

Becoming an Effective Classroom Manager: Preservice Teachers' Perceptions of their Classroom Management Education and Self-Efficacy Beliefs

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Abstract



It is very important that preservice teachers are provided an effective classroom management education so that they can develop the knowledge, attitude, and practices expected from an effective classroom manager. This study explores the preservice teachers' perceptions of their classroom management education. This is a qualitative study using a hermeneutic phenomenology research design. Eleven participants from a private university were interviewed using a semi-structured interview tool. The findings suggest that preservice teachers are provided with multiple skills, from emotional support to moral reinforcement and diversity management, so that they can become skillful classroom managers. The significance of preservice teachers, their training, and different aspects of how a classroom should be, have been discussed in the research. Overall, it's qualitative research, and it elaborates on preservice teachers' perceptions of multiple domains of classroom management education in an education department.

Keywords: Classroom Management, Pre-service Teachers; Phenomenology; Perceptions

Introduction

An effective classroom manager ensures that all students are latching on to what is taught in class (Diana, Muhammad, & Iftikhar, 2021). Preservice teachers apply their knowledge to chart a new route for their growth, instilling confidence in their ability to become the teachers they want to be, encouraging personal responsibility, and fostering educational ideals (Ruohotie-Lyhty & Moate, 2016). In addition, an effective classroom manager ensures a classroom is a safe place for students to discuss their ideas and explore new concepts openly. Students must feel at home when they are in the classroom, and if they fail to feel that way, they may not always be comfortable sharing their thoughts (Saleem, Muhammad, & Masood, 2020a, 2021).

Educational and teaching establishments should prepare preservice teachers to comprehend the place of innovation in today's classroom (Msosa & Mlambo, 2020). When it comes to effective classroom management, two of a classroom manager's most important skills are that he is wisely prepared and effectively handling class time. Preparation means preparing for the classroom and having a lesson plan in place. The supplies, devices, or materials must be close to being readily available when needed.

Teachers' supporting roles are connected to the socio-political contexts of schools in promoting inclusive environments (Maddamsetti & Lenski, 2018). A smooth teaching-learning process requires academic and behavioral expectations to be set early in the first class. If the teacher deals verbally with academic and behavioral expectations and offers the chance to ask questions, they begin to know what they expect and achieve. Academic and behavioral expectations are effectively covered if students know what effect the standard has (Siddiqui, Muhammad, & Naseer, 2021).

The emotional aspect of classroom management is also an essential key to creating successful classroom managers. The socio-political environments of the classrooms are connected to the promotion of inclusive environments. Now, the teachers are aware of the overall school environment, the diversity present, and the thinking mechanism of students. All in all, the management skills of the teachers are a great contributor to effective teaching.

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Maintaining discipline in the classroom is among the skills and tasks to develop for teachers (Tahira, Muhammad, & Masood, 2020). Likewise, teachers should design an ecosystem where educational goals are effectively achieved (Saleem, Muhammad, & Siddiqui, 2021). Self-efficiency is a concept often discussed by students of education (Iqbal, 2020; Siddique, 2020). However, the discovery of teachers' self-efficacy in terms of class management is relatively uncommon, particularly for preservice teachers (Nasir, Muhammad, & Bokhari, 2022; Naveed, Muhammad, & Siddiqui, 2022). Therefore, research reveals educators' belief in their classroom management strategies before service (Sivri & Balci, 2015).

Teachers are responsible for managing the classroom to deliver quality education and improve learning experiences for students (Saleem, Muhammad, & Qureshi, 2021). Management of classrooms may be divided into three key components: 1) content management, 2) management of behavior and 3) management of pacts. Time management is another element, alongside these three components, used to evaluate the efficiency of classroom management. There is a strong relationship between the quality of teaching and learning and the availability of teachers. Educators must communicate their thoughts and understanding and guide their behavior and interpersonal interactions to exhibit the essential qualities of virtues such as honesty, justice, fairness, compassion, integrity, courage, respect, and responsibility. As teachers serve young pupils, their behavior and capacity in the career path must be assessed efficiently and morally.

