

The Psychological Impact of Aggressive behavior on Pre-Service Educators' Teaching Ability: A Critical Research

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Abstract

Teachers consider the search for the most effective strategies for changing student performance to be a modest source of pressure. To create a productive learning environment in the classroom, effective performance management is essential. Classroom management is a key source of concern for administrators, the general public, and teachers in terms of their job. This research investigates the perceptions of aggressive classroom behavior among students, pre-service teachers, and senior instructors using a multi-method approach. Differences between small disruptions, major aggressiveness, threats and violence, and criminal actions are established using factor analysis. With an extra core-periphery structure that distinguishes between disruptions caused by an external implement and those without, the four criteria are confirmed by the smallest space analysis and are ranked from most to least severe. Significant disparities between the three groups are shown by the analysis of variance. The Smallest Space Analysis (SSA) map displays how each population is related to the pattern of disruptions. The four behavior types and the differences between tools and us are explained by a mapping statement.

Keywords: Students, Multi-Method, Teachers, Discipline, Aggressive Classroom

1. Introduction

Teachers believe to the quest for the most efficient methods for causing performance transformation is a mild source of pressure. Valuable performance management is crucial for creating a productive classroom environment. Classroom management is a major source of work discontent for teachers as well as a significant worry for administrators and the general public (Sohil et al. 2023). Uncertainty over the disciplinary methods that are the most practical, moral, and legitimate contributes to some of this worry. However, this ambiguity clashes with a crucial administrative aspect of teachers' professional identities. The dispenser of information and leader are the next two most common metaphors used by teachers to describe their profession (Davies, 2022). Students are not the passive objects of classroom management strategies used by teachers. They decide whether to defy the rules or follow them, and they decide whether to disobey, evade, undermine, or query teachers to submit to them. Students' actions are deliberate decisions depending on how they see instruction, classroom dynamics, as well as particularly their connections with instructors (Stipp, 2019). By asserting that kids can tell the difference between instructors who establish boundaries that are reasonable and realistic and those who are brutal, exhausting, and iniquitous, the author addresses the topic of student and teacher viewpoints on classroom organization. Students have a healthy amount of respect for professors who can maintain a professional demeanor at all times, who can utilize humor and a light touch to redirect students when they go off course, and who do not publicly humiliate or chastise pupils (Devi & Ganguly 2022). Teachers are more likely to get furious and focused on punishment if they believe that student misconduct may be attributed to controllable variables rather than circumstances that are beyond the student's control. In this research, we investigate how kids respond when their professors humiliate them by, for example, screaming at them when they are angry or using sarcasm when they are trying to manage misbehavior. Student academic success is closely related to the nature of the teacher-student interaction. However, there is very little systematic study that tries to pinpoint the

kinds of behaviors that instructors could engage in to sabotage that connection. Recently, this kind of conduct has been labeled as teacher misconduct (Breese et al. 2023). There might be a variety of explanations for the paucity of studies on teacher misconduct. Given their failure to address concerns of student aggressiveness in classrooms, education officials may deny its prevalence because they are unable to genuinely deal with it. This is a reasonable justification. A teacher's notion of hostility may differ from another teacher's definition entirely. For instance, discovered that subjective definitions of aggressiveness can only be established when their distinguishing characteristics are taken into account in combination with certain subcategories, such as violence towards persons or property (Damayanti et al. 2022). Pre-service teachers (PTs) hard work and experience during their workshop, helped by the educated-based mentor, and are seen to be essential for building the abilities and expertise they will require as teachers. The growth of PTs' knowledge and skills in the workplace is thought to need mentoring, and the mentoring dialogues that take place throughout the teacher-training process are crucial in determining how well PTs will learn about teaching. According to earlier studies, using organized tools throughout the mentoring process makes it easier to reflect on one's work (Almansori, 2022). Additionally, using a variety of resources for reflection, such as films, simulations of virtual classrooms, and observation guides, may help PTs improve professionally since these tools enable mentors and PTs to inspect education from numerous angles. Although mentoring procedures have traditionally employed tools, the utilise of technical resources such as films and practical classroom simulation is expanding quickly owing to the availability of cellular phones as well as medicine, which make them easier to use (Dogan 2021). PTs may recognize and make connections between practical knowledge and the theoretical ideas presented in the university-based curriculum by reflecting on their teaching during mentoring dialogues. For instance, an earlier study on the advantages of utilizing video as a learning medium discovered that video encourages in-depth reflection on instruction (Sivaci & Altaş 2023). Virtual classroom simulations may provide unbiased information on a teacher's performance, allowing mentor teachers and PTs to reflect. Lesson observation and succeeding indication among mentors and PTs are often valued best when the objectives are stated and while mentors utilise tackle to present criticism in additional knowledgeable and intentional behavior (Andersson & Register 2023).

