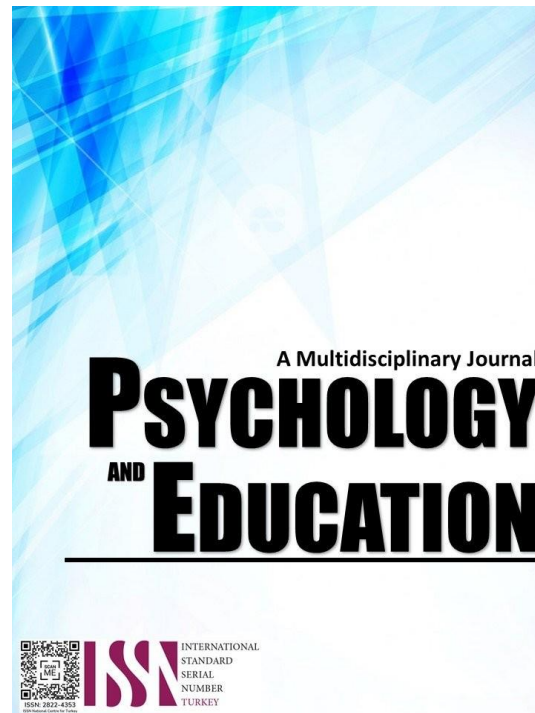


**PEDAGOGICAL AND CLASSROOM MANAGEMENT
COMPETENCY OF PRE-SERVICE TEACHERS IN
PARTIDO COLLEGE, GOA, CAMARINES
SUR, PHILIPPINES**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 17

Issue 1

Pages: 1-10

Document ID: 2024PEMJ1535

DOI: 10.5281/zenodo.10644851

Manuscript Accepted: 10-18-2023

Pedagogical and Classroom Management Competency of Pre-Service Teachers in Partido College, Goa, Camarines Sur, Philippines

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Abstract

This study assessed the competency of pre-service teachers in pedagogy and classroom management at Partido College, Goa, Camarines Sur, Philippines. A descriptive survey method was employed. A total enumeration of sixty-three (63) pre-service teachers were the participants of this study. The survey questionnaire was utilized and administered on-site to collect data from the respondents. Frequency count, percentage distribution, and Pearson r correlation coefficient were utilized to statistically treat the collected data using the Licensed MS Excel 2019. The findings depicted that pre-service teachers possessed high level of competency in pedagogy and classroom management. Moreover, quantitative data indicated that there is a significant relationship between pedagogy and classroom management skills of the pre-service teachers. Results further recommended that pre-service teachers should sustain their competency to cope with the changing learning demands of the students towards quality education.

Keywords: *classroom management, competency, pedagogy, pre-service teachers, quality education*

Introduction

With the advent of the K-12 curriculum, public and private academic institutions strengthened their mandates to deliver quality education by hiring competent teachers who can provide quality classroom instruction to ensure effective learning for their students (Republic Act No. 10533). However, the Philippines is one of the countries in Asia that placed at the bottom rank in the recently concluded Programme for International Student Assessment (PISA). Based on the results, along with Mathematics, Reading, and Science, the students in the Philippines had scored less than the Organisation for Economic Cooperation and Development (OECD) average (OECD, 2023). It simply means that Filipino students possessed inadequate knowledge, skills, and competencies in Mathematics, Reading, and Science subjects. PISA results further showed that teachers should improve the quality of instruction inside the classroom to ensure that learning takes place and is acquired by the students. So, it is imperative that teachers should possess a high level of competency along with content knowledge and pedagogy and have effective classroom management skills. Adequate teacher professional development is strongly needed to improve teachers' content knowledge and pedagogy (Morallo & Abay, 2019) as well as their classroom management skills to handle the students' demands and dynamic learning needs. Relatively, improving teachers' competencies through training, seminars, and advanced education vastly contributes to augmenting the whole educational system of the country. Based on Tasdemir, Iqbal, and Asghar (2020) pre-service teacher education is necessary because "adequately-prepared teachers positively add to student performance, school effectiveness, and the efficiency of an entire system of education in a country." Indeed, pre-service teachers as future teachers should possess a high degree of competency to provide a conducive learning environment to accommodate the changing needs of the students. Also, as stipulated in Art. 1, Sec. 1 of CHED Memorandum Order No. 30 s. 2014 emphasized that quality pre-service teacher education is vital in providing quality Philippine education.

