Negative Emotions and Self-Created Challenges of Novice Public-School Teachers in Managing Classroom Behaviour

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Abstract

Teachers often struggle with their negative emotions and attempt to regulate these emotions while disciplining their disruptive students. This study was designed to develop an understanding of the perceptions and experiences of novice public-school teachers regarding the challenges they create for themselves because of their negative emotional-expressive behavior in the classroom. This study also explored the variety of self-regulation strategies that teachers use to manage their vocal and physiological expressions of negative emotions. This study used a basic qualitative research design. A purposive sampling technique was used to select 20 novice teachers from public-elementary schools in Lahore, all having less than three years of experience. The data were collected through semi-structured interviews of the participants. Thematic analysis of the interview data revealed that the teachers were aware of the fact that many classroom management challenges were created by their own negative emotional-expressive behaviors. The participants were also aware of the role of consistent anger and humiliating language of teachers in creating classroom management as challenges for teachers. Moreover, the participants believed that non-seriousness towards teaching and snubbing certain students create challenges for teachers themselves. Most of the participants agreed that they had been creating challenges for themselves in their classrooms because of their negative emotional-expressive behaviors. However, few believed that they created challenges for themselves because of the high tendency of anger in their classrooms. This study recommends in-service professional development of novice teachers concerning the management of emotions as well as the development of support mechanisms for novice teachers within schools for ensuring effective teaching-learning environments in classrooms.

Keywords: Emotions, novice teachers, elementary schools, self-created challenges, qualitative study

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Introduction

One of the most important aspects of teaching is how effectively a teacher manages the classroom. Classroom management can be defined as a teacher's skill "in the organization and presentation of lessons in such a way that all pupils are actively engaged in learning" (Laslett & Smith, 2002, p. 2). Effective classroom management entails the creation of an environment where not only academic learning but also social-emotional learning of students can take place (Garrett, 2014). One of the objectives of effective classroom management is to raise students' attention to their daily academic work by creating a classroom environment conducive for academic and socio-emotional learning (Keilow, Holm, Friis-Hansen, & Kristensen, 2019). Indeed, classroom management does not only provide teachers an order in the classroom for the teaching of reading, writing, and arithmetic but also teaches values (Lewis, 2008b) and establishes a community of learners who feel bonded and connected (Cummings, 2000). A teacher cannot successfully teach his/her students if he/she is unable to manage the class appropriately, which is also a major concern of both school principals and parents. Repeatedly failing to exercise effective classroom management can lead teachers to stress, depression, burn-out (Friedman, 2011).

For a novice teacher, the one who is just beginning to work in an actual classroom, often having just completed a teacher preparation program (Collins & O'Brien, 2011), classroom management is a complex task. Worldwide studies provide evidence that novice teachers face many challenges in classroom management regarding difficult behaviors from students, teachers self-created challenges because of their own attitudes and actions; and constant stress on the workplace because of an inability to manage the classroom (e.g., Burkman, 2012; Husain, Gulzar, & Aqeel, 2016; Raba, 2016; Struyven & Vanthournout, 2014). Many studies have shown that the novice teachers face many problems in classroom management: It becomes so difficult for them to handle their initial experience of teaching (Klassen & Durksen, 2014) that they decide to leave the profession (Friedman, 2011).

Novice teachers at the start of a job undergo emotional phases that affect their teaching. Therefore, they create certain challenges for themselves in managing the classroom. The novice teachers experience stress, frustration, anger, and rigid behaviors while teaching in classrooms. They find it challenging to deal with a variety of different behaviors of students (Maitla, Joiya, Yasin, Naveed, & Waqas, 2018). To create discipline in their classes, they create challenges of classroom management (Palumbo & Sanacore, 2007). They experience difficulty in dealing with instant actions and reactions of students (Darling-Hammond, 2001).The difficulty of managing the students' behavior makes teachers show anger, speak loudly and use humiliating/offending words, which further disturb the discipline of their classes—instead of creating discipline (Hong, 2010; Simon & Johnson, 2015). As a result, novice teachers find themselves unsuccessful in managing and controlling challenging students and in achieving targeted classroom goals (Rogers, 2015).

