



Developing Classroom Management Skills for Pre-service Primary Education Students through Pedagogical Training in Vietnam



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Abstract

The article focuses on the development of classroom management skills for pre-service primary education students through pedagogical training. The study employs a literature review method to explore various pedagogical training approaches designed to enhance classroom management abilities for future teachers. The article highlights the significance of a strong theoretical foundation in classroom management. Pre-service teachers need to grasp essential concepts and theories related to classroom management to effectively address challenges in the classroom and foster a positive learning environment. Moreover, practical strategies, such as behavior management techniques and setting clear expectations, are emphasized as crucial elements for developing classroom management skills. Additionally, the article emphasizes the positive impact of teacher-student relationships on effective classroom management. Building rapport with students, showing empathy, and creating a supportive learning environment are identified as critical factors in successful classroom management. Furthermore, the article stresses the importance of personalized support in classroom management. Pre-service teachers should be equipped with strategies to address the diverse behaviors and learning needs of their students, ensuring that each student receives appropriate guidance and assistance. The practical implications of the research findings lie in the design and enhancement of comprehensive and practical pedagogical training programs for pre-service primary education students. Implementing effective pedagogical training methods will better prepare future teachers with the knowledge, strategies, and skills needed to manage their classrooms successfully. In conclusion, the article highlights the significance of well-designed and practical pedagogical training in developing classroom management skills for pre-service primary education students. By combining theoretical knowledge with practical strategies, future teachers can create an engaging and positive learning environment, leading to improved educational outcomes. The research contributes to the ongoing efforts to enhance the quality of primary education and prepares prospective teachers to excel in the challenging yet rewarding environment of the classroom.

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1 Introduction

Effective classroom management is a critical aspect of successful teaching and learning in the context of primary education. Aspiring teachers majoring in primary education need to be equipped with the necessary skills to create a positive and conducive learning environment for young learners. However, research has revealed that many pre-service student teachers face challenges in managing classrooms and handling diverse student behaviors (Smith & Johnson, 2022). This raises concerns about their preparedness in fostering optimal learning experiences for their future students.

To address this issue, this research paper aims to explore the significance of developing classroom management skills among pre-service primary education students through pedagogical training. The objective is to investigate the impact of such training on enhancing their competencies in effectively handling classroom dynamics and student interactions (Sadik & Akbulut, 2015).

By examining existing literature on classroom management in primary education, this study seeks to identify the key components that pre-service teachers should acquire through pedagogical training to become proficient in classroom management. Previous research has highlighted the importance of equipping future educators with practical and evidence-based strategies to navigate the complexities of classroom dynamics (Brown et al., 2021). However, there is still a gap in research focusing on the specific role of pedagogical training in honing classroom management skills for pre-service primary education students.

Furthermore, understanding the attitudes and perceptions of student teachers towards classroom management is crucial as these beliefs can significantly influence their implementation of management strategies in real classroom settings (Nguyen & Le, 2021). Therefore, this research aims to delve into the perspectives of student teachers and explore how their beliefs shape their approach to classroom management.

The findings of this study will contribute valuable insights into the design and implementation of pedagogical training programs that focus on cultivating classroom management skills for future primary education teachers. By equipping pre-service students with evidence-based strategies, this research endeavors to support the preparation of competent and confident educators capable of creating a nurturing and engaging learning environment for young learners (Dicke et al., 2015).

Theoretical framework

The concepts of classroom management skills and the role of primary education teachers in classroom management

The concepts of classroom management skills

Classroom management skills are a fundamental aspect of effective teaching and learning in educational settings. The concept encompasses a range of strategies and techniques that teachers employ to establish and maintain a positive and productive learning environment for students (Brophy, 2006). Research on classroom management has a rich history and has contributed significantly to the understanding of best practices in educational settings (Brophy, 2006).

According to Evertson & Weinstein (2013), classroom management involves not only behavior management but also instructional techniques, classroom organization, and student engagement. It is a multifaceted process that requires teachers to be adaptable and responsive to the diverse needs and behaviors of students. Effective classroom management is linked to improved student outcomes, as it creates an atmosphere conducive to learning and fosters student engagement (Wang & Han, 2018).

Proactive strategies play a vital role in classroom management. Teachers who employ proactive approaches anticipate potential issues and implement preventive measures to minimize disruptive behaviors (Evertson & Weinstein, 2013). These strategies involve setting clear expectations, establishing routines, and designing engaging lessons to maintain students' focus and participation.

