

## Review of The Existing Pre-Service Teacher Training Curriculum on Positive Disciplining

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**Abstract:** *One of the keystones of positive teaching and learning in schools is sustaining discipline. Creating and maintaining a safe, disciplined school environment is one of the important challenges faced by principals, educators, and parents in schools (Lekganyane, 2016). The aim of this study was to analyze the enacted and taught curriculum of teacher training programmes to identify dimensions that negatively affect positive disciplining. A mixed method design was adopted, and qualitative data was collected through a content analysis sheet, and quantitative data were collected through a five-point Likert scale questionnaire. The data were collected through a self-developed content analysis sheet and questionnaire for teacher-educators and student-teachers. First of all, the elements/factors for determining the construct 'positive disciplining' were collected through a review of relevant literature. Curriculum documents, course guides, and faculty resources are of pivotal significance in the education system as these formulate the basis structure and direction of the education system. It was recommended that the affected curriculum be improved, mainly to close the gap between the concepts taken from academic knowledge and the developing competencies and abilities. While thoughts are essential, developing them alone is only obliging for tests. It is essential for the student-teachers to put their perceptions into practice.*

**Key Words:** Positive Disciplining, Pre-Service Teacher Training, Curriculum, Review

### Introduction

The preparation of educators has been viewed as a critical component for quality education in Pakistan, right from the first National Conference on Education that was held in 1947 to the current National Education Policy (2017). From 1947 to 2006, the duration of pre-service teacher training was one year, and in 2009, it was decided that PTC and CT should be replaced with a B.Ed and Diploma in Education. In 2006, a four-year teacher training programme (B.S/B.Ed Hons) was introduced, but it took time to implement it accordingly. Moreover, degree programs such as B.Ed (Elementary Education), B.Ed (Secondary Education) and Associate Degree in Education (ADE) were introduced in 2010. The curriculum of these programmes contained different courses in different categories, i.e., core courses, foundation courses, professional courses, and content courses. Darling (2017) argues that “skilled and qualified teachers were improved and more winning in the student performance than the teachers who do not have such expertise”. National Education Policy (2009) realized that "Cultivating quality needs achievement in the parts of teacher professional development, curriculum and teaching, workbooks, assessment methods, and in learning situation and abilities" In order to properly implement the teacher education curriculum, National Professional Standards for Teachers (NPST) were introduced by Government of Pakistan (NPST, 2009).

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These standards declared that quality learning may be ensured by the quality teaching of those professionals only who are loyal to the standards of continuous professional development covering ensuing ranges: Gaining of present and late content of the subject they educate, Utilization of expansive knowledge of instructional devices, techniques and educational abilities, Moral checking and assessing of students learning results and Developing the students the moral insightful. National Education Policy (2017) reiterated that the "curriculum of teacher education programs intends to be associated with the National Professional Standards for Teacher" (NEP, 2017). Teacher training curriculum needs to be linked with the needs of learners (NEP, 2017) as the quality of public primary schools is a matter of concern both in terms of the number of teachers provided and their qualifications (UNESCO, 2003). Therefore, for effective teaching, there is a need for proper pedagogy command in the relevant content. This has to be ensured rather than inculcated through training programmes.

So, to enable effective learning and sustain order in the classroom, teachers deal with most obstacles. To address the problems that arise in the classroom, the teacher uses physical punishment. Teachers warn students about a range of aims Cregor (2019). According to research quoted by Masitsa (2020), classrooms with low teacher acclaim and pitiable classroom management skills have better levels of hostility and rejection, which can lead to the appearance and importunity of behavioural matters in children. Therefore, they claim that it is serious that educators know how to control violence in the classroom and elude social refusal. When compared to a kid's misbehaviour, the primary reason for frequent punishment is the teacher's level of obstruction.

### Objectives of the Study

1. Identification of the content in the Preservice teacher training programme focused on children's positive discipline.
2. Analysis of current contents and approved teaching methodologies /guidelines of curriculum for students learning and classroom management.

