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Teachers’ perception of emotion regulation and its implications in the classroom

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This study is about recognizing the prominent role of emotions in the educational context. Its core is the recognition of emotion regulation as a phenomenon that is ingrained in the nature of teachers’ work with implications for holistic understanding of the ways in which teachers perceive their emotion regulation. This study thus focuses on the investigation of different qualitative ways of perceiving emotion regulation, as to render results for more efficient coping on both teachers’ personal level and in the classroom. The nature of teachers’ work is always related to a specific social situation and an emotional climate that is often demanding. Therefore, this study aims at delivering more specific uses of emotion regulation as conceptualized by the participant teachers in this study.

The first part of this work discusses the findings of previous researches related to emotion regulation, with special emphasis on teachers’ emotion regulation and the implications of such regulation in the classroom. The second part of the thesis discusses the methodology – the construction of this phenomenographic study. The relativistic nature of knowledge is recognized as the teachers’ answers collected through semi-structured interviews are interpreted through the lens of their individual perception of emotion regulation.

The analysis of the data through the identification of meaningful utterances is described and the results are interpreted through the categories as shown from the data. The abstract themes are established as a result of combining lower level categories, and these themes are the main findings of the research, namely description categories which conceptualize teachers’ emotion regulation in versatile ways. The first category establishes teachers’ emotion regulation as necessary for sustaining their various roles. The second category relates to teachers’ emotion regulation in connection with their students. The third category discusses different emotion regulation strategies that teachers reported using, as well as the relation of emotion regulation to the school community.

Teachers taking part in this study conceptualized emotion regulation as a very important, even necessary part of their work, as well as for establishing boundaries between their work and their personal life. These results can be beneficial for individual teachers, as well as the recognition of emotions in planning the training of the teachers and other educational strategies.

Keywords: emotions, emotion regulation, teachers’ well-being, self-regulation
1 INTRODUCTION

The role of emotions in education has been neglected for a very long period of time and research on this topic has started to become more common only from the turn from the 20th to the 21st century onwards (Crawford, 2004, p. 20). One of the reasons for this might be that emotions have for a long time been considered as something that is not desired in an institutional context, even in schools, as opposed to cognition which was presented as the most important aspect of any endeavours in schools. That is to say, teachers, as school personnel were expected to appear and act as people who are guided only by their rationality. In other words, teachers were expected to maintain their role as a rational persona, regardless of the emotions they encountered in the classroom.

Deliberately ignoring the emotions of teachers in the classroom also indicates that their regulation of emotions was taken for granted and something that is expected from them as a part of their profession. However, the dimensions of emotional regulation are much wider than only safeguarding emotional neutrality in front of students, therefore its implications are numerous and it is important to acknowledge them as a part of teachers’ work. Moreover, emotion regulation is prominent in teachers’ work since emotions in academic context can originate from either within the context or from outside of it (Järvenoja, 2010, p. 20). Despite the vast amount of evidence indicating that emotions are relevant in the educational context, the possible use of emotions has been scarcely researched. That is to say, researchers in the field of educational psychology have put little emphasis on the role of emotions (Boakerts & Pekrun, 2015, p. 76), thus overlooking the importance of emotions in teachers’ everyday life in school and their implications for the work with their students. However, Maslow (as cited in Fried, 2011, p. 1) has investigated how to develop emotional strength in the 1990s, making emotions relevant also in education.

One of the reasons why I believe that this research is important and purposeful, is the fact that the ways in which emotion regulation happens is very subtle and even taken for granted most of the time. In other words, teachers might not consider it, or are even not aware of it. Bringing attention to various aspects of a process that is somehow automatized or even happens on an unconscious level to a certain extent, can bear consequences for the improvement of teachers’ emotion regulation. For example, research results already indicated that emotion regulation is related to better academic results (Fried, 2011, p. 1). Nevertheless, more insight into
teachers’ regulation of emotions can contribute to teachers’ awareness of the implications of their use of emotions and its effect on their students.

I believe gaining more understanding also from teachers’ perspective on the use of emotions will contribute for a more holistic understanding of the role of emotions in the teacher-student dynamics. Needless to say, the emotions thus bear implications on the students’ learning, as the relationships established between the teacher and a student inevitably require a high degree of emotion regulation. This study advocates the importance of emotion and their potency in the classroom, especially when discussing emotion regulation. The purpose of the study is to investigate how teachers perceive their emotion regulation in relation to their own well-being, as well as the implications of their emotion regulation in relation to the academic context (Boekaerts & Corno, 2005).

Another purpose for this research stems from my personal interest in emotion regulation as a future teacher. It aims at investigating the ways in which regulation of emotion helps teachers cope with their work-related as well as personal lives (Järvenoja, 2010, p. 13). This study thus focuses on the ways in which teachers manage to sustain their emotional well-being in an environment that can sometimes be very emotionally challenging. In teaching profession, it might sometimes be hard to define a clear boundary between the emotional investment in children that is necessary and professional on one hand and burdening on the other hand. It is interesting to note that very little research has focused on the positive aspects of the use of emotions in the classroom, as the majority of research on emotions in primary school has been focused on cases of teachers’ stress or burnout (Sutton & Wheatley, 2003). Thus, in this study the purpose will be to research the practical ways in which teachers manage their emotions as a part of their work and how they use emotion regulation to establish boundaries between emotional investment in their work and their private lives.

Furthermore, this study ascertains that “emotion is so woven into the fabric of organizations that it defines and shapes all kinds of practice” (Fineman as cited in Crawford, 2004 p. 21). That is to say, this study will focus on investigating the ways in which teachers regulate their emotions and how their emotion regulation influences the practices in their classrooms. It will try to explore the qualitatively different aspects of teachers’ emotion regulation, which will provide insights into practices that might be beneficial for the teachers themselves or the wider public. Aligning with the purpose of the research, I chose to interview four teachers that
have been in the teaching profession for different periods of time. The interviews were designed to elicit teachers’ lived experiences of emotion regulation in their work.

The main research questions of this study are:

**How do teachers perceive their own emotion regulation?**

**How do teachers perceive the implications of emotion regulation in the classroom?**

The structure of this work comprises of two main parts; the first part is the theoretical framework and the second part discusses the methodology and the findings of the empirical study. The last part of this thesis concludes the entire work. For a more detailed overview, I will outline the main points in the two main sections, in order to give a bit more guidance to the reader of this work.

The main theoretical concept of the thesis, emotion regulation, is discussed in the first part. The three main subsections are subsequent stages of the development of the concept for the relevance of this work. Thus, the first subsection defines the concept of emotion regulation, which is the operational phenomenon in the empirical part of the study as a tool for interpretation of the findings. After the discussion of emotion regulation’s operational definition, the second subsection of the theoretical part focuses more precisely on teachers’ emotional regulation. Therefore, the goals, strategies and outcomes of teachers’ emotion regulation are linked to the specific examples of these processes in the classroom, as well as to outside classroom in other school related endeavours of the teachers. The strategies of emotion regulation are discussed according to the pre-defined process model of emotion regulation. The third subsection of the first part focuses on the investigation of various implications of teachers’ emotion regulation in the classroom. That is to say, the general importance of emotion regulation on the classroom level is discussed, as well as possible specific effects of teachers’ emotion regulation on their students.

The second part of this work is related to the empirical study of the chosen phenomenon. Thus, teachers’ emotion regulation is studied through a phenomenographic study. The practicalities of the study are explained and discussed in the first subsection of this second part of the work; namely the research design. This section provides more information on the chosen methodology, data collection and participants, as well as the process of data analysis. After this general overview of the study process, the main research results are presented in details.
They are divided into three main categories, as they have emerged from the data, and under each main category all the subcategories are discussed and quotations from the interviews are added to validate the researcher’s interpretations. Lastly, the discussion part of the second subsection discusses the main findings of the empirical study and links them with previous researches.

The main findings and some indications for further research are presented in the conclusion.
2 THEORETICAL FRAMEWORK

2.1 Defining emotion regulation

Emotional self-regulation is a construct that can be understood through a clear and comprehensive definition of emotions. The research on emotion is abundant and it includes a variety of definitions of the construct. Foremost, the definition of emotion highly depends on the field in which it has been researched, thus the working definition of the construct of emotion will be compiled from various existing definitions of the construct. For the purpose of this work, a psychodynamic approach to emotions will be employed through the definition of emotion as an action tendency that evolves as a process. This approach focuses on the emotion as an internal process, private to every individual (Uitto, Jokikkoko & Estola, 2015, p. 125). However, while the working definition of emotion and consequently emotion regulation are largely based on psychological definitions, emotion will also be considered from a social perspective, viewing emotions as existing in interactions with other individuals, rather than solely a private process (Uitto et al., 2015, p. 125).

2.1.1 What is emotion?

*Emotion as action readiness*

Widely acknowledged interpretation of emotion is that of a response to a change. It happens in a context of one’s changing relationship, which occurs when people assess the world around them and make connections to their own perception of the world, whereby they come to give personal meaning to the events, assessing whether an event is hurtful or beneficial. Thus, the change in readiness is central for the understanding of emotions, as it inevitably means prioritizing central perceptions of a situation and the plans and goals that fit in the changing situation (Oatley & Jenkins, 1996, p. 130). This change in readiness, also known as action readiness, (Frijda, 1987) derives from Lazarus’ (1991) theory of emotion; cognitive appraisal theory. In other words, an individual’s cognitive appraisal of a situation determines the existence of a certain emotion. This individual cognitive appraisal happens in relation to a certain situation, whereby each individual assesses the situation with regards to their personal goals. In other words, a specific feeling and distinctive thoughts that accompany it, manifest in an emotion (Goleman, 1995).
Lazarus emphasized that it is not the nature of the event that determines the nature of the emotional response, but rather the subjective appraisal of the event in relation to an individual’s needs and coping ability (1991). Therefore, an individual’s response to a stimulus event conveys information about this person’s appraisal and motivated reactions to relationships (Mayer, Salovey & Caruso, 2004). For an emotion to occur, it is not enough to be influenced by external event, but it is also necessary to feel motivated, ready for action. An example of an action tendency from the classroom might happen when a student is struggling to grasp a certain concept and when he/she succeeds, the teacher might want to express joy by a loud scream. However, these action tendencies have the property of being regulated, which is the crucial element of action readiness in emotion theory, a building foundation for the concept of emotion regulation. Thus, the teacher might, rather than express the joy loudly, praise the student individually and discretely (Sutton & Wheatley, 2003, p. 331).

**Emotion as a multifaceted phenomenon**

An emotion is a multifaceted process including different components of the organism. Even though most of the theorists define emotion according to the cognitive appraisal theory, the subjective experiences which contribute to the cognitive appraisal of a situation change are a part of affective (automatic nervous system and monitor system) and conative (motor and motivational) systems, thus cognitive system is not the sole one responsible for the emergence of an emotion in a certain situation (Eynde, De Corte & Verschaffel, 2007, p. 187).

Even though the assessment of a goal-relevant situation might seem objective, it is a person’s subjective interpretation of that situation that leads to a particular emotional response (Gross & Thompson, 2007) and the goal can vary in complexity (Jacobs & Gross, 2014, p. 184). Put differently, events are the triggers of emotions, but emotions do not depend on events only, they also depend on an individual’s values and his/her previous experiences. Cognitive appraisal from which emotions emerge are a response to a person-situation transaction emerging from “the underlying organization of our goals, knowledge, beliefs, and experiences in a particular domain” (Schutz & Davis as cited in Eynde et al., 2000, p. 187). The subjectivity of the appraisal points to the fact that changing relationships will result in different emotional responses in different people, as they will derive the meaning of the external stimuli from their previous subjective experience.

In addition to appraisal of the situation and action readiness, emotion also consists of other important factors. In a changing situation one reassesses the priority of his/her actions and that
results in various forms; such as action, physiological change or expressional change (Oatley & Jenkins, 1996). Action tendencies, as well as facial expression belong under the broader concept of behavioural emotion processes. Additionally, a certain emotion is also experienced as a physiological change, which is then reflected in bodily sensations; namely person’s heart rate, breathing rate, and blood pressure (Sutton, Mudrey-Camino & Knight, 2009, pp. 131-132). Furthermore, another accompanying factor of emotion is expressional change, which consists of two important components: free or inhibited display of expressive gestures, and a cultural label applied to a specific emotion (Beatty, 2000). An example of various factors accompanying an emotion is fear, whereby one’s heart rate and, as a result, blood circulation are increased, resulting in excessive sweating. When experiencing fear, the action tendency is to get to a safe place (Sutton et al., 2009, p. 131), and expression of fear might either be expressed or inhibited, depending on the context.

The recognition and labelling of a certain emotion is conditioned socially, culturally and individually. Thus, in various contexts the same emotion might be recognized and labelled in various ways, and can also be identified as a different construct, such as affect or mood. In research about emotions the terms emotion, affect and mood are sometimes used interchangeably or overlap to various extents. Generally, some responses to a person-situation that last for a shorter period of time are emotions and those lasting longer are moods (Sutton & Wheatley, 2003). However, the duration of an emotion is not the only distinctive factor between emotions and moods, the intensity of an emotion also determines whether it constitutes as such, since emotions of low intensity are referred to as moods. That being said, emotions and moods are often categorized as affect in emotion research, as well as broader educational research. While affect only denotes emotions and moods in the former, in the latter is also refers to constructs such as “self-concept, beliefs, motivation, etc.” research (Pekrun & Linnenbrink-Garcia, 2014, pp. 2-3).

Working definition of emotion

For the purpose of this thesis, I chose to utilize the definition of emotion as a multisystem response. In other words, emotion is a response to an appraisal of a changing situation and the ongoing goal-directed interactions with the world initiate and direct the emotional process (Lazarus, 1991). The desired outcome or goal can be either conscious or unconscious (Jacobs & Gross, 2014, p. 184) and the way a person recognizes, displays and labels emotions (Beatty, 2000, p. 332) is a manifestation of individuals’ beliefs, attitudes and knowledge, as
well as a particular social situation and cultural context. Nevertheless, emotion alters a certain situation that initially caused it and the way an individual recognizes an emerging emotion then influences the initial situation. Thus, the distinct ways in which people appraise a person-situation change affect the person itself, as well as the entire emotion evoking situation (Jacobs & Gross, 2014, pp. 184-185). The ways in which people appraise and then modify their appraisal or the actual situation and the consequential emotional state will be the main topic of the next section.

2.1.2 What is emotion regulation

*Construct emergence*

The concept of emotion regulation has its roots in psychology and it has been developing through similar or overlapping constructs throughout the twentieth century, with affective science field being more immersed in the investigation of the phenomenon over the past two decades (Gross & Barrett, 2013). Nevertheless, emotion regulation as a concept has its roots both in psychoanalytic tradition, as well as in research on coping strategies (Gross, 1999b). Research on emotion regulation within the field of psychology has traditionally been dealing with regulation of negative emotions; namely through coping strategies. Coping has been conceptualized as “cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person” (Lazarus & Folkman, 1984, p. 141). Additionally, coping has then been distinguished between problem-focused coping and emotion-focused coping, whereby the former aims at changing a stressor and the latter aims at regulating emotions which have already emerged as a response to a stressor (Boakerts, 2007, p. 40). While coping and emotion regulation overlap significantly in the way that they both deal with both influencing emotions related to the environmental influences as well as own cognition, emotion regulation can be used with more precision when it comes to the relationships between individuals and environmental situations. Moreover, emotion regulation also focuses on the regulation of positive emotions, in comparison to coping which is dealing mainly with the regulation of negative emotions. (Gross, 1998b, p. 274)

*Understanding emotion regulation*

Based on the understanding of emotion as an appraisal of a changing situation, emotion regulation should be discussed as the consequence of the intertwined functions of emotion and
cognition. Their function is related due to the fact that the limbic system, responsible for the generation of emotion, and cortical centres, responsible for regulating emotion (Gross, 1998b, p. 275), are interconnected; specifically, the development of the structures in human brain indicates the development of the neocortex from the limbic structures. Because both cognition and emotion share common structures in the limbic system (Izard, 1984) it is not reasonable to separate their function. Therefore, representations of interactions between emotion and cognition have to go beyond separating the two processes, but recognizing their interdependence in its complexity. Both processes are complex behavioural compounds, whose structure changes with the development and therefore these compounds are a product of complex processing system (Leventhal & Scherer, 1987, p. 7). Emotions affect cognitive processes and cognitive processes can induce emotions, which again influence cognition (Izard, 1984, pp. 33-34). The relationship between emotion and cognition is more of a cyclical interaction rather than a linear one, thus the systems of emotional control are not regulated by higher cognitive processes, but are rather conditioned by the emotional experiences. Additionally, the cognitive processes regulating different emotions can differ, according to the emotion they regulate, which may bear implications for the regulation of different emotions (Gross, 1998b, p. 275).

Defining emotion regulation

In the broader understanding of the construct, emotional regulation is a “set of processes by which emotions can be regulated (Jacobs & Gross, 2014, p. 185), more precisely defined as “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (Gross, 1998, p. 275). Emotional regulation thus includes different valences; regulating emotions to either increase, decrease or sustain them (Parrott, 1993). The existence of emotion regulation is conditioned with the fact that individual must first be able to recognize and understand their own emotions, identify the causes of these emotions, as well as their consequences, and its related behavioural, physiological and expressional states. Thus, the use of cognitive strategies is the central idea when employing emotional regulation, resulting in higher information processes, such as employing metacognition. However, the use of metacognition never exists without the effect of other systems, namely, conative and affective (Eynde, De Corte & Verschaffel, 2007, p. 185). One definition of emotion regulation proposed by Mischel and colleagues (as cited in Sutton & Harper, 2009, p. 391) is based on the premise that there are two systems which regulate emotions, the hot system and the cold one. The hot system develops earlier in life and is thus less
complex, responsible for emotional responses to less complex situations. With development of metacognition the cool system develops and forms connections with the hot system, thus adults have a higher ability to respond to emotional stimulus more rationally. These two systems however always work together, interdependently of each other.

The operational system of emotion regulation process works on the basis of the person-situation experience of emotion eliciting a certain response. In other words, emotion regulation accounts for changes in “emotional dynamics” by altering the behavioural, experiential, or physiological domains of an evoking emotion (Gross, 1998b, p. 275). The three different components can be influenced separately or together by a variety of both conscious and unconscious processes (Gross, 2001, p. 215). These three domains of emotion are activated by certain emotions in a particular way and to a certain degree, however, the activation of these domains can vary greatly and their malleability is the basic premise of emotion regulation (Gross, 1998b; Gross & Thompson, 2007). In the context of malleability of emotional domains of emotion as a person-situation response, the regulation of emotion is intrinsic, which means an individual influencing his or her own emotions. The regulation of own emotions then refers to behaviours driven by own emotions, as these behaviours are altered by emotions but not necessarily in the same way (Jacobs & Gross, 2014, p. 185). Thus, through emotion regulation action tendencies elicited as a part of emotional process are altered to behaviours that are related to non-immediate goals (Sutton & Wheatley, 2003, p. 344), but on the more lasting consequences of current emotion response and its contribution to long-term goals. For an individual to regulate emotions in accordance to their long-term goals they must feel motivated, especially because “self-regulation of any type takes energy or inner resources” (Sutton & Harper, 2009, p. 392). Therefore, any kind of self-regulation is not unlimited an individuals have, according to the strength model of emotion regulation, limited self-regulation strength (Sutton & Harper, 2009, p. 392). However, the ability to regulate own emotions depends on each individual and the limited resources for self-regulation might affect individuals differently.