Moreover, the Department of Education gave priority to hiring competent teachers to provide solutions to this learning lag. Sec. Leonor Briones asserted that the Department of Education is "hunting" for more teachers in Mathematics and English because it is mostly needed by the learners as a matter of fact, 60% of the learners prefer academic programs (Ager, 2016). With these demands, Higher Education Institutions (HEIs) and Teacher Education Institutions (TEIs) continuously developing and reinforcing the curriculums of the Bachelor in Elementary Education (BEEd), Bachelor of Science in Secondary Education (BSEd), and other academic programs to meet the demands towards quality education by preparing the pre-service teachers at their finest. According to Amankwah, Oti-Agyen, & Sam (2017), students undergoing teaching preparation in educational training institutions are known as pre-service teachers, and they are the future educators of a country's academic success. As part of their professional preparation, pre-service teachers have been exposed to on-campus or off-campus teaching training to acquire experiences in the classrooms, manage the students, teach the given lessons supervised by the cooperating teachers, make the lesson plans, and others. With this, pre-service teachers would be physically and psychologically prepared possessing quality knowledge, various skills, and attitudes. Zhao and Zhang (2017) opined that field teaching practice increased the professional identity of pre-service teachers. It further developed their intrinsic value, professional commitment, emotional evaluation, and belief except for their extrinsic value identity (social status, income, etc.). However, pre-service teachers are found struggling to manage their classrooms such as reinforcing basic rules to manage students' misbehavior (Mkhasibe & Mncube, 2020). Similarly, Junker, Gold & Holodyski (2021) stated that pre-service teachers and beginning teachers possessed a lack of competence in classroom management. And, they have inadequate knowledge of promoting critical thinking skills of their

students during the teaching and learning process (Gashan, 2015). But, with the presence of their mentors in the teaching profession, pre-service teachers can improve their teaching quality and instruction to the students. Mufidah (2019) confirmed that feedback from their mentors in practice teaching performance assisted them in developing their teaching performance.

On the other hand, some of the demographic characteristics of teachers may affect students' learning. According to the National Center for Education Statistics (NCES) (2023), 77% or the majority of the public school teachers were female while 23% were male in the academic year 2020-2021. The results showed that females dominate the teaching profession more than men which accords to the findings of Morallo and Abay (2019). Study findings further showed teachers belonged to ages 20-27 (27%), hence it implied that teachers are young and new to their profession. Additionally, McGrath and Bergen (2017) pointed out that male teachers are facing "extinction" in the teaching profession. The shortage of male teachers may affect students' learning and gender diversity in education because male teachers contribute to the diversity of the teaching profession and have a huge influence on learners as role models that could support "non-violent and gender equitable versions of masculinity" (Marian University Wisconsin, 2021; McGrath, Bhana, Bergen & Moosa, 2019). Furthermore, McGrath, Bhana, Bergen & Moosa (2019) stressed that for psychological, societal, organizational, and social reasons, the school needed male teachers not only female teachers. Nevertheless, they highlighted that both female and male teachers are needed in classrooms because of these compelling reasons: 1] the gender knowledge of the learners is influenced by both male and female teachers; 2] students get the chance to learn from teachers who they identify with when both male and female educators are present in the classroom. This could encourage a sense of community within the school, which would lessen disruptive behavior; and, 3] having a diverse workforce of teachers in schools can improve decision-making and lead to successful results because diversity in the workforce has also been connected to better output and job satisfaction. In this study, the researcher aimed to investigate the demographic profiles of pre-service teachers and their competency in pedagogy and classroom management to identify their strengths and weaknesses to provide recommendations to improve their skills and to prepare them for their future teaching duties.

