Emotional Expressions and Emotion Regulation Goals and Strategies among Selected Elementary Teachers

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ABSTRACT

*T*his study investigated the profile of the teachers in terms of their years in service, grade level being taught, teaching styles and personality traits, the emotions expressed by the teachers in interaction with their pupils, the most frequent emotions including their triggers, non-verbal expressions, level of intensity and suitability, as well as the pupils' responses to these emotions and lastly, the teachers' emotion regulation goals and strategies. This study involved three purposely selected elementary teachers of Hadiyyah International School, of varying years in service and grade levels being taught. A mixed method design utilizing survey questionnaires, naturalistic observation and interview was employed. The results showed that some of the teachers possessed similar teaching styles and personality traits. The observations revealed that the teachers expressed pleasant and unpleasant emotions with joy and anger being the two most frequent emotions. Joy was triggered predominantly by humorous situations, whereas anger was mostly triggered by pupils' lack of discipline. Anger had more non-verbal expressions compared to joy. The assessed intensity of joy was lower than anger while their suitability was high. The pupils' responses to joy and anger varied. Moreover, the interview revealed that the teachers regulate their emotions for the goals of preserving pupils' psychological well-being, reducing pupils' abuse of pleasant emotions, fulfilling teaching and learning goals, keeping positive teacher image and pupil relationship, and conforming to the professional ethics of teaching. In doing so, they use strategies such as situation selection, situation modification and responsive modulation.

Keywords: Emotions, Emotional Expressions, Emotion Regulation, Elementary Teachers.

I. INTRODUCTION

Teachers are conceived to be one of the key players in the teaching and learning process whose daily routine involve meeting learners with diverse behaviors. Likewise, in the interactive nature of classrooms, teachers express various emotions as responses to the emotional triggers inside the classroom. These emotional experiences may have varying emotional expressions. Emotional expressions refer to how one conveys emotional experience through both verbal and nonverbal behaviors (Gross, 1998b, 1999 as cited in Springer Website, 2016). In this study, its definition was expanded to refer both to the emotions expressed by the teachers and the emotions' non-verbal expressions focusing on facial expressions, gestures, and tone of voice as well as the emotions' level of intensity and suitability.

However, in classrooms where positive relationships are promoted, teachers may not freely give vent to their emotions especially

those unpleasant ones. Instead, teachers may develop strategies like feigning emotions or avoiding situations that trigger unfavorable emotions.

Definition of Emotion

Matsumoto (2009) stated that "emotions are transient, bio-psycho-social reactions designed to aid individuals in adapting to and coping with events that have implications for survival and wellbeing" (p. 1). In addition, emotions are defined to be a set of complex mind and body processes triggered in an individual as reactions to subjectively perceived stimuli (Lazarus, 1991, as cited by Prosen, Vitulic & Skraban, 2011).

Teacher's Classroom Emotions

Day and Gu (2014), as cited by Hagenauer, Hascher and Volet (2015), emphasized that teacher emotions typically unfold in interaction with their environment. Furthermore, Nias (1996), Keller, Frenzel, Goetz, Pekrun, & Hensley (2014) as cited by Keller, Chang, Becker, Goetz, & Frenzel (2014), stated that during classroom instruction, teachers experience an array of emotions. These emotional experiences require equilibrium in which Fredrickson (2008), as cited by Prosen, et al. (2011) recommends that there must be thrice the amount of pleasant

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emotions compared to unpleasant ones to call it balanced.

Past studies about teachers' emotions have confirmed the manifold emotions that teachers experience in their classrooms. The study of Prosen et al. (2011) showed that joy, surprise and pride are the pleasant emotions expressed by teachers, whereas anger, disappointment, fear, sadness, shame, and guilt are the unpleasant emotions that teachers express. In their study, joy and anger were dominantly expressed and were triggered by different learning situations. These emotions also have multifarious verbal and non-verbal expressions and pupils responded to them differently (Prosen, Vitulic & Skraban, 2014). Similarly, O'Toole, Ogier-Price and Hucks (2010) found that the positive and negative emotions most frequently reported by teachers are happiness and anger, respectively. In addition, Yuu's (2010) findings revealed that teachers show positive emotions when students showed interest in learning and negative emotions when students acted passive and impolite.

