

## Struggles Coping with Emotions in Professional Lives: First-Year Teaching Experiences of Indonesian EFL Novice Teachers

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### Abstract

*A novice teacher's emotional well-being may be affected by the difficulties they face in their professional career. It is understandable that some first-year EFL educators may find it difficult to control their negative emotions when faced with challenging situations in the classroom. While it was acceptable to openly express some feelings, others were taboo for various reasons. The purpose of this research was to address two questions: (1) what feelings do first-year educators typically encounter in the classroom? (2) How can first-year English as a foreign language instructors manage their feelings while on the job? The researchers in this qualitative study used semi-structured interviews to glean detailed information about the participants' experiences managing their emotions.*

**Keywords:** *emotions, EFL novice teacher, and strategies*

### Abstrak

Kesejahteraan emosional seorang guru pemula dapat dipengaruhi oleh kesulitan yang mereka hadapi dalam karir profesional mereka. Dapat dimengerti bahwa beberapa pendidik EFL tahun pertama mungkin merasa sulit untuk mengendalikan emosi negatif mereka ketika dihadapkan pada situasi yang menantang di dalam kelas. Meskipun dapat diterima untuk mengekspresikan beberapa perasaan secara terbuka, namun ada juga yang merasa tabu karena berbagai alasan. Tujuan dari penelitian ini adalah untuk menjawab dua pertanyaan: (1) perasaan apa yang biasanya dihadapi oleh pengajar tahun pertama di kelas? (2) Bagaimana cara pengajar bahasa Inggris sebagai bahasa asing tahun pertama mengelola perasaan mereka saat bekerja? Para peneliti dalam penelitian kualitatif ini menggunakan wawancara semi-terstruktur untuk mendapatkan informasi rinci tentang pengalaman para partisipan dalam mengelola emosi mereka.

**Kata kunci:** Emosi, guru pemula EFL, strategi

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## INTRODUCTION

Having strong classroom management skills is an important quality in a teacher (Saleem, Muhammad, and Masood, 2020). An inexperienced educator may encounter difficulties in managing the classroom environment and dealing with disruptive students as they begin their career in education. When first starting out in the classroom, many teachers report feeling a wide range of negative emotions, including stress, rage, irritation, and anxiety. Since their feelings have a direct impact on how well they teach, they may find it challenging to cope and manage this scenario. Thus, the concept of emotion has garnered interest for additional study.

In order to carry out their educational vision and goal, universities annually produce new faculty members. Astuti (2010) lists several long-standing occupations that have traditionally required specific teacher qualifications, one of which is teaching a foreign language. The demand for native English speakers is soaring in tandem with the global population's growing reliance on the English language. In this regard, it is a formidable task for today's inexperienced EFL teachers to portray themselves as role models of self-regulation. Why? Because there is a lot of pressure on first-year teachers to prove themselves as professionals even though many of them have little to no experience in the field. The teaching-learning process involves emotional components, and they are expected to handle a hefty burden (Rizqi, 2017). Teaching is seen as a demanding profession due to the many tasks that teachers are expected to do, according to Diasti (2021). Not to mention, there are a lot of other critical things that teachers have to do, such creating lesson plans, grading assessments, and reporting students' processes and scores. Teachers might feel down and out because of all the stress that comes with their jobs. Disruptive pupils, unhelpful coworkers, and an unsupportive work environment are some of the main causes of emotional distress among educators, according to certain studies (e.g., Hepbrun and Brown, 2001). The emotional attitudes of instructors towards the teaching and learning process can be impacted by various situations, both positive and negative (Diasti, 2021).

