Teachers' Emotional Expression in the Classroom

Öğretmenlerin Sınıfta Duygusal İfadesi

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ABSTRACT: The study focused on teachers' emotional expressions in classrooms. Teachers' emotions were observed by primary education students during their practical work experience. They used a scheme constructed for observing different aspects of emotions. Observations were done on 108 teachers in 93 primary schools from various regions in Slovenia. Data were categorised and analysed using the descriptive statistics and t-test for comparing the intensity of pleasant and unpleasant emotions. The results have shown that primary school teachers expressed various pleasant and unpleasant emotions, with the unpleasant ones prevailing. The intensity of expressed emotions was moderate, the pleasant emotions being more intense than unpleasant ones. Teachers expressed emotions non-verbally through facial expression, gestures and tone of voice. Joy and anger, as two of the most frequently expressed emotions, were analysed with regard to their verbal expressions by teachers' and the pupils' response to them. Compared to joy, anger had more forms of expression, and also pupil responses were more diverse. The teacher-pupils interactions were more functional for joy than for anger.

Keywords: Emotion, emotional expression, emotional functionality, teacher, pupil

ÖZ: Çalışma sınıflarda öğretmenlerin duygusal ifadelerine odaklıdır. Öğretmenlerin hisleri pratik çalışma tecrübeleri sırasında temel eğitim öğrencilerince gözlemlenmiştir. Onlar duyguların farklı yönlerini gözlemlemek için yapılmış bir düzeni kullandılar. Gözlemler Slovenya'nın çeşitli bölgelerinden gelen 93 ilköğretim okulunda 108 öğretmen üzerinde yapılmıştır. Veriler hoş ve hoş olmayan duyguların yoğunluğunu karşılaştırmak için tanımlayıcı istatistikler ve t-testi kullanılarak kategorize ve analiz edildi. Sonuçlar ilkokul öğretmenlerinin sevilmeyenlerle çeşitli hoş ve hoş olmayan duygular ifade ettiğini göstermiştir. İfade edilen duyguların yoğunluğu hoş duygular tatsız olanlardan daha yoğun olurken, ılımlı oldu. Öğretmenler yüz ifadesi, jest ve ses tonu ile sözel olmayan duyguları dile getirdi. Sevinç ve öfke, en sık dile getirilen duyguların ikilisi olarak, öğretmen ve öğrencilerin kendilerine verdiği yanıt ile kendi sözel ifadeleri açısından analiz edildi. Sevinç ile karşılaştırıldığında, öfkenin daha fazla ifade biçimleri vardı, ve aynı zamanda ilkokul öğrencilerinin tepkileri daha farklı idi. Öğretmen-öğrenci etkileşimleri öfkeden ziyade sevinç için daha fazla işlevseldi.

Anahtar sözcükler: Duygu, duygusal ifade, duygusal işlevsellik, öğretmen, öğrenci

1. INTRODUCTION

Emotions may be defined as multi-componential processes that typically include subjective appraisal, physiological change, emotional verbal and non-verbal expression and action tendencies or behaviour (Oatley & Jenkins, 1996; Sutton & Wheatley, 2003). On the other hand, emotions may be created through social expectations in an individual's environment, including expectations in their close relationships and a broader cultural context (Hargreaves, 2000; Hochschild, 2008; Zembylas, 2005).

Different aspects of emotions were analysed in previous studies, including their valence, intensity, duration or context suitability (Gross & Thompson, 2009; Siegel, 1999; Smrtnik Vitulić, 2009). Regarding the valence of emotions, positive or pleasant emotions (i.e., joy, pride) are experienced when we reach a subjectively important goal or expectation, while negative or unpleasant emotions (i.e., anger, sadness, fear) are experienced when we cannot accomplish or fulfil that (Lamovec, 1991; Oatley & Jenkins, 1996). Both, positive and negative emotions may

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have an important adaptive function, since they enhance the individual's response to an important situation (Lazarus, 1991).

Emotions can also be categorised by complexity, dividing them into basic and complex emotions. Basic emotions are characterised by specific brain activity patterns, typical adjustment function and facial expressions (Ekman & Davidson, 1994; Plutchik, 1980), that allow their easier recognition. Based on these criteria basic emotions are joy, anger, fear, sadness, disgust and surprise (Lewis, 2002, in Santrock, 2005). On the other hand, complex emotions appear later in development, their expression is less typical and recognition is more difficult and sometimes ambiguous. Regardless of the complexity of emotions, non-verbal behaviour is their primary mode of communication (Bowers, Bauer, & Heilman, 1993). As such, facial expression, tone of voice, particular body posture, are fundamental to decoding and interpreting emotional messages, revealing impulses and intentions (Lazarus, 1991; Siegel, 1999).