Furthermore, there are studies that claimed teachers' emotions to be affected by significant factors like the subject and group of students (Frenzel, Becker-Kurz, Pekrun & Goetz, 2015), teachers' teaching approaches (Trigwell, 2012), and personalities (Hagenauer & Volet, 2014a).

Emotion Regulation in Teaching

Emotion regulation as defined by Gross (2002), as cited by Chang (2009), refers to the processes by which individuals modify the kind of emotions they have and how they experience and express them.

Likewise, there are different strategies on how people can regulate their emotions. Gross (1998) as cited by Gong, Chai, Duan, Zhong and Jiao (2013), identified regulation strategies as antecedent-focused strategies which are used before emotional response occurs and response-focused strategies which are applied after emotions had been experienced. Antecedent-focused strategies include *situation selection* which refers to an individual's avoidance of situations that will likely incite emotional response; *situation modification* which refers to the alteration of an emotional environment aiming to change its emotional influence; *attention deployment* where one shifts his/her attention to alter an emotional response; and *cognitive change* where one changes his evaluation of an event. On the other hand, response-focused strategies also referred to as *responsive*

modulation refer to influencing emotional experiences, expression or physiological response by intensifying, prolonging or diminishing the emotion.

In the educational setting, some instances compel teachers to hide their emotions. Hargreaves (2000), as cited by Fried (2011) stressed that teachers face situations that may make them feel unpleasant emotions and they need to find ways of regulating these emotions. One notable feature of emotion regulation is the initiation of a goal to influence the emotion trajectory (Gross, Sheppes & Urry, 2011 as cited by Gross, 2015). These goals may differ for teachers of various grade levels, academic disciplines, or experience (Rich & Almozlino, 1999 as cited by Sutton, 2004). Gong et al. (2013) disclosed that teachers regulate their emotions to achieve their instructional goals, decrease the negative impact of emotions on student learning, confirm the professional and ethical norms, maintain teachers' and students' mental health, keep positive emotional images, and nurture good teacher-student relationships. To attain these goals, the teachers frequently use response modulation. This study supports the idea that teachers often regulate emotions to enhance the effectiveness of teaching and learning (Hagenauer, et al., 2015). This practice of emotion regulation, however, varies from least experienced to experienced teachers (Cubukcu, 2012).

Some studies, also about teachers' emotions (e.g. O'Toole et al., 2010; Yuu, 2010; Hagenauer, et al., 2014a; Hagenauer et al., 2015; Becker, Keller, Goetz, Frenzel & Taxer, 2015), focused on either secondary or tertiary teachers as respondents. Henceforth, this study explored the emotions expressed by elementary teachers as well as their emotion regulation goals and strategies. This study would be beneficial for the teachers since it brought to light their emotional experiences as they perform their chosen profession, teaching. Pre-service teachers would also be given inklings on the role of their emotions in teaching and the relevance of regulating them.

Objectives of the Study

This study aimed to answer the following questions:
1. What is the profile of the participants in terms of their:
    1.1. Years in Service;
    1.2. Grade level being taught;
    1.3. Teaching Style(s); and
    1.4. Personality Trait(s)?
2. What are the emotions expressed by the elementary teachers in their interaction with

their pupils in terms of:
    2.1. Pleasant emotions; and
    2.2. Unpleasant emotions?
3. What are the most frequent emotions expressed by the teachers and;
    3.1. The situations that triggered these emotions;
    3.2. Their non-verbal expressions;
    3.3. Level of intensity;
    3.4. Level of suitability; and
    3.5. The responses of the pupils to these emotions?
4. What are the emotion regulation goals and strategies of the teachers?

II. METHODS AND MATERIALS

Participants

This study involved three elementary teachers of Hadiyyah International School, a private institution located in Marawi City, Lanao del Sur, Philippines. Presented in **Table 1** are the criteria for the selection of teachers.

Instrumentation

To collect the needed data, a mixed-method design combining quantitative and qualitative methods was employed in the study. The quantitative part is reflected in the use of survey questionnaires, whereas the qualitative data is represented by the use of naturalistic observation and semi-structured interview.

Teaching Style Survey Questionnaire

The Teaching Style Inventory by Grasha-Riechmann (Copyright 1976, 1987, 1990, 1996) is a 40-item survey questionnaire designed to classify the teaching styles of the teachers into expert, formal authority, personal model, facilitator, and delegator based on their mean. The reliability of each scale of the inventory is between α=0.70-α=0.80.

