

UNVEILING THE TAPESTRY: EXPLORING TEACHERS' WORLDVIEWS IN NAVIGATING PRIMARY LEVEL PUPILS' BEHAVIOR

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Abstract

Regulating the pupils' behavior is challenging for a teacher in public elementary schools. However, teachers' passion fuels them to uplift pupils' character and conduct. This study explored the teachers' worldviews in navigating the behavior of primary-level pupils' in Norala Central Elementary School. Transcendental Phenomenology was used to describe specifically and substantially teachers' experiences in navigating the behaviors of primary pupils at NCES. Utilizing a validated interview guide, five teacher-participants from grades one up to three, with three years and above of teaching experience, were selected in the study with thematic analysis applied to analyze their experiences, context, and perspectives on how teachers view themselves in the future.

The study identified six relevant themes on lived experiences of teachers in navigating the behavior of primary-level pupils: personal choice and decision, teaching in decades, learners' diverse behavior, pupils' progress and excitement, teaching strategies and management and setting expectations, communication, and reinforcement. The finding suggests that the contexts of the live experiences of teachers in navigating the behavior of primary-level pupils are individualized and collaborative strategies, classroom behavior and engagement and parent-teacher collaboration and training. Additionally, teachers view themselves in the future as molding primary learners and fostering innovative teaching.

Keywords: Teacher's Lived Experiences, Primary Level Pupils' Behavior, Navigating Pupils' Behavior.

Introduction

Having an effective learning environment is important in educating learners. Its objective is to create an environment where pupils have numerous learning opportunities. (Emmer et al., 2001) Define classroom management as teachers' strategies and behaviors to enhance the learning environment. Maintaining a well-organized classroom encourages better learning by involving pupils in their assigned tasks.

Positive educational outcomes depend significantly on teachers' capacity to oversee pupils' behavior and run their classes. (Bushaw et al., 2017) Student behavior is a major school problem and an important barrier to effective teaching. (Reinke et al., 2013) 65% of teachers said they had received inadequate training on how to deal with these challenging behaviors. Additionally, some public-school teachers view their pupils' attitudes as a significant problem affecting educational institutions (Chen, 2015).

Teachers have to cope with various kinds of behaviors that might occur in their classrooms and harm the children involved, including violent acts like stealing noise and vandalism. For quite some time, such circumstances can interrupt the ongoing discussions in the classroom, demanding the teacher's immediate attention. Therefore, it is the responsibility of teachers to counsel and support pupils in any way they can.

Thus, this study was carried out to better understand how teachers navigate the actions of primary-level learners. The study also examined the different classroom management and instruction strategies employed by these teachers to their primary-level learners.

Research Questions

1. What are the lived experiences of teachers in navigating the behavior of primary-level pupils?
2. What are the contexts of the live experiences of teachers in navigating the behavior of primary-level pupils?
3. How do the teachers view themselves in the future?

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Methodology

Research Design

This study employed Transcendental Phenomenology (TPh). Qualitative research focuses on reports of experience or data that cannot be sufficiently expressed statistically and focuses on the description and interpretation that leads to developing new concepts or theories or evaluating an organizational process (Hancock et al., 2009). The TPh has been employed in the following studies (Bugnos et al., 2022; Protacio, 2022; Tacogue, 2022; Felongco et al., 2022; Sonza et al., 2022; Bingco et al., 2022; Protacio, 2021a; Protacio, 2021b).

Research Locale and Participants

The research was conducted on NCES teachers from grades one to three, with three years and above of teaching experience as the study's selected participants. Participants were chosen due to their long years of service because they have already encountered varied pupils' behaviors and applied many strategies.

Research Instrument

The researcher prepared an interview guide. It is composed of two parts: the first part is a set of questions about the profile of the teachers, determining their age, grade level, and years of teaching at the primary level, and the second part consists of questions about pupils' behaviors and the experiences of teachers in navigating with them.