A good classroom manager is consistent. Pupils perform best in a familiar educational environment. Regular exercises facilitate teaching and student performance. It leads to less downtime and fewer problems with discipline. When repercussions are consistently applied, students accept behavioral and academic consequences better (Saleem, Muhammad, & Masood, 2019, 2020b). A well-thought-out curriculum policy is vital for an efficiently run course. Teachers should map the course program to flow and build on previously learned concepts. As the foundation for a step will have already been laid, the students can use that as a platform to build more ideas. Teachers often just want to get their job done and then leave, not caring about whether the students even understood the lesson or not. Whereas effective classroom managers look at the entire class as a team, they need to ensure cohesion and play as a single team. When the classroom manager starts interacting with the students more, they will help them discover more from the lesson. The fact remains that children learn more in the playground than in the classroom. When children are out on the playground, they play as teams, which helps them develop strong collaboration skills and hone their skills as sportsmen. The same cannot be said about the classroom unless it is not something the students enjoy; they will be compelled to attend class and not be there based on their own will (Pirzada, Muhammad, & Ahmed, 2021; Pirzada, Muhammad, & Masood, 2021; Pirzada, Muhammad, & Zaka, 2021).

However, it is very important that preservice teachers are provided an effective classroom management education so that they can develop the knowledge, attitude, and practices expected from an effective classroom manager (Saif, Muhammad, & Safdar, 2021; Yasmin, Muhammad, & Siddiqui, 2021). As mentioned above, one of the critical variables that significantly impact the classroom education and learning process is class management. Teachers with strong classroom management abilities may effectively deal with even the most challenging behavioral issues. However, teachers with low teaching skills will feel disappointed when they struggle to communicate with behavioral problems. It also disrupts the teaching and learning process. This study explores preservice teachers' perceptions of becoming effective classroom managers. More specifically, it explored how preservice teachers perceive their Classroom Management Education enrolled in the 8th semester of BS Education at a private university. In addition, this study explores preservice teachers' self-efficacy beliefs.

Methods

The current study is a qualitative study using a hermeneutic phenomenology research design (Vagle, 2018). Hermeneutic phenomenology deals with life experiences and interpretation (Sharjeel, Muhammad, & Waqar, 2022). The study was conducted at the University of Management and Technology, Lahore. The researcher used a criterion sampling technique to explore preservice teachers' perceptions of diverse aspects of learning. The following criteria were used to choose participants for this study: The participants were preservice teachers, and 11 participants volunteered. They were all females who were enrolled in the 8th semester of BS Education at UMT. Semi-structured interviews were conducted.

The researcher contacted the participants via WhatsApp to discuss the next steps in the research process. Participants were individually interviewed at a Zoom meeting. Conducting online interviews had been challenging as most participants either had connectivity issues or did not show up at the Zoom conference on a decided day and time. Since Zoom supports recording, the interviews with the participant's consent were recorded; an android mobile was also used to record the audio. All recordings were transcribed and translated into English.

A Google spreadsheet was used to arrange the responses' online entries. Coding was done, and the many portions of data that describe occurrences were categorized (Miles, Huberman, & Saldaña, 2020). In qualitative research, a code is a word or phrase that reflects a definitive and recurring piece of data (Saldaña, 2021; Saldaña & Omasta, 2021). The first researcher established a set of color codes that indicated concepts or patterns that corresponded with each specific study topic. After the second data assessment, the initial categories were changed or merged, thus reconstructing the information by looking for themes. While disassembling data, considerable attention was given to how the data illuminated the study's initial concerns, leading to more complete data insights (Adu, 2019). The study questions were substantiated by improving data coding levels and revealing themes.

Findings

Effective classroom managers

Participants were asked about their definition of effective classroom managers and if they had taken any training on classroom management before they joined the schools. Participants reported being trained in classroom management and found the training effective during their practical experience. Participants believed that effective classroom management education improved their time management and the implementation of their lesson planning and gave them a positive mindset.

