

CLASSROOM MANAGEMENT: OBSERVING KEY COMPONENTS OF PRE-SERVICE TEACHER DURING LESSON PLAN PRACTICAL

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ABSTRACT

The classroom is the focal point of any educational environment since it is an essential aspect of schools where both students and teachers engage to transmit information in accordance with the aims and objectives of societal education policy. Additionally, effective teaching and learning are the focus of the classroom management. Therefore, it is crucial for teachers to be aware about classroom management techniques. The objective of the study was to investigate key components of classroom management by pre-service during lesson plan practical. The data in this research were collected by using interviews. This study involved 15 pre-service teachers of Women University Multan, University of Education Lahore Multan Campus and Bahauddin Zakariya University Multan who experienced teaching during their teaching practice in the school. A semi-structured interview form consisting of two closed ended questions and three open-ended questions had been used as the data collection tool. The results of the study indicated different classroom management strategies such as making lesson Plan, classroom management planning, discipline, enforcing rules, proactive classroom and use verbal and nonverbal communication are among the factors considered in this respect are key components of classroom management during lesson plan practical that impact both pre-service teachers' and students' performance during teaching practicum. Finally, the study recommends that pre-service teachers should be given access to in-service training, conferences, and events to familiarize themselves with important classroom management techniques.

Keywords: Classroom Management, Pre-Service Teachers, Lesson Plan, Discipline, Planning

INTRODUCTION

The idea of management, which was developed as a result of people coexisting, became increasingly significant as changes in the system became more congested. The characteristics of management determine whether people can live in a more calm and pleasant environment. What is classroom management? To keep students engaged, organized, on target, alert, and extensive knowledge and experience in class, teachers employ a number of skills and strategies known as classroom management (Shank, & Santiago, 2022). Classroom Management is that process in which a teacher uses to ensure that all the classroom lessons are going smoothly without any disruptive behavior from students or instructor during the delivery of classroom instruction. It includes the proper delivery of instructions as well as the effective response by the students. Managing classrooms where pupils with diverse personalities are present and where numerous events often take place quickly and unforeseen is a challenging undertaking. Moreover, in order to work effectively with students, it is necessary to be aware of their interests. Besides this, in order to facilitate learning, it is necessary to create the best physical environment. Finally, in order to facilitate in-class conversation, it is necessary to decide on



rules and regulations. Without competent classroom management, it is challenging to maintain that the required behavior may be attained in a learning setting (Afzal, Sohil, Tehreem, & Sohail, 2022). Throughout many schools all over the region, classroom management as a significant factor must have a favorable effect on students' academic achievement. There is a strong correlation among classroom management and student achievement, with badly managed classes being far more likely to have students do poorly than those in well-managed environments (Kiogolo, 2022).

Classroom management is a difficult but important component that has a beneficial impact on the classroom. Teachers have the power and duty to include students in the classroom, it helps to achieve the specified learning objectives. There is a great strategy, classroom management results in academics and social-emotional development, and the teachers achieve their instructional outcomes. This might thus affect the balanced growth of the pupils (Petre, 2022). Teaching effectively depends on having a positive classroom atmosphere. According to (Slater & Main) reports, effective classroom management improves student outcomes, whereas ineffective classroom management wastes teaching - learning time and gives unsatisfactory educational results. Many pre-service teachers believe their practicum does not give them enough opportunity to practice and build good classroom management techniques and discover what works and what doesn't in circumstances when it can hurt the teacher-student bond (Mouw, Bruinsma, & Verheij, 2020).

It is difficult for pre-service teachers to choose the style of classroom management. But as a pre-service teacher you have to take your time and feel easy about all of it. It's my opinion that as a pre-service teacher you have to follow all the styles in the early time period and then choose the style which gives you the best results. Because we cannot be sure which type is best for a teacher. Therefore, we should make practice and then finalize it by checking the results. Therefore, the main aim of this study is to explore classroom management: observing key components of pre-service teacher candidates during lesson plan practical. This study specifically discusses the methods pre-service teachers use to manage their classroom during lesson plan practical.

