

Annual Methodological Archive Research Review<http://amresearchreview.com/index.php/Journal/about>**Volume 3, Issue 6 (2025)**¹Dr. Ayesha Saleem, ²Aroosa Liaqat, ³Dr. Yaar Muhammad**Developing Emotion Regulation Competencies for Classroom Management: An Analysis of Pre-service Teachers in Punjab's Educational Context****Article Details****ABSTRACT**

Keywords: Emotion Regulation, Classroom Management, Pre-Service Teachers, Punjab, Pakistan and how these skills impact their classroom management practices. Cognitive Reappraisal, Expressive Suppression, Teacher Training, Punjab Pakistan

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This study investigated emotion regulation competencies in pre-service teachers in Punjab, Pakistan and how these skills impact their classroom management practices. A qualitative framework analysis methodology was used to analyse the data reported by 35 pre-service teachers in terms of in-depth interviews, focus group discussions, and reflective journals. The results of the study show that pre-service teachers have a major issue in managing their emotions in classroom interaction, especially in cases involving disruptive students, overpopulation in the classes, and the lack of institutional resources or support. Four major themes emerged: the current understanding of emotion regulation, perceived classroom management challenges, strategies for developing emotion regulation competencies, and institutional barriers. The research designates cognitive reappraisal as the frequent emotion regulation technique used by pre-service teachers, and one employing expressive suppression realised a lesser degree of well-being and had more problems in relationships with others. The results indicate that incorporating emotion regulation training in teacher education programs might be tremendously effective in improving classroom management performance. This study is part of the emotional aspect of teaching in the Pakistani school setting which is emerging in the literature and has practical implications for teacher educators and policymakers.

INTRODUCTION

Teaching is a challenging task for teachers, as they need to address social issues without compromising their professional integrity. Building a teaching identity and mastering various teaching methods is so demanding that pre-service teachers require them to undertake considerable emotional work. The educational system in Punjab, Pakistan makes pre-service teachers aware of specific environmental issues, such as overcrowded classes and a lack of resources, as they work with students from diverse backgrounds ([Ali & Ahmed, 2024](#); [Saleem et al., 2023](#)).

Research has demonstrated that teachers' ability to manage their emotions is crucial, as it enhances their teaching, facilitates effective classroom management, and ultimately benefits students ([Saleem et al., 2019a, 2019b, 2020](#)). However, teacher education programs throughout Punjab devote minimal attention to the development of emotional competency despite this competence being widely acknowledged in the teaching field ([Commission, 2025](#); [Saleem et al., 2019a, 2019b, 2020](#)). New teachers express insufficient preparedness regarding classroom management emotional challenges, which causes their stress to rise and leads to diminished performance, combined with increased burnout. The misalignment between theoretical education and classroom experience results in a significant deficiency in preparing future educators for effective teaching practices.

This study aimed to examine the skill acquisition process among pre-service teachers in Punjab Province regarding the emotional control required for successful classroom management. This study examines pre-service teachers' understanding of emotion regulation, investigates their classroom management difficulties, and evaluates the strategies they use for competency growth in emotion regulation, while analysing institutional support systems and hindrances affecting this development.

This study investigates four essential questions.

- i. How do pre-service teachers in Punjab understand the concept of emotion regulation in the context of classroom management?
- ii. What classroom management challenges do pre-service teachers in Punjab encounter that require emotion regulation competencies?
- iii. What strategies do pre-service teachers employ to develop their emotion-regulation competencies for effective classroom management?
- iv. What institutional support mechanisms and barriers influence the development of emotion

regulation competencies among pre-service teachers in Punjab?

This research is critically important for several reasons. This research fills a significant knowledge gap in the field of teaching emotions in the Punjab Province and Pakistan. Studies on teacher education in Pakistan have extensively explored numerous elements, but few have investigated emotion regulation competencies ([Afriza, 2014](#)). The study findings have practical value for Punjab's teacher education programs as they can inform revisions to educational curricula and enhance teacher preparedness in emotional classroom management. The third application was introduced at the policy stage and supported educational reform agendas in Punjab by focusing on quality teacher education and continuous professional development. This study contributes to global conversations about teachers' emotional competence by exploring Eastern educational settings, thereby enhancing the cross-cultural appreciation of teaching methods that emphasise emotion regulation.

