

An investigation of Papuan English Teachers' Emotional Management during Teaching

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Abstract

Emotional management is one crucial skill that the teachers should acquire. In this case, the teachers should be able to regulate their emotion to succeed in the teaching process. This study aimed to investigate how Papuan English teachers manage their emotions during teaching based on two research question: 1. In which situation do Papuan English teachers experience positive and negative emotions? 2. To what extent can Papuan English teachers manage their emotions during teaching? The four participants who contributed to this study were experienced English teachers from two Junior High Schools in Timika, Papua, Indonesia. In this study, the researchers employed a qualitative method, specifically a descriptive case study. In collecting the data, the researchers used two types of instruments namely open-ended questions and semi-structured interview. Meanwhile, the researchers used the thematic analysis method to analyze the data. Based on the findings, the positive emotions consisted of four elements such as happiness, motivating, confidence and pride. The negative emotions also encompassed four elements: anger, stress, sadness and anxiety. In addition, the findings suggested that most participants had regulated their emotions properly and appropriately by employing several strategies such as, avoiding harsh words during anger, self-relaxing, self-talking and reflection. They also treated the students with care and love in building teachers-students relationship (professional empathy).

Keywords: Emotional management, negative and positive situations, Papuan English teachers.

INTRODUCTION

In academic context, emotion has been considered as crucial element in determining teachers' decisions, attitudes, actions and reactions (Benesch, 2017). It indicates that emotions can influence teachers' actions because emotions cannot be separated from action (Alhebaishi, 2019). According to Puurula et al., (2001) emotions can be divided into two types: positive and negative. Positive emotions refer to pleasant situations such as happiness, confidence, optimism, and so on. Meanwhile, negative emotions relate to unpleasant situations such as anger, mad, afraid, shame, and so on (Petchauer, Baker-Doyleet, Mawhinney & Ciarkowski, 2015).

It is undeniable that teachers work in highly complex environment that includes students, colleagues, administrators, parents, and stakeholders with different perspectives and backgrounds. Therefore, teachers might experience various pleasant and unpleasant emotions. For example, teachers will feel happy when their students or the school staff show them care, love, or appreciation. They will also feel 'loved' when their students sincerely express feelings of love or exert significant effort in studying. On the other hand, they will be angry if their students do not do homework. Thus, the teachers must know and regulate their emotions during teaching. According to Rahmawati, Abdullah, Fatimah, Hidayati, and Saputra (2021),

in language teaching, emotions influence how teachers act in certain situations, so the teachers should understand and manage their emotions in order to be successful in the teaching process. Besides that, coping and managing their emotions during teaching can enable the students to engage in the learning process (Frenzel, Daniels & Buric, 2021). In addition, understanding and coping emotions can also shape teachers' professional identity (Avraamidou, 2018). It indicates that teachers should be able to regulate their emotions during teaching.

However, in a reality, there are some phenomena that show teachers' incapability of regulating their emotions during teaching. For instance, there was a case in one Elementary School in Buton, South East Sulawesi, Indonesia. At that time, one school teacher forced the student to eat the garbage. This occurred because the students made too much noise during class, the teacher was then angry and punished them (cited in KOMPAS on January, 29th 2022). Another case from one Junior High School in Camplong, East Java. On September, 9th 2021, a teacher beat ten students because they were noisy during class (cited in PETAJATIM on January, 29th 2022). These phenomena reveal some pieces of evidence about the teachers' incapability to manage their emotion.

There have been several studies that have investigated this topic around the world. Aykac, Ulubei, Celik, and Korkut (2019), conducted their study in western Turkey. They found that many pre-service teachers have realized that the affective domain development was crucial because it can enable them to give better empathy with students, and love and respect them more. Besides that, it can develop their professional identity for those who have well managed their emotions during teaching. Meanwhile, Bahia, Freire, Amaral, and Estrela, (2013) found that Portuguese teachers lack of capability to manage their emotions during teaching, so they need to make some breakthroughs in developing self-awareness and emotional control in order to shape their professional identity.

