Pre-Service Teachers' Voices: The Challenges in Dealing Classroom Management Problems During Teaching Practice

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ARTICLE INFO

ABSTRACT

This study focuses on the classroom management problems of pre-service teachers during teaching practice and how they apply teaching strategies to overcome those problems. The method used is a qualitative narrative inquiry with data sources that have been collected through a questionnaire, documents evidence and interviews. Data analysis for this study used thematic analysis. The results of the analysis found that classroom management problems are one of the difficulties and challenges for pre-service teachers. The setting of strategies in lesson planning and managing in the classroom is really needs to be considered by pre-service teachers to achieve the learning goals. Efforts that can be made with the help of using pre-service teachers when facing classroom management problems are designing the teaching strategies and pre-service teachers need to provide motivation, instruction and pay attention to student behavior.

I. Introduction

The experience of pre-service teachers during teaching practicum has been a beneficial research topic that can help them provide knowledge and improve teacher education. In teaching practice, teachers' knowledge and skills are growing in the form of problems on teaching strategies and competence.

Classroom management problems are the most common concerns cited by pre-service teachers and experienced teachers, as well as being the focus of media reports, professional literature, and school staffroom conversations. McCormack (1997) has supported this view with teachers reporting student misbehavior and classroom discipline to be among the most challenging and disturbing aspects of teaching and a significant factor contributing to teacher discontent, stress, and burnout. Another study by Serliana, Utami, & Kamil (2021) discovered problems in class management experienced by pre-service teachers that were associated with students' negative attitudes and learning motivation, such as not respecting teachers, sleeping during class, and not participating.

There are several sources of problems in classroom management proposed by Orlich *et al*. (2010) there are three sources of problems yang that occur in classroom management. First, motivation problems, second, Instructional problems and third is disruptive behavior problems.

A. Motivation Problems

The problem of motivation in classroom can be very challenging in teaching practice (Engelschalk et al., 2017). Yardimci et al., (2017) states that motivation problems emerge when individuals are unable to bring about a connection between their situations and the task or activity to be undertaken. It is defined as negative motivation such as students feeling difficulty, fear of failure, lack of confidence is a factor causing motivational problems in students.

Based on the resources above, Orlich et al., (2009) claim that motivational problems have three problems including difficulty involving students, lack of confidence and fear of failure: (1) *Difficulties in involving students* become one of the problems for pre-service teachers in building effectiveness

and learning objectives to achieve appropriate competencies in carrying out learning activities in the classroom (Rozimela, 2016). (2) *The lack of self-confidence* experienced by students and teachers seems to be caused by the level of English that is felt to be not sufficiently mastered, which hinders the willingness to communicate (Pérez Vidal et al., 2018). Based on the researcher Pérez Vidal et al., (2018) These students and teachers who lack confidence are not helped by a conducive classroom as in one case the student was confronted for the first time with a native English speaking teacher, on the other hand the accent of the local teacher was not good enough and made him lose confidence in learning English in class, so that students' learning motivation is reduced. (3) *Fear of failure* is referred to as a reaction to the provoking and intimidating outcome of the failure outbreak (Haghbin et al., 2012; Abdi Zarrin et al., 2020).

B. Instructional Problems

Instructional problem is a difficulty or obstacle that hinders students as they attempt to achieve a specific learning outcome (Gunawan, 2017). In teaching problems, teachers tend to show different treatment to students which they expect high and low. According to Orlich et al., (2009) stated that instructional problems have three components including teachers' instructions, students' failed instructions and time management. (1) *Teachers' instructions* means teachers tend to show different treatment to students which they expect high and low. Jenkins and Bainer (1990) shows that teachers are less likely to plan and direct instruction at students who are not expected to make significant academic gains. This means that different expectations tend to lead to different treatment in the classroom. (2) *Students' failed the instructions* means they do not follow the instructions given by the teacher. It is not surprising to note that tasks are a frequent source of complaints and friction between home and school more often than other teaching activities (Cooper, 2001, p. 9; Xu, 2013). Students often see doing assignments as one of the most disliked classroom activities (Warton, 2001; Xu & Yuan, 2003; Xu, 2013). (3) *Time management*. According to Kirillov (2015) argue that time management presupposes conscious control over amount of time which is spent on particular types of works, increasing thus efficiency and quality of a product of activity. Time management can be viewed as a way of monitoring and controlling time (e.g. Eilam and Aharon, 2003). Sahito et al., (2016) states that time management means the maximum use of time for the productivity and achievement. It concerns with the management of schedules of work with advanced planning, organizing and implementation in order to achieve the aims and objectives of their and the organizations.