Literature Review

THEORETICAL FRAMEWORK ON EMOTION REGULATION

Emotion regulation refers to the mechanisms individuals use to determine which emotions arise, at what times, and how they perceive and express them ([Gross, 1999](#)). Professionals need to understand and manage their emotions by expressing feelings appropriately based on cultural norms in addition to recognising emotions in themselves and others. Cognitive reappraisal and expressive suppression are two fundamental methods of emotion regulation that have been established by researchers.

With cognitive reappraisal, we replaced our thoughts on things to lessen their emotional impact, whereas expressive suppression involves hiding our emotions. Research indicates that teachers who frequently use cognitive reappraisal tend to improve their teaching and career, and experience better mental health. By contrast, teachers who repress their emotions tend to have opposite results.

Emotional intelligence (EI) is described in another framework as a key method for observing teachers' control over their emotions. Mayer and Salovey ([1997](#)) argue that emotional intelligence encompasses four key skills that contribute to overall well-being: accurate perception of emotions, effective processing of emotional thoughts, understanding emotions in conversation, and emotional regulation. Individuals with better emotional intelligence tend to succeed in motivating their students and handling classroom administration, and their wellness improves ([Valente et al., 2020](#)).

CLASSROOM MANAGEMENT CHALLENGES FOR PRE-SERVICE TEACHERS

Since pre-service teachers often face numerous difficulties in classroom management, they must employ emotional regulation. The lack of funding in Punjab's schools has resulted in overcrowded classrooms, with fewer resources available for administration to utilise. It is evident from studies that the main difficulties for pre-service teachers include maintaining discipline in the classroom, handling misbehaving students, addressing irrelevant questions, and accommodating student differences ([Saleem et al., 2019a, 2019b, 2020](#)).

Such challenges tend to cause considerable stress to teachers. The study revealed that beginners found classroom management to be a significant concern and nerve-wracking([Saleem, Muhammad, & Masood, 2021a, 2021b; Saleem, Muhammad, & Qureshi, 2021](#)). As teachers educate students from different grades in the same classroom, Pakistan's education system faces additional challenges. Teachers need to have well-developed emotional control because they work with students and their behaviours in the classroom.

School administrators face considerable challenges in addressing students' behavioural variations, including those with emotional and behavioural disorders. According to Koenen et al. ([2019](#)), teachers' ability to manage negative emotions leads to improved classroom management and better quality of the teacher-student relationship. [McGrath and Van Bergen \(2019\)](#) confirmed that teaching professionals with strong emotion regulation abilities build better student-teacher bonds while creating positive classroom environments combined with decreased aggressive student behaviours.

INTERSECTION OF EMOTION REGULATION AND CLASSROOM MANAGEMENT

Emotion regulation practices have complex effects on classroom management because they function within a two-way dynamic between educational factors. The ability to regulate emotions enables educational professionals to maintain composure and create positive responses during complex interactions, rather than making hasty decisions. Unfortunately, when classroom management issues surpass a teacher's emotional regulation ability, they often result in a chain reaction between exhaustion and substandard management techniques ([Koenen et al., 2019](#)).

Academic studies have established multiple ways by which emotion regulation affects classroom management. Effective emotion regulation by teachers enables them to create positive classroom environments in which students experience mutual respect while engaging in constructive interactions ([McGrath & Van Bergen, 2019](#)). Through emotion regulation, teachers develop the ability to handle student behaviours purposefully rather than responding

impulsively, so that they can identify the root causes of undesired behaviours instead of addressing only behavioural symptoms ([Frenzel et al., 2021](#)). Through their emotional regulation competence, teachers demonstrate these skills, which eventually help students develop their socioemotional competence ([Wang & Ye, 2021](#)).

Emotion regulation is vital for educators to create inclusive educational settings ([Frenzel et al., 2021](#)). Those who teach children with special educational needs and disabilities (SEND) should learn better emotion regulation to address tough situations and give the required support. Research demonstrates that classroom spaces, together with school-wide regulation breaks and emotional learning cues, help teachers and students develop the ability to manage their emotions ([Aldrup et al., 2023](#); [De Neve et al., 2022](#); [Doyle et al., 2024](#)).

