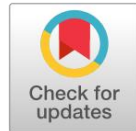


<https://research.adra.ac.id/index.php/ijen/>
P - ISSN: 2988-1579
E - ISSN: 2988-0092



From Distraction to Dialogue: A Narrative Analysis of Classroom Management as an Act of Co-Constructing Mutual Respect

Laila Ngindana Zulfa¹ , Sota Yamamoto² , Aung Myint³

¹Universitas Wahid Hasyim, Indonesia

²Osaka University, Japan

³University of Yangon, Myanmar

ABSTRACT

Background. Classroom disruptions are often addressed through punitive or authoritarian strategies that suppress student agency rather than foster meaningful engagement. The prevailing discourse frames classroom management as a mechanism of control, largely neglecting its relational and dialogic dimensions. This study departs from that reductive view by examining how teachers and students collectively negotiate behavioral norms through sustained communicative interaction.

Purpose. This study aims to explore how classroom management practices function as a co-constructive process through which mutual respect is dialogically produced between teachers and students.

Method. A narrative inquiry design was employed, drawing on in-depth interviews, classroom observations, and reflective journals from six secondary school teachers across diverse institutional contexts. Data were analyzed through thematic narrative analysis, attending to relational episodes, turning points, and discursive patterns.

Results. Findings reveal that effective classroom management transcends behavioral correction; it emerges as an ongoing, intersubjective dialogue in which teachers reframe disruptions as opportunities for relational repair and mutual recognition. Three narrative patterns were identified: repositioning authority through empathetic listening, transforming conflict into collaborative problem-solving, and sustaining respect through consistent communicative reciprocity.

Conclusion. Classroom management, when approached dialogically, serves as a pedagogical act of co-constructing mutual respect rather than enforcing compliance. These findings call for a paradigmatic shift in teacher education toward relational and dialogic competencies.

KEYWORDS

Classroom Management, Co-Construction, Dialogic Pedagogy

Citation: Zulfa, N, L., Yamamoto, S & Myint, A. (2026). From Distraction to Dialogue: A Narrative Analysis of Classroom Management as an Act of Co-Constructing Mutual Respect. *International Journal of Educational Narrative*, 4(3), 959–975.
<https://doi.org/10.70177/ijen.v4i3.3964>

Correspondence:

Laila Ngindana Zulfa,
lailangindana@unwahas.ac.id

Received: January 10, 2026

Accepted: March 07, 2026

Published: June 27, 2026



INTRODUCTION

Classroom management has long occupied a central yet contested position in educational research and practice. Scholarly attention to this domain has historically concentrated on techniques for maintaining order, controlling student behavior, and ensuring instructional continuity all of which reflect a fundamentally mechanistic understanding of what happens when teachers govern their learning environments (Seo, 2025; Suryanarayana, 2024). This behavioral orientation, rooted in early twentieth-century positivist traditions, has shaped teacher preparation

curricula globally, privileging compliance-based strategies over those that attend to the relational fabric of classroom life. The dominance of this paradigm has rendered invisible the communicative, emotional, and ethical dimensions through which classroom management is actually enacted in everyday pedagogical encounters.

Recent developments in sociolinguistics, critical pedagogy, and relational education have challenged conventional assumptions about classroom authority by emphasizing the importance of student agency and communicative engagement. Evidence across diverse educational contexts suggests that rigid and unilateral approaches to behavioral governance may reinforce unequal power relations and diminish students' intrinsic motivation, whereas classrooms characterized by reciprocal dialogue and collaborative negotiation tend to foster greater engagement, emotional security, and interpersonal trust (Lander, 2024; Liu, 2024). These findings indicate a shifting understanding of classroom management from a practice centered on behavioral control toward one grounded in relational dialogue.

This reconceptualization is theoretically informed by Bakhtin's dialogism, Noddings' ethic of care, and contemporary perspectives on intersubjective pedagogy. These theoretical traditions collectively emphasize that educational relationships are not fixed structures determined solely by institutional authority, but are continuously shaped through processes of recognition, attentiveness, empathy, and responsive interaction between teachers and students. From this perspective, the classroom is understood as a dynamic social space where meanings, expectations, and responsibilities are negotiated through ongoing interpersonal engagement. Consequently, classroom management extends beyond the implementation of behavioral techniques and becomes a relational process through which teachers and students collaboratively establish a respectful, supportive, and meaningful learning environment. This conceptual orientation provides the theoretical foundation for the present study in examining how mutual respect emerges through everyday communicative experiences within classroom interactions (Aguayo, 2024; Gupta, 2024).

Despite the growing theoretical momentum toward relational and dialogic conceptions of classroom governance, educational practice remains largely anchored to deficit-oriented, control-centric models that position student disruption as a problem to be eliminated rather than a communicative act to be interpreted. Teacher education programs in many national contexts continue to train prospective educators in reactive, rule-based classroom management protocols that prioritize surface-level behavioral compliance over genuine interpersonal understanding. This pedagogical inertia produces a significant misalignment between theoretical advances in the field and the lived reality of classroom interactions a misalignment that carries measurable consequences for student belonging, identity, and sustained academic participation (Method, 2024; Saleem, 2024).

A related and equally pressing problem concerns the near-total absence of mutual respect as an analytical category in classroom management research. While respect is frequently invoked in normative discourse about school culture, it is rarely examined as a co-constructed, processual achievement that emerges through specific communicative practices and relational sequences. Existing studies tend to treat respect as either a prerequisite for effective teaching or an outcome of successful management, rather than as a dynamic process jointly produced by teachers and students in the unfolding moments of classroom life. This conceptual gap has left scholars without adequate frameworks for understanding how respect is built, threatened, repaired, and sustained through everyday pedagogical interaction (Leelavathi, 2024; Pakarinen, 2024).

Compounding these theoretical and empirical deficits is the methodological homogeneity that characterizes much of the classroom management literature. The preponderance of quantitative, observational, and experimental designs in this field has generated substantial knowledge about the

frequency and measurable effects of specific management strategies while generating far less insight into the interpretive, experiential, and narrative dimensions through which teachers make meaning of their management encounters. Teachers' stories about how they navigate disruption, repair relational ruptures, and gradually establish conditions of mutual recognition remain systematically undertheorized a silence that precludes any adequate account of classroom management as a lived, morally significant, and relationally complex human practice (Al-Sakib, 2024; McGuire, 2024).

The primary aim of this study is to examine how experienced secondary school teachers narrate and make sense of classroom management as a relational and dialogic practice through which mutual respect is co-constructed with their students (Kwok, 2024). Rather than evaluating the effectiveness of specific management strategies against behavioral outcomes, this research foregrounds the meaning-making processes through which teachers interpret disruptions, reconfigure their relational positioning, and work toward conditions of mutual recognition within the dynamic, often unpredictable space of the classroom. By centering teachers' narrative accounts, the study seeks to develop a richer, more contextually grounded understanding of what it means to manage a classroom respectfully and dialogically.