Data Gathering Procedure

The researcher obtained approval from the school division Superintendent, District Supervisors, and School Heads to conduct the survey. Then, questionnaires were distributed to the participants, who were allocated at least thirty minutes to one hour to answer the questions the researcher threw. Additionally, the researcher conducted personal interviews with the participants, obtaining consent and recording their responses verbatim.

Data Analysis Methods

This study used thematic analysis to identify, analyze, and report patterns and themes within the data. Six steps are covered in thematic analysis: familiarizing the data, generating initial codes and themes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Protacio, 2021b; Gasan et al., 2023; Sanda et al., 2023).

Results and Discussion

Lived Experiences of Teachers in Navigating the Behavior of Primary-Level Pupils

Through comprehensive procedural data analysis and interpretation, 6 relevant themes were articulated. They were all synthesized from 30 formulated meanings and 7 initial themes. They are

Personal Choice and Decision, Teaching in Decades, Learners' Diverse Behavior, Pupils' Progress and Excitement, Teaching Strategies and Management and Setting Expectations, Communication and Reinforcement.

Theme 1: Personal Choice and Decision

The theme discusses how a teacher's experiences, environment, and personal elements, including hobbies, attitudes, beliefs, and motivations, influence the decision to become a primary teacher. (Olsen, 2008) This decision is shaped by different variables, including a desire to work with children, a love of teaching, and the influence of excellent teachers. These factors greatly impact individuals to teach at the primary level. The following are the shared experiences of the participants:

"I choose to be a primary teacher because I love teaching pupils and I love shaping the young mind of pupils and I think I am comfortable teaching in lower grades."
(P3)

Theme 2: Teaching in Decades

The theme discusses that teaching in primary school for ten years or longer is deeply dedicated to forming learners' minds in their formative years. Teachers who devote so much of their careers to teaching in primary schools frequently get an in-depth awareness of young learners' educational, emotional, and developmental requirements. (Nair, 2024) Asserts that dedication is one of the most crucial aspects of teaching. Their time in the institution also indicates a love of education and a commitment to improving pupils' lives. With time, these teachers emerge as key players in their communities, enhancing the academic performance and the overall welfare and feeling of community their pupils experience in the classroom. The following are the shared experiences of the participants:

"I have been a primary Teacher for almost six years already, going seven." (P2)

Theme 3: Learners' Diverse Behavior

The theme observed both positive and negative behaviors in a primary school setting. Teaching frequently includes monitoring and controlling many pupils' actions, including positive and negative conduct. Primary learners display a variety of behaviors that can greatly affect everyone's educational experience, such as disruptiveness, inattentiveness, or even bullying, in addition to good traits like curiosity, excitement, and motivation to study. (Awang et al., 2022) Claim that although they might not use as much praise and encouragement, teachers encourage

positive conduct through guidance. The following are the shared experiences of the participants:

“Sa positive side, Sir, most of my pupils are curious about learning new ideas, kag and iban sa ila willing to discover new concepts and ideas and are excited about a new learning. Some of my pupils, Sir, are working together with their peers or classmates. On the negative side Sir, ang always ko makita sa akon mga pupils is Bullying. Yung mga batang malalaki nagtatake advantage sa mga maliliit na bata at inaaway nila. Not only that, Sir, but some are noisy during class hours, perti gid ni sila ka gahod, Sir.” (P1)

Theme 4: Pupils' Progress and Excitement

The theme discusses the joys and fulfilments of primary teachers from pupils' growth and happiness in elementary schools, as highlighted (Wardani, 2020); this emphasizes the significant influence of teaching beyond simple knowledge transfer. Teachers enjoy seeing their pupils succeed in the classroom, on an emotional level, and in social situations. This strengthens their commitment to their work. The following are the shared experiences of the participants:

“The sources of my joy are observing my pupils progress over the school year and witnessing my pupils grasp new concepts, achieve academic milestones, or demonstrate personal growth. Knowing I played a role in their development is a significant source of joy.” (P4)