The definition of emotion regulation by Gross (1998b) is conceptualizing the concept as related to one’s own efforts to regulate his or her own emotions is appropriate for the purpose of this work, as it will work mainly on teachers own emotional regulation. That is to say, extrinsic emotion regulation or the influence on other person’s emotions will not be discussed in
this work, however a similar construct of influence of individual’s emotional regulation on others’ emotional regulation will be considered.

*Emotion regulation strategies*

The field of emotion regulation has conceptualized emotion regulation strategies on the basis of the definition of emotion, as well as deriving from the components of emotion that are being regulated. Examining emotion regulation through investigation of people’s actions when regulating their emotions, there might be an overwhelmingly high number of measures that they can take in order to regulate their emotions (Gross, 1998b, p. 281). Thus, emotion regulation strategies have to be considered with reference to what exactly it is that people are regulating. Walden and Smith defined emotion regulation on the basis of its complexity as a “continuum of regulation and organization” (1997, p. 17). In other words, they define emotion regulation as regulation of subjective experience of emotion, physiological factors, and emotional expressions (Walden & Smith, 1997). This conceptualization is useful, as it situates emotional regulation strategies in a certain situation according to the specific demands of various environmental factors, thus recognizing the importance of the context of each person-situation interaction (Walden & Smith, 1997, pp. 15-16). However, Gross claims (1998b, p. 281) that the strategy of emotion regulation focusing on components of emotion may not be accurate enough, as it might group different strategies of influencing emotion under an umbrella component, even though these strategies might not be similar in their operation systems.

Emotion regulation strategies used in this work, will thus not concentrate on the components of emotion regulation, but will on the contrary focus on the process of emotion eliciting situation, based on the action readiness. The basic assumption of this emotion regulation strategy thus derives from the idea that “emotional response tendencies are generated once stimuli have been evaluated as important (Gross, 1998b, p. 281). That is to say, the response generated as a tendency of a certain emotion is the precedent of emotion regulation, as this response tendency can only be modulated once it has been generated by a changing person-situation relationship.

The type of emotion regulation strategy, whereby emotions are regulated on the timeline of emotion generation process, is known as the process model of emotion regulation, consisting of five main steps in generation process of emotion response that can be regulated through five different strategies (Gross, 1998b, 1999a, 1999b, 2001, 2014).
Figure 1: Process model of emotion regulation (Gross, 1998b)

The emotion regulation strategies in the process model of emotion regulation can be divided in two major groups: antecedent-focused or preventative and response-focused or responsive (Gross, 1998b; Sutton, 2004). As the name suggests, the former strategies regulate the emotion before the tendency of emotion response has been created and the latter refer to strategies that regulate the already expressed or felt emotion tendencies. According to this theory of emotion regulation, the regulatory processes activated earlier in the process of emotion response tendency influence an emotion differently than those that influence it later when the response tendencies have already been expressed. One might say, that there is a higher potential in antecedent-response strategies, as in the way they can influence the emotion response tendencies (Gross, 2001, p. 215).

Emotion regulation strategies that belong to the antecedent-focused group are situation selection, situation modification, attentional deployment and cognitive change. Moreover, response-focused strategy for emotion regulation is response modulation. Examples of the above mentioned strategies will be provided in the next section of this work, where teachers’ emotion regulation strategies will be discussed, thus examples will be bound to the context of teachers’ work in the classroom.
2.2 Teachers’ emotion regulation

2.2.1 Goals

The emotional regulation is a complex process that can be conscious or fairly unconscious; degrees of an individual’s awareness of his/her own emotional regulation can vary greatly. However, teachers report making conscious decisions about the display of various emotions depending on their goals (Hosotani & Imai-Matsumura, 2011). Therefore, this work will focus more on the conscious use of emotion regulation. However, it is important to acknowledge the occurrence of “goal-driven changes to any aspect of one’s emotions without making a conscious decision to do so” (Mauss, Bunge & Gross, 2007, p. 148). There might be a variety of processes that operate on the basis of unconscious emotion-regulation domain, such as automatic behaviours and the unconscious use of value that people ascribe to different emotion-regulation strategies (Hopp, Troy & Mauss, 2011). However, while these unconscious strategies might sometimes be used, the emotional regulation usually happens as a consequence of an individual’s goal, a conscious decision to alter the emotional response or experience.

One of the goals of emotion regulation might be the rather simplistic pursuit of hedonistic goals (Mauss & Tamir, 2011), which generally means up-regulating positive emotions, increasing their intensity and duration, or on the other hand down-regulating negative emotions, decreasing the two before mentioned aspects of negative emotions (Gross, 2014, p. 8). This hedonistic oriented goals are usually short-term, targeting the experiential outcome of a certain emotion. These goals related to short-term outcomes are, however, very often abolished, as a different, more prominent goal is behind emotion regulation. That is to say, people might have to down-regulate positive emotions and up-regulate negative emotions, which is usually a consequence of a goal that is beyond short-term effects of emotions.

These goals might originate from various sources, namely from cultural norms and need satisfaction (Mauss & Tamir, 2011), or might be based on a certain contextual demand, such as work demands (Gross, 2014, p. 9). Thus, the goals for regulating emotions might be a cluster of different influences, ranging from culture, context and individual motivation, whereby these influences are intertwined and it might be difficult, if not impossible, to isolate only one of them as the main goal for influencing emotion regulation. Additionally, the cultural norms are ingrained in the ways in which we think and how we perceive certain emotions. Emotions are ingrained in values, which are culture bound (Matsumoto, Nakagawa & Yoo, 2008, p.
therefore to regulate one emotion might be an obvious goal in one culture, while it might be completely unnecessary to regulate it in the other. Hence, attaching emotional value to experiences will not be considered as a goal of emotion regulation in this work, as the purpose will be more on the conscious measures related to the ways in which people influence the development and manifestation of their emotions.

Considering emotion regulation from the perspective of non-hedonistic emotional outcomes, one of the prominent goals is the need satisfaction, whereby “people may actually value an unpleasant emotion (e.g., fear) more than a pleasant one (e.g., excitement), when it can help satisfy a critical need” (Mauss & Tamir, 2011, p. 39). In other words, the positive emotion is down-regulated and the negative emotion is up-regulated according to certain individual needs, which may be used in various situations. For example, a teacher might up-regulate negative emotions to keep focused and concentrated, while he/she might down-regulate positive emotions as a part of trying to hide excitement about success of a student (Parrott, 1993), again to keep the emotional climate in the classroom neutral.

Since emotion regulation is inherently bound to social relationships, as it is a process of negotiation, communication and cooperation, maximizing the use of emotions for sustaining social relations is crucial in any teacher-student relationship. Additionally, the goals of teachers ‘emotion regulation might also be related to the academic goals or classroom management (Sutton, 2004, p. 381). Thus, all the endeavours include a certain degree of emotions, and the work of teachers deals with both individual emotions, emotions of the students, and is also influenced by the school emotional climate. Mauss & Tamir (2011, p. 40) claim that emotion regulation is conditioned by the emotional experiences of each individual, specifically the “emotional value” of a certain experience. In other words, the goals for regulating emotions are contextualized in the school environment and the experience of emotions suitable for that particular environment is more likely, as compared to experience of some other emotions.

However, regardless of the goal of emotion regulation in teachers’ work (individual, others or the social context), the existence of emotion regulation is conditioned with a certain goal (Sutton, 2004, p. 380). The existence of goals in regulating emotions can be the reason for the adaptability and versatility of human emotions, which results in a behaviour that is socially acceptable, and thus serves as a model of prosocial behaviour (Twenge et al., 2007, p. 56). The regulation of emotions might therefore originate from teachers’ belief that regulating especially negative emotions may help them stay concentrated on their teaching, especially
when regulating negative emotions. That is because the sudden eruption of negative emotion might disrupt the teaching process in various ways (Sutton, 2004, p. 385). as well as influence the other aspects of the classroom settings.

Thus, while emotion regulation can be a useful tool in social situations, it can be harmful to an individual who adheres to certain rules of emotional display by obligation and thus feels that the emotion regulation is more of a stressor than a benefit. This conceptualization of emotion regulation is known as emotional labour (Hochschild, 1983), whereby the goal of emotion regulation is not derived from the intrinsic motivation of an individual, but it is a rule, imposed on the individual. Schools might be a place where there are pervasive, but salient rules of emotional display and thus teachers ‘emotional regulation has very often been used almost as a synonym to emotional labour in educational research. However, the display rules do not necessarily oblige teachers to regulate their emotions in a way that contradicts their ways of experiencing and expressing emotions. Very often, these display rules might be useful emotional “guidelines” for the standards of behaviour, which can then be practiced and reinforced in the classroom through the moral and cultural aspects of emotions (Sutton, 2004, p. 380).

Therefore, this study on teachers ‘emotion regulation, although recognizing the possible negative consequences of emotion regulation, focuses more on the positive aspects and outcomes of emotion regulation in the school environment as the context of their work.

2.2.2 Strategies

Generally, strategies of emotion regulation can be divided roughly into two categories, pertaining to either up-regulating or down-regulating emotions. Namely, up-regulating refers to increasing “intensity or duration of the experience” (Sutton et al., 2009, p. 132), which could be expressed as a teacher’s sharing of a positive experience with his/her students (Gross, 2014, p. 8). On the other hand, down-regulating refers to “reducing an emotion experience” (Sutton et al., 2009, p. 132), whereby a teacher would try to diminish their feeling of anger with one student not to compromise his/her relationship with their students by openly expressing the anger and thus making the students afraid, uncomfortable or unsafe. Generally, negative emotions would usually be down-regulated and positive emotions would be up-regulated, however this is not always the case as already mentioned in the section about the goals of emotion regulation. While teacher may often have to down-regulate their own frustration in the classroom when they are trying to explain different contents and students don’t seem to
understand it, they might also have to sometime up-regulate a negative emotion, such as anger when they have to talk to a student about an incident and showing them that they are not indifferent to the misbehaviour of the student.

The somewhat polarizing distinction of emotion regulation according to intensifying or diminishing an experience of a certain emotion can however also be replaced by application of strategies that pertain to the subsequences of emotion response development. In Sutton’s (2004) study on teachers ‘emotion regulation teachers who have reported regulating their emotions have used a variety of strategies, including both preventative (influencing the emotion while still in the process of development) and responsive (regulating emotion that has already been fully developed). The preventative strategies reported by the teacher were the following: modifying the situation, attention deployment and cognitive change (Sutton, 2004, p. 388). Teachers’ management of anger might for example include a variety of strategies, influencing different stages of the emotion development, from influencing physiological effect of anger to modifying thoughts that are related to the feeling of anger. Furthermore, talking about the specific feeling of anger to somebody might: “help understand it, joke about it, put it in perspective or prevent it from reoccurring”, which have all been reported successful emotion regulation strategies (Sutton, 2004, pp. 392-393).

Emotion regulation strategies contained in the hot/cool emotion regulation model partly overlap with the process model of emotion regulation. Thus, for example the gradual development of cool nods, related to hot nodes is changing the emotional regulation to more reflective and conscious. That is to say, when teachers acquire more experience of emotional laden situations in the classroom, they are able to regulate their emotions consciously, with the use of cognition. The strategies that can be used in the hot/cool nodes model are for example ignoring students’ misbehaviour (Sutton & Harper, 2009, p. 391), which is one of the attention deployment strategies in the process model of emotion regulation (Gross, 1998b). Moreover, a teacher who has developed connections between hot and cool nodes is able to change a meaning of an emotional stimulus (Sutton & Harper, 2009, p. 391), corresponding to cognitive reappraisal strategy of the process model (Gross, 1998b).

Strategies that target different steps of the process model of emotion regulation have been researched and the results indicate that they generally help to control emotional action tendencies (Thiel, Connelly, & Griffith, 2012, p. 520). Thus, each of the five strategies encompassed
in the Gross’ model of emotion regulation (1998b) will be discussed separately with positive examples of teachers’ classroom practices.

**Situation selection**

As contained in the name of this first step of emotional regulation process, the selection of a situation refers to “approaching or avoiding certain people, places, or objects” (Gross, 1998b, p. 283). This act of situation selection requires first an ability to be able to assess situations as evoking a certain kind of emotion, and thus reacting on the basis of that evaluation. Additionally, situation selection requires a certain degree of agency, whereby the individual is influencing the process development of an emotion by deliberately choosing or abolishing a situation that this individual expects would result in a certain emotion (Jacobs & Gross, 2007, p. 186). This strategy refers strictly to the action taking as a modification of an external stimulus, as compared to the modification of cognition which happens later in the process of emotion regulation. An example of a teacher’s situation selection in the classroom would be the decision to deliberately ignore two pupils talking while he/she is giving instruction. The teacher may sense that these two disruptive students might get them frustrated which would in turn influence instruction giving, therefore influencing other students as well. Therefore, that particular teacher might choose to focus on the students that are paying attention and continue with the work in the classroom without giving special attention to disruptive students.

**Situation modification**

Situation modification is the second phase of emotional regulation process after a certain situation has been selected. Even though one has had the chance to select a certain situation that might have the most desirable emotional outcome, it is still possible that an individual will want to modify the situation. The process of situation modification is all “active efforts to directly modify the situation so as to alter its emotional impact” (Gross, 1998b, p. 283), which is based on the premise that a certain situation can be modified (Jacobs & Gross, 2014, p. 186). The desired emotional outcome is thus the goal through which the process of selection modification gets activated. While situation selection might already be sufficient to reach that certain goal concerning the emotional outcome, in many cases it might not be available and thus an individual regulating his/her emotions might have to resort to problem-focused coping (Lazarus & Folkman, 1984), which is namely the equivalent of situation modification. Problem-focused coping might be a more suitable conceptualization of this stage of emotion regu-
lation especially when one has not had the opportunity to select a situation, whereby one has to deal with the situation that has emerged unexpectedly. The later might quite often be the case in the classroom, where teachers have to modify a situation that emerges from an unidentifiable source or as a consequence of students’ behaviour or actions. In the example of disruptive students in the classroom, the teacher might decide to, in order to prevent any further problems during instruction time, make the student seat in different places, thus physically modifying the situation.

**Attention deployment**

This strategy for emotion regulation is the third stage in this process model of emotion regulation. Thus, attention deployment is used when the other two strategies have not been successful or when it has not been possible to use them, especially the modification stage (Gross, 2014, p. 10). When one experiences a situation that has a potential of a certain emotional outcome, there are different aspects of a situation that one can choose to focus on, which is what happens during the attention deployment phase (Gross, 2001, p. 216). In other words, attentional deployment refers to conscious choice of “how individuals direct their attention within a given situation in order to influence their emotions” (Gross & Thompson, 2007, p. 18). The most common strategies that belong to this umbrella concept are: distraction, concentration, and reflection (Gross, 1998b, p. 284). This strategy for emotional regulation is thus very versatile and includes both metacognitive strategies, as well as the conscious deployment of cognition to aspect of a certain situation that is enabling a desired emotional outcome. The versatility of attention deployment approaches might be the reason why they are specific for certain ages, thus it is normal if they occur at a certain age, but are less common to take place at a later age. An example of how the use of attention deployment might be developed is visible in the development of a child. Namely, a newborn has the ability for distraction if a certain situation is not favourable, however, as a child’s metacognition starts developing, he/she uses distraction less often, increasingly employing strategies such as concentration.

With the above mentioned example from the selection modification section, teacher would decide to focus on the whole classroom situation, rather than on disruptive students. Afterwards, using attentional deployment, he/she could then implicitly mention in their instruction the importance of paying attention and not disrupting other students who have to be given equal opportunity to benefit from the instruction of the teacher. This kind of remark by the teacher might modify the selected situation by demonstrating to the disruptive students that
their behaviour was not unnoticed and that even though no measures were taken to sanction this kind of behaviour, teacher is aware of what is happening in the classroom at all times.

*Cognitive change*

After the use of attention deployment an individual has chosen a certain aspect of a situation which is then followed by the meaning one chooses to give to that particular aspect (Gross, 2001, p. 216). Cognitive change is the fourth stage of emotion regulation in the process model proposed by Gross (1998b). However, the use of cognitive strategies to influence an emotional outcome of a situation is one of the most widely discussed topics in emotion regulation. One reason for that might be the fact that the demands of the work environment, such as teaching, do not always allow for situation selection or modification (Thiel et al., 2012, p. 520), therefore teachers might have to use cognitive change more often in order to help them with the regulation of their emotions in the classroom. According to Loewenstein (as cited in Thiel et al., 2007, p. 520), individuals actually use cognitive strategies more often compared to other strategies, which might be related to a large number of strategies that are contained under the concept of cognitive strategies. However, cognitive strategies refer to “changing how one appraises the situation one is in so as to alter its emotional significance, either by changing how one thinks about the situation or about one’s capacity to manage the demands it poses” (Gross & Thompson, 2007, p. 20). Thus, cognitive change may refer to either the ways in which people change their evaluation of an event or to one’s self-efficacy in handling a certain emotional event (Gross, 1998, p. 284). Even though these two strategies might seem like two different processes, they are intertwined and exist through mutual interaction. While cognitive change is most effective in most cases, it however depends on how intense the emotion is at the time of cognitive change. That is to say, if the emotion is already intense, cognitive change will not be as effective as in the context where emotion is only starting to develop (Gross, 2014, p. 11). Thus, the timing, as well as particular strategy of cognitive change are both important for successful outcomes of emotion regulation strategies. Another reason for the importance of cognitive change strategies is the fact that they are the last stage of antecedent-focused regulation process, which means that if an emotion is not regulated at this stage, it will become expressed with its pertaining physiological, behavioural and expresional components.