1.1. Teachers and Emotions

Emotional experience and expression are very important for the quality of the entire educational process in the classroom, quality of teacher – pupil interactions, and the classroom atmosphere (İlin, İnözü, & Yildirim, 2007; Meyer & Turner, 2007; Shapiro, 2010; Sutton, Mudrey-Camino, & Knight, 2009). Pleasant experiences encourage the learning process whereas unpleasant experiences have a hindering effect on pupils' motivation, memory or creativity (Fredrickson, 2004, 2005; Lamovec, 1991).

Different authors report that teachers at work experience pleasant emotions such as joy, satisfaction, affection and hope and unpleasant emotions, such as anger, disappointment, fear, disgust and sadness (Chang, 2009; Cowie, 2011; Hargreaves, 2000; Hosotani & Imai-Matsumura, 2011; Kelchtermans, 2005; Moè, Pazzaglia, & Ronconi, 2010; Shapiro, 2010; Zembylas, 2004). Teachers' emotional experience and expression in the classroom are commonly triggered by the pupils' learning process and achievement or by disciplinary problems (Hosotani & Imai-Matsumura, 2011; Prosen, Smrtnik Vitulić, & Poljšak Škraban, 2013; Sutton & Wheatley, 2003). The type of emotions experienced by teachers depends on their appraisal of the situation in the classroom. These appraisals depend upon the teacher's individual goals, personal resources and previous experiences (Sutton, 2007).

It is important that teachers know how to manage their own and their pupils' emotions and use them in a constructive way to encourage children's development and learning (Hosotani & Imai-Matsumura, 2011; Schmidt & Datnow, 2005; Sutton & Wheatley, 2003). Teachers develop different strategies to regulate their emotions in the classroom, including changes in emotional valence, intensity or time course. In Hosotani and Imai-Matsumura's research (2011), for example, teachers reported conscious control of the intensity of expressed anger, its suppression, or sometimes losing their temper and expressing their genuine anger towards the pupils. In the same study, teachers reported expressing joy either authentically or as a tool to influence the pupil's behaviour, but also suppressing joy when they considered it may decrease the pupil's motivation for school work. These examples indicate that teachers' emotional expressions in front of children may differ from their authentic emotional experience.

On the other hand, the teacher – pupil interaction in the classroom also includes the pupils' interpretation of the teacher's emotions and their response to that. Since each pupil may understand teacher's expressions differently, their reactions may be varied (Mottet, Frymier, & Beebe, 2006, in Titsworth, Quinlan, & Mazer, 2010).

2. METHOD

In the present study, teachers' non-verbal and verbal emotional expressions in the classroom and pupils'[1] response to them were observed. Observations were done by primary education students, following the observational scheme, designed for this purpose by the authors of this article. The observational scheme was designed to answer the following research questions: (1) what type of emotions are expressed by primary school teachers in their interactions with pupils in the first five grades and how frequently, (2) what is the level of teachers' emotional intensity, (3) what types of non-verbal and verbal emotional expressions are present in teachers, (4) how do pupils respond to the two most frequent teachers' emotions, and (5) are these teacher-pupil emotional interactions functional.

2.1. Participants

Observations of emotions were gathered for 111 primary school teachers. Since three cases were not properly administered they were excluded from the study. In further analysis, observations of 107 female teachers and one male teacher were included, in the first ($n = 24$), second ($n = 21$), third ($n = 29$), fourth ($n = 20$) and fifth grade ($n = 14$). The observations of students in these classrooms were included in the analysis. The number of pupils in each classroom ranged between 8 and 28, with $M = 19.16$ and $SD = 4.78$. There were 93 primary schools from various Slovenian regions included in the study.

2.2. Observational Scheme, Data Collection and Data Analysis

Teachers' emotions were observed by first-year primary education students from the Faculty of Education in Ljubljana, Slovenia, during their practical work experience in the classroom. Before observations took place, students participated in a two-hour educational course on recognizing and describing emotions. During the course, they were also trained to use an observational scheme that included the type of emotion, a situation description, verbal and non-verbal expression of emotions (including behaviour) and the responses of pupils participating in the interaction. The scheme also included the category of intensity for each emotion, marked on a 5-point Likert-type scale (from 1 – *very weak* to 5 – *very strong*). Students used the described scheme to observe and record teachers' emotions in the classroom.