International Personality Item Pool (IPIP)

The International Personality Item Pool by Goldberg, Johnson, Eber, Hogan, Ashton, Cloninger, and Gough (2006) is a 50-item survey questionnaire divided into five dimensions namely extraversion, agreeableness, emotional stability, conscientiousness and openness. The respondents' personality trait(s) were determined based on their mean. The reliability of each dimension ranges from α=0.82-α=0.89.

Observational Scheme

A constructed observational scheme used by Prosen et al. (2011) in their study conducted in

Table 1 - Criteria for the Selection of Teachers

NUMBER OF TEACHERS	YRS. IN SERVICE	GRADE LEVEL	GENDER
Three	At least 2 years 4 years 6 years	Grades 1 or 2 3 or 4 5 or 6	Male/Female

Slovenia was adopted in this study. This scheme consisted mainly of the name of emotion observed, description of situation when an emotion is triggered, the verbal and non-verbal expression of the emotion, its level of intensity and suitability, as well as the responses of the pupils to the emotion.

Interview Guide Questions

The questions for the interview were based on the semi-structured interview questions used by Sutton (2004) and was adapted from the study O'Toole, et al. (2010) conducted in New Zealand. This contains four core questions with further probes for the third question to understand the emotion regulation goals and strategies of the teachers.

Data Gathering Procedure

First, with the school principal's permission, the researchers selected the participants based on the given criteria. Each teacher was observed by the two researchers, having separate observational scheme, for a total of 16 classroom sessions. The researchers observed them three 3-4 times a week. During the observations, video recording was done. Furthermore, prior to the observations, the researchers handed their letter to the three teachers and asked the teachers to answer the survey questionnaires about their teaching styles and personality traits.

After all the observations, the teachers participated in an audio recorded semi-structured interview which lasted for 15-20 minutes each.

Data Analysis Procedure

The researchers reviewed the recorded videos to reconfirm their observations. At the same time, the researchers compared their observations and combined those that were found to be similar and the differences were verified through the video. The data gathered from the observations were tested for reliability by inviting a third rater. The results of the third rating showed a high similarity to the combined observations of the researchers. Moreover, some of the gathered data from the observations were compressed into categories and each datum was

placed into one of these categories through frequency distribution. As for the interview, the responses were transcribed and parts of these were categorized into goals and strategies. Thematic analysis was used to analyze the teachers' responses. As for the emotion regulation strategies, they were encoded based on Gross' (2002) process model of emotion regulation.

III. RESULTS AND DISCUSSION

After the collection of data, analyses and interpretation followed and yielded the following results.

Respondents' Profile

The profile of the respondents in terms of their years in service and grade level being taught are presented in **Table 2**.

As shown in Table 2, the teachers were coded as Teacher 1, Teacher 2 and Teacher 3 based on increasing grade level. The table shows that the teachers vary in their years in teaching. In the study of Cubukcu (2012), it was found that least experienced teachers were more likely to show positive emotions but quicker at managing negative emotions, whereas experienced instructors were likely to suppress negative emotions.

The table also shows that the teachers came from different grade levels. This variable was included since Frenzel et al. (2015) found that

Table 2 - Respondents' Profile

TEACHERS' CODE NAME	YEARS IN SERVICE	GRADE LEVEL
Teacher 1	More than 2 years	2B
Teacher 2	More than 20 years	3A
Teacher 3	More than 4 years	6

teachers' emotions considerably varied depending on the group of students taught.

Reflected in **Table 3** are the teaching styles of the teachers. The results showed that some teachers possess similar teaching styles. Based on the study of Trigwell (2012), the ways in which teachers approach their teaching mediate their emotional experiences. It is then possible that, under certain circumstances, the kind of teaching styles teachers possess may mediate their emotions during instruction.

Table 3 - Respondents' Teaching Style(s) and Personality Trait(s)

TEACHERS	TEACHING STYLE(S)	MEAN	PERSONALITY TRAITS	MEAN
Teacher 1	Personal Model	3.38	Extraversion	3.7
Teacher 2	Personal Model/ Facilitator/ Delegator	4.88	Agreeableness/ Conscientiousness	5.0
Teacher 3	Facilitator	4.75	Extraversion	4.8

Furthermore, Table 3 also illustrates that two teachers possess similar personality. It was discovered in the research of Hagenauer et al. (2014a) that the emotions displayed by teachers which are triggered in specific teaching-learning situations depended on the teachers' personalities.