There are many different strategies of cognitive change for emotion regulation; i.e. reappraisal, cognitive reframing, downward social comparison, denial, isolation, and intellectuali-
zation (Gross, 1998b). While these strategies might all be part of a wider umbrella concept, they vary greatly in the ways in which they operate. For the purpose of this work, the majority of these strategies will be deliberately overlooked, as the focus will be mainly on one of the strategies; reappraisal. This particular strategy involves “reframing perceptions and interpretations of an affective event by thinking about other perspectives, potential antecedents, and by re-evaluating their reactions” (Thiel et al., 2012, p. 520). In the context of teacher’s work in the classroom reappraisal in the example of the disruptive students might be shown in the way in which teacher uses his/her cognitive strategies in order to stay calm and continue with instruction. That might be to employ an empathetic mindset by considering the reason for students’ disruptive behaviour, which might be the content or difficulty of the task, or students’ difficulties outside of school context. Through employing these cognitive strategies, a teacher might be able to cope with his/her anger and not blame the students for feeling upset because of being interrupted (Sutton et al., 2009, p. 131). A similar conceptualization to reappraisal is also known as deep acting, which is defined by Grandey as managing feelings (2000, p. 97). The concept of deep acting has most often been used in the context of emotional labour, which is more negatively connotated management of emotion related to posing demands, or so called, emotional “display rules” in the context of different work demands (Hochschild, 1983). Thus, teachers’ deep acting is dependent on the emotional display rules of the school context, however the management of emotions is viewed as positive, a process that has the potential to benefit teachers work and relationships with their students. Therefore, both attention deployment and cognitive change refer to deep acting, in the sense that they include conscious modification of feelings in order to express the desired emotion (Sutton, 2004, p. 381).

Approaches to memory that focus on emotional self-regulation provide an explanation for these mixed findings (Parrott and Spackman, 2000). One motive for mood-congruent recall is to sustain or intensify the current emotion (e.g., when a teacher seeks angry memories to justify throwing a child out of his class). A motive for mood-incongruent recall might be to alter one’s present emotional state (e.g., when a teacher seeks humorous memories to reduce her anger at a disobedient child).

**Response modulation**

Response modulation is the last stage in the process model of emotion regulation and is the only strategy that is response-focused, which refers to its employment after the emotion is already fully developed and experienced. Thus, the response tendencies have already been
enacted (Gross, 1998b. p. 285) and to regulate these tendencies, the response modulation focuses on “influencing physiological, experiential, or behavioural responding as directly as possible (Gross & Thompson, 2007, p. 22). Therefore, teachers might use deep breathing techniques to influence the physiological response of an emotion. To change the experiential aspect of the emotion, teachers might use self-talk, and the behavioural aspect of emotional response might be influenced by controlling facial expression (Sutton & Harper, 2009, p. 393). One of the most common strategies to regulate emotions after it has already fully developed is targeting the expressive behaviour (Gross, 2001, p. 216), which is also known as surface acting (Grandey, 2000). While surface acting means “managing observable expressions” (Grandey, 2000, p. 97), it is related to response strategy that regulates emotions by employing suppression of the emotional expressive behaviour. Therefore, while regulating expressive behaviour might not necessarily be an unfavourable strategy, it is considered somewhat harmful in the context of surface acting. Research has shown that the inhibition of expressive behaviour has various negative consequences for the individuals using it. These consequences will be discussed further in the following section on the various outcomes of emotional regulation. Nevertheless, expressive suppression refers to “concealing behavioural displays of emotion” (Jacobs & Gross, 2014, p. 187), targeting the visible aspects of emotions when the individual assess that a certain emotional expression is not suitable for the context. In the example of the disruptive student a teacher might reach the stage where the emotion of anger is fully experienced because of the continuing disruption of the students, however, the teacher tries to suppress the anger and appear calm, as to not exhibit an emotional reaction that might inhibit the ongoing work in the classroom. While the regulation of expressive behaviour relates to the emotions at the moment of a particular emotional experience, there are also other strategies for response modulation later, that can be used to regulate aspects of emotion experience or to modify the emotional experience as a whole. One of these strategies is exercise, any kind of physical activity, as well as breathing relaxation techniques. These strategies can be used at any time after an occurrence of an undesirable emotional experience, in order to diminish the physiological and experiential aspects of an emotion (Gross, 2014, p. 10), which can contribute to decreasing the heart rate or alleviate the high levels of stress caused by a certain emotion. Another form of influencing different aspects of a negative emotion are various forms of relaxation, varying from actually resting to spending time with friends and family. Additionally, to modify emotion experiences, different substances might be used, such as alcohol, drugs or cigarettes (Gross, 2014, p. 10), which however might be highly risky if they are used to influence every negative experience, as the consumption of these substances might
result into addiction, whereby the use of these substances is conditioned with the experience of negative emotions.

2.2.3 Outcomes

The outcomes of emotion regulation can vary, depending on the strategy one uses. The process model of emotion and emotion regulation that are the theoretical groundwork for this study, suggest that the use different regulative strategies along the emotion development process renders various outcomes (Gross, 2014, p. 10), which is also the case in the emotion regulation model where the ability to self-regulate is viewed as a limited resource. Thus, if for example a teacher feels tired and has not slept enough, or has a poor diet; this lack of energy will inevitably show in the struggles of emotion regulation in the classroom (Sutton & Harper, 2009, p. 392). The various outcomes will be discussed further in each separate subsection; affective, cognitive and social. The outcomes of emotion regulation related to the social domain will be investigated in more detail, as these outcomes bear strongest implications for teachers’ emotion regulation in the classroom.

Affective outcomes

The affective outcome of emotion regulation refers to the ways in which an emotion is experienced, related to different aspects of an emotion, as well as the emotion experience of an event. The long term effect of the emotion experiences of school might contribute to teachers’ feelings of work satisfaction, whereby a constant feeling of not being in control or not being able to regulate own emotions may lead to stress. The factor that contribute to the “emotional stress” might be the emotional climate of the school (Crawford, 2007, p. 19), which does not allow for the emotional regulation of the teacher to be in accordance with the established emotional display rules. That discrepancy may in turn lead to teachers’ feeling of inadequacy in dealing with stressful emotional experiences in the classroom. On the contrary, experienced teachers in Sutton et al.’s study (2009, p. 134) have reported that increasing their positive and decreasing their negative emotions, has influenced their self-efficacy, whereby they feel that employing these strategies has resulted in a feeling of increased effectiveness.

Various studies have been investigating the affective outcomes of different strategies, mainly reappraisal and suppression have been compared and contrasted. The result of these studies is largely univocal, reporting that generally reappraisal is decreasing negative emotion experi-
ences and increasing positive emotion experiences. Additionally, the activation of sympathetic nervous system is higher when suppression is used, compared to reappraisal (Gross, 2014, pp. 10-11). The reasons for the different activation of the sympathetic nervous system is the fact, that reappraisal occurs earlier in the process of emotion regulation than suppression; therefore, the different aspects of an emotional experience are more malleable at earlier stages than when they are already fully developed. That is to say, suppression can decrease the emotional experience of for example pride and amusement, however, not some other more negative emotions like sadness. On the other hand, reappraisal can decrease the negative emotional experience without also decreasing the positive emotional experience (Gross, 1998b, p. 285; Gross, 2001, p. 216).

The use of reappraisal is thus generally more effective than suppression, as people who use it compared to people who use suppression express experiencing “more positive emotion and less negative emotion, including fewer depressive symptoms” (Gross, 2014, p. 11). One of the reasons for such outcomes is that the negative physiological impact of suppression is a result of trying to mask an emotion while at the same time feeling that the emotion should be expressed (Gross, 2001, p. 217). Results of different studies are favouring the use of reappraisal over suppression, which bears implication for teachers’ emotion regulation. The strategies teachers use to regulate should be cognitive strategies, rather than expressive inhibition of their emotions. One reason is teachers’ own well-being, as the suppression of emotions over a longer period of time might lead to negative affective outcomes, such as depression or other diseases caused by stress, as the increased physiological functions in the body can damage both physical, as well as emotional health.

_Cognitive outcomes_

The cognitive outcomes of emotion regulation have probably been researched the most, compared to the other two outcomes that are discussed in this work, namely the affective and the social outcome. While all of the outcomes are equally important and can affect an individual in versatile ways, the cognitive outcomes have been especially prominent in the research on emotional regulation within educational research. Because any form of cognitive information processing, with or without involvement of metacognition, is always influenced by emotions, it is important to note that the involvement of emotions is necessary in decision-making, however the degree of this involvement may influence the specific decision (Crawford, 2007, pp. 16-18).
There have been many studies in which the effect of positive and negative moods has been related to cognitive outcomes, which is indirectly linked to emotional regulation and the regulation of either positive or negative emotions. Since the processes of emotion and cognition are linked and are influencing each other in turns; emotions influencing cognition and cognition in turn altering emotions (Sutton & Wheatley, 2003, p. 336), thus the debate surrounding the influence of emotions on cognition will yield important insights for the regulation of emotion in the classroom.

The effect of emotion on cognitive processes has been studies in relation to different cognitive functions, one of the most prominent ones for teachers’ work might be the ways in which emotions can influence attention. Firstly, the fact that “negative emotions focus attention” (Sutton & Wheatley, 2003, p. 336), is important for teachers’ regulation of negative emotions. That is because negative emotions pertain to analytical mindset (Frenzel, 2014, p. 509), allowing a teacher to focus on a specific task, by inhibiting the short term goals to enter the consciousness (Sutton, 2004, p. 386). Therefore, the regulation of emotions is directed at the long-term goal, making teachers’ negative emotions paramount to the classroom management through the focus of attention (Sutton & Wheatley, 2003, p. 336).

Secondly, researchers have been investigating the effect of emotion regulation also focusing on its consequences on the memory, specifically on the ways in which reappraisal and suppression affect memory. Generally, the findings indicate that the use of reappraisal has more positive impact on cognition, in relation to the use of suppression. The use of cognitive strategies is more needed during suppression compared to reappraisal, because suppression happens later in the emotion regulation process and cognition has to thus influence aspects of emotion more than during the developmental phase of emotion when reappraisal happens. Therefore, all the cognitive functions are employed during the use of suppression as the strategy, resulting in a vague recalling of the event. On the contrary, reappraisal leaves the memory of a certain emotional experience intact, as it does not require a high involvement of cognitive functions (Gross, 1998b, p. 277; Gross, 2001, p. 217; Gross, 2014, p. 11).

Thirdly, emotion regulation also importantly affects problem-solving. While negative emotions might help focus attention, positive emotions might increase the potential for problem-solving by enabling “more thoughts and actions” (Sutton & Wheatley, 2003, p. 338). In other
words, emotion regulation of positive emotions might influence the ways of thinking that render “more flexible and creative approaches” (Frenzel, 2014, p. 509). Therefore, for teachers using emotion regulation, it might be important to find alternative teaching ideas and problem-solving strategies, which in turn influence their teaching goals (Sutton & Wheatley, 2003, p. 338).

Social outcomes

The social outcomes of the emotion regulation are very prominent, together with the cognitive outcomes, for the topic of this work because this study focuses on teachers’ emotional regulation and its implications in the classroom. The role of emotions is inextricably linked to the social component of the classroom, which is present basically in any kind of interaction in the classroom. Therefore, the ways in which teachers regulate, or don’t regulate, their emotions bear consequences on their social relationships with their students. Additionally, teachers in Sutton’s study (2004, p. 386) reported that their social relationships with the students make them more effective, whereby social relationships can be maintained only with the help of emotion regulation.

However, solely the use of emotion regulation by teachers as a way of maintaining social relations does not guarantee healthy emotional climate and trusting relationships. That is to say, the particular emotion regulation strategy that is used also influences the formation and maintenance of social relationships. Gross (2001; 2014) has been investigating the different outcomes in social relationships when using reappraisal and suppression to regulate emotions. Generally, the use of reappraisal is more effective in sustaining healthy social relationships than suppression, which is similar to outcomes in the affective and cognitive aspects of regulation. That is to say, “reappraisal decreases negative emotion-expressive behaviour”, but does not influence the positive behaviour (Gross, 2001, p. 217), therefore people who use reappraisal are more successful in social interactions compared to people who use suppression (Gross, 2014, p. 11). That is because they are more likely to share their emotions, which has a calming influence on the person they interact with, compared to the people who use suppression, whereby both negative and positive emotions are diminished and physiological responses are increased in both people included in the interaction (Gross, 2001, p. 217).

Therefore, the use of reappraisal rather than suppression might be more beneficial strategy in the classroom, in order to sustain good relationships. However, the nature of any work, but especially work in the classroom, is characterized by unpredicted situations and thus reap-
praisal of for example anger or frustration related to student(s) behaviour might not always be possible. However, the repeated use of suppression, rather than reappraisal might result in a pattern that can in the long-term affect specific teacher-student relationships, or even influence the overall social relations in the classroom. In other words, using reappraisal rather than suppression can inhibit the possible development of relationship tensions that might in turn affect teachers’ and students’ well-being or academic success.

2.3 Implications of emotion regulation in the classroom

2.3.1 The role of emotion regulation in the classroom

*Emotions in the classroom*

The positioning of emotion regulation in the classroom will be discussed in this section, which will inevitably tie the use of regulation to social relations and the reasons for it, as well as the consequences of these strategies on social relationships. In other words, the acknowledgement of social context in investigating the action tendencies is important, because that nature of teachers’ work and their use of emotion regulation strategies has to be recognized within a specific school environment in which they use these strategies (Gross, 1998b, p. 278).

Therefore, teachers’ emotion regulation in the classroom does not happen in an isolated bubble, but is rather related to wider societal rules and the rules of emotional display of the school context. Additionally, the classroom is a work place for teachers, and as such it is influenced by other aspects of their lives, which means that the emotion regulation in the classroom can derive from many different incentives. One of the often mentioned examples of emotion regulation is related to the demands of the teaching profession. In teaching, maybe even more than other professions, emotions are always present, even though sometimes more subtly. Thus, teachers relate the need for emotion regulation and promptly adhere to certain display rules as professionalism, or adhere to certain standards that they have set for themselves as a part of their image of themselves (Sutton, 2004, p. 386). Frenzel (2014, p. 501) highlights the difficulty of teachers’ position as they are required to adhere to certain emotional display rules, while having to regulate emotions that emerge as part of instruction or interaction. When a teacher is in an emotionally demanding situation it is not very probable, although sometimes possible, to just ignore that situation or simply leave the situation for a certain amount of time.
to get some perspective. Therefore, a continuous exposure to negative emotions, such as anger and frustration that occur as a result of students’ misconduct might reduce teachers feeling of self-efficacy (Jennings & Greenberg, 2009, p. 497). On the other hand, if teacher is able to regulate the negative emotions that occur as a result of different situations in the classroom, they are generally more resilient and cope better with different challenges in their work (Jennings & Greenberg, 2009, p. 497; Sutton & Wheatley, 2003).

Teachers might often find themselves in a position whereby it is difficult to express desired emotions with sensitivity when there is a strong need for them to exhibit certain emotions (Hargreaves, 1998, p. 322). Therefore, when teachers’ emotion regulation goals are in contrast with their idealized emotional self-image, the emotional strain of the work can be emotionally laborious (Sutton, 2004, p. 386). While teachers’ work is sometimes characterized with being an emotional labour, that is however not always the case since the positive self-efficacy and the ability to express own emotions in a way that is not inhibiting one’s personality, is considered as successful emotion regulation (Sutton, 2004, p. 387). A positive sense of self-efficacy also means that a teacher is more likely to persist in their desired tasks or activities (Stewart, 2012, p. 239), and is as such also a clear predictor of an orientation towards emotion regulation strategies that diminish the stress of coping with the negative outbreaks in the classroom. Thus, emotion regulation strategies are also closely related to classroom management (Sutton, 2004, p. 393), whereby teachers who regulate their emotions are aware of the salient role of emotions in preventing disruptive behaviour and of the ways that emotions can be regulated to influence attention.

The different ways in which teachers show their emotions, either consciously or unconsciously; openly or subtly, also has an impact on the students and all the activities in the classroom. Moreover, these exhibits of emotions might be very important because teachers are not always aware of the ways in which they involuntarily show a certain emotion, for example through a bodily movement or a face expression (Sutton & Wheatley, 2003, p. 340). A feeling of frustration might be expressed passive-aggressively when teacher is not regulating the emotion, or is regulating the emotion unsuccessfully. Thus, emotion regulation can render positive outcomes when teachers recognize that it might benefit them, as well as their students (Sutton & Wheatley, 2003, p. 344). Moreover, emotion regulation might help with regulating teachers’ desired levels of emotionality in the classroom. That is to say, teachers might believe that a classroom that allows for a moderate display and expression of emotions might be beneficial for their own sense of effectiveness and aligned with the ways in which they wish
to express themselves with their students (Sutton, 2004, p. 393), both as an individual and the “adult figure” in the classroom. The use of an emotional tone has been reported by most of the teachers in Sutton’s (2004, p. 388) study on their emotion regulation. It might be that teachers’ goals related to the content and delivery of the lessons might be most effective when emotions are at a moderate level, because the cognitive functioning is most effective when emotional environment is safe and stable. For example, if a student is scared because of a teacher’s sudden anger outburst, his or her ability to focus on the content of the lesson will be inhibited. On the other hand, teachers can use emotions to make the academic content more appealing, through up-regulating their positive emotions they can modify their expressive behaviour related to a certain topic; “turning a once boring environment into their very own educational theatre” (Jacobs & Gross, 2014, p. 197). Nevertheless, the ways in which teachers’ emotional regulation affects their students will be discussed in a separate sub-section.

Hargreaves (1998, p. 320) claims that the nature of teachers ‘work is inherently emotional, »an emotional« practice, and is as such one of the most influential social practices for the students in the classroom. The need for teachers to be able to understand and respond to these practices is highly important for establishing a welcoming, trusting emotional climate in the classroom. In other words, teacher need to be able to regulate their own emotions to safeguard the social relationships with their students, but also have to be able to understand students’ emotion regulation. This understanding might however include various components, the developmental aspect, the environmental influences on their emotion regulation, as well as different expressive behaviours in which they exhibit their emotion regulation. Thus, the next section will investigate these various aspects of students’ emotion regulation.

*Understanding students’ emotional regulation*

The emotional development of children and therefore the development of emotional understanding are a very important aspect of the ways in which the teachers ‘can influence this development. Already the regulation between the child and the parent in early childhood is increasing the “capacity for self-regulation in the pre-schooler” (Sroufe et al., 1984, p. 293), which must be continued when the children first enter school. In other words, the school environment is continuing the emotional education of the home, even though with slightly different display rules.

