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EXPERIENCES OF TEACHERS HANDLING STUDENTS WITH DIFFICULTY IN DISPLAYING INTERPERSONAL BEHAVIOR

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ABSTRACT

This qualitative study aims to examine the experiences of teachers in handling learners with difficulty in interpersonal behavior. Understanding these adaptations is crucial for developing effective teaching strategies that meet current and future educational demands. Based on empirical studies published from 2020 to 2023, the review aims to showcase successful strategies for phenomenological research. Interviews were used to describe themes and identify teachers' experiences, challenges, perceptions, and strategies. The results of the study reveal three themes. The first theme is the Teachers' Experiences, which encompasses opportunities and satisfaction, complications and challenges, confusion and problems, adjustments and lack of motivation, difficulties, divided attention, and academic transitions. Meanwhile, the Coping Mechanisms employed by teachers which includes seeking inspiration, facing challenges, using eclecticism, performing duties, demonstrating altruism, and implementing collaboration. The final issue is the Perspectives shared by teachers, which includes themes such as professionalism, performance in the new context, students' needs, work-life balance, innovative language teaching methods, and broad perspectives. The study highlights the importance of educational programs in Filipino and provides suggestions for improving instruction methods in Filipino schools in handling learners with interpersonal behavior.

Keywords: Teaching, students with interpersonal behavior, teaching strategies, qualitative study

1. INTRODUCTION

Studies on teacher wellbeing have focused primarily on the negative factors that affect teachers, i. e., pressures related to administrative overload, class management, and lack of team support and supervision. The most cited workplace-related factors that can influence job satisfaction concerning well-being like the content of the job, role conflicts, and role ambiguity; the pressure of work and autonomy, physical and material working conditions, school management, school climate, and interpersonal relationships are among these factors.

Existing research studies many aspects and characteristics and shows promise for conceptualizing, measuring, and improving teachers' well-being in teacher-student interactions, but many gaps remain. However, what is neglected in much of this research are social relationships between teachers and students as an essential aspect of a teacher's wellbeing. Teacher-student interactions have an impact on classroom management and affect learning and growth. According to the developmental perspective, establishing a positive teacher-student social relationship aids students' cognitive, social, and emotional development and enhances their mental wellbeing.

This study revolves around the interactions between teacher and students as teachers handles those with interpersonal behavior. The researcher teaches at La Union Elementary School of Hagonoy, Davao del Sur. The researcher thinks a vital importance is needed when the teacher has a very good standing relationship with students, especially social interactions between the two.

The study sought out answers to the following questions: What are the experiences of teachers in handling Learners with difficulty in Interpersonal behavior? What are the coping mechanisms of teachers in handling students with difficulty in interpersonal behavior? What are the learning insights of teachers?

This interpersonal sharing of opinions, interests, and feelings between two or more persons, in which participants are actively involved as both senders and receivers, has been termed interpersonal communication. Mutual interpersonal interaction, between student and teacher, is essential in developing a working relationship within the classroom. Therefore, the aim of this study is to identify certain core conditions in the student-teacher relationship that have an effect on student achievement.

Research in the field of interaction analysis and its relationship to pupil progress has only been under investigation since 2000. These studies have been termed process-product research. The process being student and teacher behaviors, while the product is the outcome of instruction. This argues Brophy (2019), is the starting point for improvement in the educational processes.

Having established the importance of human-relations development revolving around both student and teacher, it is important to examine the research concerning student-teacher relationships, continuing to interpersonal interaction skills, and concluding with a summary of pertinent findings of both.

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Student-Teacher Relationships

The importance of the relationship between the teacher and the students they teach can be significant. Few individuals would argue that teachers do not have the potential to affect a student's academic, social, and emotional growth more than any other person outside the family unit (Robinson & Schumacher, 2021). These relationships can be improved or hampered, depending on the communication between the two. Poor interpersonal communication often results in poor relationships, thereby, creating problems that are difficult to solve (Thomas, Karmos, & Altekruse, 2020).