Furthermore, Puurula et al. (2001) investigated teachers' affective domain during teaching in England, Finland, Germany, Greece, Hungary, Ireland, Israel, Italy, The Netherlands, Northern Ireland, Portugal and Spain. In this study, they found that many teachers in Europa have realized that the affective domain as a crucial and central element of their professional responsibilities. In addition, Avraamidou (2018) investigated elementary teachers in a southern European country based on their lived experiences. The results revealed that the teachers who regulate their emotion can empower their sense of self. It indicates that, the teachers have learned from their experiences to be well prepared to deal with the same emotional situations and it can enable them to construct their professional identity.

Other studies have been conducted in Indonesia regarding this issue. For example, Kuswandono (2017) in his research, found that mentor teachers have perceived the importance of emotional affection and interpersonal involvement, so they always emphasized that these aspects must be learned, developed and acquired by pre-service English teachers in order to be accepted by their students in the classroom. Meanwhile, Rahmawati et al. (2021) investigated emotional management of one English teacher of Vocational High School in Tasikmalaya. They found that managing emotion can contribute to develop teacher identity. In this case, participant has realized that managing her emotion during teaching would benefit her and the students as well. Therefore, she always tried to do some strategies to overcome emotional situations during class, such as self-relaxing and avoiding harsh words when she was angry. In addition, another study that has been conducted in Yogyakarta, Indonesia by Wardhani, Ena and Mbato (2021). The results revealed that the participants could manage their emotions during teaching. They also found that experiencing emotional situations during teaching can motivate and prepare teachers to be better because they would be more aware of anticipating the same situation.

In such conditions, the researchers were interested in investigating how teachers regulate their emotions during the teaching and learning process in the Papuan context. The researchers chose this topic because none of the studies has investigated this topic in the Papuan context. Therefore, this study needed to be done to provide an image of the situation encountered by Papuan English teachers. The researchers investigated the issue based on two research questions. The questions were as follows:

1. In which situation do Papuan English teachers experience positive and negative emotions?
2. To what extent can Papuan English teachers manage their emotions during teaching?

LITERATURE REVIEW

Emotional Domain as a Part of Teacher Identity Construction

In the academic context, teachers are expected to shape their professional identity. It implies that they should improve their personal and professional identity to be better. According to Han (2017), Yuan and Lee (2004), and Zembylas (2003), there are three essential components namely cognitive, emotion and action that can shape teachers' professional identity. Cognitive components refer to the knowledge and skills that teachers have. Meanwhile, emotional domains contain interests, attitudes and values (Bloom, Furst, Hill & Krathwohl, 1956). In line with the emotional domain, Gable and Wolf (1993) defined it as the ways of feeling and expression. In this case, the emotional domain is key in shaping teachers' professional identity (Van Veen & Slegers, 2006; Ledoux, 2006).

Furthermore, Huang and Guo (2019) add that there is a significant correlation between emotions and teachers' identity construction because emotions can trigger teachers' actions. In addition, emotional acting can be seen as a glue of identity (Leigh, 2019). It indicates that, teachers' emotions' maturity could be measured by their

attitude, thoughts, decisions, actions and character in the classroom.

Following this, some experts asserted that teaching is "emotional work" (Van Veen & Slegers, 2006; Day, 2018). It refers to the process of teaching in which teachers face various situations that can stimulate their emotions in the relationship between their peers, students, staff, students' parents, and stakeholders. In line with this, Mills and Satterthwait (2000) emphasized that teaching is primarily a personal or emotional act. It indicates that in the teaching process, teachers will encounter an emotional situation that can influence their strategy and action. In other words, teachers' work involves other people's feelings (Riele, Mills, McGregor & Baroutsis, 2017). Therefore, teachers need to make some effort to deal with people's emotions because they affect their teaching performance (Barcelos & Ruohotie-Lyhty, 2018).

