

## Factors Influencing EFL Pre-service Teachers' Experience in Classroom Management

Edy Waloyo<sup>1</sup>, Ahmad Rifai<sup>2</sup>, Khoiriyah Shofiyah Tanjung<sup>3</sup>, Ira Mutiaraningrum<sup>4</sup>

<sup>1,2</sup> English Education Department, IAIN Syekh Nurjati, Cirebon, Indonesia

<sup>3</sup> University of Newcastle, New South Wales, Australia

<sup>4</sup> Politeknik Negeri Sambas, Sambas, Indonesia

Contact:	Edy Waloyo		edyabueza@gmail.com
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### ABSTRACT

Classroom management has been of interest for decades. EFL Pre-service teachers at IAIN Syekh Nurjati Cirebon had experiences in teaching practices and classroom management. They had completed teaching practices at formal school for two months. This quantitative research employed factor analysis to determine the research variables that affect classroom management. The variables of classroom management involved in this study are discipline, organization of the lesson, interaction during the lesson, teacher-student personal communication, and psychological and social classroom environment. The findings show that the KMO Measure of Sampling Adequacy (MSA) number is 0.800. Because the value is 0.800 (> 0.5), it means that all factors influence EFL pre-service teachers' experience in classroom management. This study highlights discipline as the main factors contributing to classroom management. This study also highlights the role of the university in preparing pre-service teachers to be ready for their future teaching practice.

### KEYWORDS:

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Pre-service teacher  
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### Introduction

Quality teaching and learning process determine the success of academic goals. Yes, quality teaching and learning are essential for achieving academic goals. A teacher with good classroom management skills can create a positive learning environment that promotes student engagement and success. One of the most important variables influencing the process of teaching and learning in the classroom setting is classroom management (Zulkifli et al., 2019). Classroom management is the method through which educators create and uphold appropriate student behavior in the classroom (Kratochwill et al., 2015). Previous studies describe that effective teaching requires good classroom management (Junker et al., 2021). Classroom management is the process of setting up and maintaining a secure, disciplined, and effective learning environment. It involves the use of strategies and techniques to manage student behavior, promote positive interactions, and enhance learning. This includes establishing clear rules and procedures, providing positive reinforcement, and addressing any disruptive behavior promptly and effectively. Additionally, it also involves

creating a positive classroom culture and building positive relationships with students. The goal of classroom management is to create an environment where students feel safe and supported, and where learning can take place without disruption. Classroom management can have a significant impact on student behavior and academic progress (Albina, 2020). Effective classroom management is crucial for a teacher to create a positive and productive learning environment. Thus, it is indispensable for the teacher to have good classroom management.

However, according to numerous researches, classroom management is the most common challenge new teachers experience ((Macías & Sánchez, 2015; Poznanski et al., 2018; Tok & Tok, 2016). Many new teachers report that classroom management is one of their biggest challenges. This is because managing student behavior and creating a positive learning environment can be difficult, especially for new teachers who may not have a lot of experience or training in this area. Additionally, managing a classroom full of students with different backgrounds, abilities, and needs can be complex. Classroom management is more than dealing with students' misbehavior (Igbinoba & Marvelous, 2015). Classroom management is that subjective, seemingly mystical component that allows teachers to either excel or merely survive in the classroom, as most teachers have discovered at some time in their careers (Sánchez Solarte, 2019). Classroom management can be a subjective and complex aspect of teaching, as different strategies and techniques may work better for some teachers than others. It can also be a challenging and ever-evolving task, as teachers must constantly adapt to their students' changing needs and behaviors. Many experienced teachers have noted that effective classroom management is a combination of both art and science, as it requires not only knowledge and skills, but also intuition and flexibility. Some teachers are excellent at managing their classes and can create enjoyable and productive learning environments, while others may find it difficult to do so and end up barely surviving. Consequently, there are elements that affect classroom management, particularly for new or aspiring teachers.

