DIFFICULTIES ENCOUNTERED BY PRE-SERVICE TEACHERS IN CLASSROOMS: THE STUDY OF PUBLIC HIGH SCHOOLS IN ZINTAN CITY, LIBYA

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ABSTRACT
Classroom management is among the most critical challenges that pre-service teachers encounter. This research utilised a qualitative research design to reveal problems associated with classroom management and coping strategies. Ten Libyan pre-service teachers from secondary schools in Zintan city took part in the research. Participants were picked randomly and asked to participate in online semi-structured interviews. The data analysis revealed some primary categories of classroom issues for teaching, including mixed-ability classes with high-class numbers and seating arrangements. In addition, the research revealed that all pre-service teachers agreed that behavioural issues might interfere with the teaching and learning process. Further, all pre-service teachers agreed that having a large class size influences their instruction effectiveness and assessment. In addition, the course book design needs revisiting and modifications to suit all levels of students in the classroom. Finally, various coping mechanisms were elicited to address each issue mentioned.
Keywords: Management, Pre-service teachers, Classroom, Challenges, Libya

1.0 Introduction

Teachers may regulate what occurs in their classrooms to govern their students' learning. The phrase "classroom management" encompasses all the processes that instructors and students engage with one another. Preparing the teaching and learning procedure in the classroom involves organising the resources, decorating the space, setting expectations, and establishing and enforcing routines and norms (Korpershoek et al., 2014). The phrase may also be used to describe measures used to stop students' disruptive conduct. Because administrators usually believe that effective teachers can control their troublesome students, pre-service teachers commonly consider the word "classroom management" as identical to "student behaviour management." (Huong & Tung, 2019)

Teachers must develop their control over maintaining order in the classroom if they want to stop disruptive conduct. One of the fundamental issues pre-service teachers might encounter is how teachers control the order in the classroom. Because the classroom is a location where students and teachers engage with one another, the pre-service teachers' classroom management style will affect how their students behave.

Meijer et al. (2020) state that the limited learning opportunities provided to students and the incorrect skills students acquire may all contribute to behavioural issues. However, most pre-service teachers' concerns about classroom management are restricted to dealing with student conduct or enforcing classroom rules. Therefore, when discussing the behavioural issues that pre-service teachers might face in the classroom, it is crucial to develop ways to resolve them while raising their awareness of classroom management techniques. The goal of carrying out this research is to identify the challenges facing pre-service teachers when having classroom sessions. Moreover, identifying any coping, controlling and managing techniques which pre-service teachers may use. The findings of this research will not only indicate the behavioural issues and management techniques used by pre-service teachers in their classrooms, but they should also demonstrate the value of classroom management instruction throughout undergraduate teaching education programs.

1.1 The Meaning of Classroom Administration

The technique of maintaining a regulated atmosphere in a classroom to improve learning is known as classroom management (CM). According to Evmenova (2018), CM includes educators' choices to enhance learning and provide students with the best possible learning opportunities. According to Saleem et al. (2022), a physically designed atmosphere that produces positive results helps to promote learning and teaching and encourages student engagement in class.

1.2 Challenges in Classroom sessions

Problems with student conduct in the classroom can affect instruction because they hinder a teacher's ability to maintain order. Burden (2020) explains that all types of actions that stop learning are referred to as undesired behaviours in his research "Classroom management." Misbehaviours in the classroom disrupt the learning environment, the teaching process, and the goals of both students and teachers. They also cause issues with time management. Cassar et al. (2019) adds that when teachers do not address incorrect behaviour, it disrupts the classroom, leaves essential material out of lessons, undermines their authority, and, most importantly, lowers

students' chances of learning. For new and experienced teachers, discipline issues in the classroom are the leading cause of stress. These behavioural issues do have an impact on how students learn and teachers educate.

Large classes are another issue for high school teachers. Teaching big classrooms is challenging, particularly for pre-service teachers who may confront several issues. Large classes take much work to manage. Some teachers feel uneasy with large classes. Additionally, a big class's noise impacts instruction and nearby courses. Karataş & Tuncer (2020) assert that owing to class size; instructors cannot offer every student an opportunity to speak and partake. Therefore, high school instructors and teachers face various challenges while teaching big-size courses. Burden (2020) says classroom design is vital for classroom management. Teachers arrange classroom tables, seats, and other objects to encourage active learning. This aspect of classroom management, despite its relevance for students' educational and social development, should be covered in teacher education programs. As a result, ergonomic chairs help workers stay focused and reduce distractions. Organising a classroom includes making decisions about how to use the available space. Examine whether or not classrooms are set up in a way that promotes learning and interaction among students.

