COGNITIVE AFFECT-REGULATION AND CLASSROOM PROCLIVITY OF TEACHERS

FLORAMAE A. CAMAHALAN, LPT, MAED
Teacher I

Abstract

This study aimed to determine the relationship between cognitive affect-regulation and classroom proclivity of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita North District of Davao Occidental Division, Philippines. The study was conducted on the second semester of School Year 2022-2023. Research instruments on cognitive affect-regulation and classroom proclivity of teachers were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the level of cognitive affect-regulation is high, the level of classroom proclivity of teachers is very high, there is a significance on the relationship between cognitive affect-regulation and classroom proclivity of teachers.

Keywords: *Cognitive Affect-Regulation, Classroom Proclivity of Teachers, School Administration and Supervision, Quantitative Research, Philippines*

1. INTRODUCTION

Classroom proclivity of teachers play a key role in determining how teachers mobilize their intellectual resources and professional commitments in impacting student learning. It affects how teachers behave as moral educators of children, as role models, and as persons in authority. Teachers' dispositions in the classroom directly affect their effectiveness as educators. Without good dispositions, teachers are unmotivated, indifferent, and show unconcern to students and lack the inner drive to help improve students' progress in school. In the school context, there are teachers who display poor classroom proclivity (Kartini, Kristiawan, Fitria, Negeri & Sugihan, 2020).

Conversely, in China, a teacher may hold professional knowledge and or skills but simply not possess the disposition to act. This may manifest itself in behavior such as not grading papers in a timely manner, using unfair grading procedures, disregarding students' special needs, assigning inappropriate homework, failing to consider or allow various viewpoints in the classroom, and acting unethically, dishonestly, or illegally (Yang, Kaiser, König & Blömeke, 2019).

Meanwhile, in the Philippines, teachers believe that knowing how to control oneself is one important skill that needs to be developed. In the absence of this ability, one would find it hard to achieve something no matter how good he might feel about oneself. Cognitive emotional regulation means being able to monitor and control one's behavior, emotion, or thoughts, and improve them accordance according to what is socially acceptable. Teachers need a sense of emotional regulation to perform well in work (Gepila, 2020).

In Davao region, Disonglo & Limpot (2023) exposed that the life of a teacher, every day is a constant challenge overcoming the many problems that test the toughness of their spirit. Teachers should be able to manage their emotions and check how they should appropriately respond to every situation or they will experience trouble. There is a necessity among teachers to regularly check their emotions. They said that teachers sometimes

respond inappropriately. They become impatient and overly reactive that they tend to forget that stress brings adverse effects to their health. Thus, teachers are oftentimes encouraged to take things lightly especially problems on students' misbehavior.

Thus, that the researcher would like to know the relationship between the variables under the study. The researcher has not come across of a similar study especially in the local context. This undertaking therefore can be considered as a new knowledge and an additional document to the existing information for each variable involved in the study. It is in this extensive perspective that the researcher decided to conduct the study.

This study is anchored on Attachment Theory of John Bowlby's (1958). This theory is a groundbreaking work serves as the foundation for attachment theory in psychology. He argued that since the caregiver gives the baby protection and safety, attachment may be understood within an evolutionary context. Because it increases the baby's chances of surviving, attachment is adaptive.

The term attachment can be used interchangeably with other ideas, such as affectional bond and emotional bond, to describe the long-lasting psychological connection that exists between people. During infancy, a person's first attachment is frequently formed with the primary caregiver. It should be highlighted, though, that attachment is not limited to connections between young children and their caregivers; it can also exist in other types of social relationships.

The recurrent act of attachment behaviors or attachment transactions, a continuous process of seeking and sustaining a specific amount of proximity to another specific human, results in attachments of various kinds. According to the concept of attachment theory as an affect regulation theory, attachment is linked to interpersonal functioning and the expression and acknowledgment of emotions.

In order to achieve an affective equilibrium or homeostasis, our emotions, moods, feelings, and their expressions are adjusted through a process known as affect regulation.

The conceptual paradigm is shown in figure 1. The independent variable of this study is cognitive affect-regulation which indicators were taken from Garnefski and Kraaij (2007) which has the following indicators: self-blame, acceptance, rumination, and positive refocusing.