Furthermore, Hong, Dionne and Francis (2018) and Day (2018) suggested that teachers must have professional empathy in their relationships with others. It can be inferred that in the relationship with others, teachers should be able to integrate others' feelings to become theirs and take actions based on their consideration with it. By doing this, they will be able to build a good relationship and connection with others so that the care relation will be created effectively (Shoffner, 2009). According to Rogers and Webb (1991), good teachers care about their students. It means that teachers must be the people who can understand, be patient, and do all the things with authentic love and care for their students. Thus, it can help them construct their personality and professional identity to improve (Fuller, 1969).

Coping and Managing emotions

Numerous studies have investigated the importance of emotional management during teaching. As one crucial element, the teachers should manage the emotional domain well to be successful in the teaching process. According to Alhebaishi (2019), Lee and Yin (2011), the teachers

should be able to regulate and manage their emotions with challenging situations to ensure the teaching process's effectiveness. It indicates that the teacher should be able to control emotional experiences and expressions of their interaction with surrounding environments (Gross, 1998). Thus, by coping and managing emotions, the teachers will reach successful learning goals such as improving teaching effectiveness, creating activities, building a conducive atmosphere, and motivating the learners to engage in learning activities (Rahmawati et al., 2021).

Furthermore, Hong, Francis, and Schutz (2018) asserted that teachers should understand their own emotions and others because it can provide feedback that can enable them to reflect on their success in the teaching process. Besides that, the emotional experience can be used as guidance in developing their sense as teachers. In this context, teachers should balance their emotion between pleasant and unpleasant situation they encounter in the relationship with the surrounding environment as suggested by Flores and Day (2006). Therefore, the teachers must be able to regulate their emotion during teaching to achieve learning effectiveness.

METHODOLOGY

Research Design

In this study, the researchers used a qualitative method, specifically a descriptive case study. The descriptive case study is a qualitative method used to describe a phenomenon in a real-life context (Yin, 2003). This method was chosen because this research aimed to investigate the phenomena that Papuan English teachers have encountered in regulating their emotions during teaching.

Setting and Participant

This research was conducted from two Junior High Schools in Timika Papua. The number of participants was four English teachers consisting

of three English teachers from one school and one English teacher from another Junior High School. These participants were chosen because they have experience in teaching English for more than five years. It means that they were experienced teachers and have encountered various situations regarding emotional management while teaching English in the classroom. Thus, they were able to answer the questions based on their experiences. The demographic data of participants can be seen in the following table.

Table 1

Demographic data of participants

Initial Name	Gender	Age	Working time
YM	Female	52	27 years
L	Female	47	22 years
CHS	Male	32	8 years
MRK	Female	35	11 years

Data Collection

In collecting the data, the researchers employed two types of instruments: open-ended questions and semi-structured interviews. According to Barriball and While (1994), semi-structured interview is one appropriate strategy or method for analyzing people's opinions and perceptions toward the complexity and sensitivity of phenomena to get more valid information and clarification. In this case, the researchers collected data that focuses on the participants' meaningful situation during teaching.

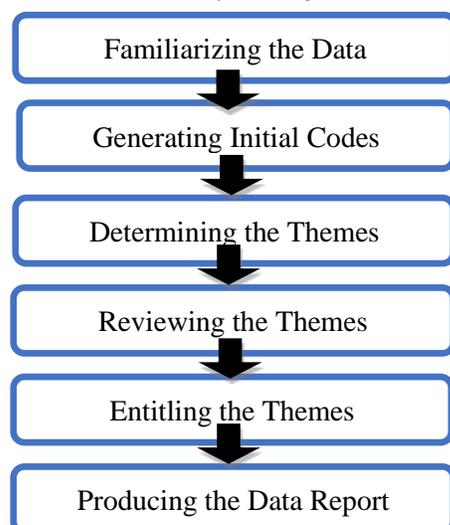
After getting the permission letter from two Junior High School headmasters, the researchers contacted each participant to answer the open-ended questions and allocate the interview time. Because of the pandemic era, the participants were then gathered into zoom application to be interviewed. The interview section consumed thirty to forty minutes. During the interview, the

