

PROBLEM

- Emotional processing is complex and not well understood
- Emotions in education recognized as important, yet we are not fully aware of their role and effects
- Teacher emotions receive little research attention

CONCEPTUAL FRAMEWORK

Teachers are leaders in the classroom

- Need emotional intelligence to be effective

Teachers are leaders with power

- Understanding emotions and their role in teaching and learning
 - ➔ can empower and transform,
 - ➔ rather than maintain or oppress
- ➔ both teachers and students in our systems of education

THEORETICAL CONSTRUCTS:**JAMES GROSS (2015)****Emotion generation (EG) and Emotion Regulation (ER) Model**

- Situation, situation selection
 - Internal, external
- Attention, attentional deployment
- Appraisal, reappraisal or cognitive change
- *Feelings experienced*
- Response
 - ➔ *Back to* situation

REINHARD PEKRUN (2007, 2014)**Control-Value Theory of Achievement Emotions**

- Environment
 - Internal, external
- *Attention directed by goals and beliefs*
- Appraisals of control and value
- *Feelings experienced*
- Learning + achievement
 - ➔ *Back to* environment

RESEARCH QUESTIONS

1. **What are the emotions experienced by teachers in the classroom?**
2. **How do teachers regulate their emotions in relation to their goals for the class?**

PURPOSE

To describe and explore teacher emotional processing in the college classroom

Insight into teacher emotional experiences and emotional regulation strategies in class

To understand how teachers process feelings of aggravation in the college classroom

Reciprocal relationships among components of Emotion Regulation Model and Control-Value Theory of Achievement Emotions

METHODOLOGY

Qualitative interview study of 4 college teachers

- Two interviews per teacher, 1 right after class, 1 a week later
- Semi-structured interviews of teacher participants while they watch video of themselves

3 hour interview sessions, including 75-90 minutes of classroom videos + 90 minutes of reflection at periodic intervals at least every 15 minutes of class video

ANALYSIS

- 250 codes in 20 categories, applied over 3000 times to 630 interview excerpts
- Phenomenological description, emic analysis
- Theoretical constructs, etic analysis
- Comparison of emic and etic a priori codes is a form of triangulation (Beaudry & Miller, 2016; Flick, 2014) and formed the themes identified in the qualitative analysis

PRIMARY AND SECONDARY RESEARCH QUESTIONS ➔ **REFOCUSED on feelings of aggravation in teachers**

1. What are the **emotions teachers experience** related to **feelings of aggravation**?
 - Aggravation, frustration, confusion, outrage, or passionate, resentful, disrespected, judgmental, defensive, shocked.
2. **How do teachers regulate their aggravating feelings or emotions** in relation to their goals for the class?
 - What **appraisals** do teachers assign to their feelings of aggravation?
 - How do teachers' **perceptions of control and of value influence emotional processes and emotion regulation** for teacher feelings of aggravation?
 - What is the **relationship** between teachers' **perceptions of control or of value** and **their emotions and pedagogical choices in the classroom**?

SITUATIONS WHICH GENERATED TEACHER FEELINGS OF AGGRAVATION AND THEIR EMOTION REGULATION

- **Typical recurrent issues for college teachers**
 - Students arriving late to class
 - Students not paying attention to teacher: using cell phone or chatting to each other
 - Students who over-participate or are longwinded
 - Student behaviour distracts other students
 - Technology problems in teacher presentation
 - Class not responsive when teacher asks questions
- **Student behaviour risks hurting other students**
 - Eye rolling when a certain student speaks
 - Student question is inappropriate, insensitive or insulting to other students
- **Student repeatedly challenges validity of course content**
- **Teacher has strong personal emotional response to subject matter**
 - Teacher wants to control the expression of her opinion due to strong emotion
 - Teacher is shocked and outraged by description of an offensive social practice
 - A relevant student question triggers overwhelming emotions in teacher
- **Teacher is aggravated with own perceived failures**
 - Frustration with verbal or non-verbal presentation
 - Frustration with failure to meet personal expectations of content delivery
 - Time pressure leads to lower performance standards or execution



RESULTS

Of 28 emic and etic analyses of 19 situations* provoking teacher feelings of aggravation

- ❑ 13 showed **successful emotion regulation (ER)**
- ❑ 7 showed an **unsuccessful** attempt at **emotion regulation**
- ❑ 8 showed **no effort to regulate** feelings of **aggravation**