Each student did practical work experience at the primary school of their choice, mostly in their hometown. The headmaster of the school selected the classroom for the student's practical work (first to fifth grade). Students visited the selected classroom for five days during their practical work experience. During their fourth visit, they observed teachers' emotions for five hours in one school day. Each teacher's emotion was recorded as it occurred, in chronological order. If a certain emotion appeared more than once, it was recorded each time. The teachers were informed about the goals of the students' practical work experience, including the observation of their work in general. After the observation of their emotion expressions, the teachers were fully informed about the study and consented to the use of the data.

After filling in the observational schemes, students submitted them to the authors of the article, who checked the gathered data with regard to the clarity of descriptions in all observed categories. In the first phase frequencies of each observed emotion were counted and classified into two broader categories: pleasant and unpleasant emotions. Also, average score and standard deviation were calculated for intensity of each emotion, and t-test was used for comparing the intensity of pleasant and unpleasant emotions. Then, non-verbal expressions included in the observational scheme (facial expression, gestures and tone of voice) for each emotion were

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[1]To distinguish between university and primary school students the expression 'student ' is used for the first and 'pupil 'is used for the latter.

counted. All these data were classified in two categories: pleasant and unpleasant emotions. In the second phase, for the two most frequent emotions teachers' verbal expressions and pupils' responses to these expressions were classified into comprehensive categories. Thus, the teacher - pupils' emotional interaction was taken into consideration. All three authors also evaluated the functionality of these emotional interactions, which will be explained in greater detail in the next section.

3. RESULTS and DISCUSSION

In the results and discussion section the type, frequency and intensity of teacher's emotions, as well as non-verbal expressions of these emotions will be presented in Table 1. Teachers' verbal emotional expressions of the two most frequently expressed emotions and pupils' responses to them, as well as the functionality of these teacher-pupils interactions will be presented in Tables 2 and 3.

Table 1: Frequency and Intensity of Teachers' Emotions and Non-verbal Expressions of Emotions

Teachers' Emotions	f	Intensity M (SD)	Facial expression f	Gestures f	Tone of voice f
Joy	152	3.53 (1.05)	124	46	15
Surprise	23	3.12 (1.13)	19	10	4
Pride	12	4.08 (0.79)	7	6	3
Pleasant emotions (Total)	187	3.58 (0.99)	150	62	22
Anger	259	3.29 (1.07)	220	117	158
Disappointment	52	3.01 (1.25)	41	18	21
Fear	21	3.15 (0.99)	14	6	7
Sadness	11	3.35 (1.37)	11	3	3
Shame	3	2.40 (0.55)	3	3	1
Guilt	3	2.67 (0.58)	3	1	0
Unpleasant emotions (Total)	349	2.98 (0.97)	292	148	190
All emotions (Total)	536	3.28 (0.98)	444	210	212

Note: N of all teachers = 108; f = frequency; M = average value; SD = standard deviation

During the observations nine different teachers' emotions were recorded. Expressed emotions differed considerably in frequency. On average, five emotions were expressed by each teacher in the classroom. Pleasant emotions were expressed less often (187 times) than the unpleasant ones (349 times). Among pleasant emotions, joy was most frequently reported (152 times), followed by surprise (23 times) and pride (12 times). Anger was the most frequently reported (259 times) of all pleasant and unpleasant emotions. Our results are in line with the findings of Hosotani and Imai-Matsumura (2011) and Shapiro (2010), who also found that anger was the unpleasant emotion most frequently expressed by teachers in the classroom. The second most frequently expressed, unpleasant emotion was disappointment (52 times), followed by fear (21 times), sadness (11 times), shame (3 times) and guilt (3 times). These results were in accordance with other studies on teachers' emotions in school (Chang, 2009; Hargreaves, 2000; Hosotani & Imai-Matsumura, 2011; Kelchtermans, 2005; Shapiro, 2010), that also reported teachers experiencing and expressing pleasant and unpleasant emotions.