Gone are the days of absolutism, where the teacher acted as a machine dishing out the facts while the student silently absorbed them. Today's classroom is student-centered. The student is an active participant who shares in the responsibility of planning and implementing learning activities. The teacher's role is that of a facilitator of learning experiences. The teacher motivates and guides student activities rather than dictating them (Kolczynski, 2019).

The student-centered language arts classroom, as described by Hemphill (2021), focuses on the individual student. The teacher uses the student's own experiences and innate ability to communicate experiences to build skills of oracy and literacy. The skills of reading, writing, listening, and speaking are taught in interrelated patterns. The effective teacher in this kind of classroom knows how to use the student's ability to express personal experiences as a basis for moving to more abstract skills, such as reading and writing. With this type of approach, the interaction between student and teacher helps to guide the learning to encompass student needs and interests (Clinkscale, 2019).

Teacher-student interaction must be based on firm foundations of mutual trust and understanding in order to be an effective mechanism for helping students. As defined by Teeter (2021), "Teacher's trust involves confidence in students' ability, positive expectations for their progress, and a willingness to let students participate not only in setting goals important to their education, but also in determining approaches to those objectives."

The importance of mutual trust, between student and teacher, is further supported by Clinkscale (2019). This mutual trust is a very important ingredient in developing a rapport with students, which is the end result of a good teacher-student relationship.

Smith (2020) observed that teacher-pupil interaction that includes the specific factors of teacher praise, task orientation, teacher questions, pupil initiation and response, appeared to be significant predictors of pupil progress in reading. A teaching situation that relied heavily on teacher-task orientation and teacher lecturing did not relate adequately to student achievement.

In the Day and Sheehan day-care study (2021), it was found that more growth-productive behavior occurred in classrooms where adults spent most of their time in activities either directly or indirectly related to those of the children, and more grow thin inhibiting behavior appeared in programs where adults were apt to be engaged in tasks apart from the immediate activity of the children. Where there was more growth-productive behavior, teachers maintained a rather consistent and personal contact with the children, engaged them in conversation about their activities, assisted in tasks, and instructed them when it seemed important and necessary. There was and apparent affection between the children and the teachers which was characterized by natural and unaffected interaction focused on the activities of the children.

Mussen, Conger, and Kagan (2019) further support the idea of active teacher guidance and participation being more beneficial than detachment. They found that when a teacher participated in student activities, suggesting that his/her interest was to be with the children, the children stayed at activities for long periods of time and were friendly and outgoing. When the staff was consistently moving from one project to the next and seemed, at times, to be avoiding children, the children had a short attention span and avoided contact with adults.

Teaching is more than a focus on methodological skills dealing with subject matter, it is also an interpersonal operation. As stated by Robinson and Robinson (2019), "Interpersonal relationships between teacher and student should be one of utmost concern." The teacher must deal with a child's psychological needs first, only then will the academic concept of 2 + 2 = 4 take on meaning (Gazda, Asbury, Balzer, Childers, & Walters, 2021).

Clinkscale (2019) also stated, "As one examines the years of changing styles and modes of instruction, one single factor seems to stand out: it is the quality of the relationship between teacher and learner that makes or breaks the learning achievement of the student."

Interpersonal Interaction Skills

Competent teachers have realized for years that teaching skills are the basis for learning. Educators agree that teachers must have the teaching skills they need to relate students to their learning experiences. In order to better communicate with students, teachers need interpersonal skills at their command. Interpersonal skills enable the teacher to enter the learner's frame of reference and prepare him/her for learning (Carkhuff, Berenson, & Pierce, 2022).

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The interpersonal skills are dependent upon the teacher providing certain core conditions. The conditions that have an effect on the interpersonal relationships of students and teachers are: warmth, empathy, respect, genuineness, concreteness, self-disclosure, immediacy, and confrontation (Robinson, Wilson, & Robinson, 2019). The presence of these conditions has been noted among successful teachers, and the absence of these conditions has been noted among unsuccessful teachers (Aspy & Roebuck, 2020).