TEACHER EDUCATION IN PUNJAB'S CONTEXT

Because of recent changes placing more emphasis on professional standards and continuous improvement is now very important for the teacher education sector in Punjab. The government has introduced a new policy to guarantee that teachers comply with high standards and requirements ([Shaukat & Chowdhury, 2020](#)).

Educational programs that train teachers do not effectively teach undergraduate students how to manage their emotional responses during classroom instruction ([Parveen, 2021](#)). Current educational models focus heavily on content learning and teaching abilities; however, they provide minimal training for emotional competencies ([Altaf & Saeed, 2020](#); [Parveen, 2021](#)). This gap is concerning because the province faces issues such as a lack of teachers, excessive classroom congestion, and poor education quality.

Pre-service teacher education requires emotional competence training to develop awareness of emotions along with the regulation and interpersonal skills necessary for effective teaching and learning. Education training for pre-service teachers will build their resistance and adaptability to manage diverse emotional situations within the classroom leadership in Punjab.

METHODS

This study utilised a framework analysis methodology for qualitative research design, as [Bryman and Burgess \(1994\)](#) deemed appropriate for applied policy research. The researchers applied framework analysis because it provides a data organisation system and an analysis method that supports theme discovery through flexible approaches ([Gale et al., 2013](#)). This technique offers deep insights into participants' perspectives and provides systematic methods for detecting and linking essential findings within the collected data.

The qualitative research methodology proved suitable for this investigation because it aimed to uncover the intricate emotional perspectives of pre-service teachers regarding their ability to manage their emotions in the classroom. The analysis technique focused on exploring the phenomenon in context and depth because it avoided the numerical reduction of experience. Thirty-five teacher education students from Pakistani universities in Punjab participated in this study. Purposive sampling (Campbell et al., 2020) was employed to achieve participant diversity based on their teaching subject areas, educational backgrounds, and fieldwork experience ([Campbell et al., 2020](#)). The research data consisted of 22 female and 13 male participants to match the gender makeup of teacher education institutions in Punjab Province. A sample of 35 pre-service teachers aged between 21 and 28 years from various teaching subject areas, including science, mathematics, languages, and social studies, participated in the study.

The research participants had at least one teaching practicum placement in educational institutions across Punjab province, thus gaining first-hand knowledge of classroom control issues. The research criteria required teaching sessions during practicum experiences instead of minimal observation activities; therefore, participants obtained practical classroom experiences. Three different research methods were employed to gain a comprehensive understanding of participants' experiences.

Each participant completed a 60–90-minute, highly detailed interview based on semi-structured questions. The participants answered standardised interview questions regarding their emotional concepts, classroom work, challenging experiences, emotional control techniques, and organisational resources. The participants provided consent to record their interviews, which were subsequently transcribed in full.

Four focus group discussions, each consisting of 8-9 participants, examined collective experiences and generated group insights. Participants examined scenario-based prompts during discussions aimed at uncovering their thoughts about emotional regulation practices in classroom management. The researchers used video recordings during the focus groups to ensure precise identification of all comments during the later analysis phases.

During the teaching practicum phase, the participants kept reflective journals for four weeks to track their emotional incidents, selected regulation methods, and the subjective outcomes of these strategies. The journals provided authentic information on how teachers manage their emotions during everyday learning situations.

The research team obtained documentary evidence through practical reports, evaluations,

and outlines from courses and policy documents in teacher education to study the institutional training processes for emotion regulation.

Data analysis was conducted using the framework analysis method, following specific procedures ([Bryman & Burgess, 1994](#)). The research team spent considerable time interpreting the data by listening to the transcripts of the interviews, focus group discussions, and reflective journals on several occasions. The research team noted the preliminary impressions and thoughts that would be critical in future analytical procedures.

Once the questions were researched, the literature was reviewed, data familiarisation was carried out, and the formulation of a preliminary thematic framework commenced. The analytical framework used had four key organisational sections that followed the progress of the emotion regulation understanding, issues concerned, strategies assumed, and the situation structure context in the schools. Several comprehensive subcategories were obtained from the data gathered under each major category ([Gale et al., 2013](#); [Ritchie et al., 2014](#); [Ward et al., 2013](#)).

