

# Navigating the Teaching Journey: a Qualitative Study of Teachers' Experiences in Managing Learner's Behavior in Post-pandemic Within Inclusive Education Program

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## Abstract

The teaching journey is a dynamic and multifaceted process that encompasses a range of experiences, challenges, and growth. The purpose of this study is to determine the lived experiences of the teachers during the post-pandemic and within inclusive education program of 15 teachers in Cathedral School of La Naval, Inc. Naval during the School Year 2024-2025. Thus, the study used a qualitative approach to identify the teachers' experiences in managing the learners' behavior. Semi-structured interviews and thematic analysis will be used as primary data collection and analysis methods. Specifically, this study intends to find out actual experiences of the teachers in the post-pandemic within inclusive education program, and coping mechanism of teachers with the challenges in managing learner's behavior in post-pandemic within inclusive education program. The findings show that the complexity of hybrid learning, increased social-emotional difficulties, and various behavioral needs of students influenced teachers' experiences in post-pandemic inclusive education. In addition, assessing student readiness (IDI-E) and adjusting instruction as necessary is another effective strategy. Moreover, being flexible in responding to the needs of each individual student, teachers ensure that no student feels pressured to participate while still engaging them effectively. Furthermore, the data highlights that while behavior management in post-pandemic times is still challenging, educators are creating resilient and diverse approaches. It is therefore recommended in this study that teachers should be provided with professional development, collaboration and peer support, implementation of school-wide initiatives, and the use of technology in education.

## INTRODUCTION

The classroom is a sample of real life, crowded, complex and potentially chaotic, thus it is dynamic and not isolated from life. That's why, it is highly possible to come across problem behaviors stemming from the dynamic structure of the class or physical, social, educational dimensions of the class, or learners' characteristics and teacher's classroom management skills (İflazoğlu Saban & Bulut Özsezer, 2022).

This study seeks to provide a comprehensive understanding of teachers' experiences in managing learners' behavior in a post COVID-19 pandemic time, how the changes have persisted and influenced teachers' practices, and shedding light on the enduring effects of the pandemic. By probing into the actual experiences of teachers, this research aims to offer insights that can inform professional development programs and instructional practices, ultimately enhancing the quality of education in a transformed world.

### **Statement of the problem**

This study aims the following: (1) investigate the actual experiences of the teachers in the post-pandemic within inclusive education program, (2) develop teachers coping mechanism with the challenges in managing learner's behavior in post-pandemic within inclusive education program, (3) Obtain different insights of the teachers that can be shared to the academe, to the society and to the future researchers.

### **APPROACH/METHODOLOGY**

This study employs a qualitative research design to explore semi-structured interviews and thematic analysis will be used as primary data collection and analysis methods aiming to gain a deeper understanding the actual experiences of the teachers in the post-pandemic within inclusive education program, teachers coping mechanism with the challenges in managing learner's behavior in post-pandemic within inclusive education program and present different insights of the teachers that can be shared to academe, to the society and to the future researchers.

Data were collected through interview with participants selected using purposive sampling to ensure a diverse and informative range of viewpoints.

In this section, the research methods, including participant selection, data collection procedures, and data analysis technique, will be outlined. The focus is on how these methods contribute to answer the research questions and ensuring the validity and trustworthiness of the study's findings.

### **RELATED LITERATURE**

This section includes the review of literature, conceptual and studies that are related and relevant to the current study.

#### **It includes literature review categories/subtitles:**

##### **Teacher's Experiences of Learning Transition**

As a response to the challenges brought about by COVID 19, the Department of Education (DepEd) developed a Basic Education Learning Continuity Plan (BE-LCP). This is under the DepEd Order No. 012, s. 2020 titled Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021. The BE-LCP highlighted blended distance learning modalities to meet the learning needs of students until the DOH, IATF and the President will lift or relax the prohibition of face-to-face learning.