researchers used Bahasa Indonesia so that participants could freely give their responses to gain the objectives. Ten questions were delivered by the researchers to get the information from participants. Those questions consist of five questions about participants' experiences with positive and negative emotions and five questions containing participants' strategies for managing their emotions. The questions about the positive and negative emotional experiences were adopted and adapted from Alhebaishi (2019) by measuring four aspects of the positive emotions such as happiness, motivating, confidence and pride. Meanwhile, this study also measured four aspects of negative emotions: anger, stressed, sadness and anxiety. In answering those questions, each participant was given the time and opportunity to respond is based on their perceptions and experiences.

Data Analysis

The researchers analyzed qualitative data by using the thematic analysis method. According to Braun and Clarke (2008), thematic analysis is a method that can be used for identifying, analyzing, and reporting the data based on the theme pattern. Therefore, to identify, analyze and report the data, the researchers employed six stages as proposed by them (2008). The stages can be viewed in the following figure.

Figure 1
The analysis stages



After gaining the data from the interview, the researchers listened to and watched the video recording three times to become familiar with the data, and it enabled them to transcribe the data into written form. According to Xu and Zammit (2020) the data recording from interview must be transcribed first so that the researchers can familiarize the data. In this study, the first stage that should be done was to familiarize with the data by listening, watching and transcribing the interview data into written form. The second stage was to generate initial codes. In this case, the researchers generated initial codes based on inductive and deductive coding. According to Braun and Clarke (2008), inductive codes refer to the transcription data and deductive codes were taken from theoretical frameworks. So, in determining the codes, the researchers used two types of coding: coding based on the theory of teachers' emotional management and coding based on the transcription data of interview. The third stage was to determine the themes. After coding the transcription data of the interview, the researchers determined the themes based on initial codes that had been made before. In determining the themes, the researchers combined the several codes by considering the relationship among them. It means that, if some codes that had close connection, so they would be put into one theme. In determining the themes, the researchers also tried to pay attention with the research questions in order to avoid irrelevant themes. After that, the researchers reviewed the themes whether they were appropriate or not. If the themes were relevant with the research questions, then they could be entitled. Thus, the data were ready to be reported.

RESULT AND DISCUSSION

In this part, the researchers provided the results from open-ended questions and interview section to answer the study's aims. In providing and reporting the data results, the researchers

divided it into two main topics based on the two research questions. Each topic was then reported and discussed by highlighting some previous studies relevant to the findings.

RQ1: In Which Situation Do Papuan English Teachers Experience Positive and Negative Emotions?

In answering the first research question, the researchers divided the results into two subtopics: pleasant situation during teaching and unpleasant situations during teaching. Thus, the readers can gain an image of the situations regarding positive and negative emotions or pleasant and unpleasant

moments that had been encountered by Papuan English Teachers during teaching.

Pleasant Situations During Teaching

In the context of teaching, it is undeniable fact that English teachers always face various situations such as pleasant and unpleasant situations that could influence their feelings, emotions, strategies and effectiveness in teaching. Based on the results from open-ended questions, Papuan English teachers often encountered several pleasant situations during teaching, such as happiness, motivating, confidence and pride. The findings can be seen in the following table.

Table 2.

Pleasant Moment

Code	Affective domain	Situations
PM1	Happiness	The participants would be happy, when their students were able to follow their instructions during teaching, respected them, greeted them, shared their personal problems, told their dreams and interests, expressed their love and appreciation to the participants. The most important thing that could make the participants happy was that they helped the students in enhancing their English skills to be better.
PM2	Motivating	The participants felt motivated, when their students were interested in learning English, the students engaged and participated actively in the learning process, the students did not have background knowledge of English subject.
PM3	Confidence	The participants felt confident when they could prepare the learning materials meticulously, they were able to design enjoyable learning activities and they could answer students' questions.
PM4	Pride	The participants were proud, when they could help their students to be successful in enhancing their English skills, they were able to encourage and motivate their students to be more creative in the learning process, they could stimulate their students' interests in learning English, they could change students' bad attitude into good attitude, and they could be the role model for their students.