Altering the path toward improved education holds the potential for a brighter future for the upcoming generation (Mutiaraningrum, 2021). Teacher education is believed to be a significant investment in promoting educational quality improvement (Albina, 2020). To be an effective teacher, one must understand what motivates kids to study and how to motivate them (Delceva, 2017). Understanding what motivates students and how to motivate them is an important aspect of effective teaching. Each student is unique and may be motivated by different factors. Some students may be motivated by a desire to succeed academically, while others may be motivated by a sense of belonging or by positive relationships with their teachers and peers. Even though teaching is both an art and a science that is constantly impacted by teachers' eccentricities, instructors must approach classroom management as a work that involves planning and a fundamental understanding of its components rather than as an unplanned reaction directed by pure intuition (Sánchez Solarte, 2019). Teacher candidates must complete teacher education, sometimes known as a teacher education program, before becoming teachers (Ardisa et al., 2018). Thus, the experience and knowledge obtained from teacher education programs contribute to the experience pre-service teachers have in the actual classroom. This intrigues questions regarding the experience those pre-service teachers have in their teaching program prior to finishing their teacher training at university.

This study raises importance, particularly in the context of pre-service EFL teachers. Because they were having problems controlling their classrooms, pre-service teachers were less confident in their classroom management abilities, although subject mentors' efforts did

not influence how classes were managed (Mkhasibe & Mncube, 2020). Pre-service and beginning teachers are said to have a low ability in classroom management (Junker et al., 2021; Korkut, 2017). In terms of the emotional or physical factors required to adapt to the new circumstances, novice teachers confront numerous challenges (Yee & Hassan, 2019). Teachers have a lack of classroom management abilities, which is also related to some failures in their initial education of teachers (Delceva, 2017). Another challenging element of classroom management, particularly for pre-service high school teachers, was that pupils saw them as college students rather than teachers (Macías & Sánchez, 2015). Therefore, this study attempts to explore the classroom management practice of EFL pre-service teachers. Knowing the classroom management strategies that teachers employ can help us become aware of the methods that teachers most frequently employ, identify patterns of behavior, decide which strategies are more effective, uncover the beliefs that drive teachers' behavior inside and outside of the classroom, and enable pedagogical reflection by making teachers aware of their teaching process in order to identify weaknesses and strengths as well as potentially modifiable factors (Díaz et al., 2018).

Hence, this study will fill the gaps of previous studies by digging up factors influencing EFL pre-service teachers' experience in classroom management. It has been agreed that the quality of teachers will determine the quality of students. Delineating the factors influencing EFL pre-service teachers' experience in classroom management is expected to encourage pre-service teachers, lecturers, as well as college faculty to be better prepared before assigning pre-service teachers to actual teaching practice at school. The problem of this study is: what are the factors influencing EFL pre-service teachers' experience in classroom management?

## Method

This is quantitative research employed factor analysis. This study aims to determine the research variables that affect classroom management. A questionnaire is one of the most important instruments for conducting a successful investigation of classroom management (Díaz et al., 2018). The questionnaire was adapted from (Díaz et al., 2018). The variables of classroom management involved in this study are Discipline ( $X_1$ ), Organization of the lesson ( $X_2$ ), Interaction during the lesson ( $X_3$ ), Teacher-student personal communication ( $X_4$ ), and Psychological and social classroom environment ( $X_5$ ). The items taken to be part of this research were selected based on their suitability to the research context. Thus, the number of questions was reduced from the questionnaire source. The indicators of the questionnaire are Discipline (8 items), e.g., *I explained to the students the rationale behind the class rules I established*, Organization of the lesson (7 items. Sample item: *I assign group work regularly as needed*), Interaction during the lesson (9 items. Sample item: *I employ body language to facilitate better understanding of instructions*), Teacher-student personal communication (8 items. Sample item: *I memorize the names of students to recognize them as individuals*), and Psychological and social classroom environment (8 items. Sample item: *I promote tolerance towards cultural diversity within the classroom*).