Emotions Expressed by the Teachers in Interaction with their Pupils

Many studies about teachers' emotions (e.g. Prosen et al., 2011; Hagenauer et al., 2014a; Yuu, 2010) confirmed that teachers express different emotions. This study also affirmed these results.

As indicated in **Table 4**, there were eight different emotions expressed by the teachers and they were categorized into pleasant and unpleasant emotions. Pleasant emotions include joy (f=117), surprise (f=28), and affection/ concern (f=3). On the other hand, among the unpleasant emotions are anger (f=65), irritation (f=45), disappointment (f=23), guilt (f=7), and embarrassment (f=4).

Overall, there were 292 recorded teachers' emotions. This means that the teachers in the

Table 4 - Emotions Expressed by the Teachers

TEACHERS' EMOTIONS	TEACHER 1	TEACHER 2	TEACHER 3	OVER-ALL FREQ.
Pleasant Emotions				
Joy	59	11	47	**117**
Surprise	9	3	16	**28**
Affection/ Concern	3	0	0	**3**
Total	**71**	**14**	**63**	**148**
Unpleasant Emotions				
Anger	24	31	10	**65**
Irritation	31	9	5	**45**
Disappointment	3	3	17	**23**
Guilt	6	0	1	**7**
Embarrassment	3	1	0	**4**
Total	**67**	**44**	**33**	**144**
Σ (All Emotions)	**138**	**58**	**96**	**292**

study expressed an array of emotions. Some of these emotions occurred very frequently and some less frequently. Earlier studies also confirmed that teachers express joy, surprise, anger, disappointment and guilt (Prosen et al.,

2011; Hagenauer et al., 2014a; O'Toole et al., 2010), irritation and embarrassment (Hagenauer et al., 2014a; Yuu, 2010) in their classrooms.

In addition, the overall frequency of pleasant emotions (f=148) and unpleasant emotions (f=144) approximately have a 1:1 ratio. This means that the observed pleasant and unpleasant emotional experiences of the teachers were almost equal. However, this is not in accordance with the 3:1 ratio, in favor of pleasant emotions, recommended by Fredrickson (2008) as cited by Prosen et al. (2011). Furthermore, among the various emotions, the most frequently observed was joy followed by anger.

Most Frequent Emotions Expressed by the Teachers

As stated earlier, joy and anger were the two most frequent emotions expressed by the teachers. The analyses of the triggering situations of these emotions are presented in **Table 5**.

Joy and anger are the most frequently reported teachers' emotions (O'Toole et al., 2010; Hagenauer et al., 2015) which are triggered by several learning contexts. As unveiled in Table 5, the classroom situations that activated the teachers' joy and anger were compressed into five categories each.

As presented, the teachers' joy was triggered by humorous situations (f=68; i.e., a pupil speaking in a funny way), pupils' participations (f=25; i.e., a pupil sharing his experience), academic achievements (f=16; i.e., a pupil getting a perfect score), pupils' issues (f=6; i.e., a pupil saying he is going to the U.S.) and others (f=2; i.e., teacher saying teachers are heroes, too). This suggests that the teachers' joy is dominantly aroused by humorous situations initiated by the pupils and the teachers. This result is similar to the finding of Prosen et al. (2011) reporting that funny events are classroom triggers of teachers' joy. Similarly, Hagenauer et al. (2014a) stressed that teachers enjoyed sharing humor and jokes to promote a positive classroom atmosphere.