From table 2, it can be seen that four positive situations that were mostly faced by the participants during teaching. In accordance with the "happy" moment, all the participants admitted that they usually experienced this moment in certain phenomena. In the interview section, they shared their experiences regarding this issue. One teacher claimed that:

"The moment that makes me happy is my students can follow my instructions. For instance, they do the tasks or homework as instructed by me. Although sometimes my students tend to procrastinate in accomplishing all tasks, I can understand their situation if they can give the reasons that make sense to me. The point is, that I always try to give them another chance to do their tasks. By giving an opportunity to my students, it will enable them to get many things from the tasks".
(YM, interview)

Another teacher also added that:

"In my experience, I usually try to approach my students personally. When they realize that I treat them well with all my heart, they will be comfortable sharing their problems with me, either their learning problems or personal problems. It is a memorable moment that makes me happy in the learning process". (L, interview)

Looking at such situations, it could be inferred that the happy or joyful moment that the participants faced could be viewed as part of students' participation and engagement during class. This finding was similar to Winograd's (2003) findings. He found that the teachers would feel joy when the students showed their progress in the learning process and obeyed the rules that had been set. In line with this, Wentzel (1996) asserted that students who are cooperative and able to follow the classroom rules and norms will enable their teachers to be happy during teaching. Moreover, Alhebaishi (2019) also found that the teachers felt happy when the students trusted them by sharing their personal problems. Thus, it can be seen that the teacher's happiness experiences could be obtained by students'

participation or engagement during the teaching and learning process.

Based on the results, all the participants also faced other positive situations during teaching such as being motivated, confident, and proud. In the interview section, they argued that those positive moments could influence their actions during teaching. About the motivating moments that they experienced during teaching, one participant shared that:

"The students can make me more motivated if they are interested in the learning materials that I teach. It can be seen from their participation in the learning process. When I notice their willingness to engage in my class, I feel that my efforts are respected by them. Thus, I will try to do my best in helping them to improve their English skills".
(CHS, Interview)

Being motivated during teaching could be useful for the teachers to encourage students' interests in the learning process. According to Sutton and Wheatley (2003), the teachers who are motivated in teaching can stimulate students' interests in the learning process. In other words, motivated teachers could display positive emotional expressions during teaching and be able to provide enjoyable learning materials (Tejeda et al., 2016). In line with this, in the interview section, the participants also claimed that they became motivated because of the lack of students' background knowledge. It indicated that the teachers must make some breakthroughs to promote students' interests in learning English.

Another element of positive emotion that was encountered by the participants was the feeling of confidence. According to participants, the preparation of the materials and learning activities could increase their confidence in teaching. When they tried to prepare the materials properly, the learning process could run well and the students would enjoy it. One teacher shared her experience regarding the way she prepared the learning materials.

"In my experience, I usually prepare the learning materials based on the students' interests. In this

case, my students really love Korean Pop, so in designing the learning materials I must combine English materials and K-Pop. It actually spends a lot of time because you know, I have to memorize all things that are related to K-Pop such as the name of the group, the name of each member of the group, and even their date of birth. For example, when I teach reading, the materials should consist of K-Pop content such as pictures, personal data, and so on. But you know, my students really like it. They also show their interest in the learning process". (YM. Interview)

This strategy also provoked another positive emotion for the teachers which was the emotional experience of pride. It was undeniable that when teachers were able to encourage their students to be interested in the learning process by providing enjoyable learning materials, then the teachers would be very proud of themselves and their students as well. According to Keller et al. (2020), the emotional experience of pride might derive from teachers' accomplishments and student

achievements. In this sense, feelings of pride could be viewed as the accomplishments of the teachers in identifying their students' needs and wants (Hargreaves, 2000) or when students show their progress in the process of learning (Darby, 2008). Based on the findings, they shared some additional positive moments during the interview, such as enthusiasm and optimism. However, these emotional moments had been combined into motivating moment.

