

**CLASSROOM MANAGEMENT CHALLENGES FACED BY
STUDENT-TEACHERS DURING TEACHING PRACTICE EXERCISE IN EDO
STATE.**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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AUGUST, 2025.

CERTIFICATION

We, the undersigned hereby certify that this research work was carried out by **Olivia Chisom ONWUEJEKWA** with Matriculation Number: **EDU2102348** of the Department of Educational Management, Faculty of Education, University of Benin, Benin City, in partial fulfilment of the requirements for the award of Bachelor Degree (B.Sc. Ed) Honours in Education and Economics.

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DEDICATION

In profound gratitude, this work is dedicated to Almighty God for His boundless grace and strength. The author further dedicates it to her loving parents and beloved siblings, whose sacrifices, prayers, constant support, and encouragement have been an unfailing source of inspiration.

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ABSTRACT

The study examined classroom management challenges encountered by student-teachers during teaching practice exercise in secondary schools in Edo State. Four research questions guided the study. The descriptive survey design was adopted, a sample of 160 students were randomly selected from a population of 800 in the Faculty of Education, University of Benin. Data was collected using a structured questionnaire titled Classroom Management Challenges for Student-Teachers (CMCQST), analysis was done using mean and standard deviation.

The findings revealed that student-teachers experience different classroom management challenges such as student indiscipline, lack of engagement, and difficulties in managing large class sizes. Prevalent types of challenges included time management issues, short student attention spans, disruptive behaviour, and difficulties in addressing diverse learning needs. The study also showed that mentor teachers and university supervisors play a significant role in mitigating these difficulties by providing practical advice and constructive feedback. Furthermore, student-teachers coped with classroom management problems by employing strategies such as reinforcement, adjusting lesson plans, seeking advice, and varying instructional activities.

It was concluded that classroom management is a critical challenge for student-teachers, but mentorship and adaptive strategies significantly improve their effectiveness. The study recommended the provision of adequate teaching resources, reduction of class sizes, strengthening of mentorship, and continuous training in classroom management skills for student-teachers.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education stands as the bedrock of national development, fostering human capital, economic growth, and social cohesion. Central to achieving these multifaceted goals is the quality of teaching and learning that occurs within educational institutions. An effective teacher is not merely a purveyor of knowledge but a skillful orchestrator of the learning environment, adept at inspiring, guiding, and facilitating the intellectual and personal growth of students (Omorogbe & Osagie, 2018).

Among the myriad competencies required for effective teaching, classroom management emerges as a foundational skill. It encompasses a wide array of strategies and techniques employed by teachers to create a conducive learning atmosphere, promote positive student behavior, minimize disruptions, and maximize instructional time (Emmer & Evertson, 2017). Effective classroom management is directly correlated with enhanced academic performance, improved student engagement, and the cultivation of a respectful and orderly learning community. Conversely, a lack of effective classroom management can lead to a chaotic environment, reduced learning outcomes, increased teacher stress, and even teacher attrition.

The preparation of competent teachers is primarily undertaken through teacher education programs, which combine theoretical pedagogical knowledge with practical field experience. Teaching practice, often referred to as student teaching or practicum, represents the culminating and most critical phase of this preparation. It provides an indispensable bridge between the theoretical constructs learned in university lecture halls and the dynamic realities of a live classroom. During this period, student-teachers are afforded the opportunity to apply pedagogical theories, develop their instructional delivery, assess student learning, and, crucially, hone their classroom management skills under the guidance of experienced mentor teachers and university supervisors (Akinkunmi & Olaniyan, 2020).

Despite the structured training received, student-teachers often encounter significant challenges during their initial foray into independent classroom instruction. The transition from being a student to assuming full responsibility for a group of learners presents a unique set of demands. While theoretical knowledge of classroom management strategies is imparted, the practical application in real-time, with diverse student personalities, varying behavioral issues, and often large class sizes (a common feature in many Nigerian public schools), proves to be a formidable hurdle. Novice educators frequently struggle with maintaining discipline, managing transitions, responding to misbehavior, and establishing clear routines, all of which are integral components of effective

classroom management. These struggles can profoundly impact the quality of instruction, student learning, and the confidence of the student-teacher.

It is against this backdrop that this study seeks to investigate the specific challenges of classroom management faced by student-teachers during their teaching practice exercise. Understanding these challenges is paramount for refining teacher education curricula, enhancing supervisory support, and ultimately, producing more confident and competent educators who can effectively manage their classrooms and foster optimal learning environments.

Statement of the Problem

Classroom management is unequivocally recognized as a cornerstone of effective teaching and a pivotal determinant of student learning outcomes. While teacher education programs are designed to equip student-teachers with the theoretical understanding and practical skills necessary for managing dynamic classroom environments, the reality of teaching practice often presents significant discrepancies between learned theory and applied competence. Teaching practice, envisioned as a period of practical skill acquisition and consolidation, ideally allows student-teachers to seamlessly integrate various pedagogical skills, including robust classroom management techniques.

However, anecdotal evidence and preliminary observations consistently suggest that student-teachers frequently encounter formidable challenges in effectively managing their classrooms during this crucial experiential phase. Despite exposure to diverse classroom management theories and strategies during university coursework, many student-teachers struggle with the practical application of these principles in real-world settings. These struggles manifest in various forms, including difficulties in maintaining discipline, managing student behavior, establishing routines, handling transitions, and engaging learners effectively, particularly when faced with large class sizes or students with varied needs, which are common characteristics of many classrooms in public schools in Benin City, Edo State. The inability to effectively manage a classroom has far-reaching consequences. For the student-teachers themselves, it can lead to increased anxiety, reduced self-efficacy, diminished confidence, and a negative perception of the teaching profession, potentially contributing to early career burnout or even attrition. For the students they teach, an inadequately managed classroom can result in significant loss of instructional time, disruptive learning environments, compromised academic achievement, and the fostering of negative attitudes towards schooling. Furthermore, for the teacher education institutions, a lack of insight into these specific challenges hinders their ability to refine curricula, adapt training methodologies, and provide targeted support mechanisms that genuinely prepare student-teachers for the realities of the profession.