Furthermore, positive reinforcement is another essential aspect of classroom management (Brophy, 2006). By using praise, rewards, and encouragement, teachers can reinforce positive behaviors, thereby motivating students to sustain desirable conduct. Clear and explicit expectations provide students with a sense of structure and predictability, helping them understand the boundaries of appropriate behavior within the classroom (Marzano & Marzano, 2003).

Effective classroom management is especially critical in the context of primary education, where teachers play a central role in shaping young learners' academic and socio-emotional development (Emmer & Stough, 2001). Elementary school teachers not only serve as instructors but also as facilitators, mentors, and role models for their

students. The way teachers manage their classrooms significantly impacts student learning experiences and outcomes (Emmer & Stough, 2001).

In conclusion, classroom management skills are essential for creating an optimal learning environment and maximizing student engagement and achievement. Through a combination of proactive strategies, positive reinforcement, and clear expectations, teachers can establish a supportive and orderly classroom setting that fosters student success (Jones & Jones, 2004).

The role of primary education teachers in classroom management

The role of elementary school teachers in classroom management is pivotal in creating a conducive and effective learning environment for young students. Research has highlighted the significance of teachers' actions and behaviors in shaping the overall classroom dynamics and student experiences.

Emmer & Stough (2001), emphasize that elementary school teachers play a multifaceted role in the classroom, extending beyond that of a mere instructor. They act as facilitators, guides, and positive role models for their students. As such, teachers' demeanour and approach significantly influence students' attitudes towards learning and behavior in the classroom.

Effective classroom management by elementary school teachers is vital because young learners are at a formative stage of their academic and social development (Emmer & Stough, 2001). A well-managed classroom provides a sense of safety and predictability, helping students feel more secure and engaged in the learning process.

Moreover, teachers' ability to establish positive teacher-student relationships is crucial in classroom management (Wang & Han, 2018). A nurturing and supportive teacher-student relationship fosters trust and respect, leading to improved student behavior and a willingness to actively participate in class activities.

Elementary school teachers also serve as mediators and conflict resolvers within the classroom. They are responsible for identifying and addressing disruptive behaviors promptly (Brophy, 2006). By implementing proactive strategies and providing individualized support, teachers can prevent behavioral issues from escalating, ensuring a harmonious learning environment for all students.

Additionally, the success of classroom management depends on the clarity of teachers' expectations (Marzano & Marzano, 2003). Teachers need to communicate rules and guidelines clearly to students, setting appropriate boundaries and promoting a sense of responsibility for their actions.

In conclusion, the role of elementary school teachers in classroom management is integral to fostering a positive and productive learning atmosphere. Their actions as facilitators, role models, and mediators significantly impact students' behavior and engagement. By establishing positive teacher-student relationships, setting clear expectations, and employing proactive strategies, teachers can create a supportive and orderly classroom environment that enhances students' academic and socio-emotional growth.

Factors influencing effective classroom management

Effective classroom management is influenced by a combination of factors that contribute to creating a conducive learning environment and fostering positive student behaviors. Research has identified several key factors that play a crucial role in shaping successful classroom management practices.

Teacher-Student Relationship: A positive and supportive teacher-student relationship is a significant factor in effective classroom management (Wang & Han, 2018). When teachers build strong connections with their students, it enhances trust, respect, and a sense of belonging, leading to improved student engagement and behavior.

Clear Expectations and Rules: The clarity of expectations and classroom rules is essential for effective classroom management (Marzano & Marzano, 2003). When teachers communicate rules and guidelines clearly, students are more likely to understand what is expected of them, leading to a more organized and disciplined learning environment.

Proactive Strategies: Proactive classroom management strategies, such as setting up routines and procedures, can prevent disruptive behaviors and maintain a focused learning environment (Evertson & Weinstein, 2013). By anticipating potential issues and addressing them beforehand, teachers can minimize disruptions and enhance classroom efficiency.

Positive Reinforcement: Utilizing positive reinforcement, such as praise and rewards for good behavior, is a powerful tool in effective classroom management (Brophy, 2006). Positive reinforcement encourages desirable behavior and motivates students to actively participate in class activities.

Teacher Preparation and Professional Development: Teacher preparation and ongoing professional development are vital factors in effective classroom management (Giallo & Little, 2003). Well-prepared teachers with adequate training in classroom management strategies are better equipped to handle diverse student behaviors and challenges.

