

## Novice Teachers' Perceptions of Students' Behavioral Challenges Instigating Emotional Self-Regulation Challenges in Classroom Management

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### **Abstract**

*This study explored the classroom management challenges that novice teachers experienced in their first three years. More specifically, this study explored the students' behavioral challenges and teachers' self-created challenges, which they created because of their negative attitudes and behaviors during classroom management. A mixed-methods sequential explanatory research design was used. A questionnaire was administered to 500 novice teachers. In the second phase, qualitative data were collected through semi-structured interviews from 20 novice teachers selected using a purposive sampling technique. The results of both quantitative and qualitative data indicated that novice teachers faced aggression, physical fights, bullying, stealing, and indifference of students in classrooms. As a result, the time of class was wasted, the tempo of teaching and learning was ruined, and both teachers and students were frustrated by the difficult behaviors of some students. The novice teacher managed these behaviors by giving moral lessons, giving extra-attention, involving them in learning, and shuffling students to manage their behaviors. The study results also revealed that teachers themselves created the challenges of classroom management through anger in class. Thus, it is essential to provide teachers with training to manage the students and their behaviors during classroom management.*

**Keywords:** Classroom Management, Novice Teachers, Behavioral Challenges, Self-Created Challenges.

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### **Introduction**

Classroom management is an essential skill of teachers (Hue & Li, 2008), which includes all the activities a teacher does in classes to involve students in learning (Cangelosi, 2013). Teachers plan, organize, and present lessons in such a way that all students are involved in learning (Laslett & Smith, 2002). Classroom management is establishing such an environment that promotes effective teaching and learning and helps handle students' behavioral challenges (Collins & O'Brien, 2011). A good classroom manager not only keeps a record of reading, writing, and learning but also teaches academic/social values in a well-organized class (Keilow, Holm, Friis-Hansen, & Kristensen, 2019; Lewis, 2008).

A novice teacher is one who has joined teaching after completion of the teacher education program (Collins & O'Brien, 2011). Although they have studied the skill and theories of classroom management in teacher education, they consider classroom management difficult in their early years (Darling-Hammond, 2010; Struyven & Vanthournout, 2014). As studies around the world indicate, the reasons for classroom management challenges are students' behavioral difficulties, teachers' negative emotions, and constant stress (Bakker & Bal, 2010; Husain, Gulzar, & Aqeel, 2016; Raba & Mahmoud, 2016; Struyven & Vanthournout, 2014).

Managing the behaviors of students is considered the most difficult task for novice teachers (Sullivan, Johnson, Owens, & Conway, 2014). Since they are new to the classroom setting, they do not know how to deal with the variety of difficult behavior of students (Shamama-tus-Sabah, Gilani, Kamal, & Batool, 2012). Each pupil comes from a different family background; their living standards, language, culture, and socioeconomic conditions contribute to the difficult behaviors they display in class (Sezer, 2017; Shamama-tus-Sabah et al., 2012). The novice teachers do not have sufficient skill to instantly manage the students; behaviors (Raba & Mahmoud, 2016).

Usually, there are four kinds of mistaken behavioral goals students exhibit in class: attention-seeking, power-seeking, revenge-seeking, and inadequacy to learn (Dreikurs, Grunwald, & Pepper, 2013). The students who have not received attention from the family show attention-seeking behaviors such as talking, making noise, showing naughtiness, complaining, showing aggression, seeking sympathy, and exaggerating things (Dreikurs et al., 2013; Weeden, Wills, Kottwitz, & Kamps, 2016). The power-seeking students want to show their power to others in the class, and they display challenging, disobeying, aggressive, stubborn, rule-breaking, and over-smart behaviors (Dreikurs et al., 2013; Maitla, Joiya, Yasin, Naveed, & Waqas, 2018). The third type of behaviors is the revenge-seeking: Students who have experienced rejection from family/friends and therefore want to reject others in their surroundings. They show aggression, threatening, insulting and overreacting behavior, and indulge in bullying (Dreikurs et al., 2013; Garandeanu, Lee, & Salmivalli, 2014). The last type of mistaken behavioral goals is inadequacy to learn: These students are uninterested in class, show poor performance, lack confidence, and have low self-concept (Dreikurs et al., 2013; Merç & Subaşı, 2015; Robertson et al., 2010).