**some situations unfolded over time with varied ER success leading to 28 analyses*

Some findings:

- ❑ Importance of prioritizing **CLEAR and VALUED GOALS** for effective **ER** of aggravation
- ❑ Emerging **themes of teachers' sense of authority** in emotion generation and effective emotion regulation in classroom teaching practice
- ❑ **Role of emotion** in understanding construction and maintenance of **teacher identity** and its impact on classroom teaching practice

Emotion Regulation (ER) of Teacher Aggravation – Themes by ER success

Themes in ER Response to Teacher Aggravation	Emotion regulation			
	Successful ER (13 situations)	Unsuccessful ER (7 situations)	No ER effort (8 situations)	Mixed ER success
Reappraisal or Cognitive Change ➤ Prioritize valued goals	9			3 of 9 situations partially successful
Response Modulation ➤ Act on unconflicted valued goal	3			
Reappraisal or Cognitive Change ➤ Transform use of power/authority from autocratic to authoritative	2			
Reappraisal or Cognitive Change ➤ Transform use of power from absolute or abstained to shared control	2			
Response ➤ Act on goal of absolute control			3	
Conflicted goals		6	1	3 of 7 situations partially successful
Beliefs conflicted with feelings, experience, or knowledge		2	1	
Belief that knowledge, authority, professionalism must be objective, unemotional	1	3	1	
Expectations regarding students pre-empt ER			2	
Perceived threat to control and/or identity			8	
○ sense of authority insecure			3 (subset of 8)	
Perfectionist standard for self	1		3	
Number of times themes applied in analysis of situations	18	11	19	

This table summarizes the analysis of the results by ER performance and by thematic factors present in situations of aggravation described by teachers.

Note: Multiple themes were identified in situations provoking teacher aggravation

Discussion points

- **Complexity** of teachers' emotional experiences: personal, pedagogical, structural, political
 - Components of emotion generation(**EG**) and emotion regulation(**ER**) useful to study to understand teacher emotions
 - EG and ER are **difficult to separate**
- In **most situations** generating aggravation, **ER activated**. 13 of 20 were successful. 7 were unsuccessful. In 8 situations generating aggravation, no ER activated.

SUCCESSFUL EMOTION REGULATION OF AGGRAVATION

- **Reappraisal or cognitive change** were **most successful strategies** for reducing aggravation and facilitating teaching goals.
 - **Most frequent and effective: Prioritizing valued goals**
- In **every instance of effective ER**, teachers showed **comfort with their authority** in **leading** toward valued goals.
- **Changes in teachers' conceptions of their own authority** and how to use it **led to more effective ER** of aggravation over time and improved relationships with students and achievement of teaching goals.
- **Deeply valued goals motivated changes** in teachers' conceptions of authority over time





Discussion points

UNSUCCESSFUL EMOTION REGULATION OF AGGRAVATION

- **Unsuccessful ER efforts** associated with **conflict among teachers' valued goals** or **conflict among teachers' goals and appraisals** of the situation.
- **Unresolved conflict within teachers about what is important to them led to aggravation** impairing efforts at emotional leadership and **increasing emotional labour**
- **Aggravation from goal conflicts** tended to **rely on suppression as an ER strategy**.
 - **Suppression** without reappraisal was **ineffective** at decreasing aggravation
 - Suppression **may diminish memory** of emotional stimuli, **thwart** creative **problem-solving**.
 - May lead to **static lowered expectations of students** and **static strategies of response modulation** of aggravation.
 - Self-fulfilling prophecy as teacher hopelessness compromises goal achievement
 - **Suppression as an ER strategy** made **engagement and rapport with students more strained** or undesired.

Discussion points

- **Teacher beliefs about authority were influential in unsuccessful ER efforts**
 - **Leadership authority associated with objectivity and unemotional professionalism led to ineffective ER**
 - **Leadership authority associated with need for absolute control led to absent or ineffective ER**
 - **Patriarchal value structures still exert influence and tend to silence** engaged discussions of social justice (Bordo & Jaggar, 1989; Boler, 1999; Zembylas, 2003, 2010)
 - **A more critical view** of dominant paradigms of objectivity in leadership
 - **could empower students and teachers**
 - Important implications for education and society



