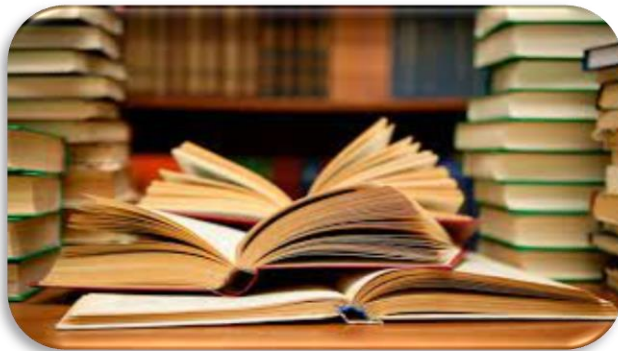




Research Paper



Investigating Emotion Regulation Strategies Used by EFL Teachers in Kerman Language Institutes

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ABSTRACT

This research intended to explore the Emotion Regulation Strategies (ERS) used by EFL teachers in Kerman institutes. Also, the present project compared the possible difference between the students' achievements regarding their genders. Besides, the most and least frequent types of emotion regulation strategies used by EFL teachers were highlighted by this study. Moreover, the difference between the applied emotion regulation strategies by male and female teachers was regarded in this research. To do this, 60 Iranian EFL teachers from both genders were selected as the participants of the study that were chosen based on available sampling. Emotional regulation questionnaire designed by Gross and John (2003) was employed for gathering data. The questionnaires were published among 60 EFL teachers of some language institutes, and they had to answer them in a limited time. After that, the questionnaires were collected by the researcher and the data were analyzed using SPSS. The obtained results indicated that "Redirecting the Focus of Attention" strategy is the most frequent type of emotion regulation, and "Emotional Suppression" was identified as the least frequent one. Also, the findings of the study revealed that there was not an observable difference between the male and female teachers in applying emotion regulation strategies. Research on emotion regulation in the classroom can assist teacher's own emotional development as well as their ability to facilitate healthy emotion development of their students.

Keywords: Emotion, Emotion Regulation, Cognitive Reassessment, Redirection of the Focus of Attention, Emotional Suppression

بررسی استراتژی های کنترل احساسات مورد استفاده مدرسین زبان انگلیسی در موسسات کرمان

هدف از انجام این تحقیق بررسی استراتژی های کنترل احساسات مورد استفاده مدرسین زبان انگلیسی در موسسات کرمان بوده است. همچنین این تحقیق بیشترین و کمترین نوع استراتژی های بکار رفته در بین معلمان را سنجیده است. بعلاوه تفاوت بین عملکرد معلمان مرد و زن در این مطالعه مشخص شده است. بدین منظور، 60 نفر از معلمان مرد و زن موسسات زبان انگلیسی براساس نمونه گیری قابل دسترس انتخاب شدند. پرسشنامه طراحی شده توسط گراس و جان (2003) جهت جمع آوری داده ها استفاده شد. بدین صورت که پرسشنامه ها بین افراد شرکت کننده توزیع شد و آنها بایستی با دقت و در زمان مشخص شده آنها را پر کنند. سپس پرسشنامه ها توسط محقق جمع آوری و با استفاده از نرم افزار اسپس اس اس محاسبه شدند. نتایج بدست آمده نشان داد که "استراتژی تمرکز توجه" به عنوان بیشترین نوع استراتژی کنترل احساسات، و استراتژی "سرکوب احساسات" به عنوان کمترین نوع استراتژی بکار رفته بین معلمان زبان انگلیسی شناخته شدند. همچنین، نتایج نشان داد که تفاوت معنی داری بین معلمان زن و مرد در استفاده از استراتژی ها وجود ندارد. تحقیق پیرامون کنترل هیجان در کلاس درس، میتواند به رشد عاطفی خود معلم و همچنین توانایی آنها برای تسهیل رشد عاطفی سالم دانش آموزان کمک کند.