Despite existing research on teacher education and classroom management, a significant gap remains: What are the specific, detailed classroom management challenges student-teachers face during their teaching practice in Edo State, Nigeria? This study aims to fill this void, providing crucial empirical data to help stakeholders develop targeted interventions and improve teacher preparation and professional development.

Research Question

The following research questions are raised to guide this study;

1. What are the classroom management challenges encountered by student-teachers during teaching practice exercise?
2. What are the prevalent types of classroom management challenges encountered by student-teachers during teaching practice?
3. To what extent do mentor teachers and university supervisors contribute to mitigating student-teachers' classroom management difficulties in teaching practice?
4. What are the various strategies employed by student-teachers to cope with or overcome classroom management difficulties encountered during their teaching practice?

Purpose of the Study

The purpose of this study is to investigate the classroom management challenges encountered by student-teachers during teaching practice exercise in secondary schools Edo State. Specifically, the study aims to identify the prevalent types of classroom management challenges student-teachers face. Furthermore, it seeks to explore the extent to which mentor teachers and university supervisors contribute to mitigating these classroom management difficulties. Finally, the study intends to uncover the various strategies employed by student-teachers to cope with or overcome the classroom management challenges encountered during teaching practice.

Significance of the Study

This study will be of significant benefit to several stakeholders in the educational sector.

For student-teachers, the research will provide a clearer understanding of the common classroom management challenges they are likely to encounter. This foresight can help them better prepare both mentally and practically, potentially reducing anxiety and boosting their confidence as they step into the classroom.

The findings will also offer valuable empirical data for university departments and faculties responsible for teacher training. This information can be used to review and

revise existing curricula, ensuring that classroom management courses are more practical, relevant, and closely aligned with the actual experiences of student-teachers in schools.

Furthermore, schools can leverage the study's insights to improve their induction programs for incoming student-teachers. This will help new educators navigate the complexities of classroom management more effectively from their very first day.

Finally, for policymakers and educational authorities, such as the Ministry of Education and the Teacher Registration Council, the findings will serve as a crucial resource. This data can inform the formulation and review of policies related to teacher education, teaching practice guidelines, and continuous professional development, ultimately leading to more effective and prepared educators in Nigeria.

Scope and Delimitation of the Study

This study will specifically focus on investigating classroom management challenges faced by student-teachers during teaching practice exercise. The study will be delimited to 300 and 400-level students of faculty of Education, University of Benin, Benin City, Edo State. The study will be confined to the 2024/2025 academic session teaching-practice exercise.

Definition of Terms

Classroom Management: For the purpose of this study, classroom management refers to the set of techniques, strategies, and actions employed by student-teachers to create and maintain an orderly and conducive learning environment, minimize disruptive behaviours, optimize instructional time, and foster student engagement in secondary school classrooms.

Challenges: In this study, challenges refer to the difficulties, obstacles, or problems that student-teachers encounter during their teaching practice exercise, specifically in the area of managing their classrooms effectively. These can include issues related to student discipline, large class sizes, lack of resources, time management, and adapting to diverse student needs.

Student-Teachers: Undergraduate or postgraduate students enrolled in a teacher education program at universities or colleges of education, who are undergoing a supervised period of practical teaching experience in secondary schools as a compulsory component of their training to become certified teachers. They are also known as pre-service teachers or practice teachers.

Teaching Practice Exercise: A supervised, practical, and experiential component of teacher education programs where student-teachers are placed in actual school settings to gain hands-on experience in teaching, classroom management, lesson planning, and assessment under the guidance of experienced mentor teachers and university supervisors.

This is a crucial period for applying theoretical knowledge to real-world classroom situations.

Learning Environment: A learning environment is described as the physical setting in which teaching and learning occurs. It encompasses a variety of learning cultures, how the students interact with each other in a school setting. The learning environment also provides participatory teaching methods which allows students to benefit from active learning and practical activities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND RELEVANT LITERATURE

This chapter presents a comprehensive review of existing literature relevant to the challenges of classroom management faced by student-teachers during their teaching practice exercise. It was discussed under the following subheadings:

- Concept of classroom management
- Nature of challenges in a classroom setting
- Concept of Student-Teachers and teaching practice
- Summary

Concept of Classroom Management

Classroom management is arguably one of the most critical competencies for effective teaching, serving as the bedrock upon which meaningful learning can occur (Omorogbe

& Osagie, 2018). According to Korpershoek, H. Canrinus, T. Fokkens-Bruinsma, M. & de-Boer, H. (2020) sees classroom management as a multifaceted concept which encompasses the strategies, techniques, and practices that teachers employ to create and maintain a well-organized, respectful, and productive learning environment. The ultimate goal is to create an atmosphere where students are motivated to learn, respectful of one another, and actively participate in the educational process.

Classroom management is the process teachers use to ensure that classrooms lessons run smoothly without disruptive behaviour from students compromising the delivery of instruction. It includes the prevention of disruptive behaviour preemptively, as well as effectively responding to it after it happens.