Those just starting out in the classroom are known as novice teachers. In the past several years, they have completed their degrees in teaching and are now embarking on their careers as classroom instructors. The shift from classroom theory to practical application is something that new educators face (Senom, Zakaria, Sharatol, & Shah, 2013). When first-year language educators' step into the classroom, they face a multitude of learning challenges. These range from getting a firm grasp on the material to dealing with classroom management and even coming to terms with their own identity as inexperienced educators (Pennington & Richards, 2015, p.2). According to Senom, Zakaria, Sharatol, and Shah (2013), there is a drastic and painful shift from teacher training to the first teaching job (p.120). According to them, first-year educators experience a "shock" upon entering the profession as their pre-service training-based ideas are shattered by the realities of the classroom. Talented and dedicated educators are more likely to experience job stress, dissatisfaction, and intolerable difficulty due to limited perceptions and inadequate support, increasing the likelihood that they may become victims of the profession. According to Fitriati (2018), instructors have a vital role in developing, sustaining, and improving the relationship between themselves and their students. What matters is how inexperienced educators successfully adjust to the teaching profession, draw on their prior knowledge, and apply it in the classroom.

Researchers have identified several factors that put new teachers under stress in recent years, including increased workload, negative relationships with colleagues and other professionals, low salary, disruptive students, overbearing parents, ineffective school administration, and a lack of professional autonomy (Pietarinen, & Salmela-Aro, 2011). Potential sources of challenge and professional identity development may arise when teachers feel tension and strains. Without a doubt, the challenges become an

opportunity for growth for the educators involved if they are able to successfully navigate them. The influence of work settings, as well as instructors' personal experiences, connections with students and colleagues, and needs outside of the classroom, on teachers' self-perceptions has been the subject of numerous qualitative research. According to Caspersen & Raaen (2017), inexperienced teachers may struggle with burnout, stress, and low self-efficacy as a result of this kind of transition. This, in turn, can increase the likelihood of attrition (Schwarzer & Hallum, 2008; Le Maistre & Paré, 2010).

### **Challenges Faced by Inexperienced EFL Teachers**

According to Day (2018), teachers' sense of self is shaped by their perceptions of their own cognitive abilities, feelings of self-consciousness, confidence, voice, and relationships with their peers, pupils, and parents. The instructors' dedication to learning, growth in knowledge and skill, and motivation to be an active participant in their classrooms are all bolstered by the development of a strong sense of self. In 2018, Izadinia concluded. China was the site of a three-year longitudinal case study by Xu (2012). In it, we follow four first-year elementary school teachers as they navigate the challenges and opportunities of working with students whose first language is not English. Their professional identities are shaped by this experience. According to the research, first-year teachers' professional identities evolved from their pre-service imagined identities to their first-year teachers' actual constructed identities throughout their time in the classroom. Xu (2012) proposes that rookie teachers should be encouraged to persevere and take initiative in their professional growth, and she contends that the field of English Teacher Education has to incorporate a more thorough understanding of how teachers' identities develop into its body of knowledge. In order to make informed decisions about their careers and daily work life, educators must have a strong sense of their professional identity (Hong, 2010, p. 1531).

Opportunities to deepen instructors' relationships with their English as a foreign language (EFL) students may present themselves when teachers are feeling positive. The quality of education can be improved and new opportunities presented by this (Cheng, 2021). But students' ability to study can be hindered when instructors are emotionally unavailable (Zhu, 2017). A study by Lv (2014) provides more concrete evidence that teachers' emotional attitudes are an important component of the quality of their professional development as foreign language instructors. Personal growth for educators includes things like taking the initiative to better oneself, honing one's teaching abilities, cultivating a positive emotional attitude, and, of course, professional development opportunities for educators (Lv, 2014). Researchers Cheng (2021) found that instructors' feelings are intertwined with those of their pupils and the classroom setting. So, feelings in the classroom cannot develop apart from the dynamic between instructors, pupils, and their physical surroundings. Consequently, in order to establish a rapport with their pupils and bring their lessons together, teachers should design constructive learning activities. In the classroom, this might make it easier for educators to maintain emotional stability.