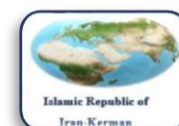
کلید واژه ها: احساسات، کنترل احساسات، ارزیابی مجدد شناختی، تمرکز توجه، سرکوب احساسات

INTRODUCTION

Emotions are a large part of peoples' lives. Every day individuals may experience many different emotions that come with their highs and lows. Some of them are easy to deal, while others are more difficult to manage and regulate. Emotion regulation determines the offset of emotional responding and is thus distinct from emotional sensitivity, which determines the onset emotional responding (Rolston & Richardson, 2015). They added that "Emotion regulation" is a term generally used to define an individual's ability to effectively manage and respond to an emotional experience. People unconsciously use emotion regulation strategies to overcome difficult situations numerous times every day. Most of the people use different forms of emotion regulation strategies and are able to apply them to various situations in order to adapt to the requirements of the environment. Teachers' emotions play an important role in teachers' instructional behavior and students' learning and emotion (Frenzel, Goetz, Stephens, & Jacob, 2009; Kunter et al., 2008), and thus influence the attainment of educational objectives.

Managing emotions includes knowing and using strategies to prevent, reduce, increase, or change an emotional response in one's self or others (Brackett et al., 2019). Teachers indeed go through a number of emotional experiences throughout their careers where they have different types of relationship with colleagues, students, parents, administrators and other individuals related to their professional lives (Cowie, 2011). Teachers get contented with their practice when course objectives are fulfilled, they experience pleasure and a sense of satisfaction when their students succeed in performing a task, they become upset and, at times, impatient when learners are not able to understand a particular issue, they get annoyed when they see instances of misconduct, and the list goes on (Sutton, 2004). However, in addition to experiencing emotions, teachers have reported that they control, manage, and even conceal their emotions in order to accomplish a certain objective (Sutton & Harper, 2009). They attempt, for instance, to calm down when they come across a problem (Capa-Aydin, Sungur, & Uzuntirya, 2009), be relaxed when parents criticize them, or be patient with annoying colleagues (Hargreaves, 2000). Therefore, as Stutton (2004) noted, teaching is an emotional endeavor. Teachers may experience happiness when an instructional objective is met, pride when students accomplish an important task, frustration when students cannot grasp a concept, anger with misbehavior, disappointment with lack of effort, and anxiety when competence is challenged teachers report trying to regulate these emotions frequently because they believe it helps them achieve their goals.

Research on emotional regulation indicated several associated positive outcomes including better workplace performance, higher academic achievement, better relationship quality, and a greater sense of well-being. Furthermore, reviews of emotional regulation research concluded that high emotional regulation is associated with greater social competence, more positive social relationships, and greater empathy and social skills (Mayer et al., 2008). As most EFL teachers are not aware of using different strategies for emotion regulation in their classrooms, the problem that arises is that teachers might not use the effective strategy to regulate their emotion and may get disappointed or lose their nerves. Moreover, little is known about the specific emotion regulation strategies that are most effective in contexts where learning is a priority (Ghanizadeh et al., 2011). Identifying the strategies that affect learners' memory, or whether the strategy effectiveness changes for learners of various ages and emotion regulatory abilities are considerable factors (Fried, 2011). In other words, to the researcher's best knowledge no study has been conducted to date to examine quantitatively emotion regulation strategies



used by EFL teachers in the language classes. Accordingly, the present investigation was done to specify the most and the least frequent type of emotion regulation strategies by teachers. Also, the difference between the applied emotion regulation strategies by male and female teachers was regarded in this research. Considering the research objectives, the following questions have been formed.

What are the most and the least frequent type of emotion regulation strategies among EFL teachers?

What is the difference between the applied emotion regulation strategies by EFL teachers regarding genders?