All collected data were analysed using the thematic framework applied systematically. The categories of the framework provided by other researchers were used as text codes, but the research team introduced new codes when necessary to reflect a newly emerging concept ([Parkinson et al., 2016](#)). To establish coding reliability, two independent researchers examined a part of the data, cross-compared it, and resolved the discrepancies ([Goldsmith, 2021](#)).

The research data were coded into a matrix program in which the rows were occupied by the participants and the thematic categories took the positions of the columns. It was possible to evaluate patterns among participants and within thematic categories within such an organisation. Data from the interviews, focus groups, and reflective journals were entered into the respective labelled cells with permanent reference numbers to the originals.

The researchers analysed the organised data with the aim of finding patterns, relationships, and explanations that existed in the data. In the analysis, the researchers sought the relationships between emotion regulation literacy and educational control systems, the impacts of institutional contexts, and the variations brought about by the context of the study. Visual mapping techniques were used to demonstrate the interrelationships among the various themes.

The participants provided written consent and were informed about the purpose of the research, procedures, and certain details on how confidentiality would be maintained ([Leavy, 2022](#); [Marshall et al., 2022](#); [Mills & Jordan, 2022](#)). All research documents and published materials

contained participants' alternative names to safeguard their privacy. Participants were free to leave the study without any adverse effects. Participants gained access to supportive resources if they experienced distress during the research process, which was due to the sensitive nature of emotional conversations.

Additionally, several strategies have been employed to enhance credibility and reliability.

The research outcomes were verified using various methods, including conducting interviews with participants, forming focus groups, and having participants write reflective journals with input from several members of the research team.

Both study participants and the researcher checked and discussed each other's opinions on the research outcomes to strengthen the project.

The researchers asked other experts who were not involved in the initial discussions to review their results. This prompted the research team to re-evaluate some of their assumptions and refine their interpretation of due diligence.

During the study, professionals carefully recorded every analytical and methodological decision.

The procedures applied allowed participants' views to appear as they truly were in the study findings, making it more trustworthy and credible.

Findings

OVERVIEW OF THE THEMATIC FRAMEWORK

As a result of this framework analysis, several key themes related to pre-service teachers in Punjab were identified: their level of knowledge of emotion regulation, their perceptions of classroom management problems, the methods they used to improve their emotion regulation abilities, and the institutional support or barriers they encountered. These themes and subthemes provide detailed descriptions of how pre-service teachers employ emotion regulation strategies in their work with students.

THEME 1: CURRENT UNDERSTANDING OF EMOTION REGULATION AMONG PRE-SERVICE TEACHERS

The participants displayed different degrees of understanding of their concepts of emotional regulation throughout the analysis. Most pre-service teachers understood the importance of classroom emotional management; however, they demonstrated limited knowledge of the specific methods and mechanisms for regulating emotions.

Many participants defined emotion regulation in terms of "controlling" or "suppressing"

negative emotions rather than a more comprehensive understanding that includes acknowledging, processing, and transforming emotions. As one participant explained, the professional concept of emotional regulation for teachers included deliberately concealing their emotional outbursts from students: “If you show negative emotions, you’ll lose control of the class” (Participant 12).

The concept of expressive suppression ([Butler et al., 2003](#)) aligns with the perspective of teaching people how to prevent emotional display. Studies have shown that cognitive reappraisal delivers superior outcomes to suppressive actions in maintaining both mental welfare and social connections ([Dryman & Heimberg, 2018](#)).

Simultaneously, a smaller number of participants demonstrated an advanced understanding that emotion regulation requires both the acquisition of emotional knowledge and acceptance of emotions, along with the proper expression of feelings. “For me, emotion regulation isn’t about not feeling emotions—it’s about recognising what I’m feeling, understanding why, and choosing how to respond in a way that’s helpful for my students and myself” (Participant 7).

Participants formed their understanding based on personal experiences rather than relying on the knowledge gained from formal educational programs. Teacher education programs provided only meager direct instruction on emotion regulation to most students: “We learned about classroom management techniques, but no one ever taught us how to manage our own emotions when those techniques don’t work or when we’re feeling overwhelmed” (Participant 24).