Research has emphasized that the beginning teachers experience many emotions like fear, anxiety, anger, frustration, and doubts about their survival at the job place. The teachers need to understand that all students are unique and do not come under one kind of behavior (Mirzaee & Rahimi, 2017). Novice teachers experience behavioral challenges which regulate their emotion in class, and they find themselves in a difficult situation to manage those behaviors without having control over their behavior (Aus, Jögi, Poom-Valickis, Eisenschmidt, & Kikas, 2017; Sutton, Mudrey-Camino, & Knight, 2009). Usually, students' behavior triggers aggressive behaviors in novice teachers, and they express anger, insult students, and use harsh language (Mahvar, Farahani, & Aryankhesal, 2018; Thomas, 2016). They do not understand that their lack of emotional control and negative behaviors do not facilitate. Rather, they create the challenges of classroom management because of their behaviors in class (Saleem, Muhammad, & Masood, 2019). The explicit aggressive behaviors of novice teachers make classroom management more difficult, and the reaction of students make this more difficult to handle (Saleem et al., 2019). Some students start disobeying teachers and stop taking an interest in learning when they consider that the teacher is showing irrelevant anger in class and not trying to understand the students, which further makes classroom management difficult for a novice teacher (Aldrup, Klusmann, Lüdtke, Göllner, & Trautwein, 2018; Saleem et al., 2019).

Classroom management is a difficult task for novice teachers (Saleem, Muhammad, & Masood, 2020a, 2020b). Therefore, it is expected from them to create such an environment in class that the student has an interest in learning than the difficult behaviors of students are reduced (Bluestein, 2014). Even if novice teachers encountered students' behavioral difficulties, the teachers need to keep themselves calm and do

not exhibit negative emotions, (Milner IV, Cunningham, Delale-O'Connor, & Kestenberg, 2018; Saleem et al., 2019).

The purpose of this study is to develop an understanding of student behavioral challenges and the challenges teachers create for themselves while managing the classroom. Moreover, this study explored teachers' understanding of how the negative/aggressive behaviors of teachers further instigate the challenging behaviors of students through their actions and attitudes.

- (1) What are the students' behavioral challenges experienced by novice teachers while managing the classroom?
- (2) How do negative emotions and self-created challenges create challenges for novice teachers while managing the classroom?

## Methods

A mixed-methods sequential explanatory research design was used to explore the behavioral challenges novice teachers experiences during classroom management and how their actions and behaviors aggregated the challenges for themselves during classroom management.

This study explored the challenges and verified the challenges they experienced during classroom management. This could only be done by triangulation of data. In-depth interviews further verified the quantitative data to explain the challenges of classroom management (Ary, Jacobs, Irvine, & Walker, 2018; Creswell, 2014). Novice teachers were considered those who had less than three years of teaching experience (Latimer, 2009). Out of 828 novice elementary public-school teachers teaching in Lahore in 233 schools, the data were collected from 500 novice teachers using a random sampling technique. Quantitative data were collected through a self-created questionnaire inquiring about students' behavioral challenges and teachers' self-created challenges during classroom management. All novice teachers who were contacted for participating in the first quantitative phase filled the questionnaire. In the second qualitative phase, twenty purposely selected teachers participated sampling technique to explore the behavioral challenges and teachers' self-created challenges (Patton, 2015).

In the first phase, quantitative data were analyzed by descriptive and inferential statistics through SPSS 20. The researcher recorded the interviews with the participants then transcribed those interviews. After reading the interview transcripts, the research collected similar responses in one place to generate themes. The themes are described in detail with the participants' actual responses (Creswell, 2014; Venkatesh, Brown, & Bala, 2013) in the next section.

## Findings from Quantitative Data

This section provides analysis of quantitative data.