Significance of the Study

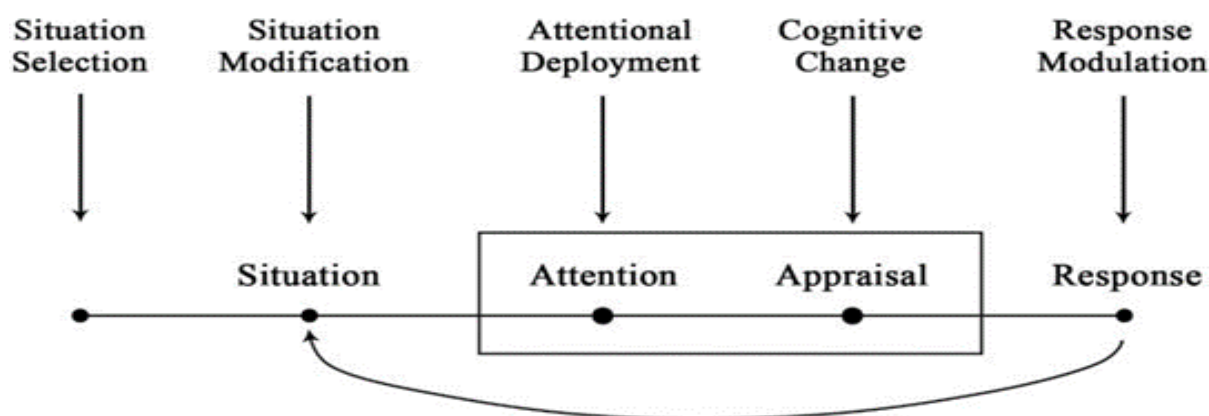
This study gains significance in its attempt to investigate the strategies that EFL teachers in Kerman Institutes use to regulate their emotions in the class. This study will help teachers to know which strategies the other teachers use. It can be useful for them to use those strategies for regulating their emotions in the classes. In fact, not all EFL teachers know the emotion regulation strategies and, in some situations, may get disappointed or lose their nerves and not be able to control themselves. Therefore, investigating the emotion regulation strategies that are used by EFL teachers in Kerman institutes can be an effective way of lowering the stress experienced by teachers and encourage them to use some of the strategies in their classes.

Theoretical Framework

Gross (2002) proposed a more complex, elaborate and process-oriented model of emotion regulation (Fig. 1). He has elaborated on five emotion regulatory processes including: situation selection, situation modification, attentional deployment, cognitive change, and response modulation. These five emotion regulation processes have been integrated into a model called the Process Model of Emotion Regulation. The theoretical philosophy behind the model is that emotions are complicated mechanisms that mature with the passage of time and that regulation of emotion can take place at five stages between the arousal of an emotional reaction and its manifestation (Sutton & Harper, 2009).

Figure 1

The Process Model of Emotion Regulation



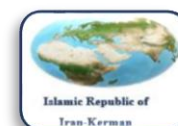
As its point of departure, the model relies on the modal model of emotion which determines the order of the processes at work in emotion generation (Gross, 2001), each of which functions as a prospective point for emotion regulation (Gross & Thompson, 2007). With the exception of response modulation, the rest of these processes are “preventive”, i.e., what happens before the emotional reaction is thoroughly activated. The response modulation process, by contrast, is “responsive” and includes the adjustment of behavioral and physiological emotional reactions (Gross & Munoz, 2005). Simply put, in this process model of emotion regulation, “a particular situation is selected, modified, attended to, appraised, and yields a particular set of emotional responses” (Gross, 2001, p. 8).

LITRATURE REVIEW

Sutton (2004) explored emotion regulation goals and strategies of 30 teachers from the US and found that teachers regulated their emotions since it improved their teaching effectiveness through keeping them focused on the goal of academic learning. Emotion regulation also served the goal of developing nurturing relationships with students. It was also viewed as part of the teaching profession and idealized emotion teacher image. Moreover, Koole (2009) reviewed modern research on the psychology of emotion regulation. The functions of emotion regulation include satisfying hedonic needs, supporting specific goal pursuits, and facilitating the global personality system. Emotion-regulation strategies are classified in terms of their targets and functions and relevant empirical work is reviewed. Throughout this review, emotion regulation emerges as one of the most far-ranging and influential processes at the interface of cognition and emotion. Also, Ghanizadeh (2011) investigated the relationship between Iranian EFL teachers' self-regulation and their critical thinking ability in language institutes. Furthermore, the role played by their length of teaching experience in their self-regulation and the relationship between their age and self-regulation were examined. The findings yielded via correlation supported the theoretical expectation of a linkage between self-regulation and critical thinking. Subsequent data analyses indicated that among the components of critical thinking, evaluation of arguments and interpretation have the highest correlations with teachers' self-regulation. In addition, significant correlations were found between teachers' self-regulation, their teaching experience, and their age.

