

## Exploring Effective Classroom Management Practices: A Study on Pre-Service Teachers Skill and the Factor Affecting their Understanding of Discipline

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### Abstract

*The purpose of this research was to discuss the importance of Exploring Effective Classroom Management Practices: A Study on Pre-Service Teachers skill and the factor affecting their Understanding of Discipline. In this study researcher applied quantitative research and used simple random sampling technique by distributing the questionnaire among sample 250 students from social sciences department of The Women University and different universities from Multan, while analyzing the statistical data, one-way ANOVA, Pearson Correlation, Multiple Linear Regressions and Principal Component Analysis. The finding of the study indicated that all the factors were strongly correlated with each other. Multiple Regressions showed that there is a significant link between our independent variable and the other variable. Classroom management strategies and dependent variable Factor affecting their understanding of discipline among pre-service teacher. PCA showed that the three components cumulatively explain 100% of the variance in the data. This breakdown showcases the diminishing contribution of each subsequent component in explaining the overall variance, highlighting the diminishing returns in variance explanation beyond the first few components in this analysis.*

**Keywords:** classroom management, Pre-service teachers, discipline, effective strategies, teacher education, and factor influencing understanding.

### Introduction

Effective classroom management is an essential yet challenging element that can positively influence the classroom. Incorporating students into the classroom is a power and duty that teachers have, as it facilitates the achievement of the stated learning objectives. There's a wonderful technique, teachers meet their educational goals, and classroom management leads to

academic and social-emotional development. Thus, this could have an impact on the students' balanced growth (Petre, 2022).

According to (Slater and Main) reports, while inadequate classroom management wastes teaching and learning time and produces subpar educational outcomes, good classroom management enhances student outcomes. Many pre-service teachers feel that their practicum provides insufficient opportunities for them to develop effective classroom management strategies, practice them, and learn what works as well as what fails when it could compromise the relationship between an instructor and a student (Bruinsma, & Verheij, 2020).

Orland-Barak and Wang (2020) "Considering that various mentoring approaches adhere to different theoretical presumptions about teacher learning and that deeply ingrained ideologies are difficult to shift, how can one effectively prepare to mentor teachers with the necessary knowledge and strategies from these approaches" is a challenge that teacher education programs must overcome, it was brought up. The effectiveness of the mentoring relationship has a direct impact on pre-service teachers the capacity to be successful in a career placement (Wilson & Huynh, 2020).

Previous research has documented their challenges in acquiring teaching competencies, including lesson design, inclusive education, classroom administration, and instructive tactics. As stated by Hennissen, For the purpose of honing their abilities to engage pre-service teachers in the analysis of primary teaching practices, mentor teachers should receive targeted and suitable training. As a result, it's important to determine the mentor teacher behaviors that enhance eaching and learning by student's opportunities (John, 2018).

Our focus in this study is pre-service teachers to examine how teaching-related emotions can affect pre-service teachers' decision to pursue this career path in the early stages of their training. This is especially important for pre-service teachers. My objective is to increase preservice teachers' knowledge of societal and environmental issues and to cultivate their sensitivity to the environment, positive teaching attitudes, and motivation to take action to resolve these issues and encourage other students to follow suit ( Amirshokoohi, 2022).

Training educators to be extremely skilled in classroom management is crucial because it's one of the biggest challenges that both new and seasoned teachers have in delivering high-quality instruction. There has been a recent push for academic programs that prepare pre-service

teachers to be professionals who use and undertake research to reflect on their practice (Maaranen & Vieira, 2021).

This means that as soon as they walk into a real classroom for the first time, student teachers see a disconnect between their theoretical knowledge and their practical expertise. A common complaint from student teachers is that they don't see a "connection" between the theoretical knowledge they learn in teacher education programs and their actual classroom experiences (Hobson & Britain, 2006).

### **The Vital Role of Pre-Service Teacher Education**

Through the preparation of competent and talented teachers, Future generations' education is greatly aided by pre-service teacher education programs. A competent education of pre-service teachers is essential to "effectively carrying out his or her responsibilities and duties" which is a prerequisite for effective teaching, which eventually results in the designation of Qualified Teacher. A nation's future depends on its teachers, who must possess a unique set of social, emotional, and ethical qualities in addition to a general intelligence, knowledge, and competence (Yuksel, 2012).

### **Teaching Self-Efficacy**

Kiamba (2017) argued that a teacher's sense of effectiveness is based on their perception of their own capacity to influence their pupils' academic success. Under the self-determination theory, it states that people become self-driven when competence, connection, and autonomy are accomplished. The self-determination hypothesis focuses mostly on internal motivational drivers, such as the desire for independence or knowledge.