Individualized Support: Providing individualized support to students with diverse learning needs and behavioral challenges is crucial for effective classroom management (Wang & Han, 2018). Understanding and addressing the unique needs of each student can promote a positive and inclusive learning environment.

Classroom Environment: The physical and emotional classroom environment greatly influences classroom management (Evertson & Weinstein, 2013). An organized, stimulating, and welcoming environment can enhance student engagement and minimize disruptions.

Teacher Flexibility: Teacher flexibility in adapting instructional methods and management strategies to meet the changing needs of the classroom is essential for effective classroom management (Marzano & Marzano, 2003). Being responsive and adaptable to students' behaviors and learning styles can lead to a more successful learning experience.

In conclusion, effective classroom management is influenced by multiple interrelated factors, including the quality of teacher-student relationships, clear expectations and rules, proactive strategies, positive reinforcement, teacher preparation and professional development, individualized support, classroom environment, and teacher flexibility. By considering these factors, educators can create a positive and well-managed learning environment that supports students' academic and socio-emotional growth (Kunter et al., 2007; Sebastian et al., 2019).

Pedagogical training and its role in cultivating classroom management skills for pre-service primary education students

Pedagogical training plays a crucial role in equipping pre-service primary education students with the necessary skills to effectively manage their future classrooms. Research has shown that quality pedagogical training can significantly impact students' ability to handle classroom dynamics and foster positive learning environments (Postareff et al., 2007).

Pedagogical training provides pre-service teachers with a comprehensive understanding of classroom management theories, strategies, and best practices (Brophy, 2006). Through coursework and practical experiences, students learn about proactive classroom management approaches, behavior management techniques, and the importance of establishing clear expectations for students' conduct (Marzano & Marzano, 2003).

Teachers who have undergone pedagogical training are better prepared to handle diverse student behaviors and respond to individual learning needs (Wang & Han, 2018). They learn to apply evidence-based strategies to prevent and address disruptive behaviors, creating a positive and structured learning environment for their students.

Furthermore, pedagogical training emphasizes the significance of positive teacher-student relationships in classroom management (Evertson & Weinstein, 2013). Pre-service teachers are taught how to establish connections with their students, show empathy, and build trust, which fosters a conducive learning atmosphere and encourages student engagement.

Pedagogical training also focuses on individualized support and differentiated instruction, enabling pre-service teachers to address the diverse needs and abilities of their future students (Giallo & Little, 2003). By understanding the unique characteristics of each student, teachers can tailor their approaches to cater to various learning styles and provide appropriate support for behavioral challenges.

Moreover, pedagogical training emphasizes the importance of teacher flexibility in adapting instructional methods and management strategies to meet the dynamic needs of the classroom (Marzano & Marzano, 2003). Through guided practice and feedback, pre-service teachers learn to adjust their approaches based on student responses and changing classroom contexts.

In conclusion, pedagogical training plays a vital role in preparing pre-service primary education students for effective classroom management. It equips them with knowledge of classroom management theories, practical strategies, and skills necessary to create a positive and conducive learning environment. By emphasizing proactive approaches, positive teacher-student relationships, individualized support, and teacher flexibility, pedagogical training empowers future educators to successfully manage their classrooms and enhance student learning experiences (Kärkkäinen et al., 2023).

Pedagogical training plays a vital role in equipping future teachers with effective classroom management skills. Various methods are employed within pedagogical training programs to develop these essential skills, as supported by research.

Theoretical Instruction: Pedagogical training includes theoretical instruction on classroom management theories and concepts (Brophy, 2006). Through lectures and discussions, pre-service teachers gain a deeper understanding of the principles and approaches to classroom management, which serves as a foundation for their practice.

Classroom Observations: Observation of experienced teachers' classrooms allows pre-service teachers to witness effective classroom management strategies in action (Evertson & Weinstein, 2013). By observing how experienced educators handle various classroom situations, pre-service teachers can learn from real-life examples and apply these insights to their future teaching.

Role-Playing and Simulations: Role-playing and simulations are utilized to give pre-service teachers opportunities to practice classroom management strategies in controlled settings (Marzano & Marzano, 2003). By role-playing scenarios involving student behaviors and interactions, pre-service teachers can experiment with different approaches and refine their skills.

Case Studies: Case studies provide pre-service teachers with a deeper understanding of classroom management challenges and how they can be addressed effectively (Evertson & Weinstein, 2013). Analyzing and discussing real-life cases help pre-service teachers develop critical thinking and problem-solving abilities relevant to managing diverse classroom situations.