The role of educators is far greater than just the teaching and learning of the academic contexts, but it is to teach children how to recognize, understand and finally regulate their emo-
tions. Thus, it could be said that teachers have the interest to understand the emotional development of their students, in order to facilitate its development. That is because emotional development bears implications for emotional regulation, which in turn can help the students in achieving their academic goals and the demands of the school social environment (Jacobs & Gross, 2014, p. 189). Since the ability for self-aware emotion regulation varies significantly between individuals, it is also important that teachers facilitate the development of their students’ emotion regulation throughout the years when emotions are developed at the highest rate, with impressionable emotional experiences if formed during childhood. Mayer and Geher (1996) attribute possible individual differences to: generally better cognitive skills, openness to one’s own and others’ emotional reactions, and better knowledge about the connections between thought and emotions (p. 91). Since cognitive skills are highly bound to genes, there are little implications for the advancement beyond certain level. Nevertheless, the abilities to perceive and use emotional information are highly teachable and much less inherent than cognitive abilities. The fact that emotional states or experiences are the result of learning raises implications for the educational context and also gives an explanation for individual differences in emotional regulation skills.

The first step in the development of emotional understanding are emotional expression and perception whereby the children are starting to recognize and label emotions. Thence, teachers can facilitate the development of this phase by raising awareness of the importance of emotional signals by which an emotion can be recognized (Haviland-Jones, Gelbet & Stapley, 1997, pp. 235-238). While at the initial stages of emotional understanding children may think that an emotion may be always something that is expressed in a certain way, they learn with increasing age that the reasons for emotions might be different between individuals, (Jacobs & Gross, 2014, p. 189) and that also the way people display their emotions might not demonstrate what they are actually feeling (Haviland-Jones et al., 1997, p. 241). In their late childhood and early adolescence years, children understand that emotions are a product of individual characteristics of a person and of his/her motives (Smrtnik Vitulič, 2007). The ability to form theories about emotions implies the awareness of one’s own and others’ emotions. The emotional self-awareness described by Korrel (2014) is the ability of a child to recognize his/her emotions, know the reasons for these emotions and be able to recognize how others respond to his/her emotions.

When a child is aware of what he/she is feeling at the moment when an emotion happens, and knows where a certain emotional response originated from, he/she is also able to change
his/her emotional response, in other words, employ strategies for emotional regulation. Accordingly, self-aware regulation abilities “differentiate during childhood with temperament and rule-based skills persisting as distinct factors even after the development of self-awareness” (Zeidner et. al., 2003, p. 90).

Thus, as children are getting older, they acquire new mechanism of emotion regulation. The first acquisition that makes the regulation possible is language, and the next is metacognition. While already 6-year-old children are aware that appearances may be misleading and that they do not indicate the feeling a person is experiencing (Harris & Saarni, 1989), older children discover intentionally monitored and guided emotional expressions in themselves and others (Flavell, 1985, p. 141). The control of emotions may operate either on self-reflection that influences self-regulation or on socially mediated learning, to assess what are emotions acceptable for display (Harris & Saarni, 1989, p. 16). The ability to control and regulate one’s own emotional responses is especially relevant in social situations, which means that children who use emotional regulation also become aware of the consequences of that regulation. For example, if a child recognizes that his expression of anger is harmful in his/her social endeavours, his/her efforts will be to regulate that emotion (Jacobs & Gross, 2014, p. 190).

The use of internal strategies of emotion regulation related to cognition improves with increasing age, and regulation is selective depending on the situation. At the same time, the use of external strategies for emotion regulation remains in use (Brenner & Salovey, 1997). With the development of metacognition, children gain knowledge about the limitations of their memory and acquire strategies to avoid them (Harris & Saarni, 1989). A teacher who is able to understand the cognitive appraisals behind emotions is able to help a student who is struggling with emotional regulation. Thus, the teacher might recognize that the problems might originate from environment other than within school, and thus accordingly help the students, rather than resort to punishment for misbehaviour (Jennings & Greenberg, 2009, p. 493). However, the reason for challenging behaviour with some students might not necessarily derive from the ways in which cognition motivates certain emotions. It is possible that while children can understand their emotional response to situations, they are still not able to comprehend the effect of emotions on their behaviour (Masters & Carlson, 1984, p. 453). Thus, the teachers should be aware that while children are able to use reappraisal for the regulation of their emotional response, the modification of behaviour is more challenging and it might thus students might need more time to develop in the ability to regulate their behaviour as well.
Developing students' emotional regulation

Emotion regulation depends highly on perception of emotions and understanding of the personal meaning of that emotion and its appropriateness in a certain situation. The developmental process of self-regulation depends highly on the opportunities where a child can exercise his/her social adaptability skills. The exposure alone to variety of social situations will enable the development of coping mechanisms that employ emotion regulation.

Because emotional experiences are facilitated by knowledge, the interpretations and direct observations (Lewis et al., 1984), there is much that children can learn from social situations in the classroom. Thus, the teacher is to a certain extent responsible for establishing and facilitating certain conditions of emotional learning, together with the join contributions from family setting and in accordance to the cultural norms. Parents and teachers can facilitate and encourage the use of adaptive strategies to reach personal goals in a way that respects the established social context (Lane, 2000, p. 185). The teaching and learning about emotions and emotionality is therefore bound to a context and the way emotion regulation is employed may be different across different cultural contexts (Hargreaves, 1998, p. 317). While the strategies for emotional regulation may be to a certain extent similar across cultural and social contexts, the ways in which these strategies inhibit or enhance certain emotions may depend on a specific context. Since knowledge related to emotional behaviour is facilitated in social situations, educational implications for its construction are vast. Put differently, the use of self-aware emotion regulation has to be taught consciously, as well as practiced regularly.

Positive reinforcement in the classroom related to social behaviour and emotional decisions can be facilitated from an early age. Through the repetition of emotional experiences, they become a part of emotional memory and can then be used habitually by the higher informational processing centres as the emotional pathways, also in situations when one is likely to resort to instinctive emotional reactions (Hatch, 1997, pp. 84-85). Even though children at an early age are not able to employ metacognitive strategies when dealing with emotional information, they do observe and learn from their immediate environment. If a child receives positive feedback on his emotional endeavours, it is more likely that he/she will be more aware of his/her emotions as well as emotions of others. The environment that encourages the use of emotion regulation is thus not one where children regulate their emotions to avoid a certain kind of punitive act from the teacher (Jennings & Greenberg, 2009, p. 506), but rather originates from the empathetic stance that emphasizes the understanding of oneself and others. In
other words, the students’ emotion regulation does not derive from extrinsic sources of motivation, but originates from “a sense of shared responsibility” (Jennings & Greenberg, 2009, p. 506).

Emotional regulation is thus situated in a various different aspects of the classroom setting. It might be, as assumed in the social relationships between students and the teacher, as well as all the regular practices in the classroom. While students can learn about emotion regulation from these subtler aspects of the classroom context, teachers can also more explicitly teach about emotion regulation through embedding strategies for emotion regulation in the context of the lessons (Meyer, 2014, p. 466), making these lessons on emotion regulation the “very fabric of school life” (Goleman, 1995, p. 272). Achieving this however is not very straightforward or simple, as the emotion regulation of teachers is very often done at a certain level of unconsciousness and teachers might not always be aware of the ways in which they regulate their own emotions. Thus, to facilitate the learning of emotion regulation in children teachers have to first be aware of their own strategies for emotion regulation. Additionally, teachers have to be aware of their students’ behaviours and possible causes for a certain behaviour, in order to understand their students and help them with their emotion regulation (Jennings & Greenberg, 2009, p. 507). Thus, if a teacher is aware of some emotion regulation difficulties in a individual student, he/she might give them more space and opportunities to control their emotion action tendencies, reflection on their own feelings and conflict resolution. Goleman (1995, p. 272) proposes that settling misunderstandings or quarrels in the classroom might be most effectively solved through negotiation, rather than judgments made by the teachers alone on the basis of imagined “fairness”. Thus, students need to be given a chance to participate in conflict resolution through employment of emotion regulation and with the awareness of others’ emotions, as well as the classroom setting emotional rules.

That is to say, the ways in which emotion regulation is encouraged and developed in the classroom can vary and it depends highly on the teacher and his/her own emotion literacy and strategies for emotion regulation. Teachers’ held believes about the role of emotions in the classroom contribute to the ways in which emotion regulation is exercised and encouraged in the classroom. Teachers who are aware of the benefits of their own emotion regulation on themselves might be more successful in incorporating opportunities for emotion regulation strategies to be practiced in the classroom. The lessons on emotion regulation might take a variety of forms, from discussing strategies for conflict resolution, both in the school context and outside of it, or through coaching through group activities (Hatch, 1997, p. 84). Addition-
ally, teachers can emphasize the importance of emotion regulation that contributes to own emotional well-being and is thus intrinsically motivated and can help in using emotions as a tool for better academic or social outcomes.

Nevertheless, while the content of lessons on emotion regulation is very important, it is needless to say that probably teachers exert most influence over their students’ emotion regulation through the ways in which they regulate their own emotions, thus the next section will focus on two different aspects of influencing both students’ learning and emotion regulation through teachers’ emotion regulation and its pertaining outcomes in the classroom.

2.3.2 Effect of teachers’ emotional regulation on students

*Influencing students’ learning*

Teachers are inevitably influencing their students’ through the ways in which they understand and use their own emotions. Consequently, also the inability to regulate own emotions might have certain implications on students’ emotion regulation and the achievement of their academic goals. Teachers believe that their own emotion regulation is crucial in staying consistent with the academic goals they have set for their students (Sutton, 2004, p. 385). The ways in which emotions can be used to enhance academic learning are however contained in various aspects of classroom endeavours and this section aims at investigating some emotion regulation strategies that can enhance either a certain aspect of students ‘cognitive processing or their overall ability to learn.

From the point of view of the developmental theory “the emotions produced by the delay of immediate gratification facilitate the development of more mature thought processes” (Lewis et al., 1984, p. 272). In other words, the encouragement of regulation of emotional impulses and exercising emotion control during the process of teaching and learning can have implications on students’ development of cognition. This development is based on the assumption that emotional and cognitive processes are intertwined on various levels and the strengthening of emotional response pathways can lead to more complex cognitive schemata. Thus, the understanding of the individual students ‘emotions may be the prerequisite for understanding the ways in which their emotion regulation can be supported with the goal of enhancing their motivation for learning (Barling, Slater & Kelloway, 2000, p. 157).
One of the ways in which emotion regulation is useful is in supporting the classroom instruction, to the extent where teachers’ emotion can be used as a display of enthusiasm about learning, which might enhance students’ interest in learning (Meyer, 2014, p. 462). When teachers are able to enhance their positive emotions about learning it might also affect the students’ excitement about the academic content of the lessons. However, the use of positive emotion in instruction might not be easy to implement, as teachers receive little or no training on how to use their own emotions to influence the learning of their students (Pekrun & Linnenbrink-Garcia, 2014, p. 1) and have to thus learn from trial and error. It is important to note however that the effect of encouraging positive emotions might serve as a substantial source of motivation for students (Pekrun & Linnenbrink-Garcia, 2014, p. 1), which can in affect bear consequences for all the sub sequential learning of the students. This enjoyment of learning is especially important during the primary school years (Meyer, 2014, p. 468), where positive emotional support should be a part of “instructional scaffolding” (Sutton & Wheatley, 2003, p. 342) from the very beginning of schooling and especially when students are encountering negative experiences of learning.

The role of emotion regulation becomes evident in sustaining the enjoyment of learning through struggling with learning certain contents (Meyer, 2014, p. 468), which means that teachers have a very important role in attributing causes for academic failures. That is to say, teacher using emotion regulation are more likely to attribute a failure in students’ learning to something controllable rather than something fixed (Sutton & Wheatley, 2003, p. 341). When delivering negative feedback to students with a positive emotional tone and emphasizing the ability of developing a certain characteristic or skill, students might feel more supported and motivated to advance their learning. Thus, emotional support might sometimes be more crucial in the classroom than cognitive support and it may take various forms, namely “encouragement, humour, laughter” (Meyer, 2014, p. 463). Additionally, emotional regulation might also be a more important factor in effective classroom management than other strategies (Jennings & Greenberg, 2009, p. 493) which in turn influences the conditions for students’ learning. Teachers who are expressing their positive emotions and verbalizing them may encourage learning (Sutton et al., 2009, p. 134), especially in constructing the importance of acknowledging emotions in demanding situations, such as frustration at a failure. In critical situations where students might experience negative emotions because of barriers in their academic learning, teacher can use enhancement of positive emotions, such as encouragement (Meyer, 2014, p. 461).
The use of emotion regulation to influence students’ learning can also be used not just to tackle the challenges in enhancing instruction or motivation, but also to influence cognitive processes. That is to say, positive emotional climate sustained through emotional regulation can produce alternative problem-solving strategies, thus enhancing various higher information processing centres (Haviland et al., 1997, p. 249). That might be important in altering the routines and contributing to the versatility of the classroom activities which may in turn enhance students’ learning. Moreover, the development of understanding and regulation of emotions might depend highly on the ways in which the learning activities are structured (Meyer, 2014, p. 467). In other words, if a teacher has established a balanced structure of following routines as well as acknowledging important emotional eliciting events, then students might feel more motivated, challenged and inspired to learn.

*Role models*

The measures that teachers can take to influence students’ academic learning through the use of their own emotional regulation are important. However, the emotional regulation of the teachers is in itself a model that students are exposed to every day and will therefore inevitably to varying degrees influence the ways in which they regulate their own emotions. Additionally, teachers ‘emotion regulation is a model of how to use emotions in social encounters, both through their interaction with students individually and through the ways in which teachers regulate their emotions in the whole classroom setting (Goleman, 1995; Jennings & Greenberg, 2009).

Teachers who are aware of their own emotions and their consequences will be more likely to use emotion regulation in the classroom and find its use important for their students. One reason why emotion regulation is crucial in the classroom is sustaining trusting and open relationships with students despite numerous provoking and agitating situations in the classroom (Jennings & Greenberg, 2009, p. 500). In other words, teachers who understand the potency of emotions in the classroom will use emotions to exert a certain influence over students through the use of self-control, thus presenting themselves as worthy of respect (Barling et al., 2000, p. 157). Thus, sustaining trust and respect through emotion regulation may be the most important implication of emotion regulation in the classroom especially because important examples on emotions and their use and expression are given rather subtly (Panju, 2008, p. 36). Nevertheless, the power of emotion regulation that is used explicitly to model a certain
emotional response or raise awareness of a certain emotion regulation strategy should not be overlooked when talking about teachers as role models of emotion regulation.

It has been proved that emotional experiences are deeply ingrained in the neural pathways once acquired and thus to alter or completely replace them might be difficult. That is why teachers should be aware of the ways in which emotional expressions and experiences are practice and discussed in the classroom, because the most impressionable years for emotional development are during childhood and patterns learned during early primary school years are difficult to modify. Thus, to model emotion regulation successfully, it has to be practiced regularly and repeatedly, providing students with feedback on their emotional regulation and support when they are struggling with self-control (Cherniss, 2000, p. 447). Additionally, teachers have to pay attention to the ways in which they use emotional vocabulary and encourage children to use appropriate descriptions of their emotions and create opportunities for them to express them regularly (Panju, 2008, p. 36). That is to say, “teachers are role models who continuously induce and respond to the emotional reactions of their students” (Jennings & Greenberg, 2009, p. 500).

Evoking emotional reactions and directing the appropriate emotional response is thus a central tasks of emotional regulation lessons in the classroom. Needless to say, while there are certain ways in which teachers can influence their students’ emotions directly, probably one of the most important influences on students are the ways in which teachers “present” themselves in the classroom on a daily basis (Goleman, 1995, p. 279). Teaching and learning about emotional regulation depends on the ways in which teachers publicly react to personal changes in moods and stress, as well as on the ways they treat the students in the classroom (Panju, 2008, p. 36). The treatment may relate to the ways in which they either relate to students or how they manage the classroom (Jennings & Greenberg, 2009, p. 499). In other words, teachers are the main role models of suitable emotional behaviour as we are solving conflicts related to emotional distress in the classroom (Panju, 2008, p. 36). To be able to model appropriate emotional behaviour and react to emotional problems in the classroom, teachers have to be able to talk openly and comfortably about their lessons, teaching the students about the emotion regulation (Goleman, 1995, p. 279) through exhibiting and expressing it
3 METHODOLOGY

This study is advocating for the importance of teachers’ perceived emotion regulation and the possible implications of these perceptions in the classroom. Emotions are a part of all teachers’ endeavours in the classroom, and as such teachers’ work is inherently emotional, “an emotional practice”, and is as such one of the most influential social practices for the students in the classroom (Hargreaves, 1998, p. 320). Furthermore, the regulation of teachers’ emotion influences them on a personal level, as well as in their role of an educator. Thus, it is important to acknowledge the potency of emotions and their regulation in different aspects of classroom settings.

Therefore, this study will focus on investigating the ways in which teachers regulate their emotions and how their emotion regulation influences the practices in their classrooms. Through a phenomenographic study, I will research the qualitatively different aspects of teachers’ emotion regulation, which might render useful reflections and practices that might be beneficial for the teachers themselves or the wider public.

The main research questions of this study are:

**How do teachers perceive their own emotion regulation?**

**How do teachers perceive the implications of emotion regulation in the classroom?**

3.1 Research design

3.1.1 Emotions at the core of research

Research on emotions has been widespread especially in the fields of psychology and for that reason emotions have mainly been investigated within the context of quantitative studies. However, when one is not trying to measure or assess certain emotional component, it is possible to place a study that has emotions at its core in the realm of qualitative study. While for example emotional intelligence can be measured either with standardized tests or self-report measures, according to the pertaining definition we choose to use for it (Zeidner et al., 2003; Petrides, 2011), similarly also emotion regulation can be measured in different ways. While the tendency to act on certain emotion trigger can be measured in terms of its various aspects, such as physiological responses (Gross, 2014), it can also be measure through questionnaires

This study will thus take a qualitative approach to investigating teachers’ perceptions of emotion regulation through their own accounts of instances where they use it in the classroom. It is important to note at this point that the study of any phenomena containing emotion as its central phenomenon can be considered to be “difficult knowledge” (Crawford, 2007, p. 6). It might be so because emotional experiences may be difficult to account for in its complexity and as the time passes one’s account or past events might get blurry. Additionally, all the emotional experiences are contextual and thus it is challenging to re-act them to memory at a randomly selected time and in a context different from where we experienced them. Thus “our ability to know and report on emotions that we feel is limited”, which means that “we shall not fully understand human emotions unless we take that capacity for awareness and reflection seriously” (Harris as cited in Crawford, 2007, pp. 7-9). That is to say, to gain an insightful recollection of a memory of a certain emotion, the actual recollection needs to happen without the inhibitions of the present social situation and through remembering a certain even holistically, through the context in which it happened. Therefore, this study will aim at uncovering the emotional experiences of teachers as they happen in the classroom and the many different qualitative ways in which teachers perceive them. My interest, as the researcher, is thus in people’s conceptions and as this study is phenomenographic, it will focus on the qualitative dimensions of the ways in which teachers describe, analyse and interpret their emotion regulation (Uljens, 1991, p. 82). Thus, to describe something in the various ways in which people perceive it, means that de facto we are dealing with a qualitative question (Marton, 1988, p. 181).