Research Questions

This study aimed to assess the competency of pre-service teachers along with pedagogy and classroom management skills in Partido College, Goa, Camarines Sur, Philippines. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Sex;
 - 1.2 Age;
 - 1.3 Civil Status; and,
 - 1.4 Degree Programs?
2. What is the competency of pre-service teachers in terms of:
 - 2.1 Pedagogy, and;
 - 2.2 Classroom Management?
3. Is there a significant relationship between the competency of pre-service teachers in pedagogy and classroom management?

Literature Review

Competency of Pre-service Teachers in Pedagogy and Classroom Management

Teachers play a crucial role in the teaching and learning process as they have direct relationships with the learners by imparting knowledge through providing learning activities and using different teaching pedagogies. To ensure that students acquire quality education, teachers must be competent enough by possessing sufficient pedagogical and classroom management skills to support students' demands in the dynamic learning environment. Espiritu (2021) commenced a study to determine the awareness and competency of pre-service teachers as perceived by both cooperating teachers and pre-service teachers against the Philippine Professional Standards for Teachers (PPST) domains. Results revealed that pre-service teachers are fully aware of the PPST domains. Also, they possessed proficient competencies across the seven PPST domains such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development. Similarly, Rodriguez et al. (2022) exposed that pre-service teachers had a very satisfactory level of competency in the said PPST domains. Also, Concepcion (2022) found that Social Studies and Filipino pre-service teachers are competent in content knowledge and pedagogy and learners' diversity. It can be concluded that pre-service teachers obtained the intended competency to be effective in their classrooms. On the other hand, Gutierrez and Panas-Espique (2020) presented that pre-service language teachers had a beginning level of competency. Hence, in-service teachers recommended strategies such as a love for reading, intensified training, aligned language curriculum, and others to improve the pre-service language teachers'

competency.

In a similar vein, Padagas (2019) stressed that pre-service teachers are competent in pedagogy and classroom management. The results revealed that pre-service teachers had enough knowledge and skills to utilize teaching strategies and classroom management techniques to properly manage their students inside the classroom. It is strengthened by Vecaldo, Andres, Carag & Caranguian (2017) who disclosed that pre-service elementary teachers have a very competent level of pedagogy using the framework of National Competency-Based on Teacher Standards (NCBTS) that includes these domains: social regard for learning, learning environment, diversity of learners, curriculum, planning, assessing and reporting, community linkages, personal growth, and professional development. Findings further exposed that pre-service teachers' academic performance in Professional Education (Prof. Ed.) subjects has no significant relationship with their level of pedagogical competencies except for the community linkages domain which has a negative relationship. Additionally, Absolor (2023) identified the pedagogical knowledge of the pre-service teachers in Ilocos Sur Polytechnic State College. The results revealed that pre-service teachers had a low level of understanding of the curriculum but were reasonably knowledgeable about teaching techniques and approaches, preparing instructional materials, and managing the classroom but, they have pedagogical inadequacies. Based on the findings of Al wahid, Abrori & Kartini (2021) the pedagogical inadequacies of pre-service elementary teachers are knowledge and skills in implementing learning theory, managing learning outside the classroom, and evaluation design because they do not regularly practice them. These three pedagogical skills are essential for today's educators who want to instruct the next generation. Teachers must undoubtedly be flexible in applying learning theories that take into account the unique characteristics of their students, given the disparities in character among the generations. In addition, effective management of learning beyond the classroom is necessary to enhance students' competencies, particularly in the areas of psychomotor and observative knowledge. Continuous improvement of the evaluation design is also necessary to achieve the highest possible measurement of learning outcomes. Hence, pre-service teachers must bridge these pedagogical gaps. On the other hand, Magnaye (2022) commenced a study on the pedagogical and research competence of pre-service teachers at Northwest Samar State University. The findings of the study emphasized that pre-service teachers are competent in pedagogy and research. Results further showed that the pedagogical skills of the pre-service teachers have a significant effect on their research competence. Still, the results suggest that pre-teachers should undergo training, attend seminars, and enroll in graduate studies to continuously augment their skills in teaching.