Research indicates that pre-service teachers often lack sufficient training to meet the emotional demands of teaching, aligning with the existing evidence of curricular gaps in teacher education programs ([Scheirlinckx et al., 2023](#)).

THEME 2: PERCEIVED CHALLENGES IN CLASSROOM MANAGEMENT

The participants mentioned several different classroom management problems that elicited emotional responses and required effective regulatory systems. The presented classroom challenges were divided into behavioural matters, structural limitations, and differences in student response patterns.

Student behaviour disruptions proved to be the most demanding aspect of teachers’ classroom management. Student participants expressed frustration, anger, and helplessness when they talked out of turn and showed defiance and disrespect. Being subjected to repeated student disobedience and disrespectful statements created significant stress: “My heart beats faster as I

make an effort to prevent my frustration from showing” (Participant 3). Student teachers primarily encounter student misbehaviour management as their most challenging task, requiring substantial emotional control.

Participants described multiple organisational limitations found within Punjab educational institutions, which made classroom management more challenging while producing emotional difficulties. “The classroom was so overcrowded that I could not even move between rows to monitor students’ work. It made me feel anxious and inadequate because I couldn’t implement the teaching strategies I had planned” (Participant 19).

The documented educational issues in Punjab align with this case scenario through a combination of classroom overcrowding, inadequate resources, and lack of furniture. Owing to these practical limitations, the distance between pre-service educators’ classroom expectations and real-life classroom environments necessitates extensive emotional readjustment.

Controlling classrooms that include students with diverse abilities, varying interests, and educational needs has proven difficult. The challenge of teaching students with significantly different learning levels within one classroom became too difficult for me to manage. Students completed their tasks at different speeds because some completed assignments immediately, whereas others required extensive time to follow basic directions. I felt pulled in too many directions and guilty that I could not meet everyone’s needs” (Participant 31).

Pre-service teachers who taught in multigrade classrooms faced a specific challenge because of the requirement of providing instruction to students of different ages and academic levels. The participants’ documentation revealed their ongoing experience of emotional strain from attempting to handle students with varying learning levels, using limited resources and scarce teaching experience.

THEME 3: STRATEGIES FOR DEVELOPING EMOTION REGULATION COMPETENCIES

Pre-service teachers employ various methods to develop and implement emotional competence in their classroom management practices. Participants utilised unregulated personal techniques as well as organised methods that came from observation and limited training.

Participants mentioned how they used cognitive reappraisal techniques to handle their emotions in challenging classroom situations. “I’ve learned to reframe difficult situations—instead of seeing a disruptive student as deliberately challenging my authority, I try to consider what might be causing their behaviour and how I can help” (Participant 8).

Pre-service teachers who employed cognitive reappraisal experiences improved their mental well-being. Teachers who utilised these methods had better outcomes when dealing with management issues in their teaching environments.

Some participants employed the “Circle of Control” concept to distinguish between aspects of the teaching situation they could and could not control: “I remind myself to focus on what I can control—my preparation, my responses, my attitude—rather than things beyond my control like the number of students or their home situations” (Participant 15). Educational experts have approved this method as a technique to build emotional resilience in academic settings.

Many teachers have incorporated physical methods, including deep breathing, brief pause times, and voice and posture control techniques.

The process of managing emotional reactions involves taking deep breaths, followed by counting to three before purposefully lowering my voice instead of elevating it. My students actively focus on my speech as I maintain both a calm and quieter tone. (Participant 22)

Several participants described implementing structured pauses or “regulation breaks” both for themselves and their students: “I’ve started implementing ‘mindful minute’ breaks during lessons when I notice tension rising—either in myself or the class. Everyone devotes one minute to achieving breathing relaxation. It’s been surprisingly effective” (Participant 10). School-wide regulation breaks represent an effective method of building emotionally positive teaching environments.

Students, together with their mentor teachers, found that seeking social support was a fundamental practice that worked well for them: “My valuable learning process came from sharing my experience with fellow student teachers. Through the disclosure of my stories, I strengthened my emotional control and acquired fresh viewpoints about difficult situations” (Participant 17). According to the participants, humans utilise reflective methods, including journaling and structured self-assessment, to improve their emotional competence. “Writing reflections after each teaching session helps me identify my emotional triggers and think about how I could respond differently next time.” (Participant 29)

The research confirms that both structured curriculum learning experiences and everyday practice development help teachers build their emotional regulation skills, as emotional labour studies show.

