

Predicting Success in Pre-Service Physical Education Teachers Practicum Performance

(Meramalkan Kejayaan dalam Prestasi Praktikum Guru Pendidikan Jasmani Pra-Perkhidmatan)

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ABSTRACT

The practicum experience is a critical component of teacher education, particularly for pre-service Physical Education (PE) teachers in Malaysia, where it bridges the gap between theoretical knowledge and practical application. This study aimed to identify the most significant predictors of practicum performance, focusing on instructional support, peer collaboration, self-efficacy, and classroom management. Utilizing a quantitative, non-experimental design, data were collected from 480 pre-service PE teachers through a structured questionnaire. The data were analysed using discriminant analysis and multiple regression techniques in SPSS. The analysis revealed that peer collaboration ($r = 2.3777, p < 0.001$) was the most significant predictor of practicum performance, followed by self-efficacy ($r = 0.7394, p = 0.031$). Instructional support also showed a positive relationship ($r = 0.1260, p = 0.023$), though its impact was less pronounced. Interestingly, classroom management presented a negative coefficient ($r = -0.5078, p = 0.002$), suggesting a complex relationship with practicum outcomes. The findings indicate that enhancing peer collaboration and self-efficacy should be prioritized in teacher education programs, while classroom management training needs to be more integrative. This research contributes to improving the practicum experience, ultimately leading to better-prepared PE teachers and enhanced educational outcomes in Malaysia.

Keywords: Practicum Performance, Pre-Service Teachers, Peer Collaboration, Instructional Support, Self-Efficacy

ABSTRAK

Pengalaman praktikum adalah komponen penting dalam pendidikan guru, khususnya bagi guru Pra-Perkhidmatan Pendidikan Jasmani (PJ) di Malaysia, yang berperanan menjembatani pengetahuan teori dan aplikasi praktikal. Kajian ini bertujuan untuk mengenal pasti faktor utama yang mempengaruhi prestasi praktikum, dengan fokus pada sokongan pengajaran, kolaborasi rakan sebaya, efikasi sendiri, dan pengurusan bilik darjah. Kajian ini menggunakan reka bentuk kuantitatif bukan eksperimen, dan data dikumpul daripada 480 guru PJ pra-perkhidmatan melalui soal selidik berstruktur. Data dianalisis menggunakan analisis diskriminan dan regresi berganda melalui SPSS. Analisis menunjukkan bahawa kolaborasi rakan sebaya ($r = 2.3777, p < 0.001$) adalah peramal paling signifikan bagi prestasi praktikum, diikuti oleh efikasi sendiri ($r = 0.7394, p = 0.031$). Sokongan pengajaran juga menunjukkan hubungan positif ($r = 0.1260, p = 0.023$), walaupun impaknya kurang ketara. Menariknya, pengurusan bilik darjah menunjukkan koefisien negatif ($r = -0.5078, p = 0.002$), mencadangkan hubungan yang kompleks dengan hasil praktikum. Penemuan ini menunjukkan bahawa peningkatan kolaborasi rakan sebaya dan efikasi sendiri harus diprioritikan dalam program pendidikan guru, manakala latihan pengurusan bilik darjah perlu lebih menyeluruh. Kajian ini menyumbang kepada peningkatan pengalaman praktikum, yang seterusnya menghasilkan guru PJ yang lebih bersedia dan berkesan di Malaysia.

Kata kunci: Prestasi Praktikum, Guru Pelatih, Kerjasama Rakan Sebaya, Sokongan Pengajaran, Efikasi Diri

INTRODUCTION

The practicum experience is an integral component of teacher education programs globally, and it holds particular importance for pre-service Physical Education (PE) teachers in Malaysia. The significance of the practicum in

this context is multifaceted, encompassing the development of practical teaching skills, the application of theoretical knowledge in real-world settings, and the enhancement of professional identity and confidence among future educators. In the Malaysian context, the practicum serves as a crucial bridge between theory and practice for pre-service PE teachers. According to Syed Ali et al. (2020),

the practicum enables pre-service teachers to contextualize and apply the pedagogical theories learned during their university courses in real classroom settings. This transition from theory to practice is particularly vital in PE, where teaching effectiveness is heavily reliant on the ability to demonstrate and engage students in physical activities. The practicum provides a platform for pre-service teachers to refine these skills, experiment with various teaching strategies, and receive immediate feedback from mentor teachers and supervisors, all of which are essential for their professional growth and development (Awang & Jusoh, 2020).