Gol and Royaei (2013) explored the relationship between Iranian EFL teachers' self-regulation and job performance. The results confirmed the hypothesized relationship between teachers' self-regulation and job performance. Moreover, the result of Step-Wise Regression Analysis revealed that mastery goal orientation among sub-components of self-regulation was the best predictor of job performance. In the same year, Gong et al., (2013) investigated the Chinese teachers' emotion regulation goals and strategies used before, in, and after classroom teaching. The results of interviews and semi-structured questionnaires with 34 teachers indicated that they regulated their emotions in order to accomplish instruction tasks optimally and enhance teaching effectiveness. They also downplayed their negative emotions so as to avoid their negative impact on students' motivation, achievement, and participation in class activities. They considered emotion regulation as a requirement of professional and ethical norms in maintaining students' mental health and self-esteem.

Royaei, Ghonsooly and Ghanizadeh (2015) examined the link between self-regulation and burnout depletion among Iranian EFL teachers quantitatively and explored the burnout sources and various



patterns of self-regulated strategies in different EFL levels qualitatively. For this aim, a total of 125 English language teachers teaching in various language institutes in Mashhad took part in this study. The findings yielded via correlation analysis documented that there was a negative significant relationship between applying self-regulated strategies and burnout depletion. Subsequent data analyses via Stepwise Regression showed that among the components of self-regulated strategies, goal setting was the best predictor of burnout. Results from interview analysis revealed that teachers applied different self-regulated strategies at each level and experienced different burnout sources. In another study, Chahkandi, Eslami Rasekh and Tavakoli (2016) explored the efficacious English teachers' goals and strategies to effectively manage their own as well as their students' emotions. The results indicated that teachers' goals for regulating their positive emotions included maintaining authority in relation to students, presenting unbiased teacher character, and enhancing teaching effectiveness. For regulating negative emotions, the goals included maintaining the teacher and students' mental health, promoting teacher-student relationships, and reinforcing the image of teachers as moral guides. The findings were discussed with reference to the role of culture in emotion regulation and effectiveness of different sub-strategies.

In a recent study, Akbari et al., (2017) analyzed the nature of emotion regulation behavior among EFL teachers. To this end, semi-structured interviews were conducted with 18 EFL teachers teaching general English courses in both private language institutes and public schools in Iran. All interviews, conducted in Farsi, were first transcribed and translated into English. Then, through the use of conceptual content analysis technique, the data were scrutinized for emotion regulation strategies. Overall, five main categories, namely, Teaching Context Preference / Avoidance, Teaching Context Adjustments, Attention Direction, Reappraisal, and Reactive Strategies emerged in the interviews. The emerging categories from the conceptual content analysis corresponded, to a great extent, to the Process Model of Emotion Regulation. In the same year, Nesayan et al., (2017) evaluated the effectiveness of training on emotion regulation skills and emotion regulation strategies to overcome anxiety in female students. According to the results, training on emotion regulation strategies had a significant effect in decreasing anxiety and maladaptive emotional regulation strategies as well as in increasing the adaptive emotional regulation strategies in students. Training on emotion regulation skills can decrease anxiety, and suppression of maladaptive emotional regulation strategy can increase the reappraisal of an adaptive emotional regulation strategy for students.

METHODOLOGY

Design of the Study

This study is mainly a survey study that was conducted to investigate the emotion regulation strategies used by EFL teachers in some Language Institutes of Kerman (Asia, Farhang Gostar, Gooya, Jahan Andishan and Adib). The questionnaire survey, is a very effective quantitative techniques since they enable large scale numerical data to be obtained over a short period of time (Ary et al., 2014). Therefore, the suitable method for the present project is quantitative. In this particular study, the researcher tried to gain numerical data to obtain teachers' views on emotion regulation strategies.