3.1.2 Phenomenography

The study of emotion regulation has emotions at its core, which means that the realm where the phenomenon of the study is situated is in between the social world of each individual and his/her mental processing. Phenomenography is thus suitable for the study of emotion regulation, as it can be situated at the exact same place in a wider context, between the psychological realm and the social realm (Marton, 1986, p. 179).

The ways in which people perceive the world, or different aspects of it, can for the purpose of this study be best executed with phenomenography. That is because rather than focusing on an
essence of a certain experience or phenomenon and comparing these experiences across different context, as in phenomenology, phenomenography is focusing on the individual’s experience in a different way. In other words, phenomenography is a method for “the mapping of the qualitatively different ways in which people experience, conceptualize, perceive, and understand various aspects of, and various phenomena in, the world around them” (Marton, 1986, p. 144; Marton, 1988, p. 178-179). The phenomenon in this study is emotion regulation of teachers and the ways in which they understand and describe various aspects of it. Even though the phenomenon of emotion regulation is studied through individuals’ conceptions, the study is however not about the individuals or the phenomenon per se, but about the relations between this phenomenon and the individuals (Marton, 1986, p. 144; Marton, 1988, p. 179).

The task of the researcher is thus to try to best describe the qualitative different aspects in which an individual conceptualizes a certain phenomenon; namely taking an “experiential perspective”. Moreover, because these conceptions of different aspects of a phenomenon are also always bound to a certain context, they have to be interpreted in relation to it, bearing in mind the “relational perspective” (Marton, 1986, p. 146).

If the purpose of phenomenography is to discover the qualitatively different aspects of the ways in which teachers relate to emotion regulation, then it might be feasible to accept that the outcome of the study will be the discovery of a limited number of these different ways (Marton, 1986, p. 143). These qualitatively different ways of conceptualizing emotion regulation will thus become categories of description (Akerlind, 2005) and will be the smallest analysed pieces of the research results. These categories of description will however be joined according to certain criteria into outcome of space, which will be joining categories of description with similar structural relationships (Akerlind, 2005).

3.1.3 Ontological and epistemological assumptions

This research is contained in the frame of relativistic or so called constructivist paradigm; assuming that all truth is constructed by the time, social and cultural context and individual. The ontological basis of this study comprises the idea of Guba: (1990, p. 27) “Realities exist in the form of multiple mental constructions, socially and experientially based, local and specific, dependent for their form and content on the persons who hold them” and an assumption that the goal of research is understanding in context instead of the discovery of universal truths. In case of phenomenography the relativistic nature of the knowledge that can be ob-
tained through the study is centralized in people’s interpretations of the world or the different aspects of the world (Marton, 1988, p. 179-181). Thus, rather than describing the world as an entity outside of a personal reality, the descriptions of the world are “people’s conceptions of the world” (Marton, 1986, p. 145) or the qualitative ways in which they describe their “thought about it” (Marton, 1988, p. 179).

That is to say, the nature of both reality and knowledge in phenomenography is thus interpreted through the lens of the individual, in this study specifically through teachers’ experiences of situations. These situations are any kind of account where teachers feel the need or desire to regulate their emotions and thus the experience of the world is reflected in that specific situation.

3.1.4 Data collection

Interviews were chosen to be the method of data collection as they are the primary method of phenomenographical studies in general (Marton, 1986, p. 154). Data collection was executed through **semi-structured interviews with the teachers**. By using a guided interview format I had prepared a set of questions for each interviewee, but could also vary the questions according to situation (Lichtman, 2013). In some instances, the interview was also more in the form of an in-depth data collection method, as to foster eliciting of each participant’s perception of emotion regulation (Charmaz, 2006, p. 25). As typically in phenomenography, I have tried to guide the research participants with my questions, but not limited them too much, instead giving them the freedom to “choose the dimensions of the question that they want to answer” (Marton, 1986, p. 154). Sometimes it was very challenging to let the participants choose the dimension of the question they wanted to focus on, because the topic of discussion was fairly intangible. Additionally, emotion regulation is also pretty subtle and taken for granted and is as such not discussed very often in every day school life of the teachers.

Since the phenomenon that the participants were asked about is related to teachers’ emotions and the versatile ways in which they are regulating them it was essential to give them enough manoeuvre space to relate their answers to concrete examples of where they feel or remember that they used a certain strategy of emotion regulation. While sometimes the participants were willing to share direct experiences of various aspects of emotion regulation in the classroom, on other occasions it felt like they did not need the context of a “story” to fully access the emotion regulation strategies that they use. For example, when asked about certain aspects of
emotion regulation, they could readily explain how they for example down-regulate their emotions without having to retrieve this information from an event in the classroom. However, I believe that all the accounts of the teachers given in the interviews contain attitudes and personal experiences that are valuable to the research and thus I have tried to stay professional, warm and encouraging throughout the interview. Because the topic discussed in the interview is of sensitive nature I also tried to ensure that the setting of the interview is safe so that the research participant is prepared to discuss own experiences in depth (Moore, 1987).

3.1.5 Participants

The participants of this study are all primary school classroom teachers in Finland, all working in schools where the language of instruction is primarily or partly English. However, all of the teachers who participated in the study work in a classroom where the language of instruction is English. They teach in different schools across Finland, all of which are however in more urban settings, rather than small rural schools. The main criteria for selection of the teachers who were to participate in the study was their teaching experience, namely the amount of years that they have been teaching. Thus, the selected participants have varying and versatile teaching experiences. Altogether, 4 teachers participated in this study through sharing their perceptions of the research phenomenon in an interview. There were 2 female teachers and 2 male teachers, and their ages varied between mid-twenties to late forties. While the female-male ratio is equal in this study, it must be noted that this is however not the case in Finland, where the vast majority of primary school classroom teachers are females.

There was no other special pre-requisites for the participation in the study, such as any specific prior knowledge of the topic. That is because emotion regulation is an integral part of the classroom and teachers’ endeavours in the classroom, even though one might not be thinking about it regularly and consciously. Thus, I have chosen the participants regardless of any special knowledge about emotion regulation, with the assumption that emotions are a part of teachers’ lives, especially in their work with children. All of the participants were presented with a participant consent form (see Attachment 2), in which their rights and the use and storage of collected data were explained and they signed the document together with the researcher. In this work, the identity of the teachers will be masked with substituting their name with fictitious names, however the sex of the teachers will be revealed.
3.1.6 Data analysis

After the collection of the data the next step was to transcribe all the recordings of the interviews, which I completed by transcribing each of them separately and saved them into separate files for each of the participants. Afterwards, I have read through each of the interviews multiple times to get an overall sense of the data and the topics that we have discussed with the participants. I have started the process of analysis by taking provisional notes on paper, collecting the meaningful utterances from each separate interview. Meaningful utterances (meaningful units) were all the answers that I interpreted as relevant to the question and were related to any aspect of emotional regulation of the participant or the implication of that perception in the classroom. Thus, also the meanings that the teachers ascribed to emotions regulation in their students and their social interactions (that exists through emotions) were interpreted as meaningful utterances. I then used these provisional notes as a starting point to reading the interviews again and identifying the meaningful utterances, which I then collected into an online file, one file per interview. Afterwards, I joined the 4 files with meaningful utterances from each participant into a joint file. In this newly acquired file, the borders between the separate participants were blurred, as it did not matter anymore which interview the meaningful utterances were taken from. However, these utterances were still related to context, for the purpose of interpretation.

After having collected all the meaningful utterances into one file, which forms my “pool of meaning” (Marton & Booth, 1997, p. 133), I started to read through them and interpreting them through the context they were taken from or in relation to other interviews (Marton & Booth, 1997, p. 133). Afterwards I have named the utterances according to my interpretation, using either the utterances as they were found in the interviews or then interpreting them further, paying special attention to how the ways of experiencing were expressed (Marton & Booth, 1997, p. 135). For the interpretation of the utterances I used the theoretical concepts of emotion regulation as a process, which was guiding me in identifying the strategies for emotion regulation that teachers were describing in the interviews. However, not all the interpretations are based on these theoretical conceptions. That is to say, the analysis of the data was inductive, deriving the meanings from the data, without the specific purpose to confirm a theory. In other words, when analysing the data, I was not trying to prove that teachers use all the different strategies as described in the process model of emotion regulation, but rather used the theoretical concepts to help me analyse sometime were abstract and challenging processes that teachers described.
After interpreting all utterances, I have bolded them, so to indicate that they have been interpreted. The next step was to put all the bolded utterances in a separate file, which was used as the source for the next step of analysis. In this next step I started collecting these utterances in wider categories with similar themes. With constant reflection back on the context where the utterances were taken from, I have assigned them to groups according to similarities and differences between them. This analysis was happening back and forth, with placing utterances into categories, and then moving them until the suitable group for the utterance were found. Throughout the process of assigning meaningful utterances to first level categories I decided on borderline cases between them while trying to keep the highest level of variation possible between the categories, as to better capture the qualitatively different ways of participants’ perception of emotion regulation (Marton & Booth, 1997, p. 133). To keep each first level category “distinct about a particular way of experiencing the phenomena” (Marton & Booth, 1997, p. 125) some of the formed categories contained only one meaningful utterance. The first level categories that I have gotten as a result of this processes were very different in size, some containing only one utterance, however the biggest first level category contained 8 utterances.

After the establishment of first level categories I have collected them into a table to get a better overview of all the categories. I then started identifying the common themes of these categories, thus joining first level categories into more abstract wider themes. These more abstract categories were my second level categories; altogether 9. Each of the second level categories contained from 8 to 12 first level categories. These second level categories fundamentally represent the different ways of perceiving emotion regulation among participants (Marton & Booth, 1997).

After I have formed the second level categories, the next step was to further abstract them, which I achieved through identifying the overlapping major themes that emerged from the second level categories. This further interpretation of second level categories resulted in description categories, which corresponded to the ways in which emotion regulation appears to teachers. As a result, I have formed 3 description categories which are directly linked to my research question. Thus, these categories refer »to the collective level« (Marton & Booth, 1997, p. 128). Nevertheless, these qualitative differences in perception are still related to the lived experiences of a certain group of people, thus while description categories are collective, they are not applicable to any chosen teachers.
Figure 2: Example of second and first level categories

Figure 3: Example of meaning units
3.2 Research results

3.2.1 Emotion regulation sustains teachers’ various roles

**Teachers as professionals**

Teaching is inevitably a social encounter and as such, the emotion regulation is present in the classroom and is a part of teachers’ work, to the extent where teachers described it as automated. While it might sometimes be an unconscious process, the teachers still acknowledged that it is there, present, even though they don’t feel that they are actively engaging in it. The way teachers use their emotion regulation is such an important part of their work that their endeavours in the classroom would not be possible without it. Outi argued that she feels “the need to regulate all the time”, since as she put it “I am here as a professional”. Similarly, Mika has said that “I have managed to do my job”, when asked about what is the meaning of successful emotion regulation for him as a teacher. Additionally, Outi has said that when stepping into the classroom means that you don’t have a choice whether you regulate your emotions or not saying “…when you step in here [classroom] there is not a possibility of not keeping going”. The use of emotion regulation is so ingrained in teachers’ profession that not using it would mean that teachers are not sustaining their role as a professional.

Teachers’ professionalism is tested on various occasions in the classroom, because it is a place where certain sudden emotion evoking situations are difficult to predict. Teachers have reported that emotion regulation is challenging in occasions when unpredictable situation occur, thus their role of a professional persona is difficult to sustain even with the use of emotion regulation. Maija has reflected on her sense of loss of professionalism in a situation where she wouldn’t be able to regulate her emotions:

“Because when you are too emotional you become biased, you only see your point of view, you don’t control what you say or what you think and you probably say or do things that you don’t mean to or want to do.”

Also Pentti has reflected that it is challenging to sustain his role as a professional in sudden situation:

“I don’t often feel nervous about teaching situations but there are some times for example when sudden things come up, you haven’t prepared for something and then you have to deal
with difficult things as you are teaching and still have the teaching going on at the same time.”

Overall, teachers have reflected that they feel that emotion regulation is difficult and their professionalism might be compromised when kids are misbehaving, having arguments or generally not following instructions.

The sense of professionalism was also contained in the way that teachers have framed their relationship with their students, as they mentioned the use of emotion regulation being related to the ways teachers treat their students, especially compared to other people or children in their private life. Teachers reported using emotion regulation as a way to limit their emotional investment in children, because as Outi has put it: "kids stay at work, they are not part of private life". They reported that the ability not to engage too much in emotional issues of and with the students is a conscious decision and is often acquired through years of teaching experience. Mika, who has worked as a teacher the longest from all the interviewed study participants said: “I think when I was a younger teacher I was more...I think I invested too much of myself emotionally. Moreover, also the novice teacher Maija has mentioned that her emotional investment is limited and she is conscious that her work in the classroom should not be emotionally taxing; she said that “I decide not to get too involved”. Thus, she reported a conscious decision to use emotion regulation as a tool for staying invested in the children within the limits of her responsibilities as a teacher.

Furthermore, the teachers have argued that the ways in which they exhibit their emotions in the classroom are linked to their limited emotional investment, as well as their role as a professional. Thus, the ways in which they would express a certain emotion in a classroom or at home is different, Mika claimed that he has a “lid on” in the classroom, comparing his expression of emotions at home and school. Also Pentti mentioned a certain desired level of emotionality in the classroom

“...there is a norm, area of feelings or show of feelings that is acceptable and normal and so students and teachers notice when they are out of that area.”

The inhibition of certain emotions in school is ingrained in teachers also through certain emotion display rules, maybe unwritten, however existing. These rules are a certain code of conduct of emotional behaviour in the school setting, of which teachers are aware and adhere to. That consequently means that while teachers inevitably experience some emotions that are not
suitable for the emotion display rules of the school, but they have a way to work through them, as Pentti reported. He claimed that as a teacher you learn to work through your emotions so that “professionalism remains and good conduct towards children remain even though situation is highly laden with emotions”.

Teachers are professionals that work with children, as well as other people, which means their work inevitably requires social endeavours. As such, emotion regulation is part of their interactions and strategies to stay professional; adhering both to the emotional display rules and keeping levels of emotional investment in their students at a level where they feel it is not emotionally taxing for them.

*Teachers as responsible adults*

The need for emotion regulation in the classroom can also stem from teachers’ role as the responsible adult in the classroom. Most often, they are the only adult in the classroom and they, as a responsible adult figure need to regulate their emotions. From this perspective regulation of emotions is not viewed as part of adhering to certain rules of school as a work environment, but is rather, as Outi put it: “*part of behaving like an adult*”. The ways in which participants have conceptualized their role as a responsible adult is majorly overlapping in the belief that as the responsible adult in the classroom, the teacher is always regulating his/her emotions to sustain a moderate display of emotions. Teachers are role models for their students, which they have discussed by demonstrating an awareness of their emotions and actions influencing their students. They acknowledge that they should share emotions selectively, through using emotion regulation. Thus, they reflected that they might sometimes not tell them about a certain emotion if they feel like it is not anyhow appropriate or necessary for the students to know about it, for example Outi has said:

> “*Sometimes when you are tired for a longer time they [students] notice, they may ask it. I might tell about it or then not.*”

Furthermore, teachers know that at least younger children are aware of their emotion regulation, as Pentti has noted in his reflection on effect of his emotion regulation on the students:

> “*They might be sort of holding thumbs up in their minds but students in the presence of other children they won’t allow themselves to show that kind of support to a teacher. But I do think that they see it, they sense it.*”
They have also noted that teachers’ emotions are secondary to students and that teacher should aim at safeguarding the well-being of the kids, which can be enhanced when the teachers employ emotion regulation. Outi has mentioned that “...emotion regulation is something you learn when you see what is good for the kids.

Maija has pointed out that her regulation is needed for her students, because: “children need routines” and “stable display of emotions... and you [the teacher] need to keep a level head because you are responsible for the situation”.

In order to sustain the role of the responsible adult in the classroom, regulation needs to be always present to maintain stable and moderate experience or display of emotions. Outi described her emotion regulation as being a persona in the classroom, different from how she is like outside of school. She reported:

“It is my job. I am not doing an act. And it is a part of me and it sort of runs deep in the bone to try to behave in a way that will be beneficial for the child or the children.”

Her emotion regulation process is deeply ingrained in her, not as compliance to a set of emotional display rules, but as something that she feels is absolutely necessary as a part of her role in the classroom. Teachers’ emotion regulation is thus important in keeping their role of responsible adult, who has the well-being of his/her students in mind and regulates his/her emotions to the benefit of students.

The role of the responsible adult who is regulating emotions for the benefit of the students is aiming at keeping the students safe. Mika pointed out:

“So, then there is that idea of wanting all the children to feel safe, being in a safe place. So, I suppose that also is one of the big things about emotional regulation.”

In a sense, the role of the teacher is parental, in sustaining a role that students are used to from home. Mika has reflected:

“The whole thing here, first and foremost is that the kids should be in a safe environment...I remember when we were studying to be teachers in Finland we had this Latin phrase that we were told In loco parentis or something like that, which meant that one of the big things to try and remember is that I am a bit like the parent.”
Nevertheless, teachers’ individualities play a crucial role in the ways teachers perceive their emotion regulation in sustaining their role of a responsible adult figure. In other words, teachers have varying conceptions of a responsible adult in the classroom and the ways in which they use their emotions to sustain that role differs from teacher to teacher. Mika said that “…the hardest feedback would be if the students would say he was angry or out of control”, which demonstrated that his self-image of himself as a teacher is one who is in control of himself, thus he uses emotion regulation to sustain that self-image and consequently the image of a responsible adult in the classroom. Also Outi has reported that she: “aims at being a calm, mother figure for the children”, because that is what a responsible adult in the classroom ideally is. The responsibility is thus expressed in adhering to teachers’ self-imposed rules of emotionality in the classroom, or behaving according to own personality, to stay confident and in control. Pentti has referred to his own preferred display of emotions stating:

“When I need to mask [certain emotions] is when I feel uncertain about something that I am teaching although I don’t think I would need to, it is these personal things that I feel that I need to, but I don’t think it is necessary.”

For teachers, staying in control of oneself and keeping the confidence of own individuality is a major part of being able to behave as the adult figure in the classroom while keeping the best intentions for the students in mind. Moreover, when teachers are using emotion regulation in the classroom as a tool to stay confident and sustain control, also their students are more likely to perceive them as a role model. Teachers have varying perceptions of the appropriate “degree of emotionality” in the classroom, which means that their emotion regulation corresponds to their perceptions of themselves as teachers, their role and responsibilities.