Self-blame which refers to bearing all the guilt for the unsuccessful output; *acceptance* refers to openness to understand how and why things came to be; *rumination* refers to repeated thinking of past events; positive refocusing refers to changing mind set; *refocus on planning* refers to giving enough time to things need to accomplish positive reappraisal refers to giving value to experiences; *putting into perspective* refers to finding new viewpoint to ever experience.

On the other hand, the indicators of classroom disposition of teacher were taken from Singh and Stoloff (2008) and have the following indicators: perceptions about self, perceptions about other people, perceptions about subject field and general frame of reference perception. *Perception about self* which refers to knowing oneself; *perception about other people* which refers to knowing others; *perception about subject field* which refers to knowing about the information on the subject taught, and *general frame of reference perception* which refers to knowing other things.

The purpose of this study was to the relationship between cognitive affect-regulation and classroom proclivity of teachers

This study is beneficial to the Schools Division Office where the study is conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

This study is aimed to determine the relationship between the strengthening sensitivity and proactive behavior of students. The study will be implemented in some public

schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

The classroom proclivity of teachers is limited only to perceptions about self, perceptions about other people, perceptions about subject field and perception about the purpose of education and process of learning. While cognitive-affect regulation is limited to self-blame, acceptance, rumination, and positive refocusing.

2. MATERIALS AND METHODS

This study utilized non-experimental quantitative research approach utilizing descriptive correlational design. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques. Quantitative research collects information from existing and potential customers using sampling methods and sending out online surveys, online polls, and questionnaires. The results of which can be depicted in the form of numerical. After careful understanding of these numbers to predict the future of a product or service and make changes accordingly (Berg, 2009).

Quantitative research is mostly conducted in the social sciences using the statistical methods used above to collect quantitative data from the research study. In this research method, researchers and statisticians deploy mathematical frameworks and theories that pertain to the quantity under question. Quantitative research templates are objective, elaborate, and many times, even investigational. The results achieved from this research method are logical, statistical, and unbiased. Data collection happened using a structured method and conducted on larger samples that represent the entire population (Crano, Brewer & Lac, 2015).

This study is also descriptive in nature. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the what of the research subject rather than the why of the research subject. The term descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic. Descriptive statistics tell what is, while inferential statistics try to determine cause and effect (Bunge, 1995).

Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection.

The geographic location of this study was shown in Figure 2. This study is conducted in Malita North District in Davao Occidental Division. It has 25 barangays and eight secondary schools. According to the 2009 LGPMS census, it has a population of 133,020 people in 20,526 households. Malita was known for various parts of its cultural heritage.

The research sample included only those elementary teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized purposive sampling in determining the sample of this study. Only those elementary teachers who manifested their willingness to participate in the research were included in the study. These teachers must have Informed Consent to show their voluntary participation of the study.

The research instrument used by the researcher in gathering data has two parts. The questionnaire on cognitive affect-regulation of teachers were taken from Garnefski and Kraaij (2007) which has the following indicators: self-blame, acceptance, rumination, and

positive refocusing. The following rating scales were used in the interpretation of the responses in cognitive emotion regulation of teachers.

On the other hand, the indicators of classroom proclivity of teachers were taken from Singh and Stoloff (2008) and have the following indicators: perceptions about self, perceptions about other people, perceptions about subject field and general frame of reference perception.

On the other hand, the level of classroom proclivity of teachers was interpreted using the following scale.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.25 with a descriptive equivalent as good.

The following steps were undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to school's district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The following statistical tools were used in the analysis of data.
Mean. This will be used to determine the level of cognitive affect-regulation and classroom proclivity of teachers. Pearson r. This will be used to determine the significance of the relationship between cognitive affect regulation and the classroom proclivity of teachers.

3. RESULTS AND DISCUSSION

The standard deviation in the descriptive tables, Table 1 and Table 2, ranged from 0.30 to 0.40 which are less than 1.0 as the typical standard deviation for a 5-point Likert Scale. This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents (Wittink and Bayer, 1994).