Participants opined that good classroom management is nested in the defined rules and regulations; it never compasses the whole teaching-learning process. Creative implementation is just as crucial as planning engaging content. It is imperative for teachers to avoid disruptions by engaging every single child in the class. Participants also expressed that if the students are told of what is expected of them as a long-term goal divided into several practical and easy checkpoints, they will be more interested in achieving them, thus mitigating disruptions. Additionally, preservice teachers should set goals and rules for themselves and cautiously and critically assess their performance against these goals. A participant stated:

Classroom management is about setting and communicating rules with the students. However, these rules should rather support the teaching-learning process. Teachers, on the other hand, should practice zero favoritism, support their students equitably, should invest time in designing engaging and creative learning activities, and adopt conceptual teaching styles. (Participant 3)

Some participants defined classroom management as having a positive mindset toward the classroom experience. They regarded teachers as solely responsible for the success of their students, not just academically but as an individual too. They opined that an effective manager could get to the root cause of disruptive behavior and eliminate it. A participant stated:

Before you begin teaching, you should have a very sound understanding of child psychology so that you can understand the reasons behind disruptive behavior. Just be open to the students with a very positive mindset and see what they offer. Ensure that students feel safe and welcome in the classroom. Also, having a sound understanding of seating arrangement is inevitable for becoming an effective classroom manager, which teachers often neglect. (Participant 6)

Some participants opined that effective management is all about managing behaviors and time to ensure a smooth teaching-learning process. Encouraging and empowering students is one way to manage those above. Nurturing a growth environment goes a long way. A participant stated:

Plan a project or any outdoor activity. Appreciate them for their hard work even if they don't achieve their target. Praise and appreciation usually improve children's confidence and, ultimately, their efficacy. And when you ask how? I must say communicate clearly. Effective use of verbal and non-verbal communication is crucial for the purpose. Collaborations among students also help address disruptions in class, as students usually take responsibility for their group members.

While discussing the hurdles that hinder effective classroom management, almost all the participants discussed that the pressure of completing the syllabus within a given time limit leaves less room for improving other classroom aspects. Lack of communication affects the environment of the classroom. Teachers commented that they often found themselves at the crossroads of what and how to communicate with students. Moreover, teachers who are insensitive to students' individual needs often end up having dissatisfied students, contributing to a mismanaged classroom. Non-cooperative and non-supportive administration and lack of solutions further aggravate the problem.

Almost all the participants, while speaking of the skills vital for active classroom management, regarded time management and efficient use of available resources. Participants stated they would like to excel in planning their lessons so their address is more engaging and exciting for the students. Some regarded motivational skills as a game changer while managing the classrooms. Some of the participants considered relationship building as the soul of the whole process. A participant stated:

Cultivating healthy relationships attenuates most problems even before they arise. While in a healthy relationship, students feel comfortable communicating with their teachers and feel free to ask questions, and hence their learning is improved. A trustworthy relationship with parents reinvigorates confidence and hence provides additional domestic support in managing behaviors. (Participant 8)

Participants believed that classroom management skills could only develop with experience. Seldom a novice teacher handles all the issues with a poise of an experienced teacher. All the experienced teachers are not good managers due to their lack of interest in their classrooms.

Emotional support in the program

Participants were asked how they account for the kids' backgrounds, cultures, and emotional/behavioral needs in their education and behavioral support plan. A participant stated:

There is always a variety of cultural, emotional, and behavioral needs of the kids that becomes a serious issue most of the time. I'll overcome this issue by motivating all the students. That all human beings are equal. Don't compare rich and poor; humanity should be the priority. I'll guide them so that they don't degrade others. This will help them to remain positive and care for one another. (Participant 1)