Table 1: Teachers' gender

Sr. No.	Gender	f	%
1.	Male	148	29.6
2.	Female	352	70.4
	Total	500	100

Table 1 shows that out of 500 survey respondents, 352 (70.4%) were female, and 148 (29.6%) were male novice public-school teachers.

Table 2: Teachers' years of experience

Sr. No.	Years	f	%
1.	One	269	53.8
2.	Two	151	30.2
3.	Three	80	16.0
	Total	500	100

Table 2 shows the years of experience of novice public school teachers while teaching in elementary schools. Out of 500 teachers, 269 (53.8%) teachers had one year of experience, 151 (30.2%) had two years of teaching experience, and 80 (16.0%) had three years of experience.

Table 3: Teachers' academic qualifications

Sr. No.	Qualifications	f	%
1.	BS (Hons)	170	34.0
2.	MA/MSc	201	40.2
3.	MPhil/PhD	129	25.8
	Total	500	100

Table 3 shows the academic qualifications of novice teachers. 170 (34.0%) teachers had BS (Hons) in a variety of subjects, 201 (40.2%) had done MA/MSc, and 129 (25.8%) had done MPhil/PhD.

Table 4: Teachers' professional qualifications

Sr. No.	Qualifications	f	%
1.	None	66	13.2
2.	BEd	362	72.4
3.	MEd	72	14.4
	Total	500	100

Table 4 shows the attainment of professional qualifications by the novice teachers who were teaching in public elementary schools. 66 (13.2%) novice teachers did not attain any professional qualification, 362 (72.4%) teachers had attained B.Ed. and 72 (13.4%) had attained BEd along with MEd.

Table 5: Percentages of attention seeking behaviors based on teacher's experience

Behaviors	Experience 1 year		Experience 2 years		Experience 3 years	
	Yes %	No%	Yes%	No%	Yes%	No%
Noisy	64	37	61	39	53	47
Complaining	45	55	36	64	28	72
Victim	7	93	5	95	3	97
Talkative	39	61	39	61	37	63
Sympathy seekers	9	91	5	95	4	96
Asking irrelevant questions	23	77	25	75	13	87
Credit seekers	8	92	13	87	9	91
Exaggerative	33	67	35	65	25	74
Naughty	50	50	43	52	50	50

Table 5 presents the percentage of attention-seeking behaviors as reported by teachers having teaching experiences from one year to three years. According to table 5, the novice teachers having one year of experience reported students' noisy behaviors as most challenging compared to teachers having two and

three years of experience. It seemed that more experienced teachers developed strategies to handle the noisy behaviors of students. The second most reported behavior of almost all teachers, irrespective of teaching experiences, was to control naughty students. Dealing with talkative students was reported as the third most challenging behavior by almost all teachers, followed by behaviors related to complaining and exaggerating.

Table 6: Percentages of power-seeking behaviors based on teacher's experience

Behaviors	Experience 1 year		Experience 2 years		Experience 3 years	
	Yes%	No%	Yes%	No%	Yes%	No%
Arguing students	23	77	24	76	11	89
Challenging students	12	88	11	89	14	86
Disobeying	35	65	31	67	36	64
Stubborn	44	56	40	60	42	58
Over smart	19	81	20	80	15	85
Rule breakers	27	73	26	74	26	74
Authoritative	10	90	13	87	10	90
Provoking	25	75	23	77	23	77
Aggressive	32	68	27	73	28	72

Table 6 presents the percentage of power-seeking behaviors reported by teachers having teaching experiences from one year to three years. According to table 6, novice teachers, irrespective of different teaching experiences, faced more challenges related to power-seeking behaviors. These included dealing with stubborn, disobeying, aggressive, rule-breakers, and provoking students. This indicated that students in sample schools were displaying more power-seeking behaviors as compared to attention-seeking behaviors.