Today's educators face additional challenges from the mixed-ability classroom. Kotob & Abadi (2019) said that a mixed-ability class has pupils with diverse learning capacities and different learning preferences and styles which may influence the overall performance of the teachers. In addition, a student's outlook, motivation, and self-discipline, among other factors, may fluctuate, creating multiple challenges for pre-service teachers to run their classrooms successfully. Therefore, this makes it challenging for teachers to develop informed plans. In addition, students with varying degrees of learning abilities, interests, and talents make up a mixed-ability class. According to high school teachers, this has become one of the most critical factors that inevitably influences the quality of instruction and comprehension the students get over time.

1.3 The Importance of Effective Classroom Management
The teachers may engage with students in a thriving learning environment by managing the classroom efficiently. Duong et al. (2019) assert that delivering successful educational results depends on teachers' capacity to regulate student conduct and arrange classrooms. Behaviour management that works will not guarantee a good education, but it will set the stage for learning to take place. Unfortunately, the effects of even the best training on student behaviour in the classroom are limited. Teachers reportedly say that classroom organisation and behaviour control skills are taught in their preparation programs. However, evidence shows that these abilities must be adequately covered or supervised in actual classroom settings (Jackson et al., 2013). It is noted that the absence of steady professional development and learning in the essential competencies of classroom organisation and instructional techniques has substantial adverse effects on the effectiveness of many teachers, particularly new ones. In summary, classroom management techniques support the development of a well-organised learning environment.

1.4 Classroom rules and routines
Hamrick et al. (2021) mention that a practical, preventative element of management and organisation strategies in the classroom is the application of rules. Rules form the behavioural framework of the classroom by laying out the expectations for student conduct, the actions that will be rewarded, and the penalties for improper behaviour. Behaviour problems may be avoided more easily if regulations are presented or written in a way that favourably describes the desired conduct. Therefore, rules should be in line with the school's conduct policy (Wandasari et al., 2019). Accordingly, there are four classroom management guidelines which Laslett & Smith (2002) elicited; the first strategy is to "get them in," which refers to how teachers conduct their classes. This regulation consists of bowing, taking a seat, and beginning. The second guideline is to "get them out," which refers to how teachers adjourn a gathering or a lesson. The two parts of this regulation are dismissing and concluding. The third guideline is to "get on with it," which refers to the lesson's central point, nature, and presentation. The fourth rule is to "get on with them," which refers to instructors building strong interpersonal relationships with their pupils. Geng et al. (2019) assert that classroom regulations help create a positive learning atmosphere. Effective instructors utilise rules to include students in various challenging and practical tasks. Hence, the students' feeling of collaboration grows as a result of this.

1.5 The aim of the research
The current study aims to assist teachers in improving classroom management, identify problems with classroom management at secondary schools as observed by the pre-service teachers, and suggest solutions for those problems.

1.6 The research questions
The research attempts to respond to the following queries:
1. What challenges do Pre-service English teachers face while teaching?
2. What type of problem-solving techniques Pre-service English teachers would use to help in classroom management?

2.0 Methodology
2.1 Design of the Research
The study is qualitative in nature. Qualitative research mainly collects verbal rather than numerical data Elliott & Timulak (2005). After the data have been collected, an interpretive descriptive analysis is carried out. In this particular kind of research, the data were gathered via online meetings with the participants using the google meet platform.

2.2 Participants and Settings
Ten high school pre-service teachers were the participants; they were chosen at random. Specifically, a simple random sampling technique was implemented since it is well-known that it is one of the most suitable and easy-to-conduct techniques (Thompson, 2012). Interview sessions were organised and initiated using the online google meet platform.

2.3 Collection of Data
In the current study, semi-structured interviews were employed in order to gather the necessary information based on pre-determined questions (Karsar, 1998, as cited in Silman et al., 2021). Semi-structured interviews involve a set of predetermined questions that guide the conversation, but also allow the participant to share their own thoughts and experiences. Interview questions were composed of two parts: The main part addresses issues with classroom management. In contrast, the second part was, in fact, only one question providing the teachers with the space to speak out their opinions and perceptions about how to control the class and maintain order.

2.4 Ethical consideration
During the study, the investigator considered ethical considerations. All school principal and participants' information have been kept confidential. The principals' authorisation was requested in English and Arabic written forms.

3.0 Findings
3.1 Findings and analysis of difficulties facing pre-service teachers in the classrooms
1. Behaviour issues may interfere with teaching and learning, significantly affect the teacher's career, and require extra time.
Participants argued that behaviour issues might hinder the teaching and learning process.
Also, all pre-service teachers felt that behaviour issues affect their profession and consume extra time. ***T03:*** "*Inappropriate behaviour in the classroom is difficult and time-consuming for us".* Therefore, managing class time is the key to successful content delivery.