##### **A. Distance learning**

##### **B. Transition to Distance Learning during COVID-19 Pandemic**

##### **Student's Behavior**

The lack of face-to-face interaction and the over-reliance on virtual communication tools during the pandemic may have weakened students' social skills and their ability to adhere to classroom norms. According to a study in the "Journal of School Psychology," students demonstrated more frequent instances of defiant behavior upon their return to traditional classroom settings, likely as a consequence of prolonged social isolation (Smith et al., 2021).

##### **A. Increased Apathy and Lack of Motivation**

##### **B. Heightened Disrespect and Defiance**

##### **Online Modality Transitioning to Face-to-Face Learning Modality.**

##### **A. Cell Phone and Social Media Addiction**

The pandemic's reliance on digital devices for remote learning has significantly exacerbated cell phone

and social media addiction among students. The “International Journal of Environmental Research and Public Health” reported that screen time among adolescents nearly doubled during the pandemic, leading to increased dependency on digital devices and social media platforms (Elhai et al., 2021).

## ANALYSIS

To examine the data, thematic analysis will be used to present common themes and patterns. The analysis of the gathered data will be guided by Braun and Clarke (2006), with their 15 points model on how to conduct good thematic analysis. These 15 points strengthened the analysis of the gathered data. Data analysis for qualitative research necessitates that the acquired data be properly organized. People who have experienced the reality of the topic under investigation are the sole verifiable source of information, according to Noble and Smith (2013). The challenge for qualitative researchers is to present a cohesive representation of the data, which can be ‘vast’ and ‘messy’, and needs to make sense of diverse viewpoints or complex issues. The process of data analysis is to assemble or reconstruct the data in a meaningful or comprehensible fashion, in a way that is transparent, rigorous and thorough, while remaining ‘true’ to participants’ accounts. Therefore, verbatim transcripts of audio-recorded interviews are the most frequently used source of data, although other sources like group discussions, written recollections, or diaries may also be employed.

## RESULT AND DISCUSSION

The analysis pertaining to teachers’ experience in managing learner’s behavior in post-pandemic within inclusive education program of Cathedral School of La Naval, Inc. illustrated per question.

### **Question # 1: What are the actual experiences of the teachers during post-pandemic and within inclusive education program?**

The findings show that the complexity of hybrid learning, increased social-emotional difficulties, and various behavioral needs of students influenced teachers’ experiences in post-pandemic inclusive education. Although they also brought attention to the urgent need for continuing support and resources, teachers’ adaptive strategies—such as differentiated instruction, Social and Emotional Learning (SEL) integration, and relationship-building—were crucial in overcoming these obstacles. These experiences imply that holistic support systems that cover both academic and emotional development for a range of learner needs should be given priority in post-pandemic educational strategies.

### **Question #2: How do the teachers cope with the challenges as regards learner’s behavior management in the post-pandemic and within inclusive education program?**

Finally, assessing student readiness (IDI-E) and adjusting instruction as necessary is another effective strategy. By being flexible in responding to the needs of each individual student, teachers ensure that no student feels pressured to participate while still engaging them effectively.

## **Coping Strategies for Learner Behavior Management in Post-Pandemic within Inclusive Education Settings**

In conclusion, this data highlights that while behavior management in post-pandemic times is still challenging, educators are creating resilient and diverse approaches. They are fostering their own resilience in the face of emerging educational challenges while also supporting student’s success through observation, empathy, teamwork, and self-care.

## **Teachers' insights on post-pandemic learner behavior management within an inclusive education program.**

In conclusion, educators' observations suggest that a multifaceted strategy is necessary for successful behavior management in inclusive education following the pandemic. Teachers can establish inclusive and supportive classroom environments that encourage positive behavior and academic success for all students by emphasizing individual needs, placing a high priority on mental health, offering sufficient training and resources, encouraging collaboration, preserving flexibility, supporting inclusive policies, and putting proactive strategies into practice. In the end, these educators' combined experiences and suggestions provide a useful basis for improving teaching methods in a world that is changing quickly.