The novice teachers face significant problems, specifically in public schools in Pakistan, since in these schools, the working conditions are not appropriate. For instance, the absence of physical facilities, lack of administrative support, high students' strength, and immense behavior issues in classes characterize these schools. The teachers have a high workload and less time to plan for classes. At the same time, there is no support system available to them, such as team teaching or the principal's support that may help them in disciplining disruptive students and managing classrooms (Simon & Johnson, 2015). Every year many novice teachers enter schools, but very few of them retain their job. Novice teachers consider that they are often given difficult classes, tough tasks, and have to prove themselves every day and continuously in order to get recognition for themselves and their work. Thus, novice teachers feel anger and frustration in managing the classroom (Mbuva, 2017).

It is essential to examine the classroom management challenges of novice elementary public-school teachers because 67 percent of elementary students in Pakistan attend public-schools (ASER, 2018). Also, it is very crucial to improve the teaching experiences of novice elementary public-school teachers because they are the ones ensuring the quality of education for students (Iqbal, 2012). Therefore, this study explores classroom management related challenges novice teachers create for themselves while teaching.

Conceptual Framework

This study is informed by a conceptual framework developed by integrating elements of psychological theories about how emotions work (Lazarus, 1991) and how emotions are regulated by individuals with specific components of the aggressive classroom management theory (Lewis, 2008a, 2008b). The assumption is that the emotional milieu created by teachers in classes not only triggers motivation among students but also improves their cognitive and affective learning (Titsworth, Quinlan, & Mazer, 2010).

The multi-componential perspective of emotions (Lazarus, 1991) suggests that "emotions are complex processes that evolved to enhance adaptation to environmental challenges. The processes consist of multiple components, including appraisal, subjective experience, physiological change, emotional expression, and action tendencies" (Sutton, 2007, p. 260). A teacher's emotion process is initiated with the interpretation, judgment, or appraisal of some interaction in terms of its relevance for the teacher's goals. In the context of classroom management, external inputs such as crucial classroom challenges or opportunities may trigger teachers' emotions. Emotions not only disturb the mind but also influence its functioning objectivity and rationally (Paechter, 2006). In the classroom setting, teachers' emotions play a vital role in engaging students either in approach behaviors or avoidance ones. Positive emotions from teachers help students to retrieve newly learned information, whereas negative emotions shut down the students, and they exit from the learning situation (Nielson & Lorber, 2009).

The emotion process also involves physiological changes, emotional expression, and certain action tendencies. Teachers experience a distinct type of private mental state or subjective experience of emotion (affect) associated with a particular emotion along with physiological changes such as changes in facial expressions. Also, teachers experience action tendencies, which are non-observable private impulses that may or may not be acted out (Lazarus, 1991).

There exist individual differences in the expressivity of emotions among teachers since they may choose to regulate their manifest expressive behaviors. More specifically, when teachers' goals related to the promotion of student learning are disrupted, teachers experience negative emotions such as anger and frustration (Sutton, Mudrey-Camino, & Knight, 2009). However, rather than compelling teachers to act as biologically-based response tendencies do, emotions only suggest them to act (Gross & John, 1995). Literature classifies these appraisals as primary and secondary. During a primary appraisal, teachers assess whether the classroom situation is relevant and congruent or incongruent with his or her goals, whereas during the secondary appraisal, it is assessed whom to blame or how to cope with this situation (Sutton, 2007). Moreover, teachers also attempt to regulate their emotions in a way that some aspects of the emotion experience are modified. For instance, in order to down-regulate the intensity and duration of negative emotion experience, teachers may use various behavioral and cognitive strategies (Sutton, 2005, 2007; Sutton et al., 2009).

