Exploring classroom management challenges and strategies among EFL school pre-service teachers in the Kurdistan region of Iraq

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ARTICLE INFO	ABSTRACT
	This research aimed to investigate the pre-service teachers' challenges and strategies in classroom management during the school practicing process. The mixed-method research approach was implemented in the study. The data was collected through diary writing and semi-structured interviews. The study participants were six male and six female undergraduate students or pre-service teachers in the faculty of basic education at a public university in the Kurdistan Region of Iraq (KRI). In addition, five professors from the faculty, who observed them during the process, were assigned as the interviewers. Furthermore, the data from the diary was organized by means of checklist and then analyzed by using SPSS Program. Furthermore, the data from the semi-structured interview was analyzed by using the thematic descriptive analysis method. The results of the study showed that male and female pre-service teachers have common challenges in managing their teaching classrooms effectively. However, the study found that pre-service teachers implement various strategies for dealing and addressing the classroom issues.

1. Introduction

Class management describes teachers' strategies and skills to govern and guide classroom activities productively, orderly, respectfully, and within a positive learning environment. Several theoretical models underpin classroom management, including behaviorist models, which emphasize reinforcement and punishment for maintaining discipline—cognitive approaches highlighting student self-regulation's role, and social learning theories focus on observation and modeling as tools for behavioral change. However, classroom management refers to a teacher's efforts to encourage educational and emotional-social development in the classroom (Burden, 2025), but Clark et al. (2023) believed that effective education is not adequate to build universal classroom management, but instructional methods can also be viewed as such. It can be regarded that classroom management requires both personal and institutional efforts to change the student's behavior and ecological safety.

In the context of EFL (English as a Foreign Language) teaching, classroom management issues often arise due to cultural, linguistic, and contextual differences that can impact teacher-student interactions. The process of language teaching in the EFL contexts has prioritized academic goals and curriculum, but fails to address an essential aspect such as; classroom management (Shakerkhoshroudi et al., 2020).

According to Rahmah (2024), classroom management is one of the most significant predictors of student achievement. For pre-service teachers, especially in EFL settings, these challenges are compounded by language barriers, cultural misunderstandings, and unfamiliar learning environments. Pre-service teachers often struggle to address diverse student needs and foster a safe learning atmosphere. These challenges are amplified in EFL contexts, where limited student language proficiency makes communication and understanding more difficult. In addition, some challenges are applicable to the language skills, for instance in teaching speaking classes, teachers face some technological and students' language competency issues (Muluk, et al., 2021).

Several strategies such as; clear expectations and routines, have been recommended to assist pre-service teachers with classroom management. Sueb et al. (2020) highlight the importance of setting clear classroom expectations to prevent misbehavior. Also, adaptation to linguistic and cultural contexts: Suryati and Ratih (2024) emphasize tailoring classroom strategies to the specific needs of EFL settings. Another strategy is differentiated instruction, visual aids, and collaborative learning, which Mustofa (2024) identifies as successful approaches. Lastly, teacher training programs should provide pre-service teachers with practical experience, mentorship, and preparation to handle diverse classroom realities confidently.

1.1. Review of Literature

The research on classroom management traces back to Kounin's work in 1970; it laid the groundwork for research in the field by integrating certain features of classroom management into the learner's behavior in the classes (Nanyele, 2024). Several research have been conducted concerning classroom management difficulties and challenges faced by both in-service and preservice teachers. This is basically due to the participants' characteristics and the context-bounded nature of the chosen research approach; the results of each study may differ from one another.

The first relevant study that was incorporated into the current study is by Maharani and Fithriani (2023) which aimed to recognize the classroom problems and the pre service reflection during school practicum. The participant were 5 undergraduate students of the English Education Department, Indonesian public institution in Medan. The research concluded that the problems appear in various instructional phases of classroom such as activities, using teaching instruments, classroom layouts and collaborative learning. Likewise, in their study entitled " The effects of teaching practicum on EFL pre-service teachers' Ersin et al. (2020) claimed that practicum rise pre service teachers' awareness how to handle the actual problems in real contexts. It can be argued that school practicing would assist the student-teachers to identify the problems and rise their awareness.