Effective classroom management is crucial for promoting academic achievement, reducing behavioural problems, and enhancing teacher well-being (Emmer & Sabornie, 2018). Recent studies have stressed the importance of teacher-student relationships, teacher self-efficacy, and teacher training in effective classroom management (Zee & Koomen, 2019). The art of classroom management encompasses all the functions of a classroom teacher in instructional procedure. Simonsen (2019) stated that teachers should clearly communicate their expectations for student behavior and academic engagement, ensuring that students understand what is expected of them. A good classroom manager is a teacher who has the skills to influence to a great extent the ways and means by which instructional objectives are achieved in his class. The level of influence by teachers

differs from one teacher to another depending on the level of management skills acquired by each teacher. To achieve effective classroom management and control therefore; the teacher is required to exhibit certain management skills, which include the following:

- i. **Effective preparation of lesson plan:** lessons should be well prepared with the consideration of the ability and interest levels of learners. The behavioural objectives of a lesson should be well identified. A lesson with non-proper statement of objectives may create confusion for both the teacher and the students which may result into uncontrollable situation in the class.
- ii. **Lesson presentation:** A teacher, who is active and brilliant in his or her lesson presentation, can also influence the active participation of his students who are bound to gain their cooperation and submission. However, a teacher who is dull in presentation cannot influence active participation of his students will invite the opportunity for the students to create unnecessary noise in the class
- iii. **Classroom organization:** A teacher who arranges his class in an orderly manner has the chance of getting to any part of the class without obstruction and can fetch materials in the class without creating unnecessary movement of other materials or the students. Similarly, instructional materials for a lesson kept in appropriate places can be easily gotten without obstructing the lesson presentation. Good classroom management can therefore facilitate a teacher's change of effective classroom control.

iv. **Teacher personality:** The characteristics of a teacher counts very much in achieving effective classroom management if certain professional rules are observed. Such may include:

- A teacher must be a master of his subject because any weaknesses on his part will lower his prestige in the eyes of his students.
- A good rapport between the teacher and his students will create a good teaching learning environment.
- A teacher's good style of dressing will command greater respect from his students. He should avoid overdressing and underdressing in the class.
- A teacher should not show any sense of favouritism or biasness in dealing with his students.
- Any punishment given should serve to educate the offender against the future. A teacher should be strict, firm but kind to his student.
- A teacher should always be cheerful in his classroom; even if he is not in a good state of mind or body, he should not let his emotional and physical state become apparent to the extent of spoiling or ruining the lesson for his class.
- Teachers should correct their student's error without humiliation.

- v. **Effective use of instructional materials:** Effective use of instructional materials must be ensured in order to stimulate students' interest in any lesson and gain their attention for effective participation in the lesson. For instance, teaching material can only prove effective when they suit the lesson objectives and the distinctive characteristics of the learners.

- vi. **Effective classroom communication:** Another important factor to consider in classroom management is classroom communication. Communication simply refers to the process of sending and receiving messages through a medium. With classroom teaching, effective communication is achieved when the learning experience presented to learners by a teacher is testified when learners use the knowledge gained from the lesson to solve practical problems. However, when the content does not take place as expected then classroom communication is said not to be effective.

Nature of Challenges in A Classroom Setting

Challenges are part a part of life. But if you are a teacher, then a normal day in your life is filled with multiple challenges one after the other. Every teacher faces some or the other kind of challenges every day. The challenges one face as a teacher depend on one's teaching style. Let's look at some of these common classroom challenges and the ways to deal with them.

- **Dealing with Different Learning Styles:** Different students have different learning styles. Some students learn best by listening to lectures, while others learn best by doing hands-on activities. Some students are learners and others are kinesthetic learners.

How to Deal: Teachers can deal with different learning styles of students by creating an integrative environment in the classroom. This means that the classroom is set up in a way that accommodates all different kinds of learners. For example, the teacher may use chalkboard and write down key points during lectures, but also provide students with handouts and other visual aids. The teacher may also incorporate hands-on activities into the lesson plan. By doing this, all students will be able to learn in a way that is best for them.

- **Challenges in Managing Student Behaviour:** There is no denying that keeping difficult students disciplined is a challenge for teachers. Whether it is a student who is constantly disruptive in class, or one who refuses to do their work, it can be a real test of teacher's patience and resolve. However, there are a few things that teachers can do to help keep difficult students in line.

How to Deal: First, it is important to set a clear rules and expectations from the very beginning of the school year. This will help to prevent problems from arising later on. Secondly, if a problem does arise, it is important to deal with it immediately and decisively. This sends a message to the student that their behaviour is not accepted,

and it also sets a precedent for the rest of the class. Finally, it is important to be consistent with disciplinary action. If a student knows that there will always be consequences for their actions, they are more likely to think twice before acting out.

- **Insufficient Time for Lesson Preparation:** As a teacher, one of the most challenging things can be finding the time to properly plan lessons. This is especially true if you are teaching multiple classes and/or have a busy personal life outside of school. When planning lesson, it is important to take time to consider the needs of your students and to make sure that the content of the lesson is engaging and appropriate. If you do not have enough time to plan, it can lead to problems in the classroom and cause you to feel stressed and overwhelmed.

How do Deal: There are a few ways to try to overcome this challenge. One is to set aside specific times each week to plan lessons and to stick to that schedule as much as possible.

- **Difficulty in Creating Engaging Lessons:** One of the challenges that teachers face is creating engaging lessons. This can be difficult because it requires finding a balance between making the lesson interesting and ensuring that it is still educational. Additionally, it is important to consider the different learning styles of students and how to best capture their attention. Some students may be visual learners, while other may be more kinesthetic. Therefore, it is important for teachers to be aware of these different learning styles and create lessons that cater for all students.