Educational policy and related stakeholders in Indonesia have implemented numerous reforms. Both students and instructors, as the bedrock of any educational system, have been and will continue to be profoundly affected by these shifts in emphasis and practice. According to previous research by Yuwono (2005), the majority of Indonesian ELT instructors have always been cognizant of the importance of continuing their professional education, adapting to new educational policies and procedures, and keeping up with developments in the English language curriculum and pedagogical approaches. English teachers in Indonesia, particularly those in rural regions, face several challenges every day, as Yuwono (2010) so eloquently described.

She said that lawmakers and other interested parties do not provide enough support, leaving educators to work alone. Instead of fostering professional progress, this state might cause English teachers to be skeptical, ignorant, reluctant, unmotivated, or even reject students (p.147).

As a result, Yuwono (2010) asserts unequivocally that Indonesian English instructors' professionalism needs a complete overhaul (p. 149). Most Indonesian EFL teachers consistently adhere to the guidelines laid out in textbooks and student worksheets, as noted by Astuti (2016). Students hardly have any chances to practice speaking and interacting in the target language in these classes. The success of Indonesian EFL students was impacted by this aspect of EFL teaching. A study that examined the English proficiency of 1.7 million adults from 54 countries where English is not the official language was reported by Anderson (2012). Indonesia is one of the countries with low English proficiency, according to the survey, which ranks the country 27th. According to Dardjowidjojo (2000), who was cited by Yuwono (2010), current research on the contexts of ELT practices and English teachers in Indonesia, particularly in Java, has shown that these teachers do not possess a strong command of the language they are teaching.

### **Emotional Experiences and Impact on Teaching**

According to Anttila, Pyhalto, Soini, and Pietarnine (2016), who studied the professional identities of beginning English as a foreign language (EFL) teacher, "teaching is not just a job" because instructors face unique psychological challenges in the classroom. According to Cheng (2021) and Thomas and Beauchamp (2011), teachers' emotional experiences shape their identity since they are intertwined with their own experiences and emotional exposure. Ghanizadeh & Royaei (2015) and Sutton & Wheatley (2003) are only two of many researchers that have proven that teachers' emotional reactions impact their motivation to teach, as well as their cognition, behavior, and sense of self-development. Education departments can do their part to help teachers stay in the field and even thrive by incorporating lessons on emotional resilience into teacher preparation programs. This is particularly important for first-year educators. Research on teachers' emotional experiences on the job has gained a lot of attention recently, therefore this is a topic that researchers are keen in exploring empirically. Anttila et al. (2016), Bloomfield (2010), and Zhu (2017) are just a few of the many qualitative research that have looked at teachers' feelings. The results of these multiple research show that instructors' emotional experiences impact their pedagogical practices, students' learning, instructors' sense of self, and students' emotional development. According to research by Anttila et al. (2016), educators show signs of emotion while instructing. Along with belonging to the emotions of irritation, worry, wrath, and loneliness, the instructors began to feel satisfaction and passion. The delight and excitement are a result of the teachers and students interacting smoothly. Students who were rowdy and professors who were underpaid contributed to the feelings of isolation and dissatisfaction.

Emotions, circumstances, and actions are only a few of the many potential sources of an individual's emotional experiences. Various scholars have put forth definitions of emotions (e.g., Chen, 2018; Sutton & Wheatley, 2003; Watson & Clark, 1998). Emotions, they said, are crucial to the process of teaching and learning a language. According to Chen (2018), emotions are a mental state that includes both intrinsic and extrinsic factors (Chen, 2018). According to research by Sutton and Wheatley (2003), instructors' feelings can impact their decision-making and drive to teach. It was also shown that teachers are more likely to be motivated when they are feeling optimistic, and that students are more likely to think deeply when they are feeling gloomy. Watson and Clark (1998) state that there are two main types of emotions:

positive and negative. Sutton and Wheatley (2003) contend that the phrase "positive emotion" is oversimplified and fails to capture the complexity of human feelings.