### **Communication Skill**

With the development of information and technology, education has taken a new turn that emphasizes teachers' and students' mastery of 21st-century abilities. Graduates from universities are expected to possess the necessary soft skills to compete on a global scale. In order to promote 21st century knowledge, The Establishment for 21st Century Skills (2002) identifies six important components: teach and learn in a 21st-century environment by emphasizing fundamental subjects, learning skills, and using 21st-century tools to improve those skills Utilize 21st century assessments to gauge 21st century skills, teach and study 21st century information.

## Observation of Pre-Service Teacher

When the supervisor visits the pre-service teacher, they use an observation grid that is integrated into a software for observation to code the classroom management techniques the pre-service teacher has applied (Vosaic). The term coding refers to the administrator's process of identifying every classroom management strategy and categorizing it into one of the following observation network categories. The Vosaic program was selected using the typology developed by Bocquillon and associates (2022), because it makes it possible to code and capture live at the same time.



### Classroom Management

Generally speaking, classroom management is one of the most difficult jobs for new and beginning teachers. Strong classroom management abilities have been linked to instructors being viewed as leaders who can shape student behavior, foster effective learning environments, and meet the requirements of students for a sense of security. Without these abilities, teachers frequently struggle to keep the peace and spend more time dealing with inappropriate behavior than actually instructing students (Lopes, 2017).

### Importance of Classroom Management:

According to Poznanski (2018) despite the fact that effective classroom management is crucial for achieving core learning objectives, research indicates that pre-service and new instructors in particular lack this understanding. It is especially clear how important it is to take situation-specific skills into account when evaluating teachers' classroom management abilities. This skill is thought to be crucial to a teacher's competency, and a number of video-based tests have been

created to evaluate how well teachers perceive and interpret classroom management (Gold & Holodynski, 2017).

### **Classroom Management Self-Efficacy**

Despite these reservations, a number of research have supported the notion that high levels of self-efficacy are linked to academic success in students. It has also been demonstrated that self-efficacy is a crucial component of teachers' overall self-efficacy and preparedness for the job. The researchers' examination in this study focused on teachers' views in their skills to plan and carry out the actions necessary to preserve classroom order, or the subset of self-efficacy known as self-efficacy in classroom management (Kim & Seo, 2018).

### **Factor Affecting Pre-Service Teacher Education**

Three fundamental elements make up education: teachers, students, and educational programs. Among other educational aspects, teachers play the most important role in guiding students and carrying out educational programs. This highlights the significance of great instruction as the pivot educational component influencing pupils' success. Completing pre-service teacher education successfully is essential for effective instruction with effectively carrying out his or her responsibilities and duties, which eventually results in the designation of Competent Teacher (Yuksel, 2012).

### **Different Perspectives About Discipline**

According to Landrum and Kauffman (2006) the traditional behavioral strategy emphasizes positive behaviors and weakens negative ones in order to preserve discipline. The literature contains a variety of viewpoints on discipline. When designing the educational environment, the ecological method emphasizes on the proactive side of classroom management and also incorporates nonreactive motions while upholding discipline. In order to preserve an organized learning environment, teachers should intervene indirectly and, when doing so, they should do it as fast and softly as they can.

### **Objectives**

- To explore the significant difference between the demographic and the Pre-service teacher and the factor affecting their understanding of discipline.
- To find out the correlation among the Pre-service teacher and the factor affecting their understanding of discipline.

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## Research Question

The following are the research questions of this study:

- What are the best classroom management techniques that pre-service teachers should learn to oversee their classrooms successfully?
- What elements influence pre-service teachers' comprehension of discipline and their capacity to use productive discipline techniques in the classroom?

## Research Methodology

The purpose of the current investigation was to investigate the Exploring Effective Classroom Management Practices: A Study on Pre-Service Teachers skill and the factor affecting their Understanding of Discipline. Five universities from the Multan district were chosen for this investigation utilizing a basic random sampling technique. This study was delimited to only 5 universities of Multan. Because of resources besides shortage of phase study was limited in Multan Region. This population was included 1250 individuals who are in the process of obtaining their teaching certification and are preparing to enter the field of education. Respondents of my study was 250 students of Higher education institutions. A structured survey was employed as a tool for gathering data. The proper permission was sought and commence data collection. The Likert scale was used to rate the 30 statements on the questionnaire: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree. Statistical Package for Social Sciences (SPSS) version; 25 was used for the data analysis. In order to analyze the figures, there was use of both descriptive and inferential statistics for general description of the data. ANOVA was also applied to compute the factors.