How to Deal: Teachers can use digital tools to create engaging lessons. These tools can help teachers to create lessons that are interactive and engaging for students. Digital tools like Google Earth can be used to teach Geography and Prodigy for Mathematics can also help teachers to create lessons that are tailored to the needs of each student. By using digital tool, teachers can overcome the challenges of creating engaging lessons for all students.

- **Difficulties in Overseeing a Large Size Class:** Maintaining order and discipline in a large classroom can be difficult, with some students potentially disrupting the learning environment. In addition, large number of students can make it hard to provide individual attention and manage the classroom effectively.

How to Deal: Use peer teaching strategies where students can help each other. Organize the classroom into learning stations or small groups to facilitate more focused interactions.

Challenges either make or break a person. Looking at a challenge as an opportunity rather than a threat can make a huge difference in the professional life of a teacher. A teacher must always strive to turn a challenge into an opportunity.

Concept of Student-Teachers and Teaching Practice

Teacher education is a dynamic field, continually evolving to prepare future educators for the complexities of modern classrooms. Central to this preparation are the interconnected

concepts of student-teachers and teaching practice. The term “student-teacher” refers to individuals enrolled in teacher education programs who are simultaneously engaged in academic study and practical, supervised classroom experiences. They occupy a unique dual role, functioning as both learners acquiring pedagogical knowledge and skills, and as emerging professionals transitioning into teaching profession. Recent scholarship emphasizes the evolving nature of the student-teacher’s professional identity, shaped by their learning contexts, theoretical knowledge, and day-to-day teaching experiences (Zour, 2024). This period of professional formation involves not only the acquisition of practical skills but also a continuous process of meaning-making about themselves as teachers and the profession itself (Zour, 2024).

The concept of “student-teachers” is a foundational pillar of modern teacher education, representing a critical transitional phase where aspiring educators bridge the gap between theoretical knowledge and practical classroom realities. At its core, a student-teacher is an individual undergoing a formal teacher education program, simultaneously engaged in academic coursework and supervised practical experiences within a school setting. This dual identity as both a “student” (learner) and an “emerging” teacher is crucial.

Student-teachers are not yet fully qualified teachers but are more than just observers. They are active participants in the learning environment, taking on increasing responsibilities under guidance. This period is seen as a “limited space” where they navigate between their prior experience as students and their future roles as professionals

(Zour, 2024). Student teachers are not merely recipients of knowledge but active learners and even “co-creators” of their learning and the curriculum.

The role of the student-teacher is increasingly viewed as an integral, active component of the teacher education ecosystem, reflecting broader shifts in pedagogical approaches. The traditional model where student-teachers passively receive knowledge is being superseded by approaches that emphasize active learning, collaboration, and problem-solving (RAIJMAR, 2024). Student-teachers are encouraged to be more than just knowledge recipients; they are facilitators, mentors, and guides in their own learning journey.

Teaching practice (TP) stands as the bedrock of teacher education, universally recognized as the most critical component in preparing aspiring educators for the complexities of the classroom. Far from being a mere apprenticeship, contemporary understanding portrays teaching practice as a sophisticated, multifaceted, and often challenging experience designed to cultivate professional competence, identity, and adaptability.

Teaching practice, often referred to as practicum, field experience, or student teaching, is formally defined as the structured, supervised period during which student-teachers apply theoretical knowledge, pedagogical skills, and professional dispositions acquired in their academic studies to authentic classroom settings (Ngara, 2018). It is a compulsory and integral element of virtually all teacher training programs globally (Ngara, 2018).

According to Ngara, Ngidi & Sibaya (2018) Teaching practice emphasizes hands-on engagement in the real teaching and learning milieu. It is where “theory and practice merge”. Beyond skill acquisition, teaching practice is seen as a mandatory activity for the professional development and ethical orientation of quality teachers. It aims to inculcate relevant subject knowledge, creative pedagogical skills, rational professional standards, and global best practices. Caner (2018, as cited in Ngara, 2018) emphasizes that teaching practice offers a “critical opportunity for pre-service teachers to demonstrate their ability to write lesson plan, deliver individualized instruction and manage classroom”. This goes beyond teaching to encompass the full spectrum of a teacher’s responsibilities. The overwhelming purpose of teaching practice is to bridge the gap between academic learning and professional performance, preparing student-teachers to become competent, reflective, and adaptable educators. The primary objective is to allow student-teachers to operationalize educational theories, principles, and concepts learned in university into concrete classroom strategies and observable teaching behaviours (Imam, 2018). This helps them to “make connections, analyze, and reflect between the university-based knowledge and the experience” Lozano (2022, as cited in Tandfonline, 2024).

Teaching practice provides a structured environment for student-teachers to acquire and refine a broad array of practical teaching skills. These include but not limited to; lesson planning and delivery (Mourlam, 2019), classroom management and discipline (Umunze, 2025), assessment and evaluation techniques (Njiku,2018).

The advantages of well-executed teaching practice are profound and contribute significantly to the quality of the teaching profession. It enhances practical skills as student-teachers acquire hands-on experience in all facets of teaching, from lesson planning and delivery to classroom management and assessment, making them more proficient in their craft. Successful navigation of teaching practice boosts student-teachers' self-efficacy and confirms their commitment to the teaching profession. It helps them to visualize themselves as competent teachers.

Teaching practice is far more than an internship; it is a meticulously designed, high-stakes phase in teacher education where future educators are forged. While its benefits are undeniable in producing competent and confident teachers, its efficacy is contingent upon addressing systemic challenges, particularly in developing nations like Nigeria, and strengthening the crucial roles of mentorship and supervision to create a truly supportive and transformative learning environment for student-teachers.