A secondary objective is to identify and analyze the specific communicative and relational episodes that teachers describe as pivotal in the co-construction of mutual respect within classroom management encounters. These episodes which the study conceptualizes as narrative turning points represent moments in which the trajectory of teacher–student relations is meaningfully altered through deliberate communicative choices, empathetic repositioning, or the collaborative renegotiation of behavioral expectations. Scrutinizing these turning points through narrative analysis allows for the identification of recurring patterns, underlying values, and contextual conditions that shape whether classroom management functions as a site of relational rupture or relational repair (Gkintoni, 2024; Ravi, 2025).

A tertiary aim is to derive from teachers' narratives a set of conceptually grounded implications for the design and delivery of teacher education programs, with particular attention to the development of relational and dialogic competencies among pre-service and in-service educators. The ultimate aspiration of this study extends beyond theoretical contribution: it seeks to generate knowledge that is practically consequential for how teachers are prepared to engage with the full human complexity of classroom life not merely as behavioral managers but as ethically responsive, relationally attuned pedagogical professionals capable of transforming distraction into meaningful dialogue (Ortega-Arranz, 2024; Tomczyk, 2024).

A careful review of the extant literature reveals a persistent theoretical gap at the intersection of classroom management and relational pedagogy. While scholars such as Emmer and Evertson, Marzano, and Wang and colleagues have produced extensively cited frameworks for effective classroom management, these frameworks remain substantially tethered to behavioral and cognitive-managerial paradigms that attend minimally to the intersubjective, dialogic, and affective dimensions of teacher–student encounters. More relationally oriented scholarship including work by Noddings on care ethics and by Freire on dialogic education has not been systematically integrated into classroom management research, leaving a theoretically underexplored space where relational ethics and pedagogical practice converge (Chuang, 2025; Sidorova, 2024).

At the methodological level, the dominance of quantitative and quasi-experimental designs in classroom management research has produced a body of knowledge that is empirically robust but experientially thin. Large-scale survey studies and controlled observational research generate generalizable findings about behavioral patterns while systematically bracketing the subjective,

narrative, and culturally situated dimensions of teachers' lived experiences. Narrative inquiry, despite its well-established epistemological legitimacy and its demonstrated capacity for illuminating the moral and relational textures of educational practice, has been applied only marginally to the study of classroom management a methodological gap that this study is positioned to address directly through sustained engagement with teachers' narrative accounts (Alafnan, 2024; Kim, 2025).

At the conceptual level, the co-constructive dimension of mutual respect in classroom management remains insufficiently explored in the existing literature. Existing scholarships have tended to treat respect either as a prerequisite for effective teaching quality teachers are expected to model and students are expected to internalize or as an outcome reflected in measures of classroom climate and disciplinary indicators. While previous studies have acknowledged the importance of respect in educational settings, relatively limited attention has been given to the moment-by-moment communicative processes through which respect is jointly negotiated and sustained within classroom management interactions. As a result, important questions remain regarding the processual, relational, and dialogic dimensions of respect in everyday classroom life. The present study seeks to contribute to this area by examining how mutual respect is co-constructed through teachers' classroom management experiences.

Despite increasing recognition of relational and dialogic perspectives in education, classroom management research continues to offer limited explanations of how mutual respect is actively co-constructed through everyday teacher–student interactions. Existing studies have predominantly emphasized behavioral regulation, instructional efficiency, or classroom climate outcomes, while the dynamic communicative processes through which authority, responsibility, and relational expectations are jointly negotiated remain insufficiently explored. Addressing this conceptual gap, the present study proposes a theoretically grounded understanding of classroom management as a co-constructive dialogic practice, drawing on Bakhtinian dialogism and intersubjective pedagogy to position teachers and students as active agents in shaping the relational conditions of learning. By examining classroom management through this lens, the study contributes to the advancement of scholarship at the intersection of pedagogy, relational ethics, and educational linguistics (Dawes, 2024; Tadesse, 2024).

Methodologically, the study makes an original contribution by applying narrative inquiry a tradition with deep roots in educational research but limited presence in classroom management scholarship specifically to the examination of teachers' relational and managerial experiences. The use of narrative analysis to surface turning points, relational episodes, and meaning-making structures within classroom management encounters generates a qualitatively different order of knowledge than that produced by behavioral observation or attitudinal survey. Specifically, it renders visible the moral reasoning, affective sensitivities, and dialogic competencies that inform effective classroom management in ways that no quantitative instrument is designed to capture thereby enriching the methodological repertoire available to classroom management researchers (Lam, 2024; Tiberius, 2024).

The practical and scholarly justification for this research is compelling and timely. As educational systems worldwide grapple with escalating classroom behavioral challenges, increasing cultural and linguistic heterogeneity among student populations, and growing recognition of the mental health dimensions of school experiences, the need for pedagogical frameworks that go beyond behavioral management has never been more pressing (Kim, 2025; Shafik, 2024). Research that illuminates how teachers co-construct mutual respect through dialogue provides teacher educators, curriculum designers, and school leaders with conceptually grounded, empirically rooted

insights capable of informing more humane, effective, and relationally intelligent approaches to classroom governance. This study, positioned at the frontier of relational pedagogy and narrative inquiry, responds directly to that urgent scholarly and practical imperative.

RESEARCH METHODOLOGY

Narrative inquiry was selected as the overarching methodological framework for this study, grounded in the epistemological premise that human experience is inherently storied and that meaning is constructed through the narratives individuals compose about their lived realities. This orientation aligns fundamentally with the research purpose, which seeks not to measure or predict outcomes but to illuminate the interpretive, relational, and dialogic dimensions through which teachers make sense of classroom management as a co-constructive practice. Narrative inquiry occupies a distinctive methodological position in qualitative research: it treats stories not merely as data sources but as ontological expressions of how individuals experience, organize, and assign significance to events in the social world. The epistemological stance adopted in this study is constructivist-interpretivist, acknowledging that the realities narrated by participants are shaped by positionality, context, and the relational dynamics of the research encounter itself (H. Wang, 2024; G. Yang, 2025).

The choice of narrative inquiry over other qualitative traditions such as phenomenology, grounded theory, or case study is deliberate and epistemologically coherent. Phenomenology, while attentive to lived experience, foregrounds essences and structures of consciousness rather than the temporal, sequential, and relationally embedded quality of teachers' managerial encounters. Grounded theory, oriented toward theory generation from comparative data, does not adequately accommodate the idiographic depth and narrative texture required to capture how individual teachers construct meaning across specific relational episodes. Narrative inquiry, by contrast, treats the story itself as the unit of analysis, attending to plot structure, narrative turning points, character positioning, and the evaluative stances embedded in the act of storytelling. This design is therefore the most methodologically congruent choice for a study concerned with how classroom management is experienced, narrated, and morally interpreted by teachers in real institutional contexts (Barbosa, 2024; Rinfret, 2024).