Participants and Sample

The sample from which the participants were selected for this study included EFL teachers of both genders who were teaching in Kerman institutes. 60 experienced EFL teachers were selected based on available sampling. Their teaching experience were 3-10 years, and all of them had M.A degree. As mentioned before, selecting the participants was based on available sampling in which the participants (EFL teachers) were chosen based on their availability. It is one of the major forms of nonprobability sampling which was applied in the current research. Probability sampling is the ideal, but in practice, available sampling would be all that is available to the researcher (Ary et al., 2014).

Instrumentation

To explore the participants' attitude (EFL teachers), Emotion Regulation Questionnaire (ERQ) developed by Gross and John (2003) was used. The first part of the teachers' questionnaire named "Demographic Part" was designed to gather some information about teachers' personal characteristics that explores some information about the teachers' gender, age, and years of experiences. The second part of the questionnaire includes three strategies (10 items) that examined the emotion regulation strategies. Each item of the questionnaire includes five-Likert Scale, ranging from "Strongly Agree" to "Strongly Disagree".

According to Hair et al., (2006), the items have acceptable level of reliability when Cronbach's alpha coefficients is greater than 0.70 ($\alpha > 0.70$). All the proposed items in the questionnaire represented Cronbach's alpha value greater than 0.70 which indicated acceptable level of reliability. The overall reliability analysis was tested in the present study where the overall Cronbach's alpha value was 0.92. For validity of the questionnaire, two experienced professors as the experts in this field observed the items before it was administered, and they did not report any irrelevant points.

Data Collection and Analysis

As it was mentioned above, the researcher selected the experience EFL teachers who were teaching in some language institutes of Kerman. 60 EFL teachers were served as the participants of the study. At first, the permission was received from the managers of the institutes. After that, the researcher herself explained the goal of study to all the participants, and informed them that they did not need to write their names and what they stated in the papers would be remained confidential. Then, she asked the participants if there were any questions or problems. After their preparing for responding, the ER questionnaires were distributed to them. They had to answer all questions carefully in a limited time. Finally, all the data were collected for analyzing and interpreting them.

In the present study, the applied emotion regulation strategies by the EFL teachers were highlighted. Based on the above explanation, this study could be a measurable one. Therefore, The Statistical Package for the Social Science (SPSS) software version 24 was used to analyze the collected data. That is to say, descriptive statistics, including frequency, mean, and percentage were reported. Also, correlation test was done for finding the difference between genders in applying emotion regulation strategies. Eventually, the results were analyzed, detailed, and displayed by the related diagrams and tables in the following part.



RESULTS AND DISCUSSION

Data Analysis of the Questionnaire

This part presents statistical data analysis of the questionnaire. First, demographic information of the participants is presented, then the participants' views towards the items of the questionnaire are investigated. The participants were male and female whose age ranges from 24 to 36. In fact, 19 male and 41 female teachers were the participants of the study.

Table 1

Descriptive Statistics of Respondents' Gender

Gender	N	Percentage
Male	19	31.67%
Female	41	68.33%
Total	60	100.00%

The questionnaire consists of three sections related to "Cognitive Reassessment" (Items 5, 8, 10), "Redirecting the Focus of Attention" (Items 1, 3, 7), and "Emotional Suppression" (Items 2, 4, 6, 9). Mean score, standard deviation, frequency, and percentage were used in order to investigate every item. These results are presented in the following tables.

Table 2

Descriptive Statistics of Item One

N	Item	SD	D	N	A	SA	
1	When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.	7	13	1	17	22	
	Percentage	11.67%	21.67%	1.67%	28.33%	36.67%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	68	1	22	8.2462	10.23902	5	60

The first item evaluated positive emotion such as joy and amusement. Based on table 2, 65% of the EFL teachers agreed on the mentioned item. However, about 33.5% of them showed their disagreements toward this item, and 1.67% of them had neutral idea.