### **Strategies for Managing Emotions in Teaching**

The primary, secondary, and tertiary stages of the emotion tree structure were utilised by Bahia, Freire, Amaral, and Estrela (2013). It may suggest that these three phases of emotion occur during the teaching process for inexperienced EFL instructors. The six basic emotions—angry, sad, surprised, afraid, joyful, and happy—are all within the range of experience for primary school instructors. Teachers go through a lot of feelings in the secondary stage, including irritation, loneliness, empathic, and perplexity. In the third and final stage, we experience more surface-level emotions. This study emphasises the framework of teacher emotion using the positive and negative model in conjunction with Parrot's emotion tree structure. Additionally, according to Tejada, González, and Martínez (2016), teachers are obligated to establish and cultivate deep relationships with their pupils because teaching is an emotionally demanding profession. Emphasizing that both students and teachers might experience a range of emotions and sentiments when faced with challenging situations is crucial (Tejada et al., 2016). In order to better understand and manage their own and their students' emotions, it may be helpful for educators to have a firm grasp on the idea of emotion.

The idea of teacher emotions and strategies for dealing with them has been the subject of a great deal of prior research. As an example, Bahia et al. (2013) used semi structured interviews to delve into the emotional lives of Portuguese educators. According to Bahia et al. (2013), a total of eight Portuguese elementary and secondary school instructors reported three distinct emotional states. Findings from this study indicate that Portuguese educators engage with their pupils on a deeper level, experiencing a range of positive feelings such as enthusiasm, joy, love, and fulfilment. Teachers' personal development and growth are related with positive feeling, as opposed to negative. In addition, using a qualitative method, particularly semi-structured interviews, Tejada et al. (2016) studied first-time EFL teachers' strategies for emotional regulation in southwestern Mexico. Among the negative feelings felt by the five inexperienced EFL teachers surveyed during their first year on the job were: anger, disappointment, worry, impatience, and anxiety. This study recommended rewriting an emotional regulation method to help beginner EFL teachers deal with their emotions. For instance, there is a greater emphasis on giving inexperienced EFL educators greater insight into emotional intelligence, motivational approach, and emotional understanding. Teachers may find it easier to control their negative emotions if they use these techniques. Furthermore, Alhebaishi (2019) used a mixed-method approach to find out how EFL student teachers in Saudi Arabia deal with different kinds of emotions and how they control them when teaching. Despite being able to control their negative emotions, 73 student teachers showed emotion expression during teaching. Angry, worried, and happy were the most common reactions that the student instructors felt while instructing. Shamed, influential, and lost were the least common answers.

According to Satyaningrum and Djastuti (2020), emotional labour is associated with the act of controlling one's emotions in order to achieve one's organization's goals. Put simply, emotional labour could help with task performance by regulating specific emotions and preventing interpersonal and personal issues. Emotional labour, according to Satyaningrum and Djastuti (2020), is a subset of emotional regulation in which people manage their good and bad emotions in the course of their job. In particular, Biron and Van Veldhoven (2012) and de Ruiters et al. (2021) distinguished between three emotional labour strategies: superficial acting, deep acting, and authentic expressing. Teachers that employ the surface acting approach often engage in manipulative student interactions by acting out their emotions. Teachers using the deep acting technique

appear to absorb and incorporate the necessary emotions so that their expressions match their feelings. Furthermore, authentic expression occurs when educators convey the true range of emotions they encounter when instructing. Näring, Vlerick, & Van de Ven (2012) similarly found that emotional weariness is a symptom of emotionally taxing job. Emotional labour tactics are less significant than the idea of emotional work, say Näring et al. (2012). The reason behind this is because jobs that deal with emotions often include dealing with people who are quickly angered and have unrealistic expectations. Previous research on teachers' emotions has been lacking in identifying how inexperienced educators deal with negative emotions in the classroom, especially in an Indonesian setting (cf. Zhu, 2017). Inexperienced EFL educators will inevitably face difficulties in controlling their emotions, both positive and negative, while they teach. Novice EFL teachers still have a long way to go before they can be considered professionals in their field, but they must persevere.