Summary of Reviewed Literature

Classroom management involves the strategies teachers use to create an organized, productive, and positive learning environment. Its goal is to minimize disruptions and maximize student engagement and learning. Key aspects include setting clear rules, preventing misbehavior, building positive relationships and effective instructional delivery.

The nature of challenges in a classroom setting refers to the various obstacles teachers face, such as student behavioural issues, the diversity of learning needs, communication difficulties, and workload stress. Student-teachers are individuals in teacher education program who are simultaneously learning theoretical knowledge and applying it practically in schools. They have a dual identity as both learners and emerging professionals, a phase critical for forming their professional identity. Teaching practice (TP) is the essential, supervised period where these student-teachers gain hands-on experience, bridging the gap between theory and real-world teaching. Its aim is to develop professional competencies, build confidence, and familiarize them with school environments.

These concepts are deeply linked. Teaching practice is the primary training ground where student-teachers directly confront and learn to manage the challenges present in a classroom setting. For instance, an overcrowded classroom or disruptive students during teaching practice immediately highlight the need for strong classroom management skills. The quality of mentorship and supervision during teaching practice is crucial in helping student-teachers develop these vital management skills, as effective classroom management is a paramount competency for any successful teacher. Their ability to manage a classroom directly impacts their overall teaching effectiveness and their future career satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the methods and procedures used in this study, which are presented under the following subheadings:

- Research Design
- Population of the study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

This study adopted a descriptive survey design. This quantitative approach was appropriate for investigating classroom management challenges faced by student-teachers, as it allowed for the collection of numerical data from a sample to describe the characteristics and prevalence of these challenges within a larger population. This design effectively addressed the study's research questions by identifying and describing various classroom management difficulties, their types, the perceived contributions of mentor teachers and university supervisors in mitigating these difficulties, as well as the coping strategies employed.

Population of the Study

The study population comprised all 800 (300 and 400-level) student-teachers enrolled in the Faculty of Education, University of Benin, Benin City, Edo State, who successfully completed their teaching practice exercise during the 2024/2025 academic session.

Sample and Sampling Techniques

The study adopted a simple random sampling technique to select 160 student-teachers, representing 20% of the total population of 800 student-teachers in the Faculty of Education. This method gave every student-teacher an equal opportunity of being chosen, without bias to their academic level or department.

Research Instrument

The primary instrument for data collection in this study is a structured questionnaire titled "Classroom Management Challenges Questionnaire for Student-Teachers (CMCQST)." The instrument was designed to elicit quantitative data regarding classroom management challenges encountered by student-teachers during teaching practice exercise, the perceived roles of mentor teachers and university supervisors, as well as their coping strategies.

The questionnaire was structured into distinct sections to systematically gather information pertaining to the study's objectives:

Section A: Demographic Information: This section collected personal data from the respondents, such as academic level (300L/400L), department, gender, age range, and type of school where teaching practice was conducted.

Section B: Extent of Classroom Management Challenges: This part consisted of statements describing various classroom management challenges. Respondents indicated

the extent to which these challenges were present using a 4-point Likert-type scale with anchors such as: Always Present, Often Present, Seldom Present, and Never Present.

Section C: Types of Classroom Management Challenges: This section probed into specific categories of challenges, such as student behavior, time management, instructional difficulties. Respondents indicated the severity or presence of these types of challenges using a 4-point Likert-type scale with anchors such as: Very Severe, Severe, Mild, and Not Severe.

Section D: Perceived Contribution of Mentor Teachers and University Supervisors: This section gauged the student-teachers' agreement with statements regarding the support and guidance received from mentor teachers and university supervisors in addressing classroom management issues, also utilizing a 4-point Likert-type scale with anchors: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Section E: Coping Strategies Employed: This part assessed the different strategies student-teachers utilized to manage classroom challenges. Respondents indicated the frequency of their use of these strategies using a 4-point Likert-type scale with anchors such as: Always, Often, Rarely, and Never.

Validity of the Instrument

The research instrument was subjected to scrutiny by the project supervisor and other two experts in the department of Educational management, Faculty of Education university of

Benin. Their corrections, opinions, suggestions and recommendations were used to produce the final instrument. Thus, the content and construct of the Instrument was guaranteed.

Reliability of the Instrument

The instrument's reliability was assessed through a pilot study. A questionnaire was administered to 20 student-teachers who shared similar characteristics with the population of the main study but were not included in the final sample. This pilot group comprised students-teachers from a different institution. Data were analyzed using Cronbach's Alpha, which yielded a coefficient of 0.775, indicating the instrument's internal consistency.

Method of Data Collection

Data for this study was collected through the direct administration of the Classroom Management Challenges Questionnaire for Student-Teachers (CMCQST). The researcher personally administered the instrument to the 160 selected student-teachers on university premises. Participants provided informed consent after being briefed on the study's purpose, voluntary nature, anonymity, and confidentiality. Questionnaires were collected immediately upon completion to ensure a high return rate, with the entire process spanning for one week.

Method of Data Analysis

The data collected were analyzed using mean statistic and standard deviation. The mean and standard deviation were used to answer the research questions.

Decision rule for the research questions was based on any calculated mean equal or greater than 2.5 was regarded as agreed or high while any calculated mean less than 2.5 was regarded as disagree or low.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results and discussion of the findings are presented in line with the research questions from chapter one.