Our results showed approximately twice as many unpleasant emotions as pleasant ones; the overall ratio between pleasant and unpleasant emotions was approximately 1:2. Fredrickson (2008) recommends a ratio of 3:1 in favour of pleasant emotions. Unpleasant emotions have a more powerful influence on the emotional balance; thus an individual needs to compensate for unpleasant emotions with three times the amount of pleasant emotions, in order to maintain an overall positive ratio between the emotions. Our results were not in line with Fredrickson's recommendation and as such they pose a question of the impact on teacher-pupil interactions in

the classrooms. As reported by Meyer and Turner (2007), the prevalence of unpleasant emotions may contribute to an unpleasant atmosphere in the classroom. Considering this, teachers should be encouraged to reflect on their emotional expression (Sutton, 2007).

Intensity describes the power of emotional expression. The intensity of pleasant emotional expressions, on a 5-point scale, was above the middle, while the intensity of unpleasant emotions was scarcely below the middle. There were differences in intensity between pleasant and unpleasant emotions (*t*-test for independent samples: $t = 2.54$, $df = 547$, $p = .01$), with pleasant emotions being more intense. One possible explanation of these findings could be that teachers are more spontaneous with expressing pleasant emotions in the classroom, whereas they express unpleasant emotions in a more controlled manner.

Regarding the complexity of emotions, the basic emotions prevailed in teachers' expressions. This was also found to be the case by Hosotani and Imai-Matsumura (2011) in their study on teachers' emotions. In our study, the basic emotions recorded among the teachers (466 times) were anger, joy, surprise, fear and sadness. The complex emotions recorded among the teachers (70 times), were disappointment, pride, shame and guilt. The prevalence of basic emotions may be partly due to the fact that these emotions are easier to recognise because of their distinctive non-verbal expressions when compared to the complex ones (Ekman & Davidson, 1994; Plutchik, 1980).

Teachers' emotional expressions were divided into two categories: non-verbal and verbal. Among the non-verbal emotional expressions, teachers' facial expressions (i.e., smile, raised eyebrows), gestures (i.e., hand gestures, body posture) and tone of voice (i.e., louder voice) were detected (see Table 1). In the majority of cases, there were more than one non-verbal expressions present simultaneously. This is in line with the findings of Bowers et al. (1993), that facial expression, tone of voice, particular body posture, etc., are the primary mode of emotional expression.

For all emotions, with the exception of anger, teachers most frequently used facial expression, whereas gestures and tone of voice were less frequently used. However in the case of anger, facial expression was more often accompanied by teachers' gestures and tone of voice. This may point to a specific expression pattern for anger, including use of a louder voice (Milivojević, 2008).

Since joy and anger were the two most frequently reported emotions in our study, these two emotions will be analysed in greater detail in the following sections. The teachers' verbal expressions of joy and anger, as well as pupils' responses to them will be analysed.

The observations of teachers' verbal expressions of joy were categorised into six groups: teacher calmed down the pupils (once; teacher used a relaxation technique); teacher explained something to the pupils or asked them questions (9 times); teacher encouraged, praised pupils or showed them affection (81 times; i.e., teacher stroked the pupil who was successful); teacher took away certain objects from the pupil (once; teacher took away the pupil's glasses and put them on her nose); teacher apologised to the pupils (once; apologising for accidentally dropping the boxes); and teacher laughed (68 times).

The observations of teachers' verbal expressions of anger were categorised into eight groups: teacher calmed down the pupils (26 times; i.e., teacher stopped the pupil who was pushing away the others); teacher explained something to the pupils or asked them questions (33 times; i.e., teacher gave extra instructions on how to do the homework); teacher encouraged, praised pupils or showed them affection (once; i.e., despite feeling anger teacher encouraged a pupil who did not bring her homework); teacher warned pupils (86 times; i.e., teacher warned a pupil not to play games during the lesson); teacher took away certain objects from pupils (10 times; i.e., teacher took away a sharp pencil); teacher lectured the pupils (31 times; i.e., teacher

told the pupils that she did not expect such inappropriate behaviour from them); teacher shouted at pupils (36 times; i.e., teacher raised her voice); and teacher apologised to the pupils (3 times; i.e., teacher said sorry because her anger was unjustified).

The observations of pupils' responses to teacher's joy were categorised into five groups (Table 2): pupils acknowledged the teacher (47 times; i.e., teacher expressed joy when pupils went quietly into the gym in a disciplined manner); pupils ignored the teacher (once; pupils did not react to teacher's joy); pupils were silent (3 times; i.e., when praised for their diligent work, pupils silently continued with their task); pupils also showed emotion(s) (93 times; i.e., pupils also expressed joy) and pupils laughed (65 times).