Data analysis was conducted through thematic narrative analysis, integrating two complementary analytical movements described by Lieblich et al. (1998) as holistic-content and categorical-content readings. The holistic-content approach preserved each participant's narrative in its entirety, attending to the internal logic, temporal arc, and relational themes that distinguished individual accounts. The categorical-content approach enabled cross-participant identification of recurring narrative patterns, shared evaluative orientations, and structurally similar episodes across the dataset. The analytical process was iterative and reflexive, involving multiple readings of transcript data, progressive analytical memo-writing, and ongoing member-checking with participants to ensure interpretive accuracy. The integration of these two analytical movements produced a layered understanding of classroom management as both a personally narrated experience and a structurally patterned social practice shaped by institutional norms, relational histories, and pedagogical values.

The target population for this study comprised experienced secondary school teachers from three secondary schools in Central Java, Indonesia, representing both public and private institutions in urban and semi-urban settings. These schools were purposively selected to capture diverse educational contexts, student backgrounds, and institutional cultures relevant to the study of classroom management. Secondary school teachers were chosen because this educational level

presents particularly complex classroom management challenges, as students are actively engaged in identity formation, peer negotiation, and authority contestation. To enhance contextual variation, participants were selected across different subject specializations, years of teaching experience, gender, and school types, all of which were expected to shape teachers' narrative constructions of classroom management and mutual respect in distinct ways (Atashinsadaf, 2024; Witt, 2024).

Purposive sampling, guided by the criteria of information richness and theoretical relevance, was employed to identify participants capable of providing substantive, reflective, and narratively elaborated accounts of their classroom management experiences. Six secondary school teachers were selected, each with a minimum of five years of active classroom teaching experience a threshold chosen to ensure that participants had accumulated sufficient relational and pedagogical history to narrate complex, turning-point-laden management encounters. Participants were drawn from three different schools to introduce institutional variability while maintaining analytical manageability (Fiore, 2024; Sein-Echaluce, 2024). The sample included three male and three female teachers, representing four subject disciplines English language arts, social studies, natural sciences, and mathematics thereby ensuring disciplinary diversity in the narrative accounts collected. Sample size was determined not by statistical representativeness but by the qualitative criterion of narrative saturation, defined as the point at which new narratives ceased to introduce meaningfully distinct analytical themes.

To preserve participant anonymity while maintaining analytical transparency, all participants were assigned pseudonyms and are referred to throughout the study by assigned codes (T1–T6). Participants ranged in teaching experience from six to twenty-two years, providing generational variability in how classroom management philosophy had been shaped by shifting educational policies, pedagogical discourses, and institutional cultures. All six participants had received formal teacher education credentials and had engaged in at least one structured professional development program related to classroom management, discipline, or student engagement at the time of data collection. This baseline of professional formation was considered important for ensuring that participants possessed the metacognitive and reflective vocabulary necessary to narrate their classroom management experiences with sufficient analytical depth a prerequisite for the kind of rich, narratively elaborated data demanded by the methodological framework of this study.

The primary data collection instrument was a semi-structured interview protocol designed to elicit extended narrative accounts of classroom management experiences, with particular attention to relational episodes in which mutual respect was perceived as being co-constructed, threatened, or restored. The protocol comprised three thematic clusters of open-ended narrative prompts: (a) pivotal management encounters prompts inviting teachers to recount specific incidents in which a classroom disruption evolved into a meaningful dialogic exchange; (b) relational turning points prompts focused on moments when the teacher–student relationship shifted qualitatively as a result of a particular communicative choice; and (c) professional reflexivity prompts encouraging participants to reflect on how their management philosophy had developed in relation to their understanding of respect, authority, and student agency. All interview prompts were pilot-tested with two experienced teachers outside the formal sample to assess clarity, narrative productivity, and theoretical relevance prior to data collection (D'Mello, 2024; Ma, 2025).

Classroom observation served as a secondary instrument, employed not to generate behavioral coding data but to produce contextually rich field notes that illuminated the institutional and relational settings within which participants' narratives were produced and enacted. Each participant was observed across three classroom sessions of approximately sixty minutes each, yielding eighteen observation episodes in total. Field notes documented observable communicative

sequences, spatial arrangements, student–teacher interaction patterns, and instances of behavioral negotiation all of which were later used as contextual anchors during interview analysis to substantiate, complicate, or extend the narrative accounts provided by participants. The observational data were treated as a form of triangulation that enhanced the analytical credibility of the narrative findings without reducing teacher experience to its behaviorally observable surface.

Participants were additionally invited to maintain reflective journals over a four-week period concurrent with the observation phase of data collection. Each teacher was asked to record, in their own language and format, any classroom management encounter that they found relationally significant whether marked by tension, repair, dialogue, or unexpected resolution. These journals functioned as a dialogic complement to the interview data, capturing the temporally proximate, unmediated reflections of teachers as relational events unfolded in real instructional time rather than relying exclusively on retrospective narrative reconstruction during interview. The reflexive journals yielded 42 individual entries across the six participants, ranging in length from 150 to 600 words, and provided a layer of narrative texture that substantially enriched the analytical depth of the primary interview dataset. All journal entries were included in the full dataset and subjected to the same thematic narrative analysis applied to interview transcripts.

Ethical approval for this study was obtained from the relevant institutional review board prior to any contact with potential participants or field entry. All participants were provided with a detailed participant information sheet explaining the purpose, scope, and procedures of the study, the voluntary nature of participation, the right to withdraw without consequence at any stage, and the measures implemented to ensure confidentiality and data security. Written informed consent was obtained from each participant before data collection commenced, with separate consent forms addressing interview audio recording, classroom observation access, and reflective journal data use. School principals at all three participating institutions provided institutional gatekeeper approval, and all data collection activities were conducted in full accordance with ethical guidelines governing research involving human participants in educational settings.

Data collection unfolded across a ten-week period organized into three sequential but partially overlapping phases. Phase one involved an initial conversational interview with each participant approximately forty-five to sixty minutes in duration designed to establish relational rapport, introduce the study's thematic focus, and elicit a broad account of each teacher's classroom management philosophy and formative professional experiences. Phase two, running concurrently from week two through week six, comprised the classroom observation sessions and the reflective journal period. Regular informal check-ins were conducted with participants during this phase to address any questions about journal entries and to note emerging relational themes in the observational data. Phase three, conducted during weeks seven through ten, involved a more focused narrative interview with each participant averaging seventy-five minutes in duration in which specific episodes identified through observations and journal entries were revisited, probed, and narratively elaborated. All interviews were digitally recorded with participant consent and professionally transcribed verbatim within forty-eight hours of each session (Maimaiti, 2025; Vázquez-Madrigal, 2024).