Participants believed that pasting cultural items on soft boards with the collaboration of the parents and students would make students from different cultures feel at ease and valued. A participant stated: "A teacher can paste cultural items in one corner of the class with the collaboration of the parents. In this way, students will feel at ease and valued" (Participant 2). Another stated that teachers should bring balance and harmony to the classroom and not make fun of others' cultures and values. A participant stated:

A teacher is responsible for providing cultural and behavioral support so that all students feel comfortable under one roof. If few students make fun of others due to cultural differences or ethnic issues, then class management will get disturbed. (Participant 9)

Most of them stated that teachers should teach through different stories to control their emotions and respect others' cultures. A participant stated:

I'll survey first to know about the pupils' cultural variations, backgrounds, and emotional and behavioral requirements. Following that, I'll construct a similar questionnaire for parents. This will go a long way toward bringing harmony and balance to the classroom. I'll plan activities after gathering data and reviewing it. (Participant 10)

One of them stated that I would schedule a therapy appointment for them and try to preserve a sense of balance among the kids if any pupils were ashamed of their race. A participant stated:

When I see anything uncommon in my students, I will schedule a therapy appointment for them. I'll make an effort to preserve a sense of balance among the kids. If any pupils are ashamed of their race, I will avoid bringing it up in class. I'll inspire kids to care for one another. (Participant 11)

Participants stated that they would give them rewards and praise the students for the positive environment in the classroom for implementing a positive behavioral support strategy in the classroom. A participant stated:

I'll apply a positive reinforcement strategy in my classroom. I'll divide students into multiple groups, and the group who will do the task nicely will get a reward such as chocolates or stars. This will be a productive and positive behavioral support strategy for slow learners or reluctant students. They will start work time to get rewards. (Participant 1)

Most of them stated the friendly atmosphere in class and told them short stories that interested the classroom. A participant stated:

A teacher should be a role model. Students take an interest in stories related to their teacher. It creates a positive environment for the class. Another thing is a teacher should not shout in front of students; a teacher should be humble and polite. (Participant 2)

Participants stated that discussion sessions widen their knowledge and skills in working with emotional and behavioral issues. A participant stated, *"I'll expand my knowledge on emotional issues by using different resources"* (Participant 1). A few of them stated that they would read different books to solve students' emotional and behavioral issues. A participant stated:

I'll read books on the emotional and behavioral issues of different students. I'll try to apply those strategies in my classroom. I'll learn new and interesting skills from several sources to help students with their emotional and behavioral issues. (Participant 3)

Two of them stated that counseling is essential for students, and parent-teacher meetings help them solve students' issues. A participant stated: *"I'll expand my knowledge through parent-teacher meetings. Then I'll do counseling of students individually. Through this, I'll resolve their emotional issues easily"* (Participant 7).

Participants were asked about the required emotional support from teachers to have a good connection with the students and manage the class. All of them stated that kids require emotional support from teachers to connect with the students and manage the class. A participant stated:

Students need emotional support because if a teacher is not fulfilling his emotional needs, then there will be no connection between the student and the teacher. The student will feel uncomfortable in that environment. Thus, a positive attitude and environment are significant in providing emotional support to the class. (Participant 6)

Participants were asked about adjusting their classroom expectations based on their student's emotional and behavioral needs. Most of them stated that taking feedback from the students changes teacher styles. One of them stated,

I'd assign them different responsibilities. In this way, they will feel emotionally intense and responsible as a class student. I'll communicate my expectations, such as rewards and consequences. Moreover, I will develop a relationship with my class so that the kids will trust me and they will share their happiness and issues with me in a comfortable environment. (Participant 8)

Two of them stated that they give authority to incredibly emotionally distressed students and give them tasks to motivate and encourage them. A participant stated: *"Every student has unique emotional and behavioral requirements. All the interesting activities should be included in a teacher's lesson plan to encourage students and enhance their interests"* (Participant 9).