### Research Methodology

The objective of the study was to analyze the curricula of teacher training programmes that were enacted and taught to identify dimensions that negatively affect positive disciplining. The study population consisted of a curriculum for B.Ed. (Honors)/ADE, teacher-educators and student-teachers of all the Public Sector teacher education institutions. The study sample consisted of (a) all the curriculum documents/course guides/faculty resources for B.Ed. (Honors)/ADE programme (b) 25 teacher-educators, and (c) 100 student-teachers selected through a convenient sampling technique on the basis of criteria provided by (Creswell, 2009). The data were collected through a self-developed content analysis sheet and questionnaire for teacher-educators and student-teachers. First of all, the elements/factors for determining the construct of 'positive disciplining' were collected through a review of relevant literature. These elements/factors formed the basis for the content analysis of the curriculum documents/course guides/faculty resources for B.Ed. (Honors)/ADE programme. To ensure validity, the content analysis sheet was pilot-tested on the BS Education curriculum. As well, the attitude of experts was sought after. Pilot testing and expert endorsements directed to progress in the data collection tools. Cronbach's alpha was used to assess the instruments' dependability.

The inter-rater reliability coefficient was 0.91, which was sufficiently significant. The calculated value of the reliability coefficient for the questionnaire was 0.78. Curriculum documents, course guides, and faculty resources are of pivotal significance in the education system as they formulate the basic structure and direction of the education system. Therefore, it was important to first analyze the enacted curriculum, i.e., curriculum documents, course guides, and faculty resources for the B.Ed. (Honors)/ADE programme. So, three experts who possessed doctorate degrees in education analyzed the enacted curriculum documents by using a content analysis sheet. Each category was given an arithmetical value between -2 and +2 for the sake of analyzing the data collected on a five-point Likert scale. Agree +1, Strongly Disagree -2, Undecided 0, and Strongly Agree +2 were assigned to the response.



**Results**

**Table 1**

*Availability of Content/Activities Essential for Positive Disciplining*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Understanding students' behaviour	F. E.	S. E.	S.E.
Dealing with all forms of students' misbehaviour	S.E.	Marg.	Marg.
All aspects of students' learning	S.E.	S.E.	S.E.
All aspects of students' social interactions	F.E.	Marg.	Marg.
Enhancing students' self-esteem and confidence	F.E.	Marg.	S.E.
Facilitating students in setting goals for learning	S.E.	S. E.	Marg.
Facilitating students in finding constructive solutions to challenging situations	S.E.	Marg.	Marg.
Children's developmental levels	S.E.	S.E.	S.E.
Developing clear and consistent communication skills	S.E.	S.E.	Marg.
Building a mutually respectful relationship of students with each other	S.E.	S.E.	Marg.
Teaching students life-long skills	F.E.	S.E.	S.E.
Teaching nonviolence, empathy, self-respect, human rights and respect for others	F.E.	S.E.	S.E.
Acceptable behaviours and life skills	F. E.	S. E.	S. E.
Academic, social and psychological development of students	F. E.	S. E.	Marg.
Making teacher to be non-violent and peaceful	F. E.	S. E.	Marg.
Developing in children the habit of understanding and following social rules	F. E.	Marg.	Marg.
Boost self-control and shared esteem within a peaceful and kind situation.	F.E.	Marg.	Marg.

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

The content analysis of the teacher training program's curriculum is demonstrated in Table 1 to conclude whether the actions and content necessary for positive disciplining are accessible during the course of training. It shows that the curriculum encloses material for look after the thoughts about positive discipline. On the other hand, there is insufficient material to instil potential teachers' attitudes and competencies.