Table 3

Descriptive Statistics of Item Two

N	Item	SD	D	N	A	SA	
2	I keep my emotions to myself.	9	8	2	14	27	
	Percentage	15%	13.33%	3.33%	23.33%	45%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	88.5	2	27	9.4074	11.6808	5	60



Based on the information in table 3, more than half of the teachers (almost 68.5%) kept their emotions to themselves. However, a low percentage (almost 28.5%) of them disagreed about the item, and 3.33% showed their neutral opinion. On the whole, most of the participants showed their agreement with this idea.

Table 4*Descriptive Statistics of Item Three*

N	Item	SD	D	N	A	SA	
3	When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.	22	27	0	7	4	
	Percentage	36.67%	45%	0%	11.67%	6.67%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	139.5	0	27	11.8110	14.66530	5	60

The questionnaire analyzed negative emotion such as sadness or anger. Data analysis highlighted that almost 82% of respondents disagreed toward the mentioned item, whereas 20% of them showed their agreements. Nobody had neutral perception on the mentioned item.

Table 5*Descriptive Statistics of Item Four*

N	Item	SD	D	N	A	SA	
4	When I am feeling positive emotions, I am careful not to express them.	13	15	2	17	13	
	Percentage	21.67%	25%	3.33%	28.33%	21.67%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	34	2	17	5.8309	7.24008	5	60

The fourth item investigated positive emotions. half of the EFL teachers (50%) mentioned that when they are feeling positive emotions, they are careful not to express them. 46.67% showed their disagreements and a low percentage of them (3.33%) had neutral idea.

Table 6*Descriptive Statistics of Item Five*

N	Statement	SD	D	N	A	SA
5	When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.	13	17	5	14	11
	Percentage	21.67%	28.33%	8.33%	23.33%	18.33%



Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	20	5	17	4.4721	5.55289	5	60

According to table 6, almost 42% of respondents noted that when they are faced with a stressful situation, they make themselves think about it in a way that helps them stay calm. Exactly half of them (50%) indicated their disagreements. A low percentage (8.33%) had neutral opinion on this item.

Table 7

Descriptive Statistics of Item Six

N	Statement	SD	D	N	A	SA	
6	I control my emotions by not expressing them.	10	7	4	21	18	
	Percentage	16.67%	11.67%	6.67%	35%	30%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	52.5	4	21	7.245	8.9967	5	60

Based on the information in table 7, a high percentage of the students (65%) stated that they control their emotions by not expressing them. However, a low percentage (28.34%) of them declared that they do not control their emotions, and 6.67% showed their neutral opinion on the mentioned item. On the whole, a high majority showed their agreement with this idea.

Table 8

Descriptive Statistics of Item Seven

N	Item	SD	D	N	A	SA	
7	When I want to feel more positive emotion, I change the way I'm thinking about the situation.	4	5	2	22	27	
	Percentage	6.67%	8.33%	3.33%	36.67%	45%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	134.5	2	27	11.5974	14.40009	5	60

Table 8 showed that a high percentage of the participants (about 82%) agreed that when they want to feel more positive emotion, they change the way they are thinking about the situation. While, a low percentage of them (15%) indicated their disagreement toward the mentioned item. Also, 3.33 % of participants had neutral opinion.

As indicated in table 9, most of the teachers (almost 77%) reported that they control their emotions by changing the way they think about the situation they are in. While, a few of them (18.33%) indicated their disagreement, and 5% showed their neutral perception.



Table 9*Descriptive Statistics of Item Eight*

N	Item	SD	D	N	A	SA	
8	I control my emotions by changing the way I think about the situation I'm in.	6	5	3	19	27	
	Percentage	10%	8.33%	5%	31.67%	45%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	110	3	27	10.4880	13.02268	5	60

Table 10*Descriptive Statistics of Item Nine*

N	Item	SD	D	N	A	SA	
9	When I am feeling negative emotions, I make sure not to express them.	14	13	1	17	15	
	Percentage	23.33%	21.67%	1.67%	28.33%	25%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	40	1	17	6.324	7.852	5	60

Based on table 10, more than half of the teachers (53.33%) declared that when they are feeling negative emotions, they make sure not to express them, but 45% of them showed their disagreement. A low percentage (1.67%) had neutral opinion toward the statement.