Participants were asked about the extent to which the teacher education program they enrolled in helped them with all these classroom strategies. Most participants stated that classroom management strategies, methods, and techniques were included in those teacher education programs. A participant stated: *"Although I was enrolled in a teacher education program, my course has greatly aided me in all classroom methods, such as giving students instructions not to create noise, listening to their instructor correctly, and responding"* (Participant 8). Two of them stated that it's helpful for teachers and students. A participant stated,

To a large extent, these teacher education programs are helpful. Those who do not attend such programs cannot become proactive and ideal teachers in their classrooms. So, these courses are not only helpful for teachers in their classrooms but also for students and their parents. (Participant 2)

Most of them felt confident in giving students positive and negative reinforcement. A participant stated: *"I have attended many teacher education programs, but I have studied this course*

and strategies that I'll apply in my professional teaching field. I know how to give positive and negative reinforcement" (Participant 4). Few of them stated that it helped them deal with different personality issues, cultural and background differences, and students' psychology. A participant stated: "The program I am enrolled in has helped me a lot to deal with different personality issues, cultural and background differences, students' psychology, and so on" (Participant 6).

Classroom organization

Participants were asked questions like: What do you think is the best strategy to keep students interested in a hard subject for a longer time? The majority of participants stated that different activities, games, telling stories, and using flashcards help students keep interested in the complex subject for a more extended period. A participant stated:

I'll develop students' interest in the hard subject by motivating them so they can do that exceptionally. I'll suggest to them how to make a hard subject easy and interesting. Fun activities and games can make a hard subject easier and short. (Participant 1)

A few of them stated that activity-based learning, group-based learning, and group discussions play a vital role in handling students for a more extended period in complex subjects. A participant stated:

Activity-based learning, group-based learning, and group discussions are interesting activities to deal with a hard subject. For example, a teacher can teach counting by showing different videos, fractions through pizza diagrams, etc. These activities help a lot to make a hard subject easy and interesting at the same time. (Participant 3)

Some of them stated that they would use flashcards, movies, exercises, and tales to help them to indulge students in the classroom. A participant stated: "A teacher should not exclusively teach that subject. Instead, he should use tales, flashcards, exercises, and other methods to develop the interest of pupils in the topic" (Participant 9).

Participants were asked questions like what their tactics and remedies would be to cope with a disruptive classroom. The majority stated that rules and regulations are the best remedies to cope with a disruptive classroom. A participant stated,

At first, being a teacher, I'll set rules and relations and would make them clear to all the students. Secondly, I'll become a role model, make a list of punishments, and ask them to choose for themselves. On the other hand, If I would like the behavior of a student, then I'll appreciate him so that rest of the students understand which type of behavior the teacher will. (Participant 4)

Two of them stated that they give students long-term tasks to avoid disruption. A participant stated: "To avoid disruption, keep your pupils occupied. Give them long-term assignments so that they don't disrupt the class" (Participant 9).

Most of them stated that teachers should listen to students calmly and politely teachers should be polite and calm to avoid disruptive classrooms. A participant stated: "A teacher should be polite, calm, and nice. Then the teacher will engage them in group activities to avoid disruptive classrooms. Those troublesome students should be assigned various tasks to deal with disruption" (Participant 6).

One of them stated that teachers should punish the students and give them lectures and take feedback. A participant stated:

I'll intervene with pupils who will be causing a stir in the classroom. For example, I may give instructions for a task. Then I'll inform the pupil that if they don't do it correctly, I'll punish them. Students will be able to concentrate on their lectures in this manner. Another option is to warn them that if they do not learn the answers correctly, I will contact their parents. Such strategies can aid in dealing with a tumultuous classroom. (Participant 8)

Most of them stated that teachers should give students enjoyable activities, rules, regulations, and positive and negative reinforcement to encourage them and create a friendly environment to maintain discipline. A participant stated,

First of all, I'll tell students about classroom management rules and regulations, and then I'll stress consistency in following those rules. After that, I'll arrange positive and negative reinforcement to encourage them. Moreover, I'll create a lively and friendly environment to maintain discipline. (Participant 3)

Most of them stated that teachers should give students punishment and rewards to create discipline. A participant stated, *“Telling students diverse moral stories about punishment and rewards is one way to cope with classroom disciplinary concerns. This will aid in the maintenance of discipline to get rewards”* (Participant 9).