Before focusing on these conditions and their effects on students, one must define these essential conditions: Warmth - the teacher's ability to demonstrate that he/she cares for the student as a person; Empathy - the teacher's ability to communicate an understanding of the student's interpersonal communications; Respect - the teacher's ability to demonstrate a belief in the student's ability to solve his/her own problems.; Genuineness - the teacher's ability to be real or honest with the student; Concreteness - the teacher's ability to pinpoint or accurately label feelings and experiences of the student; Self-Disclosure - the teacher's ability to reveal experiences of his/ her own that were similar to what the student is experiencing; Immediacy - the ability of the teacher to communicate to the student about his/her relationship as it exists at that moment in time; Confrontation - the teacher's ability to inform the student of a discrepancy between things that he/she has been saying and things that he/she has been doing. (Gazda et al., 2021; Robinson, Wilson, & Robinson, 2019).

The National Consortium for Humanizing Education (NGHE), set out to determine whether or not interpersonal skills make an important difference in the classroom. They began by establishing two different groups of teachers. One group would receive intense training in interpersonal skills development. The second group would receive no training. The findings of the NCHE strongly supported the relationship between the core conditions and student achievement. Students taught by teachers with interpersonal skills training scored significant gains on achievement tests. The relationship was stronger at the elementary level than at the secondary level. This finding is consistent with previous studies, thus lending further validity to the NCHE's findings (Aspy & Roebuck, 2020).

As a consequence of the research done by the NCHE, the data collected suggested that there is a significant relationship between a teacher's level of interpersonal ability and a student's self-concept. Students were given the "How I See Myself" self-concept test (Aspy & Roebuck, 2020) and in general seemed to be enhanced by the core conditions used by their teachers.

More recent studies lend support to the findings of the NCHE. Robinson and Schumacher, (2021) collected data in their investigation that show that the core condition of concreteness can be an important factor in student achievement. Students who were exposed to this condition scored significant gains in language arts, as compared to their peers who were not exposed to this condition of concreteness. It was also found that the more ability the teacher had in offering concreteness, the greater the rate of student achievement.

Studies on the conditions of warmth and empathy also support the relationship of interpersonal skills to student achievement. When a group of sixth grade students were exposed to these conditions by their teachers, they, too, scored greater gains in language arts. These gains were significant when compared to their counterparts who were instructed by teachers who did not provide these conditions (Robinson, Wilson, & Robinson, 2019).

Robinson, Wilson, and Robinson (2019) also reported in their study that students of teachers perceived as having the greater ability to show warmth and empathy achieved on the average over a year above the students of teachers perceived as having the lowest ability of communicating these conditions. This finding seems to suggest that the more noticeable differences in teacher's interpersonal skills ability, the greater the effect on students.

Many studies lend support to the idea that interpersonal skills can have a positive effect on students and teachers in the regular classroom setting, but what of the special education classrooms? What general findings of education, that are applicable to the regular classroom, are also applicable to the needs of exceptional children? In order to answer these questions, one must look to the study conducted by Robinson and Brosh (2019).

For the purpose of this study, teachers were trained in a 20-hour in-service program titled the Heart of Teaching. The program was designed to assist the teacher in dealing with the interpersonal communications of students through human relations development skills that emphasize the eight core conditions.

The results indicate that interpersonal communication skills for teachers of exceptional children may be an important aspect of the teacher's overall effectiveness. These findings are in accord with findings of the regular classroom setting. Teachers who were trained in providing effective levels of the core conditions were more successful in promoting student achievement in exceptional children than teachers who were not trained.

The effects of certain core conditions are not limited to student achievement, according to Harbach and Asbury (2020). They found that empathic understanding had some effect on negative student behavior as well. Teachers who can communicate understanding and caring will most often be able to establish good working relationships with students. As a consequence, students feel that their teachers care about them, and they in turn, care about what the

teachers think about their behavior. In general, one could say that the student's behavior appeared to reflect the behavior of the adults.

The teachers participating in the Harbach and Asbury study (2020) followed the model for human relations training presented by Gazda et al., (2021). Communication of empathic understanding by the teacher showed a significant decrease of negative student behaviors.