The remaining portion of the manuscript is organized as follows: Segment 2 explains the prior study in relation to the goals or objectives of the research and highlights any shortcomings or differences from it. Segment 3 gives suggestions for further study based on the outlines and methods. We go through the Discussion and Findings in Segment 4 before presenting the research findings, evaluation and description them in light of the study goals or objectives. The Study's primary components are summarized in Segment 5, along with its relevance and contributions, possible implications for practice or policy, and prospective future research fields.

2. Related works

This pioneering Saudi Arabia-based (SA) research investigated how cartoons and pictures from social media might affect pre-service teachers (PST) professional identities as determined by their reflections on self-selected representations of teachers and teaching in Saudi media. Findings support the need for teacher education programs to consciously introduce PSTs to the advantages of media image analysis. This will assist in eradicating unfavourable perceptions of teachers and ingraining teaching into the professional identities of future educators as well as the collective memory of SA (Khalaf, 2021). Harakchiyska, (2022) focused on the views on media literacy of a small sample of potential English language instructors for young learners from Bulgaria and offers the outcomes of empirical research that examines the efficacy and efficiency of media education in their early preparation. The most recent research on the incorporation of media literacy into school curricula in Europe has consistently demonstrated its beneficial effects on the development of young people who are not only capable of comprehending and competently sharing meaning across a variety of media formats but who are also active participants in modern democratic societies. However, the development of skills in media literacy is becoming an increasingly integral element of the training that teachers get in many countries. Education in the media is not just an essential component of educational programs on a global scale. The views of pre-service teachers regarding inclusive education were investigated by AlMahdi, & Bukamal, (2019). One hundred and thirty-eight teacher candidates at Bahrain Teachers College's teacher training program filled out the SACIE-R scale, which measures feelings, attitudes, and concerns regarding inclusive education. The results

showed that aspiring teachers required more chances to work with and instruct students with disabilities during their school practicum. They also needed more training and information on the laws and regulations of these kids. DeCuir-Gunby et al. (2020) investigated the association between 159 pre-service teachers' color sightless cultural view, emotion control, as well as psychological rigidity among racial stigmatizing judgment. The findings showed that psychological rigidity and colour-blind racial ideology are strongly correlated with racial stigmatizing beliefs. Thacker et al. (2022) described how one teacher preparation program is attempting to reduce ableist, homophobic, antisemitic, xenophobic, racist, and sexist microaggressions that happen throughout P-12 field experiences. Also behavior and instances (i.e., crucial cases) of microaggressions from the field experiences of pre-service social studies instructors. Friesen & Cuning (2020) examined the growth of pre-service teachers' inclusive education knowledge, abilities, and beliefs. Pre-service teachers produced a Teaching Philosophy and answered surveys about their values at Time 1. Schelhorn et al. (2023) assessed an emotional competency program that included training in emotion understanding, awareness, and control. They compared 71 trained individuals to two reference groups using data from 186 people. On both self-reported and objectively evaluated emotion control skills, we discovered some training-related benefits. Over time, these impacts stayed the same. To better influence teacher education and training, additional knowledge regarding PVE-E is required. The empirical data offers some novel insights in this regard, with a specific emphasis on Finland but with possibly global consequences (Benjamin et al. 2021). Kandwal et al. (2023) investigated the association between instruction ability and destructive performance surrounded by pre-service teachers for quality instruction in this work based on empirical data. According to Eren (2021), telecollaboration significantly influenced how critically and interculturally aware students. Through telecollaboration with five instructors hailing from a variety of countries throughout Europe, the purpose of this initiative is to enhance the critical intercultural competency of fifty students who will eventually become English teachers.