In order to help novice EFL teachers in Indonesia deal with their emotions, this study stressed the significance of investigating teachers' feelings by learning more about teachers' viewpoints. Issues and factors that may impact and trigger teachers' emotional experiences in the classroom are also considered in this study, along with strategies that can help teachers succeed and remain in the field. In addition, secondary school EFL teachers from Indonesia who are new to the profession were included in this study. Involving inexperienced EFL teachers is worthwhile for a number of reasons. The first is the dearth of research that has targeted Indonesian EFL teachers. Second, inexperienced EFL educators may bring their own emotional baggage into the classroom due to a lack of student teaching experience. Using a qualitative approach, this study sought to fill the gaps and overcome the challenges left by the large body of quantitative literature on teacher emotions by investigating how inexperienced EFL teachers identify and manage their own emotions. The following two research questions were put out by the researchers in order to gather more data regarding teachers' emotions: (1) What kinds of feelings do first-year English as a foreign language (EFL) teachers encounter when they face challenges in the classroom? (2) How do these teachers manage their emotions while working?

### **METHODOLOGY**

The research design of this study was qualitative. In addition, the current study primarily used two instruments: semi structured interviews and open-ended questions. Researchers also made use of follow-up questions to glean further details when needed. Researchers asked a battery of questions during the interview phase. In order to elicit information about feelings and education, Cheng (2021) used seven interview questions. From the ages of 21 to 25, four inexperienced EFL teachers were instructing students in a secondary school. There was one male and three females that took part in this study. Only one of the four participants had more than a year of experience in the classroom; the other three all had less than a year. The participants were hand-picked for a variety of reasons. To begin, this study's participants are secondary school educators, which is relevant to the subject matter. The second benefit was that it made it easier for researchers to recruit people who would be open to taking part in the study and providing feedback on the topics under investigation (Diasti & Mbato, 2020). The research questions were addressed by qualitatively managing, organizing, coding, and analyzing the data recorded from the open-ended questions and semi-structured interviews. Key questions were included. Their native language is Indonesian, so the interviews with each new teacher lasted anywhere from sixty to eighty minutes. The next step is to transcribe and translate the data. The participants in this study were invited through WhatsApp and were all graduates of the teacher education program (2022–2023).

## FINDING AND DISCUSSION

The purpose of this study was to describe the feelings that new secondary school teachers have while on the job and the methods they use to manage those feelings. Karina, Giselle, Lucas, and Irene were the names of the participants who were given pseudonyms by the researchers.

### Novice Teachers' Emotional Experiences

This section delves into the researchers' focus on the fundamental emotions experienced by EFL novice teachers upon entering the profession with little to no prior teaching experience. Within the first two years of teaching English as a foreign language (EFL) in secondary schools, many first-year teachers report feeling overwhelmed by negative emotions. In addition, the present study identified a key theme of factors that may impact teachers' negative emotions while on the job.

All the inexperienced educators who have taken on the challenge of teaching English as a foreign language to secondary school students have shared stories of challenges that have left them feeling overwhelmed, frustrated, anxious, disappointed, and stressed out. For instance, two individuals acknowledged that the lack of discipline among students was a major source of their negative emotions in the classroom. They acknowledged that it was difficult for them to stay motivated and engaged as teachers when their students failed to pay attention during class and refused to actively engage in learning. When students are extremely active and easily side-tracked, for instance, Irene and Giselle say they feel overwhelmed and stressed. Additionally, some students would do something off-topic during icebreakers, role plays, reading assignments, and classroom activities like answering teachers' questions and reading aloud. They were easily side-tracked, which in turn exacerbated the negative emotions experienced by teachers during class. Further, in order to maintain a conducive learning environment, Irene and Giselle said that they tried not to show their current emotions.