This study showed how teacher ability to communicate understanding to the student helps build a positive re1ationship for both. Although this study addressed the effects of empathic understanding on negative student behavior, these same skills can be used to the further development of all students.

Enhancing teacher–student interaction level can improve students' learning effects. Teacher–student interaction plays a positive role in mobilizing the classroom atmosphere, guiding students to form correct learning attitudes, and improving learning effects (Van de Pol et al., 2019). In higher education, teacher–student interaction enhanced. For example, teachers should add more interactive sessions and release classroom learning evaluation results in a timely manner to improve the synchronous interaction between teachers and students, which can help students reflect on their performance in class discussion, improve their learning attitude and methods, and enhance their learning performance.

Research has found that improving the psychological atmosphere and increasing the level of student engagement in online education can help enhance the learning effects of online education. Based on this mechanism, in the online education learning process, the design of teacher–student interaction achieves the purpose of improving students' learning performance and maximizing students' learning effects by improving the psychological atmosphere, thereby increasing students' learning enthusiasm and learning engagement.

In addition, it has been found that spiritual communication, the exchange of ideas between teachers and students, and social interactions are needed to foster harmonious development for both parties so as to achieve better teaching and learning results (Pennings et al., 2019). Teacher–student interaction is also a reflection of the relationship between teachers and students. Teachers and students must communicate emotionally to form spiritual interactions and build a new type of interactive teacher–student relationship. By adopting cooperative teaching, teachers and students can establish a sharing mechanism to better promote the improvement of students' learning effects.

2. METHODOLOGY

The qualitative method is utilized to explain, clarify and elaborate the meanings of different aspects of the human life experience. Therefore, researchers can interpret people's experiences because they are involved in human activities. The principle of 'no harm' to participants ought to be considered by researchers, who should be aware of the potential harms that might be inflicted upon study subjects. Obviously, sometimes a conflict between the right to know (defended on the basis of benefits to the society) and the right of privacy (advocated based on the rights of the individual) may happen (Bloor & Wood, 2019).

Fifteen (15) teachers will be involved in this study. The distribution of the participants are as follows: Five (5) participants from La Union ES, four (4) participants from Maliit Digos ES, three (3) from Quezon ES and three (3) from Ciriaco Gayud ES. The participants were selected through the following inclusion criteria: three (3) years or more than in public school teaching; resident of the identified community; and willing to participate in the study. The participants (teachers) were coded as L1 to L15 to protect their identity.

Thematic analysis was the coding method utilized so the researcher could identify themes and make judgments. Thematic analysis as being a "major coding tradition" and that through producing a matrix where a set of codes is applied to qualitative data (i.e., written texts), codes of interest that have been previously discovered allowed the researcher to organize the data and then summarize and synthesize the significant aspects of the interviews.

Thematic analysis is a good approach to research where you're trying to find out something about people's views, opinions, knowledge, experiences or values from a set of qualitative data – for example, interview transcripts, social media profiles, or survey responses. Data through in-depth interviews through a validated guide questions will be gathered, coded, thematized and interpreted.

Thematic analysis is used in many different research fields, but the steps are always the same, and the detailed description of the steps is from the famous article by qualitative researchers Virginia Braun and Victoria Clarke, called "*Using thematic analysis in psychology*".

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3. RESULTS

Experiences of teachers in handling Learners with difficulty in Interpersonal behavior

With the emergence of the new generation, teachers have gained various experiences in handling of leaners with difficulty in interpersonal behavior, as stated by the participants in the interview. These issues can be categorized based on the following themes: *complications in the teaching process, confusion and difficulties on duty, deficiencies and illiteracy of learners, and divided attention in school.* The concerns and experiences of teachers regarding their handling of learners with difficulty in interpersonal behavior are all discussed.