The trustworthiness of the study was established through the systematic application of four criteria adapted from Lincoln and Guba's (1985) framework for qualitative rigor: credibility, transferability, dependability, and confirmability. Credibility was ensured through prolonged engagement with participants, persistent observation across multiple sessions, and formal member-checking, in which interpretive summaries were shared with participants for verification and refinement. Transferability was addressed through thick, contextually rich description of the

research setting, participant profiles, and analytical procedures, enabling readers to assess the applicability of findings to related educational contexts (Chen, 2025; Q. Wang, 2024). Dependability was maintained through an audit trail documenting all methodological decisions, analytical iterations, and emergent interpretive revisions. Confirmability was achieved through reflexive bracketing, in which the researchers explicitly documented and critically examined their own positionalities, assumptions, and potential biases in relation to classroom management and the concept of mutual respect throughout the full duration of the research process.

RESULT AND DISCUSSION

The dataset generated through this narrative inquiry comprised 18 classroom observation sessions, 12 in-depth interviews totalling approximately 1,140 minutes of recorded dialogue, and 42 reflective journal entries across six participants (T1–T6). To provide an initial descriptive profile of the corpus, Table 1 summarizes participant characteristics, data contribution, and the primary relational narrative pattern identified for each participant. These dominant patterns were derived through thematic narrative analysis by considering the frequency, narrative elaboration, and interpretive significance of recurring episodes across interviews, reflective journals, and classroom observations.

Table 1. Participant profiles and data contribution summary

Code	Gender	Subject	Exp. (yrs)	Interview (min)	Observations	Journal entries	Primary relational narrative pattern
T1	Female	English	22	210	3	9	Relational repair
T2	Male	Social Studies	14	195	3	7	Dialogic redirection
T3	Female	Natural Sciences	11	185	3	8	Empathetic repositioning
T4	Male	Mathematics	9	170	3	6	Authority contestation
T5	Female	English	6	165	3	6	Collaborative norm-setting
T6	Male	Natural Sciences	17	215	3	6	Reciprocal recognition
Total	1,140	18	42				

Participant teaching experience ranged from 6 to 22 years ($M = 13.2$ years), representing a generationally diverse sample whose accumulated classroom histories were expected to yield narratively rich and contextually varied accounts. The two English language arts teachers (T1 and T5) contributed the highest combined journal volume (15 entries), reflecting the disciplinary tendency toward reflective literacy practice that characterizes this subject area. Total interview duration across all participants averaged 190 minutes per teacher, with T6 producing the longest cumulative interview record (215 minutes), a pattern consistent with the narratively elaborate and philosophically articulated management account this participant provided across both interview phases.

Preliminary thematic coding of the full dataset encompassing interview transcripts, observational field notes, and journal entries yielded a total of 317 codable narrative units, distributed across five analytically distinct thematic categories. Table 2 presents the frequency and proportional distribution of narrative units across these categories, disaggregated by data source.

Table 2. Frequency distribution of narrative units by theme and data source

Narrative Theme		Interviews (n)	Journals (n)	Field Notes (n)	Total (n)	Percentage of Corpus (%)
Relational Repair Episodes		48	21	14	83	26.2
Dialogic	Redirection	41	18	19	78	24.6
Sequences						
Empathetic	Repositioning	37	14	11	62	19.6
Acts						
Authority	Contestation	29	10	16	55	17.4
Episodes						
Reciprocal	Recognition	22	9	8	39	12.3
Moments						
Total		177	72	68	317	100.0

Relational repair episodes constituted the most frequently occurring narrative category across all three data sources, accounting for 26.2% ($n = 83$) of all coded units a finding that is both quantitatively prominent and theoretically significant, insofar as it suggests that the management of classroom disruption is experienced by these teachers primarily as a relational rupture demanding active communicative repair rather than as a behavioral infraction demanding punitive correction. Dialogic redirection sequences represented the second largest category (24.6%, $n = 78$), with authority contestation episodes comprising the smallest proportion of dialogic management narratives among relational themes (17.4%, $n = 55$), indicating that overt power struggles, while present in the dataset, were neither the most frequent nor the most narratively salient dimension of participants' classroom management experiences.

The preponderance of relational repair episodes and dialogic redirection sequences in the narrative corpus together comprising over half (50.8%) of all coded units warrants systematic interpretive explanation. These two categories are not analytically interchangeable: relational repair episodes refer to narrative moments in which participants explicitly described restoring a damaged or strained teacher student relationship following a disruptive classroom event, whereas dialogic redirection sequences describe instances in which teachers recounted converting a behaviorally disruptive moment into a communicative exchange directed toward shared understanding and collaborative norm re-negotiation. The fact that both categories occur with significantly greater frequency than authority contestation episodes challenges the dominant behavioral management paradigm, which predicts that control-oriented responses to disruption will constitute the modal management strategy employed by teachers operating under institutional pressure for behavioral compliance.

Cross-source analysis reveals a notable pattern of convergence between the themes articulated in participant interviews and those documented in reflective journals, particularly for relational repair (interviews: 48 units; journals: 21 units) and dialogic redirection (interviews: 41 units; journals: 18 units). This convergence is analytically significant because it demonstrates that the relational and dialogic orientations narrated retrospectively in interview contexts were also

foregrounded in the temporally proximate, unmediated reflective writing participants produced during the observation phase suggesting that these orientations are not post-hoc rationalizations constructed for the research encounter but represent genuine, recurrently operative dimensions of how these teachers cognitively and affectively process classroom management in real instructional time. Field notes contributed an additional layer of corroborating evidence: observationally documented instances of dialogic redirection ($n = 19$) aligned closely with participant interview accounts of comparable episodes, reinforcing the credibility of the narrative data and substantiating the claim that the management strategies described are enacted in observable classroom practice rather than merely aspired to in professional self-presentation.

Holistic-content analysis of the twelve interview transcripts identified three overarching narrative patterns that recurred with structural regularity across participant accounts and that collectively constitute the study's primary empirical contribution. The first pattern designated repositioning authority through empathetic listening describes a narrative arc in which a teacher initially responds to classroom disruption from a position of institutional authority, subsequently recognizes the relational or emotional subtext underlying the student's disruptive behavior, and deliberately recalibrates their communicative stance to one of attentive, non-evaluative listening. Five of the six participants (T1, T2, T3, T5, T6) narrated at least one episode exhibiting this structural pattern, with T1 and T3 producing the most elaborated and affectively nuanced accounts. The second pattern transforming conflict into collaborative problem-solving describes episodes in which teachers reframed behavioral conflicts as shared pedagogical problems requiring joint resolution, actively inviting student participation in identifying and negotiating solutions. This pattern appeared across all six participant narratives and was most densely represented in the journal entries of T2 and T5. The third pattern sustaining respect through consistent communicative reciprocity refers not to discrete episodes but to a longitudinal narrative orientation, describing how several participants (T1, T3, T6) conceptualized the maintenance of mutual respect as an ongoing relational achievement requiring daily, consistent, and bidirectional communicative investment rather than episodic intervention.

