

Classroom Management among Pre-service Elementary Teachers in Buguias

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Date received: January 31, 2025

Date revised: April 19, 2025

Date accepted: May 16, 2025

Originality: 99%

Grammarly Score: 99%

Similarity: 1%

Recommended citation:

Aguindang, A. (2025). Classroom management among pre-service elementary teachers in Buguias. *Journal of Interdisciplinary Perspectives*, 3(6), 154–159. <https://doi.org/10.69569/jip.2025.048>

Abstract. The educators, who are the classroom supervisors, determine a suitable learning environment. Classroom management is essential in creating this kind of learning environment, which becomes a struggle for beginning teachers, including pre-service teachers. This study examines the level and relationship of awareness and knowledge concerning various classroom management approaches. Specifically, it discovered the (1) level of awareness and knowledge of Pre-service elementary teachers regarding classroom management, and the (2) relationship between awareness and knowledge of the different classroom management approaches. Prior research indicates a necessity to examine pre-service teachers' awareness and knowledge of classroom management. A structured questionnaire based on Ornstein's discussion was distributed to all pre-service elementary teachers formally enrolled in the campus's teacher education program. The means were analyzed using a Pearson correlation to comprehend the relationship between the levels of awareness and knowledge. Data analysis indicated elevated levels of awareness and knowledge, along with a positive association between these two variables. This suggests that a pre-service teacher's awareness is likely correlated with their expertise. The findings indicate that pre-service elementary teachers possess awareness and expertise in various classroom management strategies. It is recommended that teacher education programs continue to emphasize both the theoretical and practical applications of diverse classroom management approaches. Further research could explore the long-term impact of this strong foundation on their actual classroom practices and students' outcomes once they enter the profession. Additional research may be conducted to corroborate the study's findings.

Keywords: Classroom management; Classroom management approaches; Pre-service teachers.

1.0 Introduction

"Education is the most powerful weapon used to change the world", Nelson Mandela (Waluyo et al., 2025). The power of education lies in its ability to transform individuals and, by extension, transform the world. Teachers are at the heart of this transformative process. They are the ones who impart knowledge, skills, and values to their students. They create learning environments where students can explore, discover, and grow. Every educator envisions an ideal learning environment characterized by managed behavioral issues, a stress-free atmosphere that fosters the growth mindsets of both students and teachers, and a setting conducive to optimal instructional efficacy. Nonetheless, realizing this aspiration may hinge on the teacher's classroom management skills. The classroom climate is determined by the teachers, who serve as managers. Studies indicate that the strength of teacher-student connections underpins all other facets of classroom management (Göktaş & Kaya, 2023). Classroom management is a significant difficulty for educators, particularly during the initial stages of their careers. This encompasses novice educators and pre-service teachers.

Pre-service teachers are those engaged in professional training to qualify as educators. Training is a crucial component of the teacher education curriculum, equipping individuals to become certified educators (Ulla, 2016). A recent study indicates that beginning educators frequently encounter difficulties in proficient classroom management, notwithstanding their robust professional skills, owing to insufficient training in this essential domain (Xu & Jin, 2021). At their initial entry, Pre-service teachers encounter considerable difficulties in organizing and managing their classrooms. Teachers' competency in classroom management is a crucial determinant of their effectiveness as educators since it establishes the groundwork for their future teaching practices.

The research on pre-service teachers is expanding globally. A study by Van Katwijk et al., (2023) in the Netherlands, reveals a favorable assessment of pre-service teachers as a research subject. This research can assist in 'future-proofing' educators. A study by Zulkifli et al. (2019) in Malaysia indicated that a skilled pre-service teacher in classroom management is likely to become an effective educator once entering the profession. A study by Tantoy and Gemota Jr., (2018) In the Philippines, pre-service teachers exhibited teachers' personalities and lesson preparation skills during actual exposures, but were deficient in other domains, particularly classroom management. Consequently, assessing pre-service teachers' awareness and understanding of classroom management approaches is essential.

This study examines the awareness and knowledge of classroom management strategies of pre-service elementary teachers at Benguet State University-Buguias Campus. The study's findings may benefit the College of Education professors, campus administrators, and other researchers. This study is based on the premise that pre-service teachers' competence in classroom management strategies is crucial for their future effectiveness as educators.