Participants were asked a question like how they would establish a rapport with students. Most of them stated that teachers should build a relationship with kids and create a friendly environment. A participant stated:

Connect yourself personally with your students. When a teacher tells his routine and issues of life, students will take it friendly. They will think that a teacher also faces problems. This will establish a rapport with students. (Participant 2)

Some stated that teachers must know the student’s likes and dislikes and communicate with them. A participant stated: *“To establish a rapport with students by calling each student’s names, by asking about their likes and dislikes, hobbies, by a strong teacher-student bond, emotional support, solutions to multiple problems, and so on”* (Participant 6). One stated that teachers should share personal stories of problems and achievements to encourage students. A participant stated,

I’ll share my personal stories of problems and achievements, and this will create a rapport. I will allow them to tell me their problems, whether related to academic, social, or teacher related. I will try to give them a solution at once or resolve the issue on my own. In this way, they will feel me as their caring teacher, and this will establish a strong rapport with students. (Participant 4)

Participants were asked questions like to what extent the teacher education program they enrolled in helped them with all these classroom strategies. Most of the participants stated that teachers give instructions to students not to make a noise, to listen to them properly, and respond. A participant stated: *“The teacher education program I was enrolled in helped me a lot in all classroom strategies such as instructions for students not to make a noise, listening to their teacher properly, and giving a response. Such strategies were included in those teacher education programs”* (Participant 1). Few participants stated that positive and negative reinforcement are helpful strategies in teaching programs. A participant stated: *“I have attended a teacher education program, and I have studied this course and strategies which I’ll apply in my professional teaching field. I know how to give positive and negative reinforcement”* (Participant 4).

Instructional support

Participants stated that AV aids are best to help students become better learners. Most of them stated that teachers should give students different activities, drilling and practicing, and give various tasks to their students to feel responsible and punctual. A participant stated:

A teacher should do reinforcement with little kids. By drilling and practicing, they will learn fast. Parents also play an important role because they can examine kids how much time they give to their studies at home after school. (Participant 3)

Few of them stated that teachers should appreciate, encourage, praise, and motivate the students. A participant stated: *“Teachers can assist students in many ways, such as praise, encouragement, motivation, etc. If a student gets good marks and the teacher appreciates him, the student will try more to get more appreciation and appraisal from the teacher”* (Participant 8).

Participants were asked questions like how they would keep their students interested and motivated and encourage them to help them become self-directed learners. Most of them stated that teachers should give students different activities to become self-directed learners. A participant stated: *“Through interesting and multiple activities, a teacher can motivate and encourage them. A teacher should ask students to tell a story daily for self-directed learning. This will help the students to grow”* (Participant 2).

Most students stated that teachers should appreciate the students, encouragement, and motivate them. A participant stated:

Teachers can motivate students with appreciation, encouragement, and motivation. Incentives and rewards are also helpful in keeping them motivated. For self-direction, a student should be encouraged to ask questions, and the teacher should not get

angry with questions. This will help them to become self-directed learners.
(Participant 8)

Most of them stated that teachers should give students intrinsic and extrinsic motivation to become self-directed learners. A participant stated, "Intrinsic and extrinsic motivation play an important role. I'll give positions with incentives that will motivate them. I'll give punishments and counseling sessions to reluctant students. I'll inculcate a sense of responsibility in them" (Participant 4).

Participants were asked questions like: How would you teach 21st-century kids, incorporate technology, and prepare them to be global citizens? Most participants stated that 21st-century kids could become global citizens by using different websites, such as regalia, communication at the international level, various websites, and MS office. A participant stated: "*I'll employ technology that will assist pupils in becoming global citizens, such as realia, various websites, MS office, international communication, and so on*" (Participant 5). A few of them stated that teachers should use different tools like computers, videos, and whiteboards to encourage the students by teaching them with digital gadgets. Smartphones, laptops, and tablets have become indispensable parts of daily life. Some stated that teachers should teach and train children through conceptual and experience-based studies.