## Data Analysis

The analysis and interpretation of data are the topics covered in this chapter. Inferential statistics is used to compare the variations in replies provided by pre-service teachers' skill, classroom administration tactics, and impacts influencing their grasp of self-control, whereas descriptive statistics is used to summarize respondents' responses to statements.

*Table No 1: Gender wise Analysis*

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		Frequency	Percent	Mean
Valid	Male	62	24.8	
	Female	188	75.2	1.7520
	Total	250	100.0	

Table 1 presents data on gender distribution within a sample of 250 individuals, who took part in the study wherein the ratio of male 62 students, constituting 24.8% of the sample, identify as male, while 188 students, making up 75.2% of the sample, identify as female.

Table No 2: Area wise Analysis

		Frequency	Percent	Mean
Valid	Rural	127	50.8	
	Urban	123	49.2	1.4920
	Total	250	100.0	

Table 2 shows the distribution of individuals based on their residential area within a sample of 250 participants. It shows that 50.8% of the data is related to rural areas (127 instances) and 49.2% is linked to urban areas (123 instances).

Table No 3:

T-test results about factors of students based on their gender

Factors	Gender	N	Mean	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)	Mean Difference
CMS	Male	62	18.9839	5.28373	.67103	-.382	.703	-.28741
	Female	188	19.2713	5.08913	.37116			
PSTS	Male	62	22.4032	7.12755	.90520	2.632	.009	2.42982
	Female	188	19.9734	6.01107	.43840			
FAU	Male	62	22.5484	7.48480	.95057	1.424	.156	1.47392

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Female	188	21.0745	6.92471	.50504
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Note [classroom management strategies (CMS), pre-service teacher skill (PSTS), Factor affecting their understanding of discipline (FAUD)]

Table 3 displays findings from a gender-based analysis of CMS, PSTS and FAUD of male and female pupils. Data displays that mean score of male students ( $M=18.9839$ ,  $SD=5.28373$ ) is less than female students' ( $M=19.2713$ ,  $SD=5.08913$ ). This suggests a minor distinction between classroom management strategies of male and female students' classroom management strategies regarding their effectiveness but t-test indicates a less significant mean difference ( $t = -.382$ ,  $p= .703$ ). Data exhibits that mean score of male students ( $M=22.4032$ ,  $SD=7.12755$ ) is higher than female students' ( $M=19.9734$ ,  $SD=6.01107$ ). This indicates a small difference between pre-service teacher skill of male and female students' pre-service teacher skill regarding their effectiveness but t-test indicates a high significant mean difference ( $t = 2.632$ ,  $p= .009$ ). Data exhibits that mean score of male students ( $M=22.5484$ ,  $SD=7.748480$ ) is higher than female students' ( $M=21.0745$ ,  $SD=6.92471$ ). This indicates a small difference between Factor affecting their understanding of discipline of male and female students' Factor affecting their understanding of discipline regarding their effectiveness but t-test indicates a high significant mean difference ( $t = 1.424$ ,  $p= .156$ ).

Table No 4:

T-test results about factors of students based on their Area

Factors Area		N	Mean	Std. Deviation	Std. Error Mean	T	Sig. (2-tailed)	Mean Difference
CMS	Rural	127	18.3543	5.28779	.46922	-2.682	.008	-1.71884
	Urban	123	20.0732	4.82679	.43522			
PSTS	Rural	127	21.2835	7.48957	.66459	1.790	.075	1.43794
	Urban	123	19.8455	4.90405	.44218			
FAUD	Rural	127	21.3780	7.37212	.65417	-1.141	.888	-.12611



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Urban	123	21.5041	6.79727	.61289
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Note [classroom management strategies (CMS), pre-service teacher skill (PSTS), Factor affecting their understanding of discipline (FAUD)]