Level of Cognitive Affect-Regulation
in terms of Self-Blame

Presented in Table 1.1 is the level of cognitive affect-regulation in terms of self-blame with a mean score of 3.15 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I feel that I am the one to blame for it, I feel that I am the one who is responsible for what has happened, I think about the mistakes I have made in this matter and I think that basically the cause must lie within myself.

A high level of self-blame was noted among teachers, denoting that they oftentimes felt themselves to have done something as a way of regulating cognitive emotion. This was manifested in their acts of thinking about the
mistakes they have committed, thinking that basically they made the mistake, feeling that teachers are the ones who are responsible for what have happened, and feeling that teachers are the ones to blame for every failure.

These pronouncements are concomitant with the verbalization of Johnson, Flicker and Savan (2007) that become a good, reflective teacher, it needs developing one's capacity for constant learning and growth. This necessitates taking assumptions about yourself and others and rejecting them as invalid; starting over and re-creating yourself; overcoming flaws and strengthening weaknesses: all these are the outcomes of self-reflective teaching.

Additionally, various authors agreed with the elucidations made by Johnson (2008) citing that there is constant room for growth and personal development, and that the more one aims toward becoming a more reflective, self-aware person, the more he/she learns from the experience of life (House, Stiffman and Brown, 2006; Gone, 2007; Grosjean, 2008; LaFromboise, Medoff, Lee and Harris, 2007).

Level of Cognitive Affect-Regulation
in terms of Acceptance

Presented in Table 1.2 is the level of cognitive affect-regulation in terms of acceptance with a mean score of 3.23 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I think that I have to accept that this has happened, I think that I have to accept the situation, I think that I cannot change anything about it, and I think that I must learn to live with it.

Likewise, the mean rating of 3.23 for acceptance obtained a high level score as a result of the rating given by the respondents on the following items in the research instrument: accepting what has happened, accepting the situation, learning to live with, and having no means to change anything about the situation.

The teachers also displayed high level of acceptance. This can be exemplified by their acts of accepting what has happened, accepting the situation, learning to live with, and having no means to change anything about the situation. This is in the similar core with the pronouncements of Kosnik, Beck, Freese and Samaras (2005) and the American Counseling Association (2005), elucidating acceptance as the practice of having an acquiescent life and finding effective strategies to cope with whatever is happening. Practicing radical acceptance is a choice that can ease stress and depression and enhance your overall quality of life.

Several authors also suggested various ways of easier acceptance of events in one's life, career or profession, which include praising oneself, telling oneself how well he/she is doing, writing down things you have done that make one proud and referring to it when feeling doubtful (Phinney and Baldelomar, 2006; Lambie, 2007; Lambie, Smith and Ieva, 2009).

Level of Cognitive Affect-Regulation
in terms of Rumination

is taken from the strands of the indicators which are as follows: I often think about how I feel about what I have experienced, I am preoccupied with what I think and feel about what I have experienced, I want to understand why I feel the way I do about what I have experienced, and I dwell upon the feelings the situation has evoked in me.

More so, results revealed that the respondents had manifested a high level of rumination with a mean score of 3.35 as manifested in the following descriptors in the questionnaire: thinking about how they felt on what they have experienced, wanting to understand about the feeling and ways the teacher do about what they have experienced, being preoccupied with what one is thinking and feeling about what have experienced, and dwelling upon the feelings of the situation evoked.

More so, teachers manifested high level of rumination. This can be gleaned in their ways of thinking about how they felt on what they have experienced, wanting to understand about the feeling and ways the teacher do about what they have experienced, being preoccupied with what one is thinking and feeling about what have experienced, and dwelling upon the feelings of the situation evoked. Such high level of rumination among the retirable teachers are concurrent with the verbalizations of Ellis and Schnoes (2009), stating that bothersome thoughts can be mitigated using a thought-stopping process.   Thought

stopping employs distraction and refocusing techniques, which are used to calm the mind to decrease stress. Several authors expressed caution on people who are constantly ruminating, such that worrying, if transformed into a habit, can derail one's life, career and relationships (Lloyd, 2010; Wilder, Register, Register, Bajagic and Neidert, 2009; Jordan, 2010).