Table 3 presents the distribution of these three narrative patterns across participants, indicating the number of distinct episodes per pattern identified in each participant's combined dataset (interviews and journals) and the degree of narrative elaboration operationalized as the mean word count of episodes attributed to each pattern per participant.

Table 3. Distribution and elaboration of three core narrative patterns across participants

Participant	Empathetic Listening Episodes (n)	Mean Words	Collaborative Problem-Solving Episodes (n)	Mean Words	Communicative Reciprocity Episodes (n)	Mean Words	Participant
T1	7	312	5	278	8	389	T1
T2	5	264	9	301	4	247	T2
T3	8	341	6	255	7	318	T3
T4	3	198	7	284	2	176	T4
T5	4	223	8	312	3	209	T5
T6	6	298	5	267	9	407	T6
Total / Mean	33	273	40	283	33	291	Total / Mean

Pattern 2 (transforming conflict into collaborative problem-solving) produced the greatest total number of narrative episodes across the dataset ($n = 40$), reflecting its universality across all six participants and suggesting that this interactional strategy occupies a particularly central position in how experienced secondary school teachers construct their management identity. Pattern 3 (sustaining respect through consistent communicative reciprocity) generated the highest mean narrative elaboration per episode ($M = 291$ words), indicating that participants invested greater reflective depth and narrative detail in accounts describing the longitudinal maintenance of mutual respect a finding consistent with the interpretive complexity inherent in narrating relational achievement as a sustained, temporally extended process rather than a discrete interactional event.

Categorical-content analysis across the full corpus enables a series of analytically grounded inferential observations regarding the relationship between teacher experience, narrative elaboration, and the prevalence of dialogically oriented management strategies. Participants with greater teaching experience (T1: 22 years; T6: 17 years; T3: 11 years) consistently produced higher mean word counts per narrative episode across all three patterns, suggesting that narrative elaboration understood as an indicator of reflective depth and interpretive sophistication increases with accumulated relational and pedagogical experience. This inference is further supported by the observation that T4, the participant with the least experience in the sample after T5 (9 years), produced the lowest per-episode elaboration across all three patterns and was the only participant whose narrative corpus contained a notably higher proportion of authority contestation episodes relative to relational repair episodes a distributional imbalance that may reflect a less fully developed repertoire of dialogic management strategies at this stage of professional formation. The inferential implication is that dialogic classroom management competency is not primarily an innate disposition or a discrete skill acquired through training but rather a relational capacity that develops gradually through the iterative accumulation of managed encounters, reflective processing, and progressively refined communicative judgment.

Subject discipline appears to exert a secondary but analytically noteworthy influence on the narrative patterning observed in the dataset. The two English language arts teachers (T1 and T5), whose disciplinary training foregrounds communicative, interpretive, and reflective competencies, produced the highest combined frequency of relational repair episodes (T1: 7 episodes, Pattern 1; T5: 4 episodes, Pattern 1) and demonstrated the most rhetorically elaborated narrative positioning when describing moments of teacher–student dialogic exchange. Science teachers (T3 and T6) produced the most episodes associated with Pattern 3 (reciprocal recognition), plausibly reflecting the discursive norms of scientific inquiry iterative questioning, provisional knowledge construction, and collaborative reasoning that may inform how these teachers conceptualize the relational dynamics of their classrooms more broadly. The mathematics teacher (T4) produced the highest proportion of authority contestation episodes in the dataset, a finding that while tentative given the small sample invites further investigation into how subject-specific pedagogical cultures shape teachers' relational orientations in classroom management. These cross-disciplinary inferences, while derived from a small purposive sample and not generalizable in a statistical sense, carry theoretical weight within the interpretive-constructivist epistemological framework of the study and point toward productive directions for future inquiry (Latorre-Coscolluela, 2024; Yao, 2024).

Relational analysis across the three data instruments reveals consistent and theoretically meaningful alignments between what participants narrated in interviews, what they recorded in reflective journals, and what was observationally documented in field notes. A positive relational pattern was identified between the frequency of dialogic redirection sequences narrated in interviews and the frequency of comparable sequences independently documented in observational

field notes a correspondence that held across five of the six participants (T1, T2, T3, T5, T6) and was most pronounced in the case of T3, whose interview accounts of dialogic redirection ($n = 9$ episodes) were corroborated by the highest number of observationally documented analogue sequences in her classroom ($n = 7$ field note entries). This cross-instrument correspondence functions as a form of methodological triangulation, substantiating the claim that participants' narrative self-representations are broadly continuous with their enacted classroom practices and are not primarily shaped by social desirability or professional impression management dynamics.

A further relational pattern of analytical significance concerns the positive association between teaching experience and the structural complexity of narrative episodes operationalized as the degree to which participants articulated causal chains, relational motivations, emotional evaluations, and prospective resolutions within individual narrative accounts. Participants in the upper experience tier (T1: 22 years; T6: 17 years) consistently produced multi-episode narrative arcs stories spanning multiple interactional moments across days or weeks whereas participants in the lower experience tier (T4: 9 years; T5: 6 years) more frequently narrated discrete, bounded episodes with limited temporal extension. This structural distinction carries substantive analytical weight: it suggests that experienced teachers perceive classroom management not as a series of isolated behavioral incidents but as an ongoing relational narrative with cumulative trajectory, moral continuity, and dialogic depth a perception that itself may constitute one of the defining features of expert, relationally sophisticated pedagogical practice.

Participant T1, a female English language arts teacher with 22 years of secondary school experience, constitutes the most analytically rich case study within the dataset by virtue of the narrative elaboration, thematic density, and reflective depth she demonstrated across all three data collection instruments. T1's interview accounts were distinguished by their consistent foregrounding of relational repair as an explicitly dialogic practice one she described not as a reactive response to disruption but as a proactive, ethically grounded pedagogical commitment woven into her daily instructional conduct. A representative narrative episode recounted by T1 during the second interview phase involved a Grade 10 student (referred to as S, consistent with participant anonymity protocols) who had repeatedly interrupted group work over several sessions, disrupting peers and deflecting instructional redirection with increasingly overt resistance. Rather than escalating to formal disciplinary referral the institutional default response available to her T1 described requesting a brief one-on-one conversation with the student during a transition period, beginning the exchange not with a behavioral evaluation but with an open, non-accusatory inquiry into the student's experience of the classroom: "I just asked him what was going on for him this week not about what he'd done, but about what was happening for him as a person."