Table 7: Percentages of revenge seeking behaviors based on teacher's experience

Behaviors	Experience 1 year		Experience 2 years		Experience 3 years	
	Yes%	No%	Yes%	No%	Yes%	No%
Blunt	29	71	27	76	27	73
Harsh	13	87	19	81	13	87
Insulting	13	87	17	83	13	87
Destruction of property	27	73	24	76	19	81
Threatening	25	75	20	80	22	78
Mistreating others	28	72	27	73	23	77
Stealing	30	70	27	73	19	81
Bulling	51	49	49	51	42	58
Overreacting	16	84	15	85	10	90

According to table 7, bullying was identified as the most challenging behavior, particularly by novice teachers with one year of experience as compared to those having multiple years of teaching experience. This showed that by the passage of time, the teachers had acquired strategies to minimize the occurrence of this behavior. Other behaviors like stealing, being blunt, mistreating others, and destruction of property were also reported more by the teachers having one year of experience as compared to those having more than one year of teaching in schools.

Table 8 reports assumed inadequacy seeking behaviors of the students as indicated by the novice teachers. Uninterested in learning emerged as the most challenging behavior regardless of the teaching experiences of novice teachers.

Table 8: Percentages of assumed inadequacy to learn' related behaviors based on teacher's experience

Behaviors	Experience 1 years		Experience 2 years		Experience 3 years	
	Yes%	No%	Yes%	No%	Yes%	No%
Unwilling to participate in class	23	78	29	71	33	67
Uninterested in learning	55	45	55	45	56	44
Giving up effort	25	75	29	71	21	79
Reluctance to bring improvement in themselves	25	75	29	71	28	72
Forgetful	29	71	32	68	36	64
Poor performance	41	59	38	62	39	61
Lack of confidence	44	56	36	64	44	56
Refusal to try new things	13	87	15	85	12	88
Wanted to be left alone	15	85	17	83	15	85
Low self-concept	24	76	27	73	19	81

Poor performance and lack of confidence among students were identified as other most challenging behaviors by the novice teachers.

Table 9: Percentages of attention seeking behaviors based on teachers' experience

Behaviors	Male		Female	
	Yes%	No%	Yes%	No%
Noisy	52	48	64	36
Complaining	33	67	42	58
Victim	8	92	5	95
Talkative	39	61	39	61
Sympathy seekers	10	90	5	95
Asking irrelevant questions	14	86	25	75
Credit seekers	10	90	9	91
Exaggerative	27	73	34	66
Naughty	47	53	50	50

Table 9 presents the challenging behaviors of students as perceived by male and female novice teachers in their classes. According to the table, female novice teachers experienced the most challenging behaviors as compared to their male counterparts. Noisy, complaining, asking irrelevant questions, exaggerative, and dealing with naughty students appeared to be most challenging for female teachers. Whereas male-identified dealing with sympathy seekers and credit seekers more challenging as compared to their female counterparts.

Table 10: Percentages of power-seeking behaviors based on gender

Behaviors	Male		Female	
	Yes%	No%	Yes%	No%
Arguing students	15	85	24	76
Challenging students	10	90	12	88
Disobeying	31	69	36	64
Stubborn	36	64	45	55
Over smart	18	82	19	81
Rule breakers	19	81	30	70
Authoritative	10	90	10	90
Provoking	25	75	23	77
Aggressive	24	76	33	67

According to table 10, female teachers experienced dealing with stubborn, disobedient, aggressive rule-breakers, arguing, and over smart students more challenging than their male counterparts. Male novice teachers experienced fewer challenging behaviors as compared to their female counterparts.

Table 11: Percentages of revenge-seeking behaviors based on gender

Behaviors	Male		Female	
	Yes%	No%	Yes%	No%
Blunt	29	71	26	74
Harsh	16	84	14	86
Insulting	15	85	14	86
Destruction of property	27	73	24	76
Threatening	20	80	24	76
Mistreating others	23	77	28	72
Stealing	22	78	30	70
Bulling	46	54	51	49
Overreacting	16	84	15	85

According to table 11, both male and female novice teachers experienced almost equally challenging revenge-seeking behaviors of the student in their classes. Female novice teachers faced challenges in dealing with students being threatening, mistreating others, stealing, and bullying. Bullying appeared to be the most challenging among female novice teachers. Male experienced different challenging behaviors as compared to their female counterparts like dealing with blunt, harsh, insulting, and destructing property of others like behaviors.