Moreover, Zulkifli, Sulaiman & Mohamed (2019) revealed that pre-service teachers had a good understanding of classroom management in terms of behavior management, positive reinforcement, and negative reinforcement. It simply means that pre-service teachers know how to give positive feedback to reduce the negative behavior of the students to foster a safe and secure learning environment. Also, behavior-specific feedback, praises, and rewards as positive reinforcements were given to motivate students to participate in all learning activities. Likewise, the attitudes of pre-service teachers toward the teaching profession have a direct relationship to their classroom management competencies as proved by Sezen-Gültekin, Hamutoğlu, Yılmaz-Özden, & Savaşçı, M. (2022). So, pre-service teachers must possess a positive attitude in promoting a conducive learning environment for their students. Furthermore, Kwarteng and Sappor (2021) examined the classroom management, instructional, and student engagement practices of pre-service accounting teachers. Study results found that pre-service teachers possessed high efficacy in classroom management than in student engagement and instructional practices. It showed that pre-service teachers promote effective management of students' classroom behavior during their classroom instruction. It coincides with the study results of Junker, Gold & Holodynski (2021) which emphasized that pre-service teachers and beginning teachers obtained medium to high levels of classroom management competence. However, pre-service teachers opined that classroom management is the most difficult to implement when it comes to teaching based on the study findings of Ramirez (2020). Additionally, the classroom management skills of the pre-service teacher greatly affect students' attitudes and behaviors in the classroom because learning activities and strategies depend on the learners' diversity. It was confirmed by Napanoy, Gayagay, and Tuazon (2021) that different attitudes and behaviors of the students served as factors that contributed to the difficulties encountered by pre-service teachers in identifying appropriate activities and strategies to use. Also, the size of the classroom and lack of facilities have effects on students' behaviors and attitudes.

With all the insights provided, it was conclusive that the competency of pre-service teachers in pedagogy and classroom management provided value to the teaching and learning process and helped to enhance students' learning outcomes. Adhikari (2021) stressed that a well-managed classroom can significantly increase students' motivation to learn. Some of the identified pedagogical approaches for effective classroom management are reactive and proactive classrooms, safe and child-friendly learning environments, the classroom that promotes collaboration and cooperation, and others. In the same manner, the study findings by Arshad, Qamar, Ahmad, and Saeed (2018) emphasized that classroom management techniques improved students' learning and that they have a beneficial impact on learning. Results further showed that the improvement of the classroom environment is significantly impacted by classroom management strategies. Indeed, pedagogical competence and classroom management skills have a direct relationship in improving the teaching profession.

Methodology

This study employed a descriptive research design. This design was utilized to explore the current competency level of pre-service teachers in Partido College, Goa, Camarines Sur, Philippines in terms of pedagogy and classroom management to identify their strengths as well as their weaknesses as the basis of their development plan.

Research Design

Participants

A total enumeration of 63 pre-service teachers were the participants of this study. To be selected in this research the inclusion criteria were: the respondents must be final-year students who have completed the academic requirements; and are currently enrolled and have their teaching practicum on-campus or off-campus.

Instruments

The survey questionnaire was utilized in this study to acquire data from the study respondents. The survey questionnaire was validated both face and content by the four experts in the field of education using the survey instrument validation rating scale criteria adopted from Oducado (n.d.). The questionnaire was rated on a five-point Likert scale using these scale of values: 5=Strongly Agree; 4=Agree; 3= Undecided; 2=Disagree; and, 1=Strongly Agree. The validation results showed an average weighted mean of 4.81 interpreted as strongly agree. Hence, all of the items were valid

Procedure

The approval of the Dean was sought and the consents of the respondents were strictly observed before the distribution of the survey questionnaire. Afterward, the survey questionnaire was administered on-site by the researchers. And, the study respondents answered the survey and they were provided enough time and assistance in answering the survey questionnaire.