Research Question one: *What are the classroom management challenges encountered by student-teachers during teaching practice exercise?*

To answer Research Question One, data from Items 1 to 4 of the questionnaire, shown in Table I, were used. These items assessed the extent of classroom management challenges encountered by student-teachers during their teaching practice exercise. The results are presented below.

Table I: mean and standard deviation showing extent of classroom management challenges

S/N	Item	N	Mean	SD	Remark
1.	Student indiscipline	160	2.93	.933	Agreed

and noise-making.

2. Lack of student engagement or motivation.	160	2.93	.933	Agreed
3. Managing a large class effectively.	160	2.93	.933	Agreed
4. Students challenging teacher authority.	160	2.5	.984	Agreed
Cluster mean		2.82	.379	Agreed

The results indicate that student-teachers face significant classroom management challenges during teaching practice. The highest agreement ($M = 2.93$) was recorded for student indiscipline, engagement issues, and large class management, suggesting that these are major areas of concern. While challenges to teacher authority were also acknowledged ($M = 2.50$), the lower mean and higher standard deviation ($SD = 0.984$) may reflect variability in the respondent's experiences.

Research Question Two: *What are the prevalent types of classroom management challenges encountered by student teaching practice?*

To answer Research Question Two, data from Items 5 to 8 of the questionnaire, as presented in Table II, were used. This question sought to identify the prevalent types of

classroom management challenges encountered by student-teachers during their teaching practice exercise.

Table II: mean and standard deviation showing types of classroom management challenges

S/N	Item	N	Mean	SD	Remark
5.	Time management issues during lessons.	160	2.53	.886	Agreed
6.	Issues with students attention span and focus	160	2.53	.805	Agreed
7.	Disruptive behaviour (e.g., talking out of turn, fidgeting).	160	2.51	.914	Agreed
8.	Challenges related to managing diverse students needs (e.g., fast vs. slow learners)	160	2.53	.907	Agreed

Cluster mean	2.52	0.043	Agreed
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The results indicate consistent agreement ($M = 2.52$, $SD = 0.04$) across all listed classroom management challenges, including time management, student's attention span, disruptive behaviour, and diverse student needs. The narrow range of means and low cluster standard deviation ($SD = 0.043$) suggest that these challenges are uniformly experienced by student-teachers. Notably, time management and diverse student needs ($M = 2.53$) were marginally more prominent, highlighting the difficulty of balancing lesson pacing with meeting different learning needs. These findings emphasize the need for targeted training in proactive planning and adaptive teaching strategies.

Research Question Three: *To what extent do mentor teachers and university supervisors contribute to mitigate student-teachers' classroom management difficulties in teaching practice?*

To answer Research Question Three, data from Item 9 to 12 of the questionnaire, as presented in Table III, were used. This question sought to determine the extent to which mentor teachers and university supervisors contribute to mitigating classroom management difficulties encountered by student-teachers during their teaching practice exercise.

Table III: mean and standard deviation showing the extent to which mentor teachers and university supervisors contribute to mitigating student-teachers' classroom management difficulties during teaching practice.

S/N	Items	N	Mean	SD	Remark
9.	My mentor teacher provided practical advice on managing student misbehavior.	160	3.29	.728	Agreed
10.	My university supervisor offered constructive feedback on my classroom management skills.	160	3.35	.701	Agreed
11.	The feedback from my supervisor helped me improve my ability to control the class.	160	3.7	.736	Agreed
12.	I felt comfortable discussing classroom management	160	3.5	.850	Agreed

difficulties with my mentor teacher

Cluster mean	3.30	.753	Agreed
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Mentor teachers and university supervisors were perceived as highly effective in supporting student-teachers (Cluster M = 3.30, SD = 0.753). The highest rated item --- supervisor feedback improving class control (M = 3.70, SD = 0.736)—underscores the value of actionable guidance. Practical advice from mentors (M = 3.29) and comfort in discussing difficulties (M = 3.50) further highlight the critical role of mentorship. The low variability (SD < 0.85) indicates consistent positive experiences, supporting the need for sustained mentor-supervised collaborations in teacher training programs.

Research Question Four: *What are the various strategies employed by student-teachers to cope with or overcome classroom management difficulties encountered during their teaching practice?*

To answer Research Question Four, data from items 13 to 16 of the questionnaire, as presented in Table IV, were used. This question sought to identify the various strategies employed by student-teachers to cope with or overcome classroom management difficulties encountered during their teaching practice exercise.

Table IV: mean and standard deviation showing various strategies employed by student-teachers to cope with classroom management difficulties encountered during teaching practice.

S/N	Item	N	Mean	SD	Remark
13.	I used reinforcement (e.g., praise, rewards) to encourage good behavior.	160	3.48	.670	Agreed
14.	I sought advice from my mentor teacher or other experienced teachers.	160	3.33	.780	Agreed
15.	I adjusted my lesson plans or teaching methods in response to student behaviour.	160	3.30	.804	Agreed
16.	I varied my instructional activities to keep students	160	3.51	.689	Agreed

engaged.

Cluster mean	3.40	.736	Agreed
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The results reveal that student-teachers employ a range of effective coping strategies (Cluster M = 3.40, SD = 0.736), with using reinforcement (M = 3.48) and varying instructional activities (M = 3.51) being most prevalent. These findings suggest that positive behaviour management and dynamic teaching approaches are favoured. Additionally, seeking mentor advice (M = 3.3) and adjusting lesson plans (M = 3.30) reflect adaptive problem-solving. The low variability (SDs < 0.81) indicates consistent use of these strategies, underscoring their practicality. This highlights the importance of training student-teachers in flexible and responsive classroom management techniques.