This research is underpinned by the notion that enhancing pre-service teachers' awareness and understanding of effective classroom management strategies can substantially improve their teaching proficiency and capacity to cultivate a conducive learning environment. The assumption is that the connection between pre-service teachers' awareness and expertise in classroom management strategies is that the elements jointly affect their ability to execute effective classroom management tactics in their future teaching practice. The paradigm of the study is presented in Figure 1.

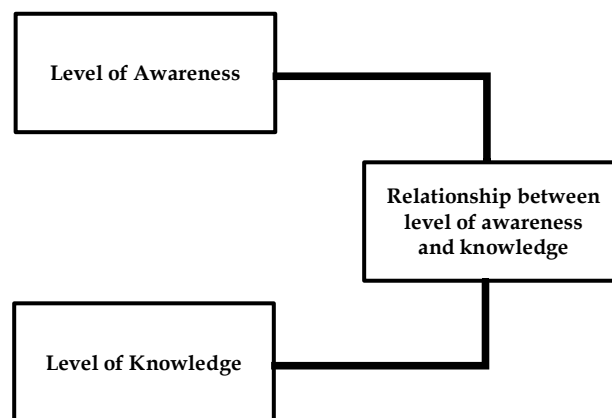


Figure 1. *Paradigm of the Study*

Tolentino (2020) regarded classroom management as a critical teaching component and a significant educational problem. Junker et al. (2021) identified it as a fundamental element of effective teaching, linked to student motivation and academic success. Mustafida (2021) asserts that the teacher must provide a comfortable classroom environment for students. Student achievement is intrinsically linked to an effective classroom management system. The classroom learning environment depends on teachers' efficacy in establishing efficient management systems. It contributes to the student's well-being during the learning process. Teachers typically employ many strategies to establish an effective classroom management system (Wahdah et al., 2023). Teachers' awareness and understanding of various classroom management strategies can aid in preventing and addressing difficult

behaviors. The educator acquainted with various classroom management techniques can discern the most appropriate tactics for implementation (Wolff et al., 2021). Ornstein (1990) underscores the significance of classroom management as a fundamental component of effective teaching. He contends that an effectively managed classroom offers a secure, nurturing, and conducive atmosphere where students can excel intellectually and socially. This is the discourse on the approaches:

An assertive approach allows the educator to develop skills and confidence in managing student misconduct, establish clear rules and repercussions for non-compliance, and foster a composed connection between the teacher and the student. A fundamental element of the assertive approach is delineating explicit expectations and standards for student conduct (Liao, 2018). Yazdi et al. (2019) assert that an assertive strategy improves students' mastery objectives.

Business-Academic approach is an organized strategy that prioritizes the effective and productive utilization of time for academic activities. It derives inspiration from corporate ideas, including planning, organization, and accountability, to establish a favorable learning environment. The teacher sets his/her standards for the pupils before they engage in work, organizes students' work, keeps the students on task, monitors their work, gives them feedback, and holds them accountable for the failure or success of their work by providing rewards and penalties. The teacher involves pupils in additional tasks to maintain focus and prevent misconduct.

Behavior-Modification approach is a therapy method that aims to alter specific behaviors by systematically implementing learning principles. It is based on the idea that behavior is influenced by its consequences, and by modifying these consequences, we can change behavior (Martin & Pear, 2024). The teacher spends little time on the students' personal histories or on searching for the problem of misbehavior. The educator strives to increase the occurrence of appropriate behavior through rewards and reduce the occurrence of misbehavior through punishments. The educator reinforces positive conduct through rapid rewards and activities while disregarding rule violators.

Group Managerial approach is a leadership approach that prioritizes cooperation, teamwork, and collective decision-making in a group context (Northouse, 2021; Yukl, 2017). The teacher keeps students busy with classroom group activities, controls and responds immediately to students' misbehavior before it emerges through varied group activities, and uses desist techniques, keeping themselves moving and focusing attention on groups of students.

Group Guidance Approach is a strategy that focuses on providing students with a supportive and inclusive environment where they can develop social, emotional, and academic skills through group activities and discussions. According to Wiyono et al. (2025), this approach involves small group activities in which students are divided into small groups for various activities, such as discussions, problem-solving, and role-playing.

Acceptance Approach. According to this book by Gonzaga et al. (2022), this approach emphasizes creating a supportive and inclusive environment where students feel valued, respected, understood, and accepted. Being accepted in the classroom leads to a stress-free environment. This approach means that the teacher provides leadership by establishing consequences, allows students to participate in decision-making and make a choice, and makes every student feel that he or she is accepted by peers, teachers, and others who are important to them.