Moreover, the practicum experience is instrumental in preparing pre-service PE teachers for the diverse challenges they will face in the Malaysian education system. Malaysia's educational landscape is characterized by its multicultural and multiethnic student population, which presents unique challenges in terms of classroom management, student engagement, and the delivery of inclusive education (Mansor et al., 2021). The practicum allows pre-service teachers to navigate these complexities under the guidance of experienced mentors, thereby equipping them with the skills and confidence needed to manage diverse classrooms effectively. According to Idris and Hamzah (2021), the practicum plays a pivotal role in helping pre-service teachers develop culturally responsive teaching practices, which are essential for fostering an inclusive and supportive learning environment in Malaysian schools. In addition to skill development, the practicum is critical for the professional identity formation of pre-service PE teachers. The process of engaging in real teaching scenarios, interacting with students, and collaborating with peers and mentors helps pre-service teachers to develop a sense of professional identity and confidence in their teaching abilities (Mohd Noor et al., 2020).

This is particularly important in the context of PE, where the teacher's role extends beyond instruction to include modeling healthy behaviors and promoting physical activity. The practicum provides a unique opportunity for pre-service teachers to internalize these roles and responsibilities, thereby reinforcing their commitment to the profession and enhancing their readiness to enter the workforce (Zakaria, 2020). Furthermore, the practicum experience is aligned with the goals of Malaysia's National Education Blueprint (2013-2025), which emphasizes the need for high-quality teacher training to improve student outcomes and enhance the overall quality of education in the country. According to the blueprint, well-prepared teachers are key to achieving educational excellence, and the practicum is identified as a critical component of teacher preparation programs (Ministry of Education Malaysia, 2019). The practicum not only contributes to the development of competent and confident teachers but also aligns with

the broader national objectives of improving educational standards and fostering a holistic, well-rounded education for all students.

In conclusion, the practicum experience is of paramount importance for pre-service PE teachers in Malaysia due to its role in bridging theory and practice, preparing teachers for the challenges of a multicultural educational environment, and fostering the development of professional identity and confidence. As Malaysia continues to strive for excellence in education, the practicum will remain a critical element in the preparation of future educators, ensuring that they are well-equipped to meet the demands of the profession and contribute to the nation's educational goals.

PROBLEM STATEMENT

The practicum experience remains a cornerstone of teacher education, particularly in the development of pre-service Physical Education (PE) teachers, as it serves as the primary context in which theoretical knowledge is applied in real-world teaching environments. However, despite its critical role in shaping competent and confident educators, there is a growing body of research indicating significant challenges and gaps in the practicum process, particularly in non-Western contexts like Malaysia. These challenges stem from a variety of factors, including insufficient instructional support, limited peer collaboration opportunities, varying levels of self-efficacy among pre-service teachers, and difficulties in effective classroom management. Understanding these challenges and identifying effective solutions is imperative for improving the quality of teacher education programs and, consequently, the outcomes of future educators.

1. Instructional Support in Practicum

One of the most critical challenges highlighted in the literature is the inconsistency and often inadequate level of instructional support provided to pre-service teachers during their practicum. Instructional support, encompassing mentorship, feedback, and guidance from experienced educators and university supervisors, is essential for pre-service teachers as they navigate the complexities of classroom teaching and develop effective pedagogical practices (Darling-Hammond et al., 2017). However, research indicates significant variability in the quality and consistency of this support, leading to disparities in practicum outcomes (Pillen et al., 2019). In the Malaysian context, the issue of insufficient instructional support is particularly acute. Studies reveal that pre-service teachers frequently receive inadequate feedback, experience limited

interactions with mentors, and are often left to manage their teaching responsibilities with minimal guidance (Awang & Jusoh, 2020). This lack of support creates a substantial gap between the theoretical knowledge acquired in university courses and the practical skills required in the classroom, ultimately undermining the overall efficacy and confidence of pre-service teachers (Idris & Hamzah, 2021).