Table 12: Percentages of assumed inadequacy related behaviors based on gender

Behaviors	Male		Female	
	Yes%	No%	Yes%	No%
Unwilling to participate in the class	24	76	27	73
Uninterested in learning	53	47	56	44
Giving up effort	28	72	24	76
Reluctance to bring improvement in themselves	26	74	26	74
Forgetful	26	74	32	68
Poor performance	34	66	42	58
Lack of confidence	40	60	42	58
Refusal to try new things	13	87	13	87
Wanted to be left alone	21	79	13	87
Low self-concept	32	68	21	79

According to table 12, female novice teachers experienced more challenges in dealing with assumed inadequacy related behaviors than their male counterparts. Female teachers found most challenging in dealing with uninterested in learning, followed by poor performers and those lacking confidence. Furthermore, dealing with forgetfulness and unwillingness to participate in the class also appeared to be challenging for female teachers. Male novice teachers experienced fewer challenging behaviors as compared to their female counterparts. They faced challenges in dealing with students having low self-esteem, those who give up efforts and wanted to be left alone.

Table 13 shows challenges related to classroom management as created by the novice teachers themselves. The harsh conduct of the teachers created challenges for classroom management ( $M=1.84$ ,  $S.D.$  1.24). Insulting behavior of teachers ( $M=1.67$ ,  $S.D.$  1.28), frustration ( $M=1.55$ ,  $S.D.$  1.23), insulting students ( $M=1.42$ ,  $S.D.$  1.16), gestures, and anger ( $M=1.05$ ,  $S.D.$  1.06) were identified as some of the reasons causing classroom management challenges for the novice teachers.

Table 13: Mean and standard deviations of perceptions of teachers about challenges created by themselves

Statement	<i>M</i>	<i>S.D.</i>
I sometimes feel sorry about my harsh conduct with students.	1.84	1.24
I realize after insulting the students that I have done more insult than the child deserved.	1.67	1.28
I experience frustration when I am unable to manage my class.	1.55	1.23
I start losing my temper when I show annoyance with the behaviors of students.	1.45	1.16
Classroom management becomes impossible for me when I am frustrated.	1.43	1.20
Insulting students sometimes creates a management challenge in class.	1.42	1.16
When I generally respond harshly to offending comments, my students retaliate over it.	1.13	1.11
When I snatch items with which the students are playing, then their reaction creates challenges of classroom management.	1.07	1.15
When I am angry with students, my students are offended.	1.05	1.06
Often my nonverbal gestures create classroom management challenges.	.94	1.04
When I show my anger in words, it creates challenges in classroom management.	.87	1.03

## Findings from Qualitative Data

This section provides analysis of qualitative interview data.

### Inappropriate behaviors of students

Most participants expressed that they had experienced students' misbehaviors in class such as talking, telling lies, foul language, noise, bullying, naughty activities, and aggression, stealing, and physically fighting with other students. They had the perception that each class had a number of students who misbehave, which made classroom management difficult for novice teachers. As one respondent stated, "They fight a lot, they use bad language, they are naughty, they tell a lie, they steal things, and they bully each other by calling bad names" (Teacher 19). Another described,

We have dirty children whose nose is always running, ever weeping children, children who always complain about others, and very naughty children. We have students who are involved in bully. They take the victim child to such low self-esteem that it becomes very difficult to pick that child up. It is very difficult to motivate that child. The victim starts thinking, 'I cannot do anything.' (Teacher 10)

Few participants reported that they were teaching junior classes, and the students in those classes did not have many behavioral challenges. However, they weep a lot, make noise, and steal things from other children's bags. As one participant narrated,

These children are very small, and they generally do not show inappropriate behaviors. Students generally make a lot of noise in the class. I have students who steel, many of them snatch things from each other and weep on petty matters. I had a stubborn child in the class, but now she has adjusted in the class. She does not exhibit stubbornness. Now I have a child who weeps a lot. (Teacher 1)