Teachers as human beings

The role of the teacher in the classroom is multifaceted; they are the professional, and the responsible adult figure, however they are also human beings. Thus, experiencing and showing emotions in the classroom is inevitably a part of teacher’s work. Participants in the study have referred to emotions as something that is “naturally” part of their life in the classroom and as human beings, it is something that they inevitably are aware of, especially when interacting with their students. Outi mentioned: “I am a human being, of course emotions are a big part of teaching” and also Pentti similarly stated that:
“Emotions is something that as a human being I can’t avoid having. It shows, the students see it, I feel it, I sense it and it is just a natural part of me being a human in the classroom.”

The pervasive nature of emotions is also contained in the way in which Outi reflected on her display of emotions in the classroom:

*I’ll show the emotions that I can. Or I’ll show the emotions that I can’t hide. Because kids know."

Students are aware of teachers’ emotion regulation, however it is also beneficial for them to see teachers natural emotions that are not too regulated. For example, Pentti stated:

*“Of course I do it automatically [emotion regulation] to some extent but not so that I would feel often that I would have to regulate my feelings or to show of my emotions. I think teacher is a human being and they should be like human being when they are in the classroom, not like robots.”*

Moreover, Outi emphasised that:

*“...I do feel that it is valuable for kids as well to realize that even though adults try their very best they have also, we are still human as well.”*

In other words, students should be able to experience that while teachers are professionals and responsible adults, they are human being, and as such they can’t always be regulating their emotions, even though they would want to. Furthermore, Outi mentioned that as a teacher:

*“You have to show yourself mercy, you have to be a little bit merciful towards yourself.”*

While the teachers reported the need for emotion regulation in the classroom, at least in certain specific occasions, they also said that emotions are naturally present in their classroom and that they think that they should be. Pentti for example reflected on his own display of emotions in the classroom saying that:

*“I think they [students] know and I don’t try to conceal all that much and even if I try to conceal I don’t think I am very good. So the kids see my feelings and I don’t think that there is anything too wrong about it.”*

Also Mika told that he is able to express his emotions freely in the classroom:
“I mean of course there are all sorts of emotions. Would I like to show them more at work? No, I somehow feel that I am.”

Moreover, Maija reflected on the presence of emotions in her classroom in the following way:

“Well, it is a lot because I teach 2nd grade. Especially with the kids because you teach them how to deal with their emotions and how to recognize emotions so I think it comes up pretty much every day.”

Teachers seem to be aware that the emotions are an important component of their classroom activities and they also acknowledge that not just teachers should be using their emotions, but also their student should be able to feel free to express their own emotions, as in Pentti’s words:

“Emotions I think should always be ok, for example positive emotions when you have achieved something good you should be able to show that, yes I am happy, I am proud and also negative ones, it should be ok to say oh I didn’t get this right.”

Teachers are aware that their emotions, as well as the emotions of their students are important part of the classroom. Thus, they acknowledge that expressing emotions should be always allowed in the classroom, and that their own emotion regulation should be used according to the situation. Moreover, teachers agreed that they are human beings, and as such they sometimes make mistakes in the classroom, even though they try to regulate their emotions.

3.2.2 Students are paramount in teachers’ emotion regulation

Relationships and learning

Sustaining a balanced and reciprocal relationship between teachers and their students is an ongoing task, both for the teacher, as well as the students. For the purpose of this study the focus was on the teachers and the ways in which they perceive the use of emotion regulation for safeguarding the relationships with their students. The participants have reflected on the nature of the relationships between emotions, relationships and learning. The overarching conception was that the relationship between teacher and students affect the learning, however sustaining a relationship inevitably means the regulation of emotions of the teacher (also students ‘emotion regulation is needed). However, the implications of teachers’ not being able to
regulate their negative emotions have vast effect on students’ learning, as well as on their own self-efficacy and perceptions of themselves as teachers.

Teachers have discussed the consequences of teachers’ exhibiting negative emotions in the classroom. Generally, they have agreed that negative emotions are very rarely, almost never, beneficial in the classroom and that teachers should refrain from exhibiting or talking to the students about their own negative emotions. Outi argued that:

“Maybe if I would be sad about for example death or if I would be sick I don’t know if I would tell that to my kids. I don’t think that they need to carry my burdens.”

When talking about teachers’ own emotions that may not be necessary related to their students also Pentti reported that the way he feels should not be anyhow reflected on the kids, especially if he is experiencing a negative emotion:

“I usually wouldn’t say that to the kids [that he feels bad]. If I am in a rotten mood for whatever reason I wouldn’t say that to the kids. I would tell that I am tired or that I am super happy about something. But usually I wouldn’t say that I am really annoyed today. So that is something I wouldn’t tell them.”

Teachers prefer not sharing their personal negative emotions with the students if that is not absolutely necessary. The belief that students should be able to focus on their own regulation is really strongly present as an important component of safe relationships in the classroom. The emotion regulation of the teachers is especially important when they are experiencing an emotion in relation to one of their students. The participants have agreed that teachers should always regulate their negative emotions towards children, namely anger, frustration, annoyance, in order to sustain trust. Outi has for example mentioned that: “it is detrimental for the kids if they see that their teacher doesn’t like something they do”.

The implications of sustaining emotion regulation are vast, when it comes to sustaining trust between the teacher and the student. Therefore, if the students feel like they need help, there will more likely feel free to ask for it if they trust their teacher. Mika told:

“I think one of the things that is really nice as a teacher, that happened a few times…some of them have come up to me individually and asked for help. I think that is really nice when that happens. When they feel like they are ready, in front of everyone else, go and get help...”
Teachers framed the worst possible consequence of not regulating their emotions as loss of their students’ trust in them, as Maija stated: “worst case scenario, they don’t trust me anymore [if she is not able to regulate her emotions]”. If the teacher is unable to regulate their emotions regularly that might bear some more serious consequences on the children, as it might affect their ability to learn. Pentti mentioned that “children feel insecure because an adult who loses control is unpredictable and unreliable”. If the students feel insecure and they do not trust their teachers, then inevitably their learning will be affected. Mika demonstrated what might happen if he got frustrated by teaching a topic in a math lesson that his students find challenging:

“I think that they will straight away feel themselves that they are the failure. So, I think that the learning goes out the window, they feel is their fault, they feel guilty, withdraw, go quiet.”

Teachers’ emotion regulation influences students’ ability to learn. Pentti reflected that he uses his emotion regulation at acknowledging his students’ achievements, which can contribute to his students’ sense of self-efficacy:

“Some children will not allow themselves to be happy about anything that they do so make sure that you tell this certain kid that they have done something well today and little by little it will get easier for the child to accept.”

Teachers’ exhibit of negative emotions might result in students attributing failure to themselves. Nevertheless, students most likely do not lose their trust in the teacher instantly, and so also their learning is not immediately hindered if teachers exhibit negative emotions on very rare occasions. However, if teachers’ regulation is unsuccessful continuously that might affect the ways students behave and also the view of their teacher. Furthermore, they can experience stress, which might again be hindering their learning in long turn.

While teachers discussed the importance of regulating their negative emotions with reference to their students, they also discussed the consequences that the failure of regulating their emotions might have on them.

While for some teachers in the study the loss of temper might be a very serious issue and they might feel guilty or embarrassed, others might feel that it is not such a big issue. Maija for example said:
“If it is a small thing, like the fact that they did something dangerous and I yelled at them I don’t really think about it later because I still consider it a small thing.”

Moreover, trust is important in the learning process and teachers’ emotion regulation can positively affect students, so they feel like they are able to trust the teacher and learn, on the other hand teachers’ unsuccessful emotion regulation can also have some negative outcomes, resulting in students’ inability to learn.

_Students as children and individuals_

Teachers spend most of their time at work in the classroom with the students. That means that their students are most perceptive to their emotions. Therefore, participants have emphasized the need to regulate their emotions in relation to their students being children. Outi said:

“And I always try to think that these are really tiny kids still and even though they might do obnoxious things and be irritating and even trying to be irritating, I try my very best to remember that they are still so young and they are still learning so trying to keep that in mind helps [with emotion regulation]...”

Foremost, that means that teachers are bearing in mind that as children, they are still developing their own emotion regulation. Outi mentioned: “...they are kids and they are developing and trying their everything out...”. While it is students’ own responsibility to control their own emotions, teachers can always support this by modifying their own emotion regulation. One of the ways in which teachers can modify their emotion regulation to their students being children is allowing them space to self-regulate. Maija reflected on a strategy to give children time and space to regulate during a physical education lesson:

“For example last week we were giving them [students] instructions and they were just not listening and playing and climbing up the wooden things that you can climb up. I had to quiet them down and listen, this is the reason why we ask you to be quiet. Because we are trying to explain something to you at the same time. But I think PE lessons are the most testing right now. But then our solution is that we just wait for them to be quiet because it is their time they are wasting, they get to do less things...”

One way that the teachers can support their students in emotion regulation is to explain to them the reasons behind their own emotion reactions. Maija emphasized that teachers should be mindful of their emotions and discuss with the students why they behave in a certain way
“because it is difficult to understand for the kids why someone (especially an adult) might be acting in a different way next day”.

Outi mentioned that it is important to be alert to individual students’ emotional needs:

“I notice that a child feels worse or is tired or more agitated or looks for more of their friends’ approval. You notice it in a child when they feel bad for a longer period. Then we talk.”

Teachers know their students well and they are able to notice if one of them is struggling emotionally. Thus, they also mentioned that sometimes it is enough to talk to students individually, or for example use a more tactile approach with smaller children. Outi said: “When they are hurt I help them, they can hug me, I can hug them and yes, I do.” Thus emotion regulation might take many forms in the classroom, however, Pentti mentioned that: “…sometimes it is hard to take individuals into account when you are teaching a group”.

Nevertheless, teachers do try to treat students according to their ability to regulate, and they are aware that each student is an individual. Nevertheless, to determine the individual’s ability to regulate emotions teachers need to observe their students, however that is not always enough. That is because students vary greatly in degrees of displaying emotions. Pentti reflected on students’ different display of emotions:

“I think individual treatment of kids in this respect and when you are dealing with a group it is sometimes hard to modify these inhibitions and supporting those feelings so this kid who is all over the place you could actually inhibit feelings of overflowing job but then there is this kid who just says yeah I am happy and then you feel, come on show us that you are happy.”

Because students vary in their display of emotions, and are also at different levels in learning emotion regulation, especially the smaller children, participants have reported a need of treating their students according to their ability to regulate. They also noted that students’ self-regulation depends on their family background and the emotional support they get from home. Mika mentioned that an emotional issue from school can influence a student depending on the support he/she gets from home:

“If they are lucky they might be able to go home and talk about it at home and if they are not lucky they might go home and then it might just stay inside. I guess we have all got these sto-
ries of our own school time and how it is still after 10, 20 years somehow inside of you. So it may be in that way, it may stay in.”

Thus the support that children get from home influences the students’ emotion regulation. Outi mentioned that teachers sometimes need to work with the students’ parents to mutually discuss the emotional issues of the student.

“...we are working together with homes towards the same goal. Most part of it [emotion regulation] does come from home ...”

Mika mentioned that self-efficacy to support students’ self-regulation of emotions is one of the most important factors in dealing with students’ emotions. However, Mika argued that sometimes the emotional problems of students are categorized and thus dealt with by some other professional rather than the class teacher. That being said, students might not get sufficient or timely emotional support:

“And I think things are put in boxes. If there was a child with emotional problems I would think who is the person who could help them, school counsellor or the psychology. Whereas it might be there and then to deal with it.”

Developing students’ regulation

The developing nature of students’ emotion regulation bears implications for its enhancement, thus the school environment and the role of the teacher in this are crucial. Students spend a big part of their days in school and thus are perceptible to the influences from the wider emotional climate of the school, as well as the activities in the classroom. The participants pointed out that a safe emotional climate in the classroom is crucial, if the students are available to freely express and explore their emotions. Therefore, to sustain a safe environment teachers suggested that discussion with children to resolve different issues is one of the best ways to develop their self-regulation. Maija reflected on how they discuss emotions in the classroom:

“I think I just try to explain to them and get them to explain it. Like why do you think that this might make someone feel bad.” Moreover, Outi said: “Example of each other and of me”, reflecting on the ways to develop emotion regulation in students. Thus, the use of real life examples of the teacher’s as well as students’ emotions is one of the ways in which emotion regulation can be developed. Mika suggested that one way of encouraging the development of emotion regulation could be through real life examples of teachers’ events. He said:
“The other thing, how I could develop [students’ emotion regulation] is talk more about some of the real things that are going on, real things in my life and how do I cope with that. Or some real things that had gone on.”

One of the other important strategies to develop emotion regulation in students is also working together. Outi mentioned what she does to encourage their self-regulation: “Try to make them realize that they actually need to and have to talk to each other.” Similarly, Maija reported that the first step in regulating is being able to work together and thus one of her main aims for her students is to teach them “how to behave with others and take them into consideration”. While using emotions in encounters with others might be the goal for younger students, also a bit older students need it. Additionally, the use of vocabulary related to accurate expression of emotions is important to be able to express emotions properly. School is a place where the use of this emotional vocabulary has the potential to be used, as well as the ability to delay gratification and take into consideration other people’s emotions. Outi reflected on how students practice emotion regulation through working together in math lessons:

“So they teach each other math and I help the kids who need most help and the rest of them are figuring out their own approaches to how they will learn this and in that they need to be talking to each other and they need to work together. So they have way more opportunities to learn this. So maybe they sometimes have more fights but I think we are going to the point of them trying to control what they say and do better than they would if our system would not allow them to practice it so much.”

Nevertheless, while working together can be beneficial for the students and their development of emotion regulation, teachers in the study argued that there are also some other more explicit methods for this to happen. For example, participants mentioned that special lessons on working together through emotions could be useful. Pentti said that there are materials for group work that can be focused on different themes, namely: “group building, group work skills, anti-bullying”. These lessons can be executed through different themes, such as friendship whereby students use the specific emotions ‘vocabulary in relation to the theme. Pentti mentioned that these exercises can work as “tricks that make it easier for children to express emotions and accept other people’s emotions”. Thus, students feel engaged in a hands-on activity through which they acquire self-regulation related to emotions and the specific vocabulary needed to express themselves.
Another approach mentioned by the teachers for developing emotion regulation is through the use of literature in any form; written, but also videos. These can be used as examples of emotion regulation, not necessarily in a direct way, but as something that students can use according to their own emotional issues and needs. Mika said:

“I don’t know even whether you necessarily always have to say, okay, so how does that apply in your life [situation from a book]. Sometimes it just might be enough to have that literature in the classroom that they can think themselves as well, okay that’s how that was dealt with then.”

Through the use of literature students might not be given direct cues about how to self-regulate their emotions, but would get some ideas and perspective on what are appropriate or not appropriate ways to deal with their emotions and the ways in which they can apply these strategies to their own life.

Nevertheless, as emotions are a big part of the classroom relationships and activities, participants also noted that they don’t always feel the need to have separate lessons on emotion regulation. Maija mentioned that: “Some of them [emotions] you really have to practice and learn and some of them come with the daily life of being in a school”. Thus having special lesson for developing emotion regulation is relevant and important, however, the teachers might notice that students need practice in specific emotion, and thus design activities for that specific content. Pentti for example emphasized that he would like to improve the display of positive emotions:

“I am not quite sure, I think I wish I was at better at allowing or supporting display or positive emotions...I still feel that I would like my children to be able to and feel free to show it even more.”

Pentti seems to feel like there is still a certain level of inhibition in his students to display positive emotions. It might be that the reason lays in their age, as they are just entering teenage years, and thus it might not be socially acceptable to display overflowing joy in the classroom. That being said, emotion regulation can only be developed with the willingness, motivation and engagement of the students.
3.2.3 Emotion regulation is versatile

Emotion regulation as a remedy

Teachers in this study reflected on a number of different strategies that they use in the classroom or outside at the point when emotion has already developed fully and they are regulating a different aspect of it. Teachers reported that most of the emotion regulation that happens after the emotion is already fully developed is metacognitive. In other words, they often mentioned different aspects of their emotional reactions in the classroom. They are considering the appropriateness of their emotional responses.

Pentti reflected on the reasons for his emotional reactions when being provoked by students: “...afterwards I think why did I get so worked up about this and why didn’t I just take it easy...”

He expresses a sort of dissatisfaction with his emotional response, which is also a way to process the emotion that he felt in that particular situation. Through the use of metacognitive strategies, he is less likely to repeat the undesired emotional reaction in the future in similar situations. Also Mika reported about his emotional reaction and how he has tried to remedy his reaction in a way. He said:

“So then I was kind of trying to give him like eye contact in a kind of friendly way, not like in a staring, but trying to get him to realize that, you know, I don’t mean it in such a way. And I was thinking as well like okay, is there something I would like to apologize to him for later on.”

The possibility of the modulation of the response by the teacher was also expressed by Pentti who said that he can discuss about his emotional reaction with the students freely:

“...if I have lost my temper and that has caused me to act in a certain way or be too harsh on someone then later on when I am calm I can let the student know that yes I was a bit hard on you and that I can also apologize to the students.”

Another form of regulating emotions after they have already fully developed is through influencing a certain aspect of the emotion, namely the physiological one. Maija mentioned that when she feels overwhelmed by emotions in the classroom, she just usually tries to pause for a brief moment and try to relax:
“...I just try to take a beat. Because I think there are like certain situations when I get upset and that’s when I don’t have enough time to control it...”

Mika also said that another way to get through an emotionally taxing thoughts about an experience in the classroom is for the teachers to write a diary or use a form of religious strategy, such as prayer. These different metacognitive strategies aim at teachers moving on, not dwelling on any perceived or actual emotional issues. While sometimes there is a need to work through emotions to be able to move on, teachers also reported that sometimes you just have to “let the time do its job”, as Outi said. Moreover, Maija noted that one strategy is to consciously adopt an attitude of “letting go”:

“I try actively not thinking about it. Sometimes it works. Because if I get into it too much... So I try to actively not think about it...”

The other form of using emotion regulation as a remedy is enhancing or inhibiting a certain emotion. Generally, participants agreed that positive emotions should always be encouraged and demonstrated as much as possible. Outi noted that:

“...I think I try to show every positive thing that I have inside me or even though it is not there I still might show it. Just because I know that this child needs that and I know that every single child needs that.”

Teachers view positive emotions as very important part of the classroom and might use the enhancement of positive emotions for example for giving positive feedback as Outi argued.

Nevertheless, the use of emotion regulation in the classroom can also be used to enhance the seriousness of the instruction or when trying to get students to really understand what the teacher is saying should be acknowledged. Maija mentioned that sometimes she up-regulates an annoyance with the students when they refuse to work with an assigned partner. She exemplifies the talk that she would give to the students:

“When someone is paired with you and then they tell them oh no I don’t want to be your partner. And then I go, if you don’t learn how to work together with everybody I am going to make sure that you are partners for the rest of second grade...”