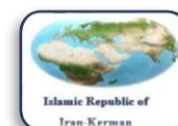
Table 11*Descriptive Statistics of Item Ten*

N	Item	SD	D	N	A	SA	
10	When I want to feel less negative emotion, I change the way I'm thinking about the situation.	16	14	0	12	18	
	Percentage	26.67%	23.33%	0%	20%	30%	
Mean	Variance	Minimum	Maximum	SD	Confidence Level (95.0%)	Count	N
12	50	0	18	7.0170	8.7798	5	60

The results of the table 11 highlighted that exactly half of the teachers (50%) agreed when they want to feel less negative emotion, they change the way they are thinking about the situation.

Comparison of All Strategies

According to the scores of the questionnaire, the emotional regulation was assessed. In other words, the important factors as mean, SD, and variance were calculated, and based on these factors, the three strategies of emotion regulation were ranked by table 12. Thus, the following table detailed descriptive statistics of all strategies used by EFL teachers in language institutes of Kerman. As the table indicates,



"Redirecting the Focus of Attention" received the first rank ($M=25.00$), followed by "Cognitive Reassessment" as the second rank ($M=24.62$). Also, "Emotional Suppression" placed in the third rank with the reported mean ($M=10.50$).

Table 12

Comparison of All Parts

Strategies	Mean	SD	Variance	Rank
Redirecting the Focus of Attention	25.00	17.74	314.9	1
Cognitive Reassessment	24.62	16.17	261.73	2
Emotional Suppression	10.50	14.68	215.6	3

Inferential Statistics

After collecting and analyzing the scores of the questionnaire, "Pearson Correlation Test" was employed for finding the possible the difference between the applied emotion regulation strategies by EFL teachers regarding genders. Pearson Test was also used for finding the difference between the applied emotion regulation strategies by EFL male and female teachers.

Table 13

Correlation Test (Pearson Test)

Test	Scores	Correlation		
		Correlation Coefficient	Questionnaire Scores	Gender
		Correlation Coefficient	1.000	.001
		Sig. (2-tailed)	.	0.82
		N	60	60
	Gender	Correlation Coefficient	0.001	1.00
		Sig. (2-tailed)	0.82	.
		N	60	60

As table 13 highlights, p-value or sig (2-tailed) is 0.82 which is more than 0.05. Due to the amount of Sig which is more than 0.05 ($\text{sig}=0.82 > 0.05$), it can be concluded that there is not any difference between male and female teachers in using emotion regulation strategies.

What are the most and the least frequent type of emotion regulation strategies among EFL teachers?

The present study evaluated different types of emotion regulation strategies Iranian English teachers used in the classroom. By doing this study, it was found that teachers of language institutes have used all the three strategies of emotion regulation including cognitive reassessment, redirecting focus of attention, and emotional suppression. However, the frequency of these employed strategies was different among the participants of this research. According to the careful analysis, "Redirecting the Focus of Attention" received the first rank ($M=25.00$), followed by "Cognitive Reassessment" as the second rank ($M=24.62$). Also, "Emotional Suppression" placed in the third rank with the reported mean ($M=10.50$). Based on the



results, it can be concluded that "Redirecting focus of attention" has been identified as the most frequent strategy and "Emotional suppression" as the least one among the EFL teachers of language institutes of Kerman.

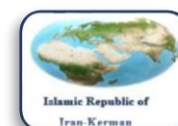
What is the difference between the applied emotion regulation strategies by EFL teachers regarding genders?