**Table 1.** The Blueprint of the Questionnaire

No.	Indicator	Items
X <sub>1</sub>	Discipline	Rules and procedures
		Reasons behind the disciplinary approach
		Positive reinforcement
		Consequences for misbehavior
		Verbal cues to stop misbehavior
		Self-assessment forms for students
		Inform the principal of inappropriate behavior
X <sub>2</sub>	Organization of the lesson	Different learning styles
		Considering students' previous knowledge
		Routines for group work
		Opportunity for students to set their own learning goals
		Stating learning goals
		Extra activities for students after main task
		Advanced students as assistants
X <sub>3</sub>	Interaction during the lesson	Unusual manner to start the lesson
		Modeling the task
		Concept check questions
		Body language
		Simple and clear English
		Verbal praising as a response
		Responding to students' incorrect answers
		Giving clear instruction
		Finishing the class with a reflection activity
X <sub>4</sub>	Teacher-student communication	personal
		Attempting to be "Me" rather than "the Teacher"
		Recognizing student's name
		Interacting with students as individuals
		Eye contact
		Incorporating students' personal interests
		Encouraging creativity and self-expression
		Talking with students' previous teachers
		Talking with a student after an emotional outburst
		X <sub>5</sub>
Start the lesson with collaboration		
Promoting positive social values		
Encouraging students to be respectful		
Encouraging agreement		
Encouraging teamwork		
Promoting responsibility		
Promoting tolerance		
Developing decision making		

The information gathered came from questionnaires completed by English department students at IAIN Syekh Nurjati Cirebon. The data were distributed to the seventh semester students who had undergone teaching practice at schools. From 62 students in the seventh semester, 49 students filled the questionnaire. The answer rate was 79%. Data processing and analysis employed SPSS statistical software. The variables were tested to identify the factors that affect classroom management.

## Results

The factors that affect classroom management can be identified by the factor analysis method. Table 1 depicts the result of the inverse of the correlation matrix. There are five factors involved in this study. They are Discipline, Organization of the lesson, Interaction during the lesson, Teacher-student personal communication, and Psychological and social classroom environment.

**Table 2.** The Inverse of Correlation Matrix

	<b>Discipline</b>	<b>Organization of the lesson</b>	<b>Interaction during the lesson</b>	<b>Teacher-student personal communication</b>	<b>Psychological and social classroom environment</b>
Discipline	2.527	-.336	.084	-1.667	-.180
Organization of the lesson	-.336	2.108	-.700	-.576	-.223
Interaction during the lesson	.084	-.700	2.345	-.037	-1.298
Teacher-student personal communication	-1.667	-.576	-.037	2.957	-.512
Psychological and social classroom environment	-.180	-.223	-1.298	-.512	2.455

**Table 3.** KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.800	
Bartlett's Test of Sphericity	Approx. Chi-Square	111.257
	Df	10
	Sig.	.000

The results of data processing with the SPSS 19 program show that the value of Bartlett's Test of Sphericity is 111,257 with a significance of 0.000, which means the significance value of Bartlett's Test of Sphericity (p-value) 0.05. Thus, the Bartlett Test of Sphericity is considered to have met the requirements because of its significance below 0.05 (5%).

The KMO Measure of Sampling Adequacy (MSA) number is 0.800, as seen in the KMO and Bartlett's test table above. Considering that the value is 0.800 (more than 0.6). This proves that the sample was adequate. KMO data with Bartlett's test, which displays the chi-square value, so it can be concluded that factor analysis is suitable for use and there is the closeness between variables in the population, this indicates that it is possible to process further

because there is a correlation between the variables. See the Anti-image matrices table below for more information about which variables can be processed further and which ones should not.