Discussion of Findings

The results obtained from the research questions are discussed below:

Classroom Management Challenges Encountered by Student-Teachers

The findings from Table I showed that student indiscipline, lack of student engagement, and managing large classes were the most significant challenges encountered by student-teachers during teaching practice exercise, with mean score of 2.93 each. This implies that disruptive behaviour and overcrowded classrooms are major obstacles that hinder effective teaching and learning. This finding is consistent with Emmer & Sabonie (2018),

who noted that teachers in poorly managed classrooms often struggle with discipline and classroom control.

Types of Classroom Management Challenges

From Table II, the results revealed that time management, students' attention span, disruptive behaviour, and managing diverse learning needs all recorded mean values above 2.5 decision benchmark. This suggests that these challenges were generally prevalent among student-teachers. In particular, time management and catering for different categories of learners (slow and fast learners) posed significant difficulties. This finding agrees with Njiku (2018), who emphasize that inadequate lesson pacing and poor adaptation of instructional strategies often result in reduced learner engagement.

Extent of Contribution of Mentor Teachers and University Supervisors

The results in Table III showed that mentor teachers and university supervisors contributed positively to helping student-teachers manage their classrooms. High mean values (Cluster Mean = 3.30) indicated that constructive feedback, practical advice, and open communication with supervisors and mentors greatly enhanced student-teachers' classroom control. This aligns with Ngara (2018), who argued that mentorship and supervision are indispensable in bridging the gap between theory and practice during teacher preparation.

Strategies Employed by Student-Teachers to Cope with Classroom Management Challenges

The results in Table IV indicated that student-teachers employed reinforcement, sought advice from mentors, adjusted lesson plans, and varied instructional activities as coping strategies. Among these, reinforcement and varying instructional activities had the highest means (3.34 and 3.51 respectively), showing that positive behaviour management and engaging teaching methods were the most effective strategies. These findings corroborate Simonsen (2019), who highlighted that the use of rewards and diversified instructional strategies motivates learners and minimizes disruptive behaviour.

Summary of Discussion

Overall, the discussion revealed that student-teachers in Benin City faced considerable classroom management challenges such as indiscipline, lack of engagement, large class sizes, and time management issues.

However, the presence of supportive mentors and supervisors, combined with the use of reinforcement and flexible teaching methods, enabled them to cope with these difficulties.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the Study

This study investigated classroom management challenges encountered by student-teachers during teaching practice exercise in secondary schools in Edo State. Four research questions guided the study:

1. What are the classroom management challenges encountered by student-teachers during teaching practice exercise?
2. What are the prevalent types of classroom management challenges encountered by student-teachers during teaching practice?
3. To what extent do mentor teacher teachers and university supervisors contribute to mitigating student-teachers' classroom management difficulties in teaching practice?

4. What are the various strategies employed by student-teachers to cope with or overcome classroom management difficulties encountered during their teaching practice?

The descriptive survey design was adopted, and a sample of 160 student-teachers was randomly selected from a population of 800 in the faculty of Education, University of Benin. Data were collected using a structured questionnaire titled Classroom Management Challenges Questionnaire for Student-Teachers (CMCQST). Data collected were analyzed using mean and standard deviation.

The findings revealed that:

Student-teachers faced considerable challenges such as indiscipline, lack of student engagement, and managing large class sizes.

Prevalent types of classroom management difficulties included poor time management, short student attention spans, and disruptive behaviour, and challenges with meeting diverse learner needs.

Mentor teachers and university supervisors made significant contributions by providing advice, constructive feedback, and support, which helped student-teachers improve classroom control.

Student-teachers employed strategies such as reinforcement, seeking advice, adjusting lesson plans, and varying instructional activities to cope with classroom management challenges.

Conclusion

The study concluded that classroom management remains a major hurdle for student-teacher during their teaching practice. Indiscipline, large class sizes, and limited student engagement hinder effective lesson delivery. However, adequate guidance from mentors and supervisors, combined with proactive strategies such as reinforcement and varied instructional methods, enhance student-teachers' capacity to manage classroom effectively.

Therefore, addressing these classroom management issues is vital to improving the overall quality of teacher education and ensuring that student-teachers are better prepared for professional teaching responsibilities.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Provision of Adequate Teaching Resources: Secondary schools should be adequately equipped with instructional materials and teaching aids to support classroom management and enhance student understanding.
2. Smaller Class Sizes: The government and school authorities should take steps to reduce overcrowding in classrooms to make it easier for student-teachers to manage learners effectively.
3. Enhanced Training in Classroom Management: Faculties of Education should integrate more practical classroom management courses, simulations, and workshops into the teacher education curriculum.
4. Strengthening Supervision and Mentorship: Mentor teachers and university supervisors should continue to provide constructive feedback and hands-on guidance to student-teachers during teaching practice.
5. Encouragement of Positive Behavioural Strategies: Student-teachers should be encouraged to adopt reinforcement techniques, varied instructional methods, and adaptive lesson planning to maintain learner engagement.
6. Continuous Professional Development: Stakeholders in education should provide regular in-service training and seminars on classroom management for both student-teachers and practicing teachers.

Suggestions for Further Research

For a deeper understanding of classroom management challenges, further studies should:

- i. Compare the classroom management experiences of student-teachers in urban and rural schools.
- ii. Examine the relationship between classroom management skills and student academic performance during teaching practice.
- iii. Investigate the role of modern technology (e.g., digital tools) in improving classroom management among student-teachers.
- iv. Compare coping strategies in different school types, such as public and private schools, to identify context-specific approaches to classroom management.
- v. Explore the impact of subject specialization (e.g., science, arts, vocational subjects) on the types of classroom management challenges encountered by student-teachers.