Emotion regulation in the classroom is manifested in the classroom either through up-regulating or down-regulating emotions. These “remedial” strategies are used at the times when teachers feel that they need to use their emotions to either influence themselves or their
students. Furthermore, the use of emotion regulation as a remedy is also used in the form of metacognitive strategies that teachers use after they have already experienced a certain emotion in the classroom. They mainly use these strategies to reflect on their emotional response and consider its appropriateness.

*Emotion regulation as a strategy*

Teachers emphasized that their ability to use emotion regulation depends on their own well-being. The lack of their well-being will inevitably influence their ability to regulate own emotions. Maija’s pointed out that her own well-being contributes to her ability to regulate in the classroom:

“Like, I am at a really good place in my life right now, so that’s probably why it [emotion regulation] comes that easily most of the time…”

On the contrary, if the teacher feels like he is struggling with his/her own emotional well-being that might indirectly also influence students. It might be that when a teacher is struggling with own personal problems, it might be more challenging to regulate emotions in the classroom. Mika reflected on this in the following way:

“It is really interesting to think how does the well-being of the teacher affect the students and it is kind of a hard thing in a way because if you feel like that you are not doing so well as a teacher or just as an individual then there’s that extra baggage, of how does that affect my kids as well.”

However, there are also little things that might influence the well-being of the teachers on a daily basis, not just on the level of general well-being. These little factors are mainly of physiological nature; such as physical pain or the fact that they have not slept enough and feel tired. Maija talked about a situation when her back was hurting and how she explained to the children at the beginning of the school day that she is finding it difficult to stay in control of her emotions because of that. She said:

“And I told the kids in the morning, I am hurting a lot so I am sorry but I am going to yell at you most likely like if you are misbehaving. Like I am sorry but I am going to, and then I did and I reminded them that I am sorry but it is hard to control it because I am in pain.”
Also Mika reflected on the preventative strategy that he uses when he feels tired at the beginning of the school day. He uses self-talk, which is a metacognitive strategy to regulate emotions:

“I noticed, every now and then maybe I have not slept so well or I am feeling a bit ill but I would still come to work and then I’ve somehow said to myself, ok, you need to be more careful today than normal. You know, I could more easily snap at somebody because I am tired or I have got a headache or I am just maybe a bit fluey kind of thing.”

One dimension of these preventative strategies is thus taking care of one-self and thus controlling the outer aspect of emotion regulation. That might include enough sleep and exercise, as well as for example eating regularly. Outi reflected on the importance of sleep for optimal functioning in the classroom:

“So I try to keep to a certain routine in going to sleep so I would sleep enough. I have this certain type of routine for waking so I would be ready for school, completely woken up...”

The fulfilment of conditions for physical well-being is an important factor in the ability to regulate own emotions. Nevertheless, teachers also talked about a number of strategies that they use before a certain emotion actually develops. Outi mentioned that she tried to consciously influence the evoking emotion so it would not develop at all:

“So sometimes I might show something that I don’t want to, but I also try to keep the, not just their action, but the actual feeling without sort of, that it wouldn’t come at all. So wouldn’t have to hide it if the feeling is not there.”

Thus, Outi reported a preventative emotion regulating strategy, tackling an undesired emotion. Similarly, Pentti reported that sometimes he feels that an undesired emotion is starting to develop and he consciously tries to select the situation and modify it. He said:

“I have learned that in situations when I feel stressed or when I start to feel that my emotions are not in control, I have learned to sort of distance myself from the situation and then get back to it.”

Similarly, Mika reported that a student might start making him frustrated and because he does not want to feel this frustration or express it towards the students, he decides to distance himself from the student:
“...if I think about Joonas [student], sometimes he really does get under my skin. And then, I’ve noticed that sometimes I’ve literally walked away. Because I know I am going to sigh in a way that is not going to be in a way that I feel it is not ok for me as a teacher or somehow feel like that he is still...”

These two strategies described by Pentti and Mika are all conscious regulation of emotions through the physical distancing from the situation. Moreover, teachers also reported a conscious decision to sometimes ignore a certain aspect of an emotion evoking situation. Outi has noted that rather than regulating a certain emotion while it has already developed, she prefers to inhibit its development by distracting herself:

“Instead of calming myself down I try to even sort of distract myself into something different. Or just ignoring.”

Another strategy that Mika reported using is cognitive reappraisal, in a way that his emotion regulation is needed to change his perception of an emotional situation, thus influencing the emotion before it has fully developed and he has experienced it. He said that the need for regulation of his negative emotions is present because he does not want to experience the feeling of anger and let the students get him agitated or frustrated. He reflected in the following way:

“Then there is that regulation that you don’t want to take it too personally, you know. You don’t want to start, like, getting, like shouting or not even shouting, but also showing, because you can show anger in all sorts of different ways. So, even just the kind of quiet anger, the kind of brooding anger, I think that I’ve got to be kind of aware of that and careful that I don’t let them go under my skin, you know.”

According to Pentti there are “very few things that you cannot ignore in the classroom” and “very rare situations where you can’t distance yourself”. In other words, most of the times there are possibilities for teachers to influence their emotions while they are still developing, using a multitude of strategies. The well-being of the teacher is an important factor in the ability to regulate and teachers use a variety of approaches to sustain their well-being. Furthermore, teachers use a multitude of preventative strategies to help them cope with emotion evoking situations.
Emotion regulation and school community

Teachers put a big emphasis on the role of their school community in dealing with their emotional issues or with the emotional issues of their students. All participants have reflected that the emotional climate of their schools feels safe and that there is always some people in the school who they feel comfortable talking to. Outi stated: “I think we are quite a good community so I think there is always someone who is willing to listen out.” The help of colleagues was most often mentioned as one of the best response modulation strategies that teachers use, at least in the school environment. Pentti mentioned:

“The help of colleagues is the best thing. If you have someone who, if you have a situation, a coffee room or whatever, where you can say oh boy was that a lesson and then just go on.”

The teachers seem to share some of their emotional issues with colleagues, sort of “letting of the steam”. Teachers did mention that they talk about emotional issues related to their students mainly only with colleagues who are also in contact with that student. That means that more confidentiality and mutual understanding can be reached, because there is more intelligibility. For example, Mika mentioned that he mainly discusses emotional issues with the teacher of the other same level grade and special education teacher. He said:

“...especially with Otto for example, because I work mostly with him or with Anni who is the special needs teacher. When you build that relationship in that way, just closing the door and saying, uh, J was acting very bad, that was crazy... And I think especially with those people who know what you mean, they also know that student. If I went to someone in the school who doesn’t really know who I am talking about then it wouldn’t be the same change for me to regulate my emotions as it would be with, especially with Otto for example, he really knows exactly who I am talking about.”

Similarly, Maija emphasized that mutual intelligibility is something that makes it easier for her to discuss about emotional issues especially with her co-teaching pair. She exemplified this in the following way:

“We have a, first and second grade are kind of separate, so we have a really good team spirit also between the teachers. And I kind of do pair teaching, so we’ve got 2a and 2b and then with teacher of the other grade we do a lot of lesson planning and work together so we also talk about what is happening with the kids.”
However, while the teachers are more likely to regulate their emotions with colleagues that know their students and vice-versa, sometimes teachers are not able to talk about any emotional issue with their colleagues. Some sensitive issues can only be discussed with people in the school who are bounded by the same confidentiality. Outi reflected that while her colleagues always help her, there is just so much that she can share with them:

*With them [colleagues], I of course keep a lid on some things, because there are things that you can talk about concerning the kids and some things you can't unless they are treated by them. For example, the principal, of course I can talk to her about any aspect.*

The emotional climate of the school is an important factor in how safe the teachers feel about sharing their emotions. While participants have generally reported a very safe and open emotional climate, they did agree that emotion regulation concerning specific students is more effective if there is a certain level of mutual intelligibility or if the colleague is bounded by the same confidentiality as themselves.

### 3.3 Research considerations

#### 3.3.1 Discussion

This section of the thesis is focused on discussing the main research findings of the empirical part of this study. The main findings or the research results are presented in the previous section as they emerged from the data, namely through the description categories. These categories have emerged as a result of combining second level categories into more abstract themes. Furthermore, this part includes reflection on the theoretical framework of this work and this data is used as a source of interpretation, comparing and contrasting to the data emerged from the empirical study that I have carried out.
The discussion is structured in two parts, namely to answer the two research questions.

**How do teachers perceive their own emotion regulation?**

Teachers in this study reported the use of emotion regulation to sustain their perceived role of a professional. One of the goals of emotion regulation for the teachers is to maintain a professional relationship with their students, which means that they regulate their emotions not to get too involved and invested in their students. Nevertheless, teaching is a job and the relationships with the students should not be emotionally taxing for the teachers. Thus, emotion regulation is a way to maintain their involvement with the student at a level that teachers feel acceptable. Similarly, Jennings and Greenberg (2009, p. 497) mention that the emotion regulation of especially negative emotions is crucial in maintaining teachers’ sense of self-efficacy, in other words to stay motivated and keep a professional conduct towards their students. Moreover, teacher in this study argued that the way they express their emotions reflects their professionalism. That is to say, they are displaying their emotions according to certain perceived emotion display rules. Thus, they use emotion regulation in ways that might differ from some other, more personal, social situations. While the literature on teachers’ emotion regulation often conceptualizes their work as emotionally laborious (Hochschild, 1983), the teachers in this study have not referred to the emotional display rules of their schools as an obligation. Rather than adhering to certain emotional display rules of the school, they have found them useful in their work. Sutton (2004, p. 380) has named these standards of emo-
tional practices “guidelines”, which is very similar to the conceptualizations of this study’s participants.

Teachers in the study mentioned that one way of influencing the emotion response and its consequences was to write a diary. Nevertheless, teachers claimed that the strategy that is very beneficial is adopting an attitude whereby one makes a conscious decision not to dwell on the emotions, or just let them be processed by the time passing. However, sometimes an emotional issue was more demanding and they have mentioned the use of metacognitive strategies to consider the effect of this emotion on themselves and their students. In other words, they used their reflection to consider the appropriateness of their emotional response in the classroom. They felt like they needed to process the emotional response, especially if they considered the response not being entirely appropriate. Through processing they have become aware of how to prevent undesired responses in the future and also contemplated on the ways in which they could eliminate these responses in the future. Furthermore, sometimes the teachers felt like they wanted to modulate their response by discussing it with the students that have been directly affected by it through for example apologizing to them.

Another type of regulation that teachers have reflected on was by influencing the physiological aspects of emotion, namely modulating one of the aspects of the expressed emotions by for example calming down oneself with calm breathing or a peaceful thought. Sutton and Harper (2009, p. 398) have also reported similar results from teachers, whereby they also discussed that teachers influence the experiential aspect of emotion by using self-talk and the behavioural aspect by controlling facial expressions. While teachers in this study have mentioned the use of self-talk to influence the way they perceive an already developed emotion, they have not discussed the regulation of expressive behaviour in detail. They mentioned deep acting, which is the internalization of regulated emotional behaviour that benefits the students; however, surface acting which targets the expressive behaviour (Grandey, 2000) has not been discussed in detail by the teachers in this study. Nevertheless, teachers did reflect on the ways in which they regulate their positive and negative emotions and the reasons as well as desired outcomes for their regulation. Furthermore, teachers might also use their cognition in assessing the importance of a certain emotion situation to themselves by changing their perception of it. Thus, cognitive change may refer to either the ways in which people change their evaluation of an event or to one’s self-efficacy in handling a certain emotional event (Gross, 1998b, p. 284). Teachers mentioned diminishing the importance of that situation for themselves, so the potentially developing emotion would not influence them in a negative way. On
the one hand, findings from previous research indicate that cognitive strategies render overall more positive outcomes compared to strategies that inhibit already developed emotional response (Gross, 1998b; Gross, 2001; Gross, 2014). On the other hand, teachers in this study did not specifically reflect on which strategies they find most useful, but have emphasized that the choice of the strategy is always dependent on the current need for regulating.

Teachers in the study have mentioned various preventative strategies, which are aligned with the results of the research conducted by Sutton (2004). These preventative strategies refer to emotion regulation that happens before the emotion has started to develop, or when there is a certain emotion evoking situation that has to be regulated. In the results of the study Sutton mentions three different preventative strategies as mentioned by the teachers; modifying the situation, attention deployment and cognitive change (2004, p. 388). In this study, also well-being of the teachers was mentioned as one of the preventative strategies that influence teachers’ ability to regulate their emotions. There are physiological factors, outer aspects of emotion regulation that can exert influences on teachers’ well-being. These outer aspects are for example: sleep, exercise, eating patterns and physical pain. While these outer aspects can exert influence over the ability to sustain teachers’ well-being, they can also be remedial strategies for some of the already developed emotional responses. Thus, teachers consider that keeping these outer aspects in balance is crucial for their ability to prevent disturbances in their emotion regulation. Moreover, if the teachers notice that any of these physiological factors are not balanced, they can also take a number of different preventative measures for developing emotional responses or an undesired emotion evoking situation. Boakerts and Pekrun (2015, p. 83) list some emotion-focused coping strategies that have also been mentioned by the teachers in this study; namely reappraisal, self-talk, using humour, acting up and distancing. Teacher’s management of anger might for example include a variety of strategies, influencing different stages of the emotion development, from influencing physiological effect of anger to modifying thoughts that are related to the feeling of anger.

Based on this study, teachers ‘regulation of emotions is also very dependent on the school and the emotional climate of the school, as well as the relationships with their colleagues. The emotional climate of the school directly affects teachers’ feeling of safety and their openness. The teachers reported that their school’s emotional climate feels safe and that there is generally always a person that they would feel comfortable talking to about their emotional issues or emotional issues of their students. Thus, teachers often reflected on response modulation (regulating emotions after experiencing it) with their colleagues. Similarly, Boakerts and Pek-
run (2015, p. 83) note that one of the problem-focused coping strategies in educational setting is seeking help. Nevertheless, teachers in this study did mention that the way they share their emotional issues with their colleagues is selective. That is to say, teachers are more likely to share some emotional issues concerning their students with a colleague who is also teaching that same students, or at least knows the students. While some studies on emotional coping and regulation mention the role of colleagues, there is less research on the role of school emotional climate and overall staff relationships. The reason for that might be a higher level of mutual understanding and intelligibility between teachers that are in contact with the same children and those who cooperate in their teaching with other colleagues. Thus, teachers have reflected on being more open about emotion regulation with their co-teaching pairs or same-level grade teachers. However, in some cases where teachers need to discuss more sensitive and confidential issues, they might only be able to do it with the colleagues that are bounded by the same confidentiality. Nevertheless, the regulation of emotion with colleagues is considered to be needed and extremely beneficial for the teachers in this study.

**How do teachers perceive the implications of emotion regulation in the classroom?**

Similar to the findings of this study, Frenzel (2014, p. 501) emphasizes the challenges of the teachers as they are required to adhere to certain emotional display rules, while having to regulate emotions that emerge as part of instruction or interaction. Because classroom is a place where unpredictable and sudden situations happen very often, teachers have very little time to form an emotionally suitable response for these situations, thus they feel like they need to use emotion regulation to keep a professional conduct towards the children. Furthermore, arguments and misbehaviour are examples of other occasions where teachers feel like they need to regulate their emotions to stay professional. However, teachers in this study reported that their ability to regulate their emotions with the goal of staying professional is something that has developed through years of teaching experience. Huberman (as cited in Anderman & Klassen, 2015, p. 406) has mentioned that teachers’ emotional responses are a myriad of “student behaviour, policy changes, and the daily demands of teaching”, which are all changing throughout the teaching career. Accordingly, more experienced teachers in this study felt that staying professional sometimes means working through challenging emotions, which was also reported by teachers in a study conducted by Sutton et al. (2009). Especially experienced teachers in the study have said that down-regulating their negative emotions and up-regulating their positive emotions has resulted in their increased effectiveness (Sutton et al., 2009, p. 134).
Teachers in this study expressed the need to regulate their already fully developed emotions as experienced in the classroom. Strategies employed after the emotion has already fully developed are joined under an umbrella concept of response modulation, which can either refer to regulating physiological, experiential or behavioural emotional response (Gross & Thompson, 2007, p. 22). Most often, they reflected on up-regulating or enhancing positive emotions with a goal of showing a great variety of positive emotions. Similarly, challenges in classroom management require a constant regulation of negative emotions during teaching (An-derman & Klassen, 2015, p. 410). The down-regulation of a negative emotion might be related to more hedonistic emotional goals; meaning that teachers in the study did not want to either feel or display negative emotions. Similarly, Sutton (2004, p. 385) has noted in her study that teachers feel negative emotions might disrupt the teaching process, as well as negatively influence various aspects of the classroom settings. However, teachers in this study have reported that sometimes they had to regulate their emotions for a more non-hedonistic emotional outcome. The participants of this study have found it useful to up-regulate a negative emotion, when they felt like they need to stay serious and collected to indicate to the students the seriousness of a certain situation. Also research indicates that sometimes emotion is regulated according to the need satisfaction; namely when teachers might value more a negative emotion than a positive one, since the former can satisfy a current need (Mauss & Tamir, 2011, p. 39).

This study’s participants have mentioned self-talk to keep themselves in control when feeling tired, or on the other hand they might talk to the students to tell them about a certain issue, which might compromise their ability to regulate emotions in the classroom. Moreover, teachers in this study have reported a number of strategies that they use in the classroom when they feel like certain undesired emotions might start to develop. Thus, teachers in the study have noted that when they feel like a certain situation is negatively influencing their emotions, they might distance themselves from that situation. This kind of strategy is known as situation selection and requires certain agency to either choose or abolish a situation that might result in a predictably negative emotion (Jacobs & Gross, 2007, p. 186). However, teachers mentioned that in the unpredictable classroom situations, they don’t always get the opportunity to select a situation, thus they are choosing to modify it by directing their attention to changing the aspect of the problem, focusing on the positive side of the problem. Thus, problem-focused coping is the equivalent of situation modification (Lazarus & Folkman, 1984). Since situation selection and modification is not always possible in teaching, teachers have mentioned that
they often have to purposefully ignore a certain aspect of an emotion evoking situation, or ignore it altogether. This is known as attentional deployment and refers to the ways in which teachers focus their attention as a part of a situation with the goal of influencing their developing emotion (Gross, 1998b, p. 284). Teachers mentioned the use of distraction, by for example thinking of a serene place when they sense a developing negative emotion.