Unpleasant Situations During Teaching

During teaching, negative emotions could not be separated from teachers' lives. It indicated that the participants also encountered negative emotions during teaching. The results suggested four negative emotions namely anger, stressed, sadness and anxiety. It can be viewed in the following table.

Table 3

Unpleasant Moment

Code	Affective domain	Situations
UM1	Anger	The participants felt angry when the students did not do their tasks or homework, the students neglected their instruction and the students showed bad attitudes during the teaching and learning process.
UM2	Stress	The participants felt stress during teaching when they had many tasks to do and could not do appropriately and properly, their teaching partners did not support them, and the students did not show their progress in the learning process.
UM3	Sadness	The participants felt sad when they were not respected by their students or teaching staff and the school infrastructure did not support their teaching strategies.
UM4	Anxiety	The participants felt anxious, when they did not prepare their learning materials well, they could not answer the students' questions, they could not help the students to overcome their problems in learning, they made a mistake during class, they could not regulate their emotions appropriately and they could not be the good model for the students.

From table 3, it could be seen that the teachers sometimes felt angry when their students showed a bad attitude during learning. one participant admitted that:

"In the process of teaching and learning, I sometimes felt angry at my students. They tend to ignore my instruction, uncooperative and unappreciative. For example, they are lazy to do their homework". (MRK, Interview)

According to Chang and Davis (2009), teachers' emotional experience of anger was linked to students' misbehavior. In this case, misbehavior referred to the students' incapability in showing a good attitude in the learning process (Sutton & Wheatley, 2003). Furthermore, Hargreaves (2000) emphasized that the teachers experienced feelings of anger arose from uncooperative and unappreciative students in the classroom. Thus, it could be inferred that most of the participants felt angry because of students' attitudes in the learning process.

The second moment that the participant often encountered was feelings of stress. Based on open-ended and interview responses, the Papuan English teachers felt stressed when they had many tasks and could not do them appropriately and properly. Chang (2009) asserted that the stress of overload tasks might affect teachers' burnout. Besides that, it could also make the teachers drop out of their professions (Zembylas, 2003; Shoffner, 2009). However, the participants confirmed that although they had many tasks to do, it did not make them leave their professions. One participant clarified that:

"Being a teacher is a wonderful job. Although I have lots of tasks to do in this field and sometimes, I am overwhelmed in dealing with those tasks, I have never thought to leave this job. I enjoy working as a teacher because I love this profession" (L, Interview).

On the other hand, they became stressed when their teaching partners did not support them well. According to Walkington (2005), the

supportive school staff could be accommodating for the teachers to reduce their stress level. In this sense, when the teaching staffs could support their partner by showing love and care, it could help him/her in dealing with classroom problems (Alhebaishi, 2019). Another situation that could make them stressed was when the students did not show their progress in learning. In accordance with this, Darby (2008) stated that students' learning outcomes could influence teachers' emotions. Similarly, Sutton and Wheatley (2003) emphasized that the level of stress that the teachers underwent could be seen as the result of students' achievements in the learning process. The more successful the students, the lower the teachers' stress level.

Furthermore, in the teaching and learning process, the participants also encountered sadness when they were not respected by their students or teaching staff. As mentioned by Wentzel (1996) above teachers' negative emotional experiences could be triggered by unsupportive students and teaching staff. In this case, the unsupportive students and teaching staff might disrespect to the teachers in a particular situation. Therefore, Leigh (2019) emphasized that in order to create a powerful students-teacher relationship, the teachers must be able to treat the students with love and care during teaching. Moreover, they must build solidarity and emotional understanding between them and their teaching partners (Zembylas, 2003). Another reason that made them sad was the unsupportive school infrastructure. From the interview section, the participants pointed out that the school facilities did not support their activity in teaching.