The current study addressed another question which examined whether the frequency of the use of specific emotion regulation strategies differed depending on gender. Thus, the study examined gender differences in the use of different emotion regulation strategies (i.e., Redirecting the Focus of Attention, Cognitive Reassessment, Emotional suppression). Spearman Test was used for finding the difference between genders in applying emotion regulation strategies. As the related table (13) highlights, p-value or sig (2-tailed) is 0.82 which is more than 0.05. The analysis, the amount of Sig which is more than 0.05 ($\text{sig}=0.82>0.05$), revealed that Iranian male and female teachers did not differ significantly on expressive and employing emotional regulation strategies. Therefore, according to the received data, the frequency of the use of emotional regulation strategies did not differ between the two genders (male and female EFL teachers of language institute).

It is worthy to note that results of the present study are in line with Nesayan et al., (2017) who evaluated the effectiveness of training on emotion regulation skills and emotion regulation strategies to overcome anxiety in female students. They concluded that emotion regulation strategies had a significant effect in decreasing anxiety and maladaptive emotional regulation strategies as well as in increasing the adaptive emotional regulation strategies in students. The results also support Gol and Royaei's (2013) study who confirmed the relationship between teachers' self-regulation and job performance. Also, Gong et al., (2013) investigated the Chinese teachers' emotion regulation goals and strategies used before, in, and after classroom teaching. The results indicated that they regulated their emotions in order to accomplish instruction tasks optimally and enhance teaching effectiveness. They also downplayed their negative emotions so as to avoid their negative impact on students' motivation, achievement, and participation in class activities. They considered emotion regulation as a requirement of professional and ethical norms in maintaining students' mental health and self-esteem.

CONCLUSION AND IMPLICATIONS

The findings of this research displayed that "Redirecting focus of attention" was the most frequent type of emotional regulation strategies used by teachers, and "Adaptability" was the least one among the EFL teachers of language institutes of Kerman. The conclusion seemed to be consistent with the results from the study conducted by Gouveia et al., (2011) who found "Adaptability" strategy as the least frequently used strategy by Iranian EFL teachers. This factor is aimed at measuring the inhibition of emotional expression behaviors. Additionally, based on the findings of this research, gender analyses indicated that men and women did not differ significantly in their levels of emotion regulation strategies. Regarding genders, the results of the study are in line with the following research. In these studies, gender differences in the use of specific emotion regulation strategies have not been highlighted (McRae, Ochsner, Mauss, Gabrieli, & Gross, 2008; Aldao & Nolen-Hoeksema, 2011). However, gender can affect the extent and the way in which emotions are regulated (Aldao & Nolen-Hoeksema, 2011). Gender could



also moderate relationships between emotion regulation strategies and depressed mood. All in all, training on emotion regulation strategies can be invoked in explaining the results of this study, where the reduction of negative emotions and controlling them and functionality and positive usage of emotions have been taken into consideration. In this way, people with cognitive disorders will be familiar with their negative and positive emotions, and increase their emotional awareness (Ehret et al., 2014). In addition, according to Goldin et al., (2014), positive emotions and thinking about them and reviewing and controlling the positive mood and reappraisal of positive and negative emotions can help individuals to decrease their negative moods and signs and symptoms of anxiety.

Because emotions have a significant effect on learning and because schooling is an emotional process, there are times when students and teachers need to implement emotion regulation strategies in the classroom. Although individuals differ in their emotion experiences and expression, it is possible that some strategies are more adaptive than others. This needs further investigation in future research. Enhancing emotion regulation in the classroom, through supportive, collaborative and expressive classroom environments are essential factors. Research on emotions and emotion regulation in the classroom will help to reposition the importance of emotions and not only assist teacher's own emotional development but also their ability to facilitate healthy emotion development of their students (Fried, 2011).

Prospective teachers should be equipped with self-regulatory strategies so as to be able to teach these skills and model for their students, since it seems plausible to presume that teachers who lack self-regulatory skills will find it difficult or even impossible to construct the self-regulation of their students. Furthermore, the contributing effects of intrinsic and emotional factors on teaching, especially those targeted at improving teaching task and personal interest, should be taken into account by the EFL trainers and teachers themselves. Accordingly, teacher educators are recommended to incorporate emotional literacy programs to the agenda of teacher training programs. It is also important to evaluate teachers' performance with reference to their prior achievements or their efforts rather than in comparison with other teachers.

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Biodata

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