Coping mechanisms of teachers in handling students with difficulty in interpersonal behavior

Teachers remained steadfast despite the various challenges they encountered in handling learners with difficulty in interpersonal behavior to the new generation. The four (4) themes developed can be seen as mechanisms to help the teachers overcome all the challenges they experienced as teachers: *seeking inspirational support, overcoming intellectual challenges, performing school tasks, and engaging in educational collaboration.*

Learning insights of teachers in handling learners with difficulty in interpersonal behavior

No challenge is insurmountable with the right response. The teachers who participated in these trials overcame the challenges through their diligence, faith, unity, and cooperation. As a result, they gained clarity from the lessons learned from these events. In this section, the effects of handling learners with difficulty in interpersonal behavior will be discussed, summarized into four themes: *practicing professionalism, adapting to the new generation, meticulous teaching, and progressive academic transition.*

Analysis

The teachers implemented strategies to overcome obstacles in teaching reading. The teacher may use an engaging reading text as a learning strategy to capture the students' attention in the process of reading comprehension (Nurdianingsih, Fitri, 2023). They diverted the students' attention from social media and internet distractions, provided clear interpretation of ideas, allowed independent reading with proper time preparation, and strengthened essay writing about their experiences during the pandemic. On the other hand, the teachers also provided additional reading materials, repeated the lessons throughout the week, assigned students to return to school with a letter, set research tasks for the students, rewarded readers with incentives, showed engaging videos, and used activities and other materials to enhance reading comprehension. McBride et al. (2023) mentioned in their study that inspiring students to engage in analyzing their responses, particularly their emotional reactions, can help them see themselves as active participants and begin to develop their identities as readers in ways that may lead to greater engagement.

The teachers reminded themselves of their strong commitment to their duties despite the challenges they faced. They remained open to new directions related to reading, viewed obstacles as steps toward success, and continued to teach children how to read. They embraced various technologies to enhance their knowledge and wholeheartedly accepted the responsibility of teaching. Teachers who use technology in their teaching improve their students' success, making them critical thinkers and motivated learners (Evangelico V, et al. (2021). Teachers approached their work with dedication, considering the primary goal to transform non-readers into independent and skilled readers in the future. As noted by Jamon et al. (2021) in their study, without reading skills, it is difficult to imagine how they could survive in these unfavorable situations. They emphasized patience as an essential quality learned through teaching reading and understood the importance of maintaining a positive outlook.

The current school re-opening has brought about widespread changes in the education system, particularly in handling learners with difficulty in interpersonal behavior which is one of the key factors in students' success across various subjects and opens doors for their lifelong participation in society. Teaching is no longer limited to traditional methods but includes new approaches to maintain students' interest.

According to the research of Gloria (Küçükoğlu H,2023; McBride,.2019) and Javier (2023) it is important to note that teachers are not only delivering lessons but also continually striving to develop new teaching methods to capture their students' attention. The ability to read depends on each person's capability to fully and accurately understand texts. Despite the rapid development of school curricula, young people facing reading challenges remain a primary issue in the field of education. Consequently, teachers employ various methods to continuously meet the students' needs in reading comprehension.

Despite the difficulties, several positive experiences were highlighted. It is suggested that teachers use reading comprehension teaching strategies tailored to the skill levels and characteristics of the students (Nurdianingsih, 2023). Teachers observed students persistently striving in their reading, demonstrating self-paced learning. It is essential to continue granting students more autonomy in reading. To address students' concerns about feelings of loss and lack of control, providing more choices in text selections can help them reconnect with their identity as readers (McBride et al, 2019). The ongoing proliferation of modern technology indicates that students can more easily adjust to these changes. According to Gloria's analysis (Aringay MG, Napil MC. (2023), the current generation of students is considered 21st-century learners due to their ability to adapt and transform. Positive responses were reported from children and parents. Some students dedicated their time to reading and received help in understanding texts.

Teachers recognized that children were involved in various home activities and demonstrated proficiency in using technology. Students shared their experiences, contributing to their overall academic development (Kolleck, Nina, et al. 2023; Labastida, 2021; Ludewig, et al, 2022). These studies showcase the continuous progress and advancement in the field of education, emphasizing the importance of teaching reading in the context of the new normal, and demonstrating the determination of teachers to face the challenges of their profession (Mudra, 2020; Teodoro & Yango, 2022).