3. Methodology

3.1 Sample

There were 895 respondents in the sample, divided into three subpopulations. The first group was made up of 376 educators from schools in Israel's central area. The second group was made up of 310 pupils who attended nearby schools. In terms of school size and socioeconomics, the schools be selected to guarantee a diverse and delegated model. The third group was made up of 209 future teachers who were enrolled in three distinct teacher-education institutes, all of which were located in Israel's central area. These institutions provide training programs for students interested in careers in early childhood education, special education, elementary and junior high education, child and youth care work, and non-formal education. Respondents enthusiastically and keenly indicated an interest in the study topic; participation in the survey was optional.

Females made up eighty-five percent of the pre-service teachers and 72.7 percent of the instructors in the sample of adult participants. This is a realistic portrayal of how women are portrayed in the Israeli school system. The student sample was more equally distributed, reflecting the gender distribution in the classes under study: 47.1 percent of the students were female.

The instructor's standard deviation was 9.5 years, and their mean age was 40. The pre-service teachers' sample had a substantially lower standard deviation (3.41) and a mean age of 26 years. The standard deviation was 1.96, with the average age of the pupils being fifteen years old.

3.2 Instruments

Respondents were prompted to submit background data on their family, age, gender situation, number of years of schooling, and number of years of employment in the first section of the questionnaire. The second section of the questionnaire was based on a test run when kids in the appropriate age groups were found to often have aggressive classroom behavior issues. The questionnaire identified 28 behaviors that could be connected to disciplinary issues (see Table 1). The list was created using the findings from focus groups and in deepness interviews with the different research subpopulations. It encompasses a broad range of actions that might lead to disciplinary issues, such as "Student does not prepare homework," "Student throws a chair during class," or "Student kicks peer in the middle of a lesson." All participants' teachers, future instructors, and students

received this list. On a five-point Likert scale, with 1 being the least severe and 5 the most rigorous, they were asked to score the severity of each item.

Table 1: Extraction Method, Rotation, Factor Analysis (Method- Promax with Kaiser Normalization)

Item	Factor 1	Factor 2	Factor 3	Factor 4
Student punches another student (B80)	718	458	131	462
Student throws a chair during class (B76)	703	532	093	369
Student lies to a teacher (B70)	658	285	402	467
Student forges parents' signature (B18)	322	374	448	356
Student threatens to injure another student (B113)	757	389	106	426
Student threatens to injure teacher (B98)	729	317	067	317
Students discuss non-lesson issues without permission (B50)	458	029	637	614
Outside of the classroom, students await the instructor (B57)	044	247	631	315
Student hums during class (B94)	376	087	725	583
The student is late for class activities (B58)	322	112	687	431
A student sings during class (B34)	278	011	565	539
The student does not prepare homework (B17)	043	-023	548	144
Student makes the class laugh (B102)	041	-061	523	278
The student does not participate in class activities (B118)	064	058	516	263
Despite being urged to cease chatting, the student will not (B43)	438	271	573	521

3.3 Procedure

The instructors were gathered for a special meeting at each school. The meeting started with a short presentation from the research team outlining the goal and significance of the study, after which they were given a structured questionnaire. Handed the timetable of classes, and the pupils were handed questionnaires at school. The surveys were distributed to the pre-service instructors during college sessions. Only those surveys that were fully or almost fully completed yielded the results that were provided in this research.

3.4 Mapping Sentence

Facet Theory, an integrated method for creating theories in the social sciences, emphasizes the need for a mapping phrase. A mapping sentence defines a range facet, a population facet, and content facets. Each content component representative presents a different part of the study topic. Each content aspect consists of some different components. The range shows the combined meaning that has been calculated for each item. The mapping definition describes the subject under study as a collection of perspective, quantifiable characteristics. This helps the researcher to get around key issues with variable sampling and index validation. As new population features are discovered through research of other facets of the discipline problem, they might be substituted for existing ones or added to the mapping sentence approach due to their adaptability. The study's first mapping sentence was created, and then it was revised once the data were analyzed.