Table 4 presents results about Area wise analysis of classroom management strategies of rural and urban area. Data displays that mean score of rural area ( $M=18.3543$ ,  $SD=5.28779$ ) is less than urban area' ( $M=20.0732$ ,  $SD=4.82679$ ). This indicates a small difference between classroom management strategies of rural and urban area' classroom management strategies regarding their effectiveness but t-test indicates a less significant mean difference ( $t = -2.682$ ,  $p= .008$ ). Data exhibits that mean score of rural area ( $M=21.2835$ ,  $SD=7.48957$ ) is higher than urban area' ( $M=19.8455$ ,  $SD=4.90405$ ). This indicates a small difference between Pre-service teacher skill of rural and urban area' Pre-service teacher skill affecting their understanding of discipline in terms of their efficacy, however the t-test shows a highly significant mean difference ( $t = 1.790$ ,  $p= .075$ ). Data shows that mean score of rural area ( $M=21.3780$ ,  $SD=7.37212$ ) is less than urban area' ( $M=21.5041$ ,  $SD=6.79727$ ). This indicates a small difference between Factor affecting their understanding of discipline of rural and urban area' Factor affecting their understanding of discipline affecting their understanding of discipline regarding their effectiveness but t-test indicates a less significant mean difference ( $t = -.141$ ,  $p= .888$ ).

Table No 5:

*Pearson Correlation summary: Correlation of Classroom management strategies: Pre-service teacher skill and factor affecting their understanding of discipline*

	CMS	PSTS	FAUD
CMS	1		
PSTS	.370**	1	
FAUD	.267**	.405**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Classroom management strategies and pre-service teacher skill have a correlation coefficient (r) of .370, indicating a weakly positive link between the two variables. The P value of less than 0.01 indicates the link's statistical significance. Thus, we can conclude that improving the use of

classroom management techniques can enhance pre-service teachers' competence levels. The use of classroom management strategies shows a slightly weaker positive link .267 with Factor affecting their understanding of discipline than it does with classroom management strategies .370. There is statistical significance for both. The relationship between pre-service teacher skill and classroom management strategies .370 and Factor affecting their understanding of discipline .405 is moderately positive. There is statistical significance in these relationships. The use of Factor affecting their understanding of discipline has a weaker positive relationship .267 with classroom management strategies use and a moderately strong correlation .405 with PSTS. There is statistical significance for every correlation.

Table No 6:

*Regression Analysis; Classroom management strategies: pre-service teacher skill and factor affecting their understanding of discipline*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.267 <sup>a</sup>	.071	.067	6.83818

a. Predictors: (Constant), CMS

According to table no 6, It is visible to us that R-square value is .071, that is our independent variable Classroom management strategies causes 7% change in the dependent variable Factor affecting their understanding of discipline among pre-service teacher.

Table No 7:

*ANOVA<sup>a</sup> : Classroom management strategies: pre-service teacher skill and factor affecting their understanding of discipline*

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	888.942	1	888.942	19.010	.000 <sup>b</sup>
Residual	11596.658	248	46.761		
Total	12485.600	249			

a. Dependent Variable: FAUD

b. Predictors: (Constant), CMS

Table 7, as a result of the p-value for our ANOVA is 0.000, which is less than 0.05, we can conclude that there is a significant link between our independent variable and the other variable.

Classroom management strategies and dependent variable Factor affecting their understanding of discipline among pre-service teacher.

Table No 8:

Coefficients<sup>a</sup> results: Classroom management strategies: Pre-service teacher skill and factor affecting their understanding of discipline

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	14.367	1.679		8.557	.000
	CMS	.368	.084	.267	4.360	.000

a. Dependent Variable: FAUD

Table 8 show the coefficients results. As showed that the beta value is .267, which means that the change in independent variable Classroom management strategies by a single unit will result in the variation in the dependent variable Factor affecting their understanding of discipline among pre-service teacher .267 units. Additionally, a positive beta value denotes a positive association between Factor affecting their understanding of discipline among pre-service teacher among pre-service teacher and Classroom management strategies. Alternatively put, we say that when Classroom management strategies rises by one unit the Factor affecting their understanding of discipline among pre-service teacher will also increase by .267 units.