### Management of inappropriate behaviors

Most participant expressed that they managed the inappropriate behaviors of students by giving moral lessons, and by keeping them involved in learning. They considered it was essential to made students realize that if they misbehaved, no one would suffer; rather, they would suffer. To manage the



inappropriate behaviors of students, the teacher gave attention to naughty students and made them sit in the first row, kept them involved in learning by writing, reading, and activities. However, the teachers dealt with them politely. As one respondent described, “First of all, I give a moral lecture to students. I deal with the behaviors with patience and with love. When the teacher behaves harshly, the students become stubborn” (Teacher 6). Another expressed,

I think that it is very important how the teacher maintain the decorum of class. It also depends on how much you give freedom to students to talk and how much time you set them free in the class. If you keep them engaged through some activity, discussion, and learning of new stuff, I think you can control them to a great extent. Try not to set them free. (Teacher 8)

Few participants managed the behaviors of students by not giving room to misbehave at all. They showed emotionless, expressionless stare and cold behavior to students when they saw any student exhibiting bad behaviors. As one respondent described,

It is very difficult to manage all these misbehaviors. You have to exhibit cold behavior in class, so the students do not gather the courage to misbehave. Cold means talking to the point, not allowing students to get free with you or ask personal questions. At the start, I used to get free with students, and I realized I was not able to manage the class. The students were out of control. I have experienced a lot of issues. The strict teachers were managing their classes better than me. (Teacher 4)

A participant expressed that he managed his class by shuffling the students at the start of class. In addition, he counseled the students when reported about some bad activity. As the participant narrated,

At the start of class I do the shuffling of students’ seats. At times, when I enter in-class, students tell me that this child had done this with me outside the class, I try to make the student understand that this is not right. (Teacher 15)

### **Problems in the management of class**

Most participants expressed that the time of class was wasted; the tempo of teaching and learning was ruined because of the mismanagement in the classroom. The difficult behaviors of few students ruined the tempo of class, and both students who wanted to study and the teacher who was teaching got irritated by this. Thus, novice teachers considered it very difficult to settle the class and again made students learn. As one respondent stated, “You cannot deliver your lesson properly. Other students are irritated by that child. The attention of both students and teacher is diverted away from learning. The discipline of the class is ruined” (Teacher 3). Another described,

These students waste the time of students and teachers. The attention of the teacher is diverted away from teaching to stopping the child not to disturb others. I, at times, send the disturbing child out of class, so he does not disturb the other fellows. After some time, the student realizes his/her mistake and says sorry to me, and then I allow the child to attend the lecture. (Teacher 17)

### **Some challenges because of teachers’ behaviors**

The majority of participants were of the view that most of the classroom management challenges were because of action and behavior of teachers such as the lack of responsibility of the teacher, chitchat with a colleague during the class time, and coming unprepared for teaching were the reasons for teachers-created-challenges in classroom management. They emphasized that teachers need to keep in mind that they had the responsibility of classroom management, and they need to plan a lesson, teach effectively by involving students, and they were responsible for learning and discipline in class. As one participant narrated,

Honestly speaking, there are challenges due to teachers. Some teachers do not attend their class's right on time. At times teachers love to chat with their colleagues, and they stand outside the class and discuss their matters. I think many discipline problems are due to these behaviors of teachers. They give a lack of attention and show lack of responsibility regarding their class and students. (Teacher 3)

Another described,

Some teachers are very strict, and some teachers do not give full attention to students, due to which the students do not concentrate on learning. Some teachers are very harsh with students because of which the students stop taking an interest in learning. I have observed that when the teacher has some personal stress, then they treated students badly. Let's say a student has come to ask the meaning from the teacher. The teacher harshly tells the student to go away. How many times should I tell you? The teacher must tell the students as many times they ask the question or meaning. (Teacher 16)

Few participants expressed that teachers did not create challenges in classroom management. They consider that teachers snubbed students for their betterment. The teachers needed to be strict to keep students disciplined. As one participant reported,