C. Disruptive Behavior Problems

Disruptive is not merely a naughty behavior of student but it goes beyond the normal the routine disturbance in the class. The first characteristic of disruptive behavior problems is (1) *students' character*. Arranging a classroom environment and character building where very little disruptive behavior occurs and learning is a pleasurable experience, may be a serious concern for experienced and pre-service teachers (Soleimani & Razmjoo, 2019). Building student character makes students lifelong and critical learners, diligent and capable players, people who have social and emotional skills, ethical thinkers, respectful and responsible (Davidson, Lickona & Khmelk in Nucci & Narvez, 2008). The second is (2) *students' talks active* or the side of conversations. Side the conversations can easily be detected by teachers which soon leads to cause problems in classroom (Orlich et al., 2010). Sometimes a single child disturbs the whole classroom so much that neither the child who creates disruption nor the other children sitting beside him/her can learn (Khasinah, 2017). Based on the research by Muzaffarovna & Bakhordijhon (2018) for many teachers, dealing with students behavior in the classroom takes up a considerable proportion of teaching time, which in turn affects the quality of the student's learning experiences. As stated by Orlich et al., (2010) another disruptive behavior problems are come late to class and cheating in the classroom. Maile & Olowoyo, (2017) states that (3) *come late to class (students' responsibility)* is one of the attitude problems plaguing many schools; almost no school is exempt from this problem. The impact of this major threat cannot be overemphasized, as it has contributed negatively to students' academic achievement and school functioning (Okpupara and Chuwuone, 2007). Then (4) *cheating (students' honesty)* in the classroom is also a factor of behavior problems. Dodeen, (2012) define that cheating behavior is one of students' action which happen during the test or the complete the assignment. The situation happens when they are unready for the test or when they feel that the material is difficult or when they want to pass the assignment with good score (Dodeen, 2012). Nowadays, cheating becomes serious problem for the students because it makes them to be dishonest and they do not believe themselves.

II. Method

This study is qualitative research by using narrative inquiry approach as qualitative design. The essence of this study is to find out the problems of classroom management and the strategies applied by pre-service English teachers during teaching practice in PLP activities. This study is individual perceptions or stories from pre-service English teachers' journal diaries. Along similar lines, it's relevant to the concept by Creswell et al., (2007) argue that he procedures for implementing this study consist of studying one or two individuals, gathering data through collecting their stories, reporting individual experiences, and chronologically ordering the meaning of those experiences. Therefore, this is a perspective on individual experience and an approach to find out their perception of problems in classroom management and how a pre-service English teacher tells the story of applying teaching strategies to deal with the problems they experience. In this study, the authors took the opportunity to collect data from 4th year students of the English language education program at private university in Cirebon, Universitas Swadaya Gunung Jati using a participant survey questionnaire, document evidence and interview.

The participants of this study were 20 Pre-service English Teachers. The Pre-service English Teachers were 4th year students in English Language Education Department at a private university in Cirebon, Indonesia, Universitas Swadaya Gunung Jati Cirebon and the participants are experienced as Pre-service English Teachers during PLP 2 activity.

The instrumentation of this study shows how researcher builds instruments that are used appropriately in collecting data. This study used three different instruments to collect data, the instruments are questionnaire, documents evidence and interviews. The reason for using the questionnaire and document evidence is relevant to the principles of narrative design by Ary et al., (2004) and Clandinin & Connelly, (2000) states that narrative research situates individual stories within the participants' personal experiences and historical context. Therefore, a questionnaire, document evidence and interviews were used by the researcher as a research instrument to collect the data. Document evidence was conducted by the researcher on august 2nd 2022 has obtained permission to submit diary journal report documents for pre-service English teachers during the 2021 PLP program. Furthermore, interview was conducted on August 4th, 2022 via WhatsApp voice note. The researcher examined whether unstructured interviews could compromise predictive accuracy and whether interviewers would believe that they were gathering useful information from interviews regardless of their quality.

The data analysis used in this research is thematic analysis for qualitative data. To analyze the data, the researcher adapted from (Kiger & Varpio, 2020) which stated that Thematic analysis is a qualitative data analysis method that is widely used. It is a useful and accessible tool for qualitative researcher.