“When I see that a few students are being disrespectful to me while I am teaching the lesson, I become quite irritated and overwhelmed. They persist in not wanting to actively engage in the learning process, no matter how much assistance or attention I offer. While I'm teaching, some of them are off doing something completely unrelated. For instance, chatting with their chair pal, drawing, or completing other tasks. These occurrences have the potential to easily set off my negative emotions. I simply repressed these powerfully unpleasant feelings, even though I was aware of their existence. I would prefer not to reveal it to my students so that I can maintain our relationship. I couldn't stop wondering why my students weren't paying attention and contributing to the class discussion after I finished teaching the lesson. This situation is really frustrating, but I'd rather share some stories from my day to distract myself. When I feel angry or frustrated, instead of acting out in front of my students, I practise self-talk to help me control my emotions.” (Irene)

Giselle, echoing Irene's sentiments, said that she might feel drained of energy trying to control her emotions:

“I get it now, teaching junior high and senior high school students is easier than teaching secondary school students. Whenever something happens around a student while they are learning, the student is likely to become distracted. As an illustration, engaging in a talk that disrupts the class. If I don't interrupt the disruptive student, other students will follow suit, and the classroom climate will quickly deteriorate. When my students provide me with unrelated responses to my substantive questions, it can also irritate me. On the other hand, when I ask them multiple questions that are relevant to the lessons, they just give me vague responses. Despite how much it saps my strength, I resolve to remain silent in protest. Doing my best to project an upbeat attitude in the classroom so that my students will continue to love learning.” (Giselle)

Student misconduct may be problematic if it alters the dynamic of the learning process, as was the case with Irene and Giselle. Inexperienced educators may also experience burnout and exhaustion as a result (Méndez López, 2020). But when their students misbehaved, Luna and Karen tried to hide their exhaustion by keeping quiet and talking to themselves.

Some teachers are able to openly express their emotions while teaching, while others are unable to do so due to the sensitive nature of the subject matter. Teachers should listen to their own internal rules that tell them when it's okay to show their emotions in the classroom (De Ruiter et al., 2021). Similarly, the majority of first-year educators in Saleem et al(2020).s study tried to hide their intensely negative feelings from their students. They either don't show their true emotions (like sadness or anxiety) or they act fake (like being at ease in a tense situation when they're actually quite upset or furious).

This study found that emotions, not motivation, have a powerful impact on burnout, as stated earlier by Toraby and Modarresi (2018), based on the cases of Irene and Giselle. This finding may provide more evidence that teachers' emotional experiences impact their own thought processes as well as the motivation and feelings of their students. Similarly, to what Tejeda, Gonzales, and Martinez (2016) found in southwestern Mexico, rewrite the last two sentences, we found that novice teachers' emotional exhaustion and a lack of classroom behaviors could have a negative impact on teaching. Inexperienced English as a foreign language (EFL) instructor who take part in the program often report feeling anxious, worried, and stressed out by their students' lack of engagement and inappropriate classroom behavior. It was suggested by Bell, Rahman, Sutanto, Till, Desselle, and Quddus (2010) that these disruptive behaviors may impact the learning environment and atmosphere.

In addition, teachers may experience emotional exhaustion as a result of the negative emotions they went through, especially if they lack the necessary background knowledge to effectively address the problems. On the other hand, when first-year educators encountered negative emotions, they often reframed the situation by talking to themselves. According to Sutton, Camino, and Knight (2009), Irene is not alone in thinking that self-talk is a form of self-encouragement. Furthermore, the study's findings demonstrated that instructors made an effort to comprehend the scenario and their emotions rather than reacting angrily. Cognitive change refers to the ability to comprehend a situation. The portrayal of cognitive change as emotional understanding was made by Tejeda et al. (2016). On the other hand, research out of Indonesia by Nugroho and Mbato (2021) found that, compared to teachers with less experience, those with more than five years of classroom experience exhibited more consistent feelings of joy and satisfaction in their work. According to Nugroho and Mbato (2021), inexperienced educators often face a lack of classroom discipline and inadequate preparation for lessons, which can lead to feelings of anger and anxiety. It appears that the emotional experiences of teachers may cause cognitive changes and emotional exhaustion in new EFL teachers. It may also influence how educators see themselves in the workplace (Esmaeili, Modirkhaene & Alavina, 2019).