2. Large classes affect teaching as well as lesson evaluation.
All respondents acknowledged that big class sizes are a significant barrier to effective English language teaching. ***T08:*** *"I have one class where I teach 45 students all at one class, it is tiresome and I can't finish everything on time".*

3. In a class with students of all different abilities, my high-level students may feel distracted and bored.
All pre-service teachers mentioned that it is almost impossible for different ability students to learn equally in mixed-ability classes and gain the same learning and teaching benefits.

4. It is challenging to design a lesson that accommodates every student, given their range of abilities.
Unanimously, all pre-service teachers in this study concurred that they face some challenges in designing the lessons and providing extra materials that accommodate all students' varying levels of ability.

5. Many of my students are at wildly different ability levels from one another, and the activities in the course materials do not cater to that.
Most pre-service teachers agree that the course book design only caters to some students' levels. They stated that the course materials do not adequately accommodate the wide range of ability levels among their students. As a result, these materials may only effectively engage only some students, rather than the entire class.

6. The seating arrangement influences student and teacher interactions in the classroom.
Most of the pre-service teachers felt that sitting arrangement affects the relationship between the student and the teacher; however, only two disagreed.

3.2   Teachers' ideas for classroom management and control
1-   Give the students clear instructions and compliments for adhering to the classroom rules.
Most instructors agreed that students need clear teaching and positive reinforcement to obey class rules, whereas only one disagreed. Instruction affects learning; a class or activity fails when pupils do not grasp what to do. Clear classroom instructions improve teaching and learning. Feedback includes explaining what learners are doing well and wrong.

2-   Asking questions for the sake of getting the students' attention.
An excellent way to capture students' attention and encourage engagement, thinking, and learning is to ask them questions. A conducive listening environment is a foundation for learning and comprehension. The key to effective learning is supporting students in their efforts to cultivate excellent attention. Thus, one of the most successful tactics teachers may employ in the classroom to address the lack of attention is to involve the learners in a question-and-answer interaction.

3- To keep a big class under control, employing eye contact, vocal control, and distance management.
All pre-service teachers employed voice recognition and distance management to govern big classes. Furthermore, they indicated that eye contact and facial expressions have a disciplinary role and assist them in managing their classrooms. Teachers' direct eye contact and tone of voice in the classroom teach students to pay attention and verify everyone's focus, encouraging contributions while eliciting ideas, retaining students' attention and maintaining control.

4- Fostering a welcoming environment when instructing a large class.
Among the most efficient method used by pre-service teachers to improve student learning is to create a pleasant classroom environment in which students feel comfortable studying and participating.

5- Creating and implementing engaging lessons that cater to a wide range of student abilities.
Educators of the English language are tasked with using methods and materials accessible to students of varying linguistic backgrounds and proficiency levels. Teachers use a wide array of strategies and tools to guarantee that all students learn the same amount.

4.0 Discussion
Based on the findings of the current study, behavioral issues in the classroom can have a range of negative consequences for students and teachers. When one student engages in disruptive behavior, it can interfere with the learning and development of their peers. Simiralrly, a study published in the Journal of Educational Psychology found that students who were exposed to disruptive behavior in the classroom had lower academic achievement compared to students in classrooms with less disruptive behavior (Katsiyannis et al., 2013). Moreover, such disruptive behaviour can make it difficult for the teacher to effectively manage the class and maintain a positive learning environment (smith et al., 2015). The disruptive behavior of one student can also encourage other students to engage in similar behavior, which can further undermine the teacher's authority and contribute to a chaotic classroom environment. Additionally, some students may have difficulty following the teacher's instructions and may struggle to cooperate with their teachers, which can also disrupt the classroom and make it difficult for the teacher to maintain order. Overall, addressing and managing behavioral issues is an important aspect of effective classroom management, as it helps to create a stable and consistent educational environment for all students.

This study also revealed that lesson monitoring and evaluation also suffer when classes have large number of students. Large number of students within classes necessitate more time spent on non-academic tasks like organising and administering paperwork and maintaining order. As class sizes grow, pre-service teachers highlighted that they are becoming less and less able to cover the material at the requisite speed, depth, and breadth because fewer learning opportunities are available to them. Schanzenbach (2014) revealed that students in smaller classes had higher achievement, higher grades, and were more likely to pass their courses compared to their peers in larger classes who suffered more. Additionally, teachers of large class sizes discover that it is challenging to keep track of their pupils' academic progress and provide comments since it becomes more difficult due to over increased class population. In addition, most teachers say their students need more attention since they feel unfocused and sometimes distracted because of the number of students. Learning requires concentration, which

may be difficult in big classes. As a result, large-class teachers typically need help to hold students' focus and concentration.