In another associated investigation, Hidayat et al. (2024) implemented a study under the title "Teachers' Challenges in EFL Classroom Management", the study used a qualitative approach to find the common problem encountered by EFL teachers. The study concluded that some linguistic problem while managing classes and the use different strategies to deal with the problems such as determination strategy, group discussion strategy, and communication strategy. In related research, Rodel (2023) explored the classroom challenges and pre-service teacher perceptions and impacts, the research used descriptive-correlational study design to obtain in-depth data. The study found that pre-service teachers employed different strategies in their pre- and post-school practicing process.

Despite of a good amount of literature, existing studies on classroom management may fail to address the specific challenges EFL pre-service teachers face. While general strategies are documented, detailed analyses of the unique difficulties in EFL contexts are rare (Shakerkhoshroudi et al., 2020). Thus, this study seeks to bridge this gap by examining the classroom management issues experienced by EFL pre-service teachers, identifying challenges, and highlighting effective strategies.

1.2. The Aim of the Study

The research aims to examine the challenges English pre-service teachers in KRI encounter in controlling and managing the classrooms throughout their instructional time in school practice and determine the most common procedures they use. More specifically, it aims to answer the following research questions:

1. What classroom management challenges do EFL pre-service teachers face in schools?
2. What strategies do EFL pre-service teachers use to manage their teaching classrooms?

2. Research Method

2.1. Research Design

The current study employs a mixed-method approach due to the nature of the study and the data collection procedures. Further, mixed methods design combines qualitative and quantitative methods, which can considerably impact the quality of every phase of the research, from gathering data to analyzing and interpreting it. This can possibly produce comprehensive and productive findings (Dawadi, et al. 2021). In the sense of that, Kumar (2024) argued that integrating methodologies that contribute to our comprehension and knowledge of social behavior in both breadth and depth is essential to the future of social science research.

2.2. The Participants of the Study

The participants were six female and six male EFL pre-service teachers who were undergraduate students from faculty education at a public university in Kurdistan Region of Iraq (KRI). Additionally, eight EFL teachers were interviewed to have better and in-depth insights of the classroom management challenges and strategies in the schools by pre-service teachers, as they were responsible for supervising and observing the pre-service teachers during the process. This infers that this study employed convenience and purposive sampling methods accordingly for the purpose of data collection due to the nature and objectives of the study, which could possibly enhance the validity and reliability of the collected data. This has even been confirmed by Akyıldız and Ahmed (2021), who stated that qualitative research focuses on explaining within a specific group, while quantitative research uses carefully selected samples to generalize conclusions to the entire community. Therefore, the current research involved the students and teachers to obtain valuable data reflecting the research community.

2.3. The Data Collection Instruments

Since both qualitative and quantitative methods were used in the study, two primary instruments were employed to collect the data. The initial tool was a checklist, there were two parts and certain items consisted of the sections in which the number of items was chosen based on the evaluation which needs for the domains. The components were divided and arranged in accordance with challenges and classroom management techniques faced by pre-service teachers, with five Likert scales. The second instrument for collecting data was a semi-structured interview with some pre-arranged questions and more questions were added based on the nature of the interview and the participants' responses.

2.4. Data Collection Procedure

Multiple methods were used in the data-collecting phase to obtain extensive insight into the challenges and strategies used in classroom management. Twelve pre-service teachers were assigned to the school to conduct their teaching practicum. Throughout this period, they were asked to write down a diary recording their classroom management difficulties and strategies. After collecting the diaries, a checklist was used to organize and analyse the collected data. Furthermore, the supervising teachers who observed the pre-service teachers in school practicing were interviewed. The purpose of these interviews was to gain a more comprehensive understanding of the data by acquiring the opinions of the supervising teachers regarding the difficulties and strategies used by the pre-service teachers.

2.5. Data Analysis

After the data collection procedure was completed, two different approached were used for the purpose of data analysis. Having said this, the numerical data was gained from the checklists and

then anlysed by using SPSS (Statistical Package for the Social Sciences) **version 27** software. Additionally, the thematic analysis method was utilized for analyzing qualitative data form the interviews. Concerning this, the collected data from the semi-structured interviews was first transcribed and then analysed into six main themes.