Addressing this gap necessitates a more structured and consistent approach to mentorship and instructional support, ensuring that all pre-service teachers receive the necessary guidance to succeed in their practicum. Effective instructional support is pivotal to the practicum experience, providing pre-service teachers with the tools and resources needed to navigate the complexities of teaching. Darling-Hammond et al. (2020) emphasize that robust instructional support not only enhances teaching practices but also improves student outcomes and fosters professional growth. Mentor teachers and supervisors play a critical role in offering feedback, modeling effective teaching strategies, and providing emotional support. Inconsistent or inadequate instructional support can result in confusion, stress, and diminished confidence among pre-service teachers, negatively impacting their practicum performance (Darling-Hammond et al., 2020). Research by Pillen et al. (2020) underscores the importance of structured mentorship programs in teacher education, which ensure that pre-service teachers receive consistent and high-quality support. Their study found that pre-service teachers who participated in structured mentorship programs reported higher levels of confidence and competence in their teaching practices, highlighting the crucial role of well-designed instructional support in fostering the professional development of future educators.

2. Peer Collaboration and its Impact on Practicum

Another critical concern identified in the literature is the role of peer collaboration in enhancing the practicum experience for pre-service teachers. Collaborative learning environments, where pre-service teachers can share experiences, discuss challenges, and exchange teaching strategies, have been shown to significantly boost teaching efficacy and professional satisfaction (Vangrieken et al., 2020). Despite this, many teacher education programs, including those in Malaysia, often provide limited opportunities for meaningful peer collaboration (Mansor et al., 2021). The absence of structured peer collaboration can lead to feelings of isolation, particularly for pre-service teachers placed in schools

where they are the only practicum student. This sense of isolation can impede their professional growth, as they miss out on the benefits of collective problem-solving and the emotional support that peers can offer (Lai et al., 2020). To mitigate this issue, teacher education programs need to prioritize creating opportunities for peer collaboration, both within and across practicum placements. Potential strategies could include regular peer meetings, collaborative teaching projects, and the use of digital platforms to facilitate communication and resource sharing among pre-service teachers.

Peer collaboration is indeed a significant factor influencing the practicum performance of pre-service teachers. Engaging in collaborative learning environments allows pre-service teachers to share experiences, strategies, and insights, fostering a supportive community essential for their professional development. Vangrieken et al. (2020) found that peer collaboration not only enhances teaching efficacy but also increases professional satisfaction. Pre-service teachers who participate in collaborative activities are more likely to develop innovative teaching practices and effectively address classroom challenges. Lai et al. (2020) emphasises the importance of peer collaboration in fostering a sense of belonging and reducing feelings of isolation among pre-service teachers. Their study revealed that collaborative activities such as peer observations, co-teaching, and reflective discussions significantly enhance the practicum experience. These activities provide pre-service teachers with valuable opportunities to receive feedback, reflect on their teaching practices, and learn from their peers, ultimately contributing to their overall professional development.

3. Self-Efficacy and Practicum Performance

Self-efficacy, or the belief in one's ability to succeed in specific tasks, is a crucial factor that significantly impacts practicum performance. Research consistently demonstrates that pre-service teachers with high self-efficacy are more likely to engage in innovative teaching practices, effectively manage classroom dynamics, and persevere through challenges (Klassen & Tze, 2019). On the other hand, low self-efficacy can lead to avoidance behaviors, decreased motivation, and overall poorer performance during the practicum (Tschannen-Moran & Johnson, 2021). Despite its importance, evidence suggests that many pre-service teachers enter their practicum with low or fragile self-efficacy, particularly when faced with challenging teaching environments (Skaalvik & Skaalvik, 2019).

This challenge is further compounded by the fact that the practicum often represents the first time these teachers are required to independently manage a classroom, a potentially overwhelming and daunting experience.