The fact that disrespectful behavior is often cited as a form of classroom misbehavior is another intriguing finding. Lucas and Karina, the other two participants, expanded on the idea that students exhibited disrespectful behaviors like interrupting teachers, talking over their heads, sleeping, and sneaking out of class for permission to going toilet. The students, especially the boys, had a bit bad attitude. Here, Lucas and Karina would often vent their frustrations in an effort to draw attention to the students' negative demeanor. It was brought up that:



“Many of my students are sleepy in class, even sleep, because they live in dormitories where activities are quite busy. Even though I was a little annoyed, I tried to understand it but didn't let it go. I usually divert the lesson material by stretching my muscles first or playing audio such as films/music that are still connected to the learning material. So that their feelings of sleepiness and boredom are diverted. Apart from that, frequent permission to go to the toilet also made me quite restrain my emotions. Because they don't want permission to go to the toilet alone, but they definitely invite their friends, for the reason that they are afraid of being alone. Finally all students followed suit.” (Lucas)

While Lucas's clearly demonstrated the upper limit of student misconduct, Karina's was noticeably different:

There are some students who like to interrupt me when I'm teaching. Not to answer the questions I asked, but to complain about their lack of understanding of the material I presented. Indeed, English is a subject that is quite difficult for some students, and some students often complain about this. I also thought about whether my teaching method was not good or whether the students lacked motivation to learn so they lacked focus and could not understand the material thoroughly. During the day, their focus will be reduced and even tend to squeeze me when I'm teaching, because the weather is hot during the day and there is no air conditioning in the classroom. When the students were busy themselves, chatting with their friends, I felt a little emotional, but I tried to hold it in. Usually, I switch to playing games for a while to restore the students' mood and also my own mood.

The research results show that being impolite can make teachers feel bad and weaken their position in the classroom. Both Lucas and Karina showed signs of anger at the students' persistent disruptive behavior. By not listening to the teacher's directions when learning, the teacher's emotions overflow a little but again they have to be restrained because they are still in front of the students. Moreover, when it is noon, the teacher has been teaching since morning, causing the teacher's energy to start to drain which results in students being disobedient in class, making the teacher emotional in teaching.

The results demonstrated that disrespectful actions could make teachers feel bad and weaken their authority in the classroom. When the students' persistent misconduct undermined their authority, both Lucas and Karina showed signs of fury. In the classroom, their authority crumbled. Consistent with the results of KR and Latt (2019) in northern Malaysia, this finding reveals that students exhibit disrespectful behaviours towards teachers. Eight out of seventy-one participants in the study noted that medical students exhibited a lack of respect for their instructors. All eight of these people are educators who have dealt with students' contempt. Teachers often heard students talking during class and not following their directions as examples of disrespectful behaviour. Teachers' relationships with their students are negatively impacted by these behaviours. On the other hand, if teachers demonstrate respect for their students, the students will reciprocate (Liang, Ricchino, Gutekunst, Pauvlin, Li, and Snowden, 2020). According to their student participants, even though teachers can express their anger to students, students do not believe it is appropriate. It seems that the way teachers handle students in class has a direct impact on the level of disrespect they display.

### **Strategies to Cope with Emotions in Professional Life**

No one in this study denied feeling burnt out or any other negative emotion while on the job. It was acknowledged that feeling emotionally drained as a teacher could be linked to the worry of leaving the field altogether. When faced with this kind of challenging situation, they made use of a few techniques that helped them manage their negative emotions. Emotional labor is something that Irene and Giselle have discussed, and they

have tried to manage their anger, stress, and feelings of being overwhelmed as educators by engaging in self-regulation and seeking help when needed.