III. Result And Discussion

The research findings are classified into three: Motivation Problems, instructional problems are components whose data is mostly taken from the results of the instrument questionnaire and document evidence, both of which have almost the same problems and the focus of the problem from both is more sourced from the teacher, so this problem focuses on motivational and instructional problems. As for the disruptive behavior problem, the data were obtained from a questionnaire, document evidence and interviews with several participants. This problem is mostly found among the students themselves, so the focus of this problem is what the teacher experiences related to the problem of student behavior during class and how they apply their teaching strategies.

A. Motivation Problems

The problem of motivation is not only felt by students but also by pre-service English teachers. Motivation problems are one source of problems from classroom management problems (Orlich et al., 2010). Motivation problems are divided into three components: Difficulty involving students, lack of confidence and fear of failure. This is in accordance with the theory (Orlich et al., 2010; Rozimela, 2016; Vidal et al., 2018; Serliana et al., 2021; Abdi Zarrin et al., 2020; Nababan et al., 2021). The motivation problems are one of the challenges experienced by pre-service English teachers during teaching practice. As stated by PET#2:

> *"Motivating students to participate well during teaching is very challenging for me for the success of the teaching and learning process, I try to communicate with them, and slowly they participate and follow the learning materials that I provide very pleasantly… I am very happy if they ask a lot of questions and are active in the class." (DOC# PET2, 2nd August 2022)*

The perception from PET2's diary journal document shows that she has difficulty involving students in class, such as students having difficulty communicating so that PET#2 says she keeps trying to get students to communicate in class. The same results are found in (Nababan & Amalia, 2021) research found the difficulties in deliver appropriate learning and students' motivation in the classroom. As stated by PET#4 who has difficulty involving students in motivation problems:

> *"…when teaching in class for the first time I found it difficult to involve students in participating in class, students seemed not to be actively communicating…"*
> *(DOC# PET4, August 2nd 2022)*

Like difficulty involving students, other motivational problems can also be seen from lack of confidence and fear of failure of a pre-service English teacher when teaching. This is stated by PETs#5 and #1:

> *".. I also feel nervous and I have fear of failure that what I say will turn out to be wrong and so on. I'm a practicing teacher, I really want to see students active, but indirectly I'm not confident enough if students are more active than me." (DOC# PET5, August 2nd 2022)*

> *"..to be honest I felt very confused that day, I started our learning activities that day with live class and planned mini-games as their practice to make learning interesting for students with interactive activities, but it didn't work because access was limited and live classes are not recommended because some reason. This is what I was afraid of before. Therefore, I don't know what learning activities I should apply for the next class to increase my overall motivation." (DOC# PET1, August 2nd 2022)*

Furthermore, the perception of PET#5 says that he has a fear of failure in class and lacks confidence if during teaching he makes mistakes. Furthermore, PET#1 stated that he did not know what learning activities were appropriate to be applied in the classroom so that students' motivation to increase during class learning. Based on these data, the findings are that pre-service English teachers have a perception of the motivational problems of pre-service English teachers in the classroom. The same results are found in (Nababan & Amalia, 2021) research found the difficulties in deliver appropriate learning and students' motivation in the classroom, where participant experienced a condition when she was informed that the tool she had prepared did not work well and felt difficult to find the replacement tools.

In dealing with motivational problems, pre-service teachers should be able to build communication with students so that they can be more confident and not feel fear of failure during class teaching. as PET4 said about teaching strategy in the classroom:

> *"I always ask questions if there are students who don't understand my material, I try to build good communication with them as best I can. I think, by communicating with students, students will be freer to tell what they have not understood in the material that day. That way, students feel cared for and as much as possible me and students work together to find solutions, so I can motivate them to be more enthusiastic in class." (IN# PET4, August 4th 2022)*

Based on the data transcript interview above, it can be seen that pre-service English teachers apply teaching strategies by building classroom relationships with students. In this statement, supported by the statement of Orlich et al., (2010) claimed that the teacher-student relationship should not be left its own devices or dictated by the personalities of those involved. In contrast, by using classroom relationships strategies, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.

Based on the findings above, it is clear that motivation problems of PETs in the classroom have an encountered. And the teaching strategies that can be applied to overcome the motivation problems is the pre-service teachers can build communication and relationships with students in the class. The following sections will explore the thematic content findings and present a discussion based on the instructional problems of PETs and their components.