Leaving the ego at the classroom door helps a teacher manage his/her classes. In other words, a teacher's "capacity to suspend the flaring up of his or her own impulses, issues, and negative reactions" (Beaty-O'Ferrall, Green, & Hanna, 2019, para. 20) helps the teacher in managing his/her classes. The teachers who are not found to be offending, humiliating have a better chance of success in classroom management. They do not create emotional situations in classes (Honkasilta, Vehkakoski, & Vehmas, 2016; Tekindal et al., 2017). They usually ignore the conversations or comments which may disturb the class and successful learning (Beaty-O'Ferrall, Green, & Hanna, 2010) and try to develop a good relationship with students, which helps to develop them emotionally and cognitively (Sherwood, 2008).Thus, teachers' emotions are associated with the learning of students in the classroom (Lahtinen, 2008). Students tend to report negative challenges in the classroom in response to negative emotions of teachers. Positive emotions in the classroom have a significant impact on academic and social behaviours of students, particularly academic achievement and classroom management.

The use of aggressive strategies for classroom management when "teachers verbally abuse children, humiliate them by the use of sarcasm, frequently and repeatedly exit them from class, or impose arbitrary and harsh punishments" (Lewis, 2008b, p. 27) has been shown to be ineffective as well as causing short-term and long-term negative

consequences for students (Riley, Lewis, & Wang, 2012). However, teachers often use these strategies when they perceive that disruptive behavior is because of students' natures or upbringing, or when they believe that they have inadequate emotional and professional resources to deal with classroom issues or when they feel emotional withdrawal as a result of the perceived unfairness of the student behavior induced by the feelings of hurt and rejection (Lewis, 2008b). Emotional instability triggers aggression, violence, and impulsivity (Goleman, 1996). Whatever the reasons for teachers' aggressive classroom management strategies, "punishment fosters aggression, both as a consequence of the punished student's anger and resentment and the model of aggression it often provides" (Landrum & Kauffman, 2011, p. 64). These strategies are particularly unacceptable in the context of Pakistani schools, where it is mandatory for teachers to observe the law against corporal punishment (PGOP, 2014). Moreover, there is growing social disapproval of teachers using aggressive strategies for classroom management.

Methodology

A basic qualitative study methodology (Merriam & Tisdell, 2016) was employed to explore the self-created challenges of novice elementary public-school teachers. More specifically, this study is guided by the following research questions:

1. What are the novice teachers' perceptions about the challenges they create for themselves because of negative emotions?
2. What are the self-regulation strategies used by teachers to control expressions of negative emotions?

This methodology was believed as the most suitable one because the researchers were interested in understanding how novice teachers interpret their classroom management experiences and what meanings they attribute to their classroom experiences. A constructivist perspective underpinned this study since the assumption was that "individuals construct reality in interaction with their social worlds" (Merriam & Tisdell, 2016, p. 24). This means that the study was ontologically relativist which assumes that "entities are matters of definition and convention; they exist only in the minds of the persons contemplating them" (Lincoln & Guba, 2013, p. 39) and epistemologically subjectivist—which assumes "the relationship between the knower and the knowable (to-be-known) is highly person- and context-specific" (Lincoln & Guba, 2013, p. 40). In order to delve deep into the minds to understand the meaning-making of the novice teachers, the semi-structured interview method was used. This method is compatible with constructivism and is also essential to uncover the "constructions/meanings" held by the participants regarding their experiences (Jameel & Muhammad, 2019; Muhammad, 2015) related to their negative emotional-expressive behavior for classroom management.

The data were collected from 20 novice elementary public-school teachers using a self-created semi-structured interview guide. The first author developed the interview guide related to self-created challenges in classroom management in consultation with other authors of this paper. The interview guide had questions about the teacher's perception of self-created challenges because of their negative emotional-expressive behavior in the classroom and how they regulate the expression of emotions in classrooms.

A purposive sampling technique (Patton, 2015) was used to select the research sites and individuals that could purposefully help in understanding elementary public-school teachers' self-created challenges in classroom management. Elementary public-schools of Lahore (Pakistan) were the research sites for this study. Each of purposefully selected 20 novice elementary public-school teachers had less than three years of teaching experience. Instead of predetermined numbers of necessary participants for the study, focus on the fluid and emerging research design process determined the sample size (Beitin, 2012).