**Table 2**

*Availability of Content/Activities Essential for Providing Warmth*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Respect for the student's developmental level	F.E.	F.E.	S.E.
Sympathy with the child's emotional state	F.E.	S.E.	Marg.
Emotive safety	F.E.	F.E.	S.E.
Expressions of thoughtful and affection	S.E.	S.E.	Marg.
Sympathy to the child's academic and societal requirements	S.E.	F.E.	Marg.

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

The content analysis of the teacher training program's curriculum for the obtainability of activities and content necessary for warmth delivery is demonstrated in Table 2. It exhibits that the curriculum encloses material for generating concepts for conveying warmth. On the other hand, there is little material to develop future teachers' capabilities to provide warmth.

**Table 3**

Availability of Content/Activities Essential for Providing Structure

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Strong procedures for performance and academic responsibilities	F.E.	S. E.	S.E.
Visibly regularly specified and rational prospects	F.E.	F.E.	F.E.
Evidently explicated details for rules	F.E.	S.E.	S.E.
Chances to fix responsibilities	F.E.	F.E.	F.E.
Boost of independent, thoughtful	F.E.	F.E.	S.E.
Compromise	F.E.	S.E.	S.E.

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

Table 3 displays a content analysis of the teacher training program's curriculum to check whether there are, to some extent, activities or content that are required to give it structure. It reveals that the curriculum contains material for conveying concepts and proposing structure.

**Table 4**

Availability of Content/Activities Essential for Understanding Child Development

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Have truthful expectations for our pupils' ability levels at numerous ages.	F.E	S.E	Marg,
Identify that assured pupils may absence the information or experiences essential for achievement.	F.E	S.E	Marg,
Replicate on what we might do otherwise to help them acquire	F.E	S.E	S.E
Identify that our learners' outlooks might be altered from ours	F.E	S.E	S.E
Understand teachers' own contributions to conflict with students	F.E	Marg,	Marg,

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

The content analysis of the teacher training program's curriculum for the existence of accomplishments and content crucial to getting child development is presented in Table 4. It establishes that the curriculum covers material for generating perceptions of child development. On the other hand, there is inadequate material to teach aspirant teachers the following abilities associated with child development: (a) situation accurate expectations for our learners' skills at numerous ages; (b) gathering that some learners may be absence the knowledge or experiences essential for accomplishment; and (c) understanding our own roles in producing conflict with students.

**Table 5**

Development of Concepts for Positive Disciplining

Statement	Average	
	Teacher educators	Student Teachers
<b>Concepts have been developed about:</b>		
Understanding all forms of students' misbehaviour	+1.1	+0.86
All aspects of students' learning	+0.6	+1.4
All aspects of students' social interactions	-0.9	-1.2
Developing students' self-esteem and confidence	+0.4	-0.7
Facilitating students in establishing objectives for learning	-1.0	-0.9
Supporting students in finding constructive solutions to challenging situations	-0.7	-1.3
Children's developmental levels	+1.3	+1.1



Statement	Average	
	Teacher educators	Student Teachers
<b>Concepts have been developed about:</b>		
Building a mutually respectful relationship among students	-0.6	-0.8
Teaching nonaggression, sympathy, self-confidence, human rights and reverence for others	-0.9	-1.4
To be (teacher himself) non-violent and peaceful	+0.7	-0.6
Developing in children the habit of understanding and following social rules	-0.7	-0.6
Encourage self-discipline and mutual respect within a non-violent and caring environment	+0.6	-0.9

Table 5 shows the opinions of student-teachers and teacher-educators about the level of concepts developed in student-teachers during in-service teacher training. It shows that numerous concepts related to positive disciplining have not been fully developed by the student-teacher during their in-service training. Most of the student-teachers and teacher-educators disagree that concepts of student-teachers were fully developed about (a) all aspects of students' social interactions (average -0.9 & -1.2 respectively), (b) facilitating students in setting goals for learning (average -1.0 & 0.9 respectively), (c) supporting students in finding constructive solutions to challenging situations (average -0.7 & -1.3 respectively), (d) building a mutually respectful relationship among students (average -0.6 & -0.7 respectively), (e) teaching nonaggression, sympathy, self-confidence, human rights and reverence for others (average -0.9 & -1.4 respectively), and (f) developing in children the habit of understanding and following social rules (average -0.7 & 0.6 respectively).