THEME 4: INSTITUTIONAL SUPPORT AND BARRIERS

The research findings revealed significant deficiencies in the institutional resources dedicated to teaching emotion regulation skills to pre-service teachers in Punjab.

Teacher education programs in Punjab lack sufficient formal resources to help participants develop their emotion regulation abilities. “We have courses on teaching methods and classroom management, but nothing specifically addresses the emotional aspects of teaching or how to handle our emotional responses” (Participant 5).

University general counselling services exist, yet most pre-service teachers fail to use them to build their professional emotional competencies. The participants mentioned positive stress management workshops; however, they operated outside the core curriculum requirements as optional sessions.

Pre-service teachers considered their mentor teachers from practicum experiences to be strong potential supports for emotion regulation but found this assistance to vary substantially among the different teachers. “My mentor teacher was excellent—she not only gave me teaching tips but also discussed how to manage the emotional challenges of the classroom and shared her own experiences” (Participant 33). Another participant stated, “The mentor dedicated all his time to planning lessons and delivering content. My attempt to share my classroom management emotions led to a dismissal when he said that I required greater toughness” (Participant 14).

Several problems within the system have prevented the development of teaching abilities related to emotion regulation. None of the participants reported that emotion regulation topics appeared in their teacher-education curriculum. “Our program covers subject knowledge and teaching methods thoroughly, but there’s virtually nothing about teacher emotions or how to handle the psychological aspects of teaching” (Participant 26). Participants mentioned that cultural traditions often hinder the open expression of emotions in educational settings: “There’s an unwritten rule that teachers should be tolerant and not show emotions. Individuals perceive emotional challenges as indicators of a lack of professionalism or poor performance competency” (Participant 9). Teaching practice followed a design which placed greater emphasis on performance instead of reflection and personal development activities: “The focus during practicum is on demonstrating perfect lessons for evaluation, not on the messy process of learning to teach, including emotional challenges” (Participant 20). Limited exposure to modelling, since few students had the chance to witness skilled teachers successfully handling intense emotional situations during their practice classes: “We observe model lessons but never

see how teachers handle challenging situations or how they process their emotions afterwards” (Participant 1).

The data show that while Punjab implements new developments in teacher education, there is a critical deficit in teaching emotional methods.

Discussion

INTERPRETATION OF KEY FINDINGS

This analytical investigation provides a comprehensive description of the developmental patterns of pre-service teacher emotion regulation in Punjab.

Professional education programs often provide insufficient formal training on the emotional challenges of teaching despite beginner educators fully understanding their importance. Most participants understood the connection between emotional competence and classroom effectiveness; however, their educational training provided them with minimal direct learning about the subject. The insufficient emphasis on emotional teaching aspects within teacher education programs signifies a widespread teaching education practice that focuses on cognitive and pedagogical instruction ([Özdemir & Babadogan, 2023](#)).

The identified classroom management issues, including disruptive behaviours, overcrowded classrooms, and diverse student needs, create a high demand for teachers to develop advanced regulation competencies. The problems identified in this study match those reported in previous studies on Pakistani pre-service teachers ([Noor et al., 2025](#); [Saleem et al., 2025](#); [Saleem et al., 2023](#)). The results indicate that these problems were exacerbated by the characteristics of Punjab's educational system, including financial constraints and social traditions.

The strategic approach of pre-service teachers who experience successful classroom management consists of cognitive reappraisal rather than expressive suppression. The concept of cognitive reappraisal is supported by strong scientific evidence linking it to improved well-being and enhanced interpersonal performance. Research indicates that incorporating specific emotion regulation strategies might improve the emotional regulation abilities of future teachers.

There is inadequate institutional support within Punjab's education system to promote the development of teachers' emotion-regulation abilities. Education policies strive to improve teacher quality; however, emotional competency remains excluded from teacher education practice. Educational institutions should seize opportunities to teach critical competencies, which research indicates are essential for effective teaching and teacher well-being.