In addition, the participants often felt anxious during teaching. They became anxious when they did not prepare their learning materials well and they could not answer the students' questions properly. Moreover, they also encountered "anxious moment" when they could not help their students to overcome their learning problems. Another situation that could make them anxious was when they made a mistake

during class and they could not regulate their emotions appropriately. In accordance with this finding, one participant in the interview clarified that:

“Anxiety is one of the biggest problems that I usually have when dealing with the students in the classroom. Therefore, I usually try to prepare all things regarding subject matter, learning activities, and so on. When I prepare all things appropriately, I become more confident in teaching”. (CHS, Interview)

According to Sutton and Wheatley (2003), teachers’ anxiety might derive from the fear of making mistakes while teaching. In other words, they could not ensure whether they were doing a good job. In line with this, Keller et al. (2020) also emphasized that teachers’ anxiety could arise because of the lack of subject matter knowledge. Furthermore, Nias (1996) pointed out that the unsupportive school environment and students’ behavior could increase teachers’ anxiety. Thus, it could be seen that Papuan English teachers felt anxious when they were not able to maximize their teaching strategies and their relationship with the students.

RQ2: To What Extent Can Papuan English Teachers Manage Their Emotions During Teaching?

In this part, the researchers provided the data results regarding how Papuan English teachers manage their emotional situations during teaching.

Teachers’ Emotional Management During Teaching

A variety of positive and negative emotional situations that Papuan English teachers had undergone were valuable and memorable experiences. It could make them love their profession but at the same time, it could also make them drop out of their job. The teachers’ decision to resign could be influenced by several reasons. Based on the findings of several studies, the biggest reason that made them quit their job was because of incapability to manage their emotional

experiences, especially when dealing with negative or unpleasant situations (Nias, 1996; Hargreaves, 2000; Sutton & Wheatley, 2003; Zembylas, 2003; Day, 2018). Thus, it indicated that the teachers must be able to manage their emotional experiences to keep their teaching motivation on the right track.

During the interview, the participants spontaneously gave various of strategies regarding how they managed negative emotional situations during teaching. One participant shared that:

“When my students make me really angry because of their attitudes, misbehaves, or their progress of learning, the first step that I usually do is, take a deep breath and try to be more relaxed, so that I can avoid harsh words such as stupid, idiot and so on”. (YM, Interview)

Based on the argument above, it could be seen that there were three important things that the teachers did when they were dealing with negative emotional situations during teaching such as taking a deep breath, self-relaxing, and avoiding harsh words. According to Pashupati and Dev (2011), taking a deep breath and self-relaxing were the appropriate strategies to control the feelings of anger. In other words, when the teachers get angry at their students, taking a deep breath and self-relaxing could make them think critically and reduce the level of anger (Makhwathana et al., 2017).

Furthermore, Rahmawati et al. (2021) also found that taking a deep breath and self-relaxing could prevent the teachers from saying uncontrolled words during anger. When the teachers cannot regulate their emotions appropriately and control their emotional expressions, they might shout or say harsh words to the students. By shouting and saying harsh words, the students would feel guilty, sad, ashamed, uncomfortable, and humiliated toward their classmates (Sutton & Wheatley, 2003; Makhwathana et al., 2017). In such situations, it could decrease students’ motivation in the learning process (Hargreaves, 2000), the students-

teachers' relationship would be fractured, and the teaching goals could not be reached effectively (Leigh, 2019; Barcelos & Ruohotie-Lyhty, 2018).

Therefore, the teachers must make some breakthroughs or approaches to reconcile with the students to rebuild a powerful students-teacher relationship. In this sense, the teachers must treat the students with care and love. Based on the findings, the participants admitted that they had tried to teach the students with their hearts. Two participants clearly answered it.