The observations of pupils' responses to the teacher's anger were categorised into seven groups (Table 3): pupils acknowledged the teacher (139 times; i.e., a pupil stopped playing games during the lesson); pupils ignored the teacher (32 times; i.e., a pupil continued with talking despite the teacher's warnings); pupils apologised to the teacher (10 times; i.e., a pupil said sorry for not bringing the homework); pupils complained to the teacher (14 times; i.e., pupils said that the teacher was too demanding); pupils were silent (74 times; i.e., pupils were silent when they recognised their mistake); pupils also showed emotion(s) (59 times; i.e., a pupil expressed shame after the teacher's warning); and pupils laughed (13 times).

Different authors (Lazarus, 1991) stress the importance of functionality of emotions. If an emotion is to be functional, it has to reach a desired goal (i.e., teacher expresses joy to raise pupils' motivation or to encourage the pupils to show their knowledge; teacher expresses anger to influence the pupils' inappropriate behaviour in a desired way). In our study the functionality dimension of emotions was included by evaluating the interaction of teachers' emotional expressions and the pupils' consequent reactions. In this way, each teacher's emotional expression of joy and anger was distributed, by all three authors of this article, into one of the two categories: functional and dysfunctional.

Table 2: Pupils' Responses to Teachers' Verbal Expressions of Joy

Pupils' responses		Calm down	Explain	Encourage	Take away	Apologise	Laugh	Total
Acknowledge	func		3	28			16	47
	dysf							
Ignore	func			1				1
	dysf							
Silence	func			1			1	2
	dysf						1	1
Show emotion	func	1	4	61			24	90
	dysf			2			1	3
Laugh	func		2	17	1	1	41	62
	dysf			2			1	3
Total		1	9	112	1	1	85	209

Note: func = functional; dysf = dysfunctional

From Table 2 it can be observed that, in some cases, one verbal expression of joy by the teacher elicited different responses from pupils'. In verbally expressing emotions of joy teachers used the following strategies: encouragement (112 times), laughter (85 times), explanation (9 times), calming down (once), taking away an object (once), and apology (once). In pupils these expressions were elicited: expressing own emotions (93 times), laughter (65 times), acknowledgement (47 times), silence (3 times) and ignoring (once). The most frequent patterns of teacher-pupils interaction were teacher's encouragement and laughter, accompanied by pupils

showing their emotions, laughing and/or acknowledging their teacher. Almost all teacher-pupils interactions (96.7%) were evaluated as functional.

Joy is usually experienced when we conclude we have accomplished a subjectively important goal (Lazarus, 1991). For teachers, pupils' academic achievement represents such a goal (Hosotani & Imai-Matsumura, 2011). That is why, the teacher's encouragement of pupils was found to be the most frequent verbal expression of joy in our study, comes as no surprise. By providing targeted, positive feedback on pupils' work, teachers can create an emotionally safe classroom environment. Such an environment can also be supported by teacher's using laughter as an expression of joy; this was frequently observed in our study. As Çelyk (2004) suggests humour can be utilised to produce a resourceful, encouraging and creative lesson. As pupils responded to teacher's joy with their own emotional expressions, laughter and consideration, these interactions were almost all functional. Again, it can be concluded, that joy as a pleasant emotion contributes to positive teacher-pupil interaction and its expression in the classroom is desirable.

Table 3: Pupils' Responses to Teachers' Verbal Expressions of Anger

Pupils' responses		Teachers' Verbal Expressions of Anger								
		Calm down	Explain	Encou-rage	Warn	Take away	Lecture	Shout	Apolo-gise	Total
Acknowledge	func	15	18		45	3	12	12	1	106
	dysf	5	2		13	1	2	9	1	33
Ignore	func	1			1	1	1			4
	dysf	5	4		10		5	4		28
Apologise	func	2	2		3		1			8
	dysf				1		1			2
Complain	func		1		2	1				4
	dysf	1	2		5			2		10
Silence	func	6	6	1	20	1	9	7		50
	dysf	2	1		7	1	4	9		24
Show emotion	func	6	6		12	2	3	1	1	31
	dysf	2	4		8		5	8	1	28
Laugh	func		1		2		1	1		5
	dysf	2			4		1	1		8
Total		47	47	1	133	10	45	54	4	341

Note: func = functional; dysf = dysfunctional

Anger is an unpleasant emotion, generated by a judgment that someone could and should have done otherwise (Weiner, 2007) and is associated with the appraisal of, potentially being able to control the situation and its outcome (Sutton & Wheatley, 2003). Teachers experience anger mostly when pupils lack discipline, are inattentive or not following instructions (Prosen et al., 2013).