T1's narrative continued with an account of the student's gradual disclosure mediated by T1's sustained empathetic listening that his disruptive behavior was rooted in a sense of social exclusion within the peer group and a growing perception that his academic contributions were not valued by either his teacher or his classmates. This disclosure, which T1 described as a pivotal relational turning point in her account, prompted her to redesign the group work structure for the subsequent week, creating conditions under which the student's specific competencies identified through the private conversation could be publicly recognized within the collaborative task (Jung, 2024). T1's reflective journal entry recorded two days after this exchange captured the relational significance of the episode with striking clarity: she wrote that "the moment the conversation shifted from his behavior to his experience, the whole dynamic changed I wasn't managing him anymore; we were figuring something out together." Field notes recorded during the subsequent three observation sessions documented a marked reduction in the student's disruptive behavior and, more

significantly, an observable increase in his voluntary participation and peer-directed collaborative engagement changes that T1 attributed explicitly in her second interview to the relational repair achieved through the dialogic encounter rather than to any behavioral modification technique or disciplinary consequence (Rahman, 2025).

T1's narrative episode is theoretically explicable through the integrated framework of Bakhtinian dialogism and Noddings' ethic of care that underlies this study's analytical orientation. The pivotal reframing T1 described from behavioral evaluation to empathetic inquiry corresponds structurally to what Bakhtin (1981) termed an "internally persuasive discourse": a communicative act that does not impose meaning from a position of authority but invites the interlocutor's own meaning-making into the dialogue, creating the conditions for genuine mutual understanding rather than coerced compliance. T1's deliberate repositioning from institutional authority-holder to empathetic listener enacted precisely the kind of caring relation (Jung, 2024) identifies as the ethical foundation of educational practice one in which the teacher, as "one-caring," attends fully to the student's expressed reality and responds in ways that are genuinely responsive to the student's needs rather than instrumentally oriented toward institutional order. The student's subsequent behavioral change, observable across field notes spanning three sessions, is interpretable within this framework not as the product of behavioral conditioning but as the relational consequence of having been genuinely heard, recognized, and repositioned within the social economy of the classroom.

At the structural level of narrative analysis, T1's account exhibits the classical Labovian narrative architecture of orientation, complication, evaluation, resolution, and coda (Labov & Waletzky, 1967), with the evaluative clause the moment of interpretive self-disclosure in which T1 articulated the significance of the dialogic shift functioning as the narrative's analytical and affective core. The evaluation clause ("the moment the conversation shifted from his behavior to his experience, the whole dynamic changed") does more than summarize what happened: it encodes T1's explicit understanding of the mechanism through which management became dialogue and control became co-construction. This self-aware, theoretically congruent narrative evaluation suggests that T1 has developed a sophisticated metacognitive framework for interpreting and directing her own relational practice a finding consistent with the broader pattern observed across the upper experience tier of the sample, in which longer-serving teachers demonstrated greater capacity to articulate the relational theory implicit in their management practice. T1's case, taken in its full narrative and observational complexity, thus functions as a paradigm case for the study's central argument: that classroom management, enacted as dialogic practice, constitutes an act of co-constructing mutual respect rather than an exercise in behavioral engineering.

Taken collectively, the findings of this study converge on a coherent and theoretically grounded interpretation: experienced secondary school teachers who enact classroom management with relational intentionality and dialogic consistency do not merely reduce disruptive behavior they actively produce the social and emotional conditions under which mutual respect is co-constructed as a lived, intersubjective achievement rather than prescribed as an institutional norm (Al-Adwan, 2025). The three narrative patterns identified across the dataset repositioning authority through empathetic listening, transforming conflict into collaborative problem-solving, and sustaining respect through consistent communicative reciprocity are not discrete techniques that teachers select instrumentally from a management repertoire; they are expressions of a coherent relational philosophy in which disruption is read as communicative act, management is enacted as dialogue, and respect is understood as mutually achieved rather than unilaterally conferred. The quantitative distribution of narrative units across themes, the cross-instrument convergence of relational patterns, and the paradigmatic depth of the T1 case study collectively substantiate this interpretation

with a rigor appropriate to the constructivist-interpretivist epistemological framework within which the study is situated (Qaddumi, 2024).

The results of this study carry implications that extend well beyond the narratives of six individual teachers. At the theoretical level, the findings provide empirical grounding for a reconceptualization of classroom management as a dialogic, co-constructive practice, a framing that departs substantively from the behavioral and cognitive-managerial models that currently dominate both the research literature and teacher preparation curricula. At the practical level, the patterns identified suggest that the development of relational and dialogic classroom management competency requires pedagogical formation approaches that go beyond procedural knowledge transmission to encompass sustained reflective practice, mentored relational engagement, and the cultivation of the ethical attentiveness that (Y. Yang, 2024) identifies as the hallmark of genuinely caring pedagogical relationships. These findings indicate that teacher education programs should provide prospective teachers with structured opportunities to practice empathetic listening, collaborative problem-solving, and reflective dialogue through case-based learning, guided practicum experiences, and narrative reflection activities. Similarly, professional development initiatives for in-service teachers may benefit from mentoring systems and reflective learning communities that enable educators to critically examine classroom interactions and develop greater relational sensitivity in responding to student behavior. At the institutional level, school leaders can support the implementation of dialogic classroom management by promoting restorative approaches to discipline, fostering collaborative professional cultures, and creating conditions that value relationship-building as an essential dimension of teaching effectiveness. The progression from distraction to dialogue (the conceptual arc named in this study's title) is not the data suggest, a spontaneous interactional phenomenon; it is the deliberate, practiced, and ethically grounded achievement of teachers who have learned, through experience and reflection, to perceive every moment of classroom disruption as an invitation to deeper relational understanding.

CONCLUSION

This study concludes that classroom management is most effectively understood not as a mechanism for controlling student behavior, but as a dialogic and relational process through which teachers and students co-construct mutual respect. The findings identified three recurring patterns: repositioning authority through empathetic listening; transforming conflict into collaborative problem-solving; and sustaining respect through communicative reciprocity that collectively illustrate how classroom management can function as an ethical and relational pedagogical practice rather than a compliance-oriented intervention. The findings contribute to the classroom management literature by extending prevailing behavioral and cognitive-managerial perspectives toward a dialogic and co-constructive framework. By foregrounding teachers' narratives and lived experiences, the research highlights the importance of relational understanding, communicative responsiveness, and mutual recognition in shaping productive classroom environments. These findings also offer practical insights for teacher education and professional development programs seeking to strengthen relational and dialogic competencies among educators. Nevertheless, this study is limited by its small purposive sample and its focus on secondary school teachers within specific educational contexts. Future research may expand this inquiry by examining dialogic classroom management across different educational levels, cultural settings, and institutional contexts. Further studies employing longitudinal or mixed-methods designs may also provide deeper insight into how mutual respect develops over time and how dialogic management practices

influence broader educational outcomes, including student engagement, well-being, and academic achievement.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author used ChatGPT (OpenAI) to assist with language refinement, grammatical editing, and improvement of the overall clarity and readability of the text. The AI-assisted tool was used solely to support the writing process and did not contribute to the study design, data collection, data analysis, interpretation of findings, or the formulation of conclusions. Following the use of this tool, the author carefully reviewed, revised, and validated all content and accepts full responsibility for the accuracy, integrity, and originality of the final manuscript.