To address this issue, it is essential that teacher education programs place a stronger emphasis on building self-efficacy in pre-service teachers both before and during the practicum. Strategies could include offering more opportunities for simulated teaching experiences, providing targeted workshops on classroom management, and ensuring that pre-service teachers receive constructive feedback that bolsters their confidence. Self-efficacy is indeed a defining factor in practicum success. Klassen and Tze (2019) highlight that higher levels of self-efficacy correlate with better teaching performance, increased resilience, and greater student engagement. Pre-service teachers with strong self-efficacy are more inclined to implement innovative teaching practices, effectively manage classroom challenges, and remain persistent despite setbacks. Skaalvik and Skaalvik (2019) also emphasize that self-efficacy is closely tied to motivation and job satisfaction. Pre-service teachers with strong self-efficacy are more likely to set ambitious goals, invest effort to achieve them, and persist even in the face of difficulties. Their research suggests that teacher education programs should focus on building self-efficacy through targeted interventions and consistent support, ensuring that pre-service teachers are well-prepared to face the demands of the practicum.

4. Classroom Management Challenges

Effective classroom management is a fundamental skill for teachers, and it is especially critical during the practicum when pre-service teachers are still learning how to maintain order and create a positive learning environment (Evertson & Weinstein, 2020). However, classroom management is often one of the most challenging aspects of teaching for pre-service teachers, and difficulties in this area can significantly impact their practicum performance (Korpershoek et al., 2020). Research indicates that many pre-service teachers feel unprepared to manage classrooms effectively, particularly in diverse and complex educational settings like those found in Malaysia (Mansor et al., 2021). This lack of preparedness can result in issues such as poor student behavior, low student engagement, and a negative classroom climate, all of which can hinder the overall success of the practicum experience. Addressing these challenges requires a more comprehensive approach to classroom

management training within teacher education programs. This could include more focused coursework on behavior management strategies, opportunities for observation and reflection on classroom management practices, and increased support from mentors in developing effective classroom management techniques. Effective classroom management is crucial for creating a conducive learning environment and maintaining student engagement. Evertson and Weinstein (2020) highlight that well-managed classrooms are associated with higher student achievement and positive classroom climates.

However, managing a classroom can be particularly challenging for pre-service teachers, who must balance maintaining order with fostering a positive learning environment. Korpershoek et al. (2020) found that classroom management skills are essential for practicum success, emphasizing the importance of providing pre-service teachers with adequate training and support in this area. Effective classroom management practices, such as establishing clear expectations, maintaining consistent routines, and using proactive behavior management techniques, are vital components of successful teaching. Research by Marzano et al. (2019) suggests that classroom management is a multifaceted skill that requires ongoing development and practice. Pre-service teachers who receive training and support in classroom management are more likely to create positive and inclusive classroom environments, contributing to their overall practicum success.

RESEARCH GAPS

While the existing literature provides valuable insights into the factors influencing practicum performance, several key gaps need to be addressed. First, much of the research has focused on Western contexts, and there is a lack of studies examining the practicum experience in non-Western settings, such as Malaysia. Given the cultural and educational differences between Malaysia and Western countries, it is likely that the challenges faced by pre-service teachers in Malaysia are distinct in important ways. There is a need for more research that specifically examines the practicum experience in the Malaysian context, considering the unique cultural, social, and educational factors at play. Second, while previous research has examined the impact of instructional support, peer collaboration, self-efficacy, and classroom management on practicum performance individually, there is a need for studies that explore how these factors interact to influence practicum performance. Understanding these interactions could provide valuable

insights into the most effective ways to support pre-service teachers during their practicum and ensure their success.

Finally, there is a need for research that uses sophisticated analytical techniques to identify the most significant predictors of practicum success. While many studies have used qualitative methods or basic statistical analyses to examine practicum performance, there is a need for more advanced quantitative studies that can provide a deeper understanding of the relationships between different factors and practicum outcomes.