Classroom Management is very important in the classroom because it is the part of curriculum development and without it a best curriculum cannot be developed. Nowadays the teachers do not focus on classroom management, they are just focusing on conducting the best learning environment. They just want to get the highest marks so they are not focusing on management. As a result, the students do not focus on their behavior and attitudes and they just want to learn more and more to attain the best grades. And in many cases, they misbehave with their fellows and also with their instructors.

According to Saputr, 2022 It is referred to as "classroom management" when teachers take steps to foster an environment that is respectful, caring, orderly, and productive. It is important to note that excellent teaching and educational engagement are at the heart of the growth of learning and education in this area. It is crucial for a teacher to provide a setting where students may form social bonds, make plans, and engage in a more rigorous learning environment. In order to preserve the achievement of the classroom aim, instructors' activities also involve how they manage the classroom. Teachers must have a plan and good classroom management skills when engaging in teaching and learning activities. A plan is a broad course of action often used to govern a situation in the long period. The 2013 education system attempts to provide Indonesians with the skills necessary to live as loyal, creative, artistic, progressive, and passionate persons and individuals who can participate in the life of community, country, government, and global civilizations (Saputr, 2022). During teaching, practicum programmes should focus mostly on classroom management because then pre-service teachers are aware of issues that frequently arise inside the classroom and feel secure in acquiring at least some techniques for resolving these issues. The majority of inexperienced teachers have no idea about dynamics of class or numerous disturbances that might develop into a crisis. According to (Petre, 2022) five elements were purposefully prepared and put into practice during teaching



practice preparation of pre-service teachers to develop their declarative as well as procedural classroom management abilities. The instructional model developed by Joyce and Showers was utilized as the primary foundation for teaching in classroom management curriculum, which utilized the Clearnet method. It employed blended learning to provide time and space needed for in-class contacts and group discussions, teaching facts and information by interactive teaching to keep students' attention. Good teachers are skilled in organizing and managing the classroom and utilize a variety of teaching techniques to facilitate students' preferred learning styles; in contrast, inexperienced teachers who lack these skills are unable to handle the complex nature and several dynamics of the profession of teaching. Because inexperienced teachers are frequently less adept at handling situations in the classroom when they must decide quickly how to address a specific issue in practice. A most important set of abilities a teacher may possess is the ability to organize a classroom effectively, addressing needs of the students while defending the interests of the community of learners (Shamina & Mumthas, 2018).

Observing key components of pre service teacher during lesson plan practical:

1. Communicating with pupils consistently and regularly
2. Reduce the number of sessions and maximize the duration of discussion sessions.
3. Making use of some technological aspects of classroom to encourage discussion
4. Providing Corporate and Private Information Throughout Class (Saputr, 2022).

There are five important procedures for managing a classroom successfully:

1. **Classroom rules-**
Develop and teach norms for the classroom to convey expectations for behavior.
2. **Routines -**
Create order and establish routines to assist pupils navigate a range of circumstances.
3. **Praise -**
Through admiration and other techniques, promote favorable behavior.
4. **Misbehavior -**
Implement sanctions for misbehaviors regularly
5. **Involvement -**
Encourage and sustain class participation by giving them engaging classes that provide them the chance to actively participate (Egeberg, et al, 2016).

CREATE EFFECTIVE AND POSITIVE CLASSROOM ATMOSPHERE:

Effective classroom management is a key component of an efficient teaching and learning method. Effective classrooms make good education feasible. Students thrive in a supportive classroom atmosphere and an environment that is kind because of good classroom management. Good classroom management, in the eyes of the students, includes proactive punishment and productive instruction. The classroom's external atmosphere and seating arrangements are connected and handled together. (Achon, et al., 2019).