Level of Cognitive Affect-Regulation
in terms of Positive Refocusing

Presented in Table 1.4 is the level of cognitive affect-regulation in terms of positive refocusing with a mean score of 3.88 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: I think of nicer things than what I have experienced, I think of pleasant things that have nothing to do with it, I think of something nice instead of what has happened, and I think about pleasant experiences. The mean rating of 3.88 for positive refocusing obtained a high-level score as a result of the rating given by
instrument: thinking of pleasant experiences, thinking of nicer things than what they have experienced, thinking of something nice instead of what has happened, and thinking of pleasant things that have nothing to do with it.

The respondents have manifested a high level of positive refocusing. This is manifested in their acts of thinking pleasant experiences, thinking of nicer things than what they have experienced, thinking of something nice instead of what has happened, and thinking of pleasant things that have nothing to do with it. These things are in affirmation to the suggestions of Acosta and Mir (2012), who espoused that if a person is naturally negative, then a change in attitude could improve positive thinking.

In addition, Cabrera, Milem and Marx (2012) and Fry and Lopez (2012) suggested that one best way to attract positive thinking is to be surrounded with positive people who are genuinely interested in the well-being and who are supportive. They furthered that avoiding people who create a negative atmosphere will ultimately encourage better and good mood. Although optimism can be difficult, especially in adverse and worrying times, there are ways to optimize one's chances of becoming a positive thinker (Stevens-Ratchford and Krause, 2004; Bandura, 2006; Adegbola, 2011; Sleeter, 2011).

Summary of Level of Cognitive-Affect Regulation

Presented in Table 1.5 are the cognitive-affect regulation ratings of teachers. Computations revealed an overall mean score of 3.40 or high rating indicating that the said respondents were high in cognitive-affect regulation. The score was derived from the mean scores of 3.15 or high for self-blame, 3.23 or high for acceptance, 3.35 or high for rumination, and 3.88 or high for positive refocusing.

According to House, Stiffman & Brown, (2006); Gone, (2007); Grosjean, (2008), cognitive affect control is basically the ability of educators to react quickly to circumstances. Since teaching involves more than just imparting knowledge, it also entails educating many students from various social backgrounds and collaborating with teachers who have different personalities. It is therefore obvious that teachers must develop this skill to complete the numerous tasks that have been assigned to them. Regardless of how good they are, teachers would have enormous difficulties without this capacity to complete almost everything.

Level of Classroom Proclivity of Teachers
in terms of Perceptions about Self

Presented in Table 2.1 is the level of classroom proclivity of teachers in terms of perceptions about self with a mean score of 4.38 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: should use appropriate language and appropriate tone of voice, should maintain emotional control, should be thoughtful and responsive listeners, should adapt to unexpected new situations, and should understand how students learn and develop.

The mean rating of 4.38 for perceptions about self was found to be very high. The descriptors in the questionnaire were: being thoughtful and responsive listeners, engaging in self-reflection to capture insight into themselves and their impact on student learning and well-being, maintaining emotional control, using appropriate language and appropriate tone of voice, and adapting to unexpected new situations.

The study found out that teachers tend to exhibit a high level of perception about self. This can be illustrated by their way of being thoughtful and responsive listeners who engage in self-reflection in order to absorb other's point of view and recognize the varied opinions on the impact on student academic success, maintaining emotional control, using suitable language and fitting tone of voice, and adapting to unexpected new situations.

This is in the same core with the statement of Barley (2009), who averred that a teacher's perceptions are shaped tremendously by social forces. Social changes can result in teachers having skewed or biased perceptions of some of the people they deal with daily. However, teachers also can act as agents of social change, shaping the world in ways that they may not even realize. More so, various research spelled out the value of perception of teachers to their selves and to the teaching profession at large.

Teacher should perceive teaching as a social service career and no career is of more value to society than teaching therefore teachers should see the career as the one that offers a worker greater opportunity to benefit others hence their right frame of mind and better perception about the profession are very essential ingredient for students' performance (Friedrichsen, Chval and Tuescher, 2007; Malloy and Allen, 2007; Munsch and Boylan, 2008).