4. DISCUSSION

It would be beneficial to provide teachers with opportunities to participate in training on various methods of teaching reading in the new normal. Learning should not only focus on students but also on teachers who hold the responsibility of instruction. Expanding teachers' knowledge is crucial for them to face the opportunities and challenges presented by the new education system. This can be achieved through seminars and workshops focused on current teaching methods and strategies that help develop students' reading skills. Through continuous learning, teachers will become more effective and better prepared to teach reading to Filipino students. Research highlights the importance of using technology in teaching reading. Teachers can conduct lessons using online platforms to develop students' reading skills in Filipino, especially since today's students are more adept and interested in technology. Integrating technology into daily teaching can provide a more engaging learning experience and greater access to creative and innovative reading materials. Furthermore, strengthening collaboration with the community and fellow teachers is also crucial to improving reading instruction. Schools can coordinate with local youth council officials to develop projects aimed at enhancing students' reading skills. Ultimately, to ensure effective strategies and methods in teaching reading, it is important for teachers to regularly evaluate their approaches and outcomes. Feedback from students and fellow teachers can be valuable in identifying areas for improvement and determining which methods have the potential to help students further develop their reading knowledge and skills

All teachers in this study struggled in their competence and persistence in managing disruptive behaviors at some point during their first year of teaching. This struggle was likely exacerbated by the lack of support and lack of training they experienced. Again, these findings were very much consistent with the findings of Westling's (2010) study, in which teachers reported a lack of professional preparation and mainly relied on what they learned from past experiences. They were also consistent with a study by Garland et al. (2013), where teachers reported having a lack of support from their school administrators and their school districts as a whole. Each participant shared how they had to rely on trial-and-error, personal studies and resources, and cultural beliefs, along with past undergraduate experiences, to help them find interventions that successfully targeted the unwanted behaviors of their students. None of the participants credited their school entities as sources for helping them develop their competence and tolerance in effectively managing disruptive behaviors. Contrary to Ficarra and Quinn's (2014) findings that teachers gain knowledge and competency for using evidence-based classroom management programs like PBIS when they work in schools that practice them, this current study found that teachers can work in a school that uses evidence-based practices and still not know, understand, or 100 follow through with the tenets of it as demonstrated by participant Brandon.

Furthermore, despite O'Neil and Stephenson's (2012) recommendation that the education system should provide ongoing professional development in classroom behavior management as a means to increase teachers preparedness and confidence, based on the accounts of the participants in this study that has not been yet fulfilled. Many of the teachers in this study noted how their tolerance decreased as the school year progressed. Understandably, many teachers reported feeling overwhelmed by recurring disruptive behaviors and some acknowledged their tendency to be more reactive and punitive, rather than being proactive and trying to understand the source of the disruptive behaviors. This confirmed the essentiality of ongoing training and support, for without it the opportunity for increased stress, burnout, compassion fatigue and decreased fidelity in implementing evidence-based practices will

inevitably set in. While the past research has focused a great deal on how to minimize classroom disturbances, this study actually fills the gap in literature concerning the actual perspectives of first-year teachers regarding their beliefs about what supports are needed to help them increase their persistence and competence towards effectively managing disruptive behaviors.

This study used social constructionism as the theoretical framework which proved positive in exploring and explaining the subjective and objective realities formed through the experiences of the individual participants. Burr (2015) asserted that individual knowledge is derived from viewing the world from another perspective. Many participants recognized that what they experienced during their teacher education 101 programs was significantly different from what they experienced once they entered their classrooms.