**Table 6**

*Availability of Content/Activities Essential for Identifying Individual Differences*

Indicators	Content/activities suggested for developing		
	Concepts	Attitude	Competence
Differences in Interest	F.E.	S.E	S.E
Difference in Attitude	F.E.	S.E	S.E
Difference in Values	F.E.	S.E	S.E
Study Habits	F.E.	S.E	S.E

Note: F.E.=Full extent, S.E.= Some extent, 3. Marg.=Marginally

The content analysis of the teacher training program's curriculum for the existence of accomplishments and content essential to apprehending child development is demonstrated in Table 6. It determines that the curriculum covers measureable for generating philosophies for identifying individual differences.

**Table 7**

*Development of Competencies for Positive Disciplining*

Statement	Average	
	Teacher educators	Student Teachers
<b>Competencies have been fully developed about:</b>		
Dealing with all forms of students' misbehaviour	-0.7	-0.9
All aspects of students' learning	+0.9	+0.8
All aspects of students' social interactions	-1.4	-1.1
Developing students' self-esteem and confidence	-0.8	-0.6
Facilitating students in setting goals for learning	-0.7	-0.7
Supporting students in finding constructive solutions to challenging situations	-1.2	-1.6
To build mutually respectful relationship among students	-1.1	-0.9
Teaching nonviolence, empathy, self-respect, human rights and respect for others	-0.7	-1.3
To be (teacher himself) non-violent and peaceful	-1.2	-1.7
Developing in children the habit of understanding and following social rules	+0.7	-0.7
Boost discipline and shared reverence within a nonaggressive and thoughtful situation	+0.9	+0.5

Table 7 shows the opinions of student-teachers and teacher-educators about the level of competencies developed in student-teachers during in-service teacher training. It shows that most of the student-teachers (average -1.6) and teacher-educators (-1.2) strongly disagreed that student-teachers had developed full competency to support students in finding constructive solutions to challenging situations. Similarly, most of the student-teachers (average -1.7) and teacher-educators (-1.2) strongly disagreed that student-teachers had developed full competency to be non-violent and peaceful in all situations. Moreover, majority of the student-teachers (average -0.9) and teacher-educators (-0.7) disagreed that competencies of student-teachers were fully developed to deal with the students' misbehavior. Similarly, majority of student-teachers (average -0.7) and teacher-educators (average -0.7) disagreed that after the in-service teacher education programme the student-teachers had developed competency of developing students' esteem and confidence. Likewise, majority of student-teachers (average -1.3) and teacher-educators (average -0.7) had fully developed competency to teach nonaggression, sympathy, self-esteem, human rights and esteem for others.

**Table 8**

*Competences for Providing Structure*

Statement	Average	
	Teacher educators	Student Teachers
<b>Competencies have been developed about</b>		
Strong rules for behaviour and for academic responsibilities	+05	+0.7
Visibly constantly indicated and realistic expectations	+0.8	+0.7
Clearly explained reasons for rules	+1.2	+1.4
Opportunities to fix mistakes	+1.5	+1.5
Encouragement of independent thinking	-0.9	-1.1
Negotiation	-0.6	-0.9

Table 8 shows opinion of student-teachers and teacher-educators about level of competences for providing structure developed in student-teachers during in-service teachers training. It shows that most of the student-teachers and majority of the teacher-educators agreed that student-teachers had developed abilities with respect to main constituents for provided that edifice. However, majority of the student-teachers and teacher-educators were of the view that competencies for developing independent thinking (average -1.1, -0.9 respectively) and negotiation (average -0.9, -0.6 respectively) could not be developed in the student-teachers.