4. Results and discussion

4.1 Result

4.1.1 Factor Analysis

The findings of the factor analysis are shown in Table 1. The outcomes were pretty powerful. Items loaded at 0.5 otherwise higher for the appropriate feature in all but one example. Each item's highest loading is denoted in bold font. Italics are used to denote additional loadings of 0.5 or more. Four factors were identified:

Factor 1

Minor disturbances: With a dependability of 0.83, Factor 1 had the greatest loading for the ten items (items 1–10 in Table 1). Problems like "Student hums during classes" and "Student is late for class activities" were included in these criteria. Despite having greater loadings for other factors, four more goods had high loadings on Factor 1. Items 18, 21, 24, and 26 are these.

Factor 2

Vandalism and threats: The factor has nine items with reliability of 0.87 (items 11 in Table 1). Seven of the items include potentially violent behaviors (threats, vandalism, or significant disruptions of class), while two of them (items 13 and 17) involve actual physical violence. Why these things seemed to be different from previous bodily confrontational behaviors is unclear.

Factor 3

Significant Disruptions: The factor with the greatest loading (Table 1), Factor 3, had a dependability of 0.81 for seven items. Serious Disruptions was the title of this. Similar to Factor 2's actions, these include some physical altercations and disturbances that could prevent the lesson from moving forward.

Factor 4

Wrongful acts: With a dependability of 0.40, there were only two things for which Factor 4 had the highest loading. Comparing this dependability to the other criteria, it is much lower. These two entries were number 27 (a student threatening another student with a weapon) and number 28 (students gathering to use hashish/marijuana). Criminal Acts was the name of this component. In addition, while they are included in other factors, three items (items 14, 17, and 22) had loadings for Factor 4 that were greater than 0.5. Each of these comprises physical acts of hostility that might become crimes based on their severity or if they cause harm to other people.

4.1.2 Analysis of Variance

A significant group difference was shown by the Analysis of Variance (ANOVA) test for the 3 groups and the 4 component scores combined, $F(2, 892) = 32.35, p < .001$, and $\eta^2 = .075$. Significant differences between the student, pre-service teacher, and teacher groups were found using post hoc analyses. The teacher's group only slightly increased the severity of the items in this component, while the student group's severity was the lowest (no discernible difference). The most severity was awarded by the pre-service instructors. Risks that may turn into bigger issues would probably worry these less experienced instructors the most.

Serious disturbances make up factor 3, The $F(2, 892) = 79.02, p < .001$, $\eta^2 = .093$, and $\eta^2 = .168$ results from the ANOVA test showed a significant group difference. Post hoc analyses showed a substantial difference between the students' group, which had the lowest scores, and the pre-service teachers' group, which received the highest scores. Differences were also observed between the instructors' group, which came in between the other two groups, and the students' group. Between the instructors and the pre-service teachers, there were no discernible differences. Wrongful acts, $F(5, 1131) = 20.86, p < .001$, and $\eta^2 = .022$ were statistically significant results from ANOVA testing for the difference between groups on this component.

Table: 2 Means and Standard Deviation for Total Scale and Four Factor Scores for Teachers, Pre n-Service Teachers, and Students. ANOVA

Group	N	Factor 1 Minor Disruptions		Factor 3 Threats & Vandalism		Factor 2 Serious Disruptions		Factor 4 Criminal Acts		Total	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Students	311	3.84	1.06	4.74	1.08	5.44	1.15	6.37	1.13	5.08	83

Pre-service teachers	208	4.28	98	5.69	84	6.25	.63	6.75	72	5.73	58
Teachers	377	4.54	87	5.63	1.24	5.59	85	6.46	1.00	5.55	74
Total	896	4.66	1.03	5.31	1.03	5.72	1.12	6.48	1.00	5.43	215

4.1.3 Preliminary Mapping Sentence

A sample mapping sentence was created. The three sub-populations of the research are described by the population facet (P). The categories found in the Factor Analysis are represented by the items in the first content facet (A). The range facet (X) specifies the range from low to high severity of the behavior's perceived severity.