Table 5 also revealed that the triggering factors of anger include pupils' lack of discipline (f=41; i.e., pupils playing inside the class), inattentiveness (f=13; i.e., a pupil not listening to the lecture), failure to follow instructions (f=6; i.e., some pupils did not exchange their papers), underachievement (f=4; i.e., a pupil asking the answer to the assignment), and other events (f=1; i.e., a pupil wrote and submitted their name on a crumpled paper). This signifies that the

Table 5 - Triggering Situations of Joy and Anger

	TEACHER 1	TEACHER 2	TEACHER 3	OVER-ALL FREQ.
Triggers of Joy				
Humorous Situations	28	4	36	68
Pupil Participation	13	3	9	25
Academic Achievements	10	4	2	16
Pupils' Issues	6	0	0	6
Other(s)	2	0	0	2
Σ (Joy)	59	11	47	117
Triggers of Anger				
Pupils' Lack of Discipline	14	24	3	41
Inattentiveness	5	4	4	13
Failure to Follow Instructions	4	1	1	6
Underachievement	1	2	1	4
Other(s)	0	0	1	1
Σ (Anger)	24	31	10	65

most common classroom scenario that prompts teachers' anger is the pupils' lack of discipline. The similarity of this particular result to other studies (Chang, 2009; Hagenauer, et al., 2015; Farouk, 2010; & Prosen, et al., 2011) that anger was best predicted by lack of discipline and misbehavior in class is worth noting. These findings were supported by the appraisal theory which posits that the ways in how an individual evaluates an emotionally triggering situation can affect the emotions he/she experiences (Lazarus, 1991, as cited by Farouk, 2010). This may mean that the teachers expressed their joy and anger when they perceived the triggers as good or bad, respectively.

Additionally, in the evolutionary theories of emotions, Ekman (1992b; 1992a; 1999a; 1999b) as cited by Adam (2007), agreed on the existence of basic emotions, having universal facial expressions, and corresponding physiological changes. **Table 6** shows the analyses of the non-verbal expressions of joy and anger emphasizing the facial expressions, gestures and tone of voice, since they are the common means of emotional expression (Bowers, Bauer, and Heilman, 1993, as cited by Prosen et al., 2014).

As should be evident, joy had more frequency of facial expressions (f=123), detected with lesser gestures (f=16), and changes in tone (f=2). Ekman (1999a), as cited by Adam (2007),

Table 6 - Frequency of the Non-Verbal Expressions of the Teachers' Joy and Anger

	FREQ.	NON-VERBAL EXPRESSIONS (f)			OVER-ALL TOTAL
		Facial Expression	Gestures	Tone of Voice	
Joy	117	123	16	2	141
Anger	65	35	16	39	90
Total	182	158	32	41	231

emphasized that the universal expression of joy include a true smile, with a spontaneous contraction of the muscles of the eye, with the rest of the body undisturbed.

On the other hand, anger had more facial expressions (f=35) often accompanied by changes in the tone of voice (f=39), and sometimes changes in body postures (f=16). Matsumoto (2009) stressed that anger is often expressed by furrowing the brow and tightening the lips with teeth displayed as an attack mechanism.

With regards to the level of intensity of the teachers' joy and anger, the emotions' level of intensity was assessed using a 5-point Likert scale. **Table 7** presents the mean and the level of intensity of the teachers' expression of joy and anger. As shown, the overall mean *(M=2.39)* indicates that the intensity of joy was below moderate. In terms of anger, the overall mean *(M=2.88)* indicates that anger was expressed moderately. The finding suggests that the intensity of joy was lower than anger. According to Frenzel et al. (2015), it is widely accepted that the frequency and intensity of emotions varies from person to person.

The level of suitability of the teachers' emotions was also assessed using a 5-point Likert scale. **Table 8** reveals that joy and anger had high levels of suitability with the means M=3.39 and M=3.66, respectively. The result signified that these two emotions were appropriately expressed by the teachers.

In addition, emotions are expressed to achieve a particular goal. Thus, the pupils' responses to the teachers' joy and anger were observed. **Table 9** displays the frequencies of the pupils' responses to each of the teachers' joy and anger.

As illustrated, there were five categories of the pupils' responses to the teachers' joy. However, the result suggested that the general reaction of the

Table 7 - Level of Intensity of the Teachers' Joy and Anger

	TEACHER 1	TEACHER 2	TEACHER 3	OVER-ALL MEAN	LEVEL
Joy	2.56	2.18	2.43	2.39	Low
Anger	2.83	2.90	2.90	2.88	Moderate

Table 8 - Level of Suitability of the Teachers' Joy and Anger

	TEACHER 1	TEACHER 2	TEACHER 3	OVER-ALL MEAN	LEVEL
Joy	3.59	3.64	3.85	3.69	High
Anger	3.79	3.39	3.80	3.66	High