Teachers in this study expressed awareness that students are perceptible of teachers’ emotions and to safe-guard their emotional well-being teachers should be able to display stable emotions. Similarly, previous research results indicate that the daily display of teachers’ emotions exerts influence over students (Goleman, 1995, p. 279). Moreover, teachers’ display of emotions affects students and thus their actions are a direct influence and example for their students; they are their students’ role models. In order to sustain their students’ emotional well-being, teachers’ responsibility is to use emotion regulation in their own emotions and the ways in which they relate to their students (Goleman, 1995; Jennings & Greenberg, 2009; Panju, 2008). The awareness of the impact that their emotions have on their students led some teachers in the study to perceive their role as a responsible person in the classroom as a persona. This persona that teachers choose to be has at its core interest the benefits of their emotions on the students, as well as keeping them safe. That is to say, sustaining a safe emotional climate means that teachers are adopting the role of the parents, creating a safe environment for the students. Lane similarly emphasizes that the facilitation of regulative strategies is a joint effort of teachers and parents (2000, p. 185), as teachers are contributing to the established adaptive patterns from the certain cultural and societal context. Nevertheless, results from this study indicate that the ways in which teachers adopt their role of a responsible person in the classroom depends on their individuality and their image of themselves as teachers. Sutton noted that teachers in her study believed that a moderate display and expression of emotions might be beneficial for their own sense of effectiveness and aligned with the ways in which they wish to express themselves with their students (2004, p. 393), both as an individual and the “adult figure” in the classroom. The teachers in my study perceive the image of what a responsible teacher in the classroom should or should not be according to their personality, even though some of the core goals might overlap. Thus, teachers might perceive that responsible adult is either always in control, certain about his/her teaching or always staying calm and collected.

Teachers in this study also reflected on the meaning of being a genuine human being in the classroom, together with their persona of a responsible adult and professional. They have
claimed that experiencing and showing emotions is a natural part of teachers’ work and that should also be reflected in the classroom. Teachers may experience various emotions in the classroom; “stress anger, as well as engagement, enjoyment and enthusiasm” (Schutz & Pekrun, 2007). In other words, while they feel that emotion regulation is valuable and necessary, they also acknowledged the pervasive nature of emotions. They have reflected on their inability to be regulating all the time as a potential benefit for their students. Thus, students should be able to see teachers’ emotions and thus teachers should not be like robots, they should sometimes behave more like outside of classroom, displaying varying sets of emotions. Students’ acquisition of knowledge about emotional experiences can happen in the social situations of the classroom; through observations and interpretation (Lewis et al., 1984). Moreover, in this study teachers reflected that it is important for the students to see their mistakes and to benefit from them. Through observation of teachers’ mistakes students get the opportunity to learn that even though teachers are aiming at being an emotionally stable person that might not always be possible. Furthermore, if the students experience the teachers’ free display of emotions and if they feel like the teachers are comfortable talking about these emotions, they are more likely to also feel more inclined to share their emotions.

One of the very important implications of teachers’ emotion regulation is the ability to sustain a trusting relationship with their students. Teachers’ social relationships with their students consist of multiple components; namely instructional interactions, as well as social and managerial climate that teachers establish in the classroom (Anderman & Klassen, 2015, p. 402; Hamre et al., 2013). Teachers in the study claimed that a trusting relationship between them and their students has to be sustained in order for learning to happen. The nature of the relationship between the teacher and students is very relevant, especially when it comes to its implications for learning. Panju has pointed out that a caring relationship with students is a major contributor to students’ learning (2008, pp. 97-98). In other words, when students feel like they can trust their teacher they are more likely to be more open with their emotions and also show their vulnerability, their uncertainty, and will also more likely ask for help from the teacher. Thus, emotional support might sometimes be more crucial in the classroom than cognitive support and it may take various forms, namely “encouragement, humour, laughter” (Meyer, 2014, p. 463). It is important to note that the effect of encouraging positive emotions might serve as a substantial source of motivation for students (Pekrun & Linnenbrink-Garcia, 2014, p. 1), which can in affect bear consequences for all the sub sequential learning of the students. In other words, the sense of appreciation, respect, care and prosocial values in the
classroom has positive implications for learning as well as development of the students (Anderman & Klassen, 2015, p. 410).

Teacher is the study mentioned that it is important to acknowledge the learning successes of their students, since the students are then more likely to also acknowledge it themselves and acquire a self-efficacy to learn. Panju also emphasizes that the nature of work with children entails creating an environment that is safe and in which students have the opportunities to develop self-trust through positive feedback and teacher’s high expectations (2008, pp. 82-83). Similarly, teachers in the study noted that their inability to regulate emotions might cause their students to feel distrust or insecurity, which inevitably affects their ability to learn and ability to self-regulate. Moreover, teachers mentioned that their negative emotions directed towards the children (anger, frustration, etc.) might make them feel uncomfortable in the classroom. That is to say “insults, insecurity and punishment represent a threat” (Panju, 2008, pp. 82-83), which inevitably leads to withdrawal of thinking in students. Nevertheless, teachers in the study emphasized that one isolated incident of not being able to control their emotions might not lead to mistrust of the students, however, a habitual unsuccessful regulation might have more long-lasting consequence for the students. Additionally, the feeling of failure in emotion regulation does not affect only students, but also teacher themselves. Depending on the severity of emotional issue, teacher in the study might dismiss their inability to regulate, however they might also feel guilty and embarrassed. Anderman and Klassen (2015, p. 405) noted that emotional experiences of teachers during instruction are very influential when experienced repeatedly in social interactions with their students. Thus, negative unregulated feelings in the teacher affect their students and their ability to learn either directly or through various acts of social interactions with students.

Based on the findings of my research, teachers’ regulation in the classroom is present to safeguard the trust and relationships between them and their students. This regulation is, as conceptualized by the participants, modified considering that students are children. That entails their emotion regulation is still developing which might mean that teachers need to regulate their emotions differently than they would for example with adults. Teachers in the study mentioned that their emotion regulation might entail explaining to students the reasons behind their emotions. Panju similarly emphasizes that the nature of work with children entails creating an environment that is safe and in which students have the opportunities to develop self-trust (2008, pp. 82-83). Results from this study also emphasize that teachers employ their emotion regulation to allow space and time for students to self-regulate. Teachers in
this study also pointed out that it is very important to keep an overview of the emotional well-being of their students. In other words, they feel it is important to observe their students carefully to notice if they are experiencing any kind of emotional struggles. Similarly, Anderman and Klassen (2015, p. 409) noted that it is important to listen carefully and attend to students’ individual needs rather than assuming that they already know what each student needs. That is to say, emotional tensions might be eased by recognizing and validating the feelings of individual students (Panju, 2008, p. 101) to help them feel like the teachers are not indifferent to their well-being. However, teachers might readily notice if students are struggling with their emotions, as they know their students very well. Nevertheless, teachers have reflected that sometimes it is difficult to take individual students into account and treat them according to their ability to regulate. Firstly, students might be at different levels of emotion regulation and secondly, students vary greatly in the ways in which they display their emotions. Possible individual differences in emotion regulation might originate from openness to one’s own and others’ emotional reactions, and better knowledge about the connections between thought and emotions (Mayer & Geher, 1996, p. 91). Teachers in the study emphasized that students also have different family backgrounds and the support that they get from home with their emotional issues can vary greatly. Additionally, study participants mentioned that the cooperation with students’ parents is sometimes needed for optimal development of students’ emotion regulation. Parents and teachers can facilitate and encourage the use of adaptive strategies to reach personal goals in a way that respects the established social context (Lane, 2000, p. 185).

Teachers’ influence on their students’ emotion regulation is not only implicit, but can actually be supported explicitly with carefully designed activities in the classroom. The environment that encourages the use of emotion regulation originates from understanding of one’s own and other’s emotions, rather than avoiding punishment for not regulation (Jennings & Greenberg, 2009, p. 506). The development of students ‘emotion regulation cannot happen without a safe emotional climate in the classroom. Teachers in the study emphasized that their role is creating a safe environment for discussion of different emotional issues in the classroom, whereby teachers can use examples of students’ emotional regulation, as well as their own. They can reflect back on the occasions when they needed to regulate their emotions and discuss how they have dealt with that occasion. Teachers can explicitly teach about emotion regulation through embedding strategies for emotion regulation in the context of the lessons (Meyer, 2014, p. 466), whereby strategies for self-control are practiced by the students (Panju, 2008, p. 82). Discussion and the use of strategies for conflict resolution might be used in lessons, as
well as coaching through group work (Hatch, 1997, p. 84). Strategies for self-control and conflict resolution might be much more useful when ingrained in the context of the lesson compared to only being taught by the teacher (Panju, 2008, p. 82). The enhancement of emotion regulation inevitably happens through the work that students do together in the classroom. Teachers have pointed out that the use of emotions with other students is an opportunity for students to practice their self-regulation. Also theorists have emphasized that “the emotions produced by the delay of immediate gratification facilitate the development of more mature thought processes” (Lewis et al., 1984, p. 272). Through working with other students, they get to use vocabulary specifically related to expression of certain emotions and they also have to delay gratification in order to work for the common goal. Panju emphasized the need for development of language of emotions, whereby students learn how to recognize and verbalize their emotions and are subsequently more skillful in controlling them (2008, pp. 90-91). Teachers in the study have also mentioned some explicit ideas on developing students ‘emotion regulation. These lessons can be built around themes that encourage expressing own emotions and listening to other students’ reflection of their own emotions.

3.3.2 Validity, reliability & ethics

The overall reliability of this study has been ensured through making the process of the study transparent, through detailed description of the research process (Jokikokko, 2010, p. 87). Thus, as the researcher I have clearly identified my own interest in the topic of study, as well as my positionality. Furthermore, the process of data collection and especially analysis was explained in detail to make the process as understandable and transparent to the reader as possible.

Before the collection of the data, I have informed all the potential research participants about the purpose of the study and their role in the overall study (Kvale, 1996, p. 112). Before signing the research consent, I wanted to make sure that it is understood, thus we discussed “how their information will be used and how identifiable they will be”. Furthermore, the participant consent included the limits of the participants’ involvement, which granted them the right to withdraw from the study at any chosen point and I have also promised to make the results available to them and open to any suggested changes made by them (Newby, 2010, p. 357). Moreover, the participant consent form included the guarantee that their identity will remain
confidential, which entailed that any data that might be identifiable of the participants will be disclosed (Kvale, 1996, p. 114).

Collecting the data for the study through interviews inevitably means a very high level of sensitivity. Since the participants were discussing their own emotions my main guiding ethical principle was to stay as sensitive as possible and try to keep boundaries with certain questions (Kvale, 1996, p. 116). I tried to maintain the relationship between myself and the participants reciprocal and trusting, in order for the participants to feel safe during the interview. Kvale claims that by interviewing “the importance of the researcher as a person is magnified because the interviewer himself is the main instrument for obtaining knowledge” (p. 117), however I tried to let the participants develop their answers into the dimension that they wanted to.

The interviews were conducted in English language, since it was the common language of the participants and myself. However, English was neither the mother tongue of the majority of the participants, nor is it mine. Thus, some intelligibility might have been lost in the formation of questions and answers. Nevertheless, all the interviewed teachers are teaching in schools where English is the language of instructions, thus their English proficiency was excellent. In other words, I believe that language was not a major obstacle in building rapport with the research participants.

The choice to conduct interviews with my participants seemed most suitable considering the resources and time available for this study. Nevertheless, investigating topics related to emotions is challenging and Harris (as cited in Crawford, 2007, pp. 7-9) claims that “our ability to know and report on emotions that we feel is limited”. This recollection of emotions and thus the different aspect of emotion regulation is thus not easily accessible, especially when the present social situation might inhibit the recollection of the past event. Moreover, people tend to remember emotionally-laden situations subjectively, thus they might actually purposefully remember either only positive or negative emotions. That being said, meaningful emotional experiences from the classroom could be investigated in more detail through using observation as the primary or additional data collection method. However, observation of events that would entail information about different qualitative aspects of teachers’ emotion regulation would have to be implemented over a long period of time. In other words, while observations might render some additional information, the method was not suitable for this research, as the time frame for the implementation was limited.
After the collection of the data I have started to analyse the data systematically and have reported every step of the analysis into detail. When analysing the data, I tried to avoid relating my own perceptions and opinions with any of the participants, in order to avoid interpretation of their answers from my subjective perspective (Kvale, 1996, p. 118). Furthermore, when analysing the data, the interest was more in the qualitatively different ways of perception of the collective body of the participants, rather than each of them individually (Jokikokko, 2010, p. 90). Nevertheless, sometimes a certain aspect of the studied phenomenon was only mentioned by one participant, thus I included that in the report of the results, however to safeguard the identities of the individual participants I have changed their names and also the names of the students they have mentioned in their answers.

In reporting the research results, I have included many different quotations taken directly from the interviews to exemplify the dimensions of each of the qualitatively different categories. Thus, the readers of the research report can extract more value from the research when they recognize that certain quotations have been used appropriately to support justifications and conclusions on the basis of the collected data. Creswell claims that “a hallmark of good qualitative research is the report of the diversity of perspectives about the topic” (2014, p. 99). In the discussion of the results I discuss the different perspectives of the researched phenomenon as discussed by the participants. However, I tried to discuss their positions and perceptions without favouritism and emphasizing one qualitative perspective over the other.

In all the work related to the study I have tried to minimize the risk of harm to any of the participants and treating their contributions with respect and allowing space for multiple dimensions of their answers to emerge from the data.
4 CONCLUSION

The results of this study are aligned with the findings analysed by theorists that have been increasingly emphasizing the role of emotions in educational context, whereby “emotions are recognized as being of critical importance for both students’ and teachers’ productivity” (Boakerts & Pekrun, 2015, p. 76). However, this study investigated primarily the emotions of the teachers and the ways in which they regulate them in their everyday school context. This study emphasizes that the nature of teaching profession is inevitably linked with social situations and the numerous interactions within their classroom, as well as the broader school setting. Teachers in this study reported a high awareness of the pervasive nature of the emotions in their teaching and also the effects of their own emotions and overall emotional climate on their students. Since emotions are ingrained in teaching profession, the were sometimes not quite sure how exactly they regulate their emotions and what such regulation might mean vis-à-vis their students. Nevertheless, through discussion with the teachers about their experiences and various emotionally laden situations in the classroom, it became very evident that emotional regulation is always present in the classroom. However, the use of emotion regulation was so ingrained in the work of the teachers that they were not able imagine their work without it and explaining their emotion regulation strategies explicitly was made clear through discussing their emotional encounters in the classroom, the first-hand examples of the emotion regulation.

The main focuses of the study were teachers’ emotions and their qualitatively different perceptions of emotion regulation. The phenomenon of emotion regulation was investigated through many different aspects, from its effect on teachers’ emotional well-being to its implications in the classroom. The results that emerged from the data have revealed a very broad conceptualization of emotion regulation as explained by the teachers. Thus, emotion regulation was used for many different purposes and derived from versatile incentives. One of the first main findings was the conceptualization of emotion regulation that enables and supports the various roles that teachers have to adopt in the classroom. The second main finding encompassed the idea that the emotion regulation of the teachers is primarily directed and adjusted to their students. Thus, the third main finding was aligned with the first two, supporting the different purposes of emotion regulation with the various strategies that teachers reported using in order to regulate their emotions. Teachers have conceptualized emotion regulation as a very important, even necessary part of their work. The same holds true for establishing
boundaries between their work and their personal life. They claim that their ability to regulate work-related emotions is crucial in sustaining their well-being outside of school, and as such it also enables them to deal with emotional demanding situations at work.

The common denominator of all the three findings is that emotional climate in the classroom is mostly linked to teachers’ ability to regulate their emotions. While both positive and negative emotions have to be regulated as a part of teachers’ work, it is more crucial that teachers are aware of their negative emotions, as their nature is even more pervasive and can exert influence on the students even though displayed subtly. Teachers taking part in this study believe that emotions are crucial for maintaining social relationships with their students. As such, the results of this study are aligned with the claims of the theorists; namely Panju who claims that the emotion regulation in the classroom is important in order to be able to perceive emotions in the classroom as a potential benefit and use them in the learning (2008, p. 123). Emotion awareness can be taught and students who are perceptible to others’ emotions are abler and more willing to regulate their emotions in their work with other students.

This study covers a broad range of implications that emotional regulation can have in the educational context, even though its main focus was emotional regulation of the teachers. As emotional regulation is a wide concept and various individuals perceive it slightly differently, it would not be feasible to continue the research on emotion regulation focusing on so many different facets of emotion regulation. Thus, the future research on this topic could focus specifically on the ways in which school context and especially teachers can support the emotion regulation of their students. Moreover, possible research could focus on the ways in which policy and standard frameworks acknowledge and utilize teachers’ emotion regulation, and how these guidelines can better equip teachers already during their training (Fried, 2011, p. 7). Marentič Požarnik (2000, p. 217) claims that constructive emotion self-regulation can equip students with useful tools to deal with various situations at school, as well as later in their lives. While some teachers are more perceptive to emotional cues from their students, some might not be able to sufficiently cater to emotional needs of their students. Moreover, the students’ level of emotional development and the emotional support from home may vary greatly. Thus, all these various factors could be taken into consideration as the basis for a future study on emotion regulation.
5 REFERENCES


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Appendix 1: Interview questions

Teachers’ emotion-regulation in the classroom

- What is the role of emotions in your teaching?
- Do you ever try to control (regulate) or mask the emotional experiences in the classroom?

- Please describe a scenario where you tried to control or mask or regulate your emotions? (negative or positive emotions)
  - Why did you try to regulate your emotions in that situation?
  - What do you do to try to control the emotions? How do you control your emotions?
  - What strategies do you use to cope with the emotions after the incident is over, at the end of the school day or before a school day?
  - How successful are you when you try to control (or mask or regulate) your emotions? How does it affect you?

Implications for emotion-regulation for students

- How does successful/unsuccessful emotion regulation affect you/your students?
- What are the consequences of controlling/not controlling (or masking or regulating) your emotions while teaching?
- How can you develop (model) emotion regulation in your students?

Is there anything else you would like to say about emotions and teaching?
Appendix 2: Participant consent form

Master’s thesis study: Teachers’ perception of emotion regulation and its implications in the classroom

I……………………………………… voluntarily agree to participate in this research study.

-I understand that even if I agree to participate now, I can withdraw from the research study at any time or refuse to answer any question without any consequences of any kind.

-I have had the purpose and nature of the study explained to me and I have had the opportunity to ask questions about the study.

-I agree to my interview being audio-recorded.

-I understand that all information I provide for this study will be treated confidentially.

-I understand that in any report on the results of this research my identity will remain anonymous.

-I understand that a transcript of my interview in which all identifying information has been removed will be retained 2 years after this interview has been conducted and after all the interview materials will be deleted.

-I understand that I am free to contact the researcher at any time during or 2 years after the research to seek further clarification and information.

Researcher’s contact information:

-Email: sara.kralj@student.oulu.fi

-Phone number: 0400981999

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Signature & printed name of the research participant

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Signature & printed name of the researcher