The first researcher personally visited the schools and took permission from principals to conduct interviews with the novice teachers in their schools. After obtaining the informed consent of the novice teachers, the first author conducted interviews with 20 novice teachers about their self-created challenges. All the participants were briefed before the start of the interview regarding the context of the interview by briefly explaining the purpose of the interview and asking if the participants had any questions. During the interview, attentive listening was ensured in order to establish good contact with the participant (Kvale, 1996). All interviews were followed up by a debriefing where some of the main points learned from the interview were mentioned, and participants were asked to comment on this feedback.

Thematic analysis technique was used in order to identify, analyze, and report patterns (themes) within interview data (Braun & Clarke, 2006). This technique for the analysis of qualitative data was chosen because of its effectiveness in minimally organizing and describing data set in rich detail and because of its usefulness in interpreting various aspects of the research phenomenon (Braun & Clarke, 2006). The first researcher listened to interview recordings and transcribed the interviews, transforming them into more formal, written style transcripts ignoring the frequent repetitions by the participants while expressive their views (Kvale, 1996).These transcripts were reviewed against the audio-recording for accuracy (Mills & Gay, 2016) by the other authors. All the transcripts were read thoroughly and interesting, important, and relevant passages of data were identified by circling, underlining, or highlighting for use as evidence in the reporting of findings (Saldaña, 2013).Having generated an initial list of ideas about what is in the data and what is interesting about them and having jotted down notes and comments in the margins, the researchers systematically applied codes to

the entire data set. During this process, each data item was given full and equal attention, thus resulting in the identification of "interesting aspects in the data items that may form the basis of repeated patterns (themes) across the data set" (Braun & Clarke, 2006, p. 89). Having coded and collated all interview data, the researchers then sorted the different codes into potential themes along with collating "all the relevant coded data extracts within the identified themes"(Braun & Clarke, 2006, p. 89). At the final stage, all the themes were reviewed and amended in order to ensure internal homogeneity and external heterogeneity of each theme (Creswell, 2014; Mills & Gay, 2016). Thus, the outcome of this analysis was the production of a few themes, which clearly describe the experiences of novice teachers regarding self-created challenges during classroom management.

Findings

Most of the participants consider the teachers' display of negative emotions such as shouting with anger, insulting, showing harshness, and giving physical punishment to students create challenges for them in classroom management. They believe that when a teacher shows anger, insults, or physically punishes students, the environment of the class does not remain conducive for learning. They also agree that the students consider that the behavior of teachers is unjust, and the learning environment is disturbed, and the students do not want to study from that teacher. They arealso aware that if a teacher insults student, this behavior discourages the students' questioning, thus impacting learning. They agree that a teacher who uses foul language with students destroys the self-respect of students, and the students get frustrated by these behaviors of the teacher. One of the participants reports:

> Too much anger and physical punishment, hitting and slapping the students, doing undue insult, and giving a harsh look to students are not good for effective classroom management. Students think that the teacher is aggressive. The environment of the class is disturbed. Students consider that this does not make any difference whether they perform well or worst, the teacher will keep on insulting them like this. (Teacher 2)

Most participants think that the majority of classroom management problems are because of the activities and behaviors of teachers. Besides, they believe that the moods and behaviors of teachers set the learning environment in the class. However, they also believe that the majority of teachers disturb this learning environment by themselves. As one participant states:

> Yes, some of the classroom management problems are because of the activities and behaviors of teachers. Sometimes teachers show a lot of strictness which causes problems (Teacher 10).

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

Most participants have the perception that teachers sometimes create problems of classroom management for themselves while teaching. They believe that sometimes teachers' strictness cause challenges of classroom management, and as a result, the students get frustrated with the teacher's strict behavior, and they do not concentrate on learning. The atmosphere of the class is disturbed.