2.6. Validity and Reliability

Validity in research refers to the accuracy or truthfulness of the research tools and interpretations drawn from research findings (William, 2024). Therefore, the current study consulted an expert committee to ensure the effectiveness and accuracy of the data collection tools, and then made necessary adjustments based on the committees' recommendations. Having said this, five experts in the field of the study reviewed the checklist and the semi-structured interview questions. Their feedback and remarks were taken into consideration to improve the quality of the data collection methods. Furthermore, this study considered both; internal reliability, which is related to the consistency of data and findings, and external reliability, which deals with reproducing the research at different times.

3. Findings and Discussion of the Study

3.1. Results of the Checklist used for the Participants' Diary

The data collection method for the study involves diary writing by the participants, and a checklist instrument was developed to evaluate the participants' diaries. The instrument consists of two domains, each including eight different statements. Thus, this section is dedicated to analyze and present the results obtained from the current instrument. Due to the nature of the research data, the diaries were analyzed statistically. Furthermore, the analysis of the checklist's statements was tabulated as; 1 which refers to completely unsatisfactory, 2 unsatisfactory, 3 neutral, 4 satisfactory, and 5 completely satisfactory.

In the current research, gender differences were analyzed to determine the difference between the two pre-service genders in terms of classroom management challenges and strategies. The t-test was employed to know the differences. Therefore, we fail to reject the null hypothesis. There is not enough evidence to conclude that the result is statistically significant at $\alpha=0.05$ level. This suggests that gender did not play a pivotal role in challenges and strategies in classroom management (see Table 1).

Table 1. Pre-Service Gender Score Comparison

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Whole mean	Equal variances assumed	.417	.533	-.262	10	.799	-.08333	.31842	-.79281	.62614

3.1.1 The Results of the Checklist for the Classroom Mangement Challenges

This section consisted of eight items. The mean and standard deviation scores were obtained according to the diaries' checklist. The first statement, "The pre-service teachers encountered the behavior problems differ in frequency and intensity." This item in this domain scored a mean of 4.417, with a standard deviation of 0.793. The second item, "The difficulties bother the pre-service

teacher and students, " scored a mean of 4.333 and a deviation of 0.651. The third statement about the challenges and problems related to "The procedure of pre-service teachers, the policies they develop and their instructional strategies caused the problems" obtained a mean score of 3.083 and a standard deviation of 0.996. The fourth statement, "The pre-service teacher's management strategies encourage more disruptive behaviors," scored a mean of 2.5 and a standard deviation of 0.674. The fifth statement is entitled, " The pre-service teacher behavior has a negative impact on the classroom problems," obtained 2.917 and 1.165 mean and standard deviation, respectively. The sixth statement, " The class size or the number of students in the classes challenges the pre-service teachers," item in this part received a mean score of 2.182, with a standard deviation of 1.662. Item number seven, titled "Time management and the content contribute to classroom problems and difficulties", obtained 3.5 as the mean and 1.382 standard deviations. The final statement in this domain states, "The pre-service teachers have an intrinsic motivation for change," with a mean of 4.417 and a standard deviation of 0.793. The overall scored mean is 3.432, and the standard deviation is 1.319 (see Table 2).

Table 2. Descriptive Statistics on the Challenges and Problem

No	Items	N	Mean	Sd.
1	The pre-service teachers encountered behavior problems differ in frequency and intensity	12	4.417	0.793
2	The difficulties bother the pre-service teacher and students.	12	4.333	0.651
3	The procedures of pre-service teachers, the policies they develop, and their instructional strategies caused the problems.	12	3.083	0.996
4	The pre-service teacher's management strategies encourage more disruptive behaviors.	12	2.5	0.674
5	The pre-service teacher behavior has a negative impact on classroom problems	12	2.917	1.165
6	The class size or the number of students in the classes challenges the pre-service teachers.	12	2.182	1.662
7	Time management and the content contribute to classroom problems and difficulties.	12	3.5	1.382
8	Pre-service teachers have an intrinsic motivation for change.	12	4.417	0.793
	Overall		3.432	1.319

The study reveals that pre-service teachers face various behavior problems, which can be exacerbated by various factors such as the procedures, policies, and instructional strategies used, as well as the challenges posed by class size.