From Table 3 it can be observed that teacher's verbal expressions of anger, in some cases, elicited a variety of responses in pupils. In verbally expressing anger teachers used the following strategies: warning (133 times), shouting (54 times), calming down (47 times), explanation (47 times), lecturing (45 times), taking away an object (10 times), apology (4 times) and encouragement (once). In pupils, these expressions elicited acknowledgement (139 times), silence (74 times), expressing own emotions (59 times), ignorance (32 times), complaint (14 times), laughter (13 times), and apology (10 times).

The most frequent patterns of teacher-pupil interactions were teacher warnings, shouting, calming down, explaining and lecturing, while the pupils acknowledged the teacher's anger, were silent, expressing their emotions and/or ignoring the teacher. Among all teacher-pupil

interactions, 61.0% of them were evaluated as functional and 39.0% of them as dysfunctional. The frequency of dysfunctional interactions was highest when teachers expressed their anger by shouting (61.1%), followed by teachers lecturing pupils (40.0%).

The action tendencies typically associated with anger are attacking or retaliating (Lazarus, 1991). In our study, these action tendencies were very frequently observed, when teachers showed their anger by shouting at or lecturing pupils. Since these teacher's expressions in interaction with pupils were often dysfunctional, it may be concluded that teachers should be encouraged to replace shouting and lecturing (and other dysfunctional expressions) with other, more functional expressions of anger (i.e., explanation of demands). This is easier said than done, especially bearing in mind that such expressions are often not volitional (Lazarus, 1991) and the process of change is sometimes hard and may take a long time (Moè et al., 2010). Since the teachers' appraisal of a situation underlies their emotions, another possibility for teachers to manage their anger effectively is to encourage reflection on how they appraise the classroom situations. For example, when a teacher unrealistically determines that an inappropriate behaviour by the pupils is teacher's sole responsibility and perceives that the pupils do not want to change them, the teacher is likely to feel anger (Sutton & Wheatley, 2003). Thus, teachers' reflection on their realistic level of responsibility for a pupils' behaviour, could be of help. If teachers would change their expectations in this regard, maybe the occurrences of anger would also lessen.

However, another question regarding teachers' expression of anger is its authenticity: do teachers always feel genuine anger or do they sometimes use it as a tool to change pupils' behaviour? And, if this is the case, should it be encouraged? Some authors (Krevans & Gibbs, 1996) critically discuss such practice as manipulative towards children. On the other hand, some other authors (Hochschild, 2008; Miller, Considine, & Garner, 2007) support the idea that some situations require a display of inauthentic but appropriate emotions.

The comparison of teachers' verbal expressions of joy and anger revealed that anger was expressed in more versatile ways than joy, and also the pupils' responses to the teacher's anger were more diverse then their response to joy. The teacher-pupil interactions were more often functional in cases of joy than in cases of anger. Considering these findings, teachers know how to express joy in a functional manner. However, teachers could regulate their anger more effectively.

5. CONCLUSION

Recent research on teachers and teaching has become increasingly sensitive to the central role that emotions play at school (Farouk, 2010). Studies exploring emotions in an educational setting show that both teachers and pupils are engaged in emotional interactions (Carlyle & Woods, 2002, in Titsworth et al., 2010). Teachers who are more effective at emotional expression may create a classroom atmosphere in which pupils are able to be more authentic with their emotional displays.

In our study, we focused on teachers' emotional expressions in the first five grades of primary school. Teachers expressed various pleasant and unpleasant emotions, anger being the most frequent followed by joy. Pleasant emotions were expressed more intensely than unpleasant ones. Facial expression, gestures and tone of voice were primarily used by teachers' for non-verbal communication of all emotions. For joy and anger, as the two most frequently expressed emotions, teachers' verbal expressions and pupils' responses to them were analysed, especially regarding their functionality in teacher-pupil interaction. For joy, almost all teacher-pupil interactions were functional. For anger, the frequency of dysfunctional teacher-pupil interactions was higher.

These findings have many implications for teachers. In educational programmes, the development of emotion regulation strategies could be promoted, especially regarding anger – its functional expression (Cowie, 2011; Ishak, Iskandar, & Ramli, 2010). This can be achieved if teachers develop and use different strategies to regulate emotions in a flexible way, taking into account the individual differences, timing, classroom situation, type and intensity of the emotion. The efficient regulation of emotions allows the teachers to contribute to better teacher-pupil relationships, as well as presenting a model for pupils (Bandura, 1997).