I think that teachers do not cause any challenges due to their behaviors. The teacher behaves badly or in anger with the student who is not listening to the teacher." Have you ever observed teachers do anger with the whole class, or they use offensive words with the student? "I have never observed in my teaching career. (Teacher 13)

The majority of participants expressed that anger, insult, harshness, physically hitting, using mobile in the classroom, coming unprepared, and inability to make the lesson interesting were the actions and behaviors which made classroom management difficult for teachers. They further elaborated that some teachers insulted, snubbed, and showed anger so harshly that the students were demotivated and stopped taking an interest in teaching and learning. As one participant stated,

Anger, physical punishment, and insult disturb the behavior of students, especially insult destroys the whole personality of a child. Some students do not talk. I develop friendly behaviors with them that they start talking. I try to reduce their fear. Now they talk freely. They now ask questions in class. (Teacher 1)

Another described,

Some teachers show a lot of anger in class; then the students get irritated by that teacher. Some teachers use abusive language, which disturb the students. Some teachers give physical punishment to the students, and the students get frustrated and don't want to study from that teacher. (Teacher 20)

Very few participants considered that teachers did not create any challenges for themselves. They believed that whatever the teacher did was because of the behaviors of students. As one participant described, "I think no action of a teacher causes classroom management problem. I have not seen this. Some teachers show themselves to be very strict but they do so to keep students disciplined (Teacher 13).

### **Ways of displaying anger**

Most participants elaborated that although they showed anger by speaking in a loud voice; however, they did not use bad language. Rather, they had control over their language. They sometimes gave minor

punishment to teach a lesson to students. As one participant described, "I make them stand for 5 to 10 minutes. I speak loudly with students." (Teacher 5). Another reported, "I speak loudly but with a control on language. Because if the teacher uses bad language, then this will harm students' personality and language" (Teacher 18).

Very few participants did not show anger; rather, they made students realize or politely asked the student to learn or write again. They believed that the teacher should not show anger rather keep students involved. As one participant expressed,

I don't experience anger with children. I only think of ways to inquire about what they have studied. I ask questions, ask them to repeat the lesson, which was given to recall, and ask them to do the work once more. I always try to positively engage students in learning. (Teacher 15)

### **The response of student on the anger of the teacher**

Most participants elaborated that in the response of their anger upon students, the students were quiet for some time; however, this did not last long. Sometimes a teacher gave punishment to one student, all the rest were disciplined because of the fear of punishment. As one participant stated, "For the time being they are quiet. You can say for 2 to 4 minutes. Then again, they start their activities. When some teacher teaches well the students do not disturb him/her" (Teacher 9). Another narrated, "For some time the students sit quietly. It happens that when I punish one student, the other students get alert and stop disturbing because the teacher has punished that child" (Teacher 16).

Some participants expressed that teacher's anger did not have substantial effects on students. Rather, they muttered in their mouth and completed the task half-heartedly. As one participant stated, "The students start muttering in their mouth and make bad faces, but they stop doing that thing. They make other students irritated. Then I tell them, 'don't worry, I am showing anger for your betterment'" (Teacher 10).

### **Awareness of challenges created in classroom management themselves**

Half of the participants were of the view they did not create any challenges of classroom management. Thus, they were unaware of the challenges they might create for themselves. As one participant described, "No, I don't think that my behavior makes classroom management difficult" (Teacher 8). Another stated, "I don't think I cause problems in the classroom" (Teacher 13).

Half of the participants expressed that they created the challenges of classroom management by showing anger in the classroom, insulting students, or by releasing personal stress upon students. They considered that their behavior made classroom management difficult. Sometimes when they were tired of administrative work, they showed excessive anger in class. As one participant described:

Yes, sometimes, due to stress, I think I do not teach well. I show anger very early. This happened many times. I insult a child, and the child start weeping. I felt guilty. You know, a teacher does not say directly sorry to the student; rather, she can deal with the child politely. The teacher tries to realize the student that the anger of the teacher was due to her own actions." (Teacher 17).