B. Instructional Problems

Students who do not understand the instructions so it is difficult to complete all task, teachers who are less in managing time in learning class, so that students do not follow directions properly (Orlich *et al*., 2010). Instructional problems are divided into three components: Teachers' instructions, students' failed instructions and time management. These components are based on the theory of (Orlich et al., 2010; (Sahito et al., 2016; (Soleimani & Razmjoo, 2019). Instructional problems are found to be experienced by many pre-service English teachers during teaching practice; they admitted that they had instructional problems from the three components. The documentary evidence below supports the results of this study:

The first perception comes from PET4 who states the Teachers' instructions (TI) students failed to complete all tasks (FI):

"….Then the thing that was quite difficult last week was to encourage students to immediately collect tasks… students sometimes finds it difficult to be asked to communicate their problems. I've tried to give instructions as friendly and open as possible, if there is a problem in doing the assignment, tell me and we will find the easiest solution." (DOC# PET4, August 2nd 2022)

In the other perception of Instructional Problems comes from PETs 1 and 3 towards time management (TM):

"….Giving instructions on collecting tasks, this is my biggest problem in class. Limited time management issues to ensure they fulfill their responsibilities in doing their assignments as students. When I gave them the task, not even half of the students submitted their work." (DOC# PET1, August 2nd 2022)

"…Another problem is 1 hour is not enough for me to deliver the material. It's ok with students participations was good but still I needs more time to delivered the material clearly. ……. I teach the material with minimum time, it's really challenging for sure" (DOC# PET3, August 2nd 2022)

Based on the data presented above, pre-service English teachers have given the perceptions towards instructional problems, namely pre-service English teachers often fail for giving instructions and students fail to understanding the instructions that make students fail to complete the tasks and PETs have difficulty managing time in classroom management. This finding relates to research (Soleimani & Razmjoo, 2019) which shows the same findings as this study, where the Pre-service English teachers give the perception that students who have not finished their homework and take-home assignments are a big challenge for them. In Soleimani & Razmjoo's, (2019) their found that their participants stated that sometimes they might fall behind their schedule ad not be able to move in accordance with their lesson plan. This is one of the difficulties of pre-service English teachers in maximizing their time while teaching in class well.

In dealing with instructional problems, some pre-service English teachers also apply teaching strategies in the classroom so that the instructions run according to their expectations. As stated by PETs2 and 3 applying lesson planning before teaching in class is very necessary so that success in teaching and learning activities in class can be carried out properly:

The first perception comes from PETs 2 and 3 have applied the lesson planning:

"The day before I taught English in the classroom, I have prepared all the things for it, such as lesson plans, teaching media like PowerPoint slide, materials, and many others…" (DOC# PET2, August 2nd 2022)

"Before the materials delivered, I asked questions to recall students' memory about what they have learned with me. They answered correctly. Then I related two weeks ago material into current material that I'm going to teach.." (DOC# PET3, August 2nd 2022)

Based on the data presented above, it is found that the majority of pre-service English teachers have prepared lesson planning even long ago before teaching and pre-service English teachers start the class by asking students to recall students' memory related to the material that has been delivered last week. This finding has the same findings as research (Nagro et al., 2019); in his research the participant prepared a lesson plan and recalled students' memory as closure of teaching strategies. To support the next statement, the researcher cites a representative from an unstructured interview with one of the pre-service English teachers.

The other strategies of managing the classroom is classroom routine (Orlich et al., 2010). According to Babadjanova, (2020) classrooms routine means the teacher can set a daily routine around classroom activities. Take a look in the following document evidence and interview transcript below:

In the diary journal document, PET3 stated towards managing the classrooms routine-PETs:

"In order to maximize time, to check student attendance, I give attendance papers to students for them to sign in a relay. Meanwhile I explain today's material on the blackboard." (DOC# PET3, August 2nd 2022)

Based on the data description above, the researcher felt unclear about what the PETs said, therefore the researcher contacted the PETs3 to clarify his perception from the documentary evidence. Here's an excerpt from the interview transcript:

In the interviewing time, PET3 said towards managing the classrooms routine-PETs:

"Yes, that's right, in my personal opinion, the strategy that I have used is very effective to save time in class and so that the subject matter that day can be delivered according to plan. The student response is very good because the initial material is still in the introduction period so it does not require students to think a lot in class. …with them filling in absenteeism on a rotating basis it keeps them motivated and excited to attend my classes." (IN# PET3, August 4th 2022)

Based on the interview transcript above, it can be seen that participants provide class routines by providing strategies so that time during teaching is not wasted by mentioning the names of students one by one. This finding is supported by statements by Babadjanova, (2020) that classroom routine is the teaching strategies that can avoid the squandered time that can characterize the beginning of the class period.

