

# Classroom Management Mistakes: Observations of Mentors to Novice Teachers

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**Abstract:-**This study unfolded the classroom management mistakes of novice teachers based on the observation of their mentors. The narratives were reflective of both problems and challenges of novice teachers on classroom management. There were eight (8) participants who are mentors or master teachers in Carmen District. The data gathering of information in this phenomenological inquiry had employed in-depth interview of participants through virtual conference and limited face-to-face subsequently observing strict compliance of standard health protocol. Using thematic analysis, the classroom management mistakes of novice teachers were as follows: poor communication, and inconsistent classroom rules. The findings indicated that the teacher-participants perceived hindrances as barriers that prevent them from taking the opportunity to mentor and coach novice teachers in the school. On the challenges of the mentors in helping novice teachers in their classroom management mistakes, the following were the themes and findings of the study: lack of time to mentor and lack of commitment. The findings showed that the problem of mentors in helping novice teachers correct classroom management mistakes was the lack of commitment to spend time for mentoring. From the problems and challenges of novice teachers, the following were the insights drawn from the findings of the study: strengthen teacher mentoring and conduct trainings in mentoring. From the start, this study endeavored to contribute insights on classroom management mistakes of novice teachers. The new knowledge drawn from this study was noteworthy for quality delivery of education in school.

**Keywords:-** Classroom Management, Mistakes, Observation, Mentors, Novice Teachers.

## I. INTRODUCTION

Effective classroom management is crucial for creating a positive and conducive learning environment for students. Novice teachers often face challenges in managing their classrooms, and their mistakes can impact student engagement and academic progress. This qualitative phenomenological study aims to explore the classroom management mistakes of novice teachers based on the observations of their mentors.

The study employed thematic analysis to process the themes derived from the narratives of mentor-teachers. The findings were triangulated with archival resources and studies that align with the research findings. The insights

drawn from the study aim to provide propositions that assist novice teachers in developing effective classroom management strategies.

One of the prominent themes that emerged from the narratives of mentor-teachers was poor communication as a classroom management mistake. Novice teachers often fail to effectively communicate their expectations, leading to confusion and disruptions in the classroom. This finding highlights the importance of clear and consistent communication in managing a classroom.

The research process involved various steps to ensure the trustworthiness of the study. These components included credibility, confirmability, transferability, and dependability. By adhering to these components, the study aimed to establish the reliability and validity of the research findings.

Data analysis was conducted using thematic content analysis, which involved categorizing and organizing the data obtained from interviews and other identified texts. The researcher compared and cross-checked the consistency of information by examining observations, interviews, questionnaires, and perspectives of different participants.

The study also addressed the role of the researcher, who facilitated interviews and discussions, transcribed and analyzed the data, and provided comprehensive discussions and interpretations of the findings. The researcher's role was vital in creating credible research findings and uncovering the lived experiences of the participants.

The implications of this study extend to the field of education, particularly in providing support for mentors in helping novice teachers improve their classroom management skills. Strengthening teacher mentoring and conducting trainings in mentoring are among the insights drawn from the study. These insights can contribute to the development of effective support systems for novice teachers and enhance their overall teaching experience.

In conclusion, this study sheds light on the classroom management mistakes of novice teachers based on the observations of their mentors. By understanding these mistakes and providing insights for improvement, this research aims to contribute to the professional development of novice teachers and the enhancement of classroom management practices.

## II. METHOD

The method employed in this study was qualitative phenomenological research. Thematic analysis was used to process the themes based on the narratives of the participants. The data collection process involved conducting interviews with mentor-teachers who observed novice teachers in the classroom. The research participants were purposively selected from Carmen District, specifically from Carmen Central Elementary School SPED Center. The participants were mentors or master teachers with at least 3 years of teaching experience.

To ensure the trustworthiness of the study, four components were observed: credibility, confirmability, transferability, and dependability. Credibility was established by comparing and cross-checking information from multiple sources, such as interviews, observations, and questionnaires. Confirmability was achieved by having the participants review the transcription of their interview sessions to confirm the accuracy of the findings. Transferability was addressed by using concepts and models from previously reviewed theoretical frameworks and inviting readers to make connections between the study and their own experiences. Dependability was ensured through consistent data collection and analysis, as well as the use of thematic analysis to identify patterns and connections between themes.

The data analysis process involved organizing the data by arranging it in a way that was easy to navigate and picking out concepts and themes that emerged. Open coding was used to develop concepts based on careful scrutiny of the data, and these concepts were then grouped and categorized under explanatory terms or themes. The consistency of the information was examined by comparing different sources and perspectives.

In terms of data presentation, the findings were presented through a thematic and comprehensive presentation using graphs and diagrams. The insights drawn from the findings aimed to provide propositions that would assist novice teachers in effective classroom management.

Overall, this study followed ethical standards and obtained necessary approvals from relevant authorities. The research process was carefully documented, and steps were taken to establish the trustworthiness and reliability of the study.

## III. RESULTS AND DISCUSSIONS

In this qualitative phenomenological study, the researcher employed thematic analysis to process the themes based on the narratives of the participants. The findings were discussed by citing participants' narratives and triangulating them with archival resources and relevant studies.

The study followed the recommendations for analysis introduced by Rossman and Rallis (2003), which included

staying connected to the general framing of the study, asking analytic questions, writing descriptive and analytic memos, sharing ideas with others, and continuing to read what others have said about the topic. The researcher also used creative techniques such as using metaphors, creating images, and drawing concept maps to facilitate analysis.

To establish the trustworthiness of the study, the researcher observed four components: credibility, confirmability, transferability, and dependability. Credibility was ensured through the careful categorization, organization, and summarization of the data. Confirmability was addressed by comparing and cross-checking information from different sources. Transferability was considered by conforming to acceptable concepts and models from the theoretical framework. Dependability was achieved through strategies such as audit trails, rich documentation, and triangulation.

The findings of the study focused on the classroom management mistakes of novice teachers based on the observation of their mentors. One theme that emerged from the narratives of the participants was poor communication. Novice teachers were found to make mistakes in not communicating expectations clearly. The participants emphasized the importance of mentors providing support and making suggestions for improvement in a clear manner. The findings highlighted the need for effective communication in classroom management.

The role of the researcher in this study was vital in creating credible research findings. The researcher facilitated interviews and discussions, transcribed the data, and analyzed the transcripts using thematic analysis. The researcher also connected the findings, provided comprehensive discussions, and utilized archival references and studies to strengthen the assertions and realizations of the study.

The dependability of the study was established through consistent data collection and analysis. Thematic statements were identified and grouped to determine patterns and connections between themes. Numeration was used to determine the frequency of thematic statements, and themes that occurred at least twice were considered significant. This process ensured the reliability of the study.

The study also considered the observance of health protocols, conducting data collection through virtual meetings and one-on-one interviews with strict compliance to minimum health standards. This ensured the safety of both the researcher and participants during the COVID-19 pandemic.

The insights drawn from the findings of the study focused on strengthening teacher mentoring and conducting trainings in mentoring. These insights aimed to provide support for mentors in helping novice teachers correct their classroom management mistakes. The implications of the study suggested presenting the findings to educational authorities to contribute to the improvement of mentoring

practices and the provision of quality learning experiences in schools.

#### IV. CONCLUSION

In conclusion, this qualitative phenomenological study explored the classroom management mistakes of novice teachers based on the observation of their mentors. The findings highlighted the importance of effective communication and the role of mentors in providing support and guidance. The study provided valuable insights and implications for improving teacher mentoring and enhancing classroom management practices.

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