Success Approach focuses on creating an environment where students are motivated to achieve their best. Changing the mindset of every student can boost their achievement (Healy, 2025). The teacher who doesn't deal with inappropriate behavior and the consequences. Instead, the teacher deals with the psychological and social conditions where these problems are rooted; he/she does not excuse inappropriate behavior but suggests alternatives to the pupils, and students choose the behavior they want, but they must face the consequences.

2.0 Methodology

2.1 Research Design

The study utilized a quantitative methodology to fulfill the research objectives. The researcher used a simple correlation research design to determine the relationship between awareness and knowledge of pre-service

teachers regarding classroom management. Quantitative research is a methodology that emphasizes the collection and analysis of numerical data. It entails employing statistical methods to assess and quantify variables, frequently to evaluate hypotheses or ideas (Sciberras & Dingli, 2023). Correlation research design examines relationships between two variables (Padilla, 2023). A structured survey questionnaire assessed the level and relationship of awareness and knowledge of pre-service elementary teachers regarding classroom management approaches. A survey questionnaire is a systematic collection of inquiries intended to gather information from a cohort of persons. It is a prevalent instrument utilized in research, marketing, and diverse domains to collect data on opinions, attitudes, behaviors, or demographics (Chowdhury et al., 2022).

2.2 Research Respondents

The research population consists of 57 pre-service elementary teachers enrolled in the Teacher Education Program, motivated by the potential to enhance educational practices, inform policy, tackle regional challenges, improve professional development, and cultivate a culture of inquiry within the program.

2.3 Research Instrument

The instrument used to determine the level and relationship of awareness and knowledge of the pre-service elementary teachers is a structured questionnaire used in a previous study based on the classroom management approaches discussed by Ornstein (1990). To improve reliability, revisions were incorporated to accommodate the nature of respondents.

2.4 Data Gathering Procedure

The data-collection techniques are outlined below: The researcher secured the requisite licenses and authorization from the administration of Benguet State University – Buguias Campus to conduct the study. Subsequently, the researchers requested the participation of all enrolled pre-service primary teachers from the university in the study. The participants were requested to complete the survey questionnaire, which was conducted in person. The collected data undergo rigorous analysis and interpretation of quantitative information.

2.5 Ethical Considerations

This study project complied with ethical standards. The researcher secured consent and elucidated the research purpose to the respondents before conducting the survey questionnaire. The provision of respondents' identities was optional, and the gathered replies were preserved with the highest level of secrecy, with inquiries addressed courteously.

3.0 Results and Discussion

3.1 Level of Awareness of the Pre-Service Elementary Teachers Regarding Classroom Management Approaches

The data outlines the classroom management approaches: aggressive, business-academic, behavior-modification, group managerial, group directing, acceptance, and success. The total weighted mean for the awareness level of classroom management approaches is 2.97 (Much Aware). Pre-service elementary teachers demonstrated a high degree of comprehension of the business-academic approach, evidenced by a cumulative mean of 3.50 (Very Much Aware), followed by the assertive approach at 3.26, group managerial approach at 3.14, the acceptance approach at 2.86, the success approach at 2.74, and lastly, the group guiding approach at 2.38.

Table 1. *Level of Awareness of Pre-service Teachers Regarding Classroom Management Approaches*

Classroom Management Approaches	Weighted Mean	Descriptive Equivalent
Assertive Approach	3.26	Very Much Aware
Business- Academic Approach	3.50	Very Much Aware
Behavior-Modification Approach	2.90	Much Aware
Group Managerial Approach	3.14	Much Aware
Group Guidance Approach	2.38	Less Aware
Acceptance Approach	2.86	Much Aware
Success Approach	2.74	Much Aware
General Weighted Mean	2.97	Much Aware

The results imply that Pre-service Elementary Teachers have a strong understanding and appreciation of various classroom management approaches. This level of awareness has positive implications for their future teaching careers (Zulkifli et al., 2019). The findings align with Paghasian's (2017) study, which indicates that pre-service

teachers acquire various classroom management strategies during learning. Nkhata et al. (2023) demonstrated that pre-service instructors must possess a profound comprehension of classroom management, irrespective of their originating institution. Huth (2015), as cited in Schulze et al. (2025), identified four classroom management stages that provide a foundation for practical learning experiences. This platform encompasses awareness, environment, direction, and pedagogical philosophy. This indicates that Pre-service Elementary Teachers perceive classrooms as enterprises in which they function as "CEOs." Conscious of holding their students responsible for the outcomes of their work, they instead address their behavior in group settings.