3.1.2. The Checklist Results for Classroom Management Strategies

The second section of the checklist focused on the pre-service teachers' classroom management techniques and strategies during school practice period. This category has eight items in the framework used to gather data. As shown in Table 3, the first statement, "The pre-service teachers were creative in developing the classroom techniques and strategies, " received a mean of 3, with a standard deviation of 1.128. The second statement in this part of the checklist is developed to determine whether the pre-service teachers used the students' self-regulating strategies and techniques; the items scored 3.08 and 0.996 as mean and standard deviation, respectively. The third in the current section was used to gather data on the participants' strategies to engage the learners in the class activities; it scored a mean of 3.5 and a standard deviation of 0.674. The fourth item aimed to know the pre-service teachers' manner of intervention of disruptions; this item received a mean of 2.08 and a standard deviation of 0.515. The fifth item in this part, "The teachers use a non-assertive or hostile response style, " scored 2.08 and 0.515 as mean and standard deviation, respectively. The

sixth statement was employed to recognize the pre-service teachers' devotion to students' diversity; it obtained a mean of 2.91 and a standard deviation of 0.515. The seventh item was provided to know whether rewards and punishments are given as positive reinforcement; it scored 3.25 as mean and 0.866 as standard deviation. The last statement in this domain, "The teachers establish the values of care and respect in dealing with problems, " received a mean of 3.83 and a standard deviation of 0.717. This section's overall obtained mean is 3.156, with a standard deviation of 0.921 (see Table 3).

Table 3. Descriptive Statistics on the Techniques and Strategies

No	Items	N	Mean	Sd.
1	The pre-service teachers were creative in developing the classroom techniques and strategies	12	3	1.128
2	The pre-service teachers develop the students' self-regulating strategies and techniques.	12	3.08	0.996
3	They used strategies to engage the learners in the class activities.	12	3.5	0.674
4	The teachers engage in the low-profile intervention of disruptions	12	3.58	0.793
5	The teachers use a non-assertive or hostile response style.	12	2.08	0.515
6	The students' diversity is considered in the methods and strategies employed.	12	2.91	0.515
7	Rewards and punishments are given as positive reinforcement.	12	3.25	0.866
8	The teachers establish the values of care and respect when dealing with problems.	12	3.83	0.717
	Overall		3.156	0.921

The study found that pre-service teachers' classroom management techniques during their practicum showed moderate effectiveness, with moderate creativity, self-regulation, and engagement. They faced challenges in managing disruptions and exhibited a non-assertive response style. They showed moderate commitment to student diversity, positive reinforcement, and care and respect values.

3.2. Results of the Semi-Structured Interview

As mentioned in the methodology section, the semi-structured interview was used as the data collection instrument. Interviews were conducted with university professors who observed the pre-service teachers during their school practice period. The rationale for selecting these professors to participate in the study was their great awareness, knowledge, and experience of the challenges and strategies faced by pre-service teachers. The process of interview was started with some pre-determined questions and more questions were added based on the nature of the interview and the interviewees' responses. The collected data form the interviews was analysed and classified into six main themes as follows:

3.2.1. Theme One: The Management Strategies and Disruptive Behaviors

These questions and the theme were developed to determine whether the pre-service teacher's management strategies and techniques encourage the students to engage in more disruptive behaviors. Having said this, Participant A revealed that student misbehavior often results from inconsistent rules and boring content. Participant B believed that pre-service teachers managing grades one to six used basic techniques and sought the principal's help to resolve serious misbehavior. Similarly, participant C replied that the pre-service teachers used classroom management strategies to redirect noise, separate disruptors, set clear rules, and reward good behavior. Additionally, participant G stated that pre-service teachers struggled with classroom management, failing to engage pupils, adjust their tone, manage time effectively, or facilitate participation. Participant H believed

that pre-service teachers' lack of experience and organizational skills are the primary factors that encourage disruptive behavior.

3.2.2. Theme Two: Time Management and Content Contribution

The main aim of this question and the theme was to know whether pre-service teachers' time management and the content of the lessons were the cause of the classroom problems and difficulties faced by pre-service teachers during school practice. During the interviews, Participant A responded that the pre-service teachers poor time management and mismatched content difficulty left students confused, disengaged, and with incomplete tasks. Participant B highlighted that some pre-service teachers' effective time management and well-prepared lesson plans help maintain classroom order and engagement, reducing disruptions. Conversely, some poor time management and unengaging content from them lead to chaos and increased misbehavior. For instance, Participant F revealed that pre-service teachers who effectively managed time reviewed the past lessons, introduced new content, encouraged participation, and checked homework.