Most of the participants identified various teachers' behaviors, which make the classroom management problematic for them. For instance, the participants report that teachers' lack of interest coming unprepared for teaching, taking revenge on students, using mobile phones, and talking with colleagues while standing at the doors of the class create problems of classroom management. In addition, they describe that teachers who do not have an interest in teaching and do not come prepared in class, and when students ask questions, they release all their frustration on students. Moreover, they express that at times teachers' personal life problems make them bitter, and they show anger to students. They look tired and uninterested in teaching. Some teachers use mobile phones while teaching; this causes a lack of concentration while teaching. Teachers, at times, discuss job-related issues while standing in the door of the classroom. In this way, they do not teach with full attention to students. Thus because of their lack of attention and interest in teaching, their communicational skills are ineffective for teaching. As one of the participants states:

> When teachers show anger when they are irritated when they are tired when they lack the knowledge and have not prepared the lecture when they breach the limits and show extreme behavior…students behave oddly or react unexpectedly. This makes classroom management problems. (Teacher 6)

Few participants believe that teachers do not create challenges of classroom management for themselves while teaching. However, the participants state that they personally do not exhibit these behavioral issues. They state that teachers try to control their anger for the betterment of students. They state that they do strictly deal with disruptive students, but the sole purpose of that strictness is to develop a disciplined environment for learning. They have a belief that a good teacher never acts in a way that impairs the learning process. They have not observed such challenges that are created by

teachers during their classroom management in school. As one of the participants reports, "I don't think actions and behaviors of teachers cause classroom management problems. I have not seen this. Some teachers show themselves to be very strict but to keep students' discipline" (Teacher 13).

Some of the participants perceive that they create the challenges of classroom management because of their tendency to express anger very early. They state that because of the pressure of administrative work, the stress in personal and professional life, they sometimes display undue anger that students do not deserve. They believe that this usually happened when they came unprepared in the class for the lessons they were going to teach; they vented their frustration and anger upon students when students tried to disrupt the classroom. Moreover, students' repeated questioning also makes them show anger, and their anger disturbs the learning atmosphere of the classroom, sometimes the students get offended by the teachers' anger. They also report that the demonstration of anger, particularly the harsh behavior of the teacher, increases the uneasiness in students towards learning. As one of the participants reports, "sometimes, it happens to me that I had some tensions at home, but I released on the students. Often, it happens, I had not studied the chapter which I was to teach in the class. With anger and frustration, we cannot teach effectively and cannot manage a class effectively" (Teacher 9).

Very few teachers state that they create a lot of challenges of classroom management because of overwork assigned by them. They state that when they enter the class, and they start teaching, they have a high pace of teaching; they make students do much tiresome work, the students start showing disruptive behavior when they feel tired. They believe that overwork creates challenges in classroom management. The students get annoyed by the teachers who teach a lot in the classroom. As one of the participants reports, "The students get irritated by my overwork, which I make them do. I, at times, make students work a lot without a break" (Teacher 16).

One of the participants reports that she creates challenges in classroom management because of high administrative work. She states that she has been the principal of her school for some months. During this time, it was very difficult for her to teach. She had to perform administrative duties alongside teaching. The tempo of teaching used to get disturbed because of consistent administrative interventions. As the participant reports, "Since I was an acting head and I was receiving instruction from governmental administration because of which my classroom teaching was disturbed at times. That made me angry" (Teacher 18).

A participant tells that she has challenges in classroom management because of her extra polite behaviors. She states that her nature is very polite and cannot effectively manage students. She further states that she tries to demonstrate strict behavior; however, her nature does not allow her to practice it consistently. She believes that the strict behavior of a teacher is very significant in reducing challenges in classroom management. As the participant says, "I am very much polite, and students take me easy. That is why management of the classroom becomes difficult" (Teacher 19).

One of the participants reports that she often experiences a feeling of detachment with students in the class. According to her, this may be the reason for the increased challenges in the classroom. She expresses that having a strong relationship with students reduces the challenges of classroom management, whereas the lack of attachment with students causes a lack of obedience from students towards teachers. She communicates that she experiences challenges because of a lack of association with students. She considers this feeling makes teaching difficult for her.

Very few participants argue that teachers do not cause harm to students by expressing negative emotions in managing classrooms. They believe that when a teacher insults or snubs a child, the whole purpose of this is to improve behavior in the student. Besides, they think that when a teacher insults student or misbehaves with students, the reason is that the students do not respond to a gentler style. The students themselves develop such an environment in class that the teacher has to show anger to control the behaviors of students in the classroom. One of the participants reports, "I think that teachers do not cause any challenges because of their own behaviors. A teacher misbehaves or treat a student with anger only because that student does not listen to the teacher" (Teacher 13).

Self-regulation of the teacher' emotion. Some of the participants report that they speak loudly with students; however, they try to control their language. They argue that it is natural when the students irritate the teacher and disturb the class while teaching, the teacher experiences anger. However, they believe that it is very important to use good language while showing anger. Therefore, they try to hide their anger but, the tone is changed just to make students realize that they are disturbing the class. The high tone is a signal that the teacher will not tolerate indiscipline in class. As one of the participants states," I speak loudly but with control on language, because if a teacher uses bad language, then this will have a negative impact on students' personality and language" (Teacher 18).

Some of the participants state that they speak loudly with students and give them any minor punishment, like making them stand for some time. They report that when students disturb them, they first speak loudly in order to discipline them or make them behave. When students do not listen and do not behave after the demonstration of anger, they make students stand for some time. When students realize their mistakes and ask for forgiveness, then they allow them to sit. When students observe that the teacher is angry and punishment is given to one of them, then the rest of the class sits quietly. They know now when they talk or misbehave, they will also be given punishment. As one of the participants states,

> I experience a lot of anger. I ask the students not to disturb the class during teaching. But when they constantly keep on doing so, then I make them stand for some time. As you know, we cannot slap the students, then the only punishment I can give is to make them stand. (Teacher 10)

Some of the participants report that they do not show anger in class towards their students. They only try to give a moral lecture to students in order to make them understand that they have been doing wrong. While giving moral lectures, they use examples from the Quran and Hadith and use moral stories. They think that they should not show anger and insult the students. The maximum they should do is to repeat the wrong action of the student in front of the child, the child him/herself will feel ashamed. In this way, their personality will not be ruined through bad words. They believe that students' understanding can be developed by asking about the misbehavior, that what they think about that particular action. In this way, the self-realization of students could be developed. They think that the duty of a teacher is to teach them while practicing patience in their conduct. As one of the participants reports:

> I have learned from a senior teacher that whenever you are angry, do consider the students as your own children. When you show anger while considering the students as your own children, your behavior will never be improper, and whatever you do, will be for the good of students. I try to practice this. I tell them with examples that this is not considered good. Sometimes, I ask the students, 'all of you tell me, is this act of yours right in the class?' Then, they themselves say, 'no sir, we are wrong.' (Teacher 8)

Few of the participants report that they insult students, slap, or inform their parents. They state that they insult the students when they are very angry with students. A participant states, "Sometimes, the students frustrate me so much that I slap the student in anger. I have observed that when I slap one student, the rest of them sit quietly" (Teacher 9). They state that sometimes they also insult the misbehaving students. Moreover, they make complaints to parents of students who disturb the class. They have a belief that their

parents will make them understand, or they might also insult them to pull their attention towards studies instead of creating a fuss in the classroom. As one of the participants reports, "Yes, I insult the students. But, generally, I tell their class teachers that inform the parents of the disruptive child that he/she is doing this thing wrong in the classroom. And this works" (Teacher 3).

Very few of the participants report that yelling angrily in the classroom and hitting the table hard helps them scare disruptive students. They report that repeatedly speaking loudly helps them discipline the students while teaching in class. When their patience is tested, they hit the table hard to demonstrate the intensity of their anger, and the students then sit quietly. They consider this an effective way to manage the students through a demonstration of anger. As one of the participants reports,

> I give a healthy lecture to students in anger. But when the students get out of control and are not listening to me, I hit the table hard with my foot to tell the students about my anger. Then there is pin-drop silence in class. (Teacher 6).

One participant reports that instead of showing anger through raised pitch and insulting students through words, she only stares at the students quietly. When the students observe that their teacher is quiet and staring at them, they gradually realize, and one by one, they stop doing their disruptive actions in the classroom. She thinks that this is the best way to demonstrate her anger. She believes that in this way, the self-esteem of students is not ruined, and they realize that their behavior is disturbing their teacher and disrupting teaching in the class. The students realize this because they know when the teacher is quiet and staring, then they must have done something wrong. Very rarely, the teacher has to speak with the student in order to show anger. As one of the participants said, "I stare at students with anger quietly. Very rarely, I have to speak with students in anger" (Teacher 20).

One of the participants reports that he has never shown anger in class and always tries to handle students with politeness. He tries to make them reflect on their misbehavior. He thinks that students should be handled with care and love, and a teacher should not insult them for any kind of misbehavior. He believes that politely letting them know what wrong they have done would rather help more. As he reports, "I have never shown anger. I politely talk with the child. If he does not listen to me, I talk to his parents, and even then, the child does not stop this, then I ask the students to repeat the action in front of the class. The child feels ashamed" (Teacher 4).

Discussion

The findings reveal that in most cases, teachers themselves create challenges of classroom management. Teachers' actions in the classroom determine their challenges in the classroom as it has been signified that anger, insults, and a habit of humiliating or shaming causes a challenge for the new teacher (Laslett & Smith, 2002). Novice teachers get frustrated with minor challenges of the classroom such as students' lack of responsiveness and unpreparedness towards learning (Wolff, Jarodzka, den Bogert, & Boshuizen, 2016).Disturbing behaviors of students and lack of facilities convert into expressions of anger (Wolff, Bogert, Jarodzka, & Boshuizen, 2015). Nonverbal harsh gestures offend students like continually staring at some students(Sun, 2015). Challenging situations cause emotional outbursts, especially in novice teachers (Dicke et al., 2014).

The literature suggests that misbehaviors and actions of teachers develop emotional outbursts in students and students do not take an interest in the class of those teachers who are very harsh or strict. Errington assert that "the teacher who manages behavior by using sarcasm, harsh words, threats or emotional blackmail may be perceived by some as an effective disciplinarian" (p. 142). However, they emphasize that "this approach can be damaging to children's emotional health, and it is highly unlikely to foster effective learning" (p. 142). Allen's empirical study (2010) found that harsh and offending classroom management strategies have been ineffective. Additionally, these practices develop emotional outbursts in students: The students who experience teachers' anger and insult have been found to be involved in bullying and aggressive behaviors in the classroom. The reaction of students to teaching behaviors makes it difficult for a teacher to manage the classroom (Tekindal et al., 2017). Moreover, a teacher's aggressive behavior towards one student may create "the ripple effect of hostility" (Lewis, 2011, p. 21), thus impacting 'non-target' students as well.

Conclusion

The majority of teachers consider teachers themselves create challenges of classroom management. Few teachers consider that teachers never create challenges for classroom management. It has been found that the majority of teachers creates challenges of classroom management through anger, harsh and humiliating language for themselves in classroom management. Almost half of the participants are unaware of the challenges they themselves create in classroom management; some of them surmised that their anger creates challenges. In addition, few participants reported that the habit of giving overwork to students, and very few told polite nature, feeling of disassociation with students and administrative work causes challenges in classroom management for them.

The main reason for teachers' stress in many cases is the inability to manage the classroom and self-created challenges (Struyven & Vanthournout, 2014). Although a majority of public-school teachers in Pakistan have successfully completed teacher education degree, the teachers should be given the opportunity for continuous professional development related to classroom management and the regulation of emotions because this helps in developing teachers 'effective classroom management skills(Kwaku, Mensah, & Jonathan, 2016).

Teachers are the most valuable source of education in a school. They are the ones who effectively produce the process of learning, but teachers need support in order to give quality education, especially when they are new to the profession and the actual experiencing the classroom is a very different experience from the field theories they studied in their teacher education programs (Burns & Darling-Hammond, 2014).

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