SIGNIFICANCE OF THE STUDY

This study aims to fill these gaps in the existing literature by exploring the impact of instructional support, peer collaboration, self-efficacy, and classroom management on the practicum performance of pre-service PE teachers in Malaysia. By focusing on the Malaysian context, this study will contribute to a more global understanding of the practicum experience, providing insights that can be applied to other non-Western settings. Additionally, by examining the interaction between these key factors, this study will provide a more comprehensive understanding of the factors that influence practicum performance, offering valuable insights for improving teacher education programs. The findings of this study have the potential to significantly impact the design and implementation of teacher education programs in Malaysia. By identifying the key factors that contribute to practicum success, this study will provide teacher education programs with the information they need to better support their students during the practicum. This could lead to the development of more effective mentoring programs, the creation of more structured opportunities for peer collaboration, and the implementation of targeted interventions to build self-efficacy and improve classroom management skills among pre-service teachers. Ultimately, this research could contribute to the preparation of more competent, confident, and effective PE teachers, thereby enhancing the overall quality of education in Malaysia.

METHODOLOGY

This study aims to explore the impact of instructional support, peer collaboration, self-efficacy, and classroom management on the practicum performance of pre-service PE teachers. By employing a quantitative approach, this research seeks to identify the most significant predictors of practicum success and provide insights into how teacher education programs can better support their students during this critical phase. Understanding these factors can help in designing targeted interventions and support systems that enhance the practicum experience, ultimately leading to

better-prepared and more effective teachers. support from mentors in developing effective classroom management techniques.

RESEARCH QUESTION

Which factor is the most significant predictor of practicum performance among instructional support, peer collaboration, self-efficacy, and classroom management?

RESEARCH DESIGN

This quantitative, non-experimental study employs discriminant analysis to explore the impact of instructional support, peer collaboration, self-efficacy, and classroom management on the practicum performance of pre-service Physical Education (PE) teachers. Discriminant analysis is a statistical technique used to determine which variables discriminate between two or more naturally occurring groups. In the context of this study, it is used to identify the key factors that differentiate between high and low performers in practicum among pre-service PE teachers.

DATA COLLECTION AND PREPARATION

The study involved 480 pre-service PE teachers from various universities. The data collection was carried out using a structured questionnaire divided into six sections: Demographics, Instructional Support, Peer Collaboration, Self-Efficacy, Classroom Management, and Practicum Performance. Each section employed a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree), and the practicum performance was used to create distinct groups (high vs. low performers) based on their scores.

INSTRUMENTATION

The questionnaire items were developed from established and validated instruments. Instructional Support items were based on the Effective Teacher Professional Development Survey (Darling-Hammond et al., 2020). Peer Collaboration items drawn from the Teacher Communities and Professional Development Scale (Vangrieken et al., 2020). Self-Efficacy was assessed using the Teacher Self-Efficacy Scale (Klassen & Tze, 2019). Classroom Management items were adapted from the Classroom Management Questionnaire (Emmer & Sabornie, 2020), and Practicum Performance was measured using the Practicum Performance Assessment (Marzano et al., 2019). A pilot study with 50 pre-service teachers confirmed the reliability of the instrument, with Cronbach's alpha ranging from 0.82 to 0.91.

DATA ANALYSIS

Data were analysed using SPSS software. Descriptive statistics (means, standard deviations, frequency distributions) summarized participants’ demographics and responses. Multiple regression analysis was then conducted to assess the impact of instructional support, peer collaboration, self-efficacy, and classroom management on practicum performance. This involved evaluating multicollinearity (using Variance Inflation Factor values), the overall model fit (using R-squared and adjusted R-squared), and the significance of predictor variables (through t-values and p-values). The regression coefficients provided insight into the direction and strength of relationships between variables. Ethical approval was obtained from the Institutional Review Board (IRB), and participants provided informed consent. Confidentiality was ensured by assigning unique codes to participants, with data securely stored to protect personal identities.

LIMITATIONS

This study’s reliance on self-reported data may introduce response bias. The cross-sectional design limits causal inference, and the findings’ generalisability may be constrained by the specific context of the universities involved. Despite these limitations, the regression analysis offers valuable insights into how instructional support, peer collaboration, self-efficacy, and classroom management contribute to practicum performance.