### **Discussion**

The current study revealed that novice teachers had experienced students' behaviors related challenges during classroom management. The studies conducted in the Pakistani context showed that the teachers did not have the support of psychologists/counselors in schools; Therefore, they experience more behavioral challenges (Ashraf & Ismat, 2016). The parents are found to be unaware of the behavioral challenges of their children (Butt & Khalid, 2015). At least 35% of elementary students have behavioral challenges

(Syed, 2009). Girls mostly show emotional behaviors, and boys mostly show aggressive behaviors (Maitla et al., 2018).

Earlier international studies have found that most of the time of a novice teacher is spent managing students' behaviors in the class (Al-Zu'bi, 2013). The novice teachers have no prior experience of students' behavioral challenges, and they spent most of their time managing behaviors and trying to maintain strict discipline in class to establish their success in classroom management (Wolff, van den Bogert, Jarodzka, & Boshuizen, 2015). The more they show desperation to manage behaviors, the more they encounter behavioral challenges in class (Wolff, Jarodzka, den Bogert, & Boshuizen, 2016). A study in Australia found that novice teachers considered managing the behaviors of students as the biggest challenge because a teacher has to keep in mind that he/she has to teach more effectively in less time, involve students in learning, maintain discipline, along with the constant distracting behaviors of students (Egeberg, McConney, & Price, 2016). In America, school bullying has been on the increase (Swearer, Espelage, Vaillancourt, & Hymel, 2010). The novice teachers experience difficulty in communicating academic expectations to students; therefore, they experience more behavioral challenges (Hochweber, Hosenfeld, & Klieme, 2014).

Noisy behaviors are very common, especially in Turkey and Russian classes (Koptelov, Manninger, Sullivan, & Williams, 2015; Merç & Subaşı, 2015). Naughty students exist in each class (Koptelov et al., 2015). Teachers laugh and ignore their behaviors to focus on learning (Beaty-O'Ferrall, Green, & Hanna, 2010). Stealing, aggression, bullying, physical fight. are common among elementary students (Nash, Schlösser, & Scarr, 2016; Weeden et al., 2016). The teachers have to give corporal punishments to manage these behaviors of students in the class (Batool, Ali, & Mehmood, 2017).

Teachers create challenges for themselves in classroom management, especially through harshness, anger, and insulting the students. In a study done in Turkey, it has been found that 9.5% of classroom management challenges have been because of the actions and behaviors of teachers in class (Merç & Subaşı, 2015). The lack of control of novice teachers upon their emotions, such as anger and insulting students, made them leave their job (Ismail & Abdullah, 2019). Their anger's creates reactionary behaviour in students, and then disciplining the class almost becomes impossible for them (Rogers, 2015; Simon & Johnson, 2015). A well-organized class could be ruined by the criticism of the teacher. The harsh nonverbal gestures of the teachers also stimulate the change in students' behaviors (Raba & Mahmoud, 2016; Steffy, 2000). It has been reported that their teachers used such harsh and humiliating language, which made students weep (Tekindal et al., 2017). The teachers need to keep in mind that releasing stress upon students make the situation worst for them (Dicke et al., 2014).

## Conclusion

Both quantitative and qualitative data indicated aggression, physical fights, bullying, stealing, and indifference of students in classrooms were the most difficult behaviors experienced by novice teachers. Both data revealed that female novice teachers had experienced more challenges in managing the behaviors of students than male teachers. Teachers' time was wasted, and the tempo of teaching and learning was ruined because of behavioral challenges in class. The majority of novice teachers gave moral lessons and kept students involved in learning, few did not give room to misbehave, and a teacher shuffled students seats at the start of class. The results of both phases of the study showed that novice teachers created the challenges of classroom management themselves through harsh, insulting, and angry behaviors. When the teacher expressed anger, some students were quiet for some time and some students completed tasks half-heartedly. Furthermore, the qualitative study explored that half of the teachers were unaware of the challenges they created themselves, and half considered that harsh and insulting behaviors made classroom management difficult for them.

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