CHALLENGES AND NEEDS OF NOVICE PUBLIC SCHOOL TEACHERS RELATED TO CLASSROOM MANAGEMENT AT ELEMENTARY LEVEL IN LAHORE

AYESHA SALEEM
ID 15020095009

SUPERVISOR
DR. YAAR MUHAMMAD

CO-SUPERVISOR
DR. SAJID MASOOD

Department of Education
School of Social Sciences and Humanities
UNIVERSITY OF MANAGEMENT AND TECHNOLOGY
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Challenges and Needs of Novice Public School Teachers Related to Classroom Management at Elementary Level in Lahore

By

AYESHA SALEEM
15020095009

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Abstract

Novice elementary school teachers may have professional teacher education degrees, but they often experience many difficulties in the actual classroom settings, especially while managing classrooms in the early years of their teaching. International literature and research emphasize the fact that many novice teachers leave the job when they find themselves unable to manage the class effectively. This study aimed to explore the challenges and needs of novice elementary public-school teachers in Lahore, related to classroom management in their initial three years. The challenges focused in this study were physical facilities related challenges, administration-related challenges, students-behaviour-related challenges, and teachers’ self-created challenges in classroom management.

This study used the explanatory mixed methods research design. In the first phase, quantitative data were collected through a self-created questionnaire from a random sample of 500 novice elementary public-school teachers regarding challenges and needs in classroom management. In the second phase, semi-structured interviews were conducted with 20 novice teachers who were experiencing extreme case challenges. This included a selection of ten participants who faced high level challenges, and ten participants who faced low level challenges in classroom management through purposive sampling technique. This was done to seek depth of experiences of novice teachers related to challenges and needs in classroom management in their initial three years. A qualitative content analysis technique was used for the analysis of interviews.

The findings from quantitative and qualitative data suggest that teachers had to put much effort in managing the class. It was found that the absence of electricity and shortage of furniture in the classroom made classroom management difficult. In
addition, teachers experienced challenges in teaching over-crowded classes, high workload, and non-teaching duties. The findings also revealed that behavioural challenges were most difficult to handle for novice teachers. Managing the behaviours of students such as talking, telling lies, using foul language, bullying, stealing, and physically fighting with other students were most challenging to manage in the class. The data illustrated that teachers themselves created the challenges of classroom management through harsh conduct and expression of frustration, and anger. The needs of novice teachers included feedback from the principal, support, and sharing relationship with the senior teachers and formal mentoring to adjust in school.

On the basis of the findings, it is suggested that the experience of novice teachers can be improved if they are provided various physical facilities, given classes with less number of student to teacher ratio and reduced workload. The novice teachers should be provided formal mentoring to help them learn classroom management.

**Key Words**

Challenges, classroom management, elementary schools, novice teachers
Author’s Declaration

I Ayesha Saleem hereby state that my PhD thesis titled "Challenges and Needs of Novice Public School Teachers Related to Classroom Management at Elementary Level in Lahore" is my own work and has not been submitted previously by me for taking any degree from this university

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No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the Department of Education in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Field of Education, Department of Education, University of Management and Technology, Lahore.

Student Name: Ayesha Saleem
Examination Committee:

a) External Examiner 1:
   Dr. Azhar Mahmood
   Associate Professor,
   Department of Education,
   International Islamic University, Islamabad.

b) External Examiner 2:
   Dr. Muhammad Sarwar
   Professor,
   Department of Education,
   University of Sargodha, Sargodha.

c) Internal Examiner:
   Dr. Irfan Bashir
   Assistant Professor, Department of Education,
   School of Social Sciences and Humanities,
   UMT, Lahore.

Supervisor Name: Dr. Yaar Muhammad
Name of Dean: Dr. Mumtaz Akhtar
Dedication

Loving one’s parents is a natural phenomenon. However, my father is my role model, and I want to dedicate this research dissertation to him for his untiring efforts. He spent all his life educating his three visually impaired children. He always made us feel that we are his strength and source of pride in the world.
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Chapter 1

Introduction

Experiencing a real classroom dynamics for novice teachers is often a very different experience from the knowledge and skills provided to the prospective teachers in the teacher education programs (S. Ahmad & Batool, 2020; Burns & Darling-Hammond, 2014b). Often, novice teachers consider their initial years as a sink and swim time from ideals of teaching to real classrooms dynamics, that is, the school environment, social interaction with colleagues and the unknown endeavours of classroom management (I. Ahmad et al., 2012; Farrell, 2008) and thus they consider it as a real shock (Awan, 2015; Miles & Knipe, 2018). However, they also believe that eventually, they have to evolve from the reality shock to responsible teachers who can effectively manage the classrooms (Gan, 2013; Wolff, Jarodzka, & Boshuizen, 2020). They also fear that they are given difficult classes (Ahmed, Faizi, & Akbar, 2020; Struyven & Vanthournout, 2014). Those classes are generally low achieving and have pupils with difficult behaviours (Akdağ & Haser, 2016; Cook et al., 2017; Kalogrides, Loeb, & Béteille, 2013).

Classroom management is a vital survival skill of effective teachers through which they create the learning environment in their classes (Hue & Li, 2008). It is usually referred to all those activities that teachers carry out in their classes to promote the learning of the students (Cangelosi, 2013). Classroom management is defined as “A teacher’s methods for establishing and maintaining an environment in which teaching and learning can occur, including techniques for preventing and handling student misbehaviour” (Collins & O’Brien, 2011, p. 75). Classroom management ensures that the “Organization and presentation of lessons is in such a way that all pupils are actively engaged in learning” (Laslett & Smith, 2002, p. 2) that
provides not only order for the teaching of reading, writing, and values (Lewis, 2008), but also establishes a community of learners who feel bonded and connected (Cummings, 2000).

Various studies have identified classroom management as one of the significant challenges faced by novice teachers, especially in their early years of teaching. These studies provide evidence that the challenges of classroom management are linked with physical facilities in the classroom, unavailability of administrative support, managing behaviourally difficult pupils, and teachers own attitudes (Burkman, 2012; Husain, Gulzar, & Aqeel, 2016; Miles & Knipe, 2018; Raba & Mahmoud, 2016; Struyven & Vanthournout, 2014; Tarosa, 2020). These challenges compromise the learning of the students and cause stress among novice teachers (Ayub, Hussain, & Ghulamullah, 2018; Mudzingwa & Magudu, 2013; Voss, Wagner, Klusmann, Trautwein, & Kunter, 2017).

Research studies conducted on classroom management in the context of Pakistan have identified almost similar challenges for novice teachers such as overcrowded classes (M. Iqbal, 2012), inappropriate physical working conditions (M.Arshad, Haq, & Khan, 2020; Saeed & Wain, 2011), the behaviour of students (Batool, Ali, & Mehmood, 2017; Butt & Khalid, 2015; Maitla, Joiya, Yasin, Naveed, & Waqas, 2018), lack of cooperation from parents and colleagues on behavioural issues and a well-developed classroom management policy (A. Ali, Sulaiman, & Javed, 2018; Ayub et al., 2018; T. Karakose, Yirci, & Kocabas, 2014). The teachers are given high workload by authorities, and they consider it as one of the most important reasons for having less time available to plan for classes (M. Iqbal, 2012; M. Z. Iqbal, 2019).
Furthermore, additional non-teaching assignments, particularly administrative duties, and their disposition developed during teacher education programs also create challenges for managing their classes effectively (Sohail et al., 2016b). At the same time, there is no support system available to the novice teachers like feedback from the principals, team teaching or teacher consultation to help them in lesson planning and classroom management (Kozikoğlu, 2018; Simon & Johnson, 2015). It is essential to address these challenges since the majority of students in Pakistan are enrolled in public schools (ASER, 2016b). If we want to improve the quality of teaching and learning, it is essential to improve the teaching experience of novice public school teachers in Pakistan (Ashley et al., 2014; Aslam, Malik, Rawal, Rose, & Vignoles, 2019).

Difficulty in classroom management experienced by novice teachers is usually attributed to the lack of knowledge and sufficient training during teacher education programs. Struyven and Vanthournout (2014) are of the view that the reason for the teachers’ fear and stress in many cases is the missing link between developing skills of classroom management taught during the teacher education program and experiences in the actual classroom (Tarosa, 2020). The training received in the teacher education programs through practicum is not enough to develop self-efficacy of novice teachers to experience real classroom situation, since the teaching practicum is under the controlled environment and constant supervision of university supervisor or cooperating teachers (Davis, 2017). Therefore, Kwaku, Mensah, and Jonathan (2016) assert that the teachers who have a teacher education degree or academic degree should be given an opportunity to conduct continuous professional development courses to manage the challenging behaviours of students, and this will help them in better management of their classes.
In Pakistan, many elementary public-school teachers have a teacher education degree; however, they face many challenges in classroom management. This is often underscored that there is a gap in theoretical knowledge and practical experience in schools (Arif, Liaqat, & Afzal, 2019). The success of a novice teacher depends on knowledge, competencies, and attitude developed during the teacher education program. However, these programs in Pakistan have emphasized mostly on knowledge and less on developing skills and dispositions (Ashraf & Ismat, 2016). Therefore, many novice teachers experience difficulties in their classes where skills and dispositions are required (S. Ahmad & Batool, 2020; Awan, 2015). It is highlighted that the novice teacher is not prepared for the transition from one role of studying the theory to the other role of practising the theory. In addition, the school culture does not allow to apply pedagogy in the classrooms (N. Ali, Sharma, & Zaman, 2017; Farrell, 2012; Sadiq, Ramzan, & Akhtar, 2017).

It is, therefore essential to explore and understand the challenges and needs of novice teachers related to classroom management to improve their experience.

Moreover, teachers are the most valuable source of education in a school. They are the ones whose role in the quality of teaching and the learning process cannot be overlooked; therefore, they not only need high-quality pre-service training, but also support throughout their career in the teaching profession.

The Rationale of the Study

The challenges and needs of novice elementary public-school teachers is an unexplored research area in Pakistan. No significant study has been done on the major challenges which novice teachers have experienced during their early days. There is no comprehensive study conducted catering to the challenges related to physical facilities in the schools, administration related challenges, students’ behavioural
challenges which make management difficult, and teachers self-created challenges, which make managing classrooms difficult. Few studies have been conducted which separately explored one kind of challenges or explored general challenges that teachers experienced during classroom management. The earlier studies indicate the class sizes were small in case of physical challenges (Mujahid & Noman, 2015).

Studies were done on administrative challenges that highlighted that high workload was challenging (Ayub et al., 2018), and teachers felt exhausted (Sohail et al., 2016b) when the classes were over-crowded (Ayub et al., 2018; P. Khan & Iqbal, 2012).

Studies revealed that students behavioural challenges were 35% in each school in Pakistan (Maitla et al., 2018). Teachers experience difficulty in managing them and telling the parents about the challenging behaviour of their children (Butt & Khalid, 2015). Research was not done on self-created challenges of classroom management, which teachers create for themselves. Only one study indicates that teachers in elementary and secondary schools use corporal punishment to manage the disturbing behaviour of male students (Akhtar, Ali, & Watto, 2017).

Novice teachers need the support of experienced teachers, especially regarding managing classroom challenges experienced and regarding the rules and procedures in the school. However, no study has been done in Pakistan to explore the needs of novice teachers who need the support of the principal, senior teachers to manage their class effectively. A study done in KPK, Pakistan, showed that there was no formal mentoring available for novice teachers during their initial induction (N. Khan, Muhammad, Shah, & Farid, 2016). Thus it was very important to explore the needs of novice teachers and whether those needs were fulfilled in elementary public-schools of Lahore.
Problem Statement

The quality of education is a milestone for the development of any nation. If we want to improve our quality of education, then it is very necessary to improve the experiences of novice teachers of public elementary schools in the initial days of their job. The teaching practice is very short and the teacher education institutions proceed it seriously (S. Ahmad & Batool, 2020; Gujjar, Naoreen, Saifi, & Bajwa, 2010). The novice teachers do not have any actual classroom experience and the initial time becomes tough for them (Struyven & Vanhournout, 2014; Zhong & Craig, 2020). Statistics show that 67% of students in Punjab attend public schools (ASER, 2016b); therefore, it is important that the teaching cadre should be trained by trained trainers. It is therefore, imperative to address the challenges and needs of novice teachers related to classroom management to improve the process of teaching-learning. This study investigated the challenges and needs in classroom management faced by novice elementary public school teachers in the initial three years of their job.

Research Objectives

The objectives of this study were as under:

1. To identify challenges of novice elementary public-school teachers related to classroom management;

2. To investigate the needs of novice public-schools teachers related to classroom management.

Research Questions

Research had addressed the following research questions:

1. What are the physical facilities-related challenges faced by novice teachers during classroom management?
2. What are the administration-related challenges faced by novice teachers during classroom management?

3. What are the students’ behaviour-related challenges faced by novice teachers during classroom management?

4. What are the self-created challenges faced by novice teachers during classroom management?

5. What are the expected needs of novice teachers to be fulfilled during their classroom management?

The elementary school education in Pakistan comprises of early years of students schooling from class one to eight class (Schools, 2018). The phase from class one to five is generally referred to primary level (Schools, 2018) and six to eight are called middle level and both of these phases are constituted as elementary classes (Schools, 2018). There are 3549 elementary schools in Punjab, Pakistan according to 2018 census and a total of 4740 teachers are teaching in those schools (Schools, 2018). There are 230 elementary schools in Lahore: 87 school for male and 143 schools for female and 3073 teachers are teaching in those schools (Schools, 2018).

All the elementary schools have main physical facilities like school, classrooms, water and sanitation and furniture (M Arshad et al., 2020). However, the facilities are not maintained appropriately, such as maintenance of the building and furniture (M Arshad et al., 2020; Jabbar, Hashmi, & Ashraf, 2019; Khalid, Javed, Nasir, & Afreen, 2016a). The majority of schools do not have facilities like playgrounds, computer labs, and sports facilities (M Arshad et al., 2020) and elementary classes are overcrowded (P. Khan & Iqbal, 2012; Mahmood & Gondal, 2017).

Teaching in twenty-first-century schools is difficult; therefore, teachers should be taught the relevant, updated and modern skills to manage their classes in a better
manner (Guerriero, 2017b). The twenty-first-century teachers need to understand the fact that classroom management is different. Now the teachers need to inculcate positive behaviours among students by respecting their dignity. Instead of yelling, humiliating and hitting the students, teachers need to behave more politely and humbly to handle classrooms and avoid mismanagement during the learning process (Bluestein, 2014).

The challenges in classroom management can be divided into different categories keeping in view various research studies. There are challenges created by lack of physical facilities like proper classroom, sitting arrangement, comfortable environment for studies and furniture, etc. The administration related challenges include lack of teaching aids due to lack of funds available to the teachers, overcrowded classrooms, and other administrative related tasks. (Bluestein, 2014).

There are challenges related to the behaviour of students as well as for teachers (Laslett & Smith, 2002; Tekindal et al., 2017; Tomlinson & Imbeau, 2010).

Lack of physical facilities like classroom furniture, school boundary walls, water and sanitation, and other utilities make it difficult for a teacher to teach (Khalid, Javed, Nasir, & Afreen, 2016b; Saeed & Wain, 2011). About 29% of schools in Punjab do not have enough classes (ASER, 2016a), and thus multi-grade teaching is in progress. Moreover, 6% of schools do not have boundary walls, and 30% of schools are without playgrounds for students. Also, 5% of schools do not have clean drinking water and sanitation (ASER, 2016a; Schools, 2018). Muhammad and Iqbal (2015) identified that lack of physical facilities makes classroom management more challenging as perceived by school principals and teachers. In a study, dropout-students pointed out that they left their studies due to lack of physical facilities, like furniture, water, and sanitation (Farooq, 2013). The classes were overcrowded, and
teachers were unable to manage and teach their classes effectively (Khalid et al., 2016b; P. Khan & Iqbal, 2012).

Administration related challenges that teachers face are lack of teaching aids, overcrowded classes, high workload, and other administrative duties inside and outside the classrooms. The overcrowded classes in schools create a very challenging situation, particularly for novice teachers to teach and manage effectively in Pakistan (P. Khan & Iqbal, 2012). Student teacher ratio is 40-1 in primary and elementary schools in Pakistan (P. Khan & Iqbal, 2012; Maitla et al., 2018). The high workload is also a challenge that increases stress and hinders effective management of the class (Sohail et al., 2016b). Novice teachers leave the job due to lack of administrative support and time management (Grant, 2017).

One of the major challenges of classroom management for novice teachers is related to the behavioural management of students in the classrooms. The teacher’s time is mostly spent in managing the behaviour of difficult pupils (Al-Zu'bi, 2013; Shamama-tus-Sabah, Gilani, Kamal, & Batool, 2012; Simon & Johnson, 2015). Dreikurs, Grunwald, and Pepper (2013) defined four goals of misbehaviours (a) attention-seeking behaviour; (b) power-seeking behaviour; (c) revenge-seeking behaviour; and (d) behaviour showing inadequacy to learn and work. These categories of behaviour have been described as disruptive. Disruptive pupils are increasing in number in the classes (Sullivan, Johnson, Owens, & Conway, 2014). Attention seekers show a variety of behaviour such as being naughty, producing noise, showing to be victimized, over-reacting, ever complaining, constantly talking, seeking sympathy, asking irrelevant questions and seeking credit for everything in the class (Dreikurs et al., 2013; Merç & Subaşı, 2015). The power-seeking pupils are those who want to show their power in the class through such behaviours; assertiveness,
aggressiveness, arguing, challenging, stubborn, disobeying, authority, rule breakers, and over smart (Dreikurs et al., 2013; Gilliam, 2005; Jennings, 2015). Revenge seeking behaviour is shown by pupils who may have received rejection from family or friends. They want to take revenge from others, and they usually show aggression, or are blunt, harsh, threatening, insulting, overreacting, and indulge in bullying (Dreikurs et al., 2013; Garandeau, Lee, & Salmivalli, 2014b). Students bullying is associated with higher status in class (Garandeau et al., 2014b). The fourth type of behaviour students exhibit in class is related to the pupil’s inadequacy. They show an unwillingness to learn, uninterested in-class participation, poor performance, forgetfulness, lack of confidence, and low self-concept (Merç & Subaşı, 2015; Robertson et al., 2010; Rogers, 2015). The novice teachers consider themselves unable to handle such behaviours in the classrooms (Sullivan et al., 2014).

Novice teachers consider the first few years of teaching very difficult because they are new to classroom settings and thus need constant support at the workplace. Therefore, they have some expectations which need to be fulfilled. The school authorities need to help them by providing constant support and encouragement to settle in the profession. Novice teachers need to share with teacher colleagues, staff problem-solving groups, consultant teachers, team teachers, and get feedback from principals (Buchanan et al., 2013; Laslett & Smith, 2002; Paula & Grīnfelde, 2018; Raba & Mahmoud, 2016). When the novice teacher enters the actual classroom and practices the knowledge of the teacher education program at this time, he/she needs a sharing relationship with the colleagues because they might be facing the same situation and then can tell each other better ways and strategies to deal with classroom management challenges. Their evolving experiences help them and others (Girardet & Jean-Louis, 2018). The support of mentor teachers and positive feedback from
principals are considered to have a positive impact on novice teachers’ classroom management (Bickmore & Bickmore, 2010). The support of school administration in classroom management, in particular principal and expert teachers, decreases the stress of novice teachers and increases the effective management of the classroom and thus ensures retention (Fisher, 2011). International studies provide evidence that novice teachers face many challenges in classroom management regarding physical facilities, administrative challenges, students’ behavioural challenges, and teachers’ attitude (Burkman, 2012; Husain et al., 2016; Raba & Mahmoud, 2016; Struyven & Vanthournout, 2014).

Theoretical Framework

Novice teachers who have joined schools after studying classroom management have to apply the theory of classroom management into practice. This transition period is one of the critical stages of teachers’ professional development (Struyven & Vanthournout, 2014). Sanford, in his theory of challenge and support, stated that learning can only be achieved by challenging situations and the availability of support (Sanford, 2017). The existing literature about novice teachers’ experiences related to classroom management has highlighted these challenges. The physical challenges are lack of physical facilities like classrooms, furniture school boundary walls, water and sanitation, and other utilities that make it difficult for a teacher to teach (Muhammad Arshad, Qamar, & Gulzar, 2018; T. Y. Karakose, Ramazan Kocabas, Ibrahim, 2014; Muhammad & Iqbal, 2015). The administrative challenges that are reported by novice teachers include teaching methodology, classroom management, high workload, consistent commitment, relationship with students' parents, the relationship with colleagues, insufficient resources for teaching, and students' low motivation (H. D. Ali, 2017; Aslam et al., 2019). The behavioural
challenge of students is attention-seeking, power-seeking, revenge-seeking, and feeling of inadequacy (Dreikurs et al., 2013; Laslett & Smith, 2002; Sullivan et al., 2014; Tarosa, 2020; Thomas, 2016).

To cope up with challenges, the teachers need constant support at the workplace which satisfies their needs (Sanford, 2017) as Maslow also talks about the hierarchy of needs having physiological needs at the base and self-actualization at the top of the pyramid (Maslow, 1954). Whereas, in Herzberg’s two-factor theory he talks about relationship with administrators at work (Herzberg & B. & Snyderman, 1959). This study has explored the challenges and the availability of support to novice teachers in establishing effective teachers (Rideout & Windle, 2017; Schonert-Reichl, 2017; Tahir, Ahmed, & Qadeer, 2020). A novice teacher needs the support of principal (Fisher, 2011), and sharing with colleagues (Buchanan et al., 2013; Paula & Grīnfelde, 2018) helps him/her in suggesting better ways to manage the classroom (Girardet & Jean-Louis, 2018). Further mentorship and team teaching helps to stay motivated and overcome challenges (Akdağ & Haser, 2016; Bickmore & Bickmore, 2010). To motivate them, the needs like recognition for good work and achievement from colleagues and principals matter (Gemeda & Tynjälä, 2015; J. Johnson, Irizarry, Nguyen, & Maloney, 2018).
The current study will be beneficial in the addition of new knowledge and theoretical contribution in the area of classroom management. The study will be
beneficial for the overall education system as the main aim of this study is to explore the experiences of novice teachers regarding challenges in classroom management, and their needs related to classroom management. It is essential to explore and address the challenges that the novice teachers experience in their initial days. In addition, it will be very important to fulfil their needs related to support regarding classroom management. This study will add valuable literature to the existing body of knowledge about the experiences of novice teachers regarding challenges and expectations about classroom management.

The study will be beneficial for novice teachers, school principals, and teacher educators. The study will also investigate the challenges and experiences of novice teachers which they need to better manage their classes. This study will help teacher educators to evaluate teacher education curricula and to identify whether the prospective teachers are equipped with that knowledge, skills, and disposition to cope with the challenges faced by novice teachers. Furthermore, this study will help teacher educators to identify whether the needs of the novice teachers about classroom management are fulfilled in the existing curricula or not. Also, this study will assist in-service providers either school-based or others to develop in-service training, keeping in view the findings of the study. In addition, the study will help school-level administrators to consider formal and informal ways of mentoring novice teachers to smoothen their transition in the profession and help them to experience success in critical early years of work. All these actions will help novice teachers to experience minimum stress and manage their classes in such a way so as to enhance the learning of every student.

Methodology

A mixed-method sequential explanatory design was employed to explore the
experiences of novice public elementary school teachers. Mixed methods research is an approach to an inquiry that combines both qualitative and quantitative methods. Mixed methods research is underpinned by the pragmatism that it gives more freedom to the researcher to use methodology best suited to answer the research questions. In mixed methods research, researcher based inquiry is on the assumption that diverse types of data provide breadth and depth of understanding of research problem (Creswell, 2008, p. 5). This study is based on the assumption that challenges make classroom management difficult for novice teachers. To explore the challenges and needs which novice teachers require breadth and depth of information.

The explanatory sequential mixed methods design consists of two phases. In the first phase, the researcher collected the quantitative data and analyzed it. Based on the results, the qualitative phase was built on it. The quantitative data informed the type of participants to be selected purposefully and also helped in developing the interview protocol for the qualitative phase. This design helped the researcher to explain the results of the quantitative phase in more detail with the help of data collected in the qualitative phase (Creswell, 2014). In the first quantitative phase, the researcher collected data from novice teachers about the challenges and needs while experiencing classroom management. On the basis of quantitative analysis, the researcher developed an interview guide to collect the depth of experience through the qualitative phase. In the second phase, the researcher used that interview guide to get the detailed explanation of the challenges and needs novice teachers experienced and recorded their voices about their real experiences with the situational examples to support the results of the quantitative phase.
**Population**

The population of this study was novice teachers serving in elementary public-schools of Punjab, Pakistan. The target population of the study was novice elementary public school teachers of Lahore. There were 230 elementary schools in Lahore, out of which 87 were for male students and 143 for female students. Currently, 895 male and 2174 female teachers were serving in these schools and out of these teachers, 828 were categorized as novice teachers having three or less than three years of service. In this study, a teacher having three or less than three years of service is identified as a novice teacher.

**Sample**

Since this was an explanatory sequential mixed methods research, the sampling was done in two phases. In the first quantitative phase of the study, the data were collected from 500 novice public-school teachers. A simple random sampling technique was used for the selection of the sample.

In the second phase, qualitative data were collected from 20 novice elementary public school teachers. Twenty interviews of participants were considered enough (Ary, Jacobs, Irvine, & Walker, 2018). A purposeful sampling technique was used for the selection of the sample for the second phase of the study. The researcher used an extreme purposive sampling technique to explore the challenges and needs of novice teachers related to classroom management. In the extreme purposive sampling, the participants who had faced maximum challenges and had unmet needs were interviewed for further exploration and explanation of the quantitative findings. In addition, the novice teachers who had experienced fewer challenges and had reported fulfilment of job needs were also interviewed to explore their perspectives.
Data collection

In the first phase, the researcher collected quantitative data through questionnaires about challenges and needs experienced by novice teachers related to classroom management working in public schools of Lahore. To collect the data from novice teachers, the researcher sought consent from the principals of schools. After seeking permission, the researcher requested the novice public elementary school teachers to fill the questionnaires. The researcher also got contact details of respondents so that they could be contacted later to participate in the second phase of the study. After the analysis of quantitative data, the researcher developed an interview guide about the challenges and needs of novice teachers in classroom management. Then in the second phase, the researcher requested and took time from extreme case novice teachers and requested them to participate in an interview. The researcher conducted semi-structured interviews with the selected novice teachers.

Instruments

Two instruments were developed by the researcher to collect data for the study. In the first quantitative phase, a questionnaire was developed, validated, and used to measure the challenges and needs of novice teachers related to classroom management. The questionnaire was developed by the researcher after reviewing the literature and understanding the context of novice teachers. Content validity was ensured through expert opinion. Pilot testing of this questionnaire was done to check its reliability. Factor analysis was conducted to ensure the construct validity of the tool. After determining reliability and validity, the questionnaire was used for final data collection.

In the second phase, an interview guide was developed, keeping in view the results of the quantitative phase. In the interview phase, the researcher tried to get
detailed responses of the participants related to their perceptions and experiences regarding classroom management.

**Data Analysis Methods**

In the first quantitative phase, both descriptive and inferential statistics were used for the analysis of quantitative data.

In the second phase, qualitative content analysis (QCA) was used for data analysis. The researcher conducted in-depth interviews with the novice elementary public-school teachers in such a way that their perceptions and experiences were disclosed about classroom management. After conducting the interviews with the participants of the study, the researcher arranged the transcriptions of the interviews. The researcher read the transcribed interviews and listened to the interview recording to recall the situation, verbal and nonverbal gestures of the interviewees. At this time, the researcher made notes in the light of transcribed interviews, observations, and reflections about what was discussed in interviews, language, context, and comments. It was significant to highlight distinctive phrases and emotional responses. Moreover, the notes helped in developing categories from the interviews. At the next stage, similar themes and categories helped in developing clusters of categories. Themes were developed by putting similar categories under a cluster and giving them descriptive labels. At this stage, unimportant and vague responses were excluded from the analysis. The clusters of themes were described from the quotes of transcribed interviews to describe the perceptions and experiences of the novice teachers related to classroom management.

**Some Key Terms**

**Challenges**

Challenge is the state of confrontation with the existing situation in which the
individuals are dealing (Collins & O'Brien, 2011, p. 66).

**Classroom management**

Classroom management is the actions a teacher takes to establish a learning environment, which supports the academic and social learning of students in which all students are actively engaged in learning (Evertson & Weinstein, 2013).

**Elementary schools**

A unit of schooling for young children, usually beginning in kindergarten or 1st grade and continuing to grade 8 (Ravich, 2007, p. 85).

**Novice teachers**

Novice teachers as those who are called newly qualified teachers, who have completed their teacher education program (including teaching practice [TP]) and have commenced teaching in an educational institution, usually within three years of completing their teacher education program (Farrell, 2012, p. 436).

**Public schools**

Schools that are supported by the state and thus are subject to state laws and regulations and charge no tuition fee and opened for all students. (Ravich, 2007, p. 176).

**Teacher education program**

Teacher education programs are defined as intentional and unintentional curricula, instructional settings, and experiences that enable teachers to promote learning and change in prospective teachers (Collins & O'Brien, 2011, p. 458).
Chapter 2

Literature Review

This chapter includes a detailed review of the literature of novice public-school teachers related to classroom management. The importance of a teacher education degree is described in detail. Along with it, the significance of classroom management in education and the challenges novice teachers experience in their initial years has been mentioned. The challenges related to physical facilities in the classrooms, administrative support, the student’s behavioural challenges, and teachers’ self-created challenges are discussed. In addition, the needs of novice teachers have been described underlining the indigenous research done in this area.

Novice teachers

Novice teachers are the ones who have just begin to work in real classrooms after completion of their teacher education program (Collins & O’Brien, 2011). The novice or beginner teachers are those who have less than five years of teaching experience (Latimer, 2009).

It is assumed that they have been doing two jobs in the first year; teaching and learning to teach in the actual classroom (Feiman-Nemser, 2001). It is believed that novice teachers are unable to achieve professional and personal growth due to disengagement with their work. The teachers who continuously learn classroom management with the help of students and colleagues, gradually develop as professional educators in the initial three years of their teaching. They consider classroom management as their main concern in establishing an effective teacher (Latimer, 2009).

Novice teachers believe that during their teacher education program, their teaching practicum is under constant supervision of teacher educators and school
coordinators. They are guided regarding the challenges they experience during practicum. After completion of their teacher education, they experience the real challenges of real classrooms (Davis, 2017). Similarly, it has been emphasized that experiencing real classroom’s dynamics is often a very different experience from the knowledge and skills provided to the prospective teachers in the teacher education program and teaching practicum (Burns & Darling-Hammond, 2014a).

Novice teachers are briefed about their experiences in the initial time as teachers in the class. The first day when they enter the class to teach, they realize maybe they did not want to become teachers. However, to experience real teaching motivated them. The next day on entering the classroom, they realized that things did not proceed as one planned. There were had to face students of different levels in the classroom. Some of them had the target to frustrate the teachers and did not allow them to teach. Some pupils had no interest in studies since their parents had sent them forcefully to school, while they did not have any motivation to study and neither they considered schooling important. Some students were aggressive, naughty, and assertive. Keeping them engaged for the whole period was the most difficult task. The teachers write in their books that with the experience of each day of classroom management, they learn come across diversified situations. It is very important that the novice teachers learn through trial and error and there may come a day when they could establish themselves as good teachers (Tomlinson & Imbeau, 2010).

It is observed that novice teachers consider their first year as a sink and swim period. They consider this initial time in the classrooms as a reality shock. 800 teachers expressed this in a quantitative study done in Punjab, Pakistan (Awan, 2015; Mudzingwa & Magudu, 2013). When they enter an actual school, they have to teach in the real classroom and experience the real shock. From ideals of teaching, they
enter into the reality of school dynamics; the school environment, social interaction with colleagues, and the unknown endeavours of classroom management experiences. It is assumed that the novice teachers spend their first year of teaching in proving themselves and their abilities as a teacher. They try to prove as a good classroom manager instead of an organizer of the conducive learning environment for students. When they survive through the stage of experience, then they can observe the learning and behaviour problems of the students. Over time, they learn how to manage the class to attain all-round success in the process of teaching and learning in the class (Farrell, 2008). Those teachers have to survive from reality shock to a sense of control over students in the class (Gan, 2013).

The findings of these quantitative studies indicate that novice teachers are not prepared for the transition from one role to another (Davis, 2017; Dayan, Perveen, & Khan, 2018). It is very difficult for a novice teacher to adapt to the actual classroom setting. The reason being that they may not be prepared for such approaches in the teacher education program that work in an actual classroom. In addition, the school culture does not allow to apply those approaches as it is in the actual classrooms, but this transition period can be made easier with the mentoring of in-service teachers (Farrell, 2012).

A study in Pakistan pointed out that there is a gap in theoretical knowledge and practical experience in schools. The success of a teacher is dependent on knowledge, competencies, and attitude. Unfortunately, emphasis on the teacher education programs in Pakistan is entirely on knowledge. Therefore, many novice teachers experience a clash between the expected role which they have to play and in the actual work setting. They experienced reality shocks through their early years as teachers (Awan, 2015).
Novice teachers in Pakistani elementary public schools are also experience challenges in classroom management. The limited research conducted in this area has highlighted that the novice teachers in Pakistan experience these challenges due to overcrowded classes (M. Iqbal, 2012), inappropriate physical working conditions, the behaviour of students, strength of students, and other challenges related to classroom management are highlighted by 28 novice teachers who participated in a qualitative study (T. Y. Karakose, Ramazan Kocabas, Ibrahim, 2014). The teachers are given high workload by authorities, and they consider they have less time to plan for classes (Muhammad & Iqbal, 2015). In addition, novice teachers face challenges regarding managing classrooms with administrative duties, class hassles while handling their mood (Sohail et al., 2016b). At the same time, there is no support system available to the novice teachers like feedback from principals, team teaching or teacher consultation to help them in lesson planning and classroom management (Simon & Johnson, 2015). It is essential to address these issues since 67% of students in Pakistan study in public schools (ASER, 2016b). If we want to improve the quality of teaching and learning, it is crucial to improve the teaching experience of novice public school teachers in Pakistan (Ashley et al., 2014).

Novice teachers experience challenges regarding classroom management in the transition period during their early days in school. In a study conducted in Pakistan, the researcher explored the experience of sixteen novice teachers through qualitative research design (Dayan et al., 2018). The teachers expressed their views through interviews. The teachers reported that they had experienced challenges in implementing the teaching methods in overcrowded classes, difficulty in dealing with individual differences of students, non-cooperative school staff, parental interference in school affairs, and a heavy workload allocated by authorities. They expressed that
the biggest challenge they experienced was related to maintaining discipline in the class. They had to test several strategies to attain success in this regard. Yet, these teachers reported that they overcame the challenges with experience (Dayan et al., 2018).

Most novice teachers try to follow the classroom management skills they studied in the teacher education program and experienced their teachers to do in their classrooms. However, the novice teachers consider classroom management as a threat to their survival. As some novice teachers expressed that managing attention-seeking, power-seeking, revenge-seeking, and pupil with the feeling of inadequacy in the initial time of their job was the most difficult task. Putting full effort in managing those students effected their self-esteem, confidence, class interaction, and the teaching-learning process (Lebor, 2017). Even in America, 2054 teachers participated in a quantitative study and the results indicated that 35% of novice teachers leave their jobs due to behavioural challenges that they had to manage while teaching. The novice teachers consider themselves in a very difficult situation while managing the behaviour of students (Ferguson, Frost, & Hall, 2012). The teachers complain about the lack of support from experienced teachers in managing the behaviour of students (Senom, Zakaria, & Ahmad Shah, 2013).

Novice teachers are usually assigned low achievers and difficult classes with high behaviour challenges. Thus, the novice teachers feel incompetent, and there is a greater chance of leaving teaching in their early years (Donaldson & Johnson, 2010). High achievers need expert teachers; therefore, the novice teachers are assigned low achieving students. It has been observed that parents of high achiever students intervene in the process of assigning teachers and influence the whole process of assigning teachers. It has been found that novice teachers who have less than one year
of experience have been given the most difficult classes (Kalogrides et al., 2013). The teachers who have 2 to 3 years of experience have been given average classes, and most senior teachers have been given high achiever classes (Kalogrides et al., 2013).

**Teacher Education Program’s significance and the Program’s Quality**

The teacher education program can be defined as the intentional and unintentional curricula, instructional settings, and experiences that enable teachers to promote learning and to bring a change in prospective teachers (Collins & O’Brien, 2011). Teacher education may be described as developing effective teaching. It creates a feeling of satisfaction with teaching, such as developing their attitude towards this socially liable profession. They must have the quality, competence, and ability of to teach effectively (Chetia & Joseph, 2017). Teacher education programs develop the attitude of prospective teachers towards teaching (Awan, 2015).

Literature indicates that teacher education programs do not cover all the requirements of a novice teacher. Teacher preparation programs cover the basic classroom management concepts and skills such as developing rules and routines, providing praise to students, and communicating with parents of students (Flower, McKenna, & Haring, 2017). Prospective teachers find themselves confused and unprepared for the classroom strategies to be used when managing the class. They have confusion about which strategy should be used and when and how this situation causes challenges for the prospective teachers (Moore, 2003). This situation raises the question as to what extent the prospective teachers have received training about the management of the actual class. This signifies the reality that either they have been underprepared or their teacher training lacked depth and quality of knowledge and practical application of real classrooms. As a result, many teachers practise the old methods of classroom management, such as punishing the pupils as their teachers
used to do. In this way, they have been using the obsolete methods of classroom management. This indicates that teacher education programs have not been successful in providing the required skills, which would help them in successfully operating their classes (Ducharme & Shecter, 2011).

Research has emphasized the fact that the quality of teacher education programs is not meeting the demands of the current teaching profession. It is very important to understand that teaching is a consistently changing profession. With the change in the world order, technology, social evolution, culture, and changes in the social value system in the societies, the duties of teachers are consistently changing. The previously established teacher education programs cannot meet the needs of twenty-first-century teaching skills demanded of a novice teacher. It is therefore, essential to revise teacher education programs (Guerriero, 2017a). This revision of teacher education programs should be a continuous process. It has also been found that teacher education programs lack substantial training concerning actual practice. The teacher education programs need to be revised in such a way that the prospective teachers are given a chance to practice all the theories they have studied (Reupert & Woodcock, 2010; Zuckerman, 2007). In addition, it has been very important to understand that all the future experiences cannot be given to the trainees beforehand. Sometimes, unexpected situations occur, which cannot be manipulated or assumed beforehand. Thus, the prospective teachers have to learn few things related to classroom management with on the job experience (Graham & Prigmore, 2009).

Difficulty experienced by the novice teachers is often attributed to the fear of classroom management. This fear is due to the lack of adequate practical knowledge and training in the teacher education program as 338 novice teachers indicated in a quantitative study done in Belgium (Struyven & Vanhournout, 2014). They were of
the view that the reason for teacher fear and stress in many cases is the missing link between developing skills of classroom management taught during teacher education degree and experiences in the actual classroom. The training received in the teacher education degree through practicum is not enough to encounter success in the real classroom since the teaching practicum is short and under controlled environment and constant supervision of the university supervisor or cooperating teachers (Davis, 2017). Therefore, Kwaku et al. (2016) assert that the teachers who have a teacher education degree or academic degree should be given the opportunity for continuous professional development in managing challenging behaviour of students, and this will help them in better management of their classes.

Long teaching practicum gives hands-on experience. Many researchers who have studied classroom management challenges have presented the belief that short actual classroom experience do not allow to understand the prospective teachers the real classroom dynamics. They have recommended that the long hand’s on the experience of classroom management will provide a better chance to explore the classroom management challenges (Kleinman & Saigh, 2011). In addition, classroom management skills may also strengthen the novice teachers. This may increase the confidence of the prospective teachers. It is suggested that the practice time of the prospective teachers should be extended in order to practice the strategies and skills they have studied in classroom management (Moore, 2003). Moreover, it has been suggested that extending the time for teaching training would help by dividing the time into a variety of settings. (Garrahy, Cothran, & Kulina, 2005)) has suggested that coursework, class observation, and practising would provide better pre-service training to novice teachers.
Awan (2015) conducted a study in Pakistan and the findings suggested there is a gap in theoretical knowledge and practical experience in schools. The success of a teacher depends on the knowledge, competencies and attitude. Unfortunately, in the teacher education programs offered in Pakistan, the emphasis has been entirely laid on knowledge; therefore, many novice teachers experience a difference between the expected role which they have to play and in the actual work setting. Awan (2015) points out that the novice teachers experience reality shock during their early years as teachers.

Research further suggests that many teachers are unprepared for the behaviour challenges that students bring to the classroom (Beaty-O’Ferrall, Green, & Hanna, 2010; Buchanan et al., 2013). It is found that novice teachers should be taught to manage behavioural challenges in accordance with their age. The students show behavioural challenges relevant to their age. The novice teachers need to know and understand age-linked needs and behavioural challenges in order to cater to their needs and do classroom management effectively (Latimer, 2009). In addition, the novice teachers have no detailed knowledge and skills while dealing with individual behaviour, the skills to increase and decrease specific individual behaviours in order to improve classroom management. Very few teacher education degrees teach behaviour management strategies to manage the variety of behaviours of students (Flower et al., 2017).

The behavioural challenges of pupils in schools have been increasing globally. When we look at the statistics, it can be seen that in America, 37-39% of students are experiencing behavioural challenges (Jaffee, Harrington, Cohen, & Moffitt, 2005). Similarly, in a study conducted in Pakistan, 675 parents participated in the quantitative study (Syed, 2009). The teachers of those students also took part in the
study. The findings of the study revealed that 34% of teachers and 35% of parents consider that their children have behaviour challenges. The results of the study also pointed out that boys had more expressing behaviour problems and girls had more emotional problems. It is essential to train teachers, specifically in behavioural management (Syed, 2009).

Teachers should be introduced to child mental and chronological development. This development includes the children’s social, emotional and cognitive development (Swearer, Espelage, Vaillancourt, & Hymel, 2010). The teachers who have knowledge and understanding about the pupil’s social, emotional and cognitive development can better carry out learning experiences, which result in better learning outcomes for pupils in the classes (Weare & Nind, 2011). Teachers, when practice these skills successfully, find it easy to manage the class. (Rimm-Kaufman & Hamre, 2010). Indeed, it is significantly required that teachers should be taught child development during their teacher education program. In addition, the prospective teachers should be helped with the real class experiences that they would be able to incorporate those skills to help their students develop emotionally, socially and cognitively. When these developments in pupils occur at the right time, the teachers will experience fewer behavioural challenges in their classes (Weare & Nind, 2011).

Teaching classroom management has become the need of the day. Now the teacher has to learn various ways to establish a conducive environment of learning since the teacher has to use collaborative learning, problem-solving, activity-based learning, and settling the social-emotional problems in the classroom (Guerriero, 2017a), and differentiated instruction in diverse classrooms (Allan & Tomlinson, 2000).
It has been unanimously agreed by the educators, that the teacher education programs should be improved in order to meet the new social and educational needs of the teachers. Therefore, improvement of the teaching skills and knowledge for novice teachers are the demands of the twenty-first century (UNESCO, 2014).

Generally, novice teachers consider that they need to control the class by taking a strict route like their own teachers. The twenty-first-century schooling requires them to establish a personal rapport with the students and set the class rules with the collaboration of students. In addition, they should understand that they have to consistently motivate their students. They should understand that the students have come from diverse backgrounds having a variety of unmet needs, which made them behave inappropriately. If they have an attention-seeking attitude, they have aggression, and even if they have no interest in studies, the teacher should try and understand the background of such actions. The teachers should try to motivate them (Bluestein, 2014). They should try to organize the classroom in such a way that the pupil starts taking interest in the studies. The teacher needs to have good time management skills, try to organize seats in the class that all pupils can ask for assistance. The behaviour of teachers needs to be polite and welcoming. There must be an element of trust between teachers and students, so that the students may share their needs comfortably, the issue in completing the tasks, and other things bothering them during the course of their studies. The teachers should try to use negative and positive reinforcement techniques in order to manage the class effectively (McLeod, Fisher, & Hoover, 2003).

In a quantitative study conducted by (Wolff, van den Bogert, Jarodzka, & Boshuizen, 2015), the researchers investigated the emphasis of novice teachers while managing their classes. It was found that novice teachers spend most of their
time in classrooms, maintaining discipline and behaviour norms instead of providing a prosperous environment for learning (Wolff et al., 2015).

Teachers should try to adopt child-centred approaches in classroom management. There is a greater chance that student’s disruption, emotional distress and the stress of teachers may reduce. Child-centred approaches facilitate the development of positive relationship between students and teachers. By applying child-centred approaches, teachers become proactive rather than reactive. This approach helps to develop reflective thinking, critical thinking, provide encouragement and helping students focus on learning (Pereira & Smith-Adcock, 2011). However, the child-centred approach is not possible to adopt in schools where there is high strength in classrooms (Rawat, Thomas, & Qazi, 2012).

Classroom Management

The term classroom management originates from a strictly religious context. Classroom management was to maintain strict discipline in the class regarding managing the behaviour of the students. In the early 19th century, classroom management was defined as controlling students for moral and religious purposes and the teachers demanded complete compliance from their students. Classroom management was considered for maintaining discipline by giving punishment to the students on undesirable behaviour. At that time, all the other things which might influence the teaching and learning process in the class were not considered (Scarlett, 2014) and classroom conflicts were a normal thing: Teachers yelling and hitting the students heads with a stick and students attacking the teachers in order to take revenge (Lebor, 2017).

The concept of classroom management remained behavioural management until the 1980s. With time, it was established that a safe learning environment was
necessary for students. The teachers should be able to manage their class in order to provide a positive learning environment for the students (Brophy, 2013; Lebor, 2017). Evertson and Weinstein (2013) defined classroom management as the actions that the teachers take while teaching to support both the academic and social/emotional learning of the students.

Furthermore, various writers and researchers have explained classroom management. Classroom management is a dimension of effective teaching and a process through which a good classroom environment is created by the teachers while utilizing the facilities available to them (Hue & Li, 2008). Classroom management broadly refers to all activities that teachers carry out in the classroom—and it aims to fulfil the needs of students (Egeberg, McConney, & Price, 2016) and to promote their involvement and cooperation (Cangelosi, 2013). It is defined as “A teacher’s method for establishing and maintaining an environment in which teaching and learning can occur, including techniques for preventing and handling student misbehaviour” (Collins & O’Brien, 2011, p. 75). Classroom management ensures “The organization and presentation of lessons in such a way that all pupils actively engage in learning” (Laslett & Smith, 2002, p. 2) that provides not only order for the teaching of reading, writing, and values (Lewis, 2008), but also establishes a community of learners who feel bonded and connected (Cummings, 2000). Classroom management includes the measures the teachers take to create such an environment that will support both the academic and social-emotional learning of students. They identify such steps that establish a learning environment for students. These steps include the caring and supportive relationship with students, organization, and execution of instruction to accomplish learning, employing the management methods which increase students engagement in the class and learning process, promoting the social skills/self-
regulation and providing interventions to assist students with behavioural challenges (Evertson & Weinstein, 2013). The instruction is designed according to their stages of mental and physical development. The classroom is organized to provide a chance for pupils to learn according to their different learning abilities. Classroom management process is flexible, where each pupil is given the opportunity to learn to their capacity (Tomlinson & Imbeau, 2010)—in addition to practising the strategies to alter the students’ behaviours which cause disruption and distraction. They practice self-control in organizing the class in order to achieve learning goals, bringing positive changes in students behaviour (Bielicki, 2014). In a study done on Pakistani public-school teachers, it has been found that the absence of effective teaching strategies almost ruined their classroom management skills (Murtaza, Khan, Khaleeq, & Saeed, 2012).

The first and foremost important step in effective teaching is classroom management. Effective classroom instruction is possible only through successful classroom management. Before we set a standard for effective instructional teaching, the teacher has the ability to manage the class in order to manage a learning environment for the students. Research has shown that classroom management has an effective impact on students learning and achievement (Freiberg, Huzinec, & Templeton, 2009).

Classroom management is the extent to which a teacher maintains order in the class to gain and maintain the attention of students and ensures their participation in learning (Aloe, Amo, & Shanahan, 2014). It has been explored that the strategies which are used by a teacher in order to influence the behaviour of the students in classrooms determine their abilities to manage a class. At times the strategies used by the teachers to manage the class may invite reactions, and those strategies become the
source of reaction for students. The teachers need to study each strategy in order to explore whether the applied strategy may affect classroom management positively or negatively. The impact of motivation, respect, discipline, and presentation of the lesson is needed to be noticed (DeJarnette & Sudeck, 2015).

The concept of classroom management from the perspective of practicing teachers, is beyond managing the behaviour of the students.

Research has highlighted the fact that novice teachers explain classroom management in very narrow terms. For them, classroom management is managing the behaviour of students, engaging students in academic content, and maintaining the relationship with students (Kwok, 2016). In a study, an open-ended questionnaire was used to explore the beliefs of 42 novice teachers about classroom management. The results of the study showed that for novice teachers, classroom management was managing the behaviour of students to establish authority in the classroom. They considered students’ behavioural management as the biggest fear in their classroom management. This might be due to the lack of experience in classroom management (Kaufman & Moss, 2010).

In one of the studies, it has been found that 74% of teacher education programs have classroom management as a subject in the USA. It has been stated that the subject of classroom management has been expected to have the strategies regarding positively stating teacher expectations, expecting less from all the pupils, keeping pupils engaged in the learning, increasing positive behaviour and decreasing the negative behaviour of pupils in the class. The smooth procedure of learning needs to be promoted by prospective teachers. The results of the study indicated that many prospective teachers may not be completely prepared to effectively manage the student’s behaviour at the end of their teacher education program. The given reason is
due to lack of exposure to behavioural management content taught in classroom management and lack of practice of classroom management in the teacher education program (Freeman, Simonsen, Briere, & MacSuga-Gage, 2014).

Research has found that many novice teachers follow the strategies of classroom management blindly, which they experience and observe their teachers do in their academic life. They are convinced that classroom management is the successful imitation of their teachers. However, it is a reality that the norms and strategies of classroom management are changing with the passage of time. The teaching-learning environment is changing with the change in the world order and advancement in educational technologies. Now the imitation of previous classroom management strategies may cause failure for them in their classes (Skaalvik & Skaalvik, 2011).

While planning to enter class, the teachers should determine their audience, instead of focusing on what subject they are given to teach. Focus on students, their age, their cognitive abilities, their motivation level, their ambitions and inspirations and their academic preparation enhances classroom management (Nilson, 2016; Rimm-Kaufman & Hamre, 2010). However, it is essential to learn how the human mind learns and how a teacher can prepare them to learn. Some styles of the managing class would be better for learning than others; now, the teachers have to decide what and how they inspire to pursue the organization of the class. It has been observed that the teachers who develop associations between old and new learning materials, relate everything with their everyday life. Moreover, increasing their curiosity and establishing links between how they consider things and how they are is crucial. These techniques may increase teacher effectiveness as a classroom manager (Nilson, 2016).
Classroom management is an organized procedure. It has been observed that the teachers organize their instructional material and also plan the reaction on various challenges in the classroom. There is a greater chance for classroom managerial success. For example, when the teachers have the solution for each child’s problem, then the instructions may proceed well as one of the teachers write the names of the students on board who arrived late in class. In this way, there was no instructional break and their learning remained the same. Similarly, if the pupil forgot to bring the worksheet, the teacher might keep some extra sheets to provide the child instead of arguing with the pupil and wasting the time of the whole class. It is the teacher who has to manage the class and accomplish learning (Palumbo & Sanacore, 2007).

Many pre-service and novice teachers consider delivering the learning material to students as classroom management. In an observational study, the researcher explored the beliefs of nine pre-service teachers about classroom management through semi-structured interviews. The majority of them considered that approaches and methods used by teachers while successfully delivering the academic lessons and curriculum to students are classroom management. In addition, they considered behaviour management and discipline important in classroom management (Atici, 2007).

Classroom management strategies have a very significant role in managing the behaviour of students. In a study, it has been found that positive behavioural management strategies influence the student’s behaviour by 71%. The study also illustrated that the teachers who organize their class in such a way where the positive behaviour are appreciated, the students behave well. In contrast, the teachers who used mixed strategies or used negative classroom management strategies or avoided appreciating the students faced students’ behavioural challenges 23% more than the
teachers who used positive behavioural management strategies in the class (Pas, Cash, O’Brennan, Debnam, & Bradshaw, 2015).

Pereira and Smith-Adcock (2011) highlight the relational aspect of classroom management. The teachers who believe that supportive relationships help in managing the classrooms, consider classrooms as a supportive community. They try to apply cooperative learning approaches to keep each student engaged in the class. They tend to give importance to students’ input in order to adapt to the instructional methods according to the needs of the students. They put effort to help each student grow as an emotionally and socially strong individual while using the relational approach (Walker, 2008). For example, a study was conducted by Djigic and Stojiljkovic (2011) on 200 elementary school teachers to explore the effect of a relational approach on the academic achievement of students. The result of the study indicated that the teachers who used cooperation and strong interaction in the classrooms, showed high academic achievement of their students (Djigic & Stojiljkovic, 2011).

In a qualitative phenomenological study, it was found that the majority of novice teachers were of the view that more in-depth training during teacher education program will help in better classroom management (Bielicki, 2014). More hands-on experience will give more confidence to the novice teachers regarding their classroom management. The respondents reported that all experiences cannot be given to teachers during the teacher education programs. There are a variety of unknown situations that a teacher has to face during teaching, all of which cannot be perceived beforehand, and teachers experiences unique situations during their classroom management. However, in the teacher education program, the focus should be on, developing skills and ways of classroom management. Besides, the researcher found that teachers may learn many things in the field. Although they take time to
experiment with strategies and methods of teaching and they learn from the results of those experiments. Eventually, the teachers learn to blend various methods of teachings and classroom management strategies according to the class situation and their management skills. They need support in establishing themselves as expert teachers regarding classroom management (Bielicki, 2014). While highlighting the process of classroom management, many experts describe the variety of components of classroom management. Such as discipline, engagement techniques, and procedures/management routines in class (Hicks, 2012; Lewis, 2008).

**Discipline**

Discipline can be defined as the transformation of unacceptable behaviours to acceptable behaviours according to individual standards and styles of teachers (Thomas, 2016). Discipline can also be defined as a system of positive guidance and redirection that encourages the child to regulate his/her behaviour—minimizing the occurrence of harmful behaviours which are socially and morally unacceptable in the classroom while teaching (Collins & O'Brien, 2011).

A study consisting of 1900 elementary students compared the use of exclusionary discipline strategies to classroom-based positive support (Mitchell & Bradshaw, 2013). Researchers found that exclusionary discipline strategies were connected to lower-order learning in class and discipline scores. However, in comparison, a greater use of classroom-based positive behaviour was connected to learning in class, higher-order, and discipline while teaching. The positive behaviour strategies like fairness among students and student-teacher positive relationships contribute more to maintaining discipline in the class. The results of this study suggested that promoting positive behaviour supports strategies in prospective teachers during pre-service teacher training may decrease the chance of the use of
exclusionary discipline strategies in order to improve the conditions for learning in regular class (Mitchell & Bradshaw, 2013).

**Classroom engagement**

Classroom engagement is a state in which pupils are invested in their education. The engagement has two components: emotional component and behavioural component. The emotional component explains how pupils identify themselves emotionally with their classes and the behaviour component describes the level of participation of the pupils in the classroom’s learning activities (Collins & O’Brien, 2011).

Classroom engagement entails keeping students engaged in the learning activities, establishing an environment in the class by using a variety of activities like group discussion, role play, activity-based learning, utilizing interactive technology and relating the lessons with real life. This is the teacher’s ability to keep students’ interest in the lesson and can be achieved by posturing a positive learning environment in the classroom. It is observed that when pupils are not actively participating in a lesson, they are often not learning. When the pupils are actively indulged in classroom activities, there is less chance of pupil distraction and involvement in destructive behaviours (Epstein & Willhite, 2017).

**Procedures and routines**

Procedures and routines are considered as the most dynamic part of classroom management. When procedures are well-communicated, pupils have a clear understanding of those procedures and then they become routine. The effective teachers communicate their procedures to the students on the first day of the class. Such as how the teachers want the pupils to enter in class, what kind of class participation the teacher expects from them. Thus, it can be defined as a procedure
that the teacher wants from pupils and as a routine what the pupil is tuned to do as a regular action. It is very important that the teacher should know what they want to teach and achieve so that they establish proper procedures and proceed with them successfully (Watson & DiCarlo, 2016).

The majority of novice teachers manage their classes by communicating procedures and routines (Byrne, 2017). They think that when the teachers respond to the pupil’s assignments/works on time, the pupils clearly understand what was expected of them. Execution of routine and procedures may set a well-defined classroom management strategy for effective teaching even in the initial years of the job (Byrne, 2017). In a study, the researcher executed research on six primary school teachers. He found that the four teachers who informed the students about the routines and procedures in the first week of the class followed those procedures consistently during their classes. They had more effective classroom management than those who lacked in this aspect (Oliver & Reschly, 2007). Similarly, it is believed that informing the students with the routines and successfully establishing the procedures in the classroom is one of the important aspects of effective classroom management. When these routines and procedures are followed smoothly, fewer disruptions occur in the class. Running the routine of the classroom, such as giving homework, arranging group tasks/activities, allow the lesson to be taught efficiently (Brophy, 2013).

**Developing a positive relationship**

Developing a positive relationship with students is considered the key to successful classroom management. The relationship between students and teachers is built due to the effective communication of the teacher. Research establishes that the teachers who listen to students’ problems sympathetically and show care and concern towards the challenges of the students have a high level of a positive relationship with
the students (Brown, 2005). This positive relationship with the students helps in building a constructive/effective relation that contributes to classroom management (Brown, 2005; Sieberer-Nagler, 2016). Positive behaviour support systems help in classroom management. It is observed that when a teacher selects positive behaviours interventions such as selection, incorporation, and application of positive behaviour and makes students responsible for their acts, there is a greater chance of classroom management success. These may include creating a positive and organized classroom environment, promoting social skills amongst students, holding students responsible for their actions and also monitoring students behavioural progress (Horner, Sugai, & Anderson, 2010). In a study, the researcher found that the teacher’s positive relationship with students reduces classroom challenges for teachers (Scarlett, 2014). Thirty-one per cent fewer challenges regarding behaviour management were faced when the teachers established a positive relationship with the students, and the students showed more flexibility to accept and follow the school and class rules (Marzano, Marzano, & Pickering, 2003; Schonert-Reichl, 2017).

**Challenges of Novice Teachers Related to Classroom Management**

National and international studies underscore various challenges experienced by novice teachers in classroom management during their early years in teaching. These studies provide evidence that novice teacher’s experience challenges in managing their classes and these challenges are related to the working environment (Darling-Hammond, 2010). Physical facilities in the classroom, unavailability of administration related support, managing the emotionally and difficult pupils, and teachers own attitudes create constant stress at the workplace for most of the novice teachers (S. Ahmad, Hussain Ch, Ayub, Zaheer, & Batool, 2017; Babadjanova, 2020; Burkman, 2012; Husain et al., 2016; Raba & Mahmoud, 2016; Struyven &
Lack of connection between ideals and actual classroom practice

It has been observed that the novice teachers experience a disconnection between their ideal pedagogies of teaching and actual classroom practice. This complicated situation creates stress, conflict, and uneasiness when they want to translate their ideas into a teaching pedagogy (Wilson, 2012).

It is essential to understand the demands of effective classroom management of both theoretical and practical understanding of the needs of the young pupil in the class. The teachers need to understand the impact of their attitude, teaching style and management style on students learning. Thus, they should try to organize their class in such a way that all the needs of pupils are fulfilled, and learning is also attained (Egeberg et al., 2016).

As in a qualitative study, the 13 novice teachers pointed out the challenges such as lack of physical facilities in the administration related challenges, dealing with emotional and behaviour difficult pupils, teachers self-created challenges and no help and support for doing something new is very stressful for them (Mansfield, Beltman, & Price, 2014).

Novice teachers in Pakistani elementary public schools also experience similar challenges. The limited research conducted in this area has highlighted that the novice teachers in Pakistan experience these challenges due to overcrowded classes to manage and teach (M. Iqbal, 2012), inappropriate physical working conditions such as lack of furnished classes, the diverse behaviour of pupils to manage, another kind of challenges related to classroom management (T. Y. Karakose, Ramazan Kocabas, Ibrahim, 2014). Authorities give the teachers a high workload and they realize that they have limited time to plan for classes (Muhammad & Iqbal, 2015). In addition,
novice teachers face challenges regarding managing classrooms with administrative duties, class hassles while handling their mood (Sohail et al., 2016b). At the same time, there is no support system available to the novice teachers like feedback from principals, team teaching or teacher consultation to help them in lesson planning and classroom management (Perera & Hathaway, 2017b; Simon & Johnson, 2015).

**Physical Challenges**

Lack of physical facilities like inadequate school buildings, unavailability of playground, library, science labs for experiments influence negatively on the quality of education. The teaching condition can be seen as four classes are held under one roof. In addition, the chairs and desks are less in number than the students in each class. There are immense physical challenges that both teachers and students have to face and these issues affect the quality of education (Perera & Hathaway, 2017a). It has been found in a study conducted in Nigeria, that the physical facilities in schools increase the motivation of students towards learning and their academic performance (Akomolafe & Adesua, 2016). Naz (2017) vouches this finding and adds that the behaviour and personality also improves.

Research has shown that the reason for the low quality of education in Pakistan is due to the lack of physical facilities in schools, such as inadequate classrooms, furniture, school boundary walls, playgrounds, clean drinking water, sanitation and other teaching and learning equipment. In addition, the human and financial resources are not adequate to provide quality education (Rawat et al., 2012). The physical condition of schools contributes to the overall quality of education. The teachers and principals in Pakistan always complain about inadequate physical facilities in the schools (Farooq, 2013). The teachers suggest that physical facilities
should be improved in order to improve the teaching and learning environment in Pakistani public-schools (Mahmood & Gondal, 2017; Raza & Ahmed, 2017).

**Classrooms**

Classrooms are the most important physical factor of an education system. Appropriate classrooms are necessary for quality education. In most of the developing countries, proper infrastructure is not available, and in some places, classes are held under the trees (Evans & Yuan, 2018). Teachers in India inform that lack of proper classrooms affects their teaching (Jahan, 2017). Researchers have pointed out that even in Pakistan, appropriate classrooms for quality teaching are not available in urban schools (Rawat et al., 2012). A report published in 2016 shows that 29% of schools in Punjab do not have enough classes (ASER, 2016a), whereas in Sindh, Pakistan, it has been found in a quantitative study that there have been fewer classes than the requirement of students, yet those classes have not been maintained (Mujahid & Noman, 2015). Multi-grade teaching is practised because of the lack of required number of classrooms. The teachers cannot teach effectively when there is more than one class lesson going on in the same classroom. As a result, the pupils cannot concentrate in such an environment (Muhammad & Iqbal, 2015). It has been found in a study in Pakistan that the students who have comfortable classrooms have a positive impact on their learning (Javed, 2017).

**Furniture**

Furniture is considered an essential component of a class. Students require desks and chairs to sit comfortably in order to give attention to their studies. However, in many developing countries, adequate furniture is not available. In a study conducted in Pakistan, it was found that the classroom environment had a significant effect on the learning of students (Javed, 2017). The results of the study indicate that
the availability of desks and chairs for students and desk and chair for teachers in classes positively impacted the classroom environment and students considered them an important part of learning (Javed, 2017). Similarly, in another study conducted in Pakistan, it was found that students in their early years need comfortable furniture to adjust themselves in the classroom, which increased the students' enrolment and sustainability in school (Shallwani, 2015).

**Boundary walls**

The school becomes a physically protected place with the boundary walls around its building. A majority of undeveloped and developing countries lack this facility. The boundary walls confound the place, and it becomes possible to monitor the pupils within those walls. The statistics of Pakistani urban schools show that 6% of schools do not have boundary walls. Most rural schools do not have boundary walls at all. Moreover, playgrounds are also not available in 30% of the schools. Physical activities helps in maintaining fitness; however, in Pakistani schools, this facility is not mostly available (ASER, 2016b).

**Water sanitation and other utilities**

The availability of clean drinking water is necessary for the health of pupils and teachers. It has been found that only 3% of schools in Tanzania and 17% in Senegal have the facility of clean drinking water and sanitation (World-Bank, 2016). In Madagascar, 26% of schools do not have the facility of clean drinking water. There is only one toilet for 1900 students (Evans & Yuan, 2018). However, in the case of Pakistani schools, 5% of schools have no clean drinking water and sanitation (ASER, 2016b). Both teachers and students complain about water and sanitation facilities in the public-schools of Punjab (Saeed & Wain, 2011).
The principals in Pakistan highlight the reality that lack of physical facilities makes classroom management difficult for the teachers and the teachers report that it makes the process of classroom management difficult for them (Muhammad & Iqbal, 2015; Saeed & Wain, 2011). Farooq (2013) in his study found that drop-out students pointed out that they had left their studies because of the lack of physical facilities, like classroom furniture, water, and sanitation. In addition, the classes were overcrowded, and teachers were unable to manage and teach their classes effectively.

**Administration Related Challenges**

Research has shown that novice teachers’ challenges can be reduced when schools provide a convenient working environment. Many teachers leave their jobs at the start due to uncomfortable working conditions. These conditions are linked with the classroom environment, the relationship with a colleague and administrative staff, and facilities related to classrooms at the workplace. More teachers could be retained if the school gave them a convenient and facilitative working environment (Gilani, Waheed, & Shaheen, 2020; Leroy, Bressoux, Sarrazin, & Trouilloud, 2007).

Administration related challenges that teachers face in Pakistani schools are lack of teaching aids, overcrowded classes, high workload, and other administrative duties. The overcrowded classes in schools create challenging situations, particularly for novice teachers to teach and manage effectively. There student teacher ratio is 40-1 in primary and elementary schools in Pakistan, which is very challenging for novice teachers (Mbiti, 2016). A study found that the high workload is also a challenge for novice teachers which increases stress and hinders the effectiveness of classroom management (Sohail et al., 2016a). Novice teachers leave the job because of lack of administrative support from the principals, administrative staff and senior teachers. In
addition, novice teachers experience time management as one of the toughest tasks (Grant, 2017).

The overall support from school administration decreases job burnout and the tendency to adjust to the school. It has been found in a special education study that the support from the administration gave a peaceful and comfortable environment to the teachers. This support not only improves their adjustment with the schools, but it becomes the source of better classroom instruction. This support has a better impact on the teacher’s interaction with the pupils (Brunsting, Sreckovic, & Lane, 2014).

**Lack of support from principals**

Support from the principal has been the vital need of novice teachers. Although it has been observed that mostly this support is not available to the novice teachers, it has been found in a study that the novice teachers are generally given low achieving classes, pupils with behavioural difficulties at the start of their career and this trend needs to be changed by the support of the principal. This attitude will have a negative impact to retain novice teachers in the school and may become a challenge for the principals (Kalogrides et al., 2013).

For example, in a study, the novice teachers described lack of support from administration and principal in terms of providing materials to support them. They elaborated that the absence of support in terms of instructional material affected their overall classroom management and they experienced many extended challenges due to the absence of this facility (Castro, Kelly, & Shih, 2010)

**Overcrowded classrooms**

Teaching in an overcrowded classroom has been found very difficult. The teachers cannot give attention to each student in the class. In addition, maintaining discipline and proceeding educational activities have been found to be very difficult
in overcrowded classes (Darling-Hammond, 2010), particularly for teachers in developing countries. Overcrowded classes not only demand more effort and attention from teachers, but also increase their workload and decrease the time for instruction (Marzano, Gaddy, & Foseid, 2005). Teaching 50 students is common in India. The teachers complained that 15 minutes of their class time was wasted in taking attendance, and the rest of the time was served in maintaining discipline to create a conducive environment for teaching (Mooij, 2008). The teachers in Uganda and Malawi lamented that they had to teach 100 students per class. In elementary schools, over and under age students can be seen. Teaching overcrowded classes is almost impossible in those countries (Kremer, Brannen, & Glennerster, 2013).

The challenges of overcrowded classrooms are immense in Pakistani public schools. Public-school classes are found to be more overcrowded (Mbiti, 2016). In Sindh province, Tharparkar and Ghotki have the highest students to teacher ratio, which is 40 to 47:1 (Mujahid & Noman, 2015). In KPK, Pakistan, the student teacher ratio is 70-120 students (P. Khan & Iqbal, 2012). The principals in Punjab confided that student teacher ratio was 60-70 students per teacher in public elementary schools. In documents, this ratio has been mentioned as 35 students to one teacher, whereas the reality is entirely different (Mansoor, 2015). It is almost impossible to give attention to each student in such situation; therefore, to maintain discipline in class, corporal punishment is used (Batool et al., 2017). Assessing student’s work is merely possible, proceeding learning is difficult, and behavioural challenges are immense (P. Khan & Iqbal, 2012).

**High Workload**

The quality of education declines when teachers have to work under challenging conditions. The statistics of 100000 American teachers have shown that
they have been experiencing a high workload than teachers in other countries (Darling-Hammond, 2014). They reported that they give classroom instruction for 27 hours each week. In addition, teachers reported that their working hours were 45 hours per week, which meant they had been working for 9 hours per day. This overwork exhausted them, and they complained that they could not work to their maximum potential (Darling-Hammond, 2014).

In a study done in Pakistan, it was found that public-school teachers had less workload than private school teachers. However, the public-school teachers shared that they had more paperwork which frustrated them. They considered their motivation level to be on the decline because of the non-instructional duties and maintaining the records and instructional and non-instructional details in the school (Chughati & Perveen, 2013). Other professions receive assistance in managing their work, whereas the teachers experience a high workload. In Tanzania, the teachers at times had to leave their instructional responsibilities in order to complete the administrative workload (Davidson, 2007). Indian public-schools have almost the same scenario resulting in high stress and burnout because of high workload. They complain about various work demands which have been expected by the administration from them, the extraneous working conditions, paperwork and the challenge of role conflict with which they have to deal while working in schools (Jahan, 2017).

Other administrative duties

Performing other administrative duties is a challenge for novice teachers. In a study, it was found that novice teachers who had one year of teaching experience considered administrative duties very challenging because they required time and energy (Castro et al., 2010). They considered that performing these duties affected
their planning for classroom management. They explained that doing much paperwork, spending time on grading, attending instructional and non-instructional meetings, and interaction with parents affected their ability to manage the classroom (Castro et al., 2010). Similarly, in another study, it was found that the high workload due to immense paperwork and other administrative duties became a source of job burnout for special education teachers (Brunsting et al., 2014).

Especially in developing countries, teachers have to perform unlimited administrative duties, along with teaching. In China, the teachers have to do extracurricular activities, engage with parents and make supervisory papers for other districts. The teachers in China have to work for extra hours to provide tutoring for admissions in high schools as part of their job (Liu & Onwuegbuzie, 2012). In Indian rural schools, teachers have to operate schools themselves because of unavailability of principals, filling the managerial forms to cleaning the school, maintaining the student’s record. The teachers have to gather data for the census and to administer the constructional work in the school (Luschei & Chudgar, 2017). Teachers in Pakistan have endless paperwork and administrative assignments, which make teaching very difficult.

Parental involvement has a significant importance in the education of the child. Novice teachers face two kinds of challenges with parental involvement. They have a challenge in communicating parents of their children performance and dealing with uninvolved parents (Barkauskaitė & Meškauskienė, 2017). The novice teachers’ experiences have a challenging situation while communicating the parents about their children’s performance, conflicts, and behavioural issues. They should be educated through teacher education programs and the help of mentor teachers to communicate with parents of the students effectively. This is a concern of novice teachers which
creates a challenging situation for them whenever they have to interact with parents (Melnick & Meister, 2008).

Children have low motivation in their studies when their parents are uninterested in their education. Teachers find it very difficult to convince the students to study because of uninterested parents (Mansoor, 2015).

**Behavioural Challenges of Students**

One of the major challenges of classroom management is that a novice teacher has to face encounters related to the behavioural management of students in the classroom. A teacher’s time is mostly spent in managing the behaviour of difficult pupils while teaching (Al-Zu’bi, 2013). The reason is that the novice teachers face this challenge more because of lack of knowledge about behavioural management and the high focus on maintaining strict discipline in class. The more they show desperation to manage discipline in class, the more they encounter behavioural challenges during their classes (Wolff et al., 2015). It is observed that disruptive pupils are increasing in classrooms (Sullivan et al., 2014). They may have received a rejection from family or friends; therefore, they want to take revenge from others, and they usually show aggression and indulge in bullying (Garandeau, Lee, & Salmivalli, 2014a). Students bullying is associated with higher status in class (Garandeau et al., 2014b). Classes that make fun with actions and comments have the support of class fellows in disturbing the discipline, making classroom management difficult for teachers, particularly novice ones. The victim pupil complains about the behaviours of other classmates with teachers and thus, increasing the intensity of the issue. The saboteur pupil creates a drama in the class by pointing out the behaviour and comments of other students and realizing that the teachers will become angry or ultimately leave the class or profession (Sullivan et al., 2014).
Managing the behaviour of students is considered very difficult. A study done in Australia found that novice teachers considered behavioural management the second biggest challenge during their job. They considered that behavioural management made classroom management difficult because of focus on time management, teaching more content in less time and the conviction to increase discipline in class along with the variety of irritating, annoying and disturbing behaviours (Egeberg et al., 2016).

It has been researched in America that bullying in schools has increased. The students have a high level of aggression and bullying behaviours than before. The teachers experience challenges while teaching such behavioural challenged pupils in the class (Swearer et al., 2010). More specifically, the statistics of America showed that the pupils ageing 9 to 16 have at least 37 to 39 per cent of psychiatric/behavioural problems (Jaffee et al., 2005), which is very astonishing. This increasing number of pupils’ behavioural challenges have made teaching very difficult. A study found that 35% of novice teachers left the job because of the behavioural challenges of pupils (Ferguson et al., 2012).

Pakistani novice teachers have less knowledge about the behaviour of students. In addition, they do not have the support of psychologists in schools to manage the varying degree of behaviour (Ashraf & Ismat, 2016). The parents are reluctant to accept the reality of the challenged behaviour of their children when the teachers inform them and ask for help in improving the behaviour of their child (Butt & Khalid, 2015). A study in Pakistan found that 34.4% of the teachers and 35.8% of parents consider that their children have behavioural problems that affect their academic life. Further statistics in the study showed more aggressive behaviour in boys and more emotional problems in girls (Syed, 2009). In another study, the results
showed that 35% of Pakistani students had behavioural problems. These behavioural problems were categorized as an emotional problem, conduct problems, hyperactivity disorders, adjustment with peer and poor social skills which were exhibited in behaviours of school-going children (Maitla et al., 2018). Similarly, many studies show that the children from underprivileged families, children studying in overcrowded public schools, the orphans who are deprived of family love and support felt insecure (Lassi, Mahmud, Syed, & Janjua, 2011) and the children who had experienced trauma or abuse also had behaviour problems (M. Khan, Jabeen, 2014). The novice teachers find it challenging to manage such behaviour. The children’s family life, like rejection from parents, single parenting, mental health of parents (M. Khan, Jabeen, 2014), financial conditions, parental punishment (Anjum & Malik, 2010) and household chaos (Shamama-tus-Sabah et al., 2012), may lead to behavioural problems.

The classroom management problems that the teachers face are due to lack of knowledge about students behaviours, skills to manage those behaviours and problems also occur when the teacher is unable to convey their expectations to the students to manage the behaviour of students (Luo, Bellows, & Grady, 2000) and lack of skills and training to manage the behaviour of their students (Ghazi, Shahzada, Tariq, & Khan, 2013).

Research has emphasized the fact that very few teacher education programs still teach classroom management as a subject. Even if they are teaching classroom management, they are not teaching the skills of managing the students with emotional and behaviour difficult pupils. It is imperative to prepare our prospective teachers for classroom management in such a way that from the first day of teaching they have the
skills to manage the emotional and behaviour of difficult pupils (Oliver & Reschly, 2010).

A study found that the low level of classroom management might also cause a higher number of behavioural challenges, whereas the teachers who can do effective classroom management have less behavioural challenges in classes. More specifically, the academic performance of those students is very significant due to effective classroom management. The teachers who emphasize attaining academic goals have a higher level of achievement in their classes when they have effectively conveyed those goals to the students successfully. However, novice teachers need experience in this regard (Hochweber, Hosenfeld, & Klieme, 2014).

In a study done in Turkey, it was found that the teaching practicum teachers experience many challenges (Merç & Subaşı, 2015). Managing the behaviour of students has been their biggest concern. The study findings indicate that 77.8% of classroom management challenges are due to the inability to manage the behaviour of the pupil in the class. The second challenge they have encountered in classroom management has been managing themselves. The study highlighted that 9.5% of the challenges they had experienced in classroom management had been there because of their behaviour. They accepted that their behaviour often causes classroom management challenges for them (Merç & Subaşı, 2015).

Attention seeking behaviour

Noisy

Managing noisy pupils in the class is a tough task. The prospective teachers stated that during the teaching practicum in classroom management in behavioural challenges, 30% of the pupil related experiences had been dealing with the noisy pupils in the class (Merç & Subaşı, 2015). In another study, the 59 elementary
Russian school teachers reported that the noise in the class was the biggest classroom management challenge. They had experienced extremely noisy behaviours of pupils in the classroom (Koptelov, Manninger, Sullivan, & Williams, 2015).

**Victim**

Peer victimization is associated with the emotional and social problems of pupils, including a low level of social competence, aggression, and internalization problems. It has been found for pupils of grade one that pupils experience collective victimization, aggressive and physical victimization during their early years of schooling (Leadbeater & Hoglund, 2009).

Constant guidance regarding victimization reduces the chances of harassment. The teachers narrated stories of victimization of the targeted pupils, and this awareness and constant help reduced victimization by 20% (Hoglund, Hosan, & Leadbeater, 2012). This showed that helping the pupils to handle peer conflicts and peer aggression helped reducing victimization in elementary classes (Hoglund et al., 2012).

**Talkative**

Koptelov et al. (2015) found in his study that for Turkish elementary school teachers, the habit of pupils talking was the most irritating behaviour of the pupil in their classes. They found classroom management very difficult because of irrelevant talking of pupils. It was found that when the pupils indulged in talking, it was challenging to create discipline in that class. At the same time, the process of teaching could not proceed in such a class (Koptelov et al., 2015).

**Sympathy seekers**

Many students seek sympathy from others in their life. Likewise, in a study, a teacher reported that one girl used to tell her it was challenging for her to study at
home. Instead of stopping the girl from expressing her feelings, the teachers listened to her story out of class, where the girl told the teacher about the constant quarrel of her parents regarding divorce and the custody of children. The girl shared her that she could not stand this environment at home. The teacher tried to understand her problem and sympathized with her. In this way, the sympathy seeking girl stayed contented in the class and started taking an interest in her studies (Beaty-O’Ferrall et al., 2010).

**Asking irrelevant questions**

Many students ask irrelevant questions to annoy teachers. Teachers like intelligent questioning; however, standing irrelevant questioning is a matter of immense patience. In a study done in Pakistan, it was found that teachers complained about the behaviour of students who always asked irrelevant questions. The teachers reported that handling such students was very difficult for them. At times the teacher handled them by giving corporal punishments in order to stop them from questioning (Batool et al., 2017).

**Exaggerative**

Exaggerative pupils are those who seek attention to give hype to trivial matters. Such students have been found with excellent story-making skills (Beaty-O’Ferrall et al., 2010). It has been found that the children who have not received attention from families have developed the skills of exaggeration to seek attention from others. They have the ability to make an ordinary family discussion into a drama in front of others. In classrooms, such type of students have a new story of other students to tell the teacher the moment he/she enters in class. The teachers instead of snubbing the students should ask them to recap the day before’s class (Beaty-O’Ferrall et al., 2010).
**Naughty**

Teachers experience naughty students in each class. Keeping these students engaged in learning is the most challenging task for a novice teacher (Merç & Subaşti, 2015). The naughty pupils have been defined as class clowns in some countries. These pupils not only disturb the discipline of the class but also they distract the focus of other pupils from learning and make fun of them (Koptelov et al., 2015). The teachers should deal with those students by not giving importance to them. Even at times, they might laugh to avoid challenging situations in the class. The teachers should keep them busy with various activities so that they do not find time for fun (Beaty-O’Ferrall et al., 2010).

**Power seeking behaviour**

**Arguing students**

It is very difficult to manage such students since they argue with everyone and assert their own beliefs. Instead of offending such student by not allowing to argue, the teachers could deal with him by giving leading role helping them to utilize their skills positively. This technique not only contributes positively to students’ life, but also the challenge of classroom management is also solved to some extent through this technique (Beaty-O’Ferrall et al., 2010; Suleman, Aslam, Ali, Hussain, & Ambreen, 2013).

**Challenging students**

Challenging students are those who have some unmet needs, or they have not received the kind of love and support from their families and friends as they needed in life. These kinds of students are increasing in schools. As a result, challenging behaviours and classroom management failures is increasing (Gilliam, 2005).
Challenging behaviours of students can be reduced by socially and emotionally competent teachers. More teachers are mindful of social and emotional happenings in the student’s life and the teachers who showed empathy, compassion, and warmth towards challenging students face a lesser amount of challenging behaviour of students (Weeden, 2016). The teacher’s ability to understand the dynamics of social situation, developing supportive relationships with students and taking decisions keeping in mind the perspective of students are successful. Whenever they face a challenging situation, they overcome that condition in class with high social and emotional competence (Jennings, 2015).

**Disobeying**

Disobedient students are not ready to act upon the instructions of the teachers. In a study done in Pakistan, teachers stated that it was challenging to handle disobedient students in the class. The students do not expect the instructions of the teachers in the class; rather, they wanted to show their own power by challenging the teachers while refusing to obey them. These students disturb the discipline of the class. The teachers added that at times they had to give corporal punishments to such students in order to control their behaviour (Batool et al., 2017).

When students do not have adequate knowledge and competency to express their feelings, they turn their feelings into revenge-seeking behaviour. Research has shown that the students must be taught to express their feelings, and their experiences should be given importance in order to reduce the revenge-seeking environment in the classrooms (Akin, 2016). The teachers who have successfully provided the chance for students to express how they feel about class and their colleagues and interventions provided at the right time, revenge actions get controlled (Nash, Schlösser, & Scarr, 2016; Weeden, Wills, Kottwitz, & Kamps, 2016).
Disruptive students are of two types: popular aggressive students and unpopular aggressive students. Both categories have a high rate of a significant risk factor for personality disorders in their lives. These students have high involvement in physical and social aggression, bullying, attention problems, and are hyperactive. Research also highlights that classroom social dynamics may support the problematic behaviour of tough children. These children need constant mentoring (Robertson et al., 2010).

Handling disruptive pupils is challenging and the teachers need to have the training to deal with such pupils (Ghazi et al., 2013). A study found that establishing a close relationship with disruptive students in and out of the class and increasing the feeling of closeness with them while communicating gave them a sense of security which minimized their disruptive behaviour (Spilt, Koomen, Thijs, & van der Leij, 2012).

Revenge-seeking Behaviour

Blunt/harshness

The feeling of harshness is triggered when the situation and events are intense. It is very important to recognize the intense consequences that the individual has to face after speaking harshly with others. Research has shown that often the pupils did not know the ways to express their feelings. In the majority of cases, they expressed their feelings in harsh words which ruined their social life and made them unwanted in the social circle of class (Akın, 2016). The teachers need to teach them the right ways of communication to express their feelings in a better way (Johns, Crowley, & Guetzloe, 2005).
**Insulting**

Insulting pupils want to take revenge from others. They have a feeling that they have been punished or insulted for the things they have not done. They insult others in the class. To control those students, research has highlighted that instead of stopping them harshly or using the tool of insult, the teachers could appreciate their behaviour by telling the pupil that he/she has unusual skill of insulting. It takes many guts to behave like this; the pupil has an astonishing expression. This is how the teachers can gradually help in changing the students’ behaviour (Weeden, 2016). The need for appreciation has found to be fulfilling (Beaty-O’Ferrall et al., 2010).

**Destruction of property**

Destruction of property is one of the very dangerous behaviours of students in schools. These students on the walls, boards and desks, and at times break the furniture and stationary. While teaching, teachers find it very difficult to handle such students (Batool et al., 2017). This is a passive way of taking revenge from others. Teachers shared that they had to use different strategies to turn the attention of students from damaging things. The teacher usually gave them lead roles in order to involve them in class and stop them from destruction (Beaty-O’Ferrall et al., 2010; Sullivan et al., 2014).

**Physical attack**

Physical attacks have become a source of worry for teachers. In a study, the elementary teachers of Texas reported that fighting in the form of physical attacks is increasing in the pupils in their classes. Moreover, they reported the difficulty to control this tendency of the pupils and to keep them calm while teaching (Koptelov et al., 2015).
**Bulling**

A bully is a pupil who subjects another pupil to negative behaviour repeatedly. This may be due to the lack of practice of power between the aggressor and the targeted pupils in the class. Bullies enjoy the discomfort and shame of victim pupil and enjoy taking part in revengeful activities. The students who indulge in bullying are the ones who have not attained attention, love, and care from their families. They feel contentment in giving pain to others (Allen, 2010; Mohebbi, Mirnasab, & Wiener, 2016). It has been observed that many novice teachers have concerns about the problem of bullying in the class. They consider that they have limited knowledge about bullying and the reasons for bullying. Whereas it has been found that that bullying greatly depends upon how the teachers manage their classrooms (Allen, 2010)

Pupils at times are amused by abusing others physically, emotionally and socially. In a study, it was found that the tendency to bully or abuse is greater in young adults (Akın, 2016). Mainly this tendency is present more in elementary school pupils. It has also been found that the pupils who had experienced bullying often experienced psychological problems throughout their lives (Cook et al., 2017). It has been found in a study that teachers could contribute to decreasing bullying in their classes by using the strategies which keep the bulling pupils engaged in the lesson. More specifically, teachers can reduce this tendency by giving attention to bullies and appreciating them for their good behaviour. Developing positive relation with pupils reduces the chances of bullying in classrooms (Swearer et al., 2010).

**The feeling of inadequacy among students**

**Unwilling to Participate**

Research has shown that 20% of classroom management challenges that
teachers experience is regarding the pupils’ attitude of unwillingness to participate.
The prospective teachers found it very difficult to teach the pupils who were not willing to learn (Merç & Subaşı, 2015). The teachers felt tired while convincing unwilling pupils to learn and participate in the class (Koptelov et al., 2015).

**Uninterested students**

Uninterested students are present in every class. As suggested by research, at least 7% of the students have no interest in learning. Teachers experience challenges in motivating them towards learning (Merç & Subaşı, 2015).

**Lack of confidence**

Each class has a bunch of students who sit passively and do not participate in class. Such students are those who have a lack of confidence in themselves. They have anxiety in public speaking and socialization. When the teacher interacts one to one with them, they respond well (Mbuva, 2017). It has been found that these pupils have received low family attention. They desperately need someone who appreciates them to increase their confidence. Attention from family and inculcation of confidence help such students develop confidence in them (Mohebbi et al., 2016).

**Refusal to do new things**

Students who refuse to try new things have a fear of failure in something new. However, they do not want to take risks in their life. Students with such behaviours have low self-esteem and are fearful in whatever they do. It is challenging for a teacher to convince them to do something new. Thus, the teacher should build up their confidence before starting something new and encourage them so that they can perform their learning task easily (Mbuva, 2017).


**Wanted to be left alone**

It has been observed that the students who have a low image of *themselves* and have low self-esteem think nobody loves them, and nobody needs them. They think that they cannot achieve something worthwhile in their life. It has been found that dealing with such students is very difficult (Mbuva, 2017). The teacher has to put constant effort to counsel the pupils in order to improve *their* self-image. This has been found a time taking and patience-demanding task for teachers. While managing the class, teachers find it very difficult to give personal attention to such students (Mbuva, 2017).

In managing the challenging behaviours of students, the most critical factor is teachers. Teachers in elementary schools should be well prepared for the behavioural challenges they have to encounter in their classes. They need to understand that they have been dealing with young adults in their case they need to introduce the ways which help in managing the class (Akin, 2016). In some instance, the classroom management may occur in an unconventional way. While dealing with the most challenging students, the teachers have to try the strategies used in counselling such as empathizing, appreciating negative behaviours for the sake of teaching the pupils what is right and by realizing the pupils that the teacher has no ego. The teacher has been putting effort just to improve the pupil’s behaviour (Beaty-O’Ferrall et al., 2010). The teachers need to understand that they have to introduce new strategies and innovative techniques in order to keep all the students engaged in learning. There is a dire need for negative and positive reinforcement and intervention in class in order to deal timely with students’ behavioural problems (Chandra, 2015).

At the same time, it is imperative to understand that in the life of the novice teachers, the most satisfactory experience has been a good relationship with pupils in
the class. It has been found that the teachers who had good students in their class did not face many classroom management challenges (Perrachione, Rosser, & Petersen, 2008). Those teachers reported that experiencing good pupils while teaching was a motivating factor for them in the classrooms. They faced fewer adjustment challenges because of the availability of good pupils (Perrachione et al., 2008).

**Teachers Self-Created Challenges**

Research has emphasized the fact 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 behaviour (Mirzaee, 2017). The teachers experience highs and lows in their teaching career. Over time, they learn engaging students who need a multitude of effort in building students prior knowledge and supporting their skill development (Palumbo & Sanacore, 2007).

It is essential to maintain the teachers who have joined schools for teaching; however, research is evident that the teachers leave their job due to lack of control over their emotions and the constant stress on the workplace due to the inability to manage the behaviour of students in the class (Ismail & Abdullah, 2019). These emotions of teachers compel them to behave in such a way that they create the challenges of classroom management through their behaviours (Darling-Hammond, 2001).

Teaching is considered to be a stressful job. Teaching is the second stressful job out of the majority of occupations. The reason for this stress is due to the level of public dealing with their jobs (S. Johnson et al., 2005). The novice teachers experience stress because of a lack of control over the behavioural challenges of the students. They enter classes with little prior experience and try to achieve self-control
in classroom management. Thus, they experienced a high level of pressure to prove their teaching ability and to control the stress (Dicke et al., 2014).

Many challenges emerge in the classroom due to stress by the novice teachers. Thus, the reasons behind this stress can be many, such as the teacher’s inability to maintain discipline while teaching (Hong, 2010; Simon & Johnson, 2015) mismanagement of the task, inability to control and manage difficult pupil and inability to achieve targeted goals timely in the class (Ismail & Abdullah, 2019; Rogers, 2015). As a consequence of this, some novice teachers leave the job due to stress and consider that they are given difficult classes in the initial months of their job (Husain et al., 2016; Struyven & Vanthournout, 2014).

Experiencing stress has become part of the teacher’s life, particularly in Pakistan’s context. The reasons behind this stress are completing the tasks related to teaching from home, performing administrative duties along with teaching and relationships with a colleague who is generally based on job politics and low salaries. Handling a high workload with teaching over-crowded classes in which management becomes difficult and, they consider they cannot teach effectively and the targeted learning of pupils cannot be achieved (Yusoff & Khan, 2013).

The other source of stress for a teacher can be some difficult situations in their personal life. Stress has a very damaging impact on the classroom environment and can turn into frustration when one is unable to change the situation. The frustration turns into constant anxiety and teachers may find classroom management difficult. The resulting consequences of such situations can destroy the classroom atmosphere completely (Klassen & Durksen, 2014).

Novice teachers generally experience frustration while dealing with the individual differences of the students. They try their best, but are unable to teach each
student effectively. In addition, when they communicate with the parents about the academic performance of the child, they want them to take an interest. The unconcerned behaviour of parents frustrates the teacher (Latimer, 2009).

When the novice teachers enter the class, they experience anxiety. They are new to the field, and when they enter class, the pressure of teaching so many students and being conscious of the fact that students have an eye on each of their actions make them experience anxiety. This feeling of anxiety reduces their confidence, and they quickly want to end their class (Koller & Bertel, 2006; Mirzaee & Rahimi, 2017).

When teachers experience stress, anxiety, frustration, and anger, they react in class or show such behaviours that they create the challenges of classroom management for themselves (Clunies-Ross, Little, & Kienhuis, 2008). It has been observed that the attitudes of teachers have a definite impact on the classroom environment in particularly the behaviour of the students are influenced by the attitude of the teachers. A well-organized class could be ruined by the criticism of the teachers. The nonverbal gestures of the teachers also stimulate the change in students behaviour (Raba & Mahmoud, 2016; Steffy, 2000).

Generally, teacher’s offending criticism, nonverbal gestures, physical interventions and reluctance to apologize create challenges for them (Laslett & Smith, 2002). Teachers trying to respond to every offending criticism disturbs classroom management. Teachers at times use strong nonverbal/ facial gestures which not only hurt students, but at times triggers retaliation. When teachers are unable to manage the classroom, they use physical interventions, to maintain discipline and this creates problems, which further aggregates behavioural issues among students (Laslett & Smith, 2002).
**Offending criticism**

The teachers' offending criticism of pupils, ineffective strategies in managing classrooms may lead to further behavioural outburst of pupils in classes (Allen, 2010). Offending practices of teachers may promote pupil to pupil victimization and bullying too. A more behaviour outburst of pupils may increase more classroom management challenges for teachers (Tekindal et al., 2017).

Due to a lack of control on classroom management, the novice teachers experience emotional outbursts and as a result in anger using offending words to the pupils. Since the teachers inexperienced in classroom management, they consider assertively controlling the class as a tool. However, the results of this practice ruin the whole class atmosphere. The offending strategies have been found to be damaging for classroom management (Dicke et al., 2014). Similarly, students in another study reported that the teachers literary made them weep with their harsh and hurting words. The teachers used terms which made the students feel that they were useless, their families had not taught them to behave, and they cannot learn (Honkasilta, Vehkakoski, & Vehmas, 2016).

Research has demonstrated that leaving one’s ego at the doors of the classroom helped the teachers manage their classes. The ego of the teachers make them react offensively in the class. The teachers who have not found to be offended have a better chance of success in classroom management. Thus, they usually ignore the conversations or comments which may disturb the class, and successful learning of students became difficult (Beaty-O’Ferrall et al., 2010).

**Nonverbal Gestures of teachers**

The non-verbal gestures of teachers may also influence the behaviour of the pupils. It is very significant that the nonverbal gestures of the teachers may impact
class negatively or positively. The way the teacher uses those gestures matter a lot (Sun, 2015).

**Physical interventions**

Teachers who involve in physical interventions with the pupils in the class as snatching and grabbing learning material from the pupils in order to show their anger may destroy the classroom environment. This way of punishing pupils does not reduce the negative behaviour; however, the behaviour will be suppressed for a while. The pupils exhibit teasing behaviour after some time with more intensity (Sun, 2015). In a study in Pakistan, it has been reported by male school teachers that they use physical interventions in order to stop students from such acts and sometimes give punishment to control the class and proceed with teaching (Akhtar et al., 2017).

**Teachers’ reluctance to apologize**

Teachers tend to be reluctant to apologize when they are wrong and this makes classroom management difficult for them (Laslett & Smith, 2002; Lewis, 2008). Often when teachers indulge in high insult and create unbearable situation, their reluctance to apologize triggers disciplinary challenges in the class (Sun, 2015; Yusoff & Khan, 2013).

**Needs of Novice Teachers**

The fulfilment of the needs of teachers is vital in the quality of education. However, the needs of teachers are not fulfilled in under-developed and developing countries (Byrne, 2017). The education system demands massive intake from teachers in improving the quality of education. Often it has been observed that the basic needs of those teachers are not fulfilled. Many countries fail to provide basic working conditions for the teachers, which may fulfil their needs. In Herzberg’s two-factor theory, the first factor demands challenging work, recognition, and sense of
importance by the teachers to perform well. On the other hand, the teachers need working conditions, salary, job security and constant facilitation as well (Herzberg & B. & Snyderman, 1959). The working conditions such as physical facilities in schools, teaching aids, belongingness to social status and supportive relationships with teacher colleagues. In addition, it has been found that teachers need a sense of belongingness. They want to have a professional relationship with other teachers in order to have a feeling of belongingness (Byrne, 2017; Flores, 2019). In the developing countries, the teachers do not get any benefits for their performance, such as promotion on the basis of performance. This facility has been considered significant in fulfilling the needs for esteem and self-actualization of teachers (Evans & Yuan, 2018).

Novice teachers have some expectations which need to be fulfilled. The school authorities need to help them by providing constant support and encouragement to settle in the profession. Novice teachers need to share with their colleagues, staff problem-solving groups, consultant teachers, team teaching and feedback from principals (Buchanan et al., 2013; Laslett & Smith, 2002; Raba & Mahmoud, 2016). When the novice teacher enters the actual classroom and practices the knowledge of the teacher education program at this time, he/she needs the sharing relationship with a colleague because they might be facing the same situation and may be able to get the novice teachers better. Their evolving experiences help them and others (Girardet & Jean-Louis, 2018). The support of mentor teachers and positive feedback from principals are considered to have a positive impact on novice teachers' classroom management (Bickmore & Bickmore, 2010; Paula & Grīnfelde, 2018).

Providing support to novice teachers in order to fulfil their needs is an ongoing process. To provide support to novice teachers encounter the challenges in the initial
time of their jobs is not the concern of those teachers only. The school principals, other administrative faculty, expert teachers and the community at large have to play a role in the evolution of those teachers as expert classroom managers (Hudson, 2012). Effective feedback from authorities regarding the teaching of novices through expert teachers, mentors and principals through a cycle of constant and meaningful feedback to novices and describing the novice the ways to overcome those pitfalls they have been experiencing in their classes help novice teachers to manage their classes effectively (Hannan, Russell, Takahashi, & Park, 2015).

**Professional cooperation from a teacher colleague**

Constant cooperation from teacher colleagues has been found as a key need for novice teachers. When novice teachers join a school and experience the reality shocks of the actual classroom, they encounter many challenges. Those challenges are specifically enormous regarding the behavioural management of pupils. The novice teachers need support from expert teachers during this time (Hannan et al., 2015).

Novice teachers experience isolation in the initial months of their job. Experienced teachers do not extend help and support to the novice teachers unless they request their experienced colleagues to render their help regarding the variety of challenges they experience related to classroom management (Castro et al., 2010). In a study, the elementary novice teachers emphasized that their teaching was effective and they experienced more self-efficacy in managing classes while sharing their classroom management challenges with their colleagues, thus helping them in finding solutions to their problems in classroom management (Byrne, 2017). The teachers felt comfortable while sharing their actual experiences with their teacher colleagues (Byrne, 2017).
Relationship with teachers not only helps in classroom management, but it also helps in dealing with administrative tasks. Since the novice teachers do not have the experience of all dynamics of school, the guidance of expert teacher helps them in their all-round development. The expert teachers help the novice in adjusting with volatile working conditions which are new for them (Pogodzinski, 2014).

Supportive and collegial relationship positively affect novice teachers (Clandinin et al., 2015). Collegial support in the early days is very important in school, formal to informal support, support from a teaching partner or observation from a senior teacher. The teachers who had received support from colleagues were found certain about staying in the job of teaching, and those who had not received any collegial support were uncertain about staying in the job. However, it was found that the teacher who had received support from colleagues survived in the initial transition period. The novice teacher who had found support had satisfaction with their teaching (Clandinin et al., 2015).

**Staff problem-solving groups**

Studies have pointed out that developing a collegial relationship with novice teachers with other teachers in the school helps the teacher to improve classroom management skills and also improve the performance of the school (Chandra, 2015). The conversations between the teachers based upon pedagogy, practice, and student learning could be a bridge between the educational values and improved classroom practices in the school. The social, technical and organizational conditions enable them to grow and flourish in schools. Key conditions for such groups are norms of collaboration, focus on students and their academic performance, access to a wide range of learning resources for individuals and the group, mutual accountability for student growth and success in the school (Horn & Little, 2010).
Some studies call these groups as professional learning communities as the purpose of the group is to support the novice teachers. Professional learning communities are the best source for improving the school as a whole. In addition, classroom management challenges could be reduced by the collective effort of teachers in the schools (Cranston, 2009).

**Mentor teachers**

Induction programs for novice teachers help them retain in schools successfully. This program provides guidance and counselling and increases the confidence and effectiveness of teachers in order to help them adjust to the job of teaching thus, retaining the novice teachers in teaching. The retention program is based upon the mentoring of the novice teacher by the constant assistance of an experienced coordinator (Tahir et al., 2020). The mentor helps the novice to learn the skills of classroom management, to encounter the challenges and to bring improvement in his/her skills of instructions. More than 40-50% of novice teachers leave teaching because of the challenges they experience in the first year of their job. Research has indicated that there was at least 105% difference in teacher retention because of the mentoring programs offered to the novice teachers (Ingersoll & Smith, 2004). The school administration can help the mentoring process flourish in order to provide constant help to the novice teachers to adjust in schools (Pogodzinski, 2015).

Through mentoring the ability to reflect on teaching is developed in novice teachers, and through this process, the self-confidence of novice teachers is increased. Gradually, novice teachers get to know their knowledge and abilities, and they can better manage their classes (Schatz-Oppenheimer, 2017).

Mentors play a very positive role in their effective teaching (Steffy, 2000). The mentors who belong to the same area or subject help them to adjust better in
schools. In addition, the teachers who have common time for planning the lesson seek help from each other which reduces their work pressure and stress. The mentor can support and facilitate the novice teachers to better adjusted at the end of the first year of teaching (Hannan et al., 2015; Ingersoll & Smith, 2004). In another study, it was found that novice teachers experience motivation through the help of mentor teachers. The collaborative use of mentoring gave motivation to the novice teachers, which increased their ability to improve their skill of classroom management. It has been reported that the real-time mentoring in which the mentor understands the feelings and experiences of novice teachers change their overall performance towards teaching and handling classroom challenges (Van Ginkel, Gisbert, Verloop, & Denessen, 2016).

Mentoring in terms of classroom management supports in successful transition from teacher education programs to the school. In a study, it has been found that the novice teachers face a number of problems regarding classroom management in particular; developing rapport, fairness, standard behavioural management, and class safety (Thompson, Hagenah, Lohwasser, & Laxton, 2015). The findings of the study revealed that the novice teachers experience improvement in all these aspects with the facilitation of mentorship in the first three months of their job, specifically providing a safe learning environment to the pupils. The teacher’s relationship with the students developed gradually, which helped them manage the behaviours. They have reported that mentors had helped in developing a relationship with students and practising the strategies which made classroom management easier. The novice teachers learned to utilize the discipline strategies successfully from mentors. They found the punishment and reward strategy most effective during their initial months. They had learned the various ways to practice the strategy from mentors (Alexander-Rami, 2011). The
mentors helped the novice teachers in developing skills of managing the classes by maintaining discipline and developing cooperative strategies in classes. In another study, it was found that the novice teachers reported that their mentors knew what was the right thing to say to them when the novice felt tired of managing classes (Shwartz & Dori, 2016).

In another study, it has been found that modelling the classroom management styles of mentor teachers improve the ability to manage the class for novice teachers (Goodwin, Roegman, & Reagan, 2016).

Mentoring can be a difficult experience for some novice teachers. As in a study, novice teachers reported that their experiences related to mentoring. Some of them narrated that their assigned mentor gave them a briefing on the first day of the job for 10 minutes with no advice. When they asked for help again, the mentor replied that all the important details had been shared on the first day of the job. In addition, some of them experienced that their mentor did not have adequate knowledge related to their challenges (Castro et al., 2010). In a study done in Pakistan KPK, the teachers reported that they had not received formal mentoring from any official and they had not found counselling personnals who could help them in their adjustment in school. They felt great need of formal mentoring during their early years (N. Khan et al., 2016).

Team teaching

When both novice and expert teachers teach difficult topics in a team, the results are positive for both teachers and students (Thompson et al., 2015). The novice teachers learned many classroom management skills, teaching strategies and the expert teachers experienced zeal, active response and passion for teaching from the novice teachers. In addition, the students shared that they had received help in the
formation of concept with the help of team teaching in the class. The lesson delivered by two teachers was more interesting and communicative (Thompson et al., 2015).

**Feedback from principals**

Research has shown that the role of the principal is very vital in developing novice teachers. The principal is the key person who can provide support to novice teachers in their classroom management (Barkauskaitė & Meškauskienė, 2017). The communication between principals and novice teachers is very important because through this the principal realizes the challenges of novice teachers. This enables the principal to provide support on the challenges of novice teachers and might provide a support system to the novice teachers regarding class discipline. The principal might facilitate the novice teachers in particular in the case of the behaviour of pupils. The principal can provide a chance to observe peer classes, especially the classes of experienced teachers in order to help the novice teachers learn rules and methods of teaching in a particular school (Wilson, 2012).

The principal’s role in providing support to novice teachers has been emphasized in various studies. When principals organize a constant feedback system for novice teachers, regularly observe their classes, give feedback on their teaching, appreciate the improvement in teacher’s classroom management, they become the best support for novice teachers (Hannan et al., 2015). In addition, it has been found that the principals who gave regular feedback on classroom management increase the confidence of novice teachers (Epling, 2016). Through feedback, the teachers realize that their work has been highly valued and the principal knows the work and contributions of novice teachers. This boosts the confidence of the teachers and becomes a source of extrinsic motivation for the teachers, whereas lack of feedback from the principals affects their confidence and their teaching abilities. The teachers
feel comfortable when they receive constant feedback from the principals (Epling, 2016; Kass, 2013).

Unfortunately, it has been found in Pakistan that the principals do not have any interest in supervised teaching. They have been considered as the quality maintainers of education in school; however, it has been found that the principals in Pakistani schools neither have an interest in supervising the teaching-learning process nor do they have adequate knowledge to facilitate teachers in their learning process. Some of the teachers requested the principals to visit their classes and give them feedback, but the principals did not like their suggestion and responded that it was not their duty to supervise classrooms (Asif, 2015).

Teachers in Pakistani schools suggest that principals should adopt democratic ways of leadership (Ali, 2017). The teachers should be given a chance to give their point of view on matters related to teaching and learning. The principals should assign tasks according to the ability of teachers. Similarly, the classes should be assigned on the bases of performance of teachers. The principals need to monitor the work of teachers and suggest improvements where needed. In addition, the principals should appreciate the teachers in their classroom management and effective teaching (Alwi, Rauf, & Haider, 2015).

**Critical Analysis of the Research on Classroom Management and Novice Teachers Experience in the Context of Pakistan**

After reviewing the literature, the researcher reached to the point that both classroom management and the experience of novice teachers are the areas which are not completely explored in the research studies in Pakistan. The limited amount of research conducted on this topic has not explored classroom management in a comprehensive way in the context of Lahore. The needs of novice teachers which
they experienced during their early days are not addressed in research studies. There is not a single research study done in the context of Pakistan, which has explored the needs and challenges of novice teachers related to classroom management at any level of education. Thus, it was essential to conduct research on this burning issue of needs and challenges of novice teachers regarding classroom management.

The experience of novice teachers is explored in some quantitative studies conducted in different regions of Pakistan. For example, in a study in Lahore Pakistan, it is found that teachers transition from teacher education program to actual teaching is generally difficult due to a gap in theory and practice in the actual classroom setting. The theory taught to our prospective teachers has no direct connection with the situation of human and physical resources (Awan, 2015; Dayan et al., 2018). Classroom situations are different than knowledge given to the prospective teachers in almost all developing countries due to rapid change in societies (Guerriero, 2017a). A study done in Islamabad Pakistan, in secondary public-schools found that experienced female teachers are better in classroom management then novice teachers due to experiencing real situations in classrooms and then successfully getting used to it while managing classes (Malik & Jumani, 2016).

The various challenges are explored in different studies conducted in the context of Pakistan. Each study has explored one sort of challenges in classroom management or has inquired about the overall challenges in classroom management without determining the sources of challenges which might make classroom management difficult for teachers. As in a study done in Peshawar, Pakistan, it was found that novice teachers experience challenges in classroom management due to over-crowded classes, high workload and lack of physical facilities (Dayan et al.,
2018). A study done in federal capital, Islamabad found that novice teachers experienced high-workload and over-crowded classes (Tahir & Amin Qadir, 2012). A study done in Chitral, KPK Pakistan, in secondary school teachers have experienced challenges in classroom management because of deviant behaviours of students, teachers enter in class unprepared for teaching lesson, and teachers do not involve students in learning (I. Ahmad et al., 2012).

Regarding physical facilities and learning of students, a study was done in KPK, Pakistan. It was found that both school buildings, class sizes and furniture had a definite impact upon the learning of intermediate students. Thus, to avoid challenges in teaching all these physical facilities should be ensured (Laiqa, 2012). A study done in Punjab, Pakistan in six districts found that the schools do not have enough buildings, small class sizes, shortage of furniture and shortage of water/sanitation and electricity in elementary schools (Saeed & Wain, 2011). In Sindh, Pakistan, each class has more than 40 students and small classrooms (Mujahid & Noman, 2015)

Administration related challenges influence the performance of teachers. A study done in Quetta showed that primary school teachers experienced stress due to high workload, and non-teaching duties such as paperwork and administrative duties (Ayub et al., 2018). A study in Lahore also pointed out that daily administrative duties affect the teaching of teachers (Sohail et al., 2016b). They feel frustrated because of paperwork and cannot concentrate on managing classes (Chughati & Perveen, 2013). Over-crowded classes create the challenges of classroom management, and the students leave schools because of lack of attention of teachers before completing primary class as found in a study done in Lahore (Farooq, 2013). In Ghotki, Sindh Pakistan 47 to one ratio persists (Mujahid & Noman, 2015) and in KPK. Pakistan this ratio is 60-70 students (P. Khan & Iqbal, 2012).
Students’ behavioural encounters are found to be challenging during classroom management. As a study done in Khanpur, Punjab, Pakistan, 35.7% of students of elementary and high-school boys have abnormal behaviour (Maitla et al., 2018). There are no psychologists available in public-schools to provide support to teachers in order to manage the behavioural challenges of students in classes in Pakistan (Ashraf & Ismat, 2016). Those teachers experience difficulty in making the parents of such students understand that their child has behavioural problems. The challenging behaviours of students could only be modified when the parents of children are ready to accept them (Butt & Khalid, 2015).

The teachers’ self-created challenges is an unexplored research domain in Pakistan. In a single study, teachers accepted that they use physical interventions to manage the challenging behaviours of elementary and secondary male students of public-school in Punjab, Pakistan. However, they do not accept that their physical interventions, especially punishment, cause challenges in classrooms (Akhtar et al., 2017).

The needs of the novice teacher ae also a less unexplored research area in Pakistan. For example, a study in KPK, Pakistan, shows that there is no formal mentoring provided to novice teachers in their initial time. Thus, there is no counselling/mentoring available to teachers in Pakistan to help them adjust to the job of teaching (N. Khan et al., 2016). A study showed that principals in Pakistani schools do not like to provide feedback to teachers upon their classroom management. It was found that the principals tend to get offended when the teachers request them to visit the class and suggest improvements regarding classroom management (Asif, 2015).

Teacher in Karachi, Pakistan report that the principal should listen to the challenges
of teachers and should not give much administrative work to teachers (Alwi et al., 2015).

Researchers consider it very important to explore the challenges of classroom management in elementary public-schools in Lahore in order to explore that how the novice teachers manage their classes, what challenges make an effect on their teaching, and how they overcome those challenges. Moreover, it was very important to signify how the needs of novice teachers essentially play a role in their adjustment in schools regarding classroom management.

The next chapter details the methodology of the study.

Chapter 3

Research Methodology

This chapter includes a detailed description of the purpose of research, the method the researcher used while conducting the study, sampling techniques, and the population from which the sample was taken. Moreover, the instruments used for this study, how and when those instruments were developed, reliability and validity of the
instruments also described. This chapter also describes the process of data collection, data analysis and synthesis of data analysis. The ethical considerations the researcher kept in mind while conducting the study, and the limitation of the study are also included. Hence, this chapter has a complete picture of the research procedure.

The purpose of this study was to develop an understanding of the challenges and needs that novice elementary public-schools teachers experienced related to classroom management during their first three years. The novice teachers were defined in this study as those who have three years of teaching experience in a public school after the completion of teacher education program. This study explored the physical, administration-related, teachers’ self-created and students’ behavioural challenges that novice teachers face in the first three years of their job. Moreover, the study in hand also explored the needs they considered essential during their initial experience to be fulfilled by the principal, experienced teachers, and school administration to help them to overcome those challenges.

To explore the challenges and needs of novice public-school teachers, the researcher used the following research questions.

1. What are the physical facilities-related challenges faced by novice teachers during classroom management?
2. What are the administration-related challenges faced by novice teachers during classroom management?
3. What are the students’ behaviour related challenges faced by novice teachers during classroom management?
4. What are the self-created challenges faced by novice teachers during classroom management?
5. What are the expected needs of novice teachers to be fulfilled during their classroom management?

**Research Design**

This study was aimed at exploring the challenges and needs of novice teachers related to classroom management at the elementary level. After the literature review, the researcher realized that in the case of Pakistan, there was no comprehensive study conducted in the area of the challenges and needs faced by novice public-school teachers at the elementary level. It was essential to investigate the challenges and needs of novice teachers related to classroom management during their first three years. Therefore, it was very important to conduct a survey on this topic in order to investigate this phenomenon on the larger population. In addition, it was very significant to explore how those challenges hinder the novice teachers’ overall classroom management, how they experience those challenges which are related to physical facilities in the classroom, administrative support from the principal and other administrative staff, how the behaviour of students creates the challenges of classroom management and how they themselves create challenges in class with their behaviour and attitude. Moreover, the kind of needs they had experienced during this time, the expectations they had with their principals, administration, experienced teachers and required mentorship were also explored. For this purpose, it was very important to include their voices to provide a chance to the novice teachers to report their perceptions and experiences. This was achieved through interviews.

The researcher decided to use a mixed-method research design. Thus, it was very important to understand how mixed methods research design was evolved and how this method is used to study the research problem.
Mixed methods research is called the third methodological movement (paradigm). The quantitative and qualitative were the first and second movements in the research paradigm. The third movement of research of the mixed methods research paradigm is based upon the philosophy of pragmatism (Venkatesh, Brown, & Bala, 2013). The pragmatic worldview is derived from the work of Dewey, which arise from the situations, actions and concerns.

As Biesta and Burbules (2003) have explained, pragmatism provides a different way to conceive the relationship to knowledge and action. Dewey believed that knowledge provides man with the possibilities to solve day to day problems. Moreover, pragmatism provided a chance to think differently between the relationship of theory and practice and specifically between educational research and educational practice. The problems of study have been understood by various sources, and the difference between perceptions and practice can be explored. More specifically, pragmatism provides a chance to study objects of our knowledge. In this perspective understanding the objects of knowledge/phenomena along with a variety of methods could be used (Bieta, 2010). As the philosophic approach of pragmatist underpins the logic that instead of emphasizing one method of study, the researcher must focus on the research problem which is needed to understand the phenomenon. In the pragmatic approach, the researcher had a choice to use the methods, techniques, and procedures which best suited the needs of inquiring about their problem under study (Creswell, 2014). In pragmatism, the problem is more focused, and the researcher utilized all the available approaches to understand the problem in more depth. There a special emphasis on understanding and exploring the research problem rather than a single specific method to be used (Tashakkori & Teddlie, 2010).
The aim of mixed method research is not to replace qualitative and quantitative methods of the study, but to combine both approaches in such creative ways so as to utilize the strength of both approaches and the weakness of one approach and to ensure that they do not overlap with the weakness of other the study, which was assumed to be strengthened by the use of both methods (Ary et al., 2018). Thus, it can be said that mixed method research is an approach to an inquiry that combines both qualitative and quantitative methods to extract the best possible results (Creswell, 2014). In mixed methods research, the researcher bases the inquiry on the assumption that diverse types of data provide breadth and depth of understanding of the research problem (Creswell, 2008). Both open-ended and closed-ended instruments for data collection were used to explore the research problem (Tashakkori & Teddlie, 2010). Moreover, the results of mixed methods study were shown both in textual and pictorial formats which helped in giving clear pictures of findings from both qualitative and quantitative methods of study (Angell & Townsend, 2011).

In mixed methods research, the researcher is free to use the sequence of research methods that are needed to meet the exploration of the research problem under study. The pragmatist researchers believe that the problem always occurs in the political, social and historical context of society. In this way, the pragmatic lens reflects on social justice and political influences on research problems (Creswell, 2014). Mixing methods and paradigms in mixed method are linked to distinct the paradigm of the inquiry. It aimed at making it meaningful, sensible and useful investigation (Greene, Caracelli, & Graham, 1989).

The reason for using mixed method research was that this type of research helped to develop triangulation. Triangulation refers to designing multiple uses of methods, balancing and counteracting the biases in the inquiry of phenomena. In
order to strengthen the validity of the results of the phenomena, the core of triangulation was based upon the belief that all methods’ biases and limitations would yield the results of phenomena. However, two or more methods of data collection were used to counter-balance the biases. The results of those methods converge or verify one and another and the validity of the research inquiry is enhanced (Ary et al., 2018; Greene et al., 1989). In this study, triangulation verified the results of the quantitative phase through semi-structured interviews in the qualitative phase and gave words to their experiences which they had during their first three years. The triangulation helped to explore the challenges that the novice teachers faced and the available support they had in public-elementary schools through interviews in Lahore, Pakistan.

The functions of mixed-method research expanded the scope of research. The first and foremost important function was the corroboration process in which convergence of responses was explored. The understanding of the problem was done from divergent angles. The second function of mixed-method research was elaboration. Elaboration was aimed at providing richness and details of perceptions, beliefs, and thoughts of the persons who had been experiencing those phenomena. The third function of mixed-method research was initiation. Initiation process prompted towards new interpretations of interviews. In addition, initiation was done to suggest areas for further exploration of the research problems and to recast all research questions from varied angles of exploration (Rossman & Wilson, 1985). In this way, a complete picture of phenomena was clearly drawn (Creswell, 2014; Greene et al., 1989).

The mixed-method sequential explanatory design was employed to explore the experiences of public elementary school novice teachers. This design comprised two
phases of research. In the first phase, a quantitative survey was conducted on a large population to explore the research problem. The findings of the quantitative study determined the type of data collected in the second phase of the study that included qualitative data collection, analysis, and interpretation. The researcher then used the qualitative analysis and interpretation to help explain or elaborate on the findings of the quantitative phase (Ary et al., 2018; Creswell, 2014; Mills & Gay, 2016).

In order to explore the research problem of the study in hand, it was essential to indicate these challenges through quantitative surveys and to describe their experiences and to attain qualitative data through interviews. After reviewing the literature, the researcher realized that there was a lack of extensive exploration of this research problem in Pakistan. The huge research gap of exploring classroom management challenges of novice teachers regarding the physical facilities, administration related support, behavioural challenges of pupils in class and the teacher’s self-created challenges were not explored under one study. The needs of novice teachers were not address in previous studies. In addition, how these challenges made classroom management difficult for novice public-school teachers was also not focused in previous studies. The researcher first explored the challenges of novice teachers through questionnaires from 500 novice teachers. Then it was essential to explore the experiences of novice teachers: How they had given words to their challenges, how they define the term challenges and how they have experienced those challenges. The needs they experienced in the school and to what extent their needs were met were also the focus of the study.

In the first phase, the researcher collected the quantitative data and analysed it. On the bases of results, the qualitative phase was built, and the mapping of qualitative data was done. The quantitative data informed the type of participants to be selected.
purposefully and also helped in developing the interview protocol for the qualitative phase. This design helped the researcher to explain the results of the quantitative phase in more detail and depth, with the help of data collected in the qualitative phase (Creswell, 2014; Dominguez & Hollstein, 2014).

**Population**

Since the study was delimited to Lahore, the population of the study comprised all novice teachers teaching in the public elementary schools of Lahore. The statistical data of elementary public schools, total teachers and novice teachers was acquired from school census of 2018, which was available on school education website (Schools, 2018). There were 230 elementary schools in Lahore, out of which 87 were for male students and 143 for female students. At the time of research, about 895 males and 2174 female teachers were serving in these schools out of these teachers approximately 828 were categorized as novice teachers as they had three or less than three years of service (DeAngelis, Wall, & Che, 2013). The novice teachers were considered the ones who had less than three years of experience in their first job after completion of the teacher education program (DeAngelis et al., 2013).

**Sample**

Since this study used a mixed-method sequential explanatory research design, the sample of this study was based on two phases of data collection and sampling. The first phase of the study was quantitative in nature, and the quantitative sampling technique was used for data collection. The second phase of the study was qualitative in nature, and a qualitative sampling technique was used for data collection.

*The first phase of sampling*

In the first phase of this study for the quantitative phase of data collection, the sample was randomly selected from the population. Five hundred novice teachers
were selected as a sample from the population for the first phase of the study. Generally, due to the large targeted population, the sample in quantitative studies are taken as 10% of the total targeted population. However, in this study, the targeted population was small, consisting of 828 novice teachers and the population was focused only on novice teachers of one city. More to generalize the results and to do factor analysis, the sample needed to be at least 500 participants. To meet the criteria of a highly reliable study, the researcher decided to take a sample of 500 participants (Fraenkel, Wallen, & Hyun, 2011). For a PhD study, the quantitative sample should be at least 500 (Creswell, 2008). Simple random sampling is the process in which all participants in the defined population had an equal chance of selection (Creswell, 2008; Mills & Gay, 2016).

**The second phase of sampling**

In the second phase, qualitative data were collected from 20 novice elementary public-school teachers in Lahore. On the bases of quantitative analysis, 20 novice teachers, 10 from each end of statistical data analysis were selected for semi-structured interviews. Purposeful sampling technique (Patton, 2014) was used for studying the perceptions and experiences of novice teachers. For purposeful sampling, the researcher selected the individuals and sites because they could purposefully understand the problem under study (Creswell, 2007a). In purposive sampling, an intensity purposive sampling technique was used. This technique helped in choosing information-rich cases who were comprehensive, insightful and honest in their experiences (Robinson, 204), by selecting the participants who had a variety of experience on the bases of quantitative analysis as the novice teachers who had experienced fewer challenges and the teachers who had experienced extreme challenges. In this way, a holistic view of the challenges that novice teachers had
experienced could be drawn and was used for the comparison of experiences (Mills & Gay, 2016). Both of these categories of teachers were addressed in order to compare experiences (Creswell, 2007b).

**Data Collection**

The data collection of this study was an extensive process. The researcher used mixed-method, sequential explanatory design. Therefore, the study comprised two phases. In the first quantitative phase of the study, the researcher collected quantitative data through questionnaires about the challenges and needs of novice teachers related to classroom management from novice public school teachers. For this, the researcher visited the schools and sought consent from the principals of schools. Then the researcher requested the novice public elementary school teachers to participate in the study to fill the questionnaires. The researcher personally collected data from 500 novice public-school teachers and then did the data entry of the responses received from the questionnaires. Then the quantitative data analysis of collected data was done.

After the analysis of quantitative data, the researcher developed an interview guide pertaining to the challenges and needs of novice teachers in classroom management. In the second phase of the study, the researcher took appointment with extreme case novice teachers and requested them to participate in interviews. The researcher conducted semi-structured interviews with selected novice teachers. The interviews were conducted with ten teachers who had faced maximum challenges, and with those ten participants who had faced minimum challenges.

**Instruments**

Two instruments were used for this study. In the first phase, a self-developed questionnaire was used to measure the challenges and needs of novice teachers related
to classroom management. The pilot testing of this questionnaire was done twice in order to check the reliability and validity of the scale. Both content and construct validity were checked. The content validity was determined by literature review and expert opinions. The construct validity was verified by literature review and statistical analysis.

First piloting

The piloting was done on 100 novice teachers in order to check the reliability and validity. The sample of 100 participants was selected for piloting because factor analysis could be done on 100 responses. The sample of 100 responses who participated in piloting was not used in final data analysis. The questionnaire had demographic form and the scale of challenges and needs of novice teachers related to classroom management. The scale had 109 items based on quantitative data analysis; however, when the factor analysis was done to check the validity, the results showed that the majority of the factors fell below .6. The researcher was not satisfied with the validity of the questionnaire. It was decided that again pilot test would be done after seeking expert opinion.

Expert opinion

The researcher then sought expert opinion from six academicians at professor level, who specialized in the area of classroom management and had conducted research in this area. The researcher kept the expert opinion in mind and revised the questionnaire accordingly. The researcher rephrased few items, and few were removed from the questionnaire. The questionnaire thus had 62 items. It was suggested that a checklist of students’ behaviour was needed to highlight the behaviour instead of exploring pupils’ behaviour through statements. It was suggested by the experts that the questionnaire should be bilingual in order to make it easier for
the respondents and it was considered that the respondents would then give their real responses when the items were in their own mother tongue. The understanding of the questionnaire helped in the reliability and validity of the scale.

**Second piloting**

The revised bilingual scale containing a demographic form, 62 items on challenges and needs and a checklist of pupils’ behaviours was again used for pilot testing, and the data were collected from 50 novice teachers. After analysis of the data, Cronbach Alpha for the questionnaire was .900, which is highly reliable.

The reliability of sub-scales and clear evidence for five factors demonstrated that the instrument could be used for final data collection. The questionnaire scale of challenges and needs of novice teachers was used for final data collection. The final questionnaire had the following division of items.

**Demographic form**

The demographic form was designed to collect the demographic information of the novice teachers who participated. The gender, school name, academic and professional degree, the institution of a professional degree, years of experience, classes taught and the subjects taught were inquired in the demographic form.

**The scale of challenges and needs of novice teachers**

The scale of challenges and needs of novice teachers had the following sub-scales and number of items:
<table>
<thead>
<tr>
<th>Sub-Scale</th>
<th>Number of Items</th>
<th>Factors in Each Scale</th>
<th>Cronbach Alpha Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management (GPCM)</td>
<td>1-7</td>
<td>Importance of classroom management =item 3 &amp; 5 Difficulty in classroom management =item 1, 2, 4, 6, &amp; 7</td>
<td>.706</td>
</tr>
<tr>
<td>Physical facilities related challenges (PhyC)</td>
<td>8-21</td>
<td>Building=8 &amp; 19 Classroom =9 &amp; 21 Furniture =10, 11, 12, 13, 14, 15 &amp; 20 Water =17 Sanitation =16, Absence of electricity =18 Lack of teaching aids =22, 23 Overcrowded classes =24, 25, 26, 27 &amp; 28 High work load =29, 30, 31, 32, 33 &amp; 34 Other administrative duties =35</td>
<td>.871</td>
</tr>
<tr>
<td>Administrative challenges (AdmC)</td>
<td>22-35</td>
<td>Lack of teaching aids =22, 23 Overcrowded classes =24, 25, 26, 27 &amp; 28 High work load =29, 30, 31, 32, 33 &amp; 34 Other administrative duties =35</td>
<td>.883</td>
</tr>
<tr>
<td>Challenges related to the behaviour of students</td>
<td>38</td>
<td>Attention seeking =10 Power seeking =9 Revenge seeking =9 Inadequacy =10</td>
<td>.788</td>
</tr>
<tr>
<td>Challenges created by teachers themselves (CCBT)</td>
<td>36-46</td>
<td>Offending =36, 37, 38, 45, 46, Snatching distracting materials =39 Non-verbal expressions =40 &amp; 41 Reluctance to say sorry on harsh conduct =42, 43 &amp; 44</td>
<td>.835</td>
</tr>
<tr>
<td>Needs of novice teachers (NNT)</td>
<td>47-62</td>
<td>Support from school Administration =47, 48 &amp; 62 Support from principal =49 &amp; 50 Professional relationship with teachers =51, 52, 55, 56 &amp; 57 Mentorship =58 &amp; 54 Team teaching = 53 &amp; 59 Staff problem solving groups =60 &amp; 61</td>
<td>.931</td>
</tr>
</tbody>
</table>
Factor Analysis of Scale of Challenges and Needs of Novice teacher

Construct validity

The principal component factor analysis was carried out on 62 statements with 5 points Likert type scale to measure the intensity of responses where 0 indicated not at all, 1 indicated to some extent, 2 indicated to medium extent, 3 indicated to a large extent and 4 indicated to a very large extent of the factor structure of the indigenous scale.

To assess the data suitability for factors analysed, the following assumptions were empirically tested. There are a number of options suggested by researchers to be followed for testing sampling adequacy.

The Kaiser-Meyer-Olkin was run to check sample adequacy. Kaiser (1974) recommended a minimum value for sample adequacy is 0.5 (0.5-0.7 mediocre, 0.7-0.8 good, 0.8-09 great and above 0.9 is superb). KMO measure was 0.887, which falls in the category of great. Bartlett’s test of sphericity was observed, which was highly significant $\chi^2 (1891) = 13171.89, p<.001$ which indicated that correlation between items was significantly large for PCA (Hutcheson & Sofroniou, 1999). Therefore, the factor analysis was considered appropriate, as shown in Table 4.3.

Table 3. 2: Kaiser-Myer Test for Sampling Adequacy and Bartlett’s Test of Sphericity

| Kaiser-Myer-Olkin Test for Sampling Adequacy | 0.887* |
| Bartlett’s Test of Sphericity, Approx. $\chi^2$ | 13171.89 |
| $Df$ | 1891 |

* $p<.001$

To determine how many factors to extract, there was a need to consider a few pieces of information provided in the output. Using Kaiser (1974) criterion, the interest was only in components that have an Eigenvalue of 1 or more.
Cattell’s scree plot (1966) criterion calls for retaining those factors that lie above the elbow of the plot. The scree plot (Figure 4.1) suggested three factors solution.

Figure 3. 1: Scree plot to retain the factors

Considering the scree plot, the analysis was re run with suppression of five factors using the principal component analysis with orthogonal (varimax) rotation. The criterion selected to retain items in a factor loading of .30 and above got a clear picture of scale (Tabachnick, Fidell, & Ullman, 2007). All 62 items were loaded on five factors; thus, all were retained.
Table 3.3: Factor Structure and Item Analysis for the Scale

<table>
<thead>
<tr>
<th>Item #</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>item52</td>
<td></td>
<td></td>
<td></td>
<td>.776</td>
<td></td>
</tr>
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<td>item51</td>
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<td></td>
<td></td>
<td>.758</td>
<td></td>
</tr>
<tr>
<td>item49</td>
<td></td>
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</table>

The five factors were labelled as follows:

1. Classroom management (GPCM)

2. Physical challenges (PhyC)
3. Administrative challenges (AdmC)

4. Challenges created by teachers (CCBT)

5. Needs of novice teachers (NNT)

Thus, the factor analysis proved that the scale was valid and reliable for the final data collection.

In the second phase, an interview guide was used, which was developed after the findings of the quantitative results. In the interview phase, the researcher tried to attain the detailed responses of the participants related to their perceptions and experiences regarding classroom management. The researcher inquired the participants about the challenges in the classroom management, which made the managing of the classroom difficult for them. More specifically, questions were asked about the challenges caused by physical facilities; administration related support, students behavioural and teachers’ self-created challenges which they had created for themselves. Additionally, the needs novice teachers considered important for themselves in order to improve their classroom management skills.

Data Analysis Methods

In the first quantitative phase, both descriptive and inferential statistics were used for the analysis of quantitative data. Descriptive statistics were used to organize, summarize and describe the observations from the quantitative data (Mills & Gay, 2016). Whereas, inferential statistics were used to observe a phenomenon reliably from a limited group which was a sample to infer upon the population from which the sample was drawn. More specifically, inferential statistics determine how accurately one utilizes inductive reasoning to infer that what you observed in the portion would be observed in the whole targeted population (Ary et al., 2018).
First, the demographical analysis of the sample was presented in the quantitative analysis; the teachers’ gender, years of experience, academic and professional qualification was statistically presented. In the descriptive statistics, the general perceptions of teachers regarding classroom management were given. Perceptions of teachers regarding physical challenges, perception of teachers regarding administration related challenges, perception of teachers self-created challenges of classroom management, perceptions of teachers’ need which they had experienced during classroom management and students’ behavioural challenges was statistically presented through descriptive statistics in tables. Then inferential statistics were presented. T-test was employed to compare the responses of teachers on the bases of gender upon the categories of challenges regarding classroom management. T-test was employed to compare the level of classes taught by teachers and responses of teachers against each category of challenges regarding classroom management. ANOVA comparison of sub-scales on the bases of years of teaching experience with sub-scales was made.

In the second phase, qualitative content analysis was used for data analysis. The researcher did cross-case analysis for both the categories of teachers: teachers who had faced a high level of challenges and those who had faced a low level of challenges (Creswell, 2007b). In order to use qualitative content analysis, the researcher organized in-depth interviews with the novice elementary public-school teachers in such a way that their perceptions and experiences related to classroom management were elicited. The researcher developed a semi-structured interview guide to remain focused. Moreover, probing questions were asked whenever the researcher observed that the participant had not expressed his/her experience explicitly and there was a need for explanation.
After conducting the interviews with the participants of the study, the researcher transcribed the interviews. The researcher read the transcribed interview responses several times and listened to the interview recording in order to recall the situation, verbal gestures of the interviewees. At this time the researcher made notes in the light of transcribed interviews, observations and reflections about what was discussed in the interviews, the language used, context of the interviews, and the comments written in the form of memos and field notes. It was significant to highlight distinctive phrases and emotional responses. Moreover, those notes helped in developing categories from the interviews. In the next stage, similar themes helped for the development of categories and then clusters of categories. Themes were developed by putting similar categories under a cluster and giving them descriptive labels. At this stage, unimportant and vague responses were excluded from the analysis. The clusters of themes were described from the quotes of transcribed interviews in order to describe the perceptions and experiences of the novice teachers related to classroom management (Creswell, 2007b; Mills & Gay, 2016).

**Ethical Considerations**

Research ethics assured researchers to consider the participants' free will, opinions, and reservations and to protect their identities while conducting research (Creswell, 2014). As an educational researcher, the responsibility to maintain the integrity of research, research community and integrity of all of those with whom he had professional relations was pertinent (Cohen, Manion, & Morrison, 2013; Mills & Gay, 2016). In this study, the researcher considered and followed research ethics. The researcher respected human dignity, privacy, and sensitivity while conducting research (Ary et al., 2018).
The researcher sought permission from the heads of the elementary public-schools and novice teachers who were the participants of this study. The researcher visited schools to discuss the topic of the research and its purpose with the principal. After informing about the research study, the researcher took permission from the principals to interact with novice teachers to take consent from them to participate first in the quantitative phase through questionnaires and the consent letter was attached to take consent for participation in interviews. The researcher first interacted with the novice teachers. The researcher informed them about the purpose of the study and about how their responses would be reported in the study. Each one of them was ensured that their school name, personal identities would not be disclosed. Rather, pseudo names would be used to report their responses. The researcher informed novice teachers that these interviews would be recorded for further analysis and their responses would only be used for the analysis of the research study in hand.

The novice teachers who gave consent and signed the consent letter to participate were further contacted to conduct the interviews. The researcher conducted the interview with each teacher at the given time and convenient place to keep them comfortable. The researcher gave each one the freedom to express their experiences the way they had experienced. Furthermore, the researcher neither influenced their responses nor forced them to respond to the question which they wanted to avoid answering. After the interview, the researcher asked each respondent whether they would want to see the transcript of their interview.

While analysing the qualitative data, the researcher kept in mind all the commitments done with the novice teachers. At the transcription and description stage of the research of qualitative analysis, the names of the schools were not disclosed.
The identities of participants were hidden, and pseudo names were used to describe and quote their experiences.
Chapter 4

Quantitative Data Analysis

This chapter presents quantitative data analysis of the challenges and needs of novice elementary public-school teachers. The scale of challenges and needs of novice teachers related to classroom management were administered on a sample of 500 novice elementary public-school teachers who had three or less than three years of experience. The quantitative analysis yielded the level of physical, administrative, student behavioural and teachers’ self-created challenges that they had experienced. The needs of teachers were also identified on the bases of responses of respondents.

Demographic Characteristics of Survey Respondents

This section of the chapter presents demographic information about the teachers who participated in the survey. The teachers’ years of experience, their gender, academic and professional qualifications were described.

*Table 4.1: Teachers’ Gender*

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Gender</th>
<th>$f$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>148</td>
<td>29.6</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>352</td>
<td>70.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.1 shows that out of 500 survey respondents, 352 (70.4%) were female, and 148 (29.6%) were male novice public-school teachers.
Table 4.2: Teachers’ Years of Experience

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Years</th>
<th>$f$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One</td>
<td>269</td>
<td>53.8</td>
</tr>
<tr>
<td>2.</td>
<td>Two</td>
<td>151</td>
<td>30.2</td>
</tr>
<tr>
<td>3.</td>
<td>Three</td>
<td>80</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 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 4.3: Teachers’ Academic Qualifications

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Qualifications</th>
<th>$f$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>B.S.</td>
<td>170</td>
<td>34.0</td>
</tr>
<tr>
<td>2.</td>
<td>MA/MSc</td>
<td>201</td>
<td>40.2</td>
</tr>
<tr>
<td>3.</td>
<td>MPhil/PhD</td>
<td>129</td>
<td>25.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 illustrates the academic qualification 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 4.4: Teachers’ Professional Qualifications

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Qualifications</th>
<th>$f$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>None</td>
<td>66</td>
<td>13.2</td>
</tr>
<tr>
<td>2.</td>
<td>B.Ed</td>
<td>362</td>
<td>72.4</td>
</tr>
<tr>
<td>3.</td>
<td>M.Ed</td>
<td>72</td>
<td>14.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 shows the attainment of professional qualification by the novice teachers who were teaching in public elementary schools. 66 (13.2%) novice teachers did not have any professional qualification, 362 (72.4%) teachers had B.Ed. and 72 (13.4%) had a B.Ed along with M.Ed degree.

Table 4.5: Institutions of Professional Qualification

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Institutes</th>
<th>$F$</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AIOU</td>
<td>232</td>
<td>53.4</td>
</tr>
<tr>
<td>2.</td>
<td>UOE</td>
<td>91</td>
<td>20.9</td>
</tr>
<tr>
<td>3.</td>
<td>VU</td>
<td>34</td>
<td>7.8</td>
</tr>
<tr>
<td>4.</td>
<td>PU</td>
<td>77</td>
<td>17.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>434</td>
<td>100</td>
</tr>
</tbody>
</table>

Details of institutes from where the novice teachers got professional degrees are given in Table 4.5. According to the table, 232 (53.4%) of the novice teachers got their professional qualification from the Allama Iqbal Open University (AIOU), Islamabad as compared to 91 (20.9%) who received their professional qualifications from the University of Education (UOE) and 34 (7.8%) who were professionally qualified from the Virtual University (VU) and 77 (17.7%) had qualified from the Punjab University (Pugatch).
According to Table 4.6, the novice teachers included in the study had taught at the primary and elementary levels. The table indicated that 220 (44%) teachers were teaching at a primary level, whereas 280 (56%) teachers had taught at the elementary level in public schools of Punjab.

Table 4.6: Classes Taught by the Teachers by Level

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Level</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Primary</td>
<td>220</td>
<td>44.0</td>
</tr>
<tr>
<td>2.</td>
<td>Elementary</td>
<td>280</td>
<td>56.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.7 shows the details of the subjects taught by novice teachers in their classes. According to the table, 185 (37%) teachers had taught science as compared to 252 (50.4%) teachers who had taught arts subjects and 63 (12.6%) had taught both science and arts in their respective classes during the period of the study.

Table 4.7: Subjects Taught by the Novice Teachers

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Subjects</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Science</td>
<td>185</td>
<td>37.0</td>
</tr>
<tr>
<td>2.</td>
<td>Arts</td>
<td>252</td>
<td>50.4</td>
</tr>
<tr>
<td>3.</td>
<td>Both</td>
<td>63</td>
<td>12.6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>500</td>
<td>100</td>
</tr>
</tbody>
</table>
According to Table 4.8, the composition of classes greatly differed. 38 (7.6%) classes were composed of less than 25 students. Classes containing 26 to 35 students were 57 (11.4%), whereas classes had students from 36 to 45 were 149 (29.8%) as compared to classes that included more than 45 students were 256 (51.2%).

**Descriptive Statistics**

In this section, mean and standard deviations were used to analyze the perceptions of students about various sub-scales used in the study.

According to Table 4.9, the respondents agreed to a very large extent that classroom management improved the learning of the students ($M=3.39$, $S.D. 0.918$).
They had to put more effort into managing their classes ($M=2.74$, $S.D. 1.06$) and had studied classroom management in their teacher education program ($M=2.24$, $S.D. 1.42$). They identified difficulty in controlling some of the students in their classes ($M=2.20$, $S.D. 1.22$). They showed agreement to the medium extent that classroom management was very difficult to them ($M=1.14$, $S.D. 0.89$).

Table 4.10: Mean and Standard Deviations of Perceptions of Teachers about Physical Challenges

<table>
<thead>
<tr>
<th>Statements</th>
<th>$M$</th>
<th>$S.D.$</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my class, white/blackboard is available.</td>
<td>3.39</td>
<td>.99</td>
</tr>
<tr>
<td>Physical facilities are very important for effective classroom management.</td>
<td>3.03</td>
<td>1.00</td>
</tr>
<tr>
<td>I have enough space to move in class to supervise students’ work.</td>
<td>2.68</td>
<td>1.26</td>
</tr>
<tr>
<td>Desks/chairs are available for each and every student in my class.</td>
<td>2.66</td>
<td>1.22</td>
</tr>
<tr>
<td>Adequate sanitation facilities are available in my school.</td>
<td>2.60</td>
<td>1.24</td>
</tr>
<tr>
<td>The classrooms have adequate furniture for students.</td>
<td>2.55</td>
<td>1.20</td>
</tr>
<tr>
<td>The classroom sizes are adequate in my school.</td>
<td>2.52</td>
<td>1.24</td>
</tr>
<tr>
<td>Students’ furniture is well maintained in my class.</td>
<td>2.52</td>
<td>1.18</td>
</tr>
<tr>
<td>The building of my school is well maintained</td>
<td>2.50</td>
<td>1.23</td>
</tr>
<tr>
<td>Adequate water facilities are available in my school.</td>
<td>2.38</td>
<td>1.30</td>
</tr>
<tr>
<td>The student furniture is comfortable in my classroom.</td>
<td>2.35</td>
<td>1.27</td>
</tr>
<tr>
<td>I face challenges in managing my class during a shortage of electricity.</td>
<td>2.23</td>
<td>1.23</td>
</tr>
<tr>
<td>Students’ often complain about the furniture in my classrooms.</td>
<td>1.14</td>
<td>1.23</td>
</tr>
<tr>
<td>I face challenges in managing my class due to inadequate furniture.</td>
<td>1.05</td>
<td>1.18</td>
</tr>
</tbody>
</table>

Table 4.10 shows the challenges related to physical facilities that novice teachers faced in the classroom during teaching. It is evident that most of the teachers did not face any challenges in managing their class because acceptable physical facilities were available. However, the novice teachers reported challenges in
managing their classes because of the shortage of electricity ($M=2.23$, $S.D. 1.23$).

Similarly, although the furniture was available in most of the classes; teachers still reported that students kept on complaining about furniture ($M=1.14$, $S.D. 1.23$) and attributed it with a challenge to the medium extent in the classroom management ($M=1.05$, $S.D. 1.18$).
Table 4.11: Mean and Standard Deviations of Perceptions of Teachers about Administrative Challenges

<table>
<thead>
<tr>
<th>Statements</th>
<th>$M$</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The administration should try to handle my problems which are due to administration.</td>
<td>2.50</td>
<td>1.33</td>
</tr>
<tr>
<td>It is difficult for me to give individual attention to each student due to over-crowded classrooms.</td>
<td>2.33</td>
<td>1.38</td>
</tr>
<tr>
<td>The overcrowded class creates discipline problems for me.</td>
<td>2.09</td>
<td>1.36</td>
</tr>
<tr>
<td>School administration provides relevant teaching aids in my class.</td>
<td>1.81</td>
<td>1.28</td>
</tr>
<tr>
<td>The high workload affects my performance.</td>
<td>1.79</td>
<td>1.27</td>
</tr>
<tr>
<td>I cannot implement a variety of teaching methods due to overcrowded classrooms.</td>
<td>1.79</td>
<td>1.31</td>
</tr>
<tr>
<td>Heavy workload prohibits me from planning innovative activities in my classroom.</td>
<td>1.67</td>
<td>1.25</td>
</tr>
<tr>
<td>The high workload decreases my motivation to teach well in my class.</td>
<td>1.61</td>
<td>1.26</td>
</tr>
<tr>
<td>A lot of non-teaching duties reduce the time for planning to teach.</td>
<td>1.60</td>
<td>1.36</td>
</tr>
<tr>
<td>The administration forces me to teach overcrowded classrooms.</td>
<td>1.60</td>
<td>1.40</td>
</tr>
<tr>
<td>I underperform due to high workload.</td>
<td>1.53</td>
<td>1.28</td>
</tr>
<tr>
<td>Administration presses me to complete the curriculum speedily in my classes.</td>
<td>1.32</td>
<td>1.25</td>
</tr>
<tr>
<td>I usually ignore slow learner students to give attention because of overcrowded classrooms.</td>
<td>1.29</td>
<td>1.26</td>
</tr>
<tr>
<td>Administration provides sufficient material for a science laboratory.</td>
<td>1.29</td>
<td>1.24</td>
</tr>
</tbody>
</table>

Table 4.11 shows the challenges faced by novice teachers because of the school administration. According to the table, the novice teachers faced challenges to a large extent because of their school administration ($M=2.50$, S.D. 1.33). Overcrowded classrooms emerged as one of the reasons for poor classroom
management ($M=2.09$, $S.D. 1.36$), and teachers were unable to give individual attention to students ($M=2.33$, $S.D. 1.38$). The administration forced them to teach overcrowded classes ($M=1.60$, $S.D. 1.40$). Another reason for challenges faced in managing a classroom was workload as that was prohibiting teachers from using innovative instructional activities in their classes ($M=1.79$, $S.D. 1.31$) and thus most of the teachers were underperforming ($M=1.53$, $S.D. 1.28$).

Table 4.12: Mean and Standard Deviations of Perceptions of Teachers about Challenges Created by Teachers Themselves

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

Table 4.12 shows the 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 behaviour of teachers ($M=1.67$, $S.D. 1.28$), frustration ($M=1.55$, $S.D. 1.23$), insulting students
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 4.13: Mean and Standard Deviations of Perceptions of Teachers about their needs regarding Classroom management

<table>
<thead>
<tr>
<th>Statements</th>
<th>M</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn things from the feedback of the principal about my classroom management.</td>
<td>1.87</td>
<td>1.28</td>
</tr>
<tr>
<td>I need the help of experienced teachers about how to manage my class effectively.</td>
<td>1.72</td>
<td>1.26</td>
</tr>
<tr>
<td>I need the support of the principal in my confidence development regarding classroom management.</td>
<td>1.71</td>
<td>1.28</td>
</tr>
<tr>
<td>I need the support of the administration to provide physical resources to manage my class in a better way.</td>
<td>1.69</td>
<td>1.26</td>
</tr>
<tr>
<td>I need the support of experienced teachers regarding behavioural management of children in the class.</td>
<td>1.67</td>
<td>1.24</td>
</tr>
<tr>
<td>I have a very good teacher mentor who helps me regarding classroom management in my initial days.</td>
<td>1.63</td>
<td>1.29</td>
</tr>
<tr>
<td>I need to share the challenges of classroom management with my colleagues.</td>
<td>1.58</td>
<td>1.09</td>
</tr>
<tr>
<td>I need teacher mentors to help me with classroom management challenges.</td>
<td>1.58</td>
<td>1.17</td>
</tr>
<tr>
<td>Staff problem-solving groups identify particular ways to overcome the problem of specific students in classes.</td>
<td>1.57</td>
<td>1.14</td>
</tr>
<tr>
<td>I need a professional relationship with my colleagues in order to increase skills of classroom management.</td>
<td>1.55</td>
<td>1.10</td>
</tr>
<tr>
<td>I need support from the school administration to learn classroom management.</td>
<td>1.52</td>
<td>1.24</td>
</tr>
<tr>
<td>I need professional support from teachers about classroom management challenges.</td>
<td>1.49</td>
<td>1.06</td>
</tr>
<tr>
<td>I need permission to do Team teaching to learn the skill of classroom management from expert teachers.</td>
<td>1.47</td>
<td>1.15</td>
</tr>
<tr>
<td>I need the support of staff problem-solving groups to tackle challenges related to classroom management.</td>
<td>1.43</td>
<td>1.15</td>
</tr>
<tr>
<td>I need more support from the administration when a new class is assigned to me for teaching.</td>
<td>1.28</td>
<td>1.14</td>
</tr>
<tr>
<td>I am allowed to do team teaching by the administration when the topic is difficult.</td>
<td>1.25</td>
<td>1.17</td>
</tr>
</tbody>
</table>
Table 4.13 shows the perception of teachers about their needs regarding classroom management. Teachers identified that the feedback from their principal improved their classroom management ($M=1.87$, $S.D. 1.28$). Teachers identified the need for getting help from senior teachers regarding classroom management ($M=1.72$, $S.D. 1.26$). Most of the teachers identified the need for support for the provision of physical facilities to overcome challenges related to classroom management ($M=1.69$, $S.D. 1.26$). Teachers wanted to share their challenges related to classroom management with their senior teachers ($M=1.58$, $S.D. 1.09$). Staff problem groups were identified as another need of the novice teachers to overcome classroom management challenges ($M=1.57$, $S.D. 1.44$).

**Challenging Behaviours**

Descriptive analysis of challenging behaviour faced by the novice public school teachers was presented in the following table.
Table 4.14: Percentages of Attention Seeking Behaviour on the basis of Experience

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Experience 1</th>
<th></th>
<th>Experience 2</th>
<th></th>
<th>Experience 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes%</td>
<td>No%</td>
<td>Yes%</td>
<td>No%</td>
<td>Yes%</td>
<td>No%</td>
</tr>
<tr>
<td>Noisy</td>
<td>64</td>
<td>37</td>
<td>61</td>
<td>39</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Complaining</td>
<td>45</td>
<td>55</td>
<td>36</td>
<td>64</td>
<td>28</td>
<td>72</td>
</tr>
<tr>
<td>Victim</td>
<td>7</td>
<td>93</td>
<td>5</td>
<td>95</td>
<td>3</td>
<td>97</td>
</tr>
<tr>
<td>Talkative</td>
<td>39</td>
<td>61</td>
<td>39</td>
<td>61</td>
<td>37</td>
<td>63</td>
</tr>
<tr>
<td>Sympathy seekers</td>
<td>9</td>
<td>91</td>
<td>5</td>
<td>95</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Asking irrelevant</td>
<td>23</td>
<td>77</td>
<td>25</td>
<td>75</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>Credit seekers</td>
<td>8</td>
<td>92</td>
<td>13</td>
<td>87</td>
<td>9</td>
<td>91</td>
</tr>
<tr>
<td>Exaggerative</td>
<td>33</td>
<td>67</td>
<td>35</td>
<td>65</td>
<td>25</td>
<td>74</td>
</tr>
<tr>
<td>Naughty</td>
<td>50</td>
<td>50</td>
<td>43</td>
<td>52</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 4.14 presents the percentage of attention-seeking behaviour as reported by the teachers having teaching experience from one year to three years. According to Table 14.4, the novice teachers having one year of experience reported noisy behaviour of students as most challenging as compared to teachers having two or three years of experience. It seemed that more experienced teachers developed strategies to handle noisy behaviour of the students. The second most reported behaviour of almost all teachers irrespective of teaching experiences was to control naughty students. Dealing with talkative students was reported as the third most challenging behaviour by almost all teachers, followed by complaining and exaggeration related behaviour.
Table 4.15 presents the percentage of power-seeking behaviour as reported by teachers having teaching experiences from one year to three years. According to Table 4.15, the novice teachers irrespective of different years of teaching experiences faced more challenging power-seeking behaviour. These included dealing with stubborn, disobedient, aggressive, rule-breakers and provoking students. This indicated that students in sample schools were displaying more power-seeking behaviours as compared to attention-seeking behaviours.
<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Experience 1 years</th>
<th>Experience 2 years</th>
<th>Experience 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes%</td>
<td>No%</td>
<td>Yes%</td>
</tr>
<tr>
<td>Blunt</td>
<td>29</td>
<td>71</td>
<td>27</td>
</tr>
<tr>
<td>Harsh</td>
<td>13</td>
<td>87</td>
<td>19</td>
</tr>
<tr>
<td>Insulting</td>
<td>13</td>
<td>87</td>
<td>17</td>
</tr>
<tr>
<td>Destruction of property</td>
<td>27</td>
<td>73</td>
<td>24</td>
</tr>
<tr>
<td>Threatening</td>
<td>25</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>Mistreating others</td>
<td>28</td>
<td>72</td>
<td>27</td>
</tr>
<tr>
<td>Stealing</td>
<td>30</td>
<td>70</td>
<td>27</td>
</tr>
<tr>
<td>Bullying</td>
<td>51</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Overreacting</td>
<td>16</td>
<td>84</td>
<td>15</td>
</tr>
</tbody>
</table>

According to Table 4.16, bullying was identified as the most challenging behaviour, particularly by the 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 behaviour. Other behaviour like stealing, being blunt, mistreating others and destroying 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 4.17: Percentages of Assumed Inadequacy Seeking Behaviour on the Basis of Experience

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

Table 4.17 reports assumed inadequacy seeking behaviour of the students as indicated by the novice teachers. Uninterested in learning emerged as the most challenging behaviour irrespective of the teaching experiences of novice teachers. Poor performance and lack of confidence among students were identified as the other most challenging behaviour by the novice teachers.
Table 4.18: Percentages of Attention Seeking Behaviours on the basis of Gender

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes%</td>
<td>No%</td>
</tr>
<tr>
<td>Noisy</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>Complaining</td>
<td>33</td>
<td>67</td>
</tr>
<tr>
<td>Victim</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>Talkative</td>
<td>39</td>
<td>61</td>
</tr>
<tr>
<td>Sympathy seekers</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Asking irrelevant questions</td>
<td>14</td>
<td>86</td>
</tr>
<tr>
<td>Credit seekers</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Exaggerative</td>
<td>27</td>
<td>73</td>
</tr>
<tr>
<td>Naughty</td>
<td>47</td>
<td>53</td>
</tr>
</tbody>
</table>

Table 4.18 presents the challenging behaviour of students as perceived by male and female novice teachers in their classes. According to the table, female novice teachers experienced the most challenging behaviour 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 teachers identified dealing with sympathy seekers and credit seekers more challenging as compared to their female counterparts.
Table 4.19: Percentages of Power-Seeking Behaviour on the Basis of Gender

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes%</td>
<td>No%</td>
</tr>
<tr>
<td>Arguing students</td>
<td>15</td>
<td>85</td>
</tr>
<tr>
<td>Challenging students</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Disobeying</td>
<td>31</td>
<td>69</td>
</tr>
<tr>
<td>Stubborn</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>Over smart</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>Rule breakers</td>
<td>19</td>
<td>81</td>
</tr>
<tr>
<td>Authoritative</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Provoking</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>Aggressive</td>
<td>24</td>
<td>76</td>
</tr>
</tbody>
</table>

According to Table 4.19, female teachers experienced dealing with stubborn, disobedient, aggressive, rule breakers, arguing, and over smart students more challenging as compared to their male counterparts. Male novice teachers experienced fewer challenging behaviour as compared to their female counterparts.

Table 4.20: Percentages of Revenge-Seeking Behaviour on the Basis of Gender

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes%</td>
<td>No%</td>
</tr>
<tr>
<td>Blunt</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>Harsh</td>
<td>16</td>
<td>84</td>
</tr>
<tr>
<td>Insulting</td>
<td>15</td>
<td>85</td>
</tr>
<tr>
<td>Destruction of property</td>
<td>27</td>
<td>73</td>
</tr>
<tr>
<td>Threatening</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Mistreating others</td>
<td>23</td>
<td>77</td>
</tr>
<tr>
<td>Stealing</td>
<td>22</td>
<td>78</td>
</tr>
<tr>
<td>Bulling</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>Overreacting</td>
<td>16</td>
<td>84</td>
</tr>
</tbody>
</table>

According to Table 4.20, both male and female novice teachers experienced almost equally challenging revenge-seeking behaviour of the student in their classes.
Female novice teachers faced challenges in dealing with students being threatening, mistreating others, stealing, and bulling. Bullying appeared to be the most challenging among female novice teachers. Male experienced different challenging behaviour as compared to their female counterparts like dealing with blunt, harsh, insulting and destructing property of others like behaviours.

Table 4.21: Percentages of Assumed Inadequacy Seeking Behaviour on the Basis of Gender

<table>
<thead>
<tr>
<th>Behaviours</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwilling to participate in the class</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>Uninterested in learning</td>
<td>53</td>
<td>56</td>
</tr>
<tr>
<td>Giving up effort</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Reluctance to bring improvement in others</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Forgetful</td>
<td>26</td>
<td>32</td>
</tr>
<tr>
<td>Poor performance</td>
<td>34</td>
<td>42</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Refusal to try new things</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Wanted to be left alone</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Low self-concept</td>
<td>32</td>
<td>21</td>
</tr>
</tbody>
</table>

According to Table 4.21, female novice teachers experienced more challenges in dealing with an assumed disability seeking behaviour as compared to 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 forgetful and unwillingness to participate in the class also appeared to be challenging for female teachers. Male novice teachers experienced fewer challenging behaviour as compared to their female counterparts. They faced challenges in dealing with students having low self-esteem, those who gave up effort and wanted to be left alone.
**Independent Sample t-test**

An independent sample t-test was used to compare the means of two independent groups to see a significant difference. The test was conducted to see if the gender of the novice teachers is related to their perceptions about the sub-scales used in the study.

**Table 4.22: Independent Sample t-test Comparing Subscales on the Basis of Gender of Teachers**

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Male (n=148)</th>
<th>Female (n=352)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>t</td>
<td>p</td>
</tr>
<tr>
<td>GPCM</td>
<td>15.00</td>
<td>4.80</td>
<td>15.99</td>
<td>4.22</td>
<td>-2.28</td>
<td>.023*</td>
</tr>
<tr>
<td>PHYC</td>
<td>32.10</td>
<td>9.66</td>
<td>34.25</td>
<td>7.45</td>
<td>-2.41</td>
<td>.016*</td>
</tr>
<tr>
<td>AdmC</td>
<td>24.70</td>
<td>9.37</td>
<td>24.01</td>
<td>10.25</td>
<td>.69</td>
<td>.486</td>
</tr>
<tr>
<td>CCBT</td>
<td>14.66</td>
<td>7.39</td>
<td>14.30</td>
<td>7.93</td>
<td>.475</td>
<td>.635</td>
</tr>
<tr>
<td>NNT</td>
<td>26.66</td>
<td>12.63</td>
<td>24.32</td>
<td>12.74</td>
<td>1.87</td>
<td>.062</td>
</tr>
</tbody>
</table>

*\(p<.05\)

An independent sample t-test was conducted to compare the means of male and female novice public school teachers on the score of the sub-scales. Table 4.22 presents a comparison. There was a significant difference in the mean scores of male and female novice teachers regarding GPCM, \(t = -2.28, p = .023\). Female teachers (\(M=15.99, SD = 4.22\)) experienced more challenges in managing their classes as compared to male teachers (\(M=15.00, SD = 4.80\)). There was a significant difference in the mean scores of male and female novice teachers regarding classroom management challenges faced because of physical facilities, PHYC, \(t = -2.41, p = .016\). Female teachers (\(M=34.25, SD = 7.45\)) experienced more challenges in managing their classes because of available physical facilities as compared to male
teachers \((M=32.10, SD = 9.66)\).

According to Table 4.22, \(t\)-test was not significant in case of subscale AdmC \((t = .69, p=.486)\), CCBT \((t = 0.475, p=.635)\) and NNT \((t = 1.87, p=.062)\). The novice male and female teachers had faced similar problems in managing their classes keeping in view administrative challenges. They have no differences in challenges created by themselves in managing their classes, and furthermore, they had no significant differences in their needs regarding managing classroom management.

### Table 4.23: Independent Sample \(t\)-test Comparing Subscales on the Basis of Classes Taught by Teachers

<table>
<thead>
<tr>
<th>Subscales</th>
<th>Primary ((n=220))</th>
<th>Elementary ((n=280))</th>
</tr>
</thead>
<tbody>
<tr>
<td>(M)</td>
<td>(SD)</td>
<td>(M)</td>
</tr>
<tr>
<td>GPCM</td>
<td>15.65</td>
<td>15.74</td>
</tr>
<tr>
<td>PHYC</td>
<td>33.45</td>
<td>33.74</td>
</tr>
<tr>
<td>AdmC</td>
<td>24.22</td>
<td>24.22</td>
</tr>
<tr>
<td>CCBT</td>
<td>14.72</td>
<td>14.17</td>
</tr>
<tr>
<td>NNT</td>
<td>25.65</td>
<td>24.52</td>
</tr>
</tbody>
</table>

\(*p<.05\)

An independent sample \(t\)-test was conducted to determine if there is a difference in the mean scores of teachers teaching at the primary and elementary level on five subscales. The \(t\)-test was not significant on all 5 subscales, subscale GPHS, \(t= -.233, p=.816\), subscale PHYC, \(t = -.395, p=.693\), subscale AdmC, \(t = .001, p=.999\), subscale CCBT, \(t = .787, p=.432\), and subscale NNT, \(t = .987, p=.324\). This indicated that responses of teachers who taught either at primary level or at an elementary level were similar in case of all subscales.
One Way Analysis of Variance (ANOVA)

ANOVA was used to see meaningful differences between more than two groups.

Table 4.24: ANOVA Comparison of Subscales on the Basis of Years of Teaching Experience

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>1 year (n=269)</th>
<th>2 years (n=151)</th>
<th>3 years (n=80)</th>
<th>ANOVA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>GPCM</td>
<td>15.89</td>
<td>4.27</td>
<td>15.45</td>
<td>4.27</td>
</tr>
<tr>
<td>PHYC</td>
<td>33.82</td>
<td>7.47</td>
<td>33.48</td>
<td>8.27</td>
</tr>
<tr>
<td>AdmC</td>
<td>25.01</td>
<td>10.1 2</td>
<td>24.09</td>
<td>9.50</td>
</tr>
<tr>
<td>CCBT</td>
<td>15.09</td>
<td>7.91</td>
<td>14.48</td>
<td>7.54</td>
</tr>
<tr>
<td>NNT</td>
<td>24.87</td>
<td>12.7 8</td>
<td>25.64</td>
<td>12.35</td>
</tr>
</tbody>
</table>

A one-way analysis of variance was conducted to explore the effect of years of teaching experience on subscale scores. Teachers were divided into three groups according to their teaching experience. There was no significant difference in the mean scores of the three groups and three subscales (subscale GPCM, $F = .543$, $p = .582$; subscale PHYC, $F = .244$, $p = .783$; and subscale, NNT, $F = .315$, $p = .730$). There was a statistically significant difference at the $p < .05$ level in the score of the subscale, AdmC and teachers grouped on the basis of teaching experience $F = 3.26$, $p = .039$. This indicates that teachers having different teaching experiences differently perceive challenges faced in managing their classes because of their school administration. Furthermore, the ANOVA was significant in case of subscale CCBT, $F = 5.02$, $p = .007$. Post-Hoc comparisons using the LSD test (Table 4.25) indicated
that the mean score of teachers with teaching experience of one year (Mean Difference = 3.23, p=.011) was significantly different from teachers having three years of experience and thus experienced more administrative challenges. However, no significant difference was evident in the case of teachers having teaching experience of 1 year and 2 years. The table further indicated that the mean score of teachers with teaching experience of one year (Mean Difference = 3.10, p=.002) was significantly different from teachers having three years of experience and thus experienced more challenges created by themselves. Similarly, the mean score of teachers with teaching experience of two years (Mean Difference = 2.49, p=.020) was significantly different from teachers having three years of experience and thus experienced more challenges created by themselves.

Table 4.25: LSD Comparison of Subscales on the Basis of Years of Teaching Experience

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>(I) Total Teaching Experience</th>
<th>(J) Total Teaching Experience</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% CI Lower Bound</th>
<th>95% CI Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Challenges</td>
<td>1 year</td>
<td>two years</td>
<td>.92587</td>
<td>1.01217</td>
<td>.361</td>
<td>1.0628</td>
<td>-2.9145</td>
</tr>
<tr>
<td></td>
<td></td>
<td>three years</td>
<td>3.23109*</td>
<td>1.26761</td>
<td>.011</td>
<td>.7406</td>
<td>5.7216</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one year</td>
<td>-.92587</td>
<td>1.01217</td>
<td>.361</td>
<td>2.9145</td>
<td>-1.0628</td>
</tr>
<tr>
<td></td>
<td>2 years</td>
<td>three years</td>
<td>2.30522</td>
<td>1.37647</td>
<td>.095</td>
<td>-.3992</td>
<td>5.0096</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one year</td>
<td>3.23109*</td>
<td>1.26761</td>
<td>.011</td>
<td>5.7216</td>
<td>-7.406</td>
</tr>
<tr>
<td></td>
<td>3 years</td>
<td>two years</td>
<td>-2.30522</td>
<td>1.37647</td>
<td>.095</td>
<td>5.0096</td>
<td>-.3992</td>
</tr>
<tr>
<td></td>
<td></td>
<td>three years</td>
<td>.61321</td>
<td>.78416</td>
<td>.435</td>
<td>-9.275</td>
<td>2.1539</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one year</td>
<td>3.10915*</td>
<td>.98206</td>
<td>.002</td>
<td>1.1797</td>
<td>5.0387</td>
</tr>
<tr>
<td>Challenges created by the teachers themselves</td>
<td>1 year</td>
<td>two years</td>
<td>-.61321</td>
<td>.78416</td>
<td>.435</td>
<td>2.1539</td>
<td>-.9275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>three years</td>
<td>2.49594*</td>
<td>1.06640</td>
<td>.020</td>
<td>.4007</td>
<td>4.5911</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one year</td>
<td>3.10915*</td>
<td>.98206</td>
<td>.002</td>
<td>5.0387</td>
<td>-1.1797</td>
</tr>
<tr>
<td></td>
<td>2 years</td>
<td>two years</td>
<td>2.49594*</td>
<td>1.06640</td>
<td>.020</td>
<td>4.5911</td>
<td>-.4007</td>
</tr>
<tr>
<td></td>
<td></td>
<td>three years</td>
<td>3.10915*</td>
<td>.98206</td>
<td>.002</td>
<td>5.0387</td>
<td>-1.1797</td>
</tr>
<tr>
<td></td>
<td></td>
<td>one year</td>
<td>2.49594*</td>
<td>1.06640</td>
<td>.020</td>
<td>4.5911</td>
<td>-.4007</td>
</tr>
</tbody>
</table>

* p< .05
Table 4.26: ANOVA Comparison of Subscales on the Basis of Academic Qualifications of teachers

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>BS (n=170)</th>
<th>MA/M.Sc (n=201)</th>
<th>MPhil/PhD (n=129)</th>
<th>ANOVA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>GPCM</td>
<td>15.80</td>
<td>4.39</td>
<td>15.74</td>
<td>4.31</td>
</tr>
<tr>
<td>PHYC</td>
<td>33.15</td>
<td>8.01</td>
<td>33.90</td>
<td>8.23</td>
</tr>
<tr>
<td>AdmC</td>
<td>24.14</td>
<td>10.08</td>
<td>23.84</td>
<td>9.65</td>
</tr>
<tr>
<td>NNT</td>
<td>24.38</td>
<td>11.91</td>
<td>26.35</td>
<td>13.28</td>
</tr>
</tbody>
</table>

A one-way analysis of variance was conducted to evaluate the difference among teachers’ academic qualifications and mean scores on subscales. Teachers were divided into three groups according to their academic qualifications (BS, MA/MSc, and MPhil/PhD).

There was no significant difference in the means of academic qualifications and sub scales i.e. GPCM, $F = .196, p = .822$, PHYC, $F = .406, p = .667$, AdmC, $F = .459, p = .632$, CCBT, $F = .065, p = .937$, and NNT, $F = 1.93, p = .146$

Teachers having different qualifications were similar in their responses. The findings indicated that there is no difference in teachers’ perceptions about classroom management, administrative and physical challenges, challenges created by teachers themselves and their needs about classroom management.
Table 4.27: ANOVA Comparison of Subscales on the Basis of Professional Qualifications of Teachers

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>None</th>
<th>B. Ed.</th>
<th>M. Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=66)</td>
<td>(n=362)</td>
<td>(n=72)</td>
</tr>
<tr>
<td>GPCM</td>
<td>14.40</td>
<td>15.80</td>
<td>16.36</td>
</tr>
<tr>
<td></td>
<td>4.93</td>
<td>4.32</td>
<td>4.25</td>
</tr>
<tr>
<td>PHYC</td>
<td>31.46</td>
<td>34.09</td>
<td>33.13</td>
</tr>
<tr>
<td></td>
<td>9.04</td>
<td>8.02</td>
<td>8.20</td>
</tr>
<tr>
<td>AdmC</td>
<td>24.98</td>
<td>23.90</td>
<td>25.13</td>
</tr>
<tr>
<td></td>
<td>10.95</td>
<td>9.82</td>
<td>10.01</td>
</tr>
<tr>
<td>CCBT</td>
<td>15.09</td>
<td>14.00</td>
<td>15.83</td>
</tr>
<tr>
<td></td>
<td>7.47</td>
<td>7.64</td>
<td>8.53</td>
</tr>
<tr>
<td>NNT</td>
<td>24.93</td>
<td>24.31</td>
<td>28.65</td>
</tr>
<tr>
<td></td>
<td>11.30</td>
<td>12.88</td>
<td>12.80</td>
</tr>
</tbody>
</table>

ANOVA

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>SD</th>
<th>M</th>
<th>SD</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPCM</td>
<td>14.40</td>
<td>4.93</td>
<td>15.80</td>
<td>4.32</td>
<td>16.36</td>
<td>4.25</td>
<td>3.75</td>
<td>.024*</td>
</tr>
<tr>
<td>PHYC</td>
<td>31.46</td>
<td>9.04</td>
<td>34.09</td>
<td>8.02</td>
<td>33.13</td>
<td>8.20</td>
<td>3.01</td>
<td>.050</td>
</tr>
<tr>
<td>AdmC</td>
<td>24.98</td>
<td>10.95</td>
<td>23.90</td>
<td>9.82</td>
<td>25.13</td>
<td>10.01</td>
<td>.681</td>
<td>.507</td>
</tr>
<tr>
<td>CCBT</td>
<td>15.09</td>
<td>7.47</td>
<td>14.00</td>
<td>7.64</td>
<td>15.83</td>
<td>8.53</td>
<td>1.95</td>
<td>.143</td>
</tr>
<tr>
<td>NNT</td>
<td>24.93</td>
<td>11.30</td>
<td>24.31</td>
<td>12.88</td>
<td>28.65</td>
<td>12.80</td>
<td>3.52</td>
<td>.030*</td>
</tr>
</tbody>
</table>

A one-way analysis of variance was conducted to explore the effect of the professional qualifications of the novice teachers on subscale scores. Teachers were divided into three groups according to their professional qualifications, none (having no professional qualifications), B.Ed. (Bachelors in Education), and M.Ed. (Master’s in Education). There were statistically significant differences in case of sub-scales GPCM, $F = 3.75$, $p = .024$, and sub-scale NNT, $F = 3.52$, $p = .030$. There was no significant difference in mean scores of three groups and three subscales (subscale PhyC, $F = 3.01$, $p = .050$; subscale AdmC, $F = .681$, $p = .507$; and subscale, CCBT, $F = 1.95$, $p = .143$).

Post-Hoc comparison using the LSD test (Table 4.28) indicated that the mean score of teachers with M.Ed. (Mean Difference = 1.95, $p = .010$) was significantly different from teachers having no professional qualification. Thus, teachers having M.Ed. as professional qualification had better perceptions about classroom management than teachers having no professional qualifications. Similarly, the mean score of teachers with B.Ed. (Mean Difference = 1.39, $p = .018$) was significantly
different from teachers having no professional qualification. Thus, teachers having B.Ed. as professional qualification had better perceptions about classroom management than teachers having no professional qualifications. Table 4.28 further indicated that the mean score of teachers with M.Ed. (Mean Difference = 4.34, p=.008) was significantly different from teachers having B.Ed. as a professional qualification. Thus, teachers having M.Ed. as professional qualifications had better perceptions about the needs of the novice teachers than teachers having B.Ed. as professional qualifications.
Table 4.28: LSD Comparison of Subscales on the Basis of Years of Professional Qualification

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>(I)</th>
<th>(J)</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% CI Lower Bound</th>
<th>95% CI Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Perceptions about Classroom Management</td>
<td>None B.Ed.</td>
<td>None M.Ed.</td>
<td>-1.39*</td>
<td>.589</td>
<td>.018</td>
<td>-2.5551</td>
<td>-0.2393</td>
</tr>
<tr>
<td></td>
<td>None M.Ed.</td>
<td>M.Ed.</td>
<td>-1.95*</td>
<td>.750</td>
<td>.010</td>
<td>-3.4259</td>
<td>-0.4781</td>
</tr>
<tr>
<td>Needs of Novice Teachers</td>
<td>B.Ed.</td>
<td>None M.Ed.</td>
<td>1.397*</td>
<td>.589</td>
<td>.018</td>
<td>0.2399</td>
<td>2.5551</td>
</tr>
<tr>
<td></td>
<td>M.Ed.</td>
<td>None M.Ed.</td>
<td>-0.554</td>
<td>.568</td>
<td>.329</td>
<td>-1.6705</td>
<td>0.5616</td>
</tr>
<tr>
<td></td>
<td>M.Ed.</td>
<td>None B.Ed.</td>
<td>1.952*</td>
<td>.750</td>
<td>.010</td>
<td>0.4781</td>
<td>3.4259</td>
</tr>
<tr>
<td></td>
<td>B.Ed.</td>
<td>None M.Ed.</td>
<td>0.5544</td>
<td>.568</td>
<td>.329</td>
<td>-0.5616</td>
<td>1.6705</td>
</tr>
<tr>
<td></td>
<td>M.Ed.</td>
<td>None M.Ed.</td>
<td>3.713</td>
<td>2.16</td>
<td>.086</td>
<td>-7.9575</td>
<td>7.5307</td>
</tr>
<tr>
<td></td>
<td>B.Ed.</td>
<td>None M.Ed.</td>
<td>4.340*</td>
<td>1.63</td>
<td>.008</td>
<td>1.1269</td>
<td>7.5544</td>
</tr>
</tbody>
</table>

*p < .05
A one-way analysis of variance was conducted to evaluate the difference among teachers’ professional qualifications granting institutions and mean scores on subscales. Teachers were divided into four groups according to the institutes that granted professional degrees: AIOU (Allama Iqbal Open University), UOE (University of Education), PU (Punjab University), and VU (Virtual University). There was no significant difference in the means of perceptions of teachers who obtained their professional qualifications and subscales, i.e., GPCM, $F = 1.60, p = .143$, PHYC, $F = .393, p = .883$, AdmC, $F = .453, p = .843$, CCBT, $F = .484, p = .820$, and NNT, $F = .414, p = .870$.

Teachers who obtained their professional qualifications from different universities were similar in their responses. The findings indicated that there is no difference in teachers’ perceptions about classroom management, administrative and
physical challenges, challenges created by teachers themselves and their needs about classroom management

Table 4.30: ANOVA Comparison of Subscales on the Basis of Subject Taught

<table>
<thead>
<tr>
<th>Sub Scales</th>
<th>Science (n=185)</th>
<th>Arts (n=252)</th>
<th>All (n=63)</th>
<th>ANOVA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>GPCM</td>
<td>15.59</td>
<td>4.49</td>
<td>15.66</td>
<td>4.48</td>
</tr>
<tr>
<td>PhyC</td>
<td>33.89</td>
<td>9.12</td>
<td>33.48</td>
<td>7.56</td>
</tr>
<tr>
<td>AdmC</td>
<td>24.52</td>
<td>9.87</td>
<td>23.98</td>
<td>10.15</td>
</tr>
<tr>
<td>NNT</td>
<td>25.98</td>
<td>13.16</td>
<td>23.84</td>
<td>12.34</td>
</tr>
</tbody>
</table>

A one-way analysis of variance was conducted to evaluate the difference among teachers’ teaching different subjects and mean score on subscales. Teachers were divided into three groups according to the subjects taught by them in their classes (Science, Arts and All). There was no significant difference in the means of perceptions of teachers who had taught different subjects and sub scales i.e. GPCM, $F = .397, p = .673$, PHYC, $F = .183, p = .832$, AdmC, $F = .160, p = .852$, CCBT, $F = .209, p = .811$, and NNT, $F = 2.31, p = .100$.

Teachers who had taught different subjects were similar in their responses. The findings indicated that there is no difference in teachers’ perceptions about classroom management, administrative and physical challenges, challenges created by teachers themselves and their needs about classroom management.
Table 4.31: ANOVA Comparison of Subscales on the Basis of Number of Students in Class

<table>
<thead>
<tr>
<th>SubScales</th>
<th>&lt;25 (n=38)</th>
<th>26-35 (n=57)</th>
<th>36-45 (n=149)</th>
<th>&gt;45 (n=256)</th>
<th>ANOVA</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>GPCM</td>
<td>14.28</td>
<td>3.62</td>
<td>15.89</td>
<td>4.51</td>
<td>15.46</td>
</tr>
<tr>
<td>PhyC</td>
<td>33.71</td>
<td>8.23</td>
<td>32.80</td>
<td>9.66</td>
<td>34.26</td>
</tr>
<tr>
<td>AdmC</td>
<td>17.97</td>
<td>7.92</td>
<td>20.19</td>
<td>10.21</td>
<td>23.46</td>
</tr>
</tbody>
</table>

* p< .05.

A one-way analysis of variance was conducted to explore the effect of a number of students in class on subscale scores. Teachers were divided into four groups according to the number of students in their classes (<25, 26-35, 36-45, and >45). There was a statistically significant difference in case of sub-scale AdmC, F = 13.66, p=.000. There was no significant differences in mean scores of four groups and four subscales (subscale GPCM, F = 1.88, p = .644; subscale PhyC, F = .556, p = .644; subscale CCBT F = 2.33, p = .073 and subscale, NNT, F = 1.85, p = .137.
Table 4.32: LSD Comparison of Subscales on the Basis of Number of Students in Class

<table>
<thead>
<tr>
<th>Dependent Variable</th>
<th>(I)</th>
<th>(J)</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% CI Lower Bound</th>
<th>95% CI Upper Bound</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Teaching Experience</td>
<td>Total Teaching Experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&gt;25</td>
<td>26-35</td>
<td>-2.21930</td>
<td>2.01861</td>
<td>.272</td>
<td>-6.1854</td>
<td>1.7468</td>
<td></td>
</tr>
<tr>
<td></td>
<td>36-45</td>
<td>-5.48940</td>
<td>1.75168</td>
<td>.002</td>
<td>-8.9310</td>
<td>-2.0478</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;45</td>
<td>-8.51460</td>
<td>1.67564</td>
<td>.000</td>
<td>-11.8068</td>
<td>-5.2224</td>
<td></td>
</tr>
<tr>
<td>26-35</td>
<td>&gt;25</td>
<td>2.21930</td>
<td>2.01861</td>
<td>.272</td>
<td>-1.7468</td>
<td>6.1854</td>
<td></td>
</tr>
<tr>
<td></td>
<td>36-45</td>
<td>-3.27010</td>
<td>1.50114</td>
<td>.030</td>
<td>-6.2195</td>
<td>-.3207</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;45</td>
<td>-6.29530</td>
<td>1.41167</td>
<td>.000</td>
<td>-9.0689</td>
<td>-3.5217</td>
<td></td>
</tr>
<tr>
<td>Administrative Challenges</td>
<td>36-45</td>
<td>&gt;25</td>
<td>5.48940</td>
<td>1.75168</td>
<td>.002</td>
<td>2.0478</td>
<td>8.9310</td>
</tr>
<tr>
<td></td>
<td>26-35</td>
<td>3.27010</td>
<td>1.50114</td>
<td>.030</td>
<td>.3207</td>
<td>6.2195</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&lt;45</td>
<td>-3.02519</td>
<td>.99319</td>
<td>.002</td>
<td>-4.9766</td>
<td>-1.0738</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt;25</td>
<td>8.51460</td>
<td>1.67564</td>
<td>.000</td>
<td>5.2224</td>
<td>11.8068</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26-35</td>
<td>6.29530</td>
<td>1.41167</td>
<td>.000</td>
<td>3.5217</td>
<td>9.0689</td>
<td></td>
</tr>
<tr>
<td></td>
<td>36-45</td>
<td>3.02519</td>
<td>.99319</td>
<td>.002</td>
<td>1.0738</td>
<td>4.9766</td>
<td></td>
</tr>
</tbody>
</table>

Post-Hoc comparisons using the LSD test (Table 4.32) indicated that the mean score of teachers having 36-45 students in their classes have better perceptions about administrative challenges than teachers who have less than 25 students in their classes (Mean Difference = 5.48, p=.002) and they even have better perceptions than teachers having 26 to 35 students in their classes (Mean Difference = 3.27, p=.030). Similarly, the mean score of teachers teaching in classes have more than 45 students have better perceptions about administrative challenges as compared to teachers having less than 25 students (Mean Difference = 8.51, p=.000), and even those who have 26 to 35 students in their classes (Mean Difference = 6.29, p=.000) or those having 36 to 45 students in their classes (Mean Difference = 3.02, p=.002).
Chapter 5

Qualitative Data Analysis

This chapter presents the qualitative analysis of interviews conducted to explore the experiences of novice teachers related to classroom management. This present study explored the challenges of the novice teachers, which they had faced during their classroom management, particularly related to physical facilities, administrative support, and students behavioural and teachers self-created challenges. Moreover, the needs of novice teachers which they considered essential during their initial three years of experience in public elementary schools were explored.

After quantitative data collection and analysis, the researcher sorted the extreme cases of novice teachers from the list, selected 20 and the researcher conducted interviews with them: Ten novice teachers were those who had faced a high level of challenges during their classroom management, and ten novice teachers were those who had faced low level of challenges regarding classroom management.

The qualitative content analysis technique was used to analyse the interviews. The researcher transcribed the interviews and then read each transcription along with the recording of the interview. The researcher made notes in the light of transcriptions and highlighted the quotes from the transcriptions of the interviews. Similar responses were put under a common category while analysing. Then different themes drawn from one question were clustered under a statement showing the inquired question. Furthermore, each cluster was described with the explanation of individual themes and quotes from the responses given to support the argument of each theme. Crosse case analysis was used to describe the responses of both teachers. Analysis of those
who had faced a high level of challenges, and those who had faced a low level of challenges are given separately (Creswell, 2014).

**Introduction of teachers**

The first section of the interview guide comprised the introduction of teachers. The education, professional qualification and teaching experience were inquired in this section of the interview, and a summary of the findings is presented in Table 5.1.
**Table 5.1**: Demographic Data of Novice Teachers who Participated in Interviews

<table>
<thead>
<tr>
<th>Teacher ID</th>
<th>Education</th>
<th>Professional Qualification</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>M.Phil. Chemistry</td>
<td>B.Ed.</td>
<td>2 Years</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>M.Phil. Math</td>
<td>M.Ed.</td>
<td>2 Years</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>M.Phil. Pharmacy</td>
<td>B.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>M.Phil. Chemistry</td>
<td>B.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>MA. Islamiat</td>
<td>B.Ed.</td>
<td>1 Year</td>
</tr>
<tr>
<td>Teacher 6</td>
<td>M.Phil. Applied Physics</td>
<td>B.Ed in progress</td>
<td>1 Year</td>
</tr>
<tr>
<td>Teacher 7</td>
<td>MSc. Chemistry</td>
<td>M.Ed.</td>
<td>Almost 3 years</td>
</tr>
<tr>
<td>Teacher 8</td>
<td>MSc. Statistics and MSc. Computer Science</td>
<td>B.Ed</td>
<td>1 Year</td>
</tr>
<tr>
<td>Teacher 9</td>
<td>MA. Education</td>
<td>M.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 10</td>
<td>MA. English</td>
<td>M.Ed.</td>
<td>2 Years</td>
</tr>
<tr>
<td>Teacher 11</td>
<td>MSc. Biostatistics</td>
<td>B.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 12</td>
<td>M.Phil. Chemistry</td>
<td>B.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 13</td>
<td>D. Pharmacy</td>
<td>B.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 14</td>
<td>MSc. Chemistry</td>
<td>M.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 15</td>
<td>BS Hons Physics</td>
<td>B.Ed in progress</td>
<td>1 Year</td>
</tr>
<tr>
<td>Teacher 16</td>
<td>MSc. Physics</td>
<td>B.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 17</td>
<td>M.Phil. English</td>
<td>B.Ed.</td>
<td>Almost 3 Years</td>
</tr>
<tr>
<td>Teacher 18</td>
<td>M.Phil. Zoology</td>
<td>Nil</td>
<td>2 Years</td>
</tr>
<tr>
<td>Teacher 19</td>
<td>M.Phil. Physics</td>
<td>B.Ed.in progress</td>
<td>2 Years</td>
</tr>
<tr>
<td>Teacher 20</td>
<td>M.Phil. Education</td>
<td>B.Ed. Hons</td>
<td>1 Year</td>
</tr>
</tbody>
</table>
Classroom Management

The second section of the interview guide was about questions related to classroom management. The inquired questions were about teacher education program, what they had studied pertaining to classroom management, the importance of classroom management, strategies adopted for managing class, and challenges which they faced in managing classroom.

Knowledge about Classroom Management

The responses of novice teachers with a high level of challenges

The majority of respondents had done or were doing B.Ed. They reported that they had studied classroom management in the teacher education program and teacher training that they had attended. They thought classroom management was about maintaining discipline in the class while involving all the students in the classroom. They stated that for effective classroom management the teacher kept in mind individual differences in students while teaching and the teacher should move around to monitor the students while they were busy doing the tasks that had been set. They expressed that it was the skills of the teacher which involved students in studies. As one of the students stated:

I have done B.Ed. I studied classroom management as a subject. I studied how to manage the strength of the class in order to achieve the objectives of teaching. Until and unless the class is not managed, how can you teach? Discipline is essential to enhance learning and to manage the class, keeping in view individual differences of the students. (Teacher 1)

Another respondent shared that, “I have done B.Ed. after my graduation from AIOU before my M.Phil. I have learned in the classroom management course how to teach students in groups and manage students during assessments” (Teacher 4).
One respondent reported that he was enrolled in B.Ed. The program had taught him about classroom management during teacher training. He reported that small children learn better through activities. He considered that the activities should have a story, colour movements, and shapes in it so that the students could learn by taking an interest in these things. As the respondent believed:

I have started doing B.Ed from AIOU. I have completed the first semester. Yes, I have studied about classroom management in training held last month. A teacher taught us if you keep students interested in the class by doing a variety of activities, then your problem of classroom management will be solved. He also taught us that children have an interest in colours, stories, and movements, and if all the three are introduced in the class, then we will not face any issues of classroom management. I was conducting an activity before your interview. The students learned singular plural in minutes. (Teacher 6)

One of the respondents reported that he was enrolled in a teacher education program. He considered classroom management was dependent upon the personality of the teacher; how a teacher interacted with students, how he behaved and how he inspired students with his personality, how he organized his class, how he attained learning objectives, how he managed time while teaching, and how he utilized resources while teaching. The respondent described:

I am doing B.Ed. And now I am giving papers for the second semester from Open University. I think classroom management depends upon the personality of the teachers. The way a teacher behaves, his/her outlook and how he inspires the students towards studies—the teacher’s way of managing time and resources. (Teacher 8)

*The responses of novice teachers with a low level of challenges*

The majority of respondents had done B.Ed or M.Ed. Only one of them had not done teacher education program. They thought classroom management was about managing the sitting arrangement of students in the class and decorating the class with audio-visual aids, after this they realized that managing the physical resources, managing discipline in a class by managing behaviours of students and involving students in activities were important in classroom management. When a task was
assigned to the students, going around to see what and how the students are doing is very important. When you involve students in learning, then you can manage the unruly students in the class. As one respondent described:

Yes, I have studied classroom management as a subject. I have studied that the teacher's job is not only to teach. First of all, the teacher should manage the sitting arrangement of students so that he/she can see all the students and access all the students. Then you have to check the light in the class and temperature before teaching in the class. While teaching, the teachers roam around to supervise student learning. (Teacher 20).

Similarly, another respondent narrated:

I have done B.Ed. I think we have studied about developing AV aids, how to discipline the students in the class, and how to organize learning in the class” (Teacher 17).

One respondent reported that he had started B.Ed.; however, he had not studied about classroom management till then. He reported that he could not conceptualize the term classroom management with clarity in words. As the respondent reported:

“I have started B.Ed. I have not studied about classroom management as yet” (Teacher 15).

**Importance of Classroom Management Teacher**

*The responses of novice teachers with a high level of challenges*

The majority of respondents considered classroom management was an essential part of the teaching-learning process. They understood that until and unless a class was not managed, a teacher could not achieve his/her learning objectives and could not teach effectively. They believed that if a teacher was very intelligent, but he/she was not able to manage a class, then his/her degrees were useless for establishing learning in class. In addition, they stressed that a teacher should know how to develop an environment for learning, how to manage time in class, and how to utilize resources to achieve the learning of students. One respondent reported:

Classroom management is essential for a teacher. Until the class is not managed the objectives that a teacher wants to cover will never be achieved. Because of a
good class, sound learning and objectives can only be achieved when the class is well managed. (Teacher 1)

Another respondent narrated:

Classroom management is very important and 90% of energy is consumed in managing class. A teacher can only communicate with his/her students when the class is manageable. You can teach well when the class is managed. (Teacher 4)

One of the respondents explained that classroom management was very important since the teachers have to teach all sorts of students like dull, average, and intelligent students in one class. He/she should know how to organize learning in class in such a way that all students can learn. When teachers cannot manage the classes, then both dull and intelligent students suffer due to this. As one respondent stated:

A dull child does not mean that he cannot study. If a class is not managed, both sharp and dull students will suffer from it. Classroom management is very important. When a classroom is managed, and there is peace and discipline in class, the personality of the child is improved, and teaching is effective (Teacher 6).

The responses of novice teachers with low level of challenges

Most of the respondents stated that classroom management was very important since a teacher could not teach without classroom management. They argued that a teacher could not be called a teacher until and unless he/she can manage the class because when a class cannot be managed, there would be random activities in class, and there would not be the sequence of teaching and learning in class. They expressed that the sole purpose of teaching, which was the learning of students, will not be attained without the management of the class. As one respondent stated: “You cannot be a teacher until you manage the class. The learning of students is not possible without the management of the class” (Teacher 12).

The teachers expressed that classroom management was very important for an organized learning environment for students. They believed that classroom
management included organizing all the activities of learning in such a way that the
students easily learn, which was intended to make them learn. The teacher should
proceed with teaching in his/her class while keeping in view the objectives of
teaching, use activities to enhance learning and manage time to explore how much the
students have successfully grasped knowledge during the period. As one respondent
described:

You cannot communicate your knowledge and lesson until you manage your
class. At the start of the period, it is very important to organize your class. You
energize your students. You ensure all students’ success in studies while
teaching the lesson in an organized way. (Teacher 15)

Teacher’s Style of Managing Class

*The responses of novice teachers with a high level of challenges*

The majority of respondents reported that they used the activity method to
keep students involved in learning. Some of them used warm-up activities to refresh
the minds of the students before teaching. Whereas others start their lesson with the
introduction of the topic, teaching was as if telling a story, then they involved students
in activities by following the concept of learning by doing, and in the end, they asked
questions to explore whether the students had learned the lesson. They believed that
activities develop the interest of students, and also the students’ concepts are cleared
through this style of teaching. As one respondent narrated:

I start my class by storytelling, then move to learning by doing and conduct
activities relevant to the topic. In the end, I ask questions to check whether the
students have learnt the lesson. (Teacher 10)

Few respondents expressed that they either do brainstorming in the class
or start teaching by asking questions to seek the attention of students towards
studies. They involve students in writing in class in order to avoid disturbance
during teaching. As one respondent stated:
I mostly try to engage them with the topic I am teaching. But I have observed that they are not involved in the study. Then I initiate written work or board writing. In this way, the students stay busy working. (Teacher 4)

One of the respondents explained that he first observes the interest of students in the class he was assigned. Then he tries to link the topic of teaching with the interest of students to draw their attention while teaching. He asks questions from the students who have been a source of disturbance for the whole class. In this way, not only that, student starts taking interest in the class, but realizes that he is a source of annoyance for others. As the respondent described:

I observe the interest of students and then link my topic with the interest of students. When I observe two students talking, I ask one of them to stand, and I ask a question related to the topic. The student realizes that neither he was learning nor he was allowing others to learn. (Teacher 9)

The responses of novice teachers with a low level of challenges

Most of the respondents explained that their teaching style was to try to involve students in learning, conducting activities, and going around the class to see whether they were engrossed in the lesson, which was taught by the teacher. They had a belief that keeping students involved in learning was most important, and for keeping them involved, the teacher should use activities to keep their interest in learning. Secondly, they considered that monitoring students learning was very important by going around and checking what the students were doing. As one respondent narrated:

First of all, I give an introduction to the topic, and then I give everyday examples related to the topic. After that, I try to focus on the lesson plans and guide the students accordingly, and then I take students towards the activity. (Teacher 13)

Very few respondents reported that their style of teaching was going through paragraph by paragraph. They said that first they teach one paragraph then ask a question related to that paragraph in order to check whether the students had listened and read the paragraph with full attention. Then they go on to the next paragraph in
the lesson. They explained that they tried to keep each student involved by asking questions during the class. As one respondent stated:

I try to involve the students in the study. I give explain paragraph by paragraph, and while teaching the paragraph, I ask questions from students in order to check whether they understand what I am teaching. I try to involve all students. (Teacher 17)

One respondent stated that he would enter in class and shuffle all the students and try to make sure that friends were not sitting together. He had a belief that friends create disturbance in class. Thus, he made sure the source of the disturbance was eliminated before he proceeded with his lesson. A respondent believed:

Daily when I enter the class, I shuffle the students in the class so that the friends do not sit with each other and create disturbance in class. After this activity, it is easy for me to teach (Teacher 15).

One respondent stated that he always tried to develop the interest of the students towards the topic and remained friendly with students while teaching. He had a belief that teachers should have a friendly relationship with students so that they could ask any question without fear. He expressed that a friendly relationship with students gives strength to the teachers to manage them better. A respondent stated:

The more you involve students and get friendly with them, you not only manage them, but also make them learn better. The students should not have the fear that they should not ask questions for clarifications (Teacher 12).

Challenges in the Management of Class

The response of novice teachers with a high level of challenges

The majority of the respondents reported that managing the behaviour of students was the biggest challenge for them. They reported that some students were from uneducated background, they had odd behaviour, and it was very difficult to teach them. The teachers stated that when they gave any homework to the students the next day, many students were absent from school. As one respondent reported:
The behaviour of the students is the biggest challenge. The behaviour of today’s children is very perplexing for a teacher (Teacher 4).

Another respondent stated:

The foremost challenge is attendance. Students are absent from school. When I ask them to do work, then the next day, many students will be absent. Some students belong to families who are nonserious about education. Managing those students is very difficult. (Teacher 7)

Some respondents expressed that class size and keeping students engaged were the biggest challenges that they were experiencing. They explained that dealing with 60 to 70 students in a class was very difficult for a teacher. The teachers gave attention to one side of class, and students from the other side of the class start disturbing. In ECE classes, students cry a lot, which was also a challenge for teachers.

As one respondent described:

I want to tell you about the challenges of large classes. There is a high strength of students in the class, and the size of the classroom is small according to the size of the class. Our objectives and lessons are not properly conveyed to the students. Generally, the strength is 70 in class. In the ECE class, the students are very small, and they cry a lot. It is very difficult to increase their involvement. (Teacher 1)

One of the respondents reported that they were not allowed to fail the students.

The government authorities strictly recommended not to fail students, and when one would fail, they blame the teachers. Secondly, the lengthy curriculum was also a challenge for teachers. As a respondent remarked:

The biggest challenge is that we are not allowed to fail the students even if the student does not deserve to be promoted. The instructions are to promote the students. If you want to fail the students, the administration blames the teacher, so we promote all of them. Secondly, I think that the curriculum of some classes is very lengthy and difficult. Students cannot keep up with the pace of teaching, and they find it very difficult to learn. (Teacher 3)

The responses of novice teachers with a low level of challenges

Most of the respondents considered constant noise as a behaviour challenge in classrooms for a teacher. They stated that students’ noise not only disturbed the class, but also destroyed the tempo of teaching and learning. Especially teaching a small
class and crying of the student was very challenging for the teacher. A respondent stated:

The biggest challenge is to stop children from making noise. Because our principals tell us that whether we teach or not, but they don’t want to hear the noise of students. Second, the fights of the students is a challenge. The students have their preference with whom they want to sit and this creates anxiety in the class. (Teacher 20)

Few respondents reported that teaching over-crowded classes was challenging for them, and having 50-60 students in a class made teaching very difficult for a teacher. A respondent voiced:

I am teaching class two, and I have more than 50 students in my class. I think that the strength of students is an issue. Otherwise, I do not have any challenges in teaching. They are small kids you cannot teach them all the time. After teaching, I give time to play and talk with each other. (Teacher 15)

Few respondents reported teaching both dull and intelligent students in a classroom was a challenge for them. They added that dealing with so many minds was very difficult. They argued that a separate class should be available for slow learner students so that both teachers and students do not experience difficulty in teaching/learning. As one respondent described:

Basically, in-class, students of different ages and different IQs are studying. There are poor, average, and intelligent students. A teacher has to repeat the lesson again and again. I think that there should be a separate class for slow learners. Both teachers and intelligent students get irritated because of repetition. (Teacher 13)

One respondent reported that she was not facing any particular challenge in managing classes. She had only ten students in her class; this might be the reason she was not experiencing any challenge. The respondent reported:

I have only ten students in my class. I don’t face such challenges in managing them. Maybe I have fewer students, that’s why I don’t have a problem with managing class. (Teacher 18)
Strategies to Manage the Class

The responses of novice teachers with a high level of challenges

The majority of respondents explained that they used the strategy of including activities while teaching in their class. They reported that when they made students do activities while learning, the interest of students increased. As one respondent stated:

“Yes, I use activity-based learning to keep students involved. I make the students stand for some activity, and after the activity, I let them sit in their chairs. In this way, they stay physically active and refreshed by staying in motion” (Teacher 10).

Very few respondents reported that they used the strategy of punishment to manage discipline in their classes. They further informed that they gave minor punishments to students when they had not done their work, or they were disturbing the class. A respondent described:

“I use punishment as a strategy for managing class. The students who disturb me are punished. I make them stand with their hands raised up and sometimes I tell them to sit and stand (Teacher 4).

One respondent expressed that he tried to teach according to the mental level of students. He reported that he kept in mind that he had both intelligent and dull students in his class. Thus, he had adopted such a strategy according to the lesson to teach both level of students successfully. As the respondent stated:

“I try to teach according to the mental level of students. In class, you have intelligent and average students. It is very important that your students get whatever you are teaching” (Teacher 9).

The responses of novice teachers with a low level of challenges

Some of the respondents elaborated that they used the strategy of teaching through activities and group studies in their class. They experienced that students studied with concentration and interest if the lessons include activities and assignments done in groups. They explained that they made different groups comprising one above average, two average, and one dull student. The intelligent
students helped others in learning. As one respondent stated:

“I use activity-based learning. First, I conduct an activity; then, I make students write the alphabets which they have learned” (Teacher 11).

Similarly, another respondent described:

“I make groups of students. I add one intelligent student and two to three average and poor students. When the intelligent student learns something, he helps the poor students in learning” (Teacher 13).

Some of the respondents expressed that they used the strategy of friendly relationships with students. They believed that teachers who had a friendly relationship with their students obeyed the teacher more and learned better in his/her class. As one respondent narrated:

“I use the strategy of developing a friendly relationship with students. Because I think the students study well in a friendly environment. They obey the teacher with which they have a good relationship” (Teacher 17).

Few respondents reported that they managed their class by first developing curiosity of students towards the lesson, then made the students read the lesson for learning in class. Then they concentrated on making students learn the meanings of words and, in the end, made them learn the question-answer of that lesson. As the respondent described:

“First of all, I concentrate on the reading material. Because until the students do not understand what they are studying, they will not learn. I make them learn the words and their meanings. At the end of class, I make them learn the answers to the comprehension questions. This is my teaching plan. In this way, I organize and teach” (Teacher 16).

One of the respondents expressed about her strategy of classroom management as she dealt politely with students who studied with love and dealt strictly with the students who studied through strictness. As the respondent reported:

“My strategy is to handle the student politely who work through love and to strictly deal with the student who do not listen to you” (Teacher 19).
Physical Facilities Related Challenges Regarding Classroom Management

The third section of the interview guide was about physical facilities-related challenges that teachers face during their classroom management. The facilities which were included in the domain of physical facilities were classrooms, washrooms, school boundary walls, furniture, and white-board. The questions inquired about available and unavailable physical facilities in elementary public schools, and the challenges teachers face in the absence of specific facilities and how they cope up and teach when some facility is missing in classrooms.

Challenges due to Lack of Physical Facilities

The responses of novice teachers with a high level of challenges

The majority of the respondents reported that they had all the physical facilities in their school, which were essential for learning. As one respondent stated: “We have all the physical facilities in our school” (Teacher 7).

Some of the respondents reported that they had faced challenges in managing class due to the absence of physical facilities. They elaborated that all the teachers usually contributed financially to overcome the shortage of minor physical facilities in classrooms. As one respondent reported:

“Yes, there is the dearth of physical facilities, but we handle this challenge by contributing and purchasing things” (Teacher 1).

The responses of novice teachers with a low level of challenges

The majority of the respondents responded that they had all the physical facilities in their classrooms, which were essential for learning. They expressed that they did not face any challenges in the management of classes due to the unavailability of physical facilities. As one respondent described:

“Basically, this school has all the physical facilities” (Teacher 11).
Some of the respondents reported they had faced challenges due to the unavailability of basic physical facilities in their school. They had a belief that managing a classroom became extremely difficult for them because of the unavailability of physical facilities. As one respondent narrated:

“Yes, I do face problems due to the unavailability of physical facilities. We do not have a staff room in our school where the teacher can sit and relax” (Teacher 20).

Few of the respondents explained that sometimes they faced challenges in managing classrooms due to the unavailability of some basic physical facility. As one respondent stated: “Yes, some challenges are due to the absence of physical facilities” (Teacher 16).

**Classroom Space, Furniture, AV aids, Water and Sanitation Facilities**

*The responses of novice teachers with a high level of challenges*

Some of the respondents expressed that they had all the listed physical facilities in their schools, like big airy classrooms, good furniture, Audio-visual aids for teaching, water, and sanitation. They expressed that elementary schools in Lahore had all these facilities now. As one respondent described:

“We have big and airy classrooms. The furniture is well maintained. We have a whiteboard, and the teacher makes Audio-visual aids for teaching. Yes, we have the facility of clean drinking water, electricity, and sanitation” (Teacher 7).

Some of the respondents described that they were experiencing challenges of shortage of electricity in their school. They expressed that although they had proper furniture and audio-visual aids in their school, the biggest challenge which they had been facing was shortage of electricity. The students could not concentrate on study in hot weather without electricity. As one respondent stated:

“As I told you earlier, the furniture is ok. There are no audio-visual aids available in the school. There is only white-board available in the classes. There is a great shortage of electricity in summers. Believe me. We, teachers, cannot teach and the students who are sitting in their chairs wearing heavy uniforms cannot concentrate on their studies. We have the facility of clean drinking water in our school” (Teacher 5).
Some respondents reported they had small classrooms which were not airy and the student’s strength was high, and they had a shortage of furniture in their school. They explained that they had audio-visual aids in their school; however, mostly when they needed audio-visual aids for teaching some other teacher was using it. As the respondent reported:

The size of the classes is small, and the classes are overcrowded. There is a shortage of furniture. Four students sit on one bench; it is very difficult for them to manage their sitting. We have a white-board and water sanitation facility available in our school. We have audio-visual aids, but at times when the teacher needs them, some other teacher is using them in class. (Teacher 2)

Another respondent described:

“Almost all the facilities are available in my school. Only the sizes of the classes are not very spacious. The teacher cannot access each student” (Teacher 8).

The responses of novice teachers with a low level of challenges

The majority of the respondents explained that they had all the listed physical facilities in their school. They expressed that they had big and airy classrooms, furniture, water, and sanitation facility. One respondent stated:

“Alhamdulillah! All the physical facilities are available like classrooms, furniture, water, and sanitation” (Teacher 15).

Some of the respondents reported that they did not have well-maintained furniture in their schools, and they had been experiencing an extreme shortage of electricity. They expressed that good and well-maintained furniture was an essential need for learning; they did not have good furniture. Secondly, they reported that there was an extreme shortage of electricity in their schools. As one respondent narrated:

“The furniture is not well maintained. The second problem is the shortage of electricity in school. We get electricity for only one hour in my school. This is a severe problem for both teachers and students” (Teacher 18).
One respondent experienced the challenge of cleanliness and clean drinking water in her school since the non-teaching staff did not clean classrooms. There was no supply of water from 9 to 12 PM, and the principal does not switch on the cooler for students to have cold water. As the respondent reported:

“Cleanliness is an issue. The lower staff do not clean the class daily. The students do not have clean drinking water. There is no supply of water from 9 to 12 PM. The principal does not switch on the water cooler. She thinks that the students gather around the cooler when it is on. The students are compelled to drink hot water” (Teacher 20).

Challenges in the absence of Physical facilities

The responses of novice teachers with a high level of challenges

The majority of respondents reported that the shortage of electricity was the major physical facility-related challenge that they had been experiencing while teaching. They elaborated that students did not want to study when the light was not available. Thus, it became challenging to make students learn in such hot weather. As one respondent stated:

“If there is a shortage of electricity, honestly, managing class is very difficult. Spending time in the absence of electricity in summer is very difficult. Even sitting in class becomes difficult because students do not want to study. They are irritated” (Teacher 4).

Few of the respondents expressed that they could manage the class in the absence of physical facilities. They explained that even when the electricity was not available, they could manage the class and made students learn. As the respondent reported:

“We manage even when there is electricity breakdown. As you can see, the class has windows on both sides. There are proper ventilation and light. I change the seating arrangement. The students who have sight problems I made them sit near the windows, so they do not face any problem in studying” (Teacher 10).

Few of the respondents pointed out that shortage of furniture and small classroom size made classroom management challenging for them. They expressed
that when students were uneasy in the class, they do not concentrate on their studies, and the teacher cannot monitor the learning of the whole class in a small room. Much time was wasted in adjusting the students before teaching. A respondent narrated:

“We do not have adequate furniture, and because of that when I have to do some work on the board then again, I have to adjust the students. Because some students are standing, and some of them are sitting while their back towards me to find a place to sit. Due to uneasy and inappropriate furniture, the students cannot concentrate on their studies. The small size of the classroom is also a challenge for me. I cannot roam around students to give attention to every student. When I try to give attention to every student, I cannot manage all the subjects in a day, and when I manage all subjects, I cannot manage the attention of all the students towards studies” (Teacher 2).

One respondent stated that she considered the absence of clean drinking water was a challenge. When the students did not have clean drinking water to drink, their health was disturbed, and they could not concentrate on their studies. A respondent described:

“When some physical facility is missing like clean drinking water, then the strength of the school is disturbed. Moreover, the health of students is influenced, and they cannot concentrate on their studies” (Teacher 1).

**The responses of novice teachers with a low level of challenges**

The majority of the respondents explained that the absence of electricity was one of the major challenges they were facing while managing the classroom. They said that in hot weather, the students could not bear the heat and experienced irritation, and they could not concentrate on their studies in the absence of electricity. They experienced difficulty in involving students in classroom activities or repeating the previous lesson in order to pass time. As one respondent stated:

“When electricity is not available, the students cannot concentrate on their studies. They are irritated by hot weather. Nowadays, the type of weather is in Lahore, small children cannot bear that. They start felling restless and irritable” (Teacher 19).

Similarly, another respondent described:

“When the electricity is not available, then nothing can be done other than involving students in some activity and spending time” (Teacher 12).
Administrative Support and Challenges

The fourth section of the interview guide was comprised of questions related to administrative support from the principal and other administrative staff regarding classroom management to the novice teachers. This section aimed to explore whether the novice teachers were satisfied with the support they were having from the administration. Furthermore, how the administration had provided support in classroom management.

Seeking Help from Principal/Vice-Principal or other Administrative Staff

The responses of novice teachers with a high level of challenges

Half of the respondents said that they had sought help from the principal and other administrative staff. They explained that their principal, administrative staff, and even the teachers were very co-operative. They provided help to these novice teachers whenever they needed. As one respondent stated:

“Yes, we take help from both. Our head is very co-operative. He tries to fulfil all the needs which are possible for him to provide” (Teacher 9).

Few of the respondents expressed that they sought help from principal and administration; however, the challenges were huge even the administration could not do anything in this regard. They expressed that the principal could not help when the size of the school was small, shortage of teaching/non-teaching staff, over-crowded classes, and when the basic facilities were missing in the school. As one respondent reported:

“Yes, we do discuss, but the matter of fact is that the challenges are too huge even they cannot do anything for them. Like the overall size of the school is small and high load of students in the school. There is no possible solution to such huge challenges” (Teacher 2).

Few of the respondents expressed that they tried their best to solve classroom management challenges on their own. They were of the view when they were unable
to resolve challenges of classroom management after an effort, then they sought help from the principal and even from other teachers. As one respondent described:

“I solve low-level challenges on my own. Whereas when I realize that I cannot solve a certain problem on my own, then I discuss it with the principal and teachers” (Teacher 3).

One respondent replied that she sometimes sought help from the principal when she encountered any challenge in classroom management. However, she stated that sometimes the principal considered that she was incompetent not to settle the things on her own. She expressed that due to this reason, she usually did not seek support from the principal. The respondent explained:

“Sometimes the principal provides me with help regarding classroom management. Mostly I have to deal with challenges in class on my own. At times when you share the challenges of your class with them, she takes it differently. She thinks I am unable to settle the issues” (Teacher 4).

**The responses of novice teachers with a low level of challenges**

The majority of the respondents replied that they sought help from the principal, administrative staff, and teachers, and they helped them in classroom management. As one respondent stated: Yes, whenever we face any problem, first of all, we discuss with senior teachers and principals (Teacher 11).

Some of the respondents reported that although they sought help from the principal, administrative staff, and teachers, they sometimes received help regarding the challenges they had been experiencing during classroom management. As one respondent narrated:

“Sometimes, he guides me when I discuss the problem I am facing in the class” (Teacher 13).

One respondent said that she never sought help from anyone from the administration and teaching staff since she believed that she had to handle the students in class on her own. As the respondent stated:
“I have not sought help from anyone because I know I have to manage the students on my own” (Teacher 16).

One respondent (Teacher 15) stated that he had never experienced any challenges regarding classroom management. Thus, he had never sought help from the principal and other administrative staff. He had generally asked things from senior teachers for information.

**Adequate Help from Principal and Administration**

**The responses of novice teachers with a high level of challenges**

The majority of the respondents explained that they were getting adequate help from school administration both from the principal, non-teaching, and teaching staff. They expressed that a school could not inculcate education successfully without the contribution of the whole staff. A teacher could only teach effectively in class when he/she had the support from everyone in the school. As one respondent stated:

“It is receiving adequate help from everyone. A school is an institute which cannot run without the contribution of each of its member. A single person cannot run the school successfully” (Teacher 10).

Few of the respondents said they were not receiving any help from the principal and other administrative staff. They knew that whatever they needed to do, they had to do it on their own. As one respondent reported:

“No, I don’t find any help. Whatever I wanted to do, I have to do on my own” (Teacher 5).

One respondent reported that the principal could not provide adequate help to the teachers due to the shortage of teaching and non-teaching staff in the school. As she had explained, that the school had only one sweeper, whereas the work regarding cleanliness was much more than the capacity of one person. As the respondent described:

“They cannot provide adequate help to us. There is a shortage of teachers and administrative staff along with the small buildings of the school. We only have
one sweeper, and he cannot clean all the classes daily, nor does he try to do. So, there are a variety of challenges in the school” (Teacher 2).

**The responses of novice teachers with a low level of challenges**

The majority of the novice teachers explained that they were getting adequate help from the school principal and administrative staff. They expressed that whatever in the capacity of principal was she/he provided help to the teachers. As one respondent narrated:

“Yes, I get adequate help. In some instances, the administration cannot help like the habitual absence of few students from the school. Some mothers do not listen to the principal” (Teacher 11).

Some of the respondents reported that sometimes they received adequate help from the principal and administrative staff in the school. They expressed that the principal sometimes informed them that she/he did not have funds for any facility or repairing of any facility. The principal asked them to wait till the funds were available. As one respondent reported: “Sometimes, the principal helps and sometimes she says that when she receives funds, she can look into our requests” (Teacher 20).

One of the respondents reported that she had not received any kind of help from the administration and principal. She explained that in her school, a teacher was not allowed to leave the class during the period. The principals had instructed to discuss the problems after school time. However, nobody discussed the challenges after school time with him. As the respondent stated:

“I will tell you the reality. We, as teachers are not allowed to leave the class in any case. He says whatever you need to discuss regarding your class, come to my office after the school timings. When the school is off, then everyone wants to go to home. So, there is no time for providing assistance to the teachers” (Teacher 16).
Administration’s Help in Classroom Management

*The responses of novice teachers with a high level of challenges*

The majority of the respondents explained that both teaching and non-teaching staff provided them with help regarding classroom management. They expressed that whenever they needed, the non-teaching staff tried to provide it. As one respondent reported:

“I think you are asking about administrative staff like security guards and sweepers/maids help in classroom management. The children are very small. I need every now and then the help of a sweeper and maid to send the children to the toilet and to maintain cleanliness. The guard even buys stationary for me when I need it for classroom activities” (Teacher 1).

Some of the respondents reported that the administrative staff did not provide any kind of help regarding classroom management. The non-teaching staff did not listen and comply, and the principal simply informed them that there was no budget for audio-visual aids and other facilities. They have no option other than to teach in such a situation. One respondent stated:

“They responded that we don’t have a budget for these things. You have to teach in such a scenario” (Teacher 5).

One of the respondents reported that he had never asked for any kind of help from the principal and other staff. He considered it as his insult not being able to solve the challenges of class on his own. As the respondent described:

“No, I have never asked for help. I consider it my insult to seek help from administration in classroom management. Moreover, small children are more obedient than adults. In government schools, the students are more obedient, and they do not make classroom management challenging for them” (Teacher 6).

*Responses of novice teachers with a low level of challenges*

The majority of the respondent expressed that the principal and other administrative staff helped them whenever they asked for it. They expressed that when they asked for support from the peons, sweepers and guards, they provided assistance. The principal also tried to provide all possible facilities to the teachers. As
one respondent narrated:

“When some facility is missing, they try to provide me. When I am assigned some official duty, they provide a teacher to manage the class” (Teacher 11).

Another respondent reported:

“Everyone tries to help the teacher in teaching. Like if the class is unclean, then the sweeper visits the class to clean it” (Teacher 17).

Some of the respondents expressed that no help was provided to them by the administration regarding classroom management. The administration/principal did not listen to the teacher. Whenever they had received a complaint against the teacher from parents, they insulted the teacher. Those teachers thought that no one supported them.

As one respondent stated:

“I don’t think the school education department and school administration provide support to the teachers. When some parents complain about the teacher, then the administration listens to parents, and the teacher is on the weaker end. Nobody listens to teachers”. (Teacher 14).

One respondent stated that sometimes help was provided to teachers regarding classroom management. However, it was considered the duty of the teacher to solve the problems of class at his/her own. As the respondent stated:

“Sometimes, they provide help in classroom management related problems. But it is considered that a teacher needs to solve the problems in the classroom on his/her own” (Teacher 13).

Dealing with Administration Regarding High-Class Strength, Lack of AV Aids, High Workload, Administrative Duties, and Lesson Planning

Responses of novice teachers with a high level of challenges

The majority of respondents reported that the administration did not provide any help regarding high workload, over-crowded classes, administrative duties and lack of teaching aids. They were of the view that administration in public-schools was non-cooperative. They expressed that the administration told them that they had to work under such situation during their job, which was considered normal. Thus, they
did not provide any help to the teachers. As one respondent reported:

“Till primary school, one teacher has to teach for the whole day to a particular class. The principal does not do anything for overcrowded classes. While teaching the teacher has to manage the class. The teacher has to take attendance in the register, manage the register and maintain the monthly record of students. After off in school, the teacher stays in the school for 15 minutes to half an hour to prepare for the next day. We make weekly lesson plans and even make AV aids at that time” (Teacher 1).

A respondent described:

“Till primary school, one teacher has to teach for the whole day to a particular class. The principal does not do anything for overcrowded classes. While teaching the teacher has to manage the class. The teacher has to take attendance in the register, manage the register and maintain the monthly record of students. After off in school, the teacher stays in the school for 15 minutes to half an hour to prepare for the next day. We make weekly lesson plans and even make AV aids at that time” (Teacher 1).

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A respondent described:

“I have six periods, and the total number of the periods is 6. But I am used to it. I complete my lesson planning from home” (Teacher 7).

Some of the respondents reported that their principals had tried to provide them with help regarding class strength, provided free periods to teachers and tried to solve the problems of teachers. They added that their principal made the sections of classes when they realized that the class was over-crowded. They expressed that their principal listened to their challenges and tried to solve them. As one respondent stated:

Recently, the principal made two sections of five class due to a large number of students in each class. In terms of workload, it totally depends upon the capabilities of the teacher. If the teacher is capable, then he/she is given more work. Otherwise, the principal does not pressurize the teachers. We have more teachers than the requirement of the school. We have 11 teachers. Yes, each of teacher has 1 or 2 free periods. There is limited administrative work, which the principal asks us to do. Our principal is leading this school as a family. Nobody says to others that this is not my work, this is your work so I will not do. Our head discusses all the matters with us. She never tries to dominate us and we work happily” (Teacher 6).

Responses of novice teachers with a low level of challenges

The majority of the respondents expressed that the administration did not provide any help regarding high workload, over-crowded classes and facilities. Rather, they expressed that they assigned all the periods and along with it, administrative responsibilities forced them. As one respondent narrated:
“The administration does not do anything for these challenges. I am assigned a class, and I have to take all the periods. They ask me to do administrative work. When we seek help or discuss these issues, they respond if you want to work then do otherwise leave” (Teacher 14).

One respondent explained that the administration of his school helped him. The principal not only listened to his problems, but he also guided him. He stated:

“Alhamdulillah! The administration has guided us for all the duties. I am not asked to do administrative duties. Secondly, I organize the lesson plan for the whole week, so I don’t feel my work to be overburdened. You need to understand the thing you have interest in and will never tire you. I have an interest in teaching; that’s why I don’t feel tired. The administration listens to us. But I don’t think that overcrowded class is an issue, if classroom management is your strength. See we need to realize our resources. If we have more than 40 students, we cannot stop teaching. In these resources as a teacher, we should try to teach the best. I know that in a large class, the teacher has to put more effort and identify the potential of students” (Teacher 15).

Another respondent reported:

“Administration tries to resolve these issues. But when I have more work, then I involve some obedient students to help me with that. All the administrative work is shared amongst the teachers” (Teacher 17).

Satisfaction related to the Support of the Principal

Responses of novice teachers with a high level of challenges

The majority of teachers expressed that they were satisfied with the support of the principal. They elaborated that they discussed their classroom management challenges with the principal and the principal listened and tried to solve them as much as he/she could within their powers. As one respondent stated:

“Yes, I am satisfied with the support of the principal. She is cooperative and responsible. Whatever help we seek, she provides us” (Teacher 1).

Few of the respondents communicated that they were 50% satisfied with the support of their principal. They expressed that their principal was moody. Thus, the support of principal was entirely dependent upon the mood. As one respondent described:
“You can say 50% satisfied. Our head is very moody. The help related to classroom management is entirely depended on the mood of the principal” (Teacher 4).

One of the respondents stated that she was not at all satisfied with the support of the principal. She found it very difficult to teach in such an over-crowded classroom. She had complained to the principal and knew that teaching staff was not adequate in school. A respondent reported:

“I am not at all satisfied with the support of the principal. It is tough for a teacher to teach such an overcrowded class. They do not do anything regarding this. I think the principal cannot do anything. They do not have staff. How can she help me?” (Teacher 2).

**Responses of novice teachers with a low level of challenges**

The majority of the respondents reported that they were satisfied with the support of the principal. They thought that the principal supported them as much as they could possibly within their limits and according to the government rules. As one respondent narrated:

“I am satisfied with the support of our principal. He tries to facilitate us as much as possible. You know he is also bound by the government rules, and he cannot support us more than that” (Teacher 16).

Some of the respondents said that they were somewhat satisfied with the support of the principal. They expressed that when the principal wanted them to do some administrative work or personal work of principal, then the principal supported them otherwise the principal informed them that it was his/her own responsibility to handle challenges in the classroom. One of the teachers lamented that when a lot of students were absent from school, the principal blamed the teacher that he/she was not able to attract and encourage students to attend school. As one respondent stated:

“I told you this is according to the situation. If he has some work from me, then he supports. If the teacher asks for some favour, then he does not support” (Teacher 14).
One respondent stated that she was not satisfied at all with the support of the principal. She stated that her principal had a different personality. Whenever she had tried to seek help from the principal, she got annoyed and told her it was her duty to solve all the problems. As the respondent reported:

“No, I am not satisfied. She has different behaviour. She does not like the teachers going to her office alone or with any student. When I visit her office for any kind of help, she says you have come again. It’s your duty to solve all the problems. She has a noise allergy” (Teacher 20).

Students Behaviours-related Challenges

The fifth section of the interview guide was related to the student’s behavioural challenges that teachers had experienced while teaching, how they managed those inappropriate behaviour and the problems they had encountered while managing those behaviours in class.

Inappropriate Behaviour of Students Experienced by Teachers

The responses of novice teachers with a high level of challenges

The majority of the respondents reported that the inappropriate behaviour of students, which they had observed in the class were talking, telling lies, foul language, noise, bullying, inappropriate activities, aggressiveness, steeling, and physical fights with other students. They shared that in each class, they had all sorts of inappropriate behaviour of students, which a teacher had to deal with while teaching. As one respondent described:

“So many behaviour problems. The background of students plays a role. They use slang language. It is very difficult for a teacher to improve their language. Students misbehave, hit each other, tell lies, and are not willing to study. It is very difficult for a teacher to convince them to open their books. They are talkative, noisy, and aggressive students. You can say that in every class, you will find every category of student” (Teacher 4).

Another respondent described:
“Few students are aggressive. The kind of behaviour students witnesses at home is exhibited in class. Some students disturb students who want to study by doing naughty activities. Some students use slang language” (Teacher 5).

Few of the respondents reported that they were teaching early childhood classes. The major behavioural challenges were noise, crying, and stealing. They expressed that when one child starts crying, the others follow. Secondly, these children steal things from each other, which causes challenges in classroom management. As one respondent reported:

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

The responses of novice teachers with a low level of challenges

The majority of the respondents expressed the inappropriate behaviour that they experienced during classroom management were talking, telling lies, making noise, bullying, whispering, showing aggression, doing revengeful activities, complaining, and unwillingness to study. The teachers argue that all these behaviours create challenging situations in classes. As one respondent reported:

“Some students come to class and go to sleep. Some students are indulged in whispering. They tell lies, hoot, and bully each other. There are students who are not willing to study. Convincing them to open the book is a huge task. Their parents do not encourage them to study. They give the bag to the students and send them to school. Some students always complain, some always take revenge from others all the time, and some of them are very naughty” (Teacher 12).

Another respondent described:

“Yes, we have all sorts of students. Students who poke pencils to others, make noise and talk with each other. We have aggressive and naughty students. One child does a funny activity the other student copies that act” (Teacher 17).

One respondent stated that she had experienced religious fight, use of slang language, bullying and stubborn students who did not want to study. She expressed
that especially the fight between students on Islam and Christianity made it very
difficult for her to manage. As the respondent reported:

“Our school is in a vicinity where both Christian and Muslim students come to
study. The students fight on the religion a lot. When a Muslim child says
anything to a Christian child, he complains that he is saying about my religion.
Secondly, Christian students do not want to study Islamiat. Even their parents
have told them that let your children study Islamiat for the sake of study only.
But their parents, especially their mothers, ask them not to study. The students
create problems on this matter. The students have high strength, so they make
noise. I have girls in my class. They fight with each other. Students bully each
other call bad names to other students. I have two-three students who are very
stubborn. They say they do not want to study. They do not bring homework
diaries with them” (Teacher 16).

One of the participants said that the behavioural challenges he encompassed
were asking for stationery from each other and then making complaints about fellows
for not giving it. He had expressed that although student’s behaviour was
inappropriate; however, it was depended on the teacher how he/she managed his
class. As the respondent stated:

“These are small kids. They ask from each other stationery like pencil and then
complain about fellows for not giving back. But it depends on the teacher how
he/she organizes the class. When the teacher keeps them engaged, there are very
few behavioural challenges” (Teacher 15).

Management of Inappropriate Behaviours by Teachers

The responses of novice teachers with a high level of challenges

The majority of teachers tried to guide students and gave them moral lessons
to make them realize that when they misbehave, they suffer in their studies and moral
development. A respondent stated:

“First of all, I give them a moral lecture and tell them that if they misbehave,
then nobody else will suffer except themselves. I deal with their behaviour with
patience and with love. When the teacherbehaves harshly, the students become
stubborn. (Teacher 6)

Some respondents were of the view that as teachers, students should be dealt
with politely, even in the case of small classes, students should be given chocolates or
kept engaged in studies. Teachers at times get angry and lose their patience; however, the purpose is to make them attentive towards learning. As one respondent narrated:

“You know children are children you have to keep your mind cool. At times you have to convey your message loudly and let them know that they cannot learn until they respect their teachers and behave themselves” (Teacher 9).

Another respondent believed:

“I think that it is very important how the teacher maintains 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 through the learning of new stuff, I think you can control them to a great extent. Try not to set them free” (Teacher 8).

One respondent expressed that the teachers should keep a distance from the students. She defined cool behaviour as strictness towards students and not to get free with them. As the respondent reported:

“It is very difficult to manage all these behaviours. You have to exhibit cool behaviour in class, so the students do not gather the courage to misbehave. Cold means not to allow 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 used to be out of control. I have experienced a lot of issues. The teachers who were strict were managing their classes better than me” (Teacher 4).

The responses of novice teachers with a low level of challenges

Some respondents reported that keeping students involved in studies was a way to manage their disturbing behaviours. Sometimes they made groups to keep them engaged during learning. As one respondent reported:

“I think the best way to control so many minds is to keep them involved in studies. I try to keep them busy. I give tasks to naughty students or make groups so that they work with each other” (Teacher 17).

Some respondents described that they had managed the behaviour of students by giving attention to disturbing students and appreciating the students who were performing well. As one respondent stated:
“The students who were involved in physical hitting, I made them sit near me. I deal with them politely. Like when a weak student performs, then I appreciate the child” (Teacher 18).

Few respondents described that they managed the behaviours of students by giving them moral lessons. They expressed that when they entered in the class, they gave a moral lesson at the start of each day. A respondent described:

“When I enter the class, I give a moral lecture for 10 minutes. You can say it brings a little difference in their behaviour throughout the day. Secondly, during the teaching, I tell them short stories to manage their destructive behaviour.” (Teacher 20)

One of the participants stated that she often stared at students when they misbehaved. A respondent narrated:

“I stare at students when they are making noise. I use such tricks to manage the class” (Teacher 11).

One respondent stated that he managed the class by shuffling students’ seats before teaching. In this way, friends do not sit with each other and disturbance is minimized. When some students misbehave, the teacher makes them realize that their act was wrong.

Problems in Managing Inappropriate Behaviours of Students

The responses of novice teachers with a high level of challenges

The majority of respondents stated that a significant challenge they encountered while managing inappropriate behaviour of students was that some students wasted their time and distracted the attention of teachers and students. In such a situation, the teachers found it very difficult to teach effectively. However, they expressed that they insulted students to make them realize their behaviour. As one respondent stated:

“The time of the teacher is wasted. The targeted lesson is not completely delivered, and the attention of the teacher is diverted” (Teacher 8).
Some of the respondents reported that not only the time of the class was wasted while managing the behaviour of the students, but also the students who wanted to learn got disturbed. Thus, both teachers and students were irritated and the discipline of the class was ruined by a few students. As one respondent reported:

“You cannot deliver your lesson properly. Other students are irritated by that child. The attention of both students and teachers is diverted from learning. The discipline of the class is ruined” (Teacher 3).

**The responses of novice teachers with a low level of challenges**

A respondent stated:

The tempo of teachers is disturbed due to these students, time is wasted in punishing them, and then a teacher has to make much effort to bring the rest of the class towards studies. Now teaching has become the most difficult job. Now people think it is better to leave this job. The students of today are challenging to manage. Secondly, the no-punishment syndrome has made it worse. The fear of the teacher has completely vanished. When the student knows that the teacher cannot punish him/her, then the students are free to do whatever they want to” (Teacher 12).

Another teacher reported:

“These students waste the time of students and teachers. The attention of the teacher is diverted from teaching continuously. 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).

One respondent argued there was no problem in managing the inappropriate behaviour of students in the class. He stated that when he made one student realize what he had done, the rest of the class behaved well. As the respondent reported:

“I do not think that there is any problem with this. When I make a child understand what wrong he has done, the rest of the class works properly” (Teacher 14).

**Teachers self-created challenges in the classroom**

The sixth section of the interview guide inquired in detail about the teachers' self-created challenges in classrooms. In this section, the questions were asked about
the perceptions of the teachers regarding self-created challenges for themselves, the challenges which they create, how the teacher displayed anger in the classes, the responses of students when the teachers got upset and what behaviour causes challenges in the management of the class. It was essential to know that the teachers were aware of the challenges they created in classroom management.

**Problems Actions and Behaviour of Teachers**

*Responses of novice teachers with a high level of challenges*

The majority of the respondent considered that teachers create challenges of classroom management through their action and behaviour in the classroom. They underscored that the teacher’s lack of attention and lack of responsibility towards teaching created challenges of classroom management. The teachers’ over-aggressiveness, coming unprepared for teaching, involvement in irrelevant activities such as chitchat with colleagues and coming late to the class created challenges of classroom management. As one respondent narrated:

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

Some of the respondents were of the view that sometimes teachers created the challenges of classroom management due to anger, strictness and odd behaviour. As one respondent reported:

“Yes, some of the classroom management problems are due to the activities and behaviours of teachers. Sometimes the teacher behaves very strictly” (Teacher 10).

One respondent completely denied the fact that teachers could cause any challenging situation due to their own behaviour and action in the classroom. As the respondent stated:
“I don’t think that classroom management problems are due to the behaviour of the teachers” (Teacher 4).

**Responses of novice teachers with a low level of challenges**

The majority of teachers agreed with the statement that the majority of classroom management challenges were created by teachers. They expressed that anger and undue strictness causes problems during teaching. As one respondent described:

“Yes, many problems are due to the behaviours and actions of teachers in the management of the class” (Teacher 18).

Another respondent narrated:

“Maybe sometimes the teacher is very strict” (Teacher 16).

One respondent stated that his perception was that teachers did not create any kind of challenges for themselves through their behaviour. He was of the view the teachers dealt with students strictly who misbehaved. The respondent stated:

“I think that teachers do not cause any challenges due to their own behaviour. The teachers only behave badly with the students who are inattentive and daydream.” (Teacher 13).

**Actions and Behaviours of Teachers Causing Problems in Classroom Management**

**Responses of novice Teachers with a high level of challenges**

The majority of respondents communicated that teacher’s harsh and humiliating behaviour, undue strictness, insult, physical punishment and slapping students created the challenges of classroom management. Students refuse to study from that teacher. They believed that the pressure of insult made students completely lose interest in their studies. Sometimes the teachers were involved in their personal/professional assignments and did not concentrate on the needs of students. As one respondent reported:

“Too much anger and physical punishment of the teacher and hitting and slapping the pupils, insulting and giving harsh looks is distressing for the
students. The environment of the class is disturbed. The students consider that this does not make any difference whether they perform well or bad; as the teacher will keep on insulting them” (Teacher 2).

Another respondent said:

“Some teachers do not teach with full attention; rather, they are involved in their own work. I have observed that some teachers are rude and say unacceptable things to the students. Students pray that the teachers do not come to teach them. The teacher should create a friendly atmosphere for the students” (Teacher 10).

Few respondents reported creating a strict environment, inability to make lesson interesting and ineffective communicational skills create the challenges of classroom management for teachers. They expressed that teachers sometimes had much knowledge; however, they did not have the communication skills to express themselves. A respondent stated:

“If the teacher is very strict, then the students do not want to study from that teacher. When the teacher does not put effort to make classes interactive, then he/she face problems of classroom management. Some teachers have very good knowledge of the subject, but they are unable to communicate to students” (Teacher 5).

One respondent explained that she could not tell the challenges teachers themselves created during their classroom management. Thus, she had not observed such behaviour of teachers. As the respondent reported:

“I cannot really tell you the challenges that teachers create. I have not observed such behaviours” (Teacher 4).

Responses of novice teachers with a low level of challenges

Some respondents explained that teachers created challenges of classroom management when they showed anger, used abusive language, and used physical punishment. They added that teachers sometimes released their personal stress through anger on students. However, students did not want to study from such teachers. As one respondent stated:
“Some teachers tend to get angry very often and then the students get irritated by that teacher. Some teachers use abusive language which disturbs the students. Some teachers give physical punishment to the students” (Teacher 20).

Few teachers reported that some teachers use mobile-phones during class, instead of teaching chatted with their colleagues, did their personal works, insulted students and used physical punishment. They were of the view that the teachers did not give attention to the students and created management challenges for themselves. As one respondent described:

One respondent stated:

“Some teachers come late to the class and leave early. They misbehave with the students and because of those teachers, the new teacher faces problems” (Teacher 14).

One respondent stated:

“I think no action and behaviour of teacher cause classroom management problem. I have not seen this. Some teachers show themselves to be very strict, but to keep students disciplined” (Teacher 13).

**Teacher’s Way of Displaying Anger in Class**

**Responses of novice teachers with a high level of challenges**

The majority of teachers reported that they spoke in a high tone in their classes when they experienced anger. Although they tried to control their language, they sometimes gave minor punishments to students like making them stand in order for them to realize their mistakes. One teacher amongst them admitted that she used to slap the students in the beginning, and one teacher admitted that she rarely slapped students when they did not understand through verbal communication. A respondent stated:

“I experience a lot of anger. I tell the students not to disturb the class during teaching, yet they do, which flares me up and 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).
One respondent narrated that he used to give a lecture to students to make them realize what wrong they were doing to make the teacher angry. However, when the students did not understand, he used to hit the table hard to tell them about his anger. As one respondent reported:

“I give a healthy lecture to students on anger. When the students go out of control and are not listening to me, I hit the table hard to show the students about my anger. Then the students maintain a pin-drop silence in the class” (Teacher 6).

One of the respondents stated that she often insulted the students in anger. However, when she reported that if students were not getting her point even after that then she asked the class teacher to inform the parents that their child was continually disturbing everyone in the class or exhibiting bad behaviour. As one respondent reported:

“Yes, I will insult the students. But generally, I tell their class teacher to inform the parents of the children’s behaviour” (Teacher 3).

**Responses of novice teachers with a low level of challenges**

The majority of respondents described that while showing anger in class although they spoke loudly, they tried to control their language. They sometimes gave minor punishment to students like making them stand.

Some respondents reported that they had never shown anger towards students. They informed the parents when they observed some bad habit of the students. However, when the student did not understand, they repeated the action in front of the student. As one respondent reported:

“I have never shown anger. I do not do this. 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 repeat the action in front of the child. The child feels ashamed” (Teacher 14).

A respondent stated: “I stare at students with anger quietly. Very rarely, I have to speak to students in anger” (Teacher 20).
Expected Needs of Novice Teachers Fulfilled by School Administration/Senior Teachers

The questions asked were related to needs and support from the principal and senior teachers, the expected support from school administration, the current support a teacher was receiving, problems with the principal and the kind of challenges teachers discussed with the principal, suggestions of solutions from the principal, availability of mentoring, help provided by mentoring, feedback from principal and mentor on classroom management and suggested solutions from the principal and senior teachers regarding classroom management challenges.

The responses of novice teachers with a high level of challenges

The majority of respondents expressed that they needed support from the principal and senior teachers regarding classroom management. They understand that when a novice teacher entered school, he/she did not know about the school context and required the support of the principal and senior teachers to overcome the challenges which they faced in classroom management in their initial time. As one respondent stated:

“Yes, a teacher needs the support of the principal in classroom management. A teacher has to manage the class, while the principal has to manage the whole school and all the educational process in school. Yes, but they should not burden the teachers with strict rules. The principal also gives me feedback, especially on attendance” (Teacher 1).

Few respondents explained that a teacher needs the support of the principal and senior teachers not only in classroom management but also in administrative work. They expressed that in public schools, all teachers had to do administrative work along with teaching; therefore, the novice teacher should be guided in both spheres. They also said that the senior teachers should not do leg-pulling of novice teachers rather support them. As one respondent reported:
“Initially, I needed more support. As I mentioned earlier that all the official correspondence through documents is my duty. I did not know these things. So, I needed the support of others to learn. I wish that the senior teacher should reduce leg-pulling. I don’t know why experienced teachers consider that everything is the duty of a novice teacher. Now, this has been improved. They used to guide me a bit, but they used to give me so much work” (Teacher 3).

The responses of novice teachers with a low level of challenges

All of the respondents expressed that they needed the support of the principal and senior teachers regarding classroom management. They explained that a novice teacher needed the support of the principal regarding physical facilities, help in practising skills of classroom management, and help regarding administrative works. They also suggested that meetings should be held to solve the challenges which teachers were facing during their classroom management. Novice teachers were unaware of the rules and routines of schools that they joined; therefore, they believed that everything should be made clear to them by the principal and senior teachers. As one respondent described:

“Yes, of course, a teacher needs the guideline of experience teachers and principal. You know old is gold. Their experiences help in improving our teaching style” (Teacher 17).

Another stated:

“Teachers need support from time to time. There should be meetings of teachers in which they should discuss all their problems, and the summary of that meeting can bring out maximum solutions for teachers' problems” (Teacher 15).

Expected Support of Novice Teachers from the Principal and Senior Teachers

The responses of novice teachers with a high level of challenges

Half of the novice teachers expected from the principal and senior teachers to provide them with basic facilities. They underscored that when a novice teacher needed support regarding any challenge like students’ behavioural challenges, the senior teachers should help him/her in overcoming those challenges. As one
respondent stated:

“I think if a teacher has a problem regarding a child, the senior teachers should share their experience with the teacher. I think the principal should try to instantly provide facilities to the teacher, so his/her teaching does not get affected” (Teacher 7).

A respondent narrated:

“I expect from the principal that either she gives me office work or lets me stick to teaching. Because I think I am not giving my full effort to teach as I can due to these diverse types of duties. I think I can give much better results if I completely give attention to teaching” (Teacher 3).

Very few respondents said that they were 99% satisfied with the support of the principal and senior teachers. Thus, there was no specific expectation that they would like to mention. As the respondent stated:

“I am 99 per cent satisfied with the support that I am given” (Teacher 8).

One of the respondents said that she had expected that the principal should give a co-teacher to the novice teacher while teaching to reduce the challenges they had been experiencing during their early days. The co-teacher would facilitate the process of classroom management.

Another teacher reported:

“The administration should provide a co-teacher so that teaching becomes easier” (Teacher 2).

The responses of novice teachers with a low level of challenges

The majority of novice teachers expressed that they expected from the principal and senior teachers to provide them with guidance to solve the challenges they had been encompassing. They also expected from the principal to provide them with proper guidelines about the rules of the school, teaching methods they expected from teachers to follow, and the availability of facilities. They expressed that a novice teacher was new and had many challenges due to lack of experience; therefore, through the help of the principal, these challenges could be reduced. As one
respondent narrated:

“Everyone should guide the teacher. The principal should be cooperative and guide the teacher. When I joined this school with another novice teacher, everyone just said welcome and told us to take this or that class. But did not guide us even a bit” (Teacher 20).

Another respondent stated:

“I need support regarding the facilitation of tools. I need assistance in cleaning the classroom. Furthermore, I need the assistance of the principal in terms of realizing the importance of sending their children to school. I consult the principal when the parents do not send their children to school and do not understand after my discussion” (Teacher 1).

Few respondents said that they expected from the principal and senior teachers to guide them regarding challenges during classroom management especially when a teacher was mentally upset or had some personal problem, and the principal should give him/her short leave to solve that problem. Thus, they thought a relaxed teacher could perform better while teaching. One of the teachers reported:

“The senior teachers' advice improves the management of my class. I expect from the principal that when I am mentally upset, she should allow me to relax and to take short leave” (Teacher 17).

Few respondents expressed expectations from the administration to give respect to teachers, and judge the performance of each teacher while teaching and assessments and give an award at the end of the year. This method would keep teachers motivated and they would try to improve their teaching. As one respondent stated:

“The best support they can provide is to make different sections of a class. Keep a reward of the teacher who is giving his best after assessing the classes and conducting a test. That reward should be given at the end of the year. This is how you motivate teachers to work well” (Teacher 15).

Current Support Received by Novice Teachers

The responses of novice teachers with a high level of challenges

The majority of the respondents expressed that they were getting good support
from their school principals and teachers. A respondent reported:

“Masha Allah, my principal and colleagues, are very co-operative. When we discuss the support of administration with other colleagues, I realize that I am getting the best support possible. The principal tries to help the teacher in all the ways possible” (Teacher 8).

Some respondents expressed that they were not getting ideal support from principals and teachers. Whenever they applied for leave, the principal rejected it. Secondly, they were not supported by teachers when they were not feeling well. Moreover, the majority of senior teachers were involved in leg-pulling, which made the adjustment very difficult for novice teachers. As one respondent stated:

“I think I am getting acceptable support from the school principal but not ideal. Because when I need leave, if I am ill even then, I know that the principal will not grant me leave even for a day. If I request a teacher to take my class, the colleague will never cooperate with me. Yes, if we tell the principal that I am not feeling well and she observes our condition and when she asks other colleagues to take my class than the teacher obeys the directives of the principal” (Teacher 1).

One of the participants expressed that she did not need the support of anyone. She expressed that in her first year, she needed the support of senior teachers regarding maintaining the attendance record of students. She stated:

“Now I am teaching early childhood education. I don’t need the support of senior teachers. But last year, when I was teaching class 1, I needed the support of senior teachers in the arrangement of attendance records” (Teacher 5).

**The responses of novice teachers with a low level of challenges**

The majority of respondents expressed that they were satisfied with the support of both principals and senior teachers. The principal tried to support them by facilitating resources for teaching. They had a co-operative relationship with the principal as well as the senior teachers.

Few respondents expressed that their principal asked them to share their challenges with her. However, when they shared the challenges, they only noted them down, and the problems were never resolved. A respondent described:
“When you share the challenges and issues with the principal, she notes them down and says that these will be resolved, but no action is ever taken. You can say she uses delaying tactics. Sometimes the senior teachers cooperate with me. You know that there is leg-pulling in every school among teachers, especially between senior and new teachers” (Teacher 20).

One novice teacher expressed that she knew that she had to manage all the classroom management challenges on her own. She stated:

“Now we know that when we enter in a class, we have to manage the students and their learning. There is no emotional and moral support given to a teacher” (Teacher 16).

Availability of Mentoring to the Novice Teachers in School

Responses of novice teachers with a high level of challenges

The majority of the respondents expressed that they did not have the facility of formal mentoring in their schools. However, in their initial days, senior teachers and principals guided them in order to help them adjust in their schools and almost of of their apprehensions are resolved.

One respondent stated that he had not received any mentoring from anyone. Thus, whatever he had learnt as a teacher, he had learnt through trial and error while managing his class. As the respondent reported: “I was not given mentoring at all. I have learnt to teach through trial and error” (Teacher 9).

Responses of novice teachers with a low level of challenges

Almost all the respondents lamented that they were not provided mentoring in their initial days. However, the senior teachers guided them as much as they could. As one respondent described:

“Yes, the senior teachers helped me informally. But I was not assigned a formal mentoring, but there are many teachers who do not get mentoring of any sort” (Teacher 17).
One respondent reported that in her initial days, neither did she ask for mentoring nor any formal/informal mentoring was provided to her in her school. As the respondent reported:

“Neither had I asked for mentoring nor did they provide me with mentoring” (Teacher 11).

**Feedback from the Principal or Mentor about Classroom Management**

*Responses of novice teachers with a high level of challenges*

The majority of respondents expressed that their principal regularly visited their classes and observed teaching. After observing the principal gave feedback to the teachers and appreciated them when the principal found some teachers teaching very well. The principal also gave suggestions to teachers in order to improve their style of teaching. As one respondent stated:

“Yes, my principal visits classes and observes teaching. She also gives feedback on teaching and lets me know that I am teaching well with this huge strength of students. She also shared with me the ways to improve the process of teaching and learning” (Teacher 2).

Some of the respondents reported that their principal observed the class sometimes. However, the principal did not give frequent feedback upon the performance of teaching, which the principal observed during the visit in classes. As one respondent reported: “Yes, she observes our classes, but she does not frequently give feedback” (Teacher 10).

One of the respondents described that her principal observed classes; however, she did not give individual feedback. She arranged meetings then highlighted and appreciated the teachers who were teaching well. Then she also suggested improvements in teaching styles and classroom management to teachers. As the respondent described:
“My principal observes the classes. She does not give individual feedback. She arranges meetings and appreciates the teachers who manage classes well and also gives suggestions to improve teaching” (Teacher 3).

The responses of novice teachers with a low level of challenges

Most of the respondents stated that their principal observed classes sometimes and gave feedback on classroom management of the teachers. However, they stated that the Assistant Education Officer (AEO) visited classes and gave feedback on classroom management. The teacher stated:

“Sometimes, the principal visits the class and observes and sometimes gives feedback on classroom management. But AEOs regularly visit and observe classes” (Teacher 12).

Similarly, another respondent described:

“The principal notices in this class that there is no complaint, students are studying well, there is no discipline problem, and the parents are giving positive feedback about the teaching of a particular teacher. The principal praises the student” (Teacher 15).

Few novice teachers expressed that their principals observed classes and gave feedback on classroom management and teaching strategies. They also explained that their principal at times took the test of students to assess their learning and then suggested improvements to the teacher.

Some of the novice teachers stated that their principal had never observed classes, and thus, they did not give feedback on classroom management. Even if they gave feedback, it was only based upon their perception. As one respondent reported:

“No, my principal never visits our class. My class is upstairs, and she never comes there. She never gives feedback” (Teacher 20).

Summary of Qualitative Findings

The qualitative findings of both high level and low-level challenges experienced by novice teachers revealed the difference in the tendency of challenges they had experienced. Physical facilities-related challenges; the teachers who
experienced a high level of challenges reported that they had experienced shortage of electricity, the class sizes were small, over-crowded classes, furniture was not well maintained, and classes were not spacious according to the strength of students. Whereas, the majority of teachers with a low level of challenges had all the essential physical facilities and some reported shortage of electricity and furniture challenging while teaching.

For administration related challenges, half of the novice teachers with a high level of challenges reported that they could not discuss their classroom management challenges with the principals because they had a fear that principals would consider them incompetent and they were aware of the fact the challenges were huge even the principals could not help them. Whereas, most of the teachers with a low level of challenges had discussed their classroom management challenges comfortably with their principals.

It was found that while managing behaviour of students, most of the teachers with a high level of challenges reported that the teachers’ time was wasted while managing the behaviour of the students. They experienced that the tempo of the class was diverted and it was very difficult for a teacher to teach them once the inappropriate behaviours of students disturbed the process of teaching. Whereas, the teachers with a low level of challenges found that although the time of class was wasted; however, they managed the behaviour of disturbing student while other students were studying.

It was perceived that the majority of teachers with a high level of challenges believed that the teachers’ self-created challenges in classroom management were because of lack of attention towards teaching and lack of responsibility towards teaching. Thus, this behaviour of the teacher made teaching uninteresting, and strict
behaviour also created challenges. Whereas, the majority of teachers with a low level of challenges considered that teachers had self-created the challenges of classroom management because of anger and undue strictness while teaching. The majority of the teachers with a high level of challenges described that teachers created challenges in class through physical punishment, strictness and not being able to make the lesson interesting. In comparison, some teachers with low level of challenges released personal stress through anger in classroom, used a mobile phone and were involved in gossiping with colleagues.

Half of the novice teachers with a high level of challenges expected from the principals to provide basic physical facilities. In comparison, most of the teachers with a low level of challenges expected guideline regarding teaching and help to cope with challenges they were experiencing during classroom management.
Chapter 6
Summary, Findings, and Discussion

Introduction

The purpose of this study was to explore the challenges experienced by novice teachers at elementary primary level public schools regarding classroom management in their first three years and the needs they felt during this time. After a comprehensive study of the literature, the researcher discovered that there was no significant study done in the context of Pakistan regarding classroom management emphasizing the various challenges which novice teachers face during their early years.

This chapter includes the summary of the study, both quantitative and qualitative findings, the discussion on the topic in line with previous studies, and suggestions/recommendations for future studies.

Summary of Study

This study used a sequential explanatory mixed methods research design, employing both quantitative and qualitative data collection and methodologies. A self-developed questionnaire and semi-structured interview guide were used to explore the challenges related to classroom management. Particularly, challenges related to classroom management, physical facilities, administrative support, students' behavioural distractions, and teachers' self-created challenges were explored. Moreover, data were collected regarding the needs of novice teachers, which they had experienced during their early years. Following were the research questions of the study:
1. What are the physical facilities-related challenges faced by novice teachers during classroom management?

2. What are the administration-related challenges faced by novice teachers during classroom management?

3. What are the students’ behaviours-related challenges faced by novice teachers during classroom management?

4. What are the self-created challenges faced by novice teachers during classroom management?

5. What are the expected needs of novice teachers to be fulfilled during their classroom management?

Five hundred teachers participated in the first quantitative phase of the study. After an initial quantitative analysis, teachers who had faced a high level of challenges and those who faced low level challenges were identified through statistical analysis. Twenty novice teachers who had faced a high level of challenges and 20 who had faced low level challenges were selected for in-depth semi-structured interviews. First ten participants who were contacted, from each category gave consent to participate in the study. They were contacted according to their convenient time and place for the interviews.

Both the questionnaire and interview guide had six constructs to investigate. Five types of challenges regarding classroom management were explored: The challenges in classroom management, challenges related to physical facilities, administration related challenges, challenges related to behaviour of students and teacher self-created challenges. The needs of novice teachers was a construct to measure the level of help they required to adjust and teach effectively.
The questionnaire used in the first phase of the study had 62 items with the scale ranging from “a very large extent” to “not at all.” In the second phase of qualitative data collection, the semi-structured interview guide had eight sections. The interview time with participants ranged from between 19 to 39 minutes. The researcher used probing questions to explore the teachers’ experiences related to classroom management.

The remainder of this chapter provides findings of the quantitative and qualitative data analysis. The discussion presenting the findings of earlier researches, and recommendations for future researches are given.

Findings

Quantitative Findings

Perception of classroom management

It was found that

- On a greater extent, classroom management improved the learning of students.
- Novice teachers had to put more effort into managing their classes.
- Teachers had studied classroom management in the teacher education program.
- Novice teachers had experienced difficulty in controlling some of the students.
- Novice teachers had experienced medium difficulty in the management of classes.

Perceptions of teachers about physical challenges

It was found that:

- Most novice teachers had faced challenges in classroom management due to lack of certain physical facilities
- Novice teachers identified challenges in the management of class due to shortage of electricity. Students complained about the quality of furniture in the classes, and teachers experienced a medium extent of challenges in classroom management.

**Perceptions of Teachers about Administration Related Challenges**

It was found that:

- Novice teachers had faced challenges to a large extent because of their school administration. The over-crowded classroom emerged as one of the reasons for poor classroom management, and teachers were unable to give individual attention to the students.
- The administration forced them to teach overcrowded classes.
- Challenges faced in managing classroom were due to workload, which was prohibiting teachers from using innovative instructional activities in their classes and thus, most of the teachers were underperforming.

**Perceptions of challenging behaviours of students during classroom management**

It was found that:

- Attention-seeking behaviours of students were challenging for them. Novice teachers who had one year of teaching experience found noisy behaviour of students most challenging, and students unnecessary talk was the second and third most experienced challenges by all teachers.
- Novice teachers had experienced fewer challenges in managing, complaining and exaggerative behaviours of students.
- Novice teachers had experienced power-seeking behaviour dealing with stubborn, disobeying, aggressive, rule-breakers and provoking students irrespective of their teaching experience.

- Novice teachers had experienced more power-seeking behaviours than attention-seeking behaviours while managing their classrooms.

- Among revenge-seeking behaviour, bullying was the most challenging behaviour reported by novice teachers who had one year of teaching experience during classroom management. Other behaviours like stealing, being blunt, mistreating others and destruction of property were also reported by the teachers having one year of experience.

- Teachers with more than one year of experience had learned to overcome the revenge-seeking behaviours of students during classroom management.

- Within the category of inadequacy seeking behaviour, uninterested in learning emerged as the most challenging behaviour irrespective of the teaching experiences of the novice teachers. Poor performance and lack of confidence among students were identified as the most challenging behaviour by the novice teachers.

- In attention-seeking behaviour, female novice teachers experienced the most challenging behaviour 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. Male teachers identified dealing with sympathy seekers and credit seekers more challenging as compared to their female counterparts.
In the power-seeking behaviour category, female teachers experienced dealing with stubborn, disobedient, aggressive, rule breakers, arguing, and over smart students more challenging as compared to their male counterparts.

Male novice teachers experienced fewer challenging behaviours as compared to their female counterparts.

Both male and female novice teachers experienced almost equally challenging the revenge-seeking behaviours of the student in their classes.

Female novice teachers found bullying the most challenging. Female novice teachers also faced challenges in dealing with students being threatening, mistreating others, and stealing.

Male teachers experienced different challenging behaviours as compared to their female counterparts like dealing with blunt, harsh, insulting, and destructive property behaviours.

Female novice teachers experienced more challenges in dealing with assumed inadequacy seeking behaviours as compared to their male counterparts. Female teachers found most challenging in dealing with uninterested learning followed by poor performers, lacking confidence dealing with forgetful and unwilling to participate in class.

Male novice teachers experienced fewer challenging behaviours 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.

Perceptions of teachers about challenges created by teachers themselves

It was found that:

Novice teachers had self-created challenges during their classroom management because of their harsh conduct and insulting behaviour.
• The novice teachers exhibited frustration, and angry gestures which also caused challenging behaviour to occur.

**Comparison of sub-scales on the bases of gender**

On the basis of independent t-test, analysis of subscales in relation to the gender of teachers is as follows:

• There was a significant difference in challenges faced by novice male and female teachers in managing their classrooms. Female teachers experienced more challenges in managing their classes as compared to male teachers.

• Female teachers experienced more challenges in managing their classes because of available physical facilities as compared to male teachers.

• Novice male and female teachers had faced similar problems in managing their classes keeping in view administration related challenges. They had no differences in challenges created by themselves in managing their classes. Furthermore, they had no significant differences in their needs regarding managing classroom management.

• ANOVA comparison was made on teachers’ years of experience with subscales of classroom management challenges. No significant difference was found on the subscales on the bases of the level of classes taught. Responses of the teachers who taught either at primary level or at an elementary level were similar in case of all subscales.

• ANOVA further revealed that teachers having teaching experience of one year experienced more administrative challenges as compared to teachers having more than one year of experience. Novice teachers having less than two years of experience qualified more challenges created by themselves as compared to teachers having three years of experience.
• Teachers having different academic qualifications had similar perceptions about classroom management, administrative and physical challenges, challenges created by teachers themselves and their needs about classroom management.

• ANOVA comparison was made between sub-scales and groups of teachers having different professional qualifications or no professional qualification. ANOVA and subsequent Post-Hoc results revealed that teachers having M.Ed. as professional qualifications had better perceptions about classroom management than teachers either with B.Ed or those having no professional qualifications. Similarly, teachers having B.Ed as professional qualifications had better perceptions than teachers with no professional qualifications. This showed that professional qualifications helped in developing better perceptions about classroom management.

• Teachers who obtained their professional qualifications from different universities were similar in their responses. The findings indicated that there was no difference in teachers’ perceptions about classroom management, administration-related and physical challenges, challenges created by teachers themselves and their needs about classroom management.

• Teachers who had taught different subjects were similar in their responses. The findings indicated that there was no difference in teachers’ perceptions about classroom management, administrative and physical challenges, challenges created by teachers themselves and their needs about classroom management.

• Significant differences were reported by ANOVA based on the number of students in a class and perceptions about classroom challenges, particularly in
the case where a number of students in a class were 45 and above. The teachers who were teaching in classes having 45 students had faced more challenges in managing their classes as compared to teachers having lesser number of students.

**Perceptions of teachers about their needs regarding classroom management**

It was found that:

- Novice teachers identified the need to get feedback from their principals to improve their classroom management, to get help from senior teachers regarding classroom management, and support for the provision of physical facilities to overcome challenges related to classroom management.

- It was found that novice teachers wanted to share their challenges related to classroom management with their senior teachers and staff problem-solving groups were identified as another need of the novice teachers to overcome classroom management challenges.

**Qualitative Findings**

**Analysis of research question 1: What are the physical facilities-related challenges faced by novice teachers during classroom management**

Since the sample of this study comprised both kinds of teachers who had faced a high level of challenges and those who had faced a low level of challenges, a cross-case analysis was done to explore both groups.

The majority of the participants who had faced a high level of challenges reported that they had all the essential physical facilities in their schools. Some of them expressed that they had most of the physical facilities, and whenever something was missing, they collected funds to fulfil that particular need. Teachers with the low
level of challenges reported that most of them had all the physical facilities in their schools, some stated that they did not have physical facilities in their school like the absence of staffroom and teaching became very difficult in the absence of physical facilities. A few reported that sometimes they experienced challenges in classroom management due to absence of physical facilities.

When inquired about classroom space, furniture, audio-visual aids (white/blackboard), water, sanitation and other facilities, some of the novice teachers reported that they had all the mentioned physical facilities. They were of the view that public-schools, specifically in Lahore, had all these facilities. Some of the respondents reported a shortage of electricity was the biggest physical facility-related challenge. They expressed that they did not have good furniture and good audio-video aids, yet the shortage of electricity was a missing physical facility. Some respondents described that they had small classrooms which were not airy, lack of furniture and over-crowded classes. The absence of physical facilities made teaching very difficult.

To overcome the challenges of physical facilities most teachers with a high level of challenges were found to open the windows of class for ventilation and light, used the mobile torch for light, used hand-fans to continue teaching, played educational material on the laptop or at times took students to the corridors. Few of the respondents submitted written complaints to the principal and faced the challenges until the problems they were resolved. In comparison, most teachers with a low level of challenges were found to involve students in a variety of activities such as poetry, colouring and storytelling in the absence of electricity. A respondent shared that she gave water to students to keep them fresh in the absence of electricity.
Analysis of question 2: What are the administrative related challenges faced by novice teachers during classroom management?

This section explored the help sought by novice elementary public-school teachers from the principals, teaching, and non-teaching staff regarding classroom management. Most of the teachers with a high level of challenges reported seeking help from principals, teachers and other administrative staff regarding challenges in the classroom management. Few respondents reported that challenges in school were huge such as small school/class size and unavailability of staff that even the principal could not resolve alone. Few respondents said that they tried their level best to solve challenges on their own; however, when they experienced helplessness in some situations, they discussed it with the principals. A participant reported that whenever she discussed any classroom management challenges with the principal, he thought she was incompetent. Whereas most novice teachers with low level challenges sought help from principals, teachers and administrative staff, and they found everyone helpful regarding classroom management challenges.

It was essential to understand that the novice teachers were getting adequate help from principals and administration, and in reality, the administration had helped in classroom management. Teachers with a high level of challenges reported that they had been receiving adequate help from the principals and administrative staff. Everyone in the school tried to help them while they were teaching. Few of the participants reported that they were not getting any help from the principals and administrative staff. They expressed that neither the non-teaching staff refused to listen to them nor did the principals have the funds to help the teachers while teaching. One respondent expressed that the principal could not provide any help in classroom management since the teaching/non-teaching staff was very few in the
school. In comparison, both of the teachers who had experienced a low level of challenges reported that the principal and administrative staff provided them help as much as they could in the class to help the teachers managing their classes. Some of the participants expressed that sometimes they had received help, mostly their principal told them that they did not have funds for the facilitation of facilities regarding classroom management. A teacher lamented that in her school, a teacher was not allowed to discuss challenges during school time. Rather they were asked to discuss the challenges of classroom management after school time. Thus, no one discussed with the principal.

The teachers with a high level of challenges reported that most of them were not getting any help regarding high workload, over-crowded classes and development of audio-visual aids, lesson planning and administrative duties. The teachers reported that they needed to work under such conditions, and there was a shortage of staff in the schools. They were of the viewpoint that administration was non-cooperative regarding these challenges which the teachers were facing. Some of the participants reported that their principals tried to help them regarding these challenges, made sections of classes that had high strength, provided a free period for lesson planning and audio-visual aids and listened to their problems. In comparison, most of the teachers with a low level of challenges reported that the administration did not provide any help regarding these challenges. They were not given any free period, and they were doing administrative work.

The perception of ideal help by the administration had been defined by both categories of teachers. Some of the teachers with a high level of challenges expressed that the principal should try to maintain less than 40 strength in each class and to provide all the resources in the class in order to facilitate learning. Few of them
expressed that the administration only provide help for teachers only when had enough funds. The principals should request the government to provide funds to school in order to facilitate classroom management. Few respondents considered that all the physical facilities should be provided to teachers by the administration of the school, and the principals should listen to teachers challenges and help to over-come them. Few respondents expressed that the administration, especially the principal, should involve parents in the learning of students. When both administration and parents take an interest in learning of students, then classroom management would become more tolerant. Some of them said that an ideal situation would be to listen to the challenges of teachers and provide them with guidance regarding the challenges in classroom management. Few of them emphasized the availability of non-teaching staff. They believed that non-teaching staff was a great help in managing classes.

**Analysis of question 3: What are the students’ behavioural challenges faced by novice teachers during classroom management?**

Inappropriate behaviour of students that the novice teachers had experienced and observed during classroom management were identified. The majority of the teachers with a high level of challenges found the behaviour of students disturbing like talking, telling lies, using foul language, making noise, bullying, doing unacceptable activities, showing aggression, stealing, and physically fighting with other students. They believed all classes had students with these inappropriate behaviours. Few of the teachers shared that they were teaching early childhood classes, and the common students’ behavioural challenges they experienced were making noise, crying, and stealing. Similarly, teachers who had experienced a low level of challenges during management also identified inappropriate behaviours of students. The majority of them found talking, making noise, bullying, indulging in
naughtiness, whispering, showing aggression, taking revenge, complaining and unwilling to study as inappropriate behaviours. One respondent highlighted student’s fight on religion, bullying and stubbornness were challenging during classroom management.

A majority of teachers with a high level of challenges gave moral lessons and made students realize that due to their behaviour, nobody else would suffer other than themselves. Some of the teachers were found to be using polite behaviour to manage the class even in the case of small classes they gave chocolates as an incentive to keep them focused on learning. When they considered essential to control students through anger, the sole purpose was to make them learn. Some of the teachers who faced low level of challenges were found to manage the behaviour of students by keeping them involved in studies and teaching them in groups to learn effectively. Some teachers reported that they managed the behaviour of students during the class by giving special attention to disturbing students and appreciating the well-behaved learning students. Few teachers managed the behaviour of students by giving moral lesson at the start of the class. One of the teachers used to stare at students to keep them controlled, and one teacher used to shuffle the students before teaching in each class, so that the friends did not sit next to each other.

Most of the teachers with a high level of challenges reported that the time of class was wasted, the attention of teachers and students was diverted from learning, and the teachers could not teach effectively due to these disturbing behaviours. Some of the teachers reported that not only time of the class was wasted, but also both teachers and students got irritated by this, and the discipline of the class was ruined. After disruption in the class, the time of class was wasted, the attention of students was diverted and to again bring students towards learning was very difficult. Some of
the teachers reported that the time of the whole class was wasted due to a single student; thus, it was essential to control that student. One of the participants reported that he used to invest five minutes in shuffling and separating friends thus, creating a peaceful environment in the class.

**Analysis of question 4: What are the self-created challenges faced by novice teachers during their classroom management?**

Most of the teachers with a high level of challenges reported that the majority of the challenges in classroom management were due to activities and behaviours of teachers, especially due to their lack of attention and lack of responsibility. They believed that the teacher’s over-aggressiveness, coming unprepared for teaching, involvement in irrelevant activities such as chitchat with colleagues and coming late in the class created the challenges of classroom management. Some of the teachers had the perception that at times teachers created the challenges of classroom management due to their anger, strictness, and odd behaviour. In comparison, the majority of teachers with a low level of challenges expressed that most of the challenges of classroom management were created by anger and undue strictness of the teachers.

The actions and behaviours of teachers who created the challenges of classroom management were also explored. The majority of novice teachers with a high level of challenges reported that teacher’s harsh/humiliating behaviour, undue strictness, insult, physical punishment, and slapping students created the challenges of classroom management, and students did not want to study from them. Few teachers reported strictness, inability to make lessons interesting and ineffective communicational skills created the challenges in classroom management. One of the participants reported that the teachers’ lack of attention towards teaching created
challenges of classroom management. Whereas, some teachers with low levels of challenges reported anger, abusive language, and physical punishment. They released their stress and frustration upon students. Few of the teachers used mobile phones and were busy in personal work. Few teachers reported that some teachers came late and left classes early and they did not give full attention in the class.

It was found that teachers had been exhibiting their anger in a variety of ways. The majority of teachers experienced a high level of challenges and reported that they spoke loudly—when they were angry. However, they tried to control their language and sometimes gave minor punishment to the students. One of the participants reported that he used to hit the table hard to show the level of anger he had been experiencing due to disturbance. One of the participants used to inform parents when the students did not listen to her after much efforts. Whereas, the majority of teachers experiencing low levels of challenges reported that they expressed their anger; however, they tried to control their language and gave minor punishment to students when feeling that the students would not listen otherwise.

It was found that the students behaved differently when teachers were in a state of rage. The majority of teachers experiencing a high level of challenges reported that in the response of the teacher’s anger, the students were quiet for some time. However, after some time, they again started making noise. A few teachers reported that in the response to the anger, students muttered against the teacher or made faces, and then they did the work half-heartedly. In comparison, the majority of teachers who had experienced a low level of challenges reported that in reaction to the anger, the students were quiet for a short while or even punishing one student had disciplined the rest of the class. Few teachers reported that there was no substantial effect of anger on students, one of the participants reported that he had never shown
anger in class, and one of the participants reported that her staring had an effective
effect she could manage boys as well.

It was found that some of the teachers with a high level of challenges were
unaware of the challenges they themselves were creating during their classroom
management. Some teachers considered strictness, the habit of staring, and
disassociation with students cause the challenges of classroom management. Few
teachers admitted that sometimes they had released personal life stress, and
sometimes they were unprepared for the lesson, and they had expressed these
frustrations in the shape of anger in class which caused challenges while teaching. In
comparison, some teacher who had experienced a low level of challenges reported
that they were unaware of the challenges they were creating in their class. Some
teachers reported that they made students do a lot of work which caused challenges in
classroom management. One of the teachers reported administrative work during
teaching that caused challenges for her since she was working as an acting principal
in her school. One of the teachers expressed that her polite nature created the
challenges of classroom management for her.

Analysis of question 5: What are the expected needs of novice teachers to be
fulfilled during their classroom management?

The majority of teachers with a high level of challenges expressed that they
had expected constant help and support from the principal and teachers, and they were
satisfied with the help they were receiving from both. Few teachers expressed that a
novice teacher not only needed the help and support in classroom management, but
also in administrative works which were assigned to teachers. Few teachers expressed
that they were not getting ideal help, and the teacher was not allowed to leave even in
case of an emergency. All teachers with low level of challenges reported that they
needed the support of the principal and senior teachers regarding classroom management, physical facilities in class and in learning methods of teaching needed to adopt according to the topic. The majority of those teachers were satisfied with the support and resources that their principals provided them.

Novice teachers expressed their expected support in a variety of ways. Half of the teachers with the high level of challenges expressed that they wanted the principal and teachers to provide them basic facilities, and support them when faced with any challenge regarding the behaviours of students while teaching in the classrooms. Few teachers reported that they expected from the administration to give them teaching only. Very few teachers were satisfied with the current support they were having from the administration. A teacher expected provision of a co-teacher who would help in classroom management. The majority of novice teachers with a low level of challenges expressed that they expected from principals to provide them guidelines whenever they faced any challenges, related to school rules, preferred teaching methods, and availability of facilities in the school. Few teachers expected guidance regarding challenges in classroom management should be given to teachers. Few teachers expected from the administration to give respect to each teacher, make proper sections of the class and then judge the performance of teachers. They asserted that award should be given on the bases of evaluation in order to motivate them.

It was important to explore the discussion of the challenges of novice teachers with the principal and the type of challenges they usually discussed. Most of the teachers with a high level of challenges expressed that they could freely discuss their classroom management challenges, especially challenges related to behaviours, attendance, and cleanliness, parental over-involvement or lack of involvement and lack of resources. They were satisfied with the support of the principal. Some novice
teachers reported that they could not discuss their classroom management challenges with principals, rather when they discussed their principals thought that they were not competent. In comparison, the majority of novice teachers with the low level of challenges expressed that they could freely discuss classroom management challenges with the principal. Few of the teachers did not discuss any challenges with the principals since they felt uncomfortable with them. Rather, they discussed challenges of classroom management with senior teachers, and they helped them.

It was found that the principal had given a variety of suggestions to manage the class. The majority of the teachers who had encompassed high level of challenges said that their principals asked them to stay calm in class, keep students involved in learning, observe them, include above-average students as help while teaching. Few teachers reported that their principals visited their classes and guided the students about the efforts of teachers. Few teachers expressed that they received suggestions from senior teachers to teach in groups to manage their classes. The majority of novice teachers with low level of challenges reported that their principals had suggested them to avoid punishment, adopt different methods of teaching, appreciate students, and let each student learn at his/her own speed. Few teachers reported that the solution was provided according to the situation. Knowledge about mentoring was found to be minimal amongst novice teachers. Some of the novice teachers with a high level of challenges reported that they had heard about mentoring from others. Some teachers reported that they knew about mentoring. Few teachers had studied in the teacher education programs about mentoring. Half of the teachers with a low level of challenges reported that they had knowledge of mentoring, which was providing help to the novice teacher. Some teachers did not know about mentoring, and one of the participants heard this term for the first time.
It was found out that the majority of teachers with a high level of challenges did not have formal mentoring in their school; however, they received help from senior teachers and principals in their initial time. A teacher expressed that he had not received any kind of mentoring; thus, whatever he had learned was through trial and error. Whereas, almost all of the teachers with a low level of challenges had expressed that they had not received any formal mentoring; however, their colleagues helped them a lot.

The majority of novice teachers with a high level of challenges expressed that their principals visited their classes and appreciated the teachers who performed well and gave suggestions to them whom they thought needed to improve. Some teachers explained that their principals sometimes observed classes; however, the principal did not give feedback upon the teaching of teachers. One of the teachers stated that her principal observed classes; however, she did not give individual feedback. Rather, she arranged meetings to appreciate teachers and suggested improvements in classroom management. Most of the teachers with a low level of challenges reported that their principals visited the class sometimes and gave feedback. However, some teachers shared that their principals never observed the classes and gave feedback based on their perceptions. Few teachers reported that their principals sometimes visited classes and give feedback.

**Discussion**

This study revealed that novice teachers knew about classroom management. The results of both quantitative and qualitative analysis revealed that they experienced challenges in managing classes such as managing behaviours of students, teaching over-crowded classes, absence of students, lack of physical facilities and not allowed to fail students. Earlier, studies done on students’ behaviours found similar results:
Managing students in classes was challenging for teachers (Batool et al., 2017; Butt & Khalid, 2015). Similarly, the challenge of physical facilities was explored in the Pakistan context in district Bakhar. It was found that schools did not have sufficient physical facilities (Khalid et al., 2016b). The over-crowded class was found to be challenging in Pakistan in an earlier study which found 50-60 students' strength was existing in each class and the teacher could not give attention to each student (P. Khan & Iqbal, 2012). Absence of students from schools was explored in a study and found that the parents' lack of interest in studies allowed students to stay absent from schools (Ashraf & Ismat, 2016). Similar challenges were experienced by prospective teachers in a teaching practicum in Jordan (Al-Zu'bi, 2013). Similarly, in Lithuania, novice teachers experienced students' behavioural and absence challenges (Barkauskaitė & Meškauskienė, 2017).

The challenge of physical facilities in schools has been explored by various research studies. The novice teachers reported in quantitative and qualitative findings that shortage of electricity, furniture, and in some cases multiple classes held under one room and students complaining of furniture as the major physical facilities-related challenges. In a study report done regarding facilities of public schools in Punjab, Pakistan, it was found that 29% of schools did not have enough classes, and multiple classes were conducted under one room (ASER, 2016b). The majority of schools in Punjab did not have adequate physical facilities (Saeed & Wain, 2011). The drop-out students also reported that they left education due to lack of physical facilities such as electricity, proper classrooms, furniture and water/sanitation (Farooq, 2013). Both public school teachers and principals reported absence of these physical facilities made learning difficult (Muhammad & Iqbal, 2015). Similarly, a study conducted in Sindh found that the majority of schools did not have enough classes, furniture was
not maintained, and the facilities of electricity, water, and sanitation were dismal (Mujahid & Noman, 2015).

Similar physical facilities-related challenges are witnessed in underdeveloped/developing countries (Evans & Yuan, 2018). Teachers in India also pointed out such physical facilities-related challenges like the absence of electricity, furniture and classroom. They reported that they could not teach effectively due to the absence of these facilities (Jahan, 2017). The teacher could not teach effectively in the absence of these facilities (Mahmood & Gondal, 2017; Rawat et al., 2012). It has been found that the availability of physical facilities contributes positively to the academic performance of students (Javed, 2017; Laiqa, 2012; Naz, 2017) and made classroom management easy (Mahmood & Gondal, 2017). Similarly, it has been found in secondary schools in Nigeria that physical facilities in schools increased the motivation of students towards learning and improved their academic performance (Akomolafe & Adesua, 2016).

The results of the current study revealed that novice teachers experienced administrative challenges in classroom management. Such as support of administration due to enormous challenges, over-crowded class, administrative duties, and high workload. Quantitative findings indicate teachers under-perform due to high workload and overcrowded classes. In a study done in Florida USA, it has been found that novice teachers were given high strength, underachieving and difficult classes, and the principal cooperated more with experienced teachers. One reason for this was described that parents recommended senior teachers for high achieving classes (Kalogrides et al., 2013). Novice teachers face a challenging situation when the class is over-crowded, and they cannot give attention to each student. As in a study, it was found that there was at least 40 to 1 teacher ratio in urban schools in Pakistan (Mbiti,
The ratio in Punjab was 50:60, and 70-120 was found common in KPK, which has been a serious challenge (P. Khan & Iqbal, 2012). The actual class strength was more than these numbers (Mansoor, 2015; Mbiti, 2016). Proceeding educational activities was found to be difficult in over-crowded classes (Darling-Hammond, 2010). In developing countries, classes were over-crowded, which made teaching almost impossible for novice teachers. This not only increased the effort of the teachers on teaching but also decreased the time for teaching (Marzano et al., 2005).

The class strength of 50 is common in India (Mooij, 2008). The teachers in Uganda and Malawi said that they had to teach 100 students per class (Kremer et al., 2013). In terms of high workload in a study in Pakistan, it was found that teachers in public-schools had less workload. However, teachers had enormous paperwork which frustrated them (Chughati & Perveen, 2013). Teachers of Quetta (Pakistan) reported that high workload, especially paperwork and administrative duties, increased stress and reduced the ability of classroom management (Ayub et al., 2018). Teachers in America reported that they had to teach for 27 hours and their duty hours were 45 hours per week. This high workload reduced its effectiveness (Darling-Hammond, 2014). Teachers in India complained about high workload and much paperwork which caused stress (Jahan, 2017). Indian rural schools teachers had to perform administrative duties and cleaning of school along with teaching their regular classes (Luschei & Chudgar, 2017).

The results of the quantitative phase of the study indicated that novice teachers pointed out these behaviours of students making noise, doing naughty activities, talking, showing stubbornness and bullying other students most challenging. Whereas, qualitative results revealed that novice teachers experienced these behaviour related challenges talking, telling lies, using foul language, making noise, bullying.
doing naughty activities, and showing aggression, stealing, and physically fighting with other students while managing their classroom. International studies were done on students' behavioural challenges reported that novice teachers faced a huge challenge in classroom management while managing the variety of behaviours of students. For example, the prospective teachers of Jordan reported the biggest challenge they experienced in classroom management was managing the behaviours of students (Al-Zu'bi, 2013). Similarly, in Australia novice teachers considered managing behaviours of students a major challenge in classroom management (Egeberg et al., 2016) since most of their time was spent in managing behaviours of the students. The more novice teachers showed desperation to manage students behaviour, the more they experienced challenging behaviours of students (Wolff, Jarodzka, den Bogert, & Boshuizen, 2016; Wolff et al., 2015). It is witnessed internationally that students' behavioural challenges are increasing (Suleman et al., 2013). 35% of novice teachers leave their job because of behavioural challenges of students (Ferguson et al., 2012). A study done on Pakistan reported that teachers did not have the adequate knowledge to deal with those behaviours, they did not have the support of psychologists to deal with challenging behaviours of students and the parents did not admit the difficult behaviours of their children (Butt & Khalid, 2015). In another study, it was found 34.4% of teachers and 35.8% of parents considered that their children had behavioural problems (Syed, 2009). Similarly, in a study done in Khanpur Pakistan, it was found that students had huge behavioural problems such as aggression and bullying, (Maitla et al., 2018). However, teachers in Pakistan had expressed that with increasing experience, they had developed an ability to manage the behaviour of the students. Thus, their classroom management skills improved over time (Shaukat, 2011).
The results of the quantitative phase identified four categories of challenging behaviours: attention-seeking, power-seeking, revenge-seeking, and inadequacy. In attention-seeking behaviours, noisy behaviours were experienced by most novice teachers who were teaching since a year, whereas naughty and talkative behaviour, complaining and exaggerative behaviours. In power-seeking behaviour, novice teachers reported stubborn, disobeying, aggressive, rule-breakers and provoking students as challenging. In revenge-seeking behaviours teachers reported bullying as the most challenging behaviour and also found stealing, being blunt, mistreating others and destruction of property behaviour. In inadequacy seeking behaviour, uninterested in learning emerged as the most challenging behaviour. The first challenge which has been experienced by novice teachers in this study was noisy students. In a study in Turkey, prospective teachers reported the 30% of behavioural challenges they experienced in classroom management were related to dealing with noisy students (Merç & Subaşı, 2015). Fifty-nine elementary Russian school teachers lamented that the noise in the class was the biggest classroom management challenge, and this included constant talking of students (Koptelov et al., 2015). Prospective teachers reported that there were 10-11% of students of each class were naughty, and engaging these students in learning was most difficult (Merç & Subaşı, 2015). They distracted the attention of other students from learning (Koptelov et al., 2015). Teachers at times ignored them being naughty and proceeded to keep students engaged in learning (Beaty-O’Ferrall et al., 2010). Some students were reported to be exaggerating their complaints. It was found that those students had not received adequate attention in the family (Beaty-O’Ferrall et al., 2010; Butt & Khalid, 2015). In Turkey and Ethiopia, complaining was found to be the common behaviour challenge that teachers faced (Berhanu & Sabancı, 2017). Teachers in Pakistan
reported that teaching disobeying students was very difficult. They did not listen to the teacher and made other students do the same. The same level of challenge they experienced with stubborn students (Batool et al., 2017). In a study in Pakistan, it was found that students disobeying behaviour was increasing and concluded that the teachers should learn ways to deal with such behaviour (Maitla et al., 2018). Teachers experienced aggressive behaviours of students, and they considered it important to give those students attention to reduce the tendency of aggression (Nash et al., 2016).

Similarly, rule breaker provoking students were found to be very challenging (Robertson et al., 2010). It is crucial to give attention to students who have behavioural problems in order to help in developing their personality (Weare & Nind, 2011). In revenge-seeking behaviours, bullying was experienced by the majority of teachers in the current study. Bullying students found contentment in giving pain to others, and this becomes a feature of their personality (Mohebbi et al., 2016; Swearer et al., 2010). This tendency of bullying is common in elementary school students (Cook et al., 2017). Students at times have the habit of stealing, which makes classroom management very difficult. When a teacher enters the class, he/she often finds other students complaining about their stolen things (Syed, 2009). Destruction of property is a way to express aggression by students, and this tendency is more in elementary school students (Cook et al., 2017). It is crucial to handle these revengeful behaviours of students (Ducharme & Shecter, 2011). Research is evident that 20% of each class comprises students who have a feeling of inadequacy in themselves (Merç & Subaşı, 2015). Teachers found it very difficult to teach to the students who were uninterested in learning (Lebor, 2017). The time and energy of the teachers were wasted in convincing those students to learn, and this effort made the teachers tired (Koller & Bertel, 2006; Koptelov et al., 2015). To deal with behavioural challenges,
the mental health of parents in particular of mothers is very essential. In the Pakistani context, moral and religious stories can help in managing the challenging behaviours of students (Suleman et al., 2013).

The results of the current study showed that teachers themselves created the challenges of classroom management through harsh conduct, insulting students, expressing frustration, non-verbal gestures, and anger. However, in interviews, the researcher found that almost half of the novice teachers were unaware of the challenges they had been creating for themselves. An earlier study done in Pakistan points out that teachers in initial days in their job experience highs and lows (Awan, 2015). During this time, they experience many emotions like fear, anxiety, frustration, anger, and doubts about the survival at the job place which made them behave oddly and created challenges for themselves (Palumbo & Sanacore, 2007). However, research is evident that the teachers leave their job due to lack of control over their emotions and the constant stress on the workplace due to the inability to manage the class successfully (Ismail & Abdullah, 2019). These emotions of teachers compel them to behave oddly and create the challenges of classroom management for themselves (Darling-Hammond, 2001). Novice teachers experience the pressure to prove their potential and to manage the class professionally. In achieving excellence, they experience frustration very early (Dicke et al., 2014). Moreover, this constant frustration turns into stress, and the teacher cannot teach effectively (Hong, 2010; Simon & Johnson, 2015). When teachers showed anger and insult students, these behaviours further instigate the students negative behaviour, which ruins the management of the class (Allan & Tomlinson, 2000). Even the non-verbal gesture of teachers at times instigates the students to challenge the teacher (Akhtar et al., 2017; Tekindal et al., 2017). In a study conducted by Sun (2015), it was found that the non-
verbal gestures of teachers affected the classroom environment. When the teacher demonstrated insulting gestures such as staring, looking down, then the students, at times, get offended.

The findings of both phases of the current study showed that novice teachers had the following needs: feedback from the principal, support from senior teachers, facilitation of physical facilities, sharing challenges of classroom management with senior teachers, mentoring, and need of staff problem-solving groups. Since novice teachers were new to the school and experienced different situations in classroom management, they needed the support of both principal and senior teachers. This support gave a sense of belongingness and provided the chance to adjust themselves to the job place (Buchanan et al., 2013; Byrne, 2017; Flores, 2019; Raba & Mahmoud, 2016). In developing countries, it has been found that if the needs of novice teachers are not fulfilled then this is unnatural to expect from them to manage their class successfully and make students learn (Evans & Yuan, 2018). When a novice teacher is learning classroom management, they need the feedback of principal (Hudson, 2012). The principal is the key person who can help the novice teacher in classroom management (Barkauskaitė & Meškauskienė, 2017). The communication between a novice teacher and principal is essential and through this communication, the principal can get to know the challenges the novice teachers have been experiencing during management and provide support to overcome those challenges. (Wilson, 2012). The constant feedback from principal, especially appreciating novice teachers gives them confidence regarding classroom management (Epling, 2016; Hannan et al., 2015). The novice teachers need the support of senior teachers (Hannan et al., 2015). A study found that experienced teachers did not extend their support to novice teachers until the moment they requested from a teacher to guide
them. Thus, novice teachers experienced social isolation at the start of the job (Castro et al., 2010).

Similarly, in another study, it has been found that novice teachers who had the support of experienced teachers learnt classroom management more quickly, and they felt relaxed after sharing their challenges with a colleague (Byrne, 2017). Yet, another study found that when two teachers, especially novice and experienced teachers taught together, they learned skills of classroom management from each other (Perrachione et al., 2008). This practice of team-teaching gives confidence to novice teachers. In a study, it was found that novice teachers learned classroom management, and senior teachers received the zeal and passion of novice teachers to teach (Thompson et al., 2015).

The study revealed that novice teachers knew about mentoring; however, the majority of them had not received formal mentoring during their early days. Few of them reported that they had attended the induction program of 3 days. Research has indicated that there was at least 105% of the difference found in teacher retention due to the mentoring program offered to the novice teachers (Ingersoll & Smith, 2004). Novice teachers need constant mentoring, which provides them with guidance in all matters of teaching and learning, and the skills of classroom management can be improved through it (Farrell, 2012; Pogodzinski, 2015). Mentoring teacher developed confidence (Schatz-Oppenheimer, 2017) and gave motivation to the teachers to teach (Van Ginkel et al., 2016).

**Conclusion**

On the basis of quantitative analysis, it could be concluded that novice teachers perceived that classroom management improves the learning of students. They had to put effort to manage classes, although they had acquired theoretical
knowledge of classroom management in the teacher education program, yet they had experienced difficulty in managing students’ behaviours.

It was found that the challenges related to physical facilities that novice teachers had reported were shortage of electricity, and they had experienced minimum challenge in classroom management regarding physical facilities.

The administration related challenges the teachers had faced were pertaining to the administration of the school, over-crowded classes, inability to give individual attention to students, and teaching over-crowded classes. It was found that the teachers had a high workload, which affected their teaching.

Four categories of challenging behaviour were identified: attention-seeking, power-seeking, revenge-seeking, and inadequacy. In attention-seeking behaviour, rowdy behaviour was experienced by most novice teachers who had one year of experience, whereas naughty and talkative behaviours were considered challenging by all novice teachers. Novice teachers had reported less amount of challenge in managing complaining and exaggerative behaviours of students. In power-seeking behaviours novice teachers reported stubborn, disobeying, aggressive, rule-breakers and provoking students irrespective of their teaching experience. In revenge-seeking behaviours, teachers who had one year of experience reported bullying as the most challenging behaviour and also found stealing, being blunt, mistreating others, and destruction of property challenges. It could be concluded that teachers who had more than one year of experience had learned to manage the revenge-seeking behaviours of students. In inadequacy behaviour, uninterested in learning emerged as the most challenging behaviour irrespective of the teaching experience. Poor performance and lack of confidence among students were identified as the most challenging behaviours by the novice teachers. In attention-seeking, it was found that female novice teachers
had faced more challenges in managing noisy, complaining, asking irrelevant questions, exaggerative, and dealing with naughty students, and the male had challenges in dealing with complaints and exaggerative students. In power-seeking behaviour, female novice teachers had experienced more challenges dealing with stubborn, disobedient, aggressive, rule breakers, arguing, and over smart students as compared to their male counterparts. In revenge-seeking behaviours, female novice teachers considered bullying as the most challenging behaviour and students being threatening, mistreating others and stealing during the classroom, whereas male teachers had a challenge in dealing with blunt, harsh, insulting and destructive behaviours. In inadequacy behaviour, female novice teachers had experienced more challenges dealing with uninterested students, followed by poor performers, lacking in confidence, forgetful and unwilling to participate in the class students, whereas male novice teachers faced challenges in dealing with students having low self-esteem and those who gave up effort and wanted to be left alone.

Novice teachers agreed that teachers self-create challenges in classroom management for themselves through harsh conduct, insulting students, expressing frustration, gestures, and anger.

Novice teachers signified needs such as feedback from principal, need of getting help from senior teachers, facilitation of physical facilities, sharing challenges of classroom management with senior teachers, and need of staff problem-solving groups.

On the basis of qualitative data analysis, it was found that the majority of teachers know about classroom management. The majority of both high and low-level challenges considered maintaining discipline, teaching in groups, managing sitting arrangement, teaching through activities, using audio-video aids to engage in learning.
Both teachers with a high and low level of challenges had a challenge in managing behaviour of students, teaching over-crowded classes, keeping students engaged, absenteeism, lack of physical facilities, not to fail students, noise.

It was found that the teachers with a high level of challenges had fewer physical facilities in comparison to the teachers with low level of challenges. The shortage of electricity which both categories of teachers experienced made classroom management very difficult, although they adopted various ways to keep students involved in the class.

It was found that administrative related challenges were experienced by both high and low level challenged teachers. They reported that the challenges were huge; even the principal could not do anything in this regard. The principals could not provide help to both types of teachers in relation to over-crowded classes, small class size, high workload, and administrative duties.

It was found that both teachers with high level and teachers with low level of challenges experienced students behavioural challenges. The majority reported that student’s talking, telling lies, using foul language, making noise, bullying, being naughty, and showing aggression, stealing, and physical fights with other students created challenges for them. The majority of the teachers with a high level of challenges managed those students by giving them moral lessons, or some politely managed the students, whereas some teachers with low level of challenges managed them by keeping them involved in studies and by teaching them in groups, or by giving special attention to disturbing students and appreciating the well-behaved students. Few teachers also gave moral lessons.

Both categories of teachers agreed that in the majority of cases, teachers themselves created the challenges of classroom management. Some thought
sometimes teachers created challenges for themselves and. Majority of novice teachers with the high level of challenges reported harsh/humiliating behaviours, undue strictness, insult, physical punishment and slapping students caused challenges in classroom management. Few teachers reported strictness, inability to make lessons exciting and ineffective communicational skills, whereas some teachers with low levels of challenges reported anger, used abusive language and gave physical punishment. They released their stress and frustration upon students, few of the teachers used mobile phones in class, did chitchat with a colleague or involved in personal works. Few teachers came late and left classes early. It was found out the students behaved differently on the anger of teachers. The majority of teachers experiencing a high level of challenges reported that in the response of the teacher’s anger, the students were quiet for some time. However, after some time they again started making noise, and few teachers reported students did muttering in the mouth against the teacher or made terrible faces. In comparison, the majority of teachers who had experienced a low level of challenges reported that in the reaction of teacher anger, the students were quiet for some time or even punishing one student disciplined the rest of class, Few teachers reported no substantial effect of anger on students, one teacher had never shown anger in class, and one of the participants reported her staring had a high effect on students.

It was found that all the novice teachers needed the support of the principal and senior teachers. The majority of them could discuss their challenges with the principal, whereas some of the teachers with a high level of challenges reported that their principal considered them incompetent when they discussed any challenge with the principal. In comparison, the majority of novice teachers with a low level of challenge could discuss classroom management challenges with the principal, and few
were uncomfortable to discuss with the principal. The majority of both categories of the teacher had knowledge of mentoring, some did not know, and few had read in the teacher education program. The majority of both had not received formal mentoring, and few told that assistant educational officer provided mentoring.

Implications for Policy Practice and Research

Implication for Policy

This study explored the needs and challenges of novice elementary public-school teachers in Lahore, Pakistan. It was found that the majority of the teachers had a B.Ed. degree or were enrolled in B.Ed. and they experienced challenges in one way or another in managing the classes. This might be because the teacher education programs (B.Ed./M.Ed) are not linked with the actual classroom experience of novice teachers. A study described that teachers had experienced a gap in the actual classroom experiences, theories and knowledge taught in the teacher education program (Awan, 2015). The trainees are made aware of various classroom management strategies that are relevant in low-class strength and ideal physical facilities. However, when the novice teachers enters the actual class, they find the class strength very high, which creates problems for a novice teacher to teach and manage. The teacher experiences many challenges in managing the inappropriate behaviours of students in the absence of physical facilities when the class is overcrowded (Dayan et al., 2018).

The school census of 2018 signifies that there are at least 35-80 students strength in each class (Schools, 2018). Other studies also highlight the challenge of overcrowded classes in elementary schools. For example, in Ghotki, Sindh (Pakistan), 47 to one ratio persists (Mujahid & Noman, 2015), and in KPK (Pakistan) the ratio goes up to 60-70 students (P. Khan & Iqbal, 2012). It is highlighted that in each class,
the student-teacher ratio was more than 40 (Mansoor, 2015). The school education department needs to reduce the student to teacher ratio in order to overcome the challenges of over-crowded classrooms.

The study also revealed that in over-crowded classes, the students’ behavioural challenges were immense. Similarly, a study in Khanpur, Pakistan it was found that 35.7% boys of elementary school boys had behavioural problems (Maitla et al., 2018). In reality in public-schools in Pakistan, there are no school psychologists available who can help novice teachers in managing the challenging behaviour of the students. Thus, they experience extreme challenges (Ashraf & Ismat, 2016). It is essential to recruit psychologists in schools in order to help the novice teachers in managing the behaviour of students. This would not only improve the experience of students, but also the learning environment of the class could be modified with the help of a psychologist (Bardon, 2017).

The study revealed that formal mentoring was not available to novice teachers in elementary public-schools of Lahore. Although it is found that novice teachers need mentoring at the start of the job in order to discuss the minor and major challenges with their mentors, it is found to be very helpful for them in resolving challenges which they face and motivates them to learn to manage classes (Shwartz & Dori, 2016; Van Ginkel et al., 2016). Mentoring could help in reducing self-created challenges that teachers generate for themselves because of frustration, anger, and other non-verbal gestures. It is found that teachers leave teaching because of challenges in the classroom and the unavailability of mentoring in order to provide them guidance (Struyven & Vanthournout, 2014).
Implications for Practice

- Novice teachers might improve their initial experience of classroom management by coming prepared for their class. Having a clear picture of what they want to achieve would help them in managing the classroom. They should try to use the methods which could keep students involved in studies. Learning the strategies to keep students involved is very important (Sullivan et al., 2014).

- Novice teachers might improve classroom management by inquiring about the psychology of students from the teachers who were teaching that class. Moreover, their planning for the lesson from an exciting start of class to the end of the lesson while including activities and audio-video aids would help them in managing their class. It is observed that novice teachers find difficulty to keep their students involved in studies, resulting in an uproar in the class.

- Novice teachers are generally unaware of the self-challenges they create in the classrooms. It is essential to make them realize that at times, their own actions and behaviours create the challenges of classroom management. They have to realize that getting desperate to achieve their academic goals will not help them in managing their classes. Rather, understanding their own behaviour would help them. The behaviours which help in classroom management need to be reconsidered to improve classroom management and overcome the self-created challenges in classroom management.

- Giving less amount of work when the novice teachers join, would help them in adjusting themselves in school. When they have time to plan for classes in school, they can make audio-video aids and plan activities to keep students
involved in learning. This could improve their ability of classroom management (Shindler, 2009).

- Assigning mentors to novice teachers would help them discuss the minor challenges they experience during classroom management, and they would find handling the challenges of classroom management easier (Shwartz & Dori, 2016).
- Senior teachers might be briefed about their role to guide the novice teachers to help them learn the ways of overcoming the challenges of classroom management.

**Implications for Research**

- This study could be conducted upon novice teachers of primary schools, colleges, and universities in order to explore the challenges they experience in their initial days.
- This study could be conducted on novice teachers of private schools in different regions of Pakistan to explore the level of challenges related to physical facilities, administration related support, students’ behavioural challenges, and teachers’ self-created challenges that they were experiencing during classroom management.
- A comparative study of both novice teachers of public and private schools could be done to compare the challenges both experience during classroom management.
- The physical challenges which the teachers and students experience need to explore. How these physical challenges influence the learning of students, and the ways to improve the physical infrastructure of schools in the limited budget of government should be explored.
• Teachers’ self-created challenges are found to be an unexplored domain.
  Future research might be conducted upon novice teachers exploring the challenges they consider teachers create for themselves.

• Classroom management strategies might be explored. Then effective strategies identified through this research study could be included in the course of classroom management to provide knowledge to prospective teachers near to real class situations.

• The gap between theory and practice could be explored. A study can be designed in order to explore what novice teachers have studied in classroom management and why they are not able to practice in the actual classroom.

• The recommendations of this study could be achieved when the policymakers try to understand the challenges novice teachers experience during their early years. The principals during their professional training program need to tell them about the transition period of novice teachers and the challenges they experience in classroom management in their initial years. The novice teachers need to be given less amount of work from the school administration to enable them to adjust themselves and learn classroom management. The induction period of novice teacher should be of three months and teachers should be provided mentoring, support from senior teachers and this needs to be supervised by the principal.
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# Appendix A: Questionnaire

## Demographic Form:

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>سکول کا نام</td>
</tr>
<tr>
<td>Gender</td>
<td>جنس</td>
</tr>
<tr>
<td>Male/female</td>
<td>عورت/مرد</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>تجربہ کے سال</td>
</tr>
<tr>
<td>Academic Degree</td>
<td>تعليمی سند</td>
</tr>
<tr>
<td>Professional Degree</td>
<td>پیشہ ورانہ تعلیمی درجه</td>
</tr>
<tr>
<td>Institution of professional degree</td>
<td>پیشہ ورانہ تعلیمی درجه کا ادارہ</td>
</tr>
<tr>
<td>Classes Taught</td>
<td>جن کلاسز کو پڑھا ہیں</td>
</tr>
<tr>
<td>Subject Taught</td>
<td>جو مضامین پڑھائے</td>
</tr>
<tr>
<td>Number of Students in your class</td>
<td>آپ کی کلاس میں طلباء کی تعداد</td>
</tr>
</tbody>
</table>
Scale of Challenges and Needs of Novice Teachers Related to Classroom Management:

<table>
<thead>
<tr>
<th>Classroom management:</th>
<th>Not at ALL</th>
<th>To some extent</th>
<th>To medium extent</th>
<th>To large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I think classroom management is very difficult.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I have experienced challenges in managing my classroom</td>
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<tr>
<td>3. Classroom management improves learning of students.</td>
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<td></td>
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<tr>
<td>4. I have to put more efforts for managing my class.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>5. I have studied classroom management as a subject in my teacher education program.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. It is very difficult to control some students in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. It is very difficult to motivate some students for study in my class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
پڑھٌے کے طرف راغب کرنا بیت مشکل بیے۔
### Challenges:

<table>
<thead>
<tr>
<th>Physical Challenges: مادی مسائل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building, furniture and other utilities: عمارت، فرنچر اور دیگر افادات</td>
</tr>
<tr>
<td>8. The building of my school is well maintained. میرے سکول کی عمارت کی اچھی طرح سے دیکھ باہل کی جاتی ہے.</td>
</tr>
<tr>
<td>9. The classroom sizes are adequate in my school. میرے سکول میں کلاس روم کا سائز مناسب بنی.</td>
</tr>
<tr>
<td>10. The classrooms have adequate furniture for students. کلاس روم میں طلباء کیلئے مناسب فرنچر موجود ہے.</td>
</tr>
<tr>
<td>11. Students’ furniture is well maintained in my class. طلباء کا فرنچر میرے کلاس میں صحیح حالت میں موجود ہے.</td>
</tr>
<tr>
<td>12. Desks/chairs are available for each and every student of my class. میرے کلاس کے تمام طلباء کیلئے کرسی اور میز موجود ہے.</td>
</tr>
<tr>
<td>13. The student furniture is comfortable in my classroom. میرے کلاس میں طلباء کیلئے آرام دہ فرنچر موجود ہے.</td>
</tr>
<tr>
<td>14. I face challenges in managing my class due to inadequate furniture. میرے کلاس کا نظام جلا نے میں ناکافی فرنچر کی</td>
</tr>
</tbody>
</table>

<p>|  | Not at ALL بالکل نہیں | To some extent کچھ حد تک | To medium extent مناسب حد تک | To large extent کافی حد تک | To a very large extent بہت حد تک |</p>
<table>
<thead>
<tr>
<th>Physical Challenges:</th>
</tr>
</thead>
<tbody>
<tr>
<td>مادی مسائل</td>
</tr>
<tr>
<td>Building, furniture and other utilities:</td>
</tr>
<tr>
<td>عمارت، فرنچری اور دیگر افادات</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not at ALL</th>
<th>To some extent</th>
<th>To medium extent</th>
<th>To large extent</th>
<th>To a very large</th>
</tr>
</thead>
<tbody>
<tr>
<td>ب بالکل</td>
<td>کچھ حد تک</td>
<td>مناسب حد تک</td>
<td>کافی حد تک</td>
<td>بہت حد تک</td>
</tr>
</tbody>
</table>

15. Students’ often complain about the furniture in my classrooms.
طلاب اکثر کلاس میں فرینچر کی شکاہیت کر تے بیئ ۔

16. Adequate sanitation facilities are available in my school.
میرے سکول میں خیلہ کی مناسب سبولیات دستیاب بیئ ۔

17. Adequate water facilities are available in my school.
میرے سکول میں پیٌے کی مناسب سبولیات دستیاب بیئ ۔

18. I face challenges in managing my class during shortage of electricity
میرے قبیلے کی عدم موجودگی کے دوران کلاس کا انتظام چلانے میں مسائل کا سامنا کرتی بیئ ۔

19. Physical facilities are very important for effective classroom management.
مؤثر کلاس روم مینیجمنٹ کیلئے مادی سبولیات بہت اہم بیئ ۔

20. In my class white/black board is available.
میرے قبیلے کلاس روم میں سیاہ/سفید بورد موجود بیئ ۔
<table>
<thead>
<tr>
<th>Physical Challenges:</th>
<th>Not at ALL</th>
<th>To some extent</th>
<th>To medium extent</th>
<th>To large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>مادی مسائل: عمارت، فرنیچر اور دیگر افاداتیت</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

21. I have enough space to move in class to supervise students’ work.

میری جماعت مین طالب علمون کے کام کی نگرانی کی خاطر میرے گھومنے کیلئے کافی جگہ موجود ہے.
## Lack of teaching aids, Over-crowded classrooms, workload and other administrative duties

<table>
<thead>
<tr>
<th>Administrative Challenges: انتظامی مسائل</th>
<th>Not at ALL بالکل نبیں</th>
<th>To some extent کچھ حد تک</th>
<th>To medium extent مناسب حد تک</th>
<th>To large extent کافی حد تک</th>
<th>To a very large حد تک</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. School administration provides relevant teaching aids in my class.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>سکول کی انتظامیہ میری کلاس میں متعلقہ تدریسی معاونات فراہم کریں ہے۔</td>
<td></td>
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<tr>
<td>23. Administration provides sufficient material for science laboratory.</td>
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<tr>
<td>انتظامیہ سانس کی تجربہ گاہ کیلئے مناسب سامان فراہم کریں ہے۔</td>
<td></td>
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<tr>
<td>24. Overcrowded class creates discipline problems for me.</td>
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</tr>
<tr>
<td>کلاس میں بھی جوں کی زیادہ تعداد میرے لینے نظم و ضبط کے مسائل پیدا کریں ہے۔</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>25. It is difficult for me to give individual attention to each student due to over-crowded classrooms.</td>
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</tr>
<tr>
<td>میرے لینے افرادی توزیع بر طالب علم پر توجہ دینا مشکل بو جاتا اگر میری کلاس مین گنجانش سے زیادہ بھی بون۔</td>
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<tr>
<td>26. The administration forces me to teach overcrowded classrooms.</td>
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<tr>
<td>انتظامیہ مجھے گنجانش سے زیادہ بھی پر سے بھی بوئی کلاس کو پڑھانے کیلئے دباو ذالاں ہے۔</td>
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<tr>
<td>27. I usually ignore slow learner students to give attention because of overcrowded classrooms.</td>
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<tr>
<td>مین عام طور پر ست رفتاری</td>
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<tr>
<td>Administrative Challenges: انتظامی مسائل</td>
<td>Not at ALL بالکل نہیں</td>
<td>To some extent کچھ حد تک</td>
<td>To medium extent مناسب حد تک</td>
<td>To large extent کافی حد تک</td>
<td>To a very large extent بہت حد تک</td>
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<tr>
<td>28. I cannot implement variety of teaching methods due to overcrowded classrooms. بر جو ن کی زیادہ تعداد کی وجہ سے میں مختلف تدریسی طریقے پر عمل نہیں کر سکتاں۔</td>
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<tr>
<td>29. I underperform due to high work load. کام کے زیادہ بوجه کی وجہ سے میں اپنا کام اچھی طرح سے نہیں کر باتی۔</td>
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<tr>
<td>30. Heavy workload prohibits me to plan innovative activities in my classroom. کام کا زیادہ بوجه مجبوری جماعت میں جدید سر گریمین کی منصوبہ بندی کرنے سے روکتا ہے۔</td>
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<tr>
<td>31. Administration presses me to complete the curriculum speedily in my classes. انتظامیہ موجب تیز رفتاری سے نصاب مکمل کر کے بھر زور ہو۔</td>
<td></td>
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<tr>
<td>32. The high workload decreases my motivation to teach well in my class. کام کا زیادہ بوجه کلاس میں بہتر تیارہ کیلئے مبرور حوصلہ افزائی نہیں کرتا ہے۔</td>
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<tr>
<td>33. The high workload affects my performance.</td>
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<tr>
<td>Administrative Challenges: انتظامی مسائل</td>
<td>Not at ALL بالکل نہیں</td>
<td>To some extent کچھ حد تک</td>
<td>To medium extent مناسب حد تک</td>
<td>To large extent کافی حد تک</td>
<td>To a very large حد تک</td>
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<tr>
<td>کام کا زیادہ بوجھ میری موثر کارکردگی پر اثر ثالثا بے. کام کا زیادہ بوجھ میری موثر کارکردگی پر اثر ثالثا بے.</td>
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<tr>
<td>34. The administration should try to handle my problems which are due to administration. انتظامیہ کو میرے مسائل جو کہ انتظامیہ کی وجہ سے بہین حل کرنے کی کوشش کرنی چاہئے.</td>
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<tr>
<td>35. A lot of non teaching duties reduce the time for planning teaching. حد سے زیادہ غير تدریسی ذمہ داریوں کی وجوہ سے میں پرہانے کیلئے پہر منصوبہ بندی نہیں کر پاتی/پیتا.</td>
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</table>
Challenges related to behaviours of students

بچوں کے رويون سے متعلق مسائل

Mark these behaviours of students which create challenges for you in managing your classroom:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Urdu</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention seeking behaviours</td>
<td>طبلت توجہ سویے ہوئے ولے</td>
<td>Attention seeking behaviours</td>
</tr>
<tr>
<td>Power seeking behaviours</td>
<td>طبلت اختیار ہوئے ولے</td>
<td>Power seeking behaviours</td>
</tr>
<tr>
<td>Revenge</td>
<td>بدل لینے و الے رويے</td>
<td>Revenge</td>
</tr>
<tr>
<td>Inadequacy</td>
<td>احساس نوالبی ولے</td>
<td>Inadequacy</td>
</tr>
<tr>
<td>Noisy</td>
<td>شوہ مچانے و الے</td>
<td>Noisy</td>
</tr>
<tr>
<td>Arguing students</td>
<td>منہ پہت بحث کرنے و الے</td>
<td>Arguing students</td>
</tr>
<tr>
<td>Blunt</td>
<td>芸خکیت رويے و الے</td>
<td>Blunt</td>
</tr>
<tr>
<td>Unwilling to participate in class</td>
<td>کلاس کے معاملات مین شراکت سے گریز کرنے و الے</td>
<td>Unwilling to participate in class</td>
</tr>
<tr>
<td>Overreacting</td>
<td>زبادہ رد عمل دینے و الے</td>
<td>Overreacting</td>
</tr>
<tr>
<td>Challenging students</td>
<td>سخت رويہمقا بلہ کرنے و الے</td>
<td>Challenging students</td>
</tr>
<tr>
<td>Harsh,</td>
<td>芸خکیت رويہمقا بلہ کرنے و الے</td>
<td>Harsh,</td>
</tr>
<tr>
<td>Uninterested in learning,</td>
<td>سیکھنے مین عدم دلچسبی</td>
<td>Uninterested in learning,</td>
</tr>
<tr>
<td>Complaining</td>
<td>شکاہیت کرنے و الے</td>
<td>Complaining</td>
</tr>
<tr>
<td>Disobeying,</td>
<td>تذلیل کرنے نافرمان طلباء و الے</td>
<td>Disobeying,</td>
</tr>
<tr>
<td>Insulting</td>
<td>تذلیل کرنے نافرمان طلباء و الے</td>
<td>Insulting</td>
</tr>
<tr>
<td>Giving up effort</td>
<td>کوشش ترک کرنے و الے</td>
<td>Giving up effort</td>
</tr>
<tr>
<td>Victim</td>
<td>ضدی طلباء مظالم</td>
<td>Victim</td>
</tr>
<tr>
<td>Stubborn</td>
<td>destruction of property</td>
<td>Stubborn</td>
</tr>
<tr>
<td>Reluctance to bring improvement in themselves,</td>
<td>خود مین تبدیلی لانے سے</td>
<td>Reluctance to bring improvement in themselves,</td>
</tr>
</tbody>
</table>

261
Talkative over smart, Threatening, Forgetful

Sympathy seekers Rule breakers, Mistreating Poor performance

Credit seekers Provoking Bulling, Refusal to try new things, 

Exaggerative Aggressive Overreacting, Wanted to be left alone,
## Challenges created by teachers themselves in managing their classroom

<table>
<thead>
<tr>
<th></th>
<th>Not at ALL بالكل نہیں</th>
<th>To some extent کچھ حد تک</th>
<th>To medium extent مناسب حد تک</th>
<th>To large extent كافٌی حد تک</th>
<th>To a very large حد تک</th>
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</thead>
<tbody>
<tr>
<td>36. When I am angry on students my students are offended.</td>
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<tr>
<td>میرا غصہ بچوں کو بیزار کرتا ہے.</td>
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<tr>
<td>37. When I show my anger in words, it creates challenge of classroom management.</td>
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<tr>
<td>38. When I generally respond harshly to offending comments my students retaliate over it.</td>
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<tr>
<td>39. When I snatch items with which the students are playing then their reaction creates challenge of classroom management?</td>
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<td></td>
<td>Not at ALL بالکل نہیں</td>
<td>To some extent کچھ حد تک</td>
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<tr>
<td>40. Often my nonverbal gestures create classroom management challenges.</td>
<td>مسائل پیدا ہوتے بیہ۔</td>
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<tr>
<td>41. I start losing my temper when I show annoyance with the behaviours of students</td>
<td>جب میں بچوں کے بیویں سے اکتا جانتی/جیتا بیویں تو میں غصب کی شکار بونے لگتی/لگتا بیہ۔</td>
<td></td>
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<tr>
<td>42. I some time feel sorry on my harsh conduct with students</td>
<td>کبھی کبھی مجھے اپنے بچوں کے ساتھ سختی ویوں پر ندامت کا احساس بونے بیہ۔</td>
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<tr>
<td>43. I realize after insulting the students that I have done more insult than the child deserved</td>
<td>کبھی کبھی بچوں کی تذلیل کرنا کے بعد بی ہاس بیٹھی بے کہ بچے کی میں نے ضرورت سے زیادہ تذلیل کر کرڈی۔</td>
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<tr>
<td>44. Insulting students sometimes creates management challenge in class.</td>
<td>کبھی کبھی بچوں کی تذلیل کرنا سے کلاس روم مینیمینٹ کے مسائل پیدا بیہ۔</td>
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<tr>
<td>45. I experience frustration when I am unable to manage my class.</td>
<td>میں اکتبا محسوس کرتی بیہ جب میں کلاس کو مینیج نہیں کر پاتی۔</td>
<td></td>
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<tr>
<td>Not at ALL بالكل نبین</td>
<td>To some extent كچھ حد تک</td>
<td>To medium extent مناسب حد تک</td>
<td>To large extent کافی حد تک</td>
<td>To a very large extent بہت حد تک</td>
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<tr>
<td>46. Classroom management becomes impossible for me when I am frustrated</td>
<td>کلاس روم مینہمنٹ ناممکن بوجاتی پی جب مین اکتابث کا شکاربوٹی/بوتا بون.</td>
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<tr>
<td>Needs of novice teachers</td>
<td>Not at ALL بالکل نہیں</td>
<td>To some extent کچھ حد تک</td>
<td>To medium extent مناسب حد تاک</td>
<td>To large extent کافی حد تاک</td>
<td>To a very large extent حد تک</td>
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<tr>
<td>47. I need support from the school administration to learn classroom management</td>
<td>مجھے کلاس روم مینجنمنت سیکھنے کیلئے اظہاریہ کی مدد درکار ہے۔</td>
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<tr>
<td>48. I need support of administration to provide physical resources to manage my class in a better way.</td>
<td>مجھے کلاس اظہاریہ کی طرف سے کلاس روم مینجنمنت کیلئے عمل کی مادی مدد درکار ہے۔</td>
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<tr>
<td>49. I need the support of principal in my confidence development regarding classroom management.</td>
<td>کلاس روم مینجنمنت میں خو دعتمدی بڑھانے کیلئے مجھے سکول کے پرنسپل کی مدد درکار ہے۔</td>
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<tr>
<td>50. I learn things from the feedback of principal about my classroom management</td>
<td>مین کلاس روم مینجنمنت کی بات ہے مین پرنسپل کی راتے سے بیٹ سیچی بنی سیکھتی ہو۔</td>
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<tr>
<td>51. I need help of experienced teachers about how to manage my class effectively</td>
<td>مجھے کلاس کو بہترین طریقے سے مینجن کرنے کیلئے تجربہ کار اساتذہ کی مدد درکار ہے۔</td>
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<tr>
<td>52. I need support of experienced teachers regarding behavioural management of children in the class</td>
<td>مجھے طلباء کے روہوں کو مینجن کرنے کیلئے تجربہ کار اساتذہ کی مدد درکار ہے۔</td>
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<tr>
<td>Needs of novice teachers</td>
<td>Not at ALL بالكل نہیں</td>
<td>To some extent کچھ حد تک</td>
<td>To medium extent مناسب حد تک</td>
<td>To large extent کافی حد تک</td>
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<tr>
<td>53. I need teacher mentors to help me about classroom management challenges.</td>
<td>مجھے ایک بہت اساتد کی ضرورت ہے جو کلاس روم مینجمنٹ کے مسائل میں مارپیٹ ممد کرے۔</td>
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<tr>
<td>54. I have very good teacher mentor who helps me regarding classroom management in my initial days.</td>
<td>میرے پاس ایک بہت اچھا اساتد ہے جس نے ابتدائی ایام میں کلاس روم مینجمنٹ کے حوالے سے مارپیٹ بہت ممد ہے۔</td>
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<tr>
<td>55. I need to share challenges of classroom management with my colleagues.</td>
<td>مجھے اپنے ساتھی اساتد سے کلاس روم مینجمنٹ سے متعلق مسائل کا ظاہر کرنے کی ضرورت محسوس ہوتی ہے۔</td>
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<tr>
<td>56. I need professional support from teachers about classroom management challenges</td>
<td>مجھے کلاس روم مینجمنٹ کے حوالے سے ساتھی اساتد سے پیشہ ورانہ ممد درکار ہے۔</td>
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<tr>
<td>57. I need professional relationship with my colleagues in order to increase skills of classroom management</td>
<td>مجھے کلاس روم مینجمنٹ سے متعلق مہارت بنھانے کیلئے ساتھی اساتد کے ساتھ پیشہ ورانہ تعلقات بنانے کی ضرورت ہے۔</td>
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<tr>
<td>Needs of novice teachers</td>
<td>Not at all</td>
<td>To some extent</td>
<td>To medium extent</td>
<td>To large extent</td>
<td>To a very large extent</td>
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<tr>
<td>58. I need permission to do Team teaching to learn the skill of classroom management from expert teachers.</td>
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<tr>
<td>59. I am allowed to do team teaching from the administration when the topic is difficult</td>
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<tr>
<td>60. I need the support of staff problem solving groups to tackle challenges related to classroom management.</td>
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<tr>
<td>61. Staff problem solving groups identify the particular ways to overcome the problem of specific students in classes.</td>
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<tr>
<td>62. I need more support of administration when new class is assigned to me for teaching.</td>
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<tr>
<td>Needs of novice teachers</td>
<td>Not at ALL بالكل نبین</td>
<td>To some extent کچھ حد تک</td>
<td>To medium extent مناسب حد تا ک</td>
<td>To large extent کافی حد تا ک</td>
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<tr>
<td>انتظامیہ کی زیادہ مدد درکار ہے.</td>
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</table>
Appendix B: Interview Guide

Before conducting the first interview, the researcher will review the consent form. For this study permission to tape-record the interview and the participant resume.

Note: The Interview will focus on the participant background education and training. Plus prior experience as teachers the issues he/she face in classroom management and the needs they have in their initial years as teachers in classroom management.

This interview is about how you decided to become a teacher. Your experience as teachers and the issues you face in classroom management and the needs which you consider to be met to help you in the initial years of teaching in order to provide you better experience as a teacher and help in classroom management.

Get Acquainted

Novice teacher’s decision and experience related to classroom management:

1. Tell me about yourself?
   a. Your family and education background?
   b. Your career aspirations in childhood?
   c. How and why do you decide to become a teacher?
   d. Have you entered in the teaching profession by will or by the need of a job?
   e. Please tell me how and when you joined the teaching profession?

2. Have you studied about classroom management during your teachers’ education program? If yes or No in both of the cases probe accordingly
   a. Why is classroom management important for a teacher?
   b. How do you manage your class during teaching?
   c. What challenges do you face in managing your class?
   d. What strategies do you use to manage your class?
3. Do you face challenges in managing your class because of the physical facilities available in your class or school?
   a. Physical facilities mean, availability of sufficient classroom space, furniture for students, blackboard, visuals, and water and sanitation facilities
   b. What challenges do you face in case any of the physical facility is missing?
   c. How do you overcome those challenges?

4. When you face classroom management problems in your class, do you seek help from school administration, i.e. Principal, vice-principal or any other member of administration?
   a. Do you receive adequate help?
   b. How the administration help you to overcome problems related to classroom management?
   c. How does administration deal with issues like more number of students, lack of teaching aids, more workload, non-teaching duties assigned to you, lesson planning etc.
   d. Are you satisfied with support from your headteacher to manage your class properly
   e. What administration should do to help you to overcome management issues in your class?

5. What type of inappropriate behaviour do students exhibit in your class?
   a. How do you manage these inappropriate behaviours of students in your class?
b. What problems do you face in dealing with these inappropriate behaviours of students in your class?

6. Do you think that some of the classroom management problems are because of the actions and behaviours of teachers?
   a. Can you tell what actions and behaviours of teachers cause management problem in class?
   b. When you are in anger, how you do display that anger in class?
   c. How do students react to your angry behaviour?
   d. What other behaviours of you cause classroom management problems?

7. You are in school since last few years, do you think that you need support from the school principal and senior teachers to manage your class effectively?
   a. What kind of support do you expect from them?
   b. What kind of support are you getting from them currently?
   c. Do you talk about your classroom management problems freely with the principal and senior teachers? What type of problems do you mostly talk with them?
   d. What suggestions do they give you to overcome classroom management problems?
   e. Did you hear about mentoring?
   f. If yes, what type of mentoring is available to you in your school?
   g. How is this mentoring helping you to overcome classroom management problems?
   h. Do you frequently get feedback about your classroom management affairs from your principal or mentor?
i. What suggestions did you get so far from your principal/senior teacher to overcome classroom management problems?

8. Please tell me according to you how your experience as a novice teacher can be improved through the help of school personals?

Thank you for your time.
Appendix C: Coding of Themes (Sample)

Themes:

- Dealing of administration regarding high class strength, lack of AV aids, high work load.
- Administrative duties and lesson planning.

<table>
<thead>
<tr>
<th>Participant number</th>
<th>Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>participant1</td>
<td>“Till primary school one teacher has to teach for whole day to a particular class. The principal does not do anything for overcrowded classes. While teaching the teacher has to manage class. The teacher has to take attendance in register, manage the register and maintain the monthly record of students. After off in school the teacher stay in the school for 15 mints to half an hour in this time they work for next day. We make weekly lesson plans and even make AV aids in that time.”</td>
</tr>
<tr>
<td>participant2</td>
<td>“The administration does not help in any of these challenges. They ask us to patiently perform in these conditions.”</td>
</tr>
<tr>
<td>participant3</td>
<td>“I think few works are those which a teacher has to handle like teaching with administrative duties. Until and unless any administrative staff does not come here. Whereas teaching aids and teaching methodology is concern. Our principal arrange some trainings in a year where she tell how to make low cost teaching aids. She also tell us about the teaching methodology and how and when to use them. Sometimes she ask us to send our homework diaries and point out the mistakes made by a specific teacher in writing diary. She arrange meetings and tell us common errors teachers make and guide us. Then we try to improve ourselves.”</td>
</tr>
</tbody>
</table>

Do not help in any of these challenges

Manage teaching with administrative work,
Participant 4

“Yes all these pressures are on teachers. The administration usually do not provide much help rather they leave everything on teacher. The administration is not co-operative in public-schools.”

do not provide help

Participant 5

“I have only one year experience in this job. There are not overcrowded class in this school. The teacher generally have 4-5 periods in a class so the teacher manage their time. The administration do not ask for administrative work.”

class are not overcrowded, teach 4 to 5 period and help

Participant 6

“Recently the principal made two section of five class due to large number of students. In terms of workload it totally depends upon the capabilities of teacher. If the teacher is capable then he/she is given more work. Otherwise the principal does not pressurize the teacher. We have more teachers then the requirement of school. We have 11 teachers. Yes each of the teacher has 1 or 2 free periods. There are very few administrative works for which the principal ask us to do. Our principal is leading this school as a family. Nobody say to other that this is not my work, this is your work so I will not do. Our head discuss all the matters with us. She never behave bossy with us.”

provide help, have adequate teachers, work as family

Participant 7

“I have 6 period and total number of period are 6. But I am now used of it. I complete my lesson planning from home.”

No free period, make lesson plans from home

Participant 8

“I have 7 periods to teach but I am used to it. I work on Roznamcha of school along with principal. You can say I am doing both administrative duties along with teaching. The performance of teacher is somewhat effect by this much of teaching with administrative duty, but no duty in brake and first period free,
work load. But I don’t take on to my mind. The administration only help me by not giving me first period and I do not have any duty in brake time. This is how they try to relax me.”

“I have 7 periods and I don’t have single period free. But administration cannot do anything in this regard because they have lack of staff. Teacher also need time to get relax. A teacher who is overworked cannot teach well in the class. In all the administrative works the government forces the teachers to do like election duties, polio vaccination and other duties. Then then blame that the teacher is not doing anything. The school administration cannot do anything regarding these matters. They ask us to manage some of our work from home.”

Participant9

“Make section of classes, relax teacher when ill, try to give free period to each teacher, cannot refuse administrative works given from government."

No free period, administrative duties, less staff, Teacher cannot teach well.

Participant10

“When the class is over-crowded then the principal make the two section of class. When some teacher thinks she is given high workload and communicate with the principal. The principal try to give the teacher a free period to get relaxed. When the teacher told the principal she is not feeling well then she tries to provide alternate. Administrative duties are a problem. The government assign our duties without our concern. We receive a call and been asked to reach otherwise departmental punishments will be given to us. The work of teacher is to teach. Our family lives get disturbed by this. Although our principal tries to send as much teachers on the duty that in their absence the study of students do not get disturbed. We make the lesson plans in the free period.”
Appendix D: Interview Transcript I

Interview 2:

Get Acquainted

Novice teacher’s decision and experience related to classroom management:

Interviewer: By the name of Allah, the most beneficent, the most merciful. AOA, Dear Miss, How are you?

Teacher: W. salaam, I am good.

Interviewer: Good, Dear Miss now Tell me about yourself?

Teacher: My name is Ayesha. I am M.Phil. Mathematics and M.Ed. I am working in government elementary school General hospital. I have experience of 2 years.

Interviewer: Nice, Miss, Your family and education background?

Teacher: You are asking my family education. Well, we are four sisters. My mother is a teacher in government, and my father just got retired from the school education department. My elder sister has done MA, M.Ed. And she is married. Two of my sisters are doing M.Phil. in town planning. I belong to the well-educated middle-class family.

Interviewer: Your career aspirations in childhood?

Teacher: Engineer.

Interviewer: How and why do you decide to become a teacher?

Teacher: After completing Hons, the easily approachable job was this. That’s why I joint teaching profession. I had little interest in teaching.

Interviewer: Have you entered the teaching profession by will or by the need of a job?
Teacher: I had an interest in teaching in the start now it has become a need.

Interviewer: Have you studied about classroom management during your teachers’ education program? If yes or No in both of the cases probe accordingly?

“I have done M.Ed. from Open university. You can say I don’t have received adequate knowledge about classroom management.

Interviewer: Have you studied classroom management as a subject or as a chapter?

Teacher: I have studied classroom management as a chapter, but I don’t remember the subject I have studied in.

Interviewer: Nice, you must have studied in some management subject like school management?

Teacher: Yes, you are right. I have studied classroom management in school management.

Interviewer: What you have studied in classroom management, remember?

Teacher: I have studied that the teacher should clap in order to draw the attention of Students. The teacher should roam around students in the class to monitor their process of teaching and learning. The teacher should use activity-based learning in class to keep students involved in the class.

Interviewer: Why is classroom management important for a teacher?

Teacher: Because if the class does not manage the teacher, he cannot teach the lesson to students in the class. You cannot idealize that the students are getting what you are teaching. The process of learning cannot proceed without it.

Interviewer: How do you manage your class during teaching?
**Teacher:** Likewise, by getting the attention of students by speaking loudly or by a clap. I use activities during teaching to keep students involved.

**Interviewer:** What challenges do you face in managing your class?

**Teacher:** The biggest challenge I face is the strength of the class.” Which class and how much strength? “I am teaching 4 class, and I have 62 students in my class. If you are giving attention to two one side of class three to four students at another end of class are disturbing you. You know that every class has disturbing students. Especially when the kids are too young to follow you.

**Interviewer:** What strategies do you use to manage your class?

**Teacher:** First I read aloud the lesson in the class. Then I ask one or two students to repeat the lesson. Do some activities during teaching to keep them involved. In math class, I write a question on board and then said the student who will do the sum faster than other students will receive a clap from the whole class. In this way, their attention will be focused on their lesson.

**Interviewer:** Do you face challenges in managing your class because of the physical facilities available in your class or school?

**Teacher:** Yes, there are challenges.

**Interviewer:** Physical facilities mean availability of sufficient classroom space, furniture for students, blackboard, visuals, and water and sanitation facilities?

**Teacher:** The sizes of classes are small, and classes are overcrowded. There is a shortage of furniture. Four students are sitting on a bench; it is very difficult for them to manage their sitting. We have a board and water sanitation facility available in our school. We have AV aids, but at times when the teacher needs them, some other teacher is using them in class.
**Interviewer:** What challenges do you face in case any of the physical facility is missing?

**Teacher:** We don’t have adequate furniture and because of that when I have to do some work on the board then again I have to adjust the students. Because some students are standing and some of them are sitting while their back towards me in order to find a place to sit. Due to uneasy and inappropriate furniture, the students cannot concentrate on their studies. The small size of classes is also a challenge for me. I cannot roam around students to give attention to every student. When I try to give attention to every student, I cannot manage all the subject in a day, and when I manage the class of all the subject, I cannot manage the attention of all the students towards studies.

**Interviewer:** How do you overcome those challenges?

**Teacher:** I keep the class involved by using intelligent students to check the work along with me and to listen to the lesson from students with me. This is the way I get to know every student.

**Interviewer:** When you face classroom management problems in your class, do you seek help from school administration, i.e. Principal, vice-principal or any other member of administration?

**Teacher:** Yes, we do discuss, but the matter of fact is that the challenges are too huge even they cannot do anything for them. Like the overall size of the school is small and high load of students in the school. There is no possible solution for such huge challenges.

**Interviewer:** Do you receive adequate help?

**Teacher:** They cannot provide adequate help to us. There is a shortage of teachers and administrative staff along with a small building of a school. We only have one
sweeper he cannot clean all the classes daily neither he tries to do. So there are a variety of challenges in the school.

**Interviewer:** How does the administration help you to overcome problems related to classroom management?

**Teacher:** Administration does not help in managing classroom management challenges.

**Interviewer:** How does administration deal with issues like more number of students, lack of teaching aids, more workload, non-teaching duties assigned to you, lesson planning etc. etc.

**Teacher:** The administration does not help in any of these challenges. They ask us to patiently perform in these conditions.

**Interviewer:** Are you satisfied with support from your headteacher to manage your class properly

**Teacher:** I am not at all satisfied with the support of the principal. It is very difficult for a teacher to teach such an overcrowded class. They do not do anything regards this. I think the principal cannot do anything they do not have staff then how can she help me.

**Interviewer:** What administration should do to help you to overcome management issues in your class?

**Teacher:** There should be more staff in the school. The class strength should be less in each class. Adequate physical facilities should be available in school.

**Interviewer:** What type of inappropriate behaviour students’ exhibit in your class?

**Teacher:** Students are involved in different activities. Ask for going to washroom and for drinking water several times. This is maybe they get irritated by congested classrooms and lack of seats. Even I know that do not need to the washroom. The
students are very noisy. At times students make excuses in order to get out of this environment. I have some students who are very aggressive, and they make a lot of noise even I ask them to stay quiet. Even if I change their seat, this does not make any difference.

**Interviewer:** Do you have students who hit each other?

**Teacher:** Yes, I have 2 to 3 kids who hit each other.

**Interviewer:** Do you have any child who thinks I cannot do anything?

**Teacher:** 1 or 2 girls are like this. They have kept in their minds that (I cannot do anything).

**Interviewer:** How do you manage these inappropriate behaviours of students in your class?

**Teacher:** The children who think I cannot do anything. I encourage them to work. I give them less work and motivate them when they do it successfully. Then I tell them to see you have done it. If you can do this, then you can do more difficult work than this. For noisy children first I try to politely ask them not to make noise then I insult them, and even then if they do not stop making noise, then I change their seats so that their company is changed. In this way, I try to control them.

**Interviewer:** What problems do you face in dealing with these inappropriate behaviours of students in your class?

**Teacher:** Naturally allot of time of class is wasted. Other students learn these behaviours. There is a lot of noise in the class and class is not manage and. There is a constant disturbance in teaching.

**Interviewer:** Do you think that some of the classroom management problems are because of the actions and behaviours of teachers?
Teacher: “I don’t think.” When you insult harshly to the student gets offended? “Yes, this happens sometimes. When you insult the student, the student starts weeping. They are small children you can guide them as you want. When I scold them, they understand the reason for the teacher’s anger

Interviewer: Can you tell what actions and behaviours of teachers cause management problem in class?

Teacher: Too much anger and physical punishment of the teacher. Hitting and slapping the pupils, doing undue insult and giving a harsh look to students—the students think that the behaviour of the teacher is like this. The environment of the class is disturbed. The students consider that this does not make any difference whether we perform well or worst, the teacher will keep on insult like this.

Interviewer: When you are in anger, how you do display that anger in class?

Teacher: I slap the students and speak loudly with students. I say to them, don’t you know that you should not do like this?” It ever happened that you demonstrated your personal life stress or professional stress in the shape of anger in class? “It never happened to me.

Interviewer: How do students react to your angry behaviour?

Teacher: Students understand, and few of them get upset. But if you do anger in a decent way and explain the reason for your anger to students, they get your point.”

Interviewer: Does it happened with you that the pupil got offended or the parent visited you and complaint why you have scolded my child?

Teacher: Yes, once or twice, the parents came with complaints about why you have scolded my child. Then I made them realize that if we do not scold them for wrongdoing. This will be more damaging for your child. It is a fact that whenever you try to teach something new. The students refuse to learn. Children are always
reluctant to learn and study. The teacher has to force them with love and authority to learn. **Interviewer:** What other behaviours of you cause classroom management problems?

**Teacher:** I don’t think any other behaviour of me cause classroom management problem. If the teacher is not performing, He has thrown his work on students. As I told you that I involve 3 to 4 students to lessen the lesson along with me with students. If I assign this task to students only then, all the other students will consider that their effort does not make any difference since the teacher is not interested in teaching.

**Interviewer:** You are in school since last few years, do you think that you need support from the school principal and senior teachers to manage your class effectively?

**Teacher:** The administration should provide airy classrooms to the students, plus the teacher-student ratio should be less so that the teacher can give attention to each student. Then the teacher will enjoy teaching. Although we have to work teaching will be much easier. The relation with colleague teacher should be friendly. The relation with the principal should be friendly. We have a friendly environment and good relation with the principal.

**Interviewer:** What kind of support do you expect from them?

**Teacher:** The administration should provide a co-teacher so that teaching will become much easier.

**Interviewer:** What kind of support are you getting from them currently?

**Teacher:** I was given a very co-operative environment in my initial days. Senior teachers were assigned with me to help in teaching. I had not done B.Ed. at that time.
They told me each and everything. At that time, I was class with less number of students, and my workload was less. Now I am given normal attention.

**Interviewer:** Do you talk about your classroom management problems freely with the principal and senior teachers? What type of problems do you mostly talk with them?

**Teacher:** Yes, we can discuss my classroom management problem with the principal. She assists as much as she can.

**Interviewer:** Experience teachers?

**Teacher:** Senior teachers listen to our challenges and assist me in teaching.

**Interviewer:** What suggestions do they give you to overcome classroom management problems?

**Teacher:** They give me suggestions that involve some students with you to help you in teaching. Similarly, while checking the work take the help of intelligent students because handling overcrowded class is very difficult. If I alone try to check the homework of students, then the students will make noise and most of the time will be used in marking the work. In this way, I can easily manage the class.

**Interviewer:** Did you hear about mentoring?

**Teacher:** Yes, I have hurt about mentoring. What is mentoring? I don’t remember. Mentoring is when a mentor teacher s assigned with a novice teacher to assist her/him in teaching. Providing guidance to teacher.

**Interviewer:** If yes, what type of mentoring is available to you in your school?

**Teacher:** I was not assigned such a teacher in my initial days.

**Interviewer:** How this mentoring is helping you to overcome classroom management problems?

**Teacher:** Not experienced the benefits of mentoring.
Interviewer: Do you frequently get feedback about your classroom management affairs from your principal or mentor?

Teacher: Yes, my principal visit classes and observe teaching. She also gives feedback on teaching and let me know that you are teaching well with this huge strength. She also tells the ways to improve the process of teaching and learning.”

Interviewer: what suggestions did you get so far from your principal/senior teacher to overcome classroom management problems?

Teacher: I told you their suggestion earlier.

Interviewer: Please tell me according to you how your experience as a novice teacher can be improved through the help of school personals?

Teacher: The management should guide well to a novice teacher. In the start, I did not know how to manage the class. I used to teach one lesson in two hours. I did not know how to manage the time of classes. I was not given guidance regarding this.

Interviewer: Did someone told you rules on your first day?

Teacher: “Nobody told me rules and routines I eventually learnt the things. In the start, the teachers used to stay at a distance from me. Gradually I developed professional relationships with them. In the start, there are many challenges, and the novice teacher finds it difficult to manage them.

Interviewer: Do you think a novice teacher should be given less work?

Teacher: Yes, the novice teacher should be given less and easier classes so that he/she easily learn to teach.

Thank you for your time
Appendix E: Interview Transcript II

Interview 15:

Get Acquainted

Novice teacher’s decision and experience related to classroom management:

Interviewer: By the name of Allah, the most beneficent, the most merciful. AOA, Dear Sir, how are you?

Teacher: W. salaam, I am good.

Interviewer: Good, Sir Tell me about yourself?

Teacher: My name is Muhammad Waleed. I have a joint government elementary school for boys in 2018. I have done BS Hons in physics from PU.

Interviewer: Your family and education background?

Teacher: I have three sisters two of them are married. One younger sister and brother are studying. All of them are qualified. My father owns a business and mother is a housewife. I belong to a good middle-class family.

Interviewer: Your career aspirations in childhood?

Teacher: In childhood, I wanted to join the army with the passage of time the ambition is changed.

Interviewer: How and why do you decide to become a teacher?

Teacher: I have realized that this is the profession in which you can prove your potential, and you can make the difference in so many lives through your teaching.

Interviewer: Have you entered the teaching profession by will or by the need for a job?

Teacher: I had an interest in teaching, so I joint this profession by will.
Interviewer: Have you studied about classroom management during your teachers’ education program? If yes or No in both of the cases probe accordingly

Teacher: “I have started B.Ed. I have not studied about classroom management as yet.

Interviewer: Why is classroom management important for a teacher?

Teacher: You cannot communicate your knowledge and lesson until you manage your class. In the start of the period, it is very important to organize your class. You jalap and energize your students. You take all students successfully in studies while teaching the lesson in an organized way.

Interviewer: How do you manage your class during teaching?

Teacher: Daily when I enter in class, I shuffle the students in the class so that the friends do not sit with each other and create disturbance in class. After this activity, it is easy for me to teach.

Interviewer: What challenges do you face in managing your class?

Teacher: I have two classes, and I have more than 50 students in my class. I think that strength of students is an issue. Otherwise, I do not have any challenge in teaching. Your students know your style. They are small kids you cannot teach them all the time. After teaching, I give time to play and talk with each other. Whatever the students want to do. They will do without discipline. But when you understand what they want to do now and you made them do by involving yourself in it then you can make them do with discipline. In this way, the wishes of students are fulfilled with discipline in your supervision.

Interviewer: What strategies do you use to manage your class?
Teacher: You develop a relationship with students. Secondly, the work you have assigned to the students ask them to do a part of that and then show in this way the students are involved in their studies.

Interviewer: Do you face challenges in managing your class because of the physical facilities available in your class or school?

Teacher: “No, Alhumdillah no such challenge.”

Interviewer: Physical facilities mean, availability of sufficient classroom space, furniture for students, blackboard, visuals, and water and sanitation facilities

Teacher: Alhumdillah all the physical facilities are available like classrooms, furniture and water and sanitation.

Interviewer: What challenges do you face in case any of the physical facility is missing?

Teacher: Such challenges happen very rear like the shortage of electricity in school. Then we do not put a burden on students of studies. I involve them in some activity or start doing a discussion on their favourite topic.

Interviewer: How do you overcome those challenges?

Teacher: “I tell them some interesting incident or tell them some story so that they do not feel the absence of that facility and stay concentrated in class.”

Interviewer: When you face classroom management problems in your class, do you seek help from school administration, i.e. Principal, vice-principal or any other member of administration?

Teacher: “Alhumdillah I have not faced challenges in classroom management. Otherwise, I take advice from senior teachers in the perspective of the future.”

Interviewer: Do you receive adequate help?

Teacher: “Yes! Alhamdulillah, they guide me on how to handle situations.”
Interviewer: How administrations help you to overcome problems related to classroom management?

Teacher: When we need something to facilitate in teaching Alhumdillah they provide us.

Interviewer: How administration deals with issues like more number of students, lack of teaching aids, more work load, non-teaching duties assigned to you, lesson planning etc. etc.

Teacher: Alhamdulillah the administration has guided us on all the duties. I am not asked to do administrative duties. Secondly, I organize the lesson plan for the whole week, so I don’t feel my work to be overburdened. You need to understand the thing you have interest in will never tire you. I have an interest in teaching; that’s why I don’t feel tiredness. The administration listens to us. But I don’t think that overcrowded class is an issue if classroom management is your strength. See we need to realize our resources. If we have more than 40 students, we cannot stop them teaching. In these resources as a teacher, we should try to teach the best. I know that in a large class, the teacher has to put more effort and identify the potential of students. Then determining the time to teach the students.

Interviewer: Are you satisfied with support from your headteacher to manage your class properly

Teacher: Yes Alhamdulillah.

Interviewer: What administration should do to help you to overcome management issues in your class?

Teacher: The administration should conduct meetings. Then ask the problems of teachers in those meetings then try to resolve them. The administration after listening
to the problems of teachers set rules in which the teachers are given better facilities so that their problems are reduced.

**Interviewer:** What type of inappropriate behaviour students exhibit in your class?

**Teacher:** There are small kids they ask from each other stationery like a pencil and then complain about fellows for not giving.” Don’t you have naughty and talkative students? “All students are naughty. Students talk with each other, but it depends on the teacher how they organize their class. When the teacher keeps them engaged, there are very few behavioural challenges.

**Interviewer:** How do you manage these inappropriate behaviours of students in your class?

**Teacher:** I told you at the start of class I do the shuffling of student’s seats. At times when I enter in class, students told me that this child had done this with me outside the class. Then I try to make the student understand that this is not right.

**Interviewer:** What problems do you face in dealing with these inappropriate behaviours of students in your class?

**Teacher:** AS I told you I spend five mints in shuffling of students in my class. These mints save the rest of the time in my class.

**Interviewer:** Do you think that some of the classroom management problems are because of the actions and behaviours of teachers?

**Teacher:** Yes.

**Interviewer:** Can you tell what actions and behaviours of teachers cause management problem in class?

**Teacher:** Teacher should not have rude behaviour towards students. If a student misbehaves the teacher politely ask him not to do that activity, the student again does then again the teacher politely realize the student this is not right and the third time
student does it. At that spot, when the teacher is angry now, the teacher should control his anger. A teacher should keep in their mind that these are kids. Even elders make mistakes, and these are children.

**Interviewer:** When you are in anger, how you do display that anger in class?

**Teacher:** I don’t experience anger with children. I only think of ways to inquire about what they have studied. I ask a question, 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.

**Interviewer:** How do students react to your angry behaviour?

**Teacher:** They understand some time in the first effort, and sometimes I have to, again and again, make them realize.

**Interviewer:** What other behaviours of you cause classroom management problems?

**Teacher:** No such behaviour.

**Interviewer:** You are in school since last few years, do you think that you need support from the school principal and senior teachers to manage your class effectively?

**Teacher:** A Teacher needs support from time to time. There should be meetings of teachers in which they discuss all their problems and the summary of that meeting can bring out maximum solutions for teachers’ problems.

**Interviewer:** What kind of support do you expect from them?

**Teacher:** The best support they can provide is to make the different sections of a class. Keep a reward of the teacher who is giving his best after assessing the classes and conducting the test. That reward should be given at the end of the year. This is how you motivate teachers to work well.

**Interviewer:** What kind of support are you getting from them currently?
**Teacher:** “Alhumdillah both principal and senior teachers support me. When I ask for some material support from principal, he provides me with that.

**Interviewer:** Do you talk about your classroom management problems freely with the principal and senior teachers? What type of problems do you mostly talk with them?

**Teacher:** Yes, Alhamdulillah whenever a challenge teacher experience he/she can frankly discuss it with the principal and senior teacher. Our principal said that whatever challenge you are facing, I will try to resolve it. I discuss the challenges related to space of class and material resources for activities.

**Interviewer:** What suggestions do they give you to overcome classroom management problems?

**Teacher:** He told us to teach politely to students. Do not give physical punishments to students. Do not teach too much to students so that they feel burdened. Adopt different styles of teaching so that the students do not get bored.

**Interviewer:** Did you hear about mentoring?

**Teacher:** No, I told you I just got admission in B.Ed.

**Interviewer:** If yes, what type of mentoring is available to you in your school?

**Teacher:** As you know, induction training is given to teachers. At the first day, senior teachers and principal guide me.

**Interviewer:** How this mentoring is helping you to overcome classroom management problems?

**Teacher:** Yes, I found this guide very helpful.

**Interviewer:** Do you frequently get feedback about your classroom management affairs from your principal or mentor?

**Teacher:** The principal notice that from this class there is no complain, students are studying well, there is no discipline problem and the parents are giving positive
feedback about the teaching of a particular teacher. Then the principal say’s that you are doing well try to do more good.

**Interviewer**: What suggestions did you get so far from your principal/senior teacher to overcome classroom management problems?

**Teacher**: He said you are doing well and manage your time.

**Interviewer**: Please tell me according to you how your experience as a novice teacher can be improved through the help of school personals?

**Teacher**: I think after some time training of teachers should be conducted. Thank you for your time.
University of Management and Technology, Lahore

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