Ethical Considerations

Informed consent was secured for the participants to ensure their voluntary participation in this study. The data and privacy of the participants were treated with utmost confidentiality and anonymity adhering to the research ethical considerations.

Results and Discussion

The findings were illustrated based on the arrangement of the research questions.

Profiles of the respondents

Table 1 shows the demographic profiles of the pre-service teachers in terms of sex, civil status, age, and degree programs taken.

Table 1. *Distribution of the respondents' demographic profile*

Indicators		n=63	
		f	%
Sex	Male	14	22.22
	Female	49	77.78
Civil Status	Single	50	79.37
	Married	13	20.63
Age	20-23	23	36.51
	24-27	21	33.33
	28-31	8	12.70

32-35	8	12.70
36 and above	3	4.76
Degree Programs		
BEEd	7	11.11
BSEd major in English	12	19.05
BSEd major in Mathematics	3	4.76
BSEd major in Filipino	3	4.76
Teacher Certificate Program (TCP)	38	60.32

Table 1 reveals that the majority of the respondents are female which obtained 49 or 77.78%. In terms of civil status, most of the pre-service teachers were single which had 50 or 79.37%, and belonged to the age bracket of 20-23 years old had 23 or 36.51. Moreover, the majority of them enrolled in a Teacher Certificate Program (TCP) acquired 38 or 60.32%. The results revealed that the majority of the pre-service teachers in Partido College were female, single, young, and taking up the Teacher Certificate Program as an academic degree. The Teacher Certificate Program (TCP) was a special program in education offered to degree holders in arts and sciences who seek entry to the teaching profession by obtaining at least 18 units of professional education and by passing the Licensure Examination for Professional Teachers (LEPT) Secondary Level (PRC Resolution No. 24 s. 2022; Article III of RA No. 7836). Moreover, the study results conformed to the study of Padagas (2019), Antallan et al. (2022), and Magno (2019) who emphasized that most of the pre-service teachers are female, and belong to the age bracket of 18 to 30 years old. Indeed, teaching professions are more dominant by females than males (NCES, 2023).

Table 2 presents the competency of pre-service teachers along with pedagogy. Based on the data sources, almost all of the indicators, the majority of the pre-service teachers possessed a high level of competency in terms of teaching pedagogy as revealed in the grand weighted mean of 4.24. This finding revealed that pre-service teachers confirmed that they assessed students' learning outcomes regularly; they stated learning objectives and needed skills to master; and, they explained the concepts and principles of the lessons as well and they gave examples as needed that obtained weighted means of 4.48, 4.41, 4.41 respectively. Results further showed that pre-service teachers had a moderately high level of competency in providing learning opportunities to the students during and outside scheduled time; utilizing and selecting the suited resources and instructional technologies in classroom instructions; and, possessing content mastery before delivering the instructions that got 3.71, 4.10 and 4.16 respectively.

Table 2. *Competency of Pre-service teachers along with pedagogy*

Indicators	Average Weighted Mean	n=63	
		Verbal Interpretation	
Utilization of innovative and creative teaching strategies that are appropriate to students' learning demands and styles.	4.32	High Level of Competency	
Utilization and selection of suited resources and instructional technologies in classroom instructions.	4.10	Moderately High Level of Competency	
Stated the learning objectives and needed skills to master related to the lessons.	4.41	High Level of Competency	
Explained concepts and principles related to the lessons and gave examples as needed.	4.41	High Level of Competency	
Provided learning objectives and outcomes suited on students' practical situations.	4.38	High Level of Competency	
Attractively taught the lessons considering the students' learning.	4.10	Moderately High Level of Competency	
Provided learning opportunities to the students during and outside scheduled time.	3.71	Moderately High Level of Competency	
Employed appropriate medium of instructions during classroom instructions.	4.16	Moderately High Level of Competency	
Assessed students' learning outcomes regularly.	4.48	High Level of Competency	
Possess a mastery of content before delivering the instructions.	4.16	Moderately High Level of Competency	
Had sufficient knowledge of students' learning styles and abilities to effectively teach them.	4.21	High Level of Competency	
Had clear, effective lesson plans and learning programs based on the given learning resources or materials (i.e. books, syllabuses, manuals, and others)	4.38	High Level of Competency	
Grand weighted mean	4.24	High Level of Competency	