CLASSROOM DISCIPLINE

According to (Thi & Nguyen, 2021) traditionally, the terms "classroom management" and "classroom discipline" have been used alternately. But discipline is just one of many elements of classroom management. According to some, managing a classroom involves more than just enforcing rules over students' behavior and goes beyond a simple "bag of tricks" that all teachers utilize the same way. The three main components of classroom management, which is a multidimensional process, are educational management, personnel management, and behavior management.



TEACHERS SELF-EFFICACY

The term "self-efficacy" refers to a teacher's confidence in his ability to exhibit the behavior necessary to attain a number of performance goals. Teachers' self-efficacy refers to their confidence in planning and executing the necessary steps to handle different circumstances. When it comes to the teaching-learning process, instructors who feel confident in their abilities to have immense courage, behaviors, and the social setting do so. Additionally, Bandura demonstrated persuasively that self-efficacy determines whether a person exhibits certain behaviors out of pleasure, how resistant they are in the face of challenges or failures, and how the achievement or failure of a given task influences future performance. (Handrianto, et al., 2021).

VERBAL AND NONVERBAL COMMUNICATION:

VERBAL COMMUNICATION:

Involves speaking to people and has several basic principles, including speaking, language, tone of audio, linguistic features, and linguistic competence. However, nonverbal language results from a variety of events, emotions, and actions. This group includes appearance. Body language, often known as nonverbal behavior, is a common way for people to express their emotions. Research indicates that instructors from various socioeconomic backgrounds and genders exhibit variances in how they interpret body language.

NONVERBAL COMMUNICATION:

Nonverbal communication including such eye contact, helps to stop unpleasant conduct, whereas verbal communication leads to conflict. Instead of speaking to their pupils in an agitated manner when an issue emerges, teachers should maintain their temper and search for the origins of the issue. Certainly, the atmosphere of the classroom is influenced by the group's overall communication. Teachers need to be good managers who implement all communications correctly across all sources and give appropriate feedback (Vairamidou & Stravakou, 2019).

CLASSROOM PLANNING:

Kiogolo, 2022 express that teachers had to control their classes by implementing a variety of pre-planned activities in order to foster a positive learning atmosphere. The team members' planned activities and should focus on improving the effectiveness of classroom management through may differ from one to another due to a variety of elements, including teachers' personalities, teaching method, readiness, the number of learners enrolled in the classroom, the amount of teaching and learning material available, infrastructural environment, and students' behavior. To achieve the learning objectives, the scheduled activities are required to hold students' attention and give them additional chances to learn. Therefore, through using financial tools and educational tools like classroom organization, teaching approaches toward the topic information might be created.

PROACTIVE CLASSROOM:

The elements of good classroom management are crucial in a number of ways. For instance, emphasizing proactive instead of reactive methods creates a good learning atmosphere in which the teacher pays special attention to children who behave correctly. Norms and routines are effective prevention elements of classroom management and organization programs because they create a behavioral environment for the classroom that contains what is desired, what will be repeated, and what will be reteaching if improper behavior happens. By teaching pupils particular, suitable activities to engage in, this reduces bad behavior. Observing student performance enables the instructor to praise students who are doing appropriately and stop bad behavior from getting worse. (Olive, et al., 2011).



EXHIBIT ASSERTIVE BEHAVIOR:

A person's capacity to assert their rights in a manner that makes it less likely that others would disregard or violate them.

When compared to quiet and aggressive behavior, assertive behavior is very different. These researchers clarify why it is that when instructors are forceful in the classroom, students respond positively to them.

- Display aggressive body language by retaining an upright posture, addressing the misbehaving student while remaining at a safe sufficient distance not to come off as frightening, and adopting a face expression that is consistent with the statement being conveyed to the class.
- Avoid letting your voice show any signs of emotion by communicating in a manner that is suitable for the situation, speaking clearly and carefully at a frequency that is just a little bit higher than that of typical classroom discourse.
- Don't give up until you see the right behavior from the students. Pay attention to valid explanations rather than ignoring bad behavior or being distracted by a student who is disputing, criticizing, or disputing it (Marzano & Marzano, 2003).