IMPLICATIONS FOR PRE-SERVICE TEACHER EDUCATION

This study reveals multiple meaningful outcomes regarding pre-service teacher education in Punjab. Professional teacher education programs should revise their training materials to emphasise emotion regulation competencies as a fundamental skill for teachers. This could include:

The training program should feature specialised units that explore emotional comprehension within educational teaching environments.

Experienced instructors teach pre-service teachers practical techniques that allow them to use emotion-regulation methods in classroom management.

Integration of emotional competence development across subject-specific methodology courses.

Multiple approaches can be incorporated to boost teaching practices focusing on emotion regulation, as demonstrated by the results of this study.

Teaching practice should employ reflective approaches that integrate structured journaling with a guided analysis of emotional experiences during practicum.

Students should participate in scenario-based training by utilising emotionally stressful classroom simulations as a part of their preparation for teaching.

Pre-service teachers must receive comprehensive emotional support through peer mentoring programs and peer groups, with a primary emphasis on providing emotional support during the teaching process.

Explicit modelling of emotion regulation strategies by teacher educators and mentor teachers can be beneficial.

CONTEXTUAL CONSIDERATIONS FOR PUNJAB'S EDUCATIONAL SYSTEM

Researchers should examine the specific characteristics of Punjab's education system before implementing recommendations.

There is a significant challenge owing to resource shortages. As there are not enough classrooms and teachers, pre-service teachers often face significant emotional demands. Training programs for controlling emotions should be aware of these boundaries.

Punjab's culture helps to determine how teachers moderate their emotions in their work setting. Today, many people prefer that teachers use emotions in their teaching and reveal them, rather than using strict methods and remaining emotionless. Such strategies may only be used after schools consider the culture and way of life.

Professional development and teacher quality initiatives in Punjab present an opportunity to merge emotion regulation competencies with the existing reforms. Emotional competence should be viewed as necessary for effective teaching, rather than being segregated as an independent or supplementary skill, as this shift would create a more comprehensive definition of professional teacher knowledge.

LIMITATIONS OF THE STUDY

This study had several limitations. The pre-service teachers' self-reported information revealed both increased recall inaccuracies and preference bias. The implementation of direct classroom observations would have delivered more specific knowledge about the real-life practice of emotion regulation skills by teachers.

The collected data included participants from diverse backgrounds across various genders and subject areas with a primary focus on university-level pre-service teachers. This study did not collect information regarding teachers who pursued certification through routes other than university-based education programs such as distance learning programs.

The narrow geographic focus on Punjab province limits this study's ability to provide generalised insights into emotion regulation development for the people of Pakistan, who follow different educational policies. Future studies should implement a comparative method to examine the progress of emotion regulation in various Pakistani provincial settings.

CONCLUSION

This study investigated the emotion regulation competencies among future teachers from Punjab, Pakistan, by examining their knowledge of emotion handling, responses to educational management challenges, strategies, and institutional support structures in place. Pre-service teachers demonstrated a basic understanding of emotional teaching demands; however, they received insufficient formal training, despite its acknowledged necessity, while facing significant emotional challenges related to classroom management in Punjab's educational system. They utilised a variety of self-created regulation methods for different effects, along with insufficient institutional support for the advancement of emotional competence. Most participants developed their emotional intelligence skills through experiential learning, including peer connections and personal reflection, while lacking formal training in these competencies.

Researchers can use this information to guide them in discovering how to regulate emotions in Punjab's educational system. Studying emotional learning in pre-service teachers from their university years to their first years of teaching would provide valuable information on

how it develops during this period. Future research should analyse various ways to boost teachers' emotional competence to determine the most effective approaches in such education. Moreover, by studying the role of culture in emotion regulation in schools, it would be easier to see how customs shape student behaviour in the classroom. Such studies would also support the importance of teaching teachers how to regulate their emotions to help students in Punjab schools. Furthermore, a comprehensive examination of pre-service teacher emotion regulation development through comparative research across various Pakistani provinces would generate insights into state-wide educational improvement through policy standardisation across the nation.

Pre-service teacher education in Punjab requires immediate attention to develop emotion regulation competencies, as they remain an important yet neglected aspect of training. Improving the preparation of new teachers regarding the emotional realities of classroom management by acknowledging this gap will lead to better educational outcomes for both teachers and students in Punjab.

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