Theme 5: Teaching Strategies and Management

The theme emphasizes that maintaining pupils' attention spans and controlling noise levels can be very difficult tasks for teachers in a primary school. However, these problems can be resolved by implementing interactive teaching methods and well-planned seating arrangements. (Wannarka et al., 2008) Demonstrated the benefits of having pupils seated in rows, particularly in terms of reducing distractions during individual work and promoting a more orderly atmosphere favourable to learning. A classroom conducive to learning minimizes distractions and fosters participation can be created by combining interactive teaching with strategically placed seats. The following are the shared experiences of the participants:

“The challenges that I encounter in handling the behavior of primary learners were their short attention span, halimbawa gin tudlo an mo sila after pila ka minutes or oras malipat dun na sila, so as a primary teacher dapat creative ka gid mag

tudlo sa mga bata para madumduman gid nila. Another one is ang influence sand ila peers, ang mga mabuo nga pupils ma impluwensyahan sang mga dungol, so ang gina ubra ko ang mga dungol is gina pa tupad ko bangko sa mga behave nga pupils para ma radiate nila ang good behavior sng isa ka pupils.” (P3)

Theme 6: Setting Expectations, Communication, and Reinforcement

The theme emphasizes the difficulties primary teachers face, such as burnout from managing classes and catering to the various needs of their pupils.

Nonetheless, these stresses can be minimized by establishing clear expectations, encouraging open communication, and providing positive reinforcement. (Finley, 2017) Asserts that positive reinforcement, including promoting and praising pupils in private, helps pupils develop self-management skills and fosters a happy learning environment that may help prevent teacher fatigue. The following are the shared experiences of the participants:

“In managing the behavior of the primary learners, I establish clear expectations from my pupils and create a structured learning environment. I also employ positive behavior reinforcement strategies, such as praising pupils for correct and commendable actions and presenting awards, which fosters a positive atmosphere and motivates good conduct. Kapag ang pupil naman ay nagpapakita ng misbehavior sir kinakausap ko ito kung anu ang problema. By managing the behavior of the learners effectively sir, yung pag uwi mo wala kanang iisipin na problema pag dating sa bahay, kumbaga wala kanang dadalhin na trabaho pag dating ng uwian sa hapun. Ensuring a healthy balance between my personal and professional life is crucial as a Primary teacher to prevent burnout.” (P3)

Themes on the Contexts of the Live Experiences of Teachers in Navigating the Behavior of Primary-Level Pupils

Through comprehensive procedural data analysis and interpretation, 3 relevant themes were articulated. They were all synthesized from 14 formulated meanings and 5 initial themes. Individualized and Collaborative Strategies, Classroom Behavior and Engagement, and Parent-Teacher Collaboration and Training.

Theme 1: Individualized and Collaborative Strategies

The theme focuses on how to deal with a variety of pupil misbehavior at the primary level. To effectively manage behavior, parents and the community are just two of the stakeholders that must work together. Since different circumstances influence every pupil's behavior, customized strategies like functional behavior assessments can identify particular requirements and adjust interventions for those needs (Anderson et al., 2005). The following are the shared experiences of the participants:

“The challenging behavior of the primary learner that I need to navigate is making excessive or too much noise during the class discussion; some will shout even if you are not asking them. To address the child's behavior, I talk to them personally, and the next day, they portray the same attitude, wala gid improvement, sir, so I call their parents' attention to address the issue properly. After that, they gradually change their behavior and participate in class discussion.” (P3)

Theme 2: Classroom Behavior and Engagement

The theme speaks about how a well-designed classroom is essential for encouraging positive behavior and involvement from pupils. It includes careful arrangement of desks, chairs, and other furniture, significantly affecting how pupils interact with their peers, teachers, and instructional materials. (Ornelles, 2007) Classroom flexibility enables changes in line with teaching strategies and pupil needs, essential for supporting a range of learning activities and styles. Carefully planned workspaces reduce interruptions, encourage teamwork, and create a disciplined atmosphere that supports long-term concentration and output. The following are the shared experiences of the participants:

“A well-organized and strategically structured classroom can set an environment for positive behavior, kung na plastar mo mayad ang imu classroom sir, maiwasan gid ang misbehavior sang mga pupils. First and foremost, the physical arrangement should be created to promote easy movement, clear vision, and quick access to instructional materials para sa mga pupils. Additionally, the seating arrangement has a big impact on the classroom atmosphere, dako gid nga bulig ang seating arrangement nila sir, and mga fungal indi mo gid pag stupid ky ma was gid na ila misbehavior. This helps me

prevent the disruptive behavior of the pupils.” (P1)

Theme 3: Parent-Teacher Collaboration and Training

The theme explains the importance of parent-teacher collaboration in creating a harmonious and encouraging learning environment for pupils. This cooperative method enables both sides to share insightful information, identify areas for improvement, and develop plans to raise pupils' performance. A study on parent-teacher partnerships found that building solid and beneficial relationships between homes and schools requires efficient communication (Sandar et al., 2022).

Moreover, teacher training and ongoing professional development are important in supporting educators' ability to effectively foster pupils learning. The following are the shared experiences of the participants:

“Collaboration between parents and teachers is vital for effectively managing the behavior of primary pupils. When parents and teachers work together, behavioral issues can be addressed. Additionally, teachers' personal and professional development provides them with opportunities to enhance their professional skills.” (P3)

Relevant Themes on the Teachers View Themselves in the Future

Through comprehensive procedural data analysis and interpretation, there are 2 relevant themes were articulated. They were all synthesized from 10 formulated meanings and 5 initial themes. Molding Primary Learners and Fostering Innovative Teaching.

Theme 1: Molding Primary Learners

The theme emphasizes the profound fulfilment and joy that teachers receive from interacting with young pupils. (Summer et al., 2022) Teaching young learners may be joyful and fulfilling since it fosters a fundamental attitude for effective teaching strategies and uses scaffolding, genuine resources, and competency development. Since they develop pupils' love of learning and critical skills, educators find that they are continuously pushed in the most fulfilling way. The following are the shared experiences of the participants:

“Yes, Sir, because I enjoy fostering the development of young minds, witnessing the growth and learning of children, and finding fulfilment in contributing to their

educational journey, I still want to be a teacher of primary learners.” (P5)

Theme 2: Fostering Innovative Teaching

The theme explains that promoting pupil achievement in today's educational environment involves a commitment to creative teaching methods and successful teaching techniques. (Khatoon et al., 2023) Innovative teaching techniques can support pupils' achievement by boosting academic standards, resolving problems, and encouraging fair learning-all of which are essential for fostering the growth of youth leadership in education. The following are the shared experiences of the participants:

“One of my aspirations is a strong desire to witness my pupils thrive both academically and personally, and I believe achieving this goal involves several key strategies. First and foremost, I am committed to putting forth my best effort as a teacher, continuously improving my teaching methods, and staying informed about innovative and effective approaches to education. I understand the importance of tailoring my teaching strategies to meet the diverse needs of individual pupils, providing personalized support to help each child succeed. Moreover, fostering a love for learning is crucial; I aim to create a classroom environment that sparks curiosity and enthusiasm, making education an enjoyable and engaging experience for my pupils. Ultimately, by dedicating myself to these principles, I hope to contribute significantly to each pupil's academic and personal success under my guidance.” (P4)

Conclusion

The teachers' significant experiences in managing the behavior of pupils as well as their future perspectives on education. Teachers are incredibly dedicated to their work with young learners and greatly enjoy seeing their growth. Despite difficulties with noise and attention span, they establish a supportive learning environment in the classroom through clear communication and positive reinforcement. Primary teachers' success depends on working with parents and continuing their professional development. Teachers want to be innovative and successful educators who allow pupils to succeed and develop a love of learning. Generally, this research emphasizes the need to assist teachers and foster healthy classroom settings in elementary education.

Conflict of Interest

The author declares no conflict of interest in the conduct of this research.

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