In order to provide treatment to all children in the school context, teachers are frequently the main executors of comprehensive behavioral health protection in schools. A number of strategies can be used to achieve universal behavioral prevention. The goal of proactive classroom management is to reduce reactive, unfavorable interactions among instructors and students by encouraging high levels of intellectual involvement as inconsistent with classroom problem behaviors. Prior studies have shown the effectiveness of a number of proactive classroom techniques to support a variety of favorable social, emotional, and behavioral results for pupils. Proactive classroom management techniques are a group of prevention-focused, proof techniques that are thought to be high-yielding and low-cost, which makes them ideal for use in under-resource educational environments (Larson, et al., 2022). A teacher's level of self-efficacy determines their classroom management skills. It has an impact on how teachers handle student behavior. Teachers' expertise is required in this situation; however, some new teachers struggle with this issue. Academic achievement in the classroom and classroom management are connected. More skills should be available to teachers so they can help pupils with their theoretical predictions. They must provide a secure learning atmosphere in their classrooms (Handrianto, et al., 2021).

According to Stoddart and Selanders, (2022) pre-service teacher training programmes do not provide sufficient training for new teachers to cope with classroom management issues, leaving them defenseless. It is simply expected that throughout their short practice teaching period, pre-service teachers acquire the abilities needed to deal with classroom management issues. According to (Slater & Main, 2022) Getting and keeping students' interest, assessing work involvement, enforcing rules, managing resources, showing and encouraging acceptable social relationships, and managing tasks are all components of successful classroom management. In general, proactive classroom management techniques should always be emphasized above reactive ones.

By successfully avoiding and redirecting student misbehavior, classroom management practices enable instructors to maintain control over the learning environment in their classrooms. To keep students engaged, organized, on target, alert, and extensive knowledge and experience in class, teachers employ a number of skills and strategies known as classroom management. In other words, it seems that good classroom management, successful teaching, and learning outcomes are all directly related. Control in the classroom results from effective classroom management. To solve classroom management issues, teachers should be prepared for class, inspire students, provide a pleasant



learning atmosphere, increase students' self-esteem, and use creativity and imagination in their everyday teaching (Stoddart & Selanders, 2022).

Teachers must be experienced at using a variety of strategies and good at identifying situations when changes to present procedures are required because they are unsuccessful. A classroom management strategy that includes preventative, helpful, and correctional management strategies will aid in creating a pleasant learning environment. These methods include supervisor approach control, creating rules for the classroom, using clues, praising good conduct, utilizing relationship-building techniques, and behavioral contract. To improve these abilities, training with guidance from a teacher and/or supervisor is helpful (Shamina & Mumthas, 2018). Bandura aims to describe how a person's behavior is influenced by the environment, their surroundings, and their cognitive components. Whereas the basic concept of learning is enough to explain and forecast changes in behaviors, Bandura argues that the basic concept must take into account two crucial facts that behaviorism paradigm either ignores or rejects: first, individuals can assume and control their behaviors, and second, many factors of personality features involve interactions between people. (Handrianto, et al., 2021).

Changes in student actions are frequently linked to different classroom management strategies. The number of positive to negative encounters among instructors and students was really eight to one in settings where pupils were focused, present, paying attention, and properly contributing. For each time they offended, grimaced, or tried something similar, these instructors were offering good remarks to their pupils or smiling, caressing, and making encouraging gestures eight times. Research on classroom management has shown that teachers who have set strategy for discipline and rules feel more in control and educated. Because of this, when instructors are able to focus less on discipline, they might spend more time developing a curriculum that promotes better accomplishment (Obispo, et al., 2021).