**Table 4.** Anti-image Matrices

	Discipline	Organization of the lesson	Interaction during the lesson	Teacher-student personal communication	Psychological and social classroom environment	
Anti-image Covariance	Discipline	.396	-.063	.014	-.223	-.029
	Organization of the lesson	-.063	.474	-.142	-.092	-.043
	Interaction during the lesson	.014	-.142	.426	-.005	-.225
	Teacher-student personal communication	-.223	-.092	-.005	.338	-.071
	Psychological and social classroom environment	-.029	-.043	-.225	-.071	.407
Anti-image Correlation	Discipline	.772a	-.146	.034	-.610	-.072
	Organization of the lesson	-.146	.886a	-.315	-.231	-.098
	Interaction during the lesson	.034	-.315	.771a	-.014	-.541
	Teacher-student personal communication	-.610	-.231	-.014	.772a	-.190
	Psychological and social classroom environment	-.072	-.098	-.541	-.190	.810a

a. Measures of Sampling Adequacy (MSA)

The next step is testing the requirements against 5 variables or checking against the anti-image matrix aims to find out whether these variables are partially feasible or not to be analyzed and not excluded in testing. In order to determine which variables are suitable for factor analysis and which factors are actually employed, a value larger than or equal to (0.5) is required. All of the factors that make up the variable are legitimate if the value is greater

than or equal to (0.5), and no factors are lowered. All the variables for each indication have the predicted correlation if the MSA value of each variable is greater than 0.5.

**Table 5.** Communalities

	Initial	Extraction
Discipline	1.000	.637
Organization of the lesson	1.000	.684
Interaction during the lesson	1.000	.627
Teacher-student personal communication	1.000	.723
Psychological and social classroom environment	1.000	.689

Extraction Method: Principal Component Analysis.

Communalities show how much a variable can explain the factor. The lime indicator's communality value is higher than 0.5. This demonstrates that the factors that affect classroom management, or the formed factors, can account for at least 50% of the diversity of the original variable data. The Total Variance explained below is important for estimating the number of possible factors.

**Table 6.** Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.360	67.198	67.198	3.360	67.198	67.198
2	.747	14.945	82.143			
3	.408	8.158	90.300			
4	.262	5.249	95.550			
5	.223	4.450	100.000			

Extraction Method: Principal Component Analysis.

From the Total Variance Explained, it was found that factor 1 can explain 67.198% of the variation. Total Variance Explained is a statistical metric that displays the percentage of data variation explained by each factor in a factor analysis. Factor 1 can explain 67.198% of the variation, which means that the factors, items, or variables loaded onto factor 1 are highly correlated and explain a large portion of the variation in the data. This suggests that factor 1 captures a significant amount of the underlying structure of the data and that the items or variables loaded onto factor 1 are strongly related to one another.

**Table 7.** Component Matrix<sup>a</sup>

	Component
	1
Organization of the lesson	.827
Interaction during the lesson	.792
Teacher-student personal communication	.850
Psychological and social classroom environment	.830

Extraction Method: Principal Component Analysis.  
a. 1 components extracted.

After knowing that the maximum factor that can be formed is 1 factor, each variable will enter into factor 1. The contents of each factor can be seen by looking at the factor loadings in the Component Matrix Table. The factor loadings in the Component Matrix Table can provide insight into the contents of each factor and the relationship between the indicators and the formed factors. The factor loadings show the correlation between each indicator and the factor to which it is most strongly associated. The factor loadings show a large correlation between the indicators and the formed factors. The relationship between the indicator and the generated factor is closer the higher the factor load value. The high factor loadings of these indicators would suggest that they are closely related to the factors and contribute to influencing EFL pre-service teachers' experience in classroom management.

## Discussion

This study scrutinizes factors influencing EFL pre-service teachers' experience in classroom management. It involves the organization of the lesson, interaction during the lesson, teacher-student personal communication, psychological and social classroom environment, and discipline. It can be gleaned that all factors influence EFL pre-service teachers' experience in classroom management.