Collaborative Learning: Collaborative learning experiences, such as group discussions and peer feedback, are incorporated into pedagogical training to foster a supportive learning community (Giallo & Little, 2003). These interactions enable pre-service teachers to exchange ideas, share experiences, and learn from one another's insights on classroom management.

Reflective Practice: Pedagogical training emphasizes reflective practice, encouraging pre-service teachers to analyze their own teaching experiences and classroom management approaches (Marzano & Marzano, 2003). Reflection helps pre-service teachers identify areas for improvement and refine their strategies over time.

Field Experiences: Field experiences, such as student teaching placements, provide pre-service teachers with opportunities to apply classroom management techniques in authentic settings (Giallo & Little, 2003). These practical experiences allow pre-service teachers to navigate real challenges and develop their confidence in managing diverse classrooms.

In conclusion, pedagogical training employs a variety of methods to develop effective classroom management skills for future teachers. The combination of theoretical instruction, classroom observations, role-playing, case studies, collaborative learning, reflective practice, and field experiences equips pre-service teachers with the knowledge and practical expertise needed to successfully manage their future classrooms.

2 Materials and Methods

The methodology for this article focuses on conducting a literature review to explore and analyze various methods used in pedagogical training to develop effective classroom management skills for pre-service primary education students. The research will solely rely on the examination of relevant literature related to classroom management in primary education and pedagogical training methods. The following is the presentation of the methodology:

Research Objective: The main objective of this study is to investigate and analyze the different methods used in pedagogical training to develop effective classroom management skills for pre-service primary education students.

Selection of Literature Sources: To gather data for the study, relevant literature will be extensively searched from databases, textbooks, reference books, journal articles, and other related materials on classroom management and pedagogical training in primary education.

Data Collection: Evaluation, analysis, and synthesis of crucial information from the selected literature will be conducted. This includes gaining a comprehensive understanding of classroom management theories, practical strategies, and approaches to creating a positive learning environment. Additionally, an exploration of various pedagogical training methods aimed at fostering effective classroom management will be undertaken.

Data Analysis: The collected data from the literature will be analyzed and synthesized to provide both an overall perspective and detailed insights into the methods used to develop classroom management skills through pedagogical training for pre-service primary education students.

Presentation of Results: The results of the analysis will be organized and presented clearly and logically. The findings will help identify effective pedagogical training methods that are most suitable for developing classroom management skills for pre-service primary education students (Belet & Dala, 2010).

Emphasizing Applicability: Special attention will be given to the applicability of the pedagogical training methods in developing classroom management skills. Recommendations on how these methods can be implemented in pre-service teacher education to ensure effectiveness and practicality in real teaching settings will be proposed.

3 Results and Discussions

3.1 Results

The data collected from the literature review provided valuable insights into the different pedagogical training methods aimed at fostering classroom management skills for pre-service primary education students. The analysis of the data revealed the following key findings:

Theoretical Foundations: The literature highlighted the significance of theoretical foundations in classroom management training. Pre-service teachers need to acquire a solid understanding of classroom management theories and concepts to effectively address classroom challenges and foster a positive learning environment.

Practical Strategies: Effective classroom management requires the application of practical strategies. The research identified a variety of approaches, such as behavior management techniques, proactive classroom management, and establishing clear expectations, as essential components in developing classroom management skills for pre-service primary education students (Zsoldos-Marchis, 2015).

Positive Teacher-Student Relationships: The literature emphasized the role of positive teacher-student relationships in classroom management. Building connections with students, showing empathy, and fostering a supportive learning environment were found to be crucial aspects of managing classroom dynamics effectively (Lee, 2012; Newberry, 2010).

Individualized Support: The study highlighted the importance of individualized support in classroom management. Pre-service teachers need to be equipped with strategies to address diverse student behaviors and learning needs, ensuring that every student receives appropriate guidance and support.

Flexibility and Adaptability: The research emphasized the necessity for pre-service teachers to be flexible and adaptable in their classroom management approaches. Adjusting instructional methods and strategies based on student responses and changing classroom contexts were identified as vital skills.

Reflective Practice: The literature suggested that reflective practice is a valuable tool in developing effective classroom management skills. Encouraging pre-service teachers to engage in self-assessment and reflection helps them refine their approaches and continuously improve their classroom management strategies.

Overall, the findings from the literature review provide comprehensive insights into the different pedagogical training methods that can contribute to developing effective classroom management skills for pre-service primary education students. The study underscores the significance of a well-rounded and practical pedagogical training program that equips future teachers with the necessary knowledge, strategies, and skills to successfully manage their classrooms and create positive and conducive learning environments for their students.