"When I am getting angry at my students, I will punish them. But the punishment that I give is not contradictory to the rules and norms. If there is a student who comes late to my class, I always ask him/her first about the reasons that make him/her late. The reasons that they give can determine the type of punishments, whether difficult or easy. The most important thing that I want to emphasize here is the personal approach. For example, after they do the punishment, I always call them to talk personally. In the beginning, I apologize to them for giving the punishment. After that, I asked them about their problems in learning, and what they want and need. That's why many students like me so much". (CHS, Interview)

Another teacher also gave her response:

"During teaching, I always try to treat my students with love and care. For instance, when I give some questions, and my students cannot answer correctly, it does not make me angry at them. However, I will thank them and appreciate their efforts by saying positive words like, wow... that's a great answer.... You are smart... and so on". (MRK, Interview)

In such ways, it could be seen that the participants had tried to build a caring and loving relationship between themselves and their students. Thus, it indicated that they had shown a sense of professional empathy. This finding was similar to Hong et al. (2018) and Day's (2018) recommendations in which the teachers must have professional empathy in building a powerful students-teachers' relationship. According to

Rogers and Webb (1991), good teachers care about their students. It could be inferred that the teachers must be the people who can understand, be patient, and do all the things with authentic love and care for their students. Thus, it can help them construct their personality and professional identity to improve (Fuller, 1969).

Furthermore, another strategy often employed by the Papuan English teachers in managing their emotions was self-talk and reflection on their emotional problems. In the interview section, one of them explained that:

"When I feel angry at my students, I will go out of the classroom to calm myself down by talking to myself, thinking and reflecting on the problem that I encounter in order to find out the reasons and solution. When I feel better, I will get back to the class". (L, Interview)

Self-talk refers to how someone talks to himself/herself. Thus, when the participants talked to themselves personally, they tried to encourage themselves to find the reasons and appropriate strategies for overcoming the emotional situation they encountered. Tejada et al. (2016) asserted that self-talk could be considered one of the appropriate strategies to enhance our motivation to overcome the problems. In this sense, when the teachers talked to themselves, they would be aware of the situation and motivated to cope with the problems they faced. Furthermore, from the participants' argument above, it could be seen that she tried to make a reflection on her emotional experiences. According to Kuswandono (2014), when the teachers make a reflection, it would enable them to negotiate and overcome the difficult situation they faced during teaching. In line with this, Zembylas (2003) also emphasized that the teachers must reflect on their teaching experiences to enable them perceive and make meaning of their emotional experiences and themselves as teachers. Therefore, Wardhani et al. (2021) asserted that reflection could positively impact the teachers' perspectives or interpretation of their personal and professional identity based on their teaching experiences.

In accordance with teachers' professional identity, Flores and Day (2006) defined it as a dynamic and ongoing process during teachers' careers. It indicated that the teachers could undergo a shift during their lives based on the interpretation and meaning-making process of their teaching experiences. This was similar to Papuan English teachers' experiences. One of them argued that:

"When I was a preservice teacher, sometimes, I could not regulate my emotions appropriately. But I learned many things when I made mistakes at that time. Well, now, I think that my identity has been transformed. I can regulate my emotions well". (YM, Interview)

Thus, it could be seen that Papuan English teachers had tried to manage the emotional experiences by employing several strategies. Those strategies enabled them to keep their teaching motivation on the right track.

CONCLUSION

Based on the findings above, four positive emotional situations are usually encountered by Papuan English teachers: happiness, motivated, confidence, and pride. Meanwhile, from open-ended questions and semi-structured interviews, the participants also undergo four negative emotional experiences: anger, stress, sadness, and anxiety. However, they have tried to regulate and manage those situations to succeed in the teaching process. In managing their emotional situation, they employed strategies such as avoiding harsh words during anger, self-relaxing, self-talking, reflection, and treating the students with care and love to build a powerful teacher-students' relationship (professional empathy). Those strategies are very useful in overcoming their emotional problems during teaching. Thus, it could be concluded that emotional situations, either positive or negative, cannot be separated from teachers' lives. By managing those emotional situations, the teachers can shape their personal and professional identities to be better.

This study is very useful for the teachers to help them manage their emotional situations during teaching. However, it is undeniable that this study is also limited to the number of participants. In this case, the researchers only used four participants to investigate teachers' emotional management during teaching. Therefore, future researchers can investigate teachers' emotional management by using a large number of participants in order to provide other teachers' perspectives and experiences regarding emotional management during teaching.

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