3.2 Level of Knowledge of Pre-service Elementary Teachers Regarding Classroom Management Approaches

Table 2 displays the knowledge level of pre-service elementary teachers regarding classroom management strategies. The general weighted mean is 2.83, indicating a good level of expertise. The assertive method and group managerial strategy rank highest with a weighted mean of 3.26, followed by the behavior-modification, business-academic, acceptance, and group guidance and success approaches.

Table 2. *Level of Knowledge of Pre-service Elementary Teachers Regarding Classroom Management Approaches*

Classroom Management Approaches	Weighted Mean	Descriptive Equivalent
Assertive Approach	3.26	Very Highly Knowledgeable
Business- Academic Approach	2.90	Highly Knowledgeable
Behavior-Modification Approach	2.95	Highly Knowledgeable
Group Managerial Approach	3.26	Very Highly Knowledgeable
Group Guidance Approach	2.43	Moderately Knowledgeable
Acceptance Approach	2.60	Highly Knowledgeable
Success Approach	2.43	Moderately Knowledgeable
General Weighted Mean	2.83	Highly Knowledgeable

Legend: 2.51-3.25 Highly Knowledgeable

The findings indicate that Pre-service Elementary Teachers possess an extensive understanding of classroom management approaches. It signifies their ability to select and apply various classroom management strategies with expertise. The outcome aligns with the research of (Slater & Main, 2020), which asserts that classroom management is a crucial competency required for educators.

3.3 Relationship between the Level of Awareness and the Level of Knowledge

The correlation coefficient of 0.74 signifies a robust positive link between the awareness and knowledge levels of Pre-service Elementary Teachers concerning classroom management strategies. The findings suggest that increased awareness correlates with enhanced knowledge of classroom management among Pre-service Elementary Teachers. Johnson and Poore (2025) assert that teachers should develop their awareness of classroom management as their knowledge also increases.

Table 3. *Correlation between the Level of Awareness and the Level of Knowledge*

	Level of Awareness	Level of Knowledge
Level of Awareness	1	
Level of Knowledge	.74	1

Legend: 0.7- 0.99 Strong Positive Correlation

4.0 Conclusion

This study indicates a favorable prognosis for the future of primary education. The pre-service elementary teachers had extensive awareness and knowledge of classroom management approaches. The notable positive association between awareness and knowledge indicates that a more profound comprehension of these approaches correlates with heightened awareness of their significance and use. This foundation in classroom management principles equips future educators to establish good and productive learning environments for their pupils. These findings highlight the efficacy of existing teacher training programs in preparing pre-service teachers with vital classroom management competencies. It is recommended that teacher education programs persist in prioritizing both theoretical understanding and practical implementation of varied classroom management strategies, promoting an ongoing cycle of learning and enhancement to adequately equip future educators to address the diverse needs of their students. Subsequent studies might investigate the enduring effects of this robust foundation on their classroom practices and student outcomes upon entering the profession.

5.0 Contributions of Authors

This research has sole authorship. Thus, the author served as principal investigator, data analyst, and writer, taking ownership of the entire research process and ensuring the integrity and rigor of the study.

6.0 Funding

The researcher solely funds this research.

7.0 Conflict of Interests

The author affirms no affiliations or involvement with any organization or institution possessing financial or non-financial interests in this publication's subject matter or materials.

8.0 Acknowledgment

The success of this investigation necessitated the support of numerous persons. The researcher may not have achieved the study's purpose without their assistance. The researcher expresses gratitude to the following individuals for their invaluable assistance: Dr. Emill Kisim, adviser, for his exceptional direction, perceptive input, and steadfast support throughout this study effort. His proficiency and support were vital to our achievement. Dr. Lemar Ablasa, for the insightful critique, invaluable recommendations, and time devoted to evaluating our work. His proficiency considerably enhanced the caliber of this investigation. Elizabeth Bay-an, College Dean, for her maternal sympathy, insightful critiques, constructive ideas, and unwavering encouragement. Gratitude is extended to the BEED students, respondents, for their kind time and candid involvement in this study. Arlene Aguindang thanks her devoted husband, Adriel, and their son for their steadfast love, encouragement, and support during this arduous path. Their conviction and unwavering support were vital. Primarily, he expresses gratitude to the Almighty Father for His unwavering love.

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