The effectiveness of a teacher's regular job is largely dependent on how well they prepare educational modules, such as a single lesson, a unit of lessons, or even an entire school years' worth of material. Teachers are required to offer their pupils high-quality education. Teacher education program offers particular opportunities to learn to prepare pre-service teachers for this demanding responsibility. Pre-service teachers often have to pass exams that include submitting a written lesson plan and executing that lesson in a German-speaking environment. Lesson planning, nevertheless, has been highly influenced by theories or practical guidance as a learning issue for pre-service teachers, with little support from actual research (König, et al., 2019). The characteristics of classroom management are clarified by research, which also confirms the value of good classroom management.

The significance of maintaining a balance among teacher acts that clearly punish poor conduct and teacher acts that acknowledge and praise appropriate behaviors. Other studies have highlighted key elements of classroom management, such as starting the academic year with a focus on management, setting up the classroom for successful management, and establishing and enforcing principles and operating methods (Marzano & Marzano, 2003). When teaching with an indifferent attitude, the teacher shows little enthusiasm for the classroom. Little is required of the pupils by this instructor, who frequently exudes indifference. No academic pressure is applied to students by the indifferent instructor, who also thinks that preparing for class is not essential. Academic activities like field tours and projects have no place in this teacher's teachings. The instructor who employs this method lacks the skills, bravery, or confidence to punish students. Learning occurs at a very low level in these classrooms because the pupils pick up on the teacher's mood and reflect it in their work. In an effort the teacher to speed up the class (Demir & Sad, 2021). Classroom management is a critical subject for school administrators, teachers, and parents, According to recent studies, there are more issues with pupils misbehaving, particularly at the senior school level. Education professionals, instructors, and managers have long been focused on comprehending and controlling children's behaviors (Ahmed, 2020).



Lesson plans for pre service teachers:

THERE ARE FOLLOWING LESSON PLANS WHICH SHOULD BE INVOLVED IN THE LESSONPLANS OF PRE SERVICE TEACHERS

- In their lesson activities first of all planning should be involved. They have to learn that how to plan their activities which should be helpful for their teaching profession and for the students.
- They should have to learn how to set objectives. It means that how to order their goals. They have to set their goals from lower to higher level.
- Motivation is most important which they need for their future planning. A pre-service teacher should always be a motivated person.
- They have to learn that how they can relate their topic with any image by which their students can understand their topic.
- Practice makes a person best thus they should have to allow practice in their own lesson activities.

Kinds of classroom management:

According to Shamina and Mumthas (2018) Teachers need to be able to effectively manage their classrooms. However, most teachers lack proper classroom management training before starting their professions as educators and feel inadequate for the rigours of controlling student misbehavior in classrooms. There is a significant difference between both the knowledge base for efficient classroom management as well as the criteria for teacher preparation, despite the fact that effective classroom management strategies have been recognized.

KINDS OF CLASSROOM MANAGEMENT ARE FOLLOWING:

- Democratic Classroom Management Style.
- Indulgent classroom management style
- Permissive classroom management style
- Authoritative classroom management style
- Authoritarian classroom management style

DEMOCRATIC CLASSROOM MANAGEMENT STYLE:

It is characterized by teachers who assist students in learning self-control. Students also gain knowledge about social responsibility, develop stronger bonds with teachers and classmates, and experience a sense of safety at school. Students help set rules, and the teacher helps them practice the rules. The teacher applies logical consequences to help learners learn from their mistakes (Obispo, et al., 2021).

INDULGENT CLASSROOM MANAGEMENT STYLE:

According to (Achonu, Udoh, & Okoro, 2019) Efficient indulgent classroom management makes the most of instructional time. The teacher's role of spreading information involves a variety of activities. The instructor sets up the necessary elements for an environment that promotes learning, such as interaction times, classroom space, infrastructural resources, and learning materials. The methods used to educate also significantly contribute to both the success of the instructor and the learner. Thus, a vast range of duties and activities including the instructor, student, and supporting factors make up classroom management. Many behavioral rules are typically part of the authoritarian approach, which is also frequently regarded as punishing and restricting. Students are not allowed to participate in their management or be given explanations, and the teacher's demeanor is occasionally considered as distant and even harsh. Students are not only ones who suffer when instructors employ



ineffective indulgent classroom management methods. According to research work pressure and student disobedience were the two main causes of teacher stress. discovered that different student behaviors in the classroom, such as disrespect, lack of student interaction, and inattentiveness, differently linked different components of teacher stress Research has repeatedly demonstrated that stress among teachers has an impact on their work, their physical and mental health, their family, as well as the school as a whole.