Participants believed that a good teacher has good command over the subject. A good facilitator should be calm and patient, have communication skills and bonding, and be helpful, caring, positive, creative, and skilled in the subject. A participant stated: "*A good teacher should have multiple qualities, like classroom management skills, communication skills, bonding, facilitator, helpful, caring, positive, creative, and skilled in the subject*" (Participant 4). Most of them stated that teachers should have expert knowledge of the subject, provide solutions to students' problems, and build a strong bond with the students.

Discussion

The participants' views mainly were from the research conducted earlier. However, some of them were not so precisely parallel with what the researchers concluded. Most of the participants showed an inclination towards lenient behavior, and they focused on being more patient with the students to get control of the classroom. Other researchers also concluded that leniency towards children is a far more viable option than using a hard line to deal with disruptions in the class (Ghazi, Shahzada, Tariq, & Khan, 2013).

Most participants emphasized using different techniques and activities to enhance the learning procedure. Tough subjects, short attention spans, and a long curriculum often halt the class's learning. It is recommended to use different activities and learning methodologies to enhance and animate the learning procedure. Using postures and gestures and involving the class during a lecture is what's an essential part of classroom management (Ahmad et al., 2012). In addition, the motivation of the teacher and his connection with the students are mandatory for a healthy class environment. Participants of the research unanimously agreed on the importance of the bond between the teacher and the students. The teacher should socialize and communicate with the students to have better communication which eventually leads to better classroom management (Adnan Tahir & Samina Amin Qadir, 2012).

When it comes to the teacher's motivation, it depends on multiple factors, as per the research participants. Those factors are management pressures, covering the syllabus, and not getting enough liberty to make changes in the classroom. It leads to a lack of motivation which is immensely important for an efficient classroom manager. (Khan et al., 2020). Furthermore, it was also found in research that the physical environment of the class had a substantial impact on the students' achievements and overall classroom management (Qaiser Suleman & Ishtiaq Hussain, 2014). It can be related to the participant's point of view about not having the liberty to make any changes in the classroom. This halts creativity and binds them to operate differently, which is an excellent demotivation. Moreover, the attitude of teachers also impacts the efficiency of students, and thus motivation to teach is required as a precursor to being an efficient teacher (Tahira et al., 2020).

One of the papers concluded that preservice teachers become authoritarian and dominate the class as per their training (Rizvi, 2015). However, this research turned out to be precisely the opposite. None of the preservice teachers believed that students should be dealt with in a way that they feel suppressed and dominated. This is the antagonist to the conclusions drawn from the research

and the participants' overall attitude toward the students. Furthermore, one of the researches showed that teachers face issues in managing the class online (Nauman Ahmed Abdullah & Munawar Sultana Mirza, 2020). However, none of the participants in the research pointed out this issue. It could be because online classes are fading away as the pandemic is over. But still, the general notion is that online courses let teachers have more control as the ones who are disturbing can be blocked from the system.

Conclusion

This study was a qualitative analysis of how training and grooming of preservice teachers can impact the classroom environment and efficiency. The results of the research, although versatile, were mainly focused on the idea that the training of teachers is essential as the classroom is a very crucial stage of a person's life. In addition, it was found that preservice teachers are provided with multiple skills, from emotional support to moral reinforcement and diversity management, so that they can become skillful classroom managers. Most of the findings coincided with the work done by national and international researchers in a similar domain. This research would be helpful for those who are willing to extend the work done and take it a step forward for a profound analysis of the problem at hand. Moreover, it will serve as a knowledge resource for those related to this domain and who want to use authentic, in-depth research. The significance of preservice teachers, their training, and different aspects of how a classroom should be, have been discussed in the research. Overall, it's qualitative research, and it elaborates on preservice teachers' perceptions of multiple domains of classroom management education in an education department.

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