In terms of the organization of the lesson, instructors must constantly keep their teaching and language learning goals in mind by defining goals that students may work toward step by step (Reynolds et al., 2022). However, they go on to say that many pre-service instructors are concerned about teaching strategies rather than lesson substance. Pre-service instructors failed to develop specific learning goals for their students, which hampered their ability to design courses and assess students' progress (Cavanagh et al., 2019). Tantoy and Gemota (2018) strengthen this by explaining that even at the end of their second-grade level teaching assignment, not many pre-service teachers could create well-prepared lesson plans, as evidenced by the difficulties in utilizing English as the medium of writing lesson plans, which was obvious in their flawed sentences. Hence, this study indicates that lesson organization is crucial among EFL pre-service teachers. Previous studies presenting that many pre-service teachers have adequate ability in lesson management becomes a trigger for educational institutions, supervisors, and lecturers training faculty to ensure that students have sufficient knowledge of the subject matter to help them perform well during their teaching practice.

The second factor is interaction during the lesson. Aşık and Gönen (2016) argue that pre-service teachers are more focused on teaching methodology than teacher-student interaction. This confirms Cavanagh et al. (2019) that pre-service teachers are more focused on how to teach rather than what to teach, let alone the interaction between teachers and students. Referring to Njika (2020), the language lesson that learners are exposed to must be processed, and processing does not just involve providing the target language point, explaining it, enabling learners to practice, and then expecting favorable results. Pre-service teachers' incapacity to demonstrate practical comprehension of classroom interaction is unhelpful to what may be considered language acquisition, and training modules that allow instructors to discover patterns would be more beneficial than those that train them on classroom interaction (Njika, 2020). Teacher talk is very important in igniting interaction in the classroom. Teacher talk correlates with students' motivation and learning (Sakka et al., 2022). The teacher will make students feel comfortable with them by having a good conversation with them. It will help them to accept the presence of the teachers in the classroom as well as understand the lesson.



Reflecting upon the importance of interaction in the classroom, teacher-student personal communication is salient for successful learning. Pre-service teachers should be taught how to initiate good personal communication with students. In this regard, instructors are more powerful in initiating conversation because, in the class, they are superior to students (Tandyonomanu et al., 2018). Expert and experienced instructors have been linked to confident communication (Webster, 2010). Concerning the appropriate degree of oral production skills for seamless communication, English instructors' experience may be used to accelerate students' language mastering because they are the agents of information transfer. Both novice and experienced instructors face communication obstacles, from presenting to an audience for the first time to striving to strengthen pupils' communication talents (Bower et al., 2013). Thus, practice will help teachers to have a better quality of personal communication with students. EFL teachers are expected to develop themselves from time to time.

Regarding the psychological and social classroom environment, Kaka (2019) reveals students' perspectives on their preservice teacher's capacity to foster a pleasant classroom culture are critical since they are the ones who suffer if the classroom atmosphere is suffocating and uncomfortable. A teacher's classroom atmosphere may make or break their pupils' academic progress (Young Joan, 2014). This also applies to teachers. This study confirms Inozu and Sahinkarakas (2016), who investigated the link between the classroom environment and candidate teachers' social and psychological well-being. Psychological and social classroom environments play an important role in students learning as well as teachers' psychology. A good working environment determines how well individuals execute their tasks.

This study indicates the importance of discipline in classroom management. Various perspectives show that classroom management is a synonym for discipline, but it is not (Sánchez Solarte, 2019). Classroom management should not be based on improvised reactions but on being proactive (Sánchez Solarte, 2019). Students must be governed by rules that must be regularly communicated, practiced, and enforced (Busayanon, 2018). Assertive discipline is a structured, methodical approach to assisting teachers in running a well-organized, teacher-in-charge classroom (James, 2017). To approach classroom management according to contextual demands, teachers should intentionally seek to create a connection between what they say and what they do (Sánchez Solarte, 2019). A study on pre-service and novice in-service English teachers indicated it was vital to double-check that students were properly participating in class activities (Tagle et al., 2020). This is in line with a study conducted by Macía & Sánchez (Macías & Sánchez, 2015)- that pre-service teachers made significant attempts to regulate students' behavior in a class by creating and maintaining stringent rules from the start, as well as reminding pupils of the severe repercussions of breaking the rules.