Table 9 - Pupils' Responses to the Teachers' Joy and Anger

	TEACHER 1	TEACHER 2	TEACHER 3	OVER-ALL FREQ.
Pupils' Responses (Joy)				
Laugh	9	2	33	44
Ignore	25	1	2	28
Unaware	20	0	3	23
Express Emotion	5	6	7	18
Acknowledge	0	2	2	4
Σ (Joy)	59	11	47	117
Pupils' Responses				
Acknowledge	15	19	5	39
Silence	7	2	2	11
Ignore	2	5	0	7
Express Emotion	0	3	1	4
Defend	0	2	2	4
Σ (Anger)	24	31	10	65

pupils to the teachers' joy was laughing (f=44; i.e., the pupils laughed at the teachers' joke), especially when the teacher used humor. Celyk (2004), as cited by Prosen, et al. (2014) suggests that the use of humor in the classroom can promote a resourceful and encouraging lesson. Chia (2014) also stated that teachers' motivation is enhanced when students show affection and enjoyment in their learning. Additionally, the present study showed that laughter was followed by ignoring, being unaware, and showing emotions. This may mean that pupils may not necessarily react or perceive the teachers' joy. This finding was also supported by Prosen et al. (2014) that the responses of the pupils to the teachers' joy included acknowledgment, ignorance, showing emotions, and laughter.

Table 9 also shows that pupils responded to the teachers' anger mostly by acknowledging it (f=39; i.e., the pupils stopped playing inside the class), thereby admitting to their mistakes. It was shown also, however less frequently, that when the teacher got angry, the pupils defended themselves. This could mean that pupils may not always acknowledge the teachers' anger.

This result was close to the finding of Prosen et al. (2014) that pupils react to the teachers' anger by acknowledging and ignoring it. Pupils also apologized, complained, kept silent, and showed emotion.

Emotion Regulation Goals and Strategies of Teachers

During the interview, the three teachers affirmed that they did regulate their emotions. Therefore, further questions were posed to them and their responses were categorized into goals and strategies, and themes were formulated.

Teachers' Emotion Regulation Goals

Theme 1: Preserving Pupils' Psychological Well-

being

One of the essential tasks that teachers should encourage or foster in the classroom is the promotion of the positive well-being of the pupils. The teachers testified that they needed to control negative emotions for it will negatively affect the pupils. Teacher 2 said: *"...it's important to show them that you're not always angry because they'll get scared and they'll feel that you dislike them and you don't love them..."*

Hence, the teacher respondents do feel the need to regulate negative emotions so as not to affect the pupils' psychological state of mind and how the pupils see the teachers. As Gong et al. (2013) found in their study, one of the teachers' goals for controlling negative emotions is to decrease the negative impact of emotion on student learning.

Theme 2: Reducing Pupils' Abuse of Pleasant Emotions

Aside from regulating unpleasant emotions, all three teachers reported that they also sometimes regulated pleasant emotions. Teacher 3 said: *"...if you only show them the good side of you...then abuse will develop on them..."* According to one of them, the pupils may also lose their concentration in learning. Thus, they use unpleasant emotions to balance it.

Theme 3: Fulfilling Teaching and Learning Goals

Two teachers specified that regulating one's emotion, especially the unpleasant emotions like anger, can lead to a smooth teaching process. Teacher 3 said: *"...to deliver my topic as effectively as possible, for them to grasp everything that I teach..."*

This result corroborates the finding of Gong et al. (2013) and Hagenauer et al. (2015) that teachers regulate emotions to accomplish instructional tasks optimally and to enhance teaching and learning.

Theme 4: Keeping Positive Teacher Images and Pupil Relationship

One of the teachers narrated a scenario where she became really angry but calmed down since she wanted her pupils to love her. Teacher 1 also said: *"...It's really important to regulate especially if what you feel is anger because first, it's really ugly if the child sees you as a monster..."*

Based on their responses, teachers do control their negative emotions to maintain a positive teacher-pupil relationship. According to Yuu (2010), teachers not only suppress their own emotions in the service of teaching but also disclose their emotions for the purpose of constructing authentic caring relationships.