PERMISSIVE OR LAISSEZ-FAIRE CLASSROOM MANAGEMENT STYLE:

This style is present when the teacher has little control over classroom life. The teacher utilizes praise, prizes, persuading, and hollow warnings to attempt to get pupils to collaborate, and they tolerate a lot of undesirable conduct. Students frequently disrespect teachers and one other in a chaotic learning atmosphere where they are taught to be self-centered and to manipulate others. Additionally, there is no guarantee regarding how kids will interact with the teacher and one another, which may make them feel uneasy (Obispo, et al., 2021).

AUTHORITARIAN CLASSROOM MANAGEMENT STYLE:

When teaching in an authoritarian manner, the instructor values control over the class and imposes severe restrictions. In the classroom, there is usually a set seating arrangement. Before the class begins, students should be seated at their desks, and getting up from them is not permitted. Students know they shouldn't bother the teacher and are only frequently permitted to participate in activities. Since there is no space in the classroom for group discussions, learners have little chance to learn or use language skills. Teachers that adopt Authoritarian classroom management style favor harsh punishment and demand students' loyalty. When students disobey, teachers frequently look at them or take disciplinary measures. Students are required to follow directions in these classes without questioning their justifications. (Demir & Sad, 2021).

AUTHORITATIVE CLASSROOM MANAGEMENT STYLE:

The strict teacher enforces rules and holds the students under control while simultaneously promoting individualism. Additionally, the educator goes into the rationale behind the judgments and rules that are established. A teacher will discipline a disobedient student forcefully and politely. Rarely, this teacher will utilize punishment, but only after carefully considering the situation. The powerful teacher welcomes a lot of vocal interactions, even serious conflicts. Students are aware that if they have an important question or comment, they have the right to interrupt the teacher. Students will get the chance to enhance and put their communication abilities to use in this situation

RESEARCH DESIGN:

The main focus of this study is to identify classroom management: observing key components of pre-service teachers during lesson plan practical. This enables the researchers to collect relevant data, work effectively and have a deeper understanding about classroom management.

POPULATION OF THE STUDY:

The population of this study consisted of public sector universities of the Multan region. These universities are, University of Education Lahore, Multan Campus, The Women University Multan, The Baha-Uddin Zakariya University (BZU) Multan, Nawaz shareef university Multan and Emerson university Multan.



SAMPLE:

Three universities were selected as a sample. First was the University of Education Multan Campus. Second one was (BZU), The Baha-Uddin -Zakariya University Multan, (BZU), and the last one was Women university of Multan. In the second phase, 15 pre-service teachers both male and female, were selected from these universities.

DATA COLLECTION:

Data to be used in this research process were both primary and secondary. The primary data mainly taken from interviews that administered at the study area, as well as the related institutions. The secondary data derived from related thesis as well as published journals. The Internet could also be utilized.

In this study, information from pre-service teachers was collected using a qualitative research technique. Because it offered a sample of data involved, we used the qualitative research approach. Qualitative research includes obtaining and examining non-numerical data in order to comprehend ideas, views, or experiences better. It may be used to gain thorough understanding of a problem or develop original research ideas. Interviews are used in the research as part of the qualitative research approach. The researcher herself visited 15 pre-service teachers (male/female) of public sector universities of Multan Region.

RESULTS:

Five questions were asked from pre-service teachers and their replies have been shown in order.

FIRST QUESTION:

Is it a recommendation or necessity to use a good classroom management system?