The teacher should consider their body language and how to address students as well as be confident in their authority and emotions when teaching and try to read students' reactions by being as mobile as possible (Sánchez Solarte, 2019). Insufficient adherence to rules and regulations is now one of the most challenging and intricate problems in schools (Tarman, 2016). To be a good teacher, you need to know what inspires kids to study and how to motivate them (Delceva, 2017). However, it was found that pre-service teachers were not taught the fundamental norms that reinforce the consequences of misbehavior (Mkhasibe & Mncube, 2020). When teachers with weak classroom management skills fail to deal with behavior issues, they will become upset (Zulkifli et al., 2019). The number of information teachers have about their students' behaviors and qualities determines the quality of their connections

(Albina, 2020). Although some educators consider disciplinary activities to be unnecessary intrusions into school life and discipline, Tarman (2016) implies it as teaching child-specific life rules. Rather than the amount of teaching experience, successful classroom management can be connected to particular features of teacher education (Korkut, 2017). In order to attain a high level of discipline, it is essential to have all necessary components in place, such as a school principal, teachers, and administrators, each of whom should possess well-defined work responsibilities (Ilyasin, 2019). Thus, the collaboration of all school elements may guarantee the success of classroom management and academic goals.

Interruption during the learning process is a problem that pre-service teachers usually experience in the classroom (Merç, 2010). Hence, pre-service teachers should hone their ability to manage the classroom prior to their teaching in the classroom. Pre-service Prior language learning experiences, teacher education, and teaching techniques all influence teachers' ideas about English language teaching and learning (Pusparini et al., 2021). The role of lecturers in giving feedback to pre-service EFL teachers is crucial to prepare them for better teaching skills (Syamdianita & Cahyono, 2021). Lecturers can provide feedback in a variety of ways, such as through verbal or written comments, observations, and constructive criticism. They can also provide feedback on different aspects of teaching, such as lesson planning, classroom management, and assessment. Giving specific and actionable feedback allows pre-service teachers to understand their strengths and weaknesses and focus on areas that need improvement.

Institutions and supervisory instructors are encouraged to devise more appropriate interventions to optimize learning among education graduates (Tantoy & Gemota, 2018). A well-designed teacher education program should provide pre-service teachers with a solid foundation in the theory and practice of teaching, including knowledge of curriculum, instruction, assessment, and strategies for classroom management and student motivation. Additionally, teacher education programs should provide opportunities for pre-service teachers to practice their teaching skills in a supervised setting, such as student teaching or practicum experiences, which can help prepare them for the realities of the classroom.

## Conclusions

The results of data processing and analysis are the results of the study with 49 respondents and five research variables. The results revealed factors influencing EFL pre-service teachers' experience in classroom management are included in one factor: discipline, which involves the lesson's organization, interaction during the lesson, teacher-student personal communication, and psychological and social classroom environment. These factors are likely to have an impact on the pre-service teachers' ability to manage their classrooms effectively and create a positive and productive learning environment. It is important to note that these factors are likely to be interrelated and that effective management of one factor may also affect the others. Additionally, different strategies and techniques may be more effective for managing different factors, and the factors that affect classroom management can vary depending on the context and the characteristics of the students. This study underlines the importance of preparation given by the university during students teaching practicum and teaching practice at school as a pre-service teacher. Good quality teacher training and education help prepare pre-service teachers to be ready for their actual teaching in the future.

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