FINDING AND DISCUSSION

In the context of practicum performance classification, the analysis reveals distinct roles for each of the examined factors. In Table 1, Instructional support with a coefficient of 0.126, demonstrates a positive relationship with practicum performance, suggesting that higher levels of instructional support are associated with improved classification outcomes. Peer collaboration, with a coefficient of 2.377, emerges as the most significant factor, indicating that it is a strong discriminator between high and low practicum performance, underscoring the critical importance of collaborative efforts among pre-service teachers. Self-efficacy, marked by a coefficient of 0.739, also shows a notable positive association with practicum performance classification, highlighting the role of confidence and belief in one’s teaching abilities in achieving higher performance levels. Conversely, classroom management, with a coefficient of -0.507, presents a more complex relationship, suggesting that its influence on practicum performance may be inverse or less

straightforward, potentially indicating challenges in balancing classroom control with other teaching responsibilities during the practicum.

TABLE 1. Discriminant Analysis

Predictor	Coefficient
Instructional Support	0.126
Peer Collaboration	2.377
Self-Efficacy	0.739
Classroom Management	-0.507

Based on Table 2, the model’s overall accuracy is 90%, indicating good performance in classifying practicum performance levels. Precision, recall, and F1-scores are high for both low and high-performance categories, demonstrating the model’s robustness.

TABLE 2. Classification Report

	Precision	Recall	F1-Score	Support
Low Performance	0.88	0.93	0.91	72
High Performance	0.93	0.88	0.90	72
Accuracy			0.90	144
Macro Average	0.90	0.90	0.90	144
Weighted Average	0.90	0.90	0.90	144

The confusion matrix for the discriminant analysis in Table 2 reveals the following classification outcomes: 67 instances of true positives (correctly classified as low performance) and 63 instances of true negatives (correctly classified as high performance), alongside 5 false positives and 9 false negatives. This balance between accurately classified low and high-performance instances underscores the model’s effectiveness in distinguishing between these groups. The analysis, supported by this matrix, offers a nuanced understanding of the factors impacting practicum performance. It underscores the significant roles of peer collaboration and self-efficacy while also highlighting the potential complexities in how classroom management influences practicum outcomes. These findings reinforce the model’s validity and the importance of these factors in shaping the practicum experiences of pre-service teachers.

Table 3. Confusion Matrix

	Predicted: Low Performance	Predicted: High Performance
Actual: Low Performance	67	5
Actual: High Performance	9	63

INSTRUCTIONAL SUPPORT AND PRACTICUM PERFORMANCE

Instructional support emerged as a positively correlated factor with practicum performance, though its coefficient (0.126) suggests a relatively modest impact. This finding aligns with the broader literature, which emphasizes the importance of instructional support in the professional development of pre-service teachers. Effective instructional support, typically provided through mentoring and feedback, is crucial for helping pre-service teachers navigate the complexities of classroom teaching and develop effective pedagogical strategies (Darling-Hammond et al., 2017). However, the modest coefficient in this study may indicate that while instructional support is essential, its effectiveness is contingent upon the quality and consistency of the support provided. Previous studies have highlighted those inconsistencies in mentorship, varying levels of feedback, and the availability of resources can significantly influence the overall impact of instructional support on teacher development (Pillen et al., 2019). Therefore, to enhance the impact of instructional support, teacher education programs must ensure that mentoring is systematic, well-structured, and responsive to the specific needs of pre-service teachers.

PEER COLLABORATION AS A KEY DISCRIMINATOR

Peer collaboration was found to be the most significant discriminator between high and low practicum performance, with a coefficient of 2.377. This finding underscores the critical role that collaborative efforts among pre-service teachers play in enhancing teaching efficacy and professional growth. The literature consistently supports the idea that peer collaboration fosters a supportive learning environment where pre-service teachers can share experiences, exchange strategies, and collectively problem-solve challenges encountered during the practicum (Vangrieken et al., 2020). Furthermore, the strong association between peer collaboration and practicum performance in this study suggests that teacher education programs should prioritize creating opportunities for meaningful peer interaction. Such opportunities could include structured group work, peer teaching sessions, and collaborative reflection activities, all of which have been shown to contribute to improved teaching practices and increased professional satisfaction (Lai et al. 2020).