Therefore, their perceptions of effective classroom management were met with a whole new set of realties that were not consistent with the things they learned and discussed during their preservice experience, resulting in them having to adjust the methods, perceptions and attitudes about managing disruptive behaviors. As previously shared by one participant whom felt that his undergraduate degree program actually prepared him to be a teacher, but once he got into his actual classroom and began teaching, he quickly realized that his actual experience was different from what learned from the textbooks and conversations he had during his teacher education program. Other participants also shared similar sentiments, quickly coming to the realization that they didn't' know as much as they thought they knew and the students in their actual classrooms were very much different from the students they had during their student teaching. Many of the participants reported using behavioral strategies they acquired from their undergraduate program, fellow colleagues, instructional coaches and mentors. Each spoke favorably about these connections. Through these social interactions, these teachers were able to acquire new perspectives on responding to challenging behaviors. Therefore, the shared experiences of these participants and their perspectives on the supports needed to help them become more competent and persistent in managing disruptive behaviors may lead to more intentional professional development trainings and increased support from school administrators. O'Neil and Stephenson (2019) asserted that teachers must be committed to being lifelong learners and the education system must 102 remain committed to providing relevant and ongoing professional development in classroom management to increase preparedness and boost confidence.

This study has the potential to effect positive social change in the field of education. School districts, school administrators, and teacher preparation programs can all use this information to be more intentional in the scope of professional development 104 and training opportunities that they provide to not only novice teachers, but to all teachers. Addressing the needs of first-year teachers by taking into account their perspectives not only gives voice to these educators, but it also provides professional development opportunities that are applicable to their given situations that increases their competence and self-efficacy where it is most needed. Pope and Vasquez (2016) asserted that having professional competence is the ability to execute duties according to the standards of one's profession. In order for teachers to remain competent and tolerant in managing disruptive behaviors, they must be engaged in a consistent, ongoing learning process as long as they are in the teaching profession. The more competent and tolerant teachers are, the less likely small behavior infractions will result in students being removed from the learning environment or being referred for special services unnecessarily.

Furthermore, this study offers school administrators the opportunity to see how they can best support their teachers, for just like students every teacher is different and have different needs. Moreover, school administrators can gain insight into the struggles, challenges, efforts, and expectations of their teachers. Classroom management and discipline has been a longstanding challenge for many first-year and even veteran teachers; therefore, continuous guidance, support, and resources on effective behavior strategies is essential to the success of any teacher. None of the teachers in this study gave the impression that they rely heavily upon their administrators to maintain discipline in their classes, but when they do call for their assistance it is because things have escalated beyond their control.

Thus, the expectation for support was to have their 105 administrator respond immediately and render a disciplinary action that would actually deter the unwanted behavior rather than coming and defending or holding the teacher responsible for the students' disruptive behaviors. This study provides the opportunity for new teachers and school administrators to further discuss and clarify the guidelines pertaining to the who, what, when and where of handling student misbehavior. Addressing the needs presented by these first-year teachers will likely increase many teachers' ability to effectively respond to disruptive behaviors without feeling incompetent, defeated or burnt out. With the proper knowledge, training and support these teachers can come to their classrooms properly equipped with a pedagogical approach that not only promotes academic achievement, but social and emotional development as well.

Also, by incorporating the supports and trainings identified in this study,

teachers can confidently enter their classroom with the competency and tolerance needed to prevent and appropriately respond to disruptive behaviors while maintaining an environment that is conducive for learning and fosters academic success for all students, regardless of race, gender or socioeconomic status. So rather than teachers having to spend significant portions of their day on discipline and trying to manage disruptive behaviors, they can shift their time and efforts to focus on teaching. As voiced by these first-year elementary general education teachers, they are committed to being lifelong learners and desire to be both competent and persistent in managing disruptive behaviors. Having voiced their perspectives on what is needed to help them increase their efficacy and tolerance for being more effective classroom managers may be reflective of many other first-year teachers as well. What we've learned 106 from these participants is that they want the support of their school administrators in responding to disciplinary problems, they want to be trained on childhood mental health disorders, they want to learn about evidenced based classroom management strategies, they want feedback from classroom observers on what they can do better, and they want to see professional development on understanding different cultures and how students' backgrounds influence their behavior. If stakeholders can commit to following the research and meeting the needs identified to help new teachers successfully overcome behavioral challenges this will provide positive outcomes for both teachers and the students. Not only will this meet the ultimate goal of helping teachers be more effective in engaging students in the learning environment, but it can also lead to a reduction in stress and teachers leaving the profession early, increased competence and tolerance to appropriately respond to unwanted behaviors without inundating the special education system and other support services with unnecessary referrals.

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