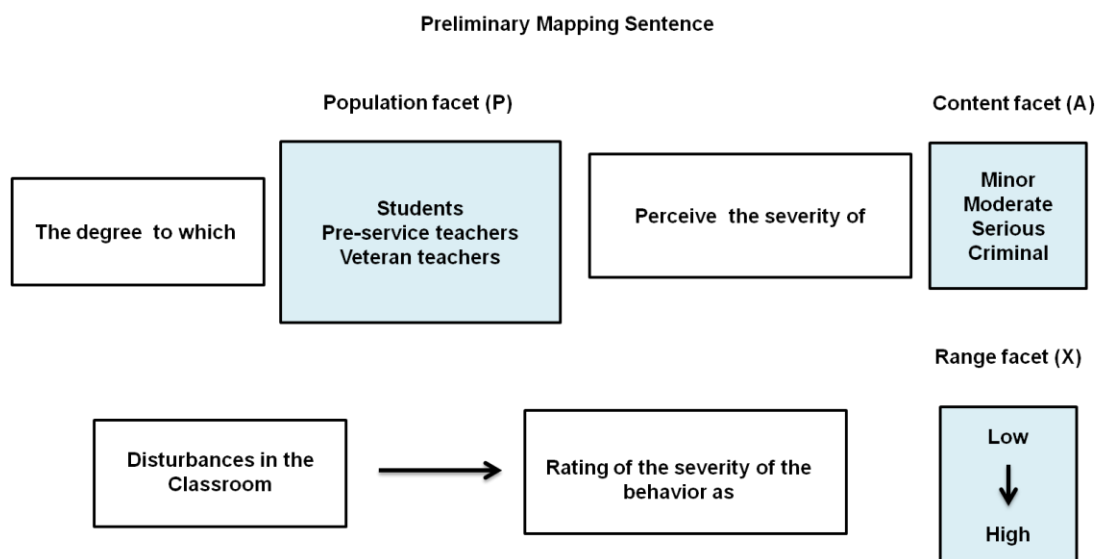


Figure 1: Preliminary Mapping Sentence

4.1.4 Smallest space analysis

Additionally, the multi-dimensional SSA was used to analyze the data. Table 3 displays the correlation matrix for the group of behavior items. The correlations between the responses to the behaviors given range from a low of -40 between the items "students wait for the teacher outside the classroom" (B57) and "student threatens another student with a jack knife" (B24), to a high of +86 between the items "student punches another student" (B80) and "student threatens to injure another student" (B113). Figure 2 displays the final cognitive map that was created.

As assessed by the survey respondents, the map may be split into four areas that correspond to a logical progression from the least to most significant actions. The least severe offenses, which may be seen on the right side of the map, include things like "Student makes the class laugh" and "Student does not participate in class activities." There is no immediate danger from these rather slight alterations. These all fell under the Minor Disruptions component in the factor analysis.

The next area on the left comprises somewhat hostile behaviors including vandalism, lying, and shouting, stealing, and being late for class. Although a few of these were in the Serious Disruptions component, the majority of them were included in the Minor Disruptions element.

The behaviors that signify major behavioral issues such as lying, stealing, making threats, or using physical force that might injure or significantly annoy the instructor or other students are located in the area to the left of that. The majority of these items fell under the Threats and Vandalism or Serious Disturbances factors. The two

actions that are categorised as criminal activities are included in the last area, which is located in the bottom left-hand corner of the map: brandishing a jack knife and smoking hashish.

Additionally, a core-periphery structure may be seen, revealing yet another distinctive feature of the behaviors. The edges of the map represent behaviors that are limited to the student's own body. The ones in the bottom left-hand corner of the core are those that call for utilise of a weapon or another object other than the student's own body. Figure 2 shows a curving line separating the core (usage of an external implement) behaviour from the peripheral (body-only) behaviour. Only one of the minor turbulence the forgery of parents' signatures on a document using a writing instrument takes place in the core area.