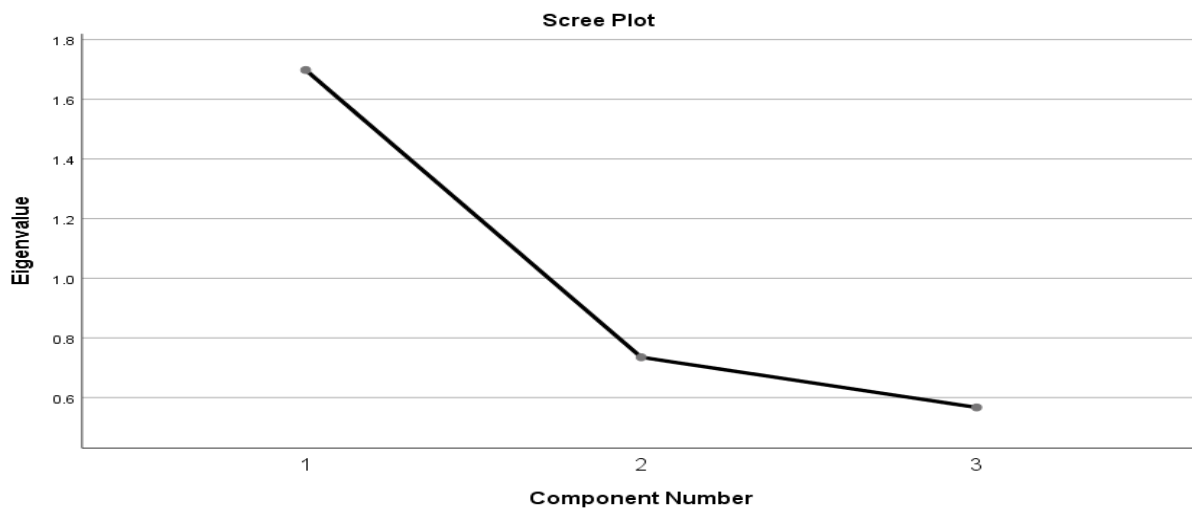
Table No 9:

Total Variance Explained

Component	Total	Initial Eigenvalues		Extraction Sums of Squared Loadings		
		% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.698	56.597	56.597	1.698	56.597	56.597
2	.735	24.505	81.102			
3	.567	18.898	100.000			

Extraction Method: Principal Component Analysis.

Table 9 presents the total variance described using Principal Component Analysis (PCA) to extract each principal component. The variance of each element of the "Extraction Sums of Squared Loadings" is represented by the Initial Eigenvalues. are obtained prior to extraction demonstrate the variance explained by the extracted components. The first component accounts for 56.6% of the variance, with subsequent components contributing 24.5% and 18.9%, respectively. Together, the three components cumulatively explain 100% of the variance in the data. This breakdown showcases the diminishing contribution of each subsequent component in explaining the overall variance, highlighting the diminishing returns in variance explanation beyond the first few components in this analysis.



Scree plot show that correlation between classroom management strategies, pre-service teacher skill and factor affecting their understanding of discipline, hence we say that there is positive relationship between 2 to 3 variables (pre-service teacher skill and factor affecting their understanding of discipline).

### Summary

The study's goal was to investigate the many elements, such as Exploring Effective Classroom Management Practices: A Study on Pre-Service Teachers skill and the factor affecting their Understanding of Discipline. All male and female students from the Multan District's universities (WUM, BZU, Emerson University, University of Education, Multan, and ISP) were chosen to

constitute the study's population. Using a simple random sampling technique, the universities' Education department provided a sample of 250 students. The researcher created a questionnaire with 30 statements that were then broken down into three categories Exploring Effective Classroom Management Practices: A Study on Pre-Service Teachers skill and the factor affecting their Understanding of Discipline. This was done in order to get data from the students. Students' answers were collected using a Likert scale. The researcher employed both inferential and descriptive statistics to analyze the data. The findings of PCA, multiple linear regression, and Pearson correlation analysis showed a strong correlation between the following factors: preservice teachers' competency, classroom management techniques, and factors influencing their perception of discipline.

### **Discussion**

The main objective of the study exploring classroom management strategies is to understand how pre-service teachers can develop the skills and knowledge necessary to create an effective learning environment. This includes understanding the factors that can affect their understanding of discipline and management strategies. Finding and conclusion of the study has led towards the following discussion. This study sought to determine the factors impacting pre-service teachers' perceptions of discipline and their ability to apply efficient disciplinary techniques in the classroom. The most effective tactic was found to be quick and consistently addressing student misbehavior, as demonstrated by quantitative analysis. On the other hand, there was less of an effect when positive reinforcement was used to encourage good student behavior. These results highlight the necessity of focused training programs that priorities high-impact tactics in order to guarantee that pre-service teachers understand the complex factors that affect discipline and are prepared to apply efficient disciplinary measures in a variety of classroom settings.

### **Recommendations**

- Encourage reflection on classroom experiences to refine disciplinary approaches and adapt to evolving needs.
- Equip pre-service teachers with adaptable strategies to cater to varied classroom dynamics and individual student requirements.

### **Suggestion**

- Study the integration of technology in pre-service teacher training for classroom management. Assess how technology-based tools and resources aid in skill development and understanding of disciplinary techniques.
- Investigate how training in inclusive education impacts pre-service teachers' approaches to classroom management. Analyze the effectiveness of inclusive strategies in maintaining discipline in diverse classrooms.

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