ACKNOWLEDGEMENT

The author would like to express sincere gratitude to the participating teachers who generously shared their experiences, reflections, and professional insights throughout the research process. Their openness and willingness to engage in meaningful dialogue made this study possible. Appreciation is also extended to the school administrators who facilitated access to the research sites and supported the data collection process. Finally, the author acknowledges the valuable contributions of colleagues and reviewers whose constructive feedback helped strengthen the quality of this manuscript.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

REFERENCES

- Aguiayo, D. (2024). Centering students' voices in the exploration of in-classroom culturally responsive practices. *Journal of School Psychology*, 105(Query date: 2026-06-03 20:38:19). <https://doi.org/10.1016/j.jsp.2024.101317>
- Al-Adwan, A. S. (2025). IMMERSIVE LEARNING MEETS THEORY: MODELING EDUVERSE ADOPTION IN HIGHER EDUCATION. *Journal of Information Technology Education Research*, 24(Query date: 2026-06-03 20:38:19), 1–33. <https://doi.org/10.28945/5669>
- Alafnan, M. A. (2024). Developing Soft Skills in the Artificial Intelligence Era: Communication, Business Writing, and Composition Skills. *Journal of Artificial Intelligence and Technology*, 4(4), 305–317. <https://doi.org/10.37965/jait.2024.0496>
- Al-Sakib, A. (2024). Classroom Activity Classification with Deep Learning. *2nd International Conference on Integrated Circuits and Communication Systems Icacacs 2024*, (Query date: 2026-06-03 20:38:19). <https://doi.org/10.1109/ICICACS60521.2024.10498187>

- Atashinsadaf, A. (2024). Facilities, challenges, attitudes, and preferences of nursing students related to e-learning in the Covid-19 pandemic in Iranian context: A cross-sectional study. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-05029-6>
- Barbosa, E. F. T. (2024). Energy Efficiency and Thermal Comfort Analysis in a Higher Education Building in Brazil. *Sustainability Switzerland*, 16(1). <https://doi.org/10.3390/su16010462>
- Chen, S. (2025). Grow to learn: A metacognitive approach to early childhood teachers' science professional development. *Research in Science and Technological Education*, 43(2), 390–410. <https://doi.org/10.1080/02635143.2023.2279076>
- Chuang, C. c. (2025). Effects of a universal classroom management teacher training program on elementary children with aggressive behaviors. *School Psychology*, 35(2), 128–136. <https://doi.org/10.1037/spq0000351>
- Dawes, M. (2024). Enhancing Teachers' Capacity to Manage Classroom Behavior as a Means to Reduce Burnout: Directed Consultation, Supported Professionalism, and the BASE Model. *Journal of Emotional and Behavioral Disorders*, 32(2), 110–123. <https://doi.org/10.1177/10634266241235154>
- D'Mello, S. K. (2024). From learning optimization to learner flourishing: Reimagining AI in Education at the Institute for Student-AI Teaming (iSAT). *AI Magazine*, 45(1), 61–68. <https://doi.org/10.1002/aaai.12158>
- Fiore, M. (2024). First Steps in Constructing an AI-Powered Digital Twin Teacher: Harnessing Large Language Models in a Metaverse Classroom. *Proceedings 2024 IEEE Conference on Virtual Reality and 3D User Interfaces Abstracts and Workshops Vrw 2024*, (Query date: 2026-06-03 20:38:19), 939–940. <https://doi.org/10.1109/VRW62533.2024.00266>
- Gkintoni, E. (2024). Cognitive Insights from Emotional Intelligence: A Systematic Review of EI Models in Educational Achievement. *Emerging Science Journal*, 8(Query date: 2026-06-03 20:38:19), 262–297. <https://doi.org/10.28991/ESJ-2024-SIED1-016>
- Gupta, C. (2024). C4 Skills in the Engineering Graduate: A Study to Align Software Engineering Education with Market-Driven Software Industry Needs. *IEEE Transactions on Education*, 67(1), 31–43. <https://doi.org/10.1109/TE.2023.3301625>
- Jung, C. C. (2024). Impact of agricultural activity on PM2.5 and its compositions in elementary schools near corn and rice farms. *Science of the Total Environment*, 906(Query date: 2026-06-03 20:38:19). <https://doi.org/10.1016/j.scitotenv.2023.167496>
- Kim, N. (2025). Enhancing Construction Managers' Risk Perception and Lowering Risk Tolerance toward Unsafe Behaviors Through Experiential Safety Training. *Journal of Management in Engineering*, 41(1). <https://doi.org/10.1061/JMENEA.MEENG-6283>
- Kwok, A. (2024). Classroom Management Coaching for First-Year Urban Teachers: Purpose, Design, and Implementation. *Urban Education*, 59(1), 386–417. <https://doi.org/10.1177/00420859211058418>
- Lam, P. X. (2024). Enhancing educational evaluation through predictive student assessment modeling. *Computers and Education Artificial Intelligence*, 6(Query date: 2026-06-03 20:38:19). <https://doi.org/10.1016/j.caeai.2024.100244>
- Lander, N. J. (2024). Beyond “Brain Breaks”: A New Model for Integrating Classroom-Based Active Breaks. *Journal of Physical Education Recreation and Dance*, 95(4), 22–30. <https://doi.org/10.1080/07303084.2024.2308253>
- Latorre-Coscolluela, C. (2024). ICT efficacy and response to different needs in university classrooms: Effects on attitudes and active behaviour towards technology. *Journal of Computing in Higher Education*, 36(2), 350–367. <https://doi.org/10.1007/s12528-023-09357-2>
- Leelavathi, R. (2024). ChatGPT in the classroom: Navigating the generative AI wave in management education. *Journal of Research in Innovative Teaching and Learning*, (Query date: 2026-06-03 20:38:19). <https://doi.org/10.1108/JRIT-01-2024-0017>
- Liu, H. (2024). “Behind the Screen, I Still Care about my Students!”: Exploring the emotional labour of English language teachers in online teaching during the COVID-19 Pandemic.