However, inexperienced teachers struggled with time management, resulting in rushed lessons and unchecked homework. In the sense of that, Participant D observed that pre-service teachers could use the 40-minute lesson to include revision, introduce new topics, and facilitate activities. Rather than the content itself, content delivery methods often contribute to classroom issues. Participant E explained that pre-service teachers needed strong classroom management and content aligning with students' needs and interests to prevent complaints, neglect, disinterest, and boredom.

3.2.3. Theme Three: Classroom Issues and External Violence

The main goal of this theme was to find out the problems and causes of the violence faced by pre-service teachers during school practice. In other words, this is to know whether these behavior problems caused by students' families or societies. According to the dataset, Participant A highlighted that most student misbehavior stems from family life and societal influences. Negative home experiences or lack of support can lead to emotional struggles, while community issues also contribute, causing students to express these feelings in class. Participant B agreed that in Kurdish society, family size and support play a key role in shaping student behavior, with larger families often leading to more aggression and smaller, supportive families resulting in less violent behavior. Participant C believed that classroom problems and violence stem from a mix of factors, including family dynamics, societal pressures, and media influence. Parents' roles, emotional struggles, and peer pressure contribute to student behavior, highlighting the need for collective action and change. Participant D strongly believed that family and society play a key role in shaping children's character, reflected in their school behavior. Participant E explained that students' misbehavior is sometimes attributed to their families and society. Many children consider violence, mockery, and sarcasm as normal or as a way to respond to their peers.

3.2.4. Theme Four: Managing Time to Address Misbehaviors

This theme aimed to determine whether the pre-service teachers manipulate time in dealing with misbehaviors. Participant A believed role-playing effectively prevents misbehavior by keeping students focused and involved. These strategies significantly reduce disruptions and maintain classroom order when paired with well-planned lessons. Participant B stated that the pre-service teachers struggled to manage these misbehaviors. In one instance, the principal had to ask the students to remain calm and quiet before my observation, warning them of punishment if they misbehaved.

This showed that the teachers were not yet fully equipped to handle classroom disruptions independently. Participant C highlighted that pre-service teacher can effectively manage time and misbehavior by establishing routines, redirecting focus, addressing issues privately, and using positive reinforcement to enhance engagement and minimize disruptions. Participant D observed that, with some exceptions, they are not good at dealing with misbehaviors because they are mostly concerned with delivering the content they have planned for in their course plans. So, they try to employ the allocated time to explain the content and necessary class activities. Participant E believed that the pre-service teachers could address misbehavior immediately with positive reinforcement, create a secure classroom environment, and use interactive, competitive activities as effective

strategies. Private conversations with disruptive students to listen, support, and resolve issues can also greatly improve behavior.

3.2.5. Theme Five: Ensuring a Safe and Comfortable Learning Environment

The purpose of this theme was to know about the strategies used by the pre-service teacher to maintain a safe and comfortable learning environment. Participant A highlighted that pre-service teacher struggled to manage classroom issues and create a friendly environment due to limited experience, often prioritizing content over students' emotional needs. Female teachers tended to handle these challenges better due to their caring nature. Participant B stated that the pre-service teachers provided a safe and comfortable learning environment. They were generally kind and gentle with the students, as these young learners were in basic school and needed a nurturing approach. Participant C thought that most of them did.

In many cases, the teacher invited them to sing the school motto, draw a related funny picture on the board, or even make a joke to boost them up. Respondent D stated that they generally could not do so because the learning environment in public school is uncomfortable, and the pre-service teachers can not improve it due to lack of experience and potential. For instance, they mostly shouted to control their classrooms and sometimes intimidate pupils. Participant E believed that to maintain a safe environment, the pre-service teachers dealing with students with aggressive behaviors or bullying potential should receive support and work with parents while developing a sense of community to promote appropriate behavior.