Based on the findings above, it is clear that motivation problems of PETs in the classroom have an always encountered. To overcome these problems the teaching strategies such as the lesson planning, managing the classroom like classroom routine can be applied by pre-service English teachers in the

classroom. The following sections will explore the thematic content findings and present a discussion based on the disruptive behavior problems of PETs.

C. Disruptive Behavior Problems

Disruptive is not merely a naughty behavior of student but it goes beyond the normal the routine disturbance in the classroom. Disruptive behavior problems are divided into four components: (1) students' character, (2) students' talk active, (3) students' irresponsibility and (4) students honesty. This is in accordance with the theory (Orlich et al., 2010; (Khasinah, 2017; Muzaffarovna & Bakhardijhon, 2018); Soleimani & Razmjoo, 2019). Based on the digital questionnaire, it is found that 62,5% of PETs faced with students with different characters and 50% of PETs faced students who talk active in the class. The documentary evidence below supports the findings of this study:

The first perception comes from PET4 who states the students' characters and talks active:

"…The problem I feel during teaching practice, it is very difficult to build student behavior. Sometimes, when teaching in class, students do not pay much attention to my explanations and they often side the conversation when I explain the material.." **(DOC# PET4, August 2nd 2022)**

Based on the data above, it is found that pre-service English teachers have given the perceptions towards DBP in students who side the conversation. This finding has similar perceptions in Soleimani & Razmjoo's, (2019) research, where the problem of noisy students or students did the side of conversations in the class is another challenge. Sometimes the class gets very noisy and students may interfere with each other to talk or move around the class without permission. This can cause other students to feel disturbed and less focused in paying attention to the explanation of the material in class.

This statement also supported by research by Khasinah, (2017) the state that the characters and behavior of students in the class are not the same is one of the difficulties for teachers in carrying out teaching and learning activities; sometimes students whose character in class always pays attention to the teacher will feel disturbed by the presence of the teacher.

To support the next statement, the researcher cites a representative from an unstructured interview with one of the pre-service English teachers:

In the interviewing time, PET1 said towards students' honesty in Disruptive Behavior Problems:

"…yeah, when I teach in class, I give simple practice questions to find out students' knowledge of the material that I teach. I saw students having a discussion while filling out the practice questions, where the instructions I gave were that the practice were to be done individually." **(IN# PET1, August 4th 2022)**

Based on the interview transcript above, it is found that the teacher finds students working on assignments in discussion, and that means students are cheating on each other in class. This findings have similar statement from the research by Soleimani & Razmjoo's, (2019) stated that despite these challenges, these students described the reluctance to work individually on completing assignments, as another distracting problem that caused several difficulties including learning ineffectiveness and creating a less conducive classroom.

In overcoming the problem of disruptive behavior, with the results that many students found one of the main sources that became a factor in this problem. Pre-service English teachers need to pay attention to managing their classrooms during teaching. Some pre-service teachers argue teaching strategies to overcome these problems is classroom rules. The document evidence and interviews below support these findings:

First perception comes from PET5 who have applied the managing the classroom:

"..After that, I checked the students who were present and noted the students who were late. Students who are late to come to the class are

encouraged to read the Al-Qur'an and I noticed that." (DOC# PET5, August 2nd 2022)

Based on the data description above, it can be seen that the PETs provides classroom rules for students as managing the classroom, namely for students who are late being advised to read the Qur'an. To support this statement, the researcher contacted the PET5 to conduct an unstructured interview whether the strategy is effective to be applied in class; the following is an excerpt from the transcript below:

In the interviewing time, PET4 said towards managing the classrooms rules-PETs:

"….I personally think it is very effective for building student behavior, this rule is also one of the rules that are routinely carried out at school. If someone is late, students come to the picket desk to read the Qur'an. In my opinion, the punishment is effective and does not harm students." (IN# PET5, August 4th 2022)

This finding is related to the statement by Alter & Haydon, (2017) argue that Classroom rules are identified as an integral part of effective managing the classroom as they are relatively simple to implement and focus on preventing challenging behaviors.

Based on the results that have been described, it is clear that disruptive behavior problems of pre-service English teachers' in the classroom have rarely encountered.

IV. Conclusion

The classroom management problem of pre-service English teachers with three categories is a problem that becomes a unified and iterative process that pre-service teachers can pay attention to and can learn to meet the demands of successful teaching well. The more appropriate the knowledge of pre-service teachers in implementing teaching strategies to overcome classroom management problems, the stronger their performance in teaching. The more motivated pre-service teachers are in learning, the better they feel that teaching strategies that are suitable for the problems at hand can develop their competence and personal growth during teaching practicum.

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