Furthermore, the current study found out that mixed-ability classrooms include individuals with varying skill levels, motivations, needs, passions, academic backgrounds, learning styles, anxieties, and experiences require massive effort and attention by the pre-service teachers. Mixed-ability courses contain a variety of accomplishment and learning levels. These students' strengths, limitations, and learning styles vary. Thus, it poses a great deal of physical and mental stress on pre-service teachers to focus on all different levels of students at once. Similar results were found in different studies, one of which is Eisenbeiss (2018) who found that teachers who taught mixed-ability classrooms had higher levels of stress and burnout compared to teachers who taught similar ability-grouped classrooms. Besides, most teachers believe that students with high intellectual abilities find the teaching pace a bit monotonous and repetitive since teachers spend most of the time explaining the lesson to weaker students. As a result, teachers spent much time preparing extra and outside materials to help facilitate the learning and teaching process. In addition to that, coursebook should help teachers educate various levels of learners and it should offer a range of learning tools (Anders & Evans, 2019). However, pre-service teachers reported that most of the exercises and language used in the course book are complicated and need some modifications since it only matches some of the levels of the students. There are similar studies which have also found that the use of course materials that are not appropriately matched to the abilities and needs of students can be challenging for teachers. El Motabit (2020) has found that students tend to have a relatively limited vocabulary of about 1317-word families, indicating a discrepancy between their actual vocabulary knowledge and the vocabulary demands of their textbooks. Hence, teachers' job would become more difficult in order to successfully close the gap between the textbook design and students' actual proficiency level.

Finally, in accordance with the pre-service teachers' brief experience dealing with such issues while teaching their classes. They have developed various techniques and strategies to maintain order in the classroom and ensure the teaching process continues smoothly. Their techniques and strategies were: *"to give the students clear instructions and compliments for adhering to the classroom rules", "asking questions for the sake of getting the students' attention", "to keep a big class under control, employing eye contact, vocal control, and distance management", "fostering a welcoming environment when instructing a large class" and "creating and implementing engaging lessons that cater to a wide range of student abilities".* When reviewing the literature, there have been numerous studies found on effective strategies for maintaining classroom discipline and promoting student engagement which they support what the pre-service teachers mentioned in the current study as in (Knaack, 2016; Hattie & Yates, 2014; Jones & Jones, 2012; Kohn, 2013).

4.0 Conclusion

Classroom management, including issues pre-service teachers face and their coping mechanisms, was the main focus of the current study. Different forms of management issues in the classroom have been observed and registered. It is important to address and manage behavioral issues in the classroom, as they can have negative consequences for both students and teachers.

Disruptive behavior can interfere with the learning and development of other students, and can make it difficult for the teacher to effectively manage the class and maintain a positive learning environment. In addition, large class sizes can make it more challenging for teachers to cover material at the required speed and depth, and can make it difficult to track students' academic progress and provide individualized feedback. Moreover, teaching mixed-ability classrooms, with students of varying skill levels, can also be challenging for teachers, as it requires a great deal of effort and attention to meet the needs of all students. To help address these challenges, teachers can use various strategies, such as providing clear instructions, using nonverbal communication, fostering a welcoming classroom environment, and designing engaging lessons that cater to a range of student abilities. Additionally, using course materials that offer a range of learning tools and modifying them as needed can help teachers effectively teach mixed-ability classrooms.

Overall, effectively managing the classroom and addressing issues such as disruptive behavior and large class sizes is important for creating a stable and consistent educational environment for all students. The findings of this study provide educators with the knowledge needed to effectively address disruptive behaviors and academic issues through improved classroom management strategies.

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Appendix

Interview Questions

1.   To what extent does students' behaviour in class interfere with/interrupt the learning and teaching process?

2.   To what extent does the number of students in a given class affect teaching regarding monitoring and evaluation? Explain?

3.   To what extent do different levels of students' abilities affect learning and teaching in the classroom?

4.   To what extent is it challenging to plan a lesson that suits different students learning abilities?

5.   Does the coursebook provide detailed and well-coordinated activities that suit various learners? Why? Why not?

6.   Does the classroom setting affect the teacher and student interaction at a given time? Why? Why not?

7.   What teaching strategies would help other teachers correctly manage their classrooms? Explain?