Discussion points

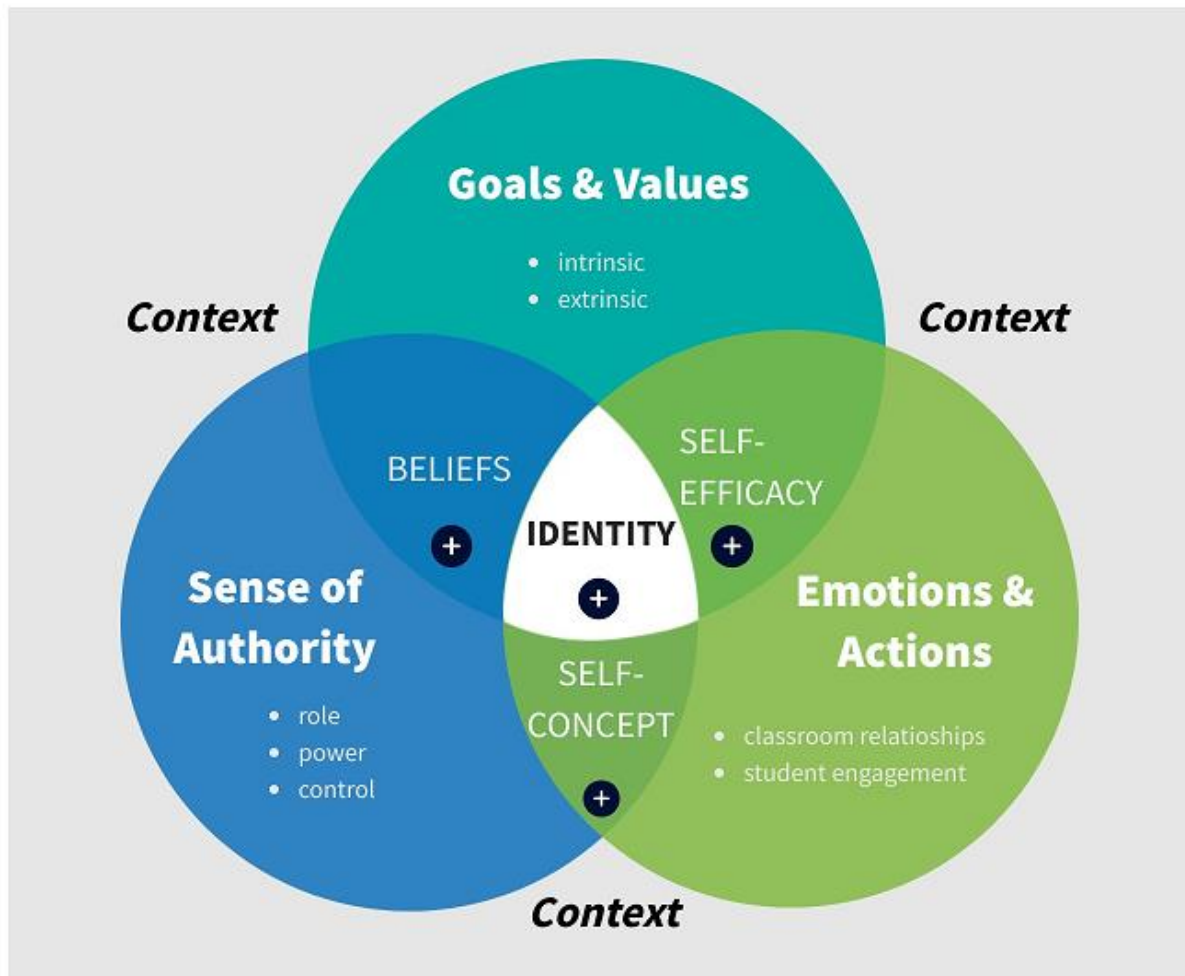
NO EMOTION REGULATION OF AGGRAVATION

- **When no ER effort was present, teachers strived for absolute control** over class
 - **or perceived a threat to that control**
 - **or to their personal or professional identity.**
- **Acting on goal of absolute control did not lower feelings of aggravation** and impaired student engagement.
- Conceptions of **teacher authority being in perfect control** led to high expectations of mastery or performance for themselves
 - Led to **aggravation when expectations were not met**, affecting appraisals of control and self-efficacy
 - Aggravation from failing to meet own standards of perfect control was **very distracting to teachers**
 - **Increased emotional labour** and compromised goal achievement
- Two of four teachers who experienced **most intense feelings around perceived threats to authority or identity** were from **immigrant backgrounds** with English not their mother tongue.
 - May relate to **intersectional identity and internalized marginalization** making them **less comfortable with their authority** in the context of teaching and its public leadership role.
 - **Experiences of power and powerlessness** have an **impact on emotions and feelings of vulnerability** (Boler, 1999; Cross & Hong, 2010; Zembylas, 2003)