3.2.6. Theme Six: Consistency in Applying Rules and Penalties

The current theme was developed to explore the nature of the rules and penalties used by pre-service teachers in terms of consistency and impartiality. Participant A highlighted that I could not generalize this to all pre-service teachers, but I noticed that many female teachers were stricter. This may be related to their caring nature and experiences at home, where they often had to manage their siblings. Because of this, they were more likely to set clear rules for their students. These rules were necessary, and students knew they had to follow them. If they did not, they would face penalties. I did not notice any prejudice from the male or female teachers; they applied the rules fairly and consistently to all students. Participant B believed that the pre-service teachers did not impose strict penalties. Overall, they were fair and supportive to everyone. Students more engaged and eager to participate often had more attention, but this was typical and understandable in any classroom setting. Participant C clarified that there were times when a pre-service teacher preferred to give a chance to boys more than girls or, on another occasion, would talk to the first line in the classroom; of course, they were notified, but I do not think that would be enough and more have to be done to prevent that. Participant D replied that they did not successfully impose such penalties or punishments equally. Whether they could not observe all the misbehavior or prioritized explaining the lesson over applying the rules, they could not impose penalties regularly. Finally, participant E elaborated that the pre-serve teachers I observed generally applied the rules and imposed penalties regularly without prejudice.

3.3. Discussion

This research provides a valuable understanding of the pre-service teachers' challenges, problems, techniques, and strategies for managing teaching classrooms during school practice. Using a 5-point Likert scale checklist ranging from "Completely Unsatisfactory" (1) to "Completely Satisfactory" (5). As shown in Table 1, the data analysis results show no statistically significant differences between genders in any measured variables. Both male and female pre-service teachers face challenges and problems, and their techniques and strategies are similar. This result aligns with other studies Masood et al. (2022) conducted, which concluded no difference between male and female teachers in classroom management.

The behavior problems and challenges beginning or pre-service teachers face vary in frequency and intensity. As illustrated in Table 2, the data analysis from the participant diary and the checklist is satisfactory, but the pre-service teachers encounter various problems. The obtained finding is

consistent with the conclusions drawn by Serliana, Utami and Kamil (2021). They concluded that the pre-service teacher faces minor and major problems.

On the other hand, the findings revealed that classroom management problems bother students and teachers during teaching practice in the schools since the data analysis is satisfactory. Likewise, the teacher's classroom management policy did not contribute to their challenges, as the data indicated a statistically neutral result. This goes in line with results of Pakpahan (2023). The research highlighted that pre-service teacher fail to establish effective classroom management rules and policies. Furthermore, the data obtained from the checklist revealed that the pre-service teacher's management strategies and behavior did not negatively impact classroom problems, as the mean scores for both statements were rated as unsatisfactory.

As illustrated in Table 2, the data discovered that the class size did not affect the pre-service teachers during school practice because they scored unsatisfactory on the Likert scale. Additionally, the data analysis revealed that time management was not problematic for pre-service teachers, as it was rated as neutral. Furthermore, the current research showed that pre-service teachers are intrinsically motivated to change because the data scored satisfactorily. The results align with Renko et al. (2022), who stated that the pre-service teacher must be encouraged to have a sense of motivation for change among the students.

Regarding the techniques and strategies implemented by the pre-service teachers, the data revealed that they were not creative in developing classroom management strategies and did not encourage self-regulating strategies to manage student behavior, as the analyzed data scored neutral. As Göktepe (2020) highlighted, contextual limitations, hierarchical structures, and mentors' lack of support caused the pre-service teachers' negative feelings to grow steadily, hindering the formation of their teacher identity. These results imply that pre-service instructors could fail to promote self-regulating mechanisms to control students' behavior constantly and might not always be innovative in developing classroom management strategies. Pre-service instructors need to be better equipped to engage students in class activities if teacher education programs are improved to incorporate a broader range of engagement techniques. Concerning this, Bamrungsin and Khampirat (2022) concluded that professional development programs can positively impact pre-service teachers by helping them develop strategies and engage learners. These findings reveal that they lack these professional development aspects.

Another statement in this checklist section addresses the nature of the strategies and techniques, specifically whether they engage learners in class activities. It scored neutral. The obtained data from the checklist revealed that the pre-service teachers' manner of intervention in disruptions is unsatisfactory. Likewise, the participants did not use a non-assertive or hostile response style to deal with the behavior problems, as the data scored unsatisfactory.

The data analysis from the checklist given from the diaries revealed that the participants did consider the diversity of students because they scored unsatisfactory. It can be interpreted that the pre-service teachers neglected one of the vital aspects of classroom management. Dewsbury (2020) stated that students' learning might be negatively impacted if the classroom lacks diversity.