**Table 9**

*Competences for Recognizing Individual Differences*

Statement	Average	
	Teacher educators	Student Teachers
<b>Concepts have been developed about:</b>		
Differences in Interest	+1.3	+1.4
Difference in Attitude	+1.2	+1.4
Difference in Values	+1.5	+1.6
Study Habits	-0.8	-1.0

Table 9 shows opinion of student-teachers and teacher-educators about level of competences for recognizing individual differences developed in student-teachers during in-service teachers training. It shows that most of the student-teachers and the teacher-educators agreed that student-teachers had developed competencies regarding recognizing individual differences. However, majority of the student-teachers (average -1.0) and teacher-educators (average -0.9) were of the view that proficiency for identifying range in study practises might not be established in the student-teachers.

**Conclusions and Discussion**

An adequate amount of material has been suggested in the teachers' training program curriculum to (a) construct notions regarding constructive disciplining, (b) deliver warmth, (c) deliver building, and (d) understand child development. The teacher training program's curriculum, nevertheless, suggestions



inadequate material for developing competencies and skills (a) to put on the notions well-educated about constructive discipline, (b) to deliver friendliness, and (c) and child development, which comprises (a) having accurate prospects of our learners' skills at diverse ages, (b) recognizing that some learners may absence the experiences or information they want to be successful, and (c) appreciating that their own helps with students conflict. The findings of this study is somehow to related to the study conducted by Gilbert (2018) Generating classroom and school backgrounds that make your children feel relaxed both physically and sensitively is known as "warmth." A content study of Gaustard (2019) the teacher training program's curriculum discloses that there is material for generating notions for developing warmth. However, there is little material to develop upcoming teachers' skills to deliver warmth. According to Babbie and Mouton (2015) the curriculum for the teacher training program has been content-analyzed to conclude whether it comprises the actions and content necessary to improve ideas for understanding child development. On the other hand, there is unsatisfactory material to teach seeking teachers how to understand child development, comprising (a) setting realistic expectations for our learners' skills at altered ages, (b) gathering that some learners may non-existence the knowledge or experiences necessary to flourish, and (c) gathering our own role in producing conflict with learners. According to Koenig (2018) Content for creating ideas for identifying individual differences is available in the curriculum, according to a content analysis of the teachers' training program's curriculum for the availability of information and activities necessary for doing so. The majority of the student-teachers were skilled in the main elements of structuring. The widely held of the student-teachers were proficient in recognizing individual differences Charles (2017). On the other hand, the middle-of-the-road of student-teachers were unable to gain the ability essential to categorize differences in study patterns. In a related manner, the majority of the student instructors had developed abilities associated to basic rudiments of realising child development. But, the most of the student teachers required the abilities essential to nurture their capability for self-sufficient assumed and negotiating.

### Recommendations

So as to bridge the gap between the abstract knowledge-developed notions and the developing approaches and skills, the realised curriculum may be transformed. While ideas are essential, developing them alone is only obliging for tests. It is essential for the student-teachers to put the thoughts they have learnt into practice. Consequently, refining the arrogances and abilities of student teachers is important for teacher training programs. The development of student teachers' insolences and skills with respect to positive disciplining can be completed in an amount of means, comprising (a) modernising the instigated curriculum to make it more intensive on increasing student teachers' skills and abilities with respect to positive disciplining, (b) integrating practical exercises concerning to positive disciplining into training, (c) correctly highlighting positive disciplining during internship, and (d) guiding a survey to collect views on positive disciplining and having specialists understand it.

Student-teachers' skills and abilities are momentarily inclined by their teacher-educators. As a result, it is critical that teacher educators have the latest techniques and the most current data with respect to positive disciplining so as to enrich the competencies and skills with respect to positive disciplining of student teachers. So, suitable training for teacher-educators to improve their understanding, mind-set, and abilities about productive discipline may be helpful.

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