior policy; establishing classroom routines and procedures; implementing effective discipline; implementing effective communication; continuing professional development; and constantly reflecting on one's teaching methods.

4.1.4 Insights of the Participants to Effectively Manage One's Classroom

Effective classroom management involves maintaining a balance between approachability and discipline (Charles, 2018). Evertson et al. (2006) said the primary responsibility of a teacher is to support each student in achieving their best level of accomplishment, not to grade or manage them. Any program for classroom management should have self-management as its long-term objective. Moreover, Prieur (2021) suggested 20 classroom management strategies that teachers can use in managing their classrooms. They are the following: model ideal behavior; let students help establish guidelines; document rules; avoid punishing the class; encourage initiative; offer praise; use non-verbal communication; hold parties; give tangible rewards; make positive letters and phone calls; build excitement for content and lesson plans; offer different types of free study time; write group contracts; assign open-ended projects; give only two scores for informal assessments; use EdTech that adjusts to each student; interview students; address inappropriate or off-task behavior quickly; consider peer teaching; and gamify personal learning. It is evident in the emerging themes of this particular structured theme which are: (a) build communication with students; (b) be friendly but set limitations; (c) incorporate games in instruction; (d) roaming around during discussion and activity; and (e) avoid scolding students all the time. The participants of this research revealed that to manage their classroom effectively, they must see to it that their strategies are effective and appropriate to the students of the class.

Adapting varied teaching strategies and activities, as suggested by Tomlinson and Imbeau (2010), is vital for meeting students' diverse needs as supported by the following emerging themes: observing and identifying students' needs, and adapting varied teaching strategies and activities. According to Gentry (2013), who referenced Levy (2008), educators have a responsibility to make sure that every student satisfies the requirements. With a variety of teaching strategies, educators can address the expectations of each student and motivate them to surpass the benchmarks. In addition, the classroom scenario must include a sophisticated way of student activity actions if teachers are to develop effective teaching-learning that is suitable to their students' demands (Apalla, 2020). According to what has been mentioned by Senge, Blane (2021) noted concerning the role of a teacher, teachers educate pupils about a certain subject area using a variety of teaching strategies and resources, imparting their expert knowledge on the subject.

The emerging themes from the participants' responses highlight the significance of observing and identifying students' needs, as well as the subsequent adaptation of teaching strategies and activities to foster effective learning environments. This aligns with the inclusive education paradigm, emphasizing the importance of tailoring instruction to accommodate diverse learning styles. This awareness allows teachers, unit-earner, or education graduate, to modify their instructional approaches to cater to the individual needs of each student, creating an inclusive and supportive learning atmosphere.

4.1.5 Recommended Professional Development Programs

Fullan (2007) emphasized that education is an evolving field, and professional development is essential for teachers to adapt to these changes. Thus, there is truly a need for unit-earner teachers to participate in ongoing programs that center on developing their skills, particularly in class management. This is evident in the themes generated namely: (a) trends of the new educational curriculum; (b) enhancement of classroom management techniques; and (c) training on handling diverse behaviors of students.

There are professional development programs provided by the Department of Education and other private sectors. Seminars and workshops are continuously conducted, dedicated to the enhancement of the skills and abilities of teachers not just in classroom management but also in other areas such as in educational skills, leadership skills, abilities required to engage in scholarly activities and personal development, and abilities to design and implement a professional development plan. Unit-earner teachers are encouraged to participate in such programs to be updated on relevant teaching strategies.

In conclusion, the findings of this research underscore the importance of effective classroom management in creating a positive learning environment, fostering inclusivity, and supporting student success. Unit-earner teachers face various challenges, particularly in adapting to the diverse needs of students. Continuous professional development programs are vital to equip these teachers with the skills and knowledge needed to navigate the ever-evolving educational landscape.

4.2 Implications for Practice

After fully validating the set of data, various results were recognized as an outcome of this research intent. Thus, the points that will be mentioned are the implications for practice.

On Views of the Relevance of Classroom Management to the Attainment of Quality Education. Unit-earner teachers recognize the significance of effective classroom management for student learning, teaching experiences, and teacher motivation. They understand that classroom management is not just about discipline but also about creating a conducive learning environment and facilitating active class participation. Effective classroom management positively impacts teachers' job satisfaction and motivation. Teachers who can successfully manage

their classrooms experience a sense of self-satisfaction and fulfillment, and they are more motivated in their teaching, leading to better educational outcomes.

On Experiences in Classroom Management. Unit-earner teachers acknowledge the challenges of handling disruptive behaviors of disinterested or unresponsive students in the classroom. They stress the importance of using teacher authority and choosing appropriate strategies to re-engage students. Moreover, the importance of calling students' attention and setting clear classroom policies are techniques to manage disruptive behavior effectively.

On Struggles Encountered in Classroom Management. Unit-earner teachers recognize the diversity of students in their classrooms, including variations in behavior, learning styles, and cultural backgrounds. They acknowledge the need for flexible classroom management strategies to accommodate these differences. It is also important to foster an inclusive learning environment despite this diversity. Creating an inclusive learning environment is essential for effective classroom management. Collaborative activities and differentiated tasks are highlighted as effective strategies for fostering inclusivity in the classroom.

On Insights of the Participants to Effectively Manage One's Classroom. Unit-earner teachers have identified several strategies that work well in managing a class, such as building strong communication with students, being friendly yet setting limitations, incorporating games in instruction, roaming around during discussions, and avoiding excessive scolding. In addition, it is worth noting that classroom management is an ongoing process. Teachers should persistently recognize the need to observe and identify students' needs and adapt varied teaching strategies and activities to cater to diverse learning styles and abilities.

On Recommended Professional Development Programs. Unit-earner teachers express a need for continuous professional development programs. These programs should focus on keeping teachers informed about the trends in the new educational system, enhancing classroom management techniques, and providing training on handling diverse student behaviors. Department of Education and other private sectors conduct seminars and trainings for teachers. Schools also conduct in-house training for the teachers' professional growth.

4.3 Implications for Future Research

This study is beneficial to the school administrators of Assumption Academy of Monkayo, Inc. and Monkayo National High School. The findings of this inquiry may shed light on others or open opportunities for improvement. Therefore, similar studies should be conducted by future researchers.

First, future research may focus the study on unit-earner teachers who are still in their first year of teaching. This is to see their experiences as first-timers on the field without having a four-year education degree.

Second, future researchers may also conduct comparative research comparing the experiences of education graduate teachers and unit-earner teachers in terms of strategies in classroom management.

Third, action research anchored on mentorship between seasoned teachers and unit-earner teachers as part of the development program to ensure growth and improvement.

Lastly, a correlation study can also be done to see the impact of specialized training programs on the practical skills of unit-earner teachers inside the classroom in terms of classroom management.

5. CONCLUSIONS

Teachers as facilitators of learning are expected to deliver instruction that ensures the utmost learning of the student. Classroom management plays a vital role in achieving this. For unit-earner teachers who had little in-depth background in classroom management, had their struggles in dealing with disruptive behaviors and ineffective techniques. They were able to cope with the challenges and learned to adapt effective strategies and techniques through their years of experience. Therefore, they should be provided with continuous professional development programs by the school to ensure they are equipped with the trends in the educational system.

6. ACKNOWLEDGEMENT

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