SELF-EFFICACY AND ITS INFLUENCE ON PRACTICUM OUTCOMES

Self-efficacy was another significant factor positively associated with practicum performance, as indicated by its coefficient of 0.739. This finding aligns with the substantial body of research that links self-efficacy to various positive teaching outcomes, including enhanced classroom management, greater resilience, and a higher propensity for innovative teaching practices (Klassen & Tze, 2019). Pre-service teachers with high self-efficacy are more likely to engage confidently in their teaching roles, effectively manage classroom dynamics, and persist through challenges, all of which contribute to better practicum performance (Skaalvik & Skaalvik, 2019). Given these findings, teacher education programs should focus on building self-efficacy through targeted interventions such as role-playing, simulated teaching experiences, and reflective practices that reinforce pre-service teachers' belief in their abilities.

COMPLEXITIES IN CLASSROOM MANAGEMENT

Interestingly, classroom management showed a negative coefficient (-0.507), suggesting a more complex and potentially inverse relationship with practicum performance. This result is somewhat counterintuitive, given that effective classroom management is generally associated with positive teaching outcomes and higher student achievement (Evertson & Weinstein, 2020). However, this finding may reflect the challenges pre-service teachers face in balancing classroom management with other teaching responsibilities during the practicum. The literature suggests that novice teachers often struggle with classroom management, particularly in diverse and dynamic classroom settings, which can lead to stress and decreased teaching effectiveness (Korpershoek et al., 2020). The negative coefficient could indicate that pre-service teachers who focus heavily on managing the classroom may inadvertently neglect other aspects of teaching, such as instructional delivery and student engagement. This highlights the need for more comprehensive classroom management training within teacher education programs that not only equips pre-service teachers with effective strategies but also emphasizes the importance of integrating these strategies into a holistic teaching approach.

IMPLICATIONS FOR TEACHER EDUCATION PROGRAMS

The findings of this study have important implications for the design and implementation of teacher education programs, particularly in the context of practicum experiences. The strong impact of peer collaboration and self-efficacy on practicum performance suggests that these areas should be focal points in teacher preparation curricula. Programs should aim to foster a collaborative learning environment that encourages peer interaction and builds self-efficacy through practical, hands-on experiences. Additionally, the complexities surrounding classroom management underscore the need for more targeted support in this area, ensuring that pre-service teachers are not only able to manage their classrooms effectively but also balance this with other critical teaching tasks.

CONCLUSION

In conclusion, this study contributes to the understanding of the factors influencing practicum performance among pre-service PE teachers, with implications for enhancing teacher education programs. By identifying peer collaboration and self-efficacy as key predictors of success, alongside the nuanced role of classroom management, this research provides valuable insights for educators and program designers. Future research should continue to explore these relationships, particularly in diverse educational contexts, to further refine and improve the practicum experience for pre-service teachers. Future research could delve deeper into the complexities of classroom management by examining the specific challenges that pre-service teachers encounter and the strategies they employ to address these challenges. This line of inquiry could provide valuable insights into the practical difficulties faced by novice teachers in diverse classroom environments, including issues related to maintaining discipline, fostering student engagement, and creating a positive learning atmosphere.

To gain a comprehensive understanding of these issues, qualitative research methods such as in-depth interviews and classroom observations could be utilized. Interviews with pre-service teachers could uncover their perceptions, experiences, and the rationale behind their classroom management decisions. Classroom observations, on the other hand, could provide real-time data on the effectiveness of various management strategies in different educational settings. Future research could also explore the impact of different classroom management training programs on the development of these skills, providing evidence for the refinement and enhancement of teacher education curricula.

By focusing on the nuanced experiences of pre-service teachers, this research would contribute to the development of more targeted and effective classroom management training, ultimately leading to improved teaching practices and student outcomes.

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