Legend: 4.20-5.00 High Level of Competency, 3.40-4.19- Moderately High Level of Competency, 2.60-3.39- Average Level of Competency, 1.80-2.50- Low Level of Competency, 0 – 1.79- No level of Competency

It is therefore concluded that pre-service teachers are competent enough in teaching pedagogy which accords to Magnaye (2022). Hence, they demonstrated a high degree of teaching quality in their instruction for the students which was strengthened by the study findings of Afalla and Fabelico (2020) which exposed that pre-service teachers displayed outstanding teaching performance, and showed impressive teaching quality in their classroom instruction for students by having a high level of pedagogical competence (GM=3.47) as perceived by themselves and their cooperating teachers. However, results further revealed that there are areas that need improvement that coincide with the findings of Absolor (2023) that pre-service teachers have pedagogical inadequacies. Also, based on the results that pre-service teachers had pedagogical competency gaps in learning opportunities to the students during and outside scheduled time and possessing content mastery before delivering the instructions which are similar to the findings of Al wahid, Abrori & Kartini (2021) that knowledge and skills in implementing learning theory, and managing the learning outside the classroom are the pedagogical inadequacies of pre-service teachers. Hence, pre-service teachers need to continuously improve their teaching strategies to influence the learning of the students in other areas or indicators where they acquired moderately high levels of competencies. Developing of learning interventions to address students' learning gaps is one of the effective teaching strategies that pre-service teachers can implement in their classrooms (Manigbas, Rubi & Bersola, 2019).

Table 3. *Competency of Pre-service teachers along with classroom management*

<i>Indicators</i>	<i>Average Weighted Mean</i>	<i>n=63</i>
		<i>Verbal Interpretation</i>
Managed the students' behaviors through imposing classroom rules and procedures.	4.32	High Level of Competency
Established and maintained timeliness in completing the given tasks.	4.29	High Level of Competency
Demonstrated respect to all students.	4.63	High Level of Competency
Maintained a physical environment that is conducive to learning.	4.32	High Level of Competency
Inculcated to the students the value of honesty.	4.60	High Level of Competency
Maintained the inclusivity in all aspects of learning.	4.44	High Level of Competency
Encouraged collaborative learning among the students.	4.54	High Level of Competency
Encouraged the creative and critical thinking skills of the students.	4.54	High Level of Competency
Utilized seat plan to allow and ensure interaction among students.	4.29	High Level of Competency
Provided and managed varied learning tasks to ensure students' engagement and participation in all learning activities.	4.49	High Level of Competency
Grand weighted mean	4.44	High Level of Competency

Legend: 4.20-5.00 High Level of Competency, 3.40-4.19- Moderately High Level of Competency, 2.60-3.39- Average Level of Competency, 1.80-2.50- Low Level of Competency, 0 – 1.79- No level of Competency