The observational approach to emotions in our study, providing for an external view of teachers' emotions, represents a supplement to the more commonly used self-reports (Hosotani & Imai-Matsumura, 2011; Zembylas, 2004, 2005). Also, the strength of our study was the observation of many different aspects of teachers' emotional expression and pupils' consequent responses to them, regarding the functionality of these interactions. However, the possibly more subjective, one-person observation of teachers' emotions represents the weakness of the study. Further research could include a larger sample of teachers, possibly from different educational settings and a detailed analysis of all teachers' emotional expressions. It would also be interesting to develop and implement an educational programme for teachers on emotional regulation in the classroom and measure its outcomes.

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Uzun Özet

Duygular genellikle subjektif değerlendirme, fizyolojik değişim, duygusal, sözel ve sözel olmayan ifade ve eylem eğilimleri veya davranışı tipik olarak içine alan çoklu-bileşenli süreçler olarak tanımlanabilir (Oatley & Jenkins, 1996; Sutton & Wheatley, 2003). Öte yandan, onların daha yakın ilişkileri ve daha geniş bir kültürel bağlamda beklentilerle birlikte, bireyin ortamda sosyal yoluyla oluşturulabilir (Hargreaves, 2000; Zembylas, 2005). Duyguların değerliği konusunda, biz başaramadığımız yada yerine getiremediğimiz zaman veya nahoş duygular deneyim edilirken, subjektif olarak önemli bir hedefe veya beklentiye ulaştığımızda, olumlu ya da hoş duygular yaşarız (Oatley & Jenkins, 1996). Duygular aynı zamanda karmaşıklığı konusunda kategorize edilebilir; temel duygular, belirli beyin aktivitesi desenleri, tipik ayar fonksiyonu ve yüz ifadeleri ile karakterize edilir (Plutchik, 1980; Ekman & Davidson, 1994); karmaşık duygular sonraki gelişimde görünür, onların ifadesi az tipik ve anlaşılması daha zor ve bazen belirsizdir. Duyguların karmaşıklığına bakılmaksızın, sözel olmayan davranış onların birinci iletişim şeklidir (Bowers, Bauer, & Heilman, 1993). Duygular "sınıf hayatının" ayrılmaz bir parçası olup ve oldukça sık öğretmen-öğrenci etkileşimlerinde görülür. Duygusal bir deneyim ve ifade sınıfta tüm eğitim sürecinin kalitesi için çok önemlidir; keyifli deneyimler öğrenme sürecini teşvik eder, burada tatsız deneyimler öğrencilerin motivasyon, hafıza veya yaratıcılık üzerinde engelleyici bir etkiye sahiptir (Fredrickson, 2004, 2005; Lamovec, 1991).

Çalışmada sınıflarında öğretmenlerin duygusal ifadeler üzerinde duruluyor. Çalışmamızın amacı, öğretmenlerin sözel olmayan ve sözel, duygusal ifadeler ve öğrencilerin kendilerine yanıt kurmak oldu. Öğretmenlerin hisleri pratik çalışma tecrübeleri sırasında temel eğitim öğrencilerince gözlemlenmiştir. Onlar duyguların farklı yönlerini gözlemlemek için yapılmış bir düzeni kullandılar. Gözlemsel şema aşağıdaki araştırma sorularını cevaplamak için tasarlanmıştır: (1) ilköğretim okulu öğretmenleri tarafından ilk beş sınıflarda öğrenciler ile onların etkileşimlerinde ne tür duygular ve ne kadar sık ifade edilir; (2) öğretmenlerin duygusal yoğunluk seviyesi nedir; (3) ne tür sözel olmayan ve sözel ifadeler öğretmenlerde mavcuttur; (4) öğrenciler iki en sık öğretmen duygusuna nasıl tepki verirler, ve (5) bu öğretmen-öğrenci duygusal etkileşimleri fonksiyonel midir. Gözlemler Slovenya'nın çeşitli bölgelerinden gelen 93 ilköğretim okulunda 108 öğretmen üzerinde yapılmıştır.