Conclusions

- Using **Gross' model of EG and ER together with Pekrun's CV theory** of achievement emotions **useful** for understanding teacher emotions.
- **Pekrun's CV theory** of achievement emotions **supported: Appraisals of control and appraisals of value are most influential** determinants of achievement emotions.
- Qualitative analysis of teacher reflections **integrated many concepts** from the academic **literature on education.**
- **The role of emotion** in teacher identity and classroom practice
 - **Identity:** subject to social and political environment AND agent within that environment
 - **Feelings** seem to represent **degree of integration or alignment** among components of emotion related to identity
- **Congruence** among components of teachers' classroom experience **enables ER of aggravation**
- **Incongruence**, contradictions or disturbances among those components **creates aggravation** and compromises achievement of teaching and learning goals.

Teacher Emotions in the College Classroom



Congruence among circles:

→ Emotion regulation to inform pedagogy and support effective teaching



Disturbances, incongruencies or contradictions among circles:

→ AGGRAVATION



Recognizing incongruencies can influence teacher emotional processing by identifying emotion components that need work to integrate, align and transform into responsible and effective leaders.

Conclusion (cont'd)

- **Exploring feelings of aggravation can benefit teachers**
 - Deep reflection on situations provoking aggravation may point to areas needing work
 - To **optimize teaching and learning** achievement
 - To align, integrate and **transform teachers** into more effective and emotionally intelligent leaders
 - To **increase teacher satisfaction** and inspiration
 - To **lower emotional labour** and possible burnout
- **Exploring feelings of teacher aggravation can have other benefits**
 - To **remedy student disengagement**
 - To have teachers and students **construct new meaning together** without aggravation getting in the way
 - To **allow** issues of **social justice** to get the critical **attention** they deserve
 - To **enable the potential of higher education** to be realized
 - To transform the context of human experience **through leadership and empowerment** of all participants

Summary: Notable findings in this study

- **Importance of clear valued goals** in effective teacher ER of aggravation
- **The strength of themes of authority and control** in teacher emotion and emotion regulation in the classroom
- **Teachers' perceptions of their authority compromised activation of ER for feelings of aggravation**
 - May be important for understanding challenges of teaching
- **Themes of teacher sense of authority**
 - **Join the personal experiences of teaching with social and political structures that influence conceptions of power, control and achievement.**
 - **Join the emotions of teachers with their classroom teaching practice, their valued goals, their beliefs, their self-concept and self-efficacy in forming their personal and professional identity**
- **Understanding of teacher sense of authority together with importance of clear valued goals**
 - May be instrumental in
 - **Improving teacher effectiveness**
 - **Lowering teacher emotional labour**
 - **Contributing to social justice**

Recommendations

- **Future research on emotions in education**
 - Increased use of **videorecording** of college teachers in class together **with semi-structured interviews** using teacher reflections at regular intervals
- **Analysis of feelings or emotions** to benefit teachers and bridge personal and political aspects of teaching.
 - **Individual reflection:** journaling or self-videorecording
 - **Collaborative reflection:** with peers, or even with students
 - **Guided reflection:** workshops or teacher development courses, including Performa
 - **Academic research:** qualitative approaches
- **Deepen teacher understanding** that **emotions unfold in a process** that can be adjusted and regulated
 - **Emotion regulation strategies:**
 - Changing the situation, directing their attention, reframing their perception, questioning their beliefs, prioritizing valued goals, modulating responses or behaviours to influence the unfolding classroom situation
- **Acknowledge the power and leadership potential of role as college teachers**
 - **Question** denial or suppression of feelings due the **belief in objectivity**
 - To **develop teachers' authentic voice**
 - To **facilitate construction of knowledge and meaning** together with students
 - **Through emotional leadership and modeling** teachers exert an important influence on students
- **Use emotions as guides to resolving challenges of teacher role and integrate teacher personal and professional identity**

How about you?

How do some of these findings and conclusions sound to you?

- As a teacher what are your emotions in class?
- What situations aggravate you in class?
 - Any new situations?
- How do you handle aggravating situations?
- Do you think it is connected to your beliefs?
- How can we act on this?
- What is needed to improve our emotional intelligence as teachers and leaders?