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UNIVERSITY OF BENIN

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

CLASSROOM MANAGEMENT CHALLENGES QUESTIONNAIRE FOR

STUDENT-TEACHERS (CMCQST)

Dear Respondent,

I am **Olivia Chisom, ONWUEJEKWA**, a student in the above-mentioned faculty and department. I am currently conducting a research study on **CLASSROOM MANAGEMENT CHALLENGES ENCOUNTERED BY STUDENT-TEACHERS**

DURING TEACHING PRACTICE. The study focuses on the 2024/2025 Teaching Practice Exercise for 300 & 400level Students in the Faculty of Education. Your honest responses are crucial for the success of this research and will be used strictly for academic purposes. All responses will be treated with the utmost confidentiality.

Thanks for Your Cooperation.

Yours faithfully,

Olivia Chisom, ONWUEJEW A

Researcher

APPENDIX I

SECTION A: DEMOGRAPHIC INFORMATION

Please tick (✓) the appropriate box.

Academic Level:

300 Level []

400 Level []

Department: CIT [] DEM [] HKS [] VTE [] DEF [] EEC P [] ADT [] HSE []

Gender:

Male []

Female []

Age Range:

18-20 years []

21-25 years []

26-30 years [] Above 30 years []

Type of School where Teaching Practice was conducted:

Public Secondary School []

Private Secondary School []

Other (Please specify): _____

SECTION B: EXTENT OF CLASSROOM MANAGEMENT CHALLENGES

Please indicate the extent to which you experienced the following classroom management challenges during your teaching practice.

Tick (✓) the appropriate column using the key below:

4 = Always Present (AP)

3 = Often Present (OP)

2 = Seldom Present (SP)

1 = Never Present (NP)

	Always present	Often Present	Seldom Present	Never Present
1. Student indiscipline and noise-making.				
2. Lack of student engagement or motivation				
3. Managing a large class size effectively				
4. Students challenging teacher authority.				

SECTION C: TYPES OF CLASSROOM MANAGEMENT CHALLENGES

Please indicate the severity or presence of the following types of classroom management challenges you encountered during your teaching practice.

Tick (✓) the appropriate column using the key below:

4 = Very Severe (VS)

3 = Severe (S)

2 = Mild (M)

1 = Not Severe

	Very Severe	Severe	Mild	Not Severe
5. Time management issues during lessons.				
6. Issues with student attention span and focus.				
7. Disruptive behavior (e.g., talking out of turn, fidgeting).				
8. Challenges related to managing diverse student needs (e.g., fast vs. slow learners).				

SECTION D: PERCEIVED CONTRIBUTION OF MENTOR TEACHERS AND UNIVERSITY SUPERVISORS

Please indicate your level of agreement with the following statements regarding the contribution of your mentor teacher and university supervisor in helping you manage classroom challenges.

Tick (✓) the appropriate column using the key below:

4 = Strongly Agree (SA)

3 = Agree (A)

2 = Disagree (D)

1 = Strongly Disagree (SD)

	Strongly Agree	Agree	Disagree	Strongly Disagree
9. My mentor teacher provided practical advice on managing student misbehavior.				
10. My university supervisor offered constructive feedback on my classroom management skills.				
11. The feedback from my supervisor helped me improve my ability to control the class.				

12. I felt comfortable discussing classroom management difficulties with my mentor teacher.				
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SECTION E: COPING STRATEGIES EMPLOYED

Please indicate how frequently you employed the following strategies to manage classroom challenges during your teaching practice.

Tick (✓) the appropriate column using the key below:

4 = Always (A)

3 = Often (O)

2 = Rarely (R)

1 = Never (N)

	Always	Often	Rarely	Never
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13. I used reinforcement (e.g.; praise, rewards) to encourage good behaviour.				
14. I sought advice from my mentor teacher or other experienced teachers.				
15. I adjusted my lesson plans or teaching methods in response to student behaviour.				
16. I varied my instructional activities to keep students engaged.				

APPENDIX II

DATA ANALYSIS FOR THE RELIABILITY OF THE STUDY

CRONBACH'S ALPHA

SCALE: ALL VARIABLES

CASE PROCESSING SUMMARY

	N	%
Valid	20	100.0

Case omitted	0	.0
Total	20	100.0

A list wise selection based on all variable in the procedure

REALIBILITY STATISTICS

Cronbach's Alpha	No. of item
0.775	20

APPENDIX III

DATA OUTPUT OF RESEARCH QUESTIONS

Descriptive statistics

	N	MINIMUM	MAXIMUM	MEAN	Std. DEV
Q1	160	1	4	2.93	.933
Q2	160	1	4	2.93	.933

Q3	160	1	4	2.93	.933
Q4	160	1	4	2.50	.984
Q5	160	1	4	2.53	.886
Q6	160	1	4	2.53	.805
Q7	160	1	4	2.53	.914
Q8	160	1	4	2.51	.907
Q9	160	1	4	3.29	.728
Q10	160	1	4	3.35	.701
Q11	160	1	4	3.70	.736
Q12	160	1	4	3.50	.850
Q13	160	1	4	3.48	.670
Q14	160	1	4	3.33	.780
Q15	160	1	4	3.30	.804
Q16	160	1	4	3.51	.689

Descriptive statistics

	N	MINIMUM	MAXIMUN	MEAN	Std. DEV
VAR00001	16	2.5	3.48	3.05	.4152
VAR00002	16	.67	.933	.831	.1015
VALID	16				
(listwise)					