Pre-service Teachers' opinion as it is. (Only one Pre-Service teacher: I guess; it is a necessity, 5 Pre-Service teachers: It is a necessity. It emphasizes communication, 7 Pre-service teachers: Your body always talks, then it is a recommendation, 10 Pre-service teachers: It is absolutely a necessity.)

SECOND QUESTION:

Should pre-service teachers make lesson plans when they first start their careers?

Pre-service teachers' opinion as it is. (13 Pre-service teachers: Making these lesson plans might be really beneficial for them, 3 Pre-service teachers: Absolutely, yes, 8 Pre-service teachers: Of course, they should, 9 Pre-service teachers: Yes, it will be very helpful).

THIRD QUESTION:

Does using nonverbal communication in lectures make it easier to teach during teaching practicum?

To this question, pre-service teachers' opinion as it is (4 Pre-service teachers: It makes it much easier to teach and understand what speakers are saying, 12 Pre-service teachers: It definitely makes studying easier, and kids comprehend concepts much better. Additionally, the lesson attracts them in more, 6 Pre-service teachers: Yes, definitely it does, 14 Pre-service teachers: If you think methodologically, it's not easy because how to use and when to use your body language is totally different thing while teaching).

FOURTH QUESTION:

Why should the classroom be managed?

To this open-ended opinion question teacher reply as it is below: (4 Pre-service teachers : I think classroom management has been consistently linked to pupil achievement, 5 Pre-service teachers : Effectively managing aspects of the classroom environment is therefore an important part of the



teaching and learning process, 15 Pre-service teachers : Because I think classroom management create positive environment in the classroom, 11 Pre-service teachers : Classroom management creating good rapport and relationships with students and providing creative and engaging lessons.

FIFTH QUESTION:

Do you personally think you use verbal and non-verbal communication during your teaching practicum?’

About this question teachers’ opinion as it is. (2 Pre-service teachers: Certainly, I use it very much, 6 Pre-service teachers: Yes, a lot. I never sit on the chair or on the table for example, 7 Pre-service teachers: Yes. For me, it is a must and I manage students by my posture and active hand movements, 13 Pre-service teachers: Yes. It is because of my profession).

CONCLUSION AND DISCUSSION

Classroom management is very important for the betterment of society. Because the students of today are the future of our society and they have to pay their attention to the betterment of their selves and for their society. If there is no management then it is difficult for a teacher to control the students and it is also difficult for the students to understand the teacher and the learning process always remains on a lower level. When there is classroom management then a student learns different rules and follows these rules all his life and he becomes a responsible member of the society. And it helps the teachers that they can train their students and bring out the best members of the society and in this way, they become the part of best society.

The study’s main focus was on the classroom management abilities of pre-service teachers. Making lesson plans, classroom management planning, discipline, enforcing rules, and using verbal and nonverbal communication are among the factors considered in this respect. We especially looked at the effects of teachers’ educational backgrounds on classroom management. During their teaching practicum, pre-service teachers were observed and their classroom management abilities were found to be generally positive. Additionally, the level of pre-service teachers’ classroom management abilities might vary depending on their academic achievement and job history.

Teachers should have to follow all the rules and also guide their students to follow all the rules. If a teacher herself will not be good in manners, then she will not be able to teach the students. And the students and teachers’ relationship is a very strong and best relationship which can lead to the betterment of the environment. Both students and teachers have to do their best for learning and progress.

And a pre-service teacher is the one who can perform best. Because at this stage she is very passionate and she wants to do her duties as a best teacher.

RECOMMENDATIONS

The results of this study allow us to draw the conclusion that excellent classroom management is crucial for both the academic success of the students and the process of teaching and learning. As a result, teachers need to be familiar with the abilities needed for efficient classroom management.

Therefore, the following are recommended:

- Depending on their teaching backgrounds and educational standing, pre-service teachers should be given access to in-service training, conferences, and events to familiarize themselves with important classroom management techniques.
- To improve their knowledge of contemporary classroom management techniques, pre-service teachers should be motivated and permitted to seek additional training.



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