- International Journal of Applied Linguistics United Kingdom*, 34(2), 450–465. <https://doi.org/10.1111/ijal.12501>
- Ma, F. (2025). Fuzzy comprehensive evaluation of classroom teaching quality of college teachers. *International Journal of Electrical Engineering and Education*, 62(4), 339–353. <https://doi.org/10.1177/0020720920928540>
- Maimaiti, G. (2025). Gamification bolsters self-regulated learning, learning performance and reduces strategy decline in flipped classrooms: A longitudinal quasi-experiment. *Computers and Education*, 230(Query date: 2026-06-03 20:38:19). <https://doi.org/10.1016/j.compedu.2025.105278>
- McGuire, S. N. (2024). Classroom and Behavior Management Training Needs and Perceptions: A Systematic Review of the Literature. *Child and Youth Care Forum*, 53(1), 117–139. <https://doi.org/10.1007/s10566-023-09750-z>
- Method, A. (2024). Challenges faced by adolescent girls on menstrual hygiene management: School-based study, Siha, Kilimanjaro, Tanzania. *Plos Global Public Health*, 4(6). <https://doi.org/10.1371/journal.pgph.0002842>
- Ortega-Arranz, A. (2024). Collaborative activities in hybrid learning environments: Exploring teacher orchestration load and students' perceptions. *Computers and Education*, 219(Query date: 2026-06-03 20:38:19). <https://doi.org/10.1016/j.compedu.2024.105105>
- Pakarinen, E. (2024). Child-Centered and Teacher-Directed Practices in Two Different Countries: A Descriptive Case Study in Finnish and Japanese Grade 1 Classrooms. *Journal of Research in Childhood Education*, 38(1), 30–49. <https://doi.org/10.1080/02568543.2023.2188059>
- Qaddumi, H. A. (2024). Implementation of Learning Management Systems (Moodle): Effects on Students' Language Acquisition and Attitudes towards Learning English as a Foreign Language. *Trends in Higher Education*, 3(2), 260–272. <https://doi.org/10.3390/higheredu3020016>
- Rahman, M. M. (2025). Ideologies of teachers and students towards meso-level English-medium instruction policy and translanguaging in the STEM classroom at a Malaysian university. *Applied Linguistics Review*, 16(2), 825–848. <https://doi.org/10.1515/applirev-2023-0040>
- Ravi, P. (2025). Co-designing Large Language Model Tools for Project-Based Learning with K12 Educators. *Conference on Human Factors in Computing Systems Proceedings*, (Query date: 2026-06-03 20:38:19). <https://doi.org/10.1145/3706598.3713971>
- Rinfret, S. (2024). Emotional labor: Advancing our public administration classroom. *Journal of Public Affairs Education*, 30(2), 179–193. <https://doi.org/10.1080/15236803.2023.2229192>
- Saleem, N. (2024). ChatGPT as an innovative heutagogical tool in medical education. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2332850>
- Sein-Echaluze, M. L. (2024). Flipped Learning 4.0. An extended flipped classroom model with Education 4.0 and organisational learning processes. *Universal Access in the Information Society*, 23(3), 1001–1013. <https://doi.org/10.1007/s10209-022-00945-0>
- Seo, K. (2025). Augmented teachers: K–12 teachers' needs for artificial intelligence's complementary role in personalized learning. *Journal of Research on Technology in Education*, 57(4), 876–893. <https://doi.org/10.1080/15391523.2024.2330525>
- Shafik, W. (2024). Enhancing AI-enabled education through mobile learning and bring your own device (BYOD) integration. *Exploring Youth Studies in the Age of AI*, (Query date: 2026-06-03 20:38:19), 140–173. <https://doi.org/10.4018/979-8-3693-3350-1.ch008>
- Sidorova, M. (2024). Digital transformation for teaching management accounting: Training with a simulation in an authentic professional environment. *Accounting Education*, 33(5), 621–648. <https://doi.org/10.1080/09639284.2023.2255980>
- Suryanarayana, K. S. (2024). Artificial Intelligence Enhanced Digital Learning for the Sustainability of Education Management System. *Journal of High Technology Management Research*, 35(2). <https://doi.org/10.1016/j.hitech.2024.100495>

- Tadesse, T. (2024). Enhancing Student Engagement and Outcomes: The Effects of Cooperative Learning in an Ethiopian University's Classrooms. *Education Sciences*, 14(9). <https://doi.org/10.3390/educsci14090975>
- Tiberius, V. (2024). Enhancing higher entrepreneurship education: Insights from practitioners for curriculum improvement. *International Journal of Management Education*, 22(2). <https://doi.org/10.1016/j.ijme.2024.100981>
- Tomczyk, Ł. (2024). Digital competence among pre-service teachers: A global perspective on curriculum change as viewed by experts from 33 countries. *Evaluation and Program Planning*, 105(Query date: 2026-06-03 20:38:19). <https://doi.org/10.1016/j.evalprogplan.2024.102449>
- Vázquez-Madrigal, C. (2024). Generative Artificial Intelligence in Education: Risks and Opportunities. *Teaching Innovations in Economics Towards A Sustainable World*, (Query date: 2026-06-03 20:38:19), 233–254. https://doi.org/10.1007/978-3-031-72549-4_11
- Wang, H. (2024). Energy-saving potential of fresh air management using camera-based indoor occupancy positioning system in public open space. *Applied Energy*, 356(Query date: 2026-06-03 20:38:19). <https://doi.org/10.1016/j.apenergy.2023.122358>
- Wang, Q. (2024). How virtual reality, augmented reality and mixed reality facilitate teacher education: A systematic review. *Journal of Computer Assisted Learning*, 40(3), 1276–1294. <https://doi.org/10.1111/jcal.12949>
- Witt, J. (2024). Eye-tracking research on teachers' professional vision: A scoping review. *Teaching and Teacher Education*, 144(Query date: 2026-06-03 20:38:19). <https://doi.org/10.1016/j.tate.2024.104568>
- Yang, G. (2025). Enhanced IVIFN–ExpTODIM–MABAC Technique for Multi-attribute Group Decision-Making and Applications to College English Teaching Quality Evaluation Under Interval-Valued Intuitionistic Fuzzy Sets. *International Journal of Fuzzy Systems*, 27(6), 1846–1858. <https://doi.org/10.1007/s40815-024-01876-z>
- Yang, Y. (2024). Improving the eHealth literacy of older adults: A scoping review. *Geriatric Nursing*, 60(Query date: 2026-06-03 20:38:19), 128–136. <https://doi.org/10.1016/j.gerinurse.2024.07.028>
- Yao, Q. (2024). Human anatomy curriculum reform for undergraduate nursing students: An exploratory study. *Clinical Anatomy*, 37(5), 522–533. <https://doi.org/10.1002/ca.24142>

Copyright Holder :

© Laila Ngindana Zulfā et al. (2026).

First Publication Right :

© International Journal of Educational Narratives

This article is under: