



An analysis of classroom management challenges to the novice elementary school teachers in Islamabad, Pakistan

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Abstract:

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This study analysed the classroom management challenges faced by novice Elementary School Teachers (ESTs) who joined the Federal Directorate of Education (FDE), Islamabad, in 2022. The physical, administrative and individual challenges of the classroom were studied. Using a quantitative approach, the research focused on 661 ESTs, consisting of 249 males and 412 females. A stratified sample of 248 teachers (95 males, 153 females) was selected, and data were collected via a self-developed questionnaire. Experts confirmed the instrument's validity and reliability were measured with a Cronbach's alpha of 0.885. Data analysis revealed that novice teachers face several challenges, including limited classroom space, insufficient furniture, and inadequate resources for science labs. They also face challenges in maintaining discipline, disruptive behaviour, and irrelevant questions from students. Furthermore, individual differences among students due to varying IQ levels, learning interests, and socio-economic backgrounds proved challenging. Overcrowded classrooms hinder novice teachers' ability to focus and provide individual attention. The study concluded that heads of educational institutions must offer consistent guidance and support to newly appointed ESTs, especially during their first year, to improve classroom management skills.

Keywords: Classroom management, Individual differences, Overcrowded classroom, Novice teachers, Disruptive behaviour, Learning interest, Management skills.

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1. Introduction

The teachers who have recently joined the teaching profession are considered as novice teachers (Ewing, 2021). Some educationists are of the view that a teacher with less than one year of teaching experience is a novice teacher. In contrast, others believe that teachers with less than three years of experience in the teaching profession are novice teachers (Curry et al., 2016). Novice teachers learn the skills of the teaching profession 'on the job' by trial and error. Experimenting with various tools and strategies allows them to learn from their own personal experiences (Lefebvre et al., 2022).

When novice teachers face a real classroom situation, they often have quite different experiences than the knowledge and skills provided to them in their pre-service teacher training programs (Saleem et al., 2021)). Teaching in classrooms is a quite experience from studying it as a subject. Every day is different for novice teachers, and usually, they feel uncomfortable about their performance. The first few years of teaching are quite difficult for the new teachers (Makhananesa & Sepeng, 2022).

Due to their lack of professional experience, novice teachers have to face problems like classroom management, adopting particular teaching methods, using relevant audio-visual aids, managing the student behaviour and addressing the individual differences among the students in the classroom. However, the classroom management is the most difficult task for all novice teachers (Shiri & Borji, 2020). The novice teachers are generally unable to engage the students to their maximum intellectual potential and so have mismanaged classrooms (Makoa & Segalo, 2021).

Classroom management can be defined as ensuring positive relations with pupils rather than simply adhering to classroom rules and regulations. As classroom management promotes effective learning in the classroom, so it is equally important for the students as well as teachers (Lap, Ngoc, & Thao, 2022). A teacher must have classroom management capabilities in order to keep pupils organized and involved in various learning activities in order to ensure the academic success of the students. Novice teachers feel classroom management is a challenging task owing to a variety of reasons, such as a lack of professional knowledge, lack of resources, and overcrowded classrooms (Pischetola, 2022).

Classroom management is much more than just managing student behaviour and maintaining discipline in the classroom. It encompasses everything which a teacher does in the classroom to facilitate students' learning and may include activities such as developing positive attitudes towards learning among students, giving instant feedback, providing clear and detailed instruction, encouraging students to better academic achievements as well as promoting a welcoming environment for all the students in the classroom to ensure effective learning (Bozkuş, 2021).

There has always been a need for classroom management. Effective classroom management is equally important for all teachers, regardless of their professional experience, knowledge, skills, or professional qualifications. Classroom management is significantly related to students' academic success (Bonna, 2023). A well-managed classroom is necessary for the effective teaching-learning process to ensure the highest students' academic performance. Effective classroom management improves students' conceptual knowledge as well as reduces behavioural issues of students in the classroom (Lasaiba, 2024).

Every teacher manages his class differently to ensure an effective teaching-learning process for improving students' academic performance (Trpin, 2023). Classroom management becomes problematic, especially for novice teachers, when they feel unable to manage students' behaviour and maintain discipline in the classroom owing to a lack of professional experience, expertise, and skills. Novice teachers must face numerous challenges concerning behaviour management, especially when the students in the classroom belong to different socioeconomic backgrounds. However, strengthening resilience among them plays a key role in handling classroom management issues in the classroom (Shank, 2023).

Novice public school teachers in Pakistan must face numerous classroom management challenges due to their lack of professional experience, overcrowded classrooms, lack of physical facilities, lack of support from school administration, and individual differences among students in the classroom (Tabasum et al., 2022). Compared to experienced and senior teachers, school administration typically assigns more workload to novice teachers. Moreover, novice teachers are given many non-academic and administrative responsibilities, which mostly increases their problems (Saleem et al., 2021).

1.1. Rationale of the study

The Federal Directorate of Education (FDE), Islamabad recruited Elementary School Teachers (ESTs) without any requirement of professional qualification. Moreover, these newly appointed Elementary School Teachers (ESTs) were allowed to join the educational institutions without any induction training. After joining the teaching profession, these novice Elementary School Teachers (ESTs) have to face many classroom management challenges. Therefore, this study aimed to analyse the classroom management challenges of novice Elementary School Teachers (ESTs).

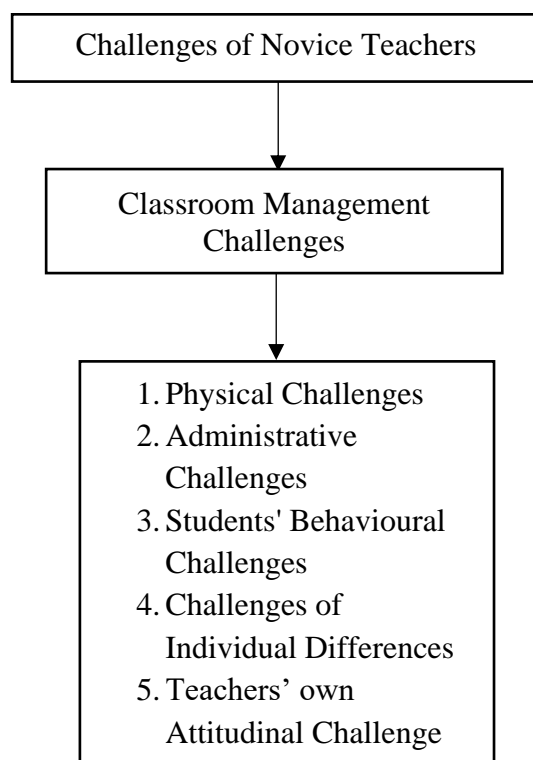
1.2. Objective of the study

The objective of the study was to analyse the classroom management challenges of novice Elementary School Teachers (ESTs) including physical challenges, administrative challenges, students' behavioural challenges, individual differences challenges and teachers' own attitudinal challenges.

1.3. Conceptual framework

Physical challenges for novice teachers include the inadequate size of classrooms, insufficient furniture, unavailability of scientific apparatus in science labs, poor ventilation in cl, classrooms and inadequate teaching aids and equipment (Perera & Hathaway, 2017). Administrative challenges for novice teachers include a lack of administrative support from principals and administrative staff, overcrowded classes, high workload and additional administrative duties in the school (Gilani et al., 2020). Students' behavioural challenges for the novice teachers include bullying, high level of noise, asking irrelevant questions, disobedience, disruptive behaviour, insulting behaviour, lack of interest and aggressive behaviour on the part of students. Challenges of individual difference include different socio-economic background of students, different levels of intelligence among students, different learning styles as well as learning speed of students, different levels of interest and motivation among students (Ahmad et al., 2017). Teachers' own attitudinal challenges include offending criticism, nonverbal gestures, strong facial expressions, physical interventions, reluctance to

apologize in case of mistake and biased attitude on their side of the novice teachers (Dayan et al., 2018).



2. Literature review

2.1. Role of teachers in the classroom

The role of a teacher goes far beyond just teaching textbooks in the classroom. As far as the teaching and learning process is concerned, the teachers play a central role in formal education and informal and non-formal education. Teachers are the greatest asset of any nation on this planet. Effective teachers are undoubtedly regarded as the benchmark in creating an intellectual and talented generation (Rathod, 2023). A good teacher can make positive and constructive alterations in the personality of his students. He can influence the mindset and behaviour of his students in many aspects of life (Ampa, 2023).

2.2. Novice teachers

Teachers who have teaching experience of less than three years are considered novice teachers (Curry et al., 2016). The professional experience that a teacher should have to fall into the category of novice teachers may vary. For some, a teacher with professional experience of less than a year is a novice teacher, while others consider that teachers with teaching experience of less than three years are regarded as novice teachers (Ewing, 2021).

The novice teachers may be viewed as strangers in the teaching field since they are unfamiliar with the school's culture and norms, classroom management techniques, teaching methods, lesson planning, individual differences among students, diverse students' behaviour and other professional responsibilities. Novice teachers' initial years are a "not knowing" period, where

new teachers discover that their idealism of teaching differs from the realities of the classroom (Cuozzo, 2024).

Usually, novice teachers are neither emotionally nor practically prepared to fulfil the demands of the teaching profession. To become effective teachers, novice teachers mainly focus on improving classroom management to become effective teachers. They continuously learn classroom management skills not only from their senior colleagues but also from their personal experiences in the initial period of their professional careers. Novice teachers play a crucial role in introducing new trends in the teaching profession (Dvir, & Schatz-Oppenheimer, 2020).

Novice teachers are guided in their teacher education programs regarding the challenges they may face after joining the teaching profession during the initial period. However, novice teachers are of the view that the actual classroom situation is often quite different from the knowledge and skills provided to them in their teacher education programs (Shanyengana, 2023).

2.3. Gap between theoretical knowledge and practical experience

There is a huge gap between theoretical knowledge and practical experience for novice teachers in Pakistani schools. A novice teacher's success depends on knowledge, competencies, and attitude. Unfortunately, the emphasis on teacher education programs in Pakistan is entirely on knowledge. Therefore, many novice teachers experience a gap between their expected role, which they have studied in the teacher education programs, and the actual setting in the classroom. They experience reality shocks further in the early years of their professional careers (Tahira et al., 2020).

Research has emphasized the fact that the quality of teacher education programs is not meeting the demands of the current teaching profession. It is essential to understand that teaching is a consistently changing profession. With the change in the world order, technology, social evolution, culture, and social values of societies, the duties of teachers are consistently changing. The previously established teacher education programs cannot meet the needs of twenty-first-century teaching skills which a novice teacher requires. Therefore, revising teacher education programs urgently.

2.4. Why do novice teachers leave jobs?

The first year of a teacher's career has great importance since it gives a clue whether the teacher will stay in the field or not. Novice teachers' step into professional life from graduation might be problematic for them because there is no gentle adaptation period in teaching profession. Literature has documented that ongoing trend of leaving the teaching profession is 25 to 50 percent among novice teachers who resign within the first five years of their professional career (Sözen, 2018).

Novice teachers need support guidance to face the realities of an actual classroom. Entering a classroom with a lack of experience can cause negative feelings for new educators. This can lead to a feeling of isolation which may later result in unwanted situations like leaving the teaching profession in the initial period of novice teachers. When novice teachers feel overwhelmed by their practice, proper support and guidance from senior teachers can ease their work and help them survive in the teaching profession (Makoa, & Segalo, 2021).

Research has highlighted that high achievers need experts as well as more experienced teachers, so novice teachers are usually allocated low-achieving students. Novice teachers are usually assigned difficult classes with high behaviour challenges. Thus, novice teachers feel incompetent, disturbed, frustrated, and depressed during the initial period of their professional careers. As a result, there is a greater chance of leaving the teaching profession in the early years of their career (Silva et al., 2021).

2.5. Classroom management

Ever since classrooms existed, there has been a need for classroom management. Classroom management involves those methods and strategies which the teachers use to maintain the learning environment in the classroom. Although there are various techniques used for classroom management, the most important strategies are those which develop a conducive learning environment and support students to learn and achieve their desired goals. Classroom management is a multifaceted process which depends upon an engaging curriculum, student responsibility, appropriate teaching strategies, effective instruction, and management skills to resolve conflicts to promote a peaceful environment in the whole class (Mustari & Muhammad, 2023).

Classroom management entails a wide range of measures and activities to create a welcoming learning environment, maintain the smooth running of sessions, and prevent misbehaviours and disturbances. It is basically a strategy used to control students' behaviours during teaching and learning. Refusing to obey the rules is bound to result in some sort of punishment (Dilabayan & Sambo, 2024).

Classroom management is a method for establishing and maintaining an environment which promotes the teaching and learning process, including techniques for preventing and handling student misbehaviour. Classroom management includes the measures the teachers take to create an environment that will support students' academic and socio-emotional learning. Teachers adopt such steps that establish a positive learning environment for students in the classroom. Classroom management ensures the smooth delivery and presentation of lessons so that all pupils actively engage in the learning process (Mubarok et al., 2023).

2.6. Significance of classroom management

Classroom management is an indispensable part of the teaching-learning process. Successful classroom management results in maximum learning outcomes for the students in academics with less effort from the teacher. Classroom management ensures effective learning of students without creating disturbances for the students. Every classroom has its own rules and regulations and learning environment. If some students move from one class to another, they will experience entirely different learning environments (Habib, & Anisa, 2024).

Classroom management is an integral component of effective teaching. Effective classroom instruction is possible only through successful classroom management. While setting the standards for effective teaching, it is imperative that the teacher be able to manage the class effectively to ensure a conducive learning environment for the students in the classroom. Research has shown that classroom management has a deep impact on students' learning and academic achievements (Freiberg et al., 2009).

Classroom management strategies have a very significant role in managing students' behaviour. It has been found that the teachers who organize their classes in such a way that positive behaviour is appreciated, the students behave well. In contrast, the teachers who used mixed or 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 (Ahmed, 2024).

2.7. Classroom management challenges of novice teachers

It is challenging for novice teachers to create a well-managed learning environment in the classroom. Research studies revealed that a variety of classroom management challenges faced by novice teachers slow down the learning process and make students unhappy for novice teachers. Noise and disorder in the classroom negatively affect learning in the classroom, and these kinds of circumstances inevitably lead to classroom management problems for novice teachers (Shank, 2023).

The research indicates that classroom management issue is a central or significant concern of novice teachers. It is considered a continuous source of problems and one of the top reasons for new teachers leaving the profession. Novice teachers often feel an inability to manage a class is a sign of weakness, so they often hesitate to ask for help. They feel difficulties in managing a class of students having diverse socio-economic backgrounds (Samaddar et al., 2023).

The types of issues associated with classroom management change contexts and cultures. As a result, different classroom management issues are expected in other classrooms. Using different languages in school has also been identified as a challenge for most novice teachers. According to many research studies, maintaining discipline in the classroom and student misbehaviours are the most important classroom management issues for novice teachers (Mamaile & Omodan, 2023).

Novice teachers must face so many challenges due to overcrowded classrooms, such as instructional, assessment, management and discipline problems. The research shows that students show disruptive behaviour in overcrowded classrooms and all the students in the overcrowded classrooms cannot participate in educational activities due to noisy as well as restive environments which negatively affect the teaching learning process in the classroom to a great extent (King-Agboto & Ugorji, 2023).

The novice is usually assigned a high workload as compared to experienced teachers which adds to the issues of the novice teachers significantly. In the global context, the impact of high workload on teachers' efficiency and student achievement is a growing concern. The quality of education declines when teachers face a high workload environment. When teachers have a high workload, they will not be able to deliver instruction effectively, resulting in lower levels of student engagement and academic achievement. Students may also suffer from a lack of personalized attention and feedback, leading to reduced motivation and academic performance (Creagh et al., 2023).

One of the major challenges of classroom management for novice teachers is that they must face challenges related to the behaviour issues of students in the classroom. A teacher's time is mostly spent managing the behaviour of problematic pupils while teaching. 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 (Mahabbati et al., 2023).

3. Methodology

While conducting this research study, quantitative research approach was adopted to get a comprehensive understanding of the classroom management challenges faced by novice elementary school teachers (ESTs) working in educational institutions under Federal Directorate of Education (FDE), Islamabad.

The population of this study was comprised of 661 Novice Elementary School Teachers (ESTs), including 249 males and 412 females, who joined the educational institutions under FDE, Islamabad, in 2022. Therefore, a stratified sampling technique was applied to select the study's sample size. The sample size was comprised of 248 Novice Elementary School Teachers, including 95 Males and 153 Females.

A self-developed questionnaire was used to collect data from the respondents. The validity of the instrument was obtained through experts in the field of education. The reliability of the questionnaires was evaluated using Cronbach's alpha. A Cronbach's alpha value of 0.885 was obtained for the questionnaires, indicating a high level of reliability. The data were analysed by means and standard deviation.

4. Data analysis

The table 1 shows perceptions of novice teachers about physical challenges that are faced by novice teachers while teaching in the classroom. The data indicate that the respondents agreed to a great extent that it is challenging for them to manage the classroom due to unavailability of alternate arrangement of electricity in case of load- shedding ($M=3.58$ & $SD. 1.26$), to move in the classroom for supervising the students' work due to insufficient space ($M=3.46$ & $SD. 1.38$). Moreover, the data indicate to some extent it difficult for teachers to manage the classroom due to insufficient furniture ($M=2.43$ & $SD. 1.28$).

Table 1: Perceptions of novice teachers about physical challenges

Description	N	Min	Max	Mean	SD
It is challenging for me to manage the classroom due to unavailability of alternate arrangement of electricity in case of load- shedding.	248	1.00	5.00	3.5806	1.26040
It is problematic for me to move in the classroom for supervising the students' work due to insufficient space.	248	1.00	5.00	3.4637	1.38773
It difficult for me to manage the classroom due to insufficient furniture.	248	1.00	5.00	3.4315	1.28340
Poor lighting arrangement in classroom creates problems for me.	248	1.00	5.00	2.4758	1.25955
Inappropriate ventilation in the classroom creates difficulties for me.	248	1.00	5.00	2.4032	1.30969
Unavailability of white boards in the classrooms creates challenges for me.	248	1.00	5.00	2.2540	1.27415
Inadequate size of the classroom creates challenges for me during the teaching learning process.	248	1.00	5.00	2.1492	1.10112

However, the novice teachers disagreed to some extent that poor lighting arrangement in the classroom ($M=2.47$ & $SD. 1.25$) and inappropriate ventilation in the classroom ($M=2.40$ & $SD. 1.30$) create difficulties for them. Similarly, it was revealed that the unavailability of white boards in ($M=2.25$ & $SD. 1.27$) and the inadequate size of the classroom do not create challenges for teachers during the teaching learning process ($M=2.14$ & $SD. 1.10$).

The table 2 shows novice teachers' perceptions of the physical challenges that they face while teaching in the classroom. The data indicate that the respondents largely agreed that teachers face difficulties when school administration provides insufficient resources for the science laboratory ($M=3.56$ & $SD. 1.19$) and Non-teaching tasks assigned by school administration restrict them from preparing effective lesson plans for the classroom ($M=3.54$ & $SD. 1.30$). In the same way, data indicate that it is tough for teachers to implement various teaching techniques due to overcrowded classroom ($M=3.52$ & $SD. 1.28$) and High workload assigned by school administration affects teachers' teaching performance ($M=3.50$ & $SD. 1.28$). It is also revealed that overcrowded classrooms create challenges for teachers to maintain discipline in the ($M=3.41$ & $SD. 1.43$ and problems are faced due to inadequate Audio-Visual Aids in the classroom ($M=3.41$ & $SD. 1.33$). It is difficult for them to give individual attention to the students due to overcrowding ($M=3.31$ & $SD. 1.41$).

However, the results show that the novice teachers disagreed to some extent that it is difficult for me to assign learning tasks to the students in the classroom ($M=2.42$ & $SD. 1.23$).

Table 2: Perceptions of novice teachers about administrative challenges

Description	N	Min	Max	Mean	SD
I face difficulties when school administration provides insufficient resources for the science laboratory.	248	1.00	5.00	3.5645	1.19202
Non-teaching tasks assigned by school administration restricts me to prepare effective lesson plans for the classroom.	248	1.00	5.00	3.5484	1.30620
It is tough for me to implement various teaching techniques due to overcrowded classroom.	248	1.00	5.00	3.5282	1.28492
High workload assigned by school administration affects my teaching performance.	248	1.00	5.00	3.5040	1.31018
It is challenging for me to maintain discipline in the overcrowded classroom.	248	1.00	5.00	3.4194	1.43183
I face problems due to inadequate Audio-Visual Aids in the classroom.	248	1.00	5.00	3.4153	1.33198
It is difficult for me to give individual attention to the students due to overcrowded classroom.	248	1.00	5.00	3.3185	1.41969
It is difficult for me to assign learning tasks to the students in the classroom.	248	1.00	5.00	2.4274	1.23494

The table 3 shows novice teachers' perceptions about challenges related to students' behaviour that novice teachers face while teaching in the classroom. The data indicate that the respondents largely agreed that Students ask irrelevant questions in the classroom, which distract their attention from the topic ($M=3.60$ & $SD. 1.40$), and naughty students interrupt classroom activities, which disturbs them ($M=3.52$ & $SD. 1.33$).

However, the novice teachers disagreed to some extent that Aggressive students quarrelling with other students ($M=2.33$ & $SD. 1.30$), deviation from classroom rules ($M=2.31$ & $SD. 1.28$), Students unwillingness to participate in classroom activities ($M=2.25$ & $SD. 1.29$),

insulting behaviour of students ($M=2.24$ & $SD. 1.18$), and disobeying behaviour ($M=2.21$ & $SD. 1.18$), are not challenging problems for them.

Table 3: Perceptions of novice teachers about challenges related to behaviour of students.

Description	N	Min	Max	Mean	SD
Students ask irrelevant questions in the classroom which distract my attention from the topic.	248	1.00	5.00	3.6089	1.14011
Naughty students interrupt classroom activities which disturbs me.	248	1.00	5.00	3.5202	1.33453
Aggressive students quarrel with other students which create disciplinary issues for me.	248	1.00	5.00	2.3306	1.30227
Students who break classroom rules create difficulties for me.	248	1.00	5.00	2.3185	1.28497
Students who are unwilling to participate in classroom activities create challenges for me.	248	1.00	5.00	2.2540	1.19207
Students who show insulting behaviour with me in the classroom make me upset.	248	1.00	5.00	2.2460	1.18013
Students who disobey me in the classroom create disciplinary problems for me.	248	1.00	5.00	2.2137	1.18300

The table 4 shows perceptions of novice teachers about challenges due to individual differences that are faced by novice teachers while teaching in the classroom. The data indicate that the respondents agreed to a great extent that it is challenging for them to handle students with diverse temperaments ($M=3.89$ & $SD. 1.11$) and to teach students having different IQ levels ($M=3.71$ & $SD. 1.13$). Likewise, it was also found that students with different levels of learning interest ($M=3.69$ & $SD. 1.25$) and different intellectual capabilities of students ($M=3.54$ & $SD. 1.23$) create challenges for novice teachers in their teaching process.

Table 4: Perceptions of novice teachers about challenges due to individual differences

Description	N	Min	Max	Mean	SD
It is challenging for me to handle students with diverse temperaments.	248	1.00	5.00	3.8911	1.11315
It is challenging for me to teach students having different IQ (Intelligence Quotient) levels.	248	1.00	5.00	3.7177	1.13865
It is difficult for me to handle students with different levels of learning interest.	248	1.00	5.00	3.6935	1.25448
It is challenging for me to teach students with different intellectual capabilities.	248	1.00	5.00	3.5484	1.23940
It is challenging for me to deal students with different levels of self-efficacy.	248	1.00	5.00	2.3710	1.31616
It is problematic for me to deal with students belonging to different socio-economic backgrounds.	248	1.00	5.00	2.2944	1.32786
It is problematic for me to teach students with different learning styles.	248	1.00	5.00	2.2581	1.20640

However, the novice teachers disagreed to some extent that It is challenging for them to deal students with different levels of self-efficacy ($M=2.37$ & $SD. 1.31$), belonging to different socio-economic backgrounds ($M=2.29$ & $SD. 1.32$) and different learning styles ($M=2.25$ & $SD. 1.20$). In means, individual differences include students with varying levels of self-

efficacy, belonging to different socio-economic backgrounds and different learning styles are not challenges for novice teachers.

5. Findings

5.1. Physical Challenges for Novice Teachers

It was found that:

- a) The data indicate that the respondents agreed that it is challenging for them to manage the classroom due to the unavailability of alternate arrangements of electricity in case of load-shedding (Table No. 1)
- b) Respondents agreed that it is challenging for them to move in the classroom to supervise the students' work due to insufficient space (Table No. 1)
- c) Respondents agreed that it is challenging for them to manage the classroom due to insufficient furniture (Table No. 1)

5.2. Administrative Challenges for Novice Teachers

It was found that:

- a) The data indicated that the respondents largely agreed that teachers face difficulties when school administration provides insufficient resources for the science laboratory (Table No. 2)
- b) The findings revealed that non-teaching tasks assigned by school administration restrict them to prepare effective lesson plans for the classroom (Table No. 2)
- c) In the same way, data indicated that it is tough for teachers to implement various teaching techniques due to overcrowded classrooms and the high workload assigned by school administration affects teachers' teaching performance (Table No. 2)
- d) It is also revealed that overcrowded classrooms create challenges for teachers to maintain discipline and problems are faced due to inadequate Audio-Visual Aids in the school (Table No. 2)
- e) It is difficult for novice teachers to give individual attention to the students due to overcrowding (Table No. 2)

5.3. Challenges related to behaviour of students for novice teachers

It was found that:

- a) The data indicated that the respondents mostly agreed that students ask irrelevant questions in the classroom, which distract the attention of teachers and students from the topic (Table No. 3)
- b) It was revealed that naughty students interrupt classroom activities, which disturbs novice teachers in their teaching activities (Table No. 3)

5.4. Challenges due to individual differences for novice teachers

It was found that:

- a) The data indicated that the respondents agreed that it is challenging for them to handle students with diverse temperaments and to teach students having different IQ levels (Table No. 4)
- b) It was also found that students with different levels of learning interest and other intellectual

capabilities of students create challenges for novice teachers in their teaching process (Table No. 4)

6. Discussion

The findings of the study revealed that novice teachers face challenges in managing the classroom due to factors like electricity shortages during load-shedding, limited space hindering supervision, and insufficient furniture impacting organization. Previous studies also showed similar findings in studies. It was revealed in a survey that electricity shortages during load-shedding pose a significant challenge for novice teachers, disrupting teaching and learning activities and affecting the use of technology and audio-visual aids (Rehman et al., 2021; Mashiyane et al., 2024).

The findings of the study showed that novice Elementary School Teachers (ESTs) faced challenges due to the small size of the classroom. The previous research study also highlighted that limited space in the school makes it difficult for novice teachers to effectively supervise students' work, maintain order, and facilitate group activities, leading to potential safety concerns and decreased instructional effectiveness (Moluayonge & Park, 2017). The current study also showed that novice Elementary School Teachers (ESTs) faced challenges due to insufficient furniture in comparison to the strength of the students in the classroom. It was found in a research study that insufficient furniture makes it problematic for the novice teachers to manage seating arrangements (Mgimba & Mwila, 2022).

To continue, the results of the current study revealed that that novice Elementary School Teachers (ESTs) encounter challenges such as insufficient resources for science laboratories, non-teaching tasks affecting lesson planning, difficulty implementing teaching techniques in overcrowded classrooms, maintaining discipline, and providing individual attention to students. These findings were also made in several previous studies. It was found that insufficient resources for science laboratories hinder hands-on learning experiences and limit opportunities for students to engage in practical experiments, which are essential for understanding scientific concepts (Makori & Onderi, 2014). Non-teaching tasks assigned by school administration, such as administrative duties and paperwork, consume valuable time that could be spent on lesson planning and instructional preparation (Yousaf et al., 2021). Difficulty in implementing teaching techniques in overcrowded classrooms compromises the effectiveness of classroom teaching and hampers students' ability to participate in learning activities actively (Meier & West, 2020).

The results of the current study revealed that that novice Elementary School Teachers (ESTs) have to face challenges to maintain discipline in the classrooms. Maintaining discipline in overcrowded classrooms presents a considerable challenge for novice teachers, as large class sizes make it harder to monitor student behaviour and address disruptions effectively (Kropac et al., 2023). Providing individual attention to students becomes increasingly challenging in such environments, as teachers bear the challenge of meeting the diverse learning needs of each student and provide personalized support (Mankgele, 2023).

Likewise, the results of the current study revealed that students asking irrelevant questions and disruptive behaviour from naughty students pose significant challenges for novice teachers in maintaining focus during classroom activities. A showed that students asking irrelevant questions can disrupt the flow of instruction. Additionally, disruptive behaviour from naughty

students can create a negative learning environment, impacting other students' engagement and academic progress (Okeke et al., 2023).

The results of the current study revealed that it is challenging to handle students with diverse temperaments and varying levels of IQ and to teach students with different levels of learning interest and intellectual capabilities. These factors create obstacles for novice teachers in their teaching process. In a study, it has been found that handling students with diverse temperaments and varying levels of IQ requires teachers to employ differentiated instructional strategies to meet the needs of each learner (Crim et al., 2008).

7. Conclusion and recommendations

The study's findings revealed that novice teachers face various classroom management challenges, such as managing individual differences among students due to diverse temperaments, socio-economic backgrounds, learning interests, and varied levels of IQ. Moreover, novice teachers are assigned various non-academic tasks like maintaining school records and academic responsibilities, so the high workload creates challenges for them. Moreover, novice teachers are unable to give individual attention to students in overcrowded classrooms, which creates classroom management challenges for them. The novice teachers also face challenges in maintaining discipline in the classroom due to insufficient furniture. Novice elementary school teachers also face challenges due to insufficient resources in the science labs for doing practical work. Furthermore, the novice elementary school teachers have to face challenges in the classroom due to disruptive behaviour of naughty students and irrelevant questions.

The recommendations of the study are:

- a) The requirement of any professional degree Bed, along with academic degrees, may be made as a pre-requisite by the Federal Directorate of Education (FDE), Islamabad, for the recruitment of Elementary School teachers (ESTs).
- b) The Federal Directorate of Education (FDE), Islamabad, needs to provide at least one month of induction training to the newly appointed Elementary School Teachers (ESTs) before they start formal teaching.
- c) The school heads may monitor the classes of newly appointed Elementary School teachers (ESTs) to identify the problems regarding classroom management.
- d) The heads of educational institutions need to provide guidance regarding classroom management to the newly appointed Elementary School Teachers (ESTs) on regular bases during their first year of teaching career.
- e) The school administration may support the newly appointed Elementary School Teachers (ESTs) regarding the behaviour issues of the students in order to ensure effective classroom management.

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