These research results hold significant implications for teacher education institutions and educational policymakers, as they offer valuable guidance in designing and enhancing pedagogical training programs for pre-service primary education students. Implementing the identified methods can lead to better preparation and professional development of future primary education teachers, ultimately improving the overall quality of education in primary schools (Giang et al., 2022).

3.2 Discussion

The discussion and conclusion based on the research results provide an opportunity to evaluate and debate the significant aspects of the study and its implications. Below are some strengths and limitations of the research, as well as potential expansions and future proposals:

Strengths:

Research Methodology: Utilizing a literature review method has offered a comprehensive and clear insight into various pedagogical training methods for developing effective classroom management skills for pre-service primary education students. This approach allowed for the examination of a vast amount of information from diverse sources, ensuring the objectivity and reliability of the findings.

Diverse Estimation: By studying a range of pedagogical training methods, the research provides a rich perspective on the possible approaches to developing classroom management skills for pre-service primary education students.

Practical Application: Emphasizing the practicality of pedagogical training methods for developing classroom management skills, the research aimed to generate feasible and realistic solutions for actual teaching practices.

Limitations:

Data Limitations: Relying solely on data collected from the literature may limit the diversity and detail of the information. Not utilizing field research methods like surveys or interviews might reduce the accuracy and motivation of the results.

Limited Effectiveness Evaluation: The study focused on analyzing pedagogical training methods without conducting specific evaluations of the effectiveness of each method in developing classroom management skills.

Expansion and Future Proposals:

Field Research: To complement and reinforce the research results, field research such as surveys or interviews can be conducted to evaluate the effectiveness of pedagogical training methods in actual teaching scenarios.

Comparative Analysis: Performing a comparative analysis between different pedagogical training methods can identify the most effective and suitable approaches for specific classroom management situations.

Impact Studies: Conducting impact studies can measure the influence of pedagogical training methods on teaching performance and classroom management for pre-service primary education teachers.

Student Assessment: The research could further assess the effectiveness of pedagogical training methods by conducting surveys or interviews with pre-service primary education students after completing the training courses.

These discussions and future proposals will contribute to enhancing the practicality and impact of the research while supporting the improvement of primary education quality and the effective preparation of future teachers.

4 Conclusion

The research on "Developing Classroom Management Skills for Pre-service Primary Education Students through Pedagogical Training" has provided valuable insights into various pedagogical training methods designed to enhance classroom management skills for future primary education teachers. Conducted through a literature review, this study explored a wide range of approaches used in pedagogical training programs to equip pre-service teachers with effective classroom management abilities.

The findings of the study underscored the crucial role of a strong theoretical foundation in classroom management. Pre-service teachers need to grasp key concepts and theories related to classroom management to effectively tackle challenges in the classroom and foster a positive learning environment. Additionally, the research highlighted the significance of practical strategies in classroom management, such as behavior management techniques, proactive classroom management, and setting clear expectations, as integral components for developing classroom management skills.

Furthermore, the study emphasized the positive correlation between teacher-student relationships and effective classroom management. Establishing a connection with students, displaying empathy, and cultivating a supportive learning environment emerged as critical factors in successful classroom management.

Moreover, the research emphasized the necessity of personalized support in classroom management. Pre-service teachers must be equipped with strategies to address the diverse behaviors and learning needs of their students, ensuring that each student receives appropriate guidance and assistance.

The practical implications of the research findings lie in the design and enhancement of comprehensive and practical pedagogical training programs for pre-service primary education students. Implementing the identified

effective pedagogical training methods will better prepare future teachers with the knowledge, strategies, and skills needed to manage their classrooms successfully.

While the research solely relied on a literature review, it serves as a valuable foundation for future studies. Expanding the research to include field research and impact evaluations would provide additional depth and accuracy to the results.

In conclusion, the research underscores the significance of well-designed and practical pedagogical training in developing classroom management skills for pre-service primary education students. By fostering a deeper understanding of classroom management concepts and incorporating practical strategies, future teachers can create an engaging and positive learning environment, leading to improved overall educational outcomes. This research contributes to the ongoing efforts to enhance the quality of primary education and prepares prospective teachers to thrive in the challenging yet rewarding environment of the classroom.

Conflict of interest statement

The author declared that he has no competing interests.

Statement of authorship

The author has a responsibility for the conception and design of the study. The author has approved the final article.

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