Sonuçlar ilkokul öğretmenlerinin çeşitli hoş ve hoş olmayan duygular ifade ettiğini göstermiştir. neşe, sürpriz, gurur, öfke, hayal kırıklığı, korku, üzüntü, utanç ve suçluluk. Öfke, tüm hoş ve hoş olmayan duyguları en sık bildirmiştir (259 defa), arkasından neşeyle olanlar (152 kez) gerçekleşmiştir. Bu sonuçlar keyifli olanlardan yaklaşık olarak iki katı kadar hoş duygular göstermiştir; hoş ve hoş olmayan duygular arasındaki toplam oranı yaklaşık 1:2 idi. Duyguların karmaşıklığı ile ilgili olarak, öğretmenlerin ifadelerinde temel duygular hüküm sürdü. Hoş olmayan duyguların yoğunluğu nadiren ortanın altında iken, hoş duygusal ifadelerin yoğunluğu, 5 puanlık bir ölçekte, orta üzerinde oldu. Hoş ve hoş olmayan duygular arasında yoğunluk olarak farklılıklar vardı, hoş duygular daha yoğundu. Sözel olmayan duygusal ifadeler arasında, öğretmenlerin yüz ifadeleri (yani, gülümseme, ve kalkık kaşlar), jestler (yani, el hareketleri, vücut duruşu) ve ses tonu tespit edildi (yani, daha yüksek sesle). Tüm duygular için, öfke hariç, öğretmenlerin ifadeleri adeta yüz ifadesi ile oldu oysa jestler ve ses tonu daha az sıklıkla oldu. Öfke durumunda, ancak, yüz ifadesi ise jestler ve ses tonu ile daha sık eşlik etti. Sözlü sevinç ifade edilirken, öğretmenler aşağıdaki stratejileri kullandılar: teşvik, kahkaha, açıklama, sakinleşme, bir nesneyi alıp götürme, ve özür. İlkokul öğrencilerinde, bu ifadeler duyguların, kahkaha, onay, sessizlik ve aldırış etmeme ifadelerini ortaya çıkardı. Öğretmen-öğrenci etkileşiminin en sık modellerinde, onların duygularını göstererek gülerek ve/veya öğretmenlerini kabullenerek öğrenciler eşliğinde, öğretmenin teşviki ve kahkaha vardı. *Öfke sevinçten daha çok yönlü bir şekilde ifade edildi ve ayrıca ilkokul öğrencilerinin 'yanıt verdiği şekiller daha farklı idi.* Öfkeyi sözlü olarak ifade ederken, öğretmenler aşağıdaki stratejileri kullandılar: uyarı, bağırma, sakinleşme, açıklama, ders verme, bir nesne alma, özür ve teşvik. Öğrencilerde, bu ifadeler kendi duygularını, aldırış etmeme, şikayet, kahkaha ve özür gösteren, onay, sessizlik ortaya çıkardı. Öğretmen-öğrenci etkileşimlerinin en sık modelleri, öğretmen bağırması, ses yükseltme, sakinleşme, izah etme ve ders verme şeklindeydi, diğer taraftan ilkokul öğrencileri öğretmenin öfkesini kabul ettiler, sessiz idi, kendi duygularını gösterdi ve/veya öğretmen görmezden, öğretmen uyarı idi geldiler. Çalışmamızda duyguların işlevselliğine öğretmenlerin duygusal ifadeleri ve öğrencilerin buna bağlı reaksiyonların etkileşimini değerlendirme dahil edildi. İstenen amaç başarılmışsa bir duygu işlevseldi (yani; öğretmen öğrencilerin motivasyonunu artırmak için neşeli tavra giriyor; öğretmen öğrencilerin istenmeyen davranışına istenilen bir şekilde öfke gösteriyor. Öğretmen-öğrenci etkileşimleri, öfke durumlarından

ziyade (% 61.0) neşeli durumlarda (% 96.7 daha çok işlevseldi. Işlevsiz etkileşimlerin sıklığı, (% 40.0) ders verirken öğretmen öğrencilere hitap ederken, öfkelerine öğretmenler (% 61.1) bağırarak öfkelerini ifade ettiklerinde yüksek oldu. Bu bulgular göz önüne alındığında, öğretmenler fonksiyonel bir şekilde nasıl sevinç ifade edileceğini bilirler ve bunu daha sık yapabilirler. Ancak, öğretmenler öfkelerini daha etkili düzenleyebilirler. Eğitim programlarında, duygu düzenleme stratejilerinin geliştirilmesi özellikle öfke düzenlenmesi ile ilgili olarak artırılabilir.

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