Theme 5: Conforming to the Professional Ethics of Teaching

A teacher with two years of experience described a scenario where she really wanted to punish the pupils. However, she refrained from doing so. She said: *"...Actually, I really want to hold them, punish them, slap them, things like that. But I came to think that they're kids and it's really prohibited in this school..."*

Based on the Philippine Code of Ethics for Professional Teachers, Series of 1997, Article VIII, Section 8: *"A teacher shall not inflict corporal punishment on offending learners nor make deductions from their scholastic ratings as a punishment for acts which are clearly not manifestations of poor scholarship."* (Bilbao, Corpuz, Llagas & Salandanan, 2006). Therefore, drawing on the response of one of the teachers, it can be concluded that she controlled her anger to conform to this code.

Teachers' Emotion Regulation Strategies

According to Gross (2002), strategies for regulating emotions can be classified into antecedent-focused strategies which include *situation selection, situation modification, attention deployment,* and *cognitive change* which are used before an emotional response occurs and response-focused strategies or *responsive modulation* which are applied after emotions had been experienced. Only three of these strategies were used by the teachers.

Situation Selection

When unpleasant emotions seemed to arise, two teachers chose to avoid the trigger. Teacher 3 said: *"...I also, actually, I go out for a couple of minutes then after that, I get in."* Based on the responses, when the teachers were likely to feel emotions that they did not want to display, they chose to go out and relax themselves.

Situation Modification

Two teachers stated that if they had encountered a problem before going to school, they used strategies to shift their attention. Teacher 2 disclosed: *"...I make a new lesson to focus my attention to...I'll be able to forget my problem at home and that they won't be involved..."*

Based on their statements, it can be concluded that the subject teachers tried not to allow personal issues to affect their class issues

by modifying their situation. Hagenauer et al. (2015) also confirmed the importance of putting personal feelings aside for teachers to promote effective teaching.

In addition, two teachers also reported that if they would feel an unpleasant emotion while teaching, one teacher mentioned that she found humor handy and would tell a joke, whereas one would give activities to dispel the negative feeling and change the atmosphere.

Responsive Modulation

Based on the interview, it was found that all three teachers used responsive modulation. Teacher 1 stated: *"After the incident, I recap it to the child why I acted like that. I explain it to them..."* As for the two teachers, they said that they did share their emotional experiences to their colleagues.

Similar to the finding of Gong et al. (2013), majority of the teachers in the study used responsive modulation such as sharing their experiences to their colleagues.

IV. CONCLUSIONS AND RECOMMENDATIONS

From this study's results, it can be inferred that classrooms are inevitably avenues where teachers experience and express different emotions. They may express pleasant emotions such as joy, surprise, and affection/concern and unpleasant emotions like anger, irritation, disappointment, guilt, and embarrassment. As revealed, some of these emotions may occur more frequently and others may occur less frequently. Joy and anger were affirmed to be the two emotions most frequently displayed by the teachers and are triggered by various classroom scenarios. Hence, by knowing these triggers, teachers devise measures for how they can manipulate them so that they could create and avoid certain classroom scenarios. Moreover, since pupils were found to perceive and respond to teachers' emotions, teachers then can use their emotions to influence pupils' behaviors.

Nevertheless, the teachers reported that they regulated their emotions, particularly the unpleasant ones like anger. They felt the need to manage their emotions for personal, social, and professional goals. This may signify that when the teachers perceived their emotions to be inappropriate both for themselves and the pupils, they resorted to regulating their emotions. These goals are imperative for teachers to understand, since teachers must ensure that the pupils are learning in child-friendly classrooms. Moreover, for the teachers to uphold these goals, they used regulation strategies such as situation selection, situation modification before and while teaching, and responsive modulation.

In light of the above considerations, the findings of this study can make teachers aware of the emotions they express in their classrooms. It will increase teachers' knowledge on the reason why teachers have to regulate their emotions and at the same time adapt strategies that will aid them in managing their emotions.

Therefore, the succeeding recommendations are forwarded to concerned individuals. First, school administrators and guidance counselors should organize seminar workshops to educate teachers about the emotions they may express in their classrooms as well as the triggers of these emotions and train teachers for emotion regulation. Finally, since this study had limitations, future researchers may conduct a comparative study on the emotional expressions of teachers in public and private schools, use other data gathering methods like teachers' diary and self-reports, or replicate the same study with more participants and make correlations on other variables.

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