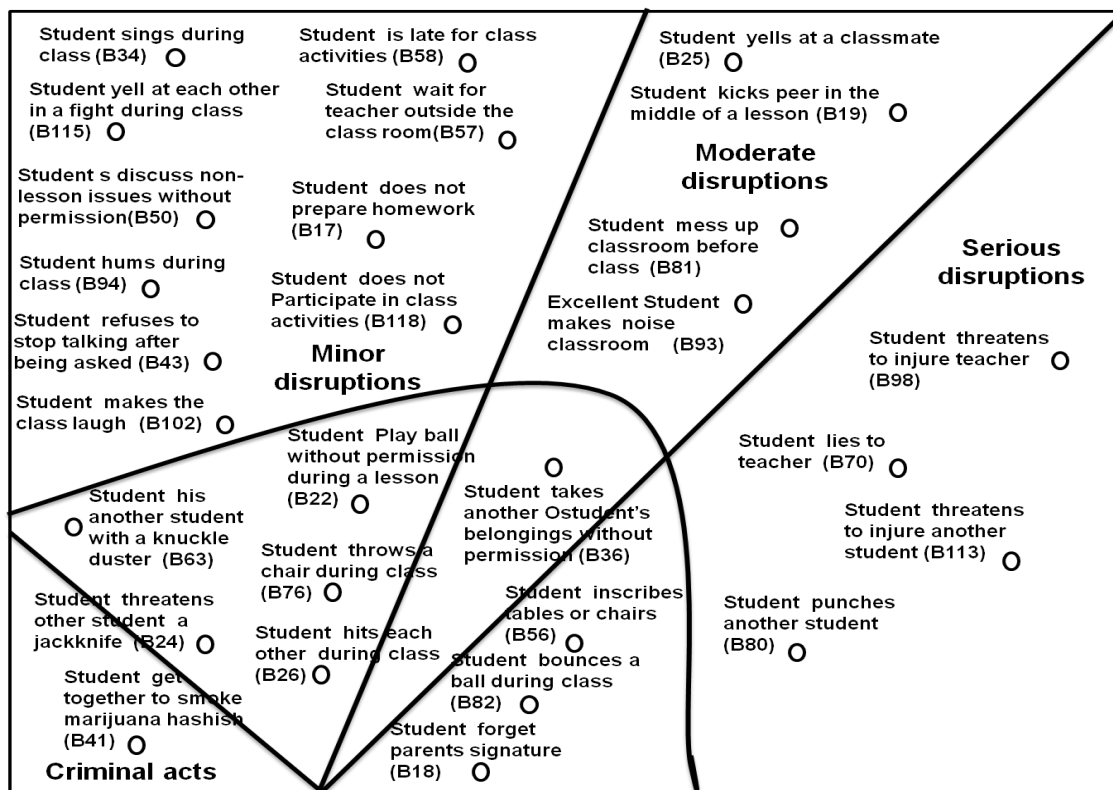


Figure 2: Smallest Space Analysis of disturbing behaviors

There is a mix of objects that need an external implement and those that do not in the locations with moderate and significant disruptions. Playing ball in class and writing on tables are examples of mild disruptions that include an outside instrument, as opposed to lying and screaming. Similar behaviour's may be seen in the major disruptions area, including those that include simply the student (such as threatening or striking) as well as those that involve an additional item (such as stealing, hurling chairs, or beating with a knuckle-duster). There is only one 'misplaced' piece.

4.1.5 Subpopulations used as SSA External Variables

To learn more about the attitudes of the students, instructors, and pre-service teachers, we employed the SSA approach. An SSA was first conducted separately for each of the populations. The data's fundamental structure was consistently discovered. We may thus conclude that their disparities are due to variations in attention rather than fundamental differences in how they perceive the way things are organised. The SSA map has the three sub-populations included as external variables.