"I find it helpful to control my emotions when I feel frustrated or angry as a teacher due to my students' actions. I find that taking a few deep breaths helps me to calm down whenever I'm experiencing negative emotions like anger, stress, worries, or feeling overwhelmed. I find it helpful to remain silent and consider strategies to calm myself if I sense that my emotions are still running high. I will keep my words to myself around my students as long as my anger lasts. To help us come up with the best solutions to problems, I believe that self-regulation through the use of self-talk is the most effective strategy. I find that engaging in positive self-talk helps me relax and improve my mood. Restricting one's vocabulary can be helpful as well. I go back to teaching once my anger subsides. By using this strategy, I am usually able to regain my composure and happiness in about fifteen to twenty minutes." (Irene)

When dealing with negative emotions, Irene often turned to her reflection; Giselle, on the other hand, sought assistance from her co-workers:

"Whenever I'm feeling overwhelmed, I find it helpful to remind my students that classroom behavior is important. Some of my students are really frustrating me because they are completely disinterested in what I am teaching and refuse to do what I say. Recognizing patterns in the kids' actions helps me keep my emotions in check. Nonetheless, I opted to seek assistance from other educators during that period. When I see students acting out in one class, I usually inquire with other teachers if they did the same thing in another. I am requesting the assistance of my colleague in order to teach the students self-control in the event that they repeat the same errors." (Giselle)

On the other hand, Lucas and Karina were more likely to employ problem-focused coping mechanisms as opposed to emotion-focused ones. In their findings:

"I tend to use problem-focused strategies because I want to immediately solve problems that occur in class. I admit that sometimes students' impolite behavior can trigger my angry emotions, but to help them improve their learning, I switch them to more relaxed learning. Occasionally invite them to chat outside the context of the material, when they are calmer, I continue the material again. Because if I punish them, they will harbor feelings of anger towards me, in fact, in fact, later they will be even less willing to listen to me when teaching." (Lucas)

Similarly, Karina said that she tried to zero in on more concrete plans:

"Focusing on solving problems is the efficient way to make students better in the learning process rather than focusing on the emotion." (Karina)

All participants use some effective strategies to regulate their emotional labor of negative emotions in their professional lives, as shown in the aforementioned excerpts (de Ruiter et al., 2021). The results of this study are consistent with those of Lindqvist (2019) in Sweden. The Swedish teachers he spoke with described feelings of uncertainty, bewilderment, grief, reluctance, and despair while on the job. Swedish educators utilized self-efficacy and coping mechanisms to manage and alleviate their challenging emotions. Researchers Koenen, Vervoort, Kelchtermans, Verschueren, and Split (2019) came to a similar conclusion, suggesting that teachers who experience emotional exhaustion may be more susceptible to overwhelming and stressful negative emotions. They managed classroom behaviors by relying on their own sense of competence. Furthermore, as stated by Tejada et al. (2016), coping strategies are highly beneficial in helping students manage their emotions and address specific challenges in

the classroom. In order to better manage their emotions while teaching, novice teachers could benefit from these strategies.

### SIMPULAN

This study's findings suggest that new secondary school teachers face a number of obstacles that might amplify their risk of burnout and emotional tiredness on the job. Dealing with and controlling students' disruptive and disrespectful behavior in class was emotionally draining for the participants. Participants also reported feelings of stress, overwhelm, flooding, concern, and anxiety, as shown here. When two of the participants felt angry, they opted to stay quiet and did not want to talk much. Using self-talk strategies, they attempt to control their emotions. Using this method, the two educators can collaborate on finding effective classroom solutions. The other two participants, on the other hand, redirected their wrath when confronted with the difficulties of dealing with the disrespectful and rude behavior of their students. Therefore, they prefer to approach problems with a solution-focused mindset rather than an emotion-centric one. This approach allows educators to effectively manage and resolve issues. This could be a sign that the teacher is trying to instill a sense of self-control in the class.

The current study does have some inherent limitations, even though the results and implications have been explained above. First, there was a significant sample size limitation in this research. We hope that other researchers will replicate our findings with a larger sample size. To add to that, the current investigation relied solely on qualitative techniques. Consequently, in order to obtain more thorough data, future research may employ a mixed-method approach. The relationship between teachers' emotional experiences and their sense of professional identity might be the subject of future, more extensive research.

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