Table 3 illustrates the competency of pre-service teachers relative to classroom management. The results presented that in all of the classroom management indicators, the pre-service teachers possessed a high level of competency as shown in the grand weighted mean of 4.44. The data showed that pre-service teachers demonstrated respect for all students; inculcated the value of honesty; encouraged collaborative learning among the students; and, encouraged students' creative and critical thinking skills garnered weighted means of 4.63, 4.60, 4.54, and 4.54 respectively. The results further showed that pre-service teachers established and maintained timeliness in completing the given tasks and utilized seat plans to allow interaction among students both indicators obtained 4.29 interpreted as a high level of competency. The results implied that pre-service teachers possessed sufficient classroom management skills to properly manage the learning behavior of the students during the teaching and learning process. The results further implied that pre-service teachers give value to the significance of classroom management to ensure that students are provided with a conducive learning environment throughout the learning process. Rashid, et al. (2014) underscored the influence of classroom management as a contributor to student learning. Key findings of the study showed that teachers' classroom management skills influenced the students to acquire learning in the classroom. Also, effective classroom management provides students with positive learning opportunities and experiences. Moreover, Adhikari (2021) stressed that a well-managed classroom can significantly increase students' motivation towards learning. It was strengthened by Khan, Shah & Ullah (2021) who concluded that proper use of teachers' classroom management skills can result in higher academic achievements of the students. Also, based on the study findings, it is commendable to note that pre-

service teachers promoted the creative and critical thinking skills of the students which contradicted the statement of Junker, Gold & Holodynski (2021) that pre-service teachers had a lack of competence in classroom management and Gashan (2015) who asserted that pre-service teachers have lack of knowledge in promoting critical thinking skills of their students during the teaching and learning process.

Table 4. *Significant relationship between pedagogy and classroom management*

<i>Indicators</i>	<i>Pearson Correlation Coefficient</i>	<i>p-value</i>
Pedagogy and Classroom Management	0.773	0.00

Table 4 reveals the significant relationship between pedagogy and classroom management skills of the pre-service teachers. The correlation value was 0.773 interpreted as a high positive correlation while the p-value was 0.00 interpreted as significant. This means that there is a significant relationship between the pedagogy and classroom management skills of the pre-service teachers. Also, it further revealed that the more that the competency of pre-service teachers in teaching pedagogy increases, their competency level in classroom management also increases. In other words, their competency level in pedagogy and classroom management is directly proportional to each other. Based on the findings, it can be inferred that pre-service teachers are competent enough to properly handle their students because they sufficiently possess teaching pedagogy and classroom management skills which are directly related to their actual teaching performance in their practice teaching. Indeed, their practice teaching program helped them to develop their performance in teaching specifically in teaching pedagogy and classroom management because of the feedback of their mentors such as their cooperating teachers and immediate supervisors as confirmed by Mufidah (2019). Also, it was strengthened by Zhao and Zhang (2017) that mentor support increased the professional identity development of pre-service teachers which can be related to their pedagogical competence and classroom management skills. However, these study results contrasted with the study findings of Meneses et al. (2017) which stressed that the pre-service teachers' competencies have no significant relationship with their academic performance in practice teaching and field study courses which they concluded that the competencies of pre-service teachers have no bearing or do not have a direct relationship on their "actual teaching performance as determined through their academic achievement."

Conclusion

The following conclusions are premised on the study findings: (1) Majority of the pre-service teachers are female, single, have ages ranging from 20-23 years old, and are enrolled in Teacher Certificate Program; (2) It can be concluded that pre-service teachers have sufficient knowledge and effective teaching strategies and approaches to ensure students' learning throughout classroom instructions. It is recommended that pre-service teachers should sustain their level of competency to accommodate the changing learning needs of the students; (3) It is concluded that pre-service teachers know how to properly manage the learning behavior of the students inside the classroom and encourage them to collaborate and interact with their classmates. Hence, the researchers recommend that pre-service teachers should sustain their classroom management competency to minimize classroom barriers and negative classroom climate to provide a safe, secure, and inclusive learning environment to the students; and, (4) The pedagogy and classroom management skills of pre-service teachers have a significant relationship. Thus, it is recommended that pre-service teachers should be exposed to and collaborate with their colleagues to acquire new teaching pedagogy and classroom management skills to supplement their existing knowledge to consistently augment their competency and make them competitive enough that serve as their advantage in their future endeavors as future educators.

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