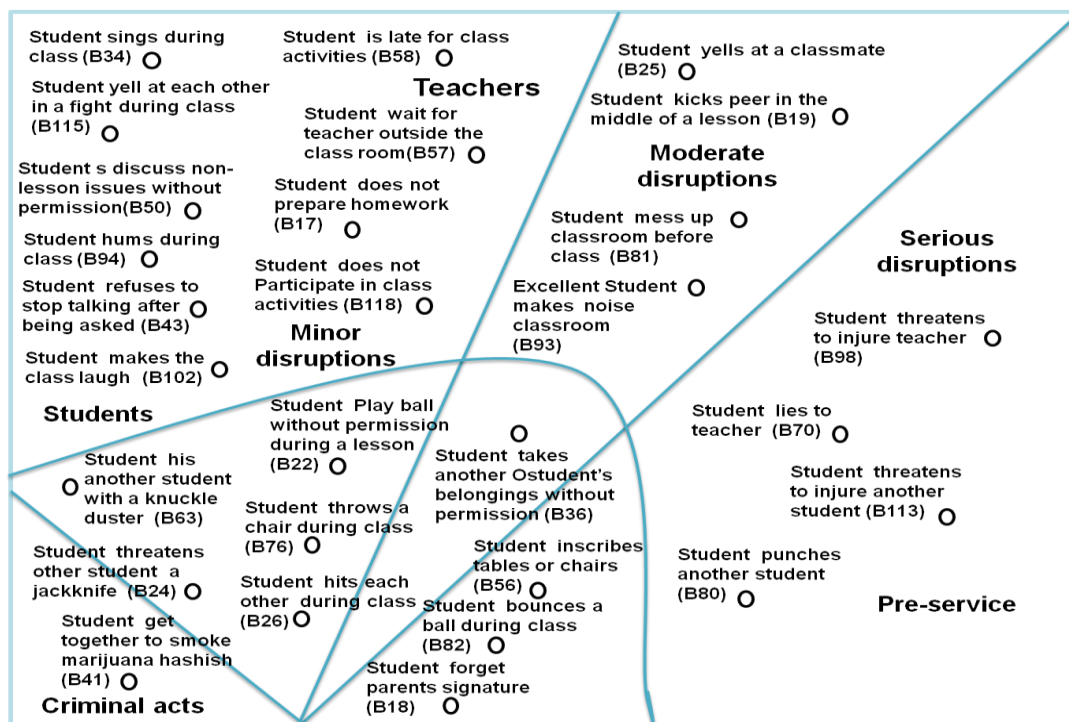


Figure 3: Smallest Space Analysis of disturbing behaviors, with three survey sub-populations as external variables

Figure 3 depicts where the three subpopulations are situated within the framework of behaviors. The area with the Serious Disturbances is where the pre-service instructors are. At the furthest border of the area, close to the Minor Disturbances, are the pupils.

4.2 Discussion

The categories established in earlier research that evaluated instructors' and students' attitudes toward violent behaviors by students in the aggressive classroom are comparable to the four characteristics reported in this study. These earlier investigations, however, failed to demonstrate a distinct hierarchy of seriousness in the arrangement of categories (factors). It also makes a distinctive addition by depicting a center-periphery structure that distinguishes between acts involving the use of a weapon or other tool and those that do not. In three of the zones, some disruptions involve an external tool in the center and just the student's body in the periphery. All of the "criminal acts" include an outside tool, making them all basic offenses. In other words, even when the disruption is regarded as modest or small, utilizing an item during the violent behavior increases the degree of the disturbance [21]. The distinction between violence with weapons and fighting without weapons is often drawn in studies of teenage and school violence. The former is often seen as the more severe issue, while the latter is sometimes even accepted as a "normal" aspect of puberty. The 'empty' peripheral of the criminal activities area might mean that certain research instrument elements or questions are missing. It can be necessary to include actions that fulfill the characteristics of crimes committed without the use of a weapon (such as assault and battery or strangling) [22]. The classification of hostile aggressive classroom actions from minor to the criminal is reciprocally confirmed by the two data analysis techniques utilized in this study. The findings are strengthened by the compatibility of the factor analysis and the SSA approach, which also suggests that the study of aggressive classroom disciplinary problems has a very high level of validity. The SSA structure, however, does more than just validate the categories found in the Factor Analysis.

5. Conclusion

Teachers consider the search for the most effective strategies for changing student performance to be a modest source of pressure. To create a productive learning environment in the classroom, effective performance

management is essential. Classroom management is a key source of concern for administrators, the general public, and teachers in terms of their job. This research investigates the perceptions of aggressive classroom behavior among students, pre-service teachers, and senior instructors using a multi-method approach. This might be seen as the classroom's "range of civility." Items that are heavily weighted on many factors suggest that in certain situations it may be important to differentiate between the intensity of the conduct. Expelled student creates noise outside the classroom, for instance, has a loading of over.6 for each of the first three criteria. It may be necessary to clarify to what degree the noise disturbs students who are still in the classroom. Although the SSA maintains the range from insignificant to criminal, the four areas do not show up in a straight line. Instead, they are organized into four overlapping wedge-shaped zones, with the center-periphery structure separating apart disruptions caused merely by the students' bodies from those caused by the employment of an external tool. The mild, moderate, and substantial interruptions encompass both items in this core zone and those outside of it.

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