The rewards and punishment are the two strategies and techniques teachers employ as positive reinforcement in dealing with classroom on-task and off-task behaviors. This item scored neutral from data analysis. Fuad et al. (2021) mentioned that punishment and rewards are essential factors in encouraging students to study in school. Likewise, the values of care and respect are vital in classroom management. The analyzed data from the participants' diaries revealed that they consider them, but it is not adequate since the scored data is neutral.

The analysis of interview data discovered that pre-service teachers' strategies to deal with disruptive behaviors were ineffective. This means that the lack of effective strategies and techniques was a recurring theme, with several observers expressing concerns about pre-service teachers handling disruptions. One of the interviewees highlighted that "pre-service teachers' lack of experience and organizational skills are the primary factors that encourage disruptive behavior." The findings were confirmed by Chitiyo et al. (2020), who concluded that classroom management lacked consistency, as evidenced by the various approaches to dealing with each behavior.

Presumably, time management is one of the difficulties preservice teachers face in classroom management routines. The results showed that the pre-service teachers did not have good time

management. One of the interviewees replied that "the pre-service teachers' poor time management and mismatched content difficulty left students confused, disengaged, and with incomplete tasks." The results are supported by Harun and Samat (2021), who revealed that pre-service teachers face many difficulties in their teaching experience, and poor time management results are a core challenge.

Moreover, preservice teachers face behavior problems, and this current research intends to know the nature and causes behind them. One of the teachers who observed the pre-service during school practice mentioned that "most student misbehavior stems from family life and societal influences. Ogbu and Simons (2022) stated, "Discipline problems experienced in school may originate in the family or in society at large; some of them are caused by school policies, teachers and other school personnel. Likewise, it aimed to reveal whether the pre-service teachers allocate time to address the target behavior to prevent them. A participant highlighted that "with some exceptions, they are not good in dealing with misbehaviors because they are mostly concerned with delivering the content, they have planned for in their course plans.

All teachers should provide a safe school environment or movement to deliver good lessons and content. In this study, the researchers tried to find whether the pre-service teachers granted it. The obtained results from the interview responses showed that the pre-service teachers attempted to establish it. One of the participants replied, "Overall, the pre-service teachers provided a safe and comfortable learning environment". Mansfield et al. (2020) recommended that training pre-service teachers could increase their confidence in dealing with sensitive issues and maintain a helpful learning environment. Furthermore, the research tried to reveal the participants' opinions about the pre-service teachers' consistency in applying the rules and punishments, as some of the participants claimed that the pre-serve teachers generally apply the rules and impose penalties regularly without prejudice.

4. Conclusion

The research reveals that pre-service teachers face various challenges, including classroom management, behavior issues, class size, time management, and intrinsic motivation. They lack creativity in developing strategies and do not encourage self-regulation. The study suggests that teacher education programs should incorporate a broader range of engagement techniques to equip pre-service instructors better and guide them how to manage their teaching classes more effectively. Moreover, disruptive behavior intervention is unsatisfactory, and rewards and punishment are not effective in the context of this study. Perhaps more importantly, the lack of time management skills among the EFL pre-service teachers is a major challenge, which negatively affects their performance and achievement of learning outcomes. Therefore, providing instructional trainings can certainly promote the pre-service teachers' abilities and skills for effectively managing their instructional classrooms, and specifically boosting their confidence and experience in dealing with sensitive issues and maintaining helpful relationships with students.

4.1 Implications

These study results and findings can have implications for university course designers, professors, administrators, and researchers. First, university programs and curricula need to reflect the teaching processes in schools. Second, university professors should integrate more real-life examples and cases into the course content they deliver. Third, the duration of school practicum could be extended by adding extra weeks. Finally, the findings of this study can guide researchers in the field of teacher education to have more focus on specific issues, and conduct studies in diverse contexts with various participants.

4.2 Limitations and Recommendations for Future Studies

It is important to note that this study was conducted at a public university in the KRI and focused on the content of the teachers' curriculum, specific pre-service teacher skills, and the application of these methods in the classroom. Additionally, the number of participants was limited to twelve pre-service teachers due to their intensive official practicum workload and the diary-writing requirements for the study. In order to better generalize the findings, therefore, this study recommends taking more universities and participants for future studies. This study also recommends using observation as a

data collection method alongside the mentioned methods in this study in order to have more in-depth understandings about the research phenomenon and truly discover how the pre-service teachers manage their teaching classrooms in a real context.

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Declarations

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