Level of Classroom Proclivity of Teachers in terms of Perceptions about Other People

Presented in Table 2.2 is the level of classroom proclivity of teachers in terms of perceptions about other people with a mean score of 4.36 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: should work well with others in implementing a common curriculum, should trust in abilities and problem solving skills of others, should view teaching as a collaborative effort among educators, should be willing to receive feedback and assessment of their teaching from peers, students and supervisors, and should listen to the ideas and suggestions of their colleagues for improving instruction.

A very high rating was also seen on teachers' perceptions about other people, based on the mean rating of 4.36. The descriptors in the questionnaire were: willing to receive feedback and assessment of their teaching from peers, students and supervisors, listening to the ideas and suggestions for improving instruction, cooperating with colleagues in planning instruction, viewing teaching as a collaborative effort among educators, and trusting in abilities and problem-solving skills of others.

A very high level was also seen on the teachers' perceptions about other people. They were found to be very willing to receive feedback and assessment of their teaching from peers, students and supervisors, listening to the thoughts and proposition of other teachers for the improvement of teaching practices, cooperating with colleagues in planning instruction, looking at teaching as a collective endeavor among teachers, and trusting in abilities and problem-solving skills of others.

This is consistent with the suppositions of Darling-Hammond and Bransfor (2005), who quoted that the success of the school lies with influence of various factors, including the teachers' perception on the ways of the people surrounding them, including the school administrators, students, parents, and collaborators from the community. Their ability to foster a collegial environment can be termed professional learning community, which can be defined as groups of educators who work together to analyze and improve their classroom practice, engaging in an ongoing cycle of questions that promote deep team learning. In the same manner, collaboration fosters professional relationships and enables teachers to share

their ideas, but the structure of most schools often gets in the way of collaborative efforts in education (Devereux and Wilson, 2008; Kuh, Cruce, Shoup, Kinzie and Gonyea, 2008).

Level of Classroom Proclivity of Teachers
in terms of Perceptions about Subject Field

Presented in Table 2.3 is the level of classroom proclivity of teachers in terms of perceptions about subject field with a mean score of 4.41 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: should demonstrate enthusiasm for the subject being taught, should demonstrate positive attitude towards their subject and learning in

general, should actively seek out growth opportunities, should engage in research base instructional practices, should create connections to subject matter that are meaningful to students.

In the same vein, the mean rating of 4.41 for perceptions about subject field was very high. The mean rating was the outcome of the teachers' responses

in the following items in the questionnaire: demonstrating enthusiasm for the subject being taught, demonstrating positive attitude towards their subject and learning in general, actively seeking out growth opportunities, creating connections to subject matter that are meaningful to students, and engaging in research-based instructional practices.

In the same manner, the teachers have a very high level of perception about subject field. This can be exemplified by their way of demonstrating enthusiasm for the subject being taught, demonstrating positive attitude towards their subject and learning in general, actively seeking out growth opportunities, creating connections to subject matter that are meaningful to students, and engaging in research-based instructional practices. Such finding concurs with the pronouncements of Metcalfe and Game (2005), who pointed out that teachers need to understand subject matter deeply and flexibly so they can help students create useful cognitive maps, relate one idea to another, and address misconceptions.

Likewise, several agreements were noted from various research, pointing on the idea that teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge that enables teachers to make ideas accessible to others (Smeets, 2005; Papanastasiou and Angeli, 2008; Tezci, 2009).

Level of Classroom Proclivity of Teachers
in terms of Perceptions about the Purpose of Education and the Process of Learning

Presented in Table 2.4 is the level of classroom proclivity of teachers in terms of Perceptions about the purpose of education and process of learning with a mean score of 4.43 or very high. The result of this mean score is taken from

the strands of the indicators which are as follows: should demonstrate and encourage democratic interaction in the classroom, should understand that the students have certain needs that must be met before learning can take place, should make efforts to promote educational equality for all students, should design and deliver effective instruction, and should understand how students differ in their approaches to learning.

The mean rating of 4.43 for the perception about the purpose of education and process of learning was very high. The descriptors in the questionnaire were: treating students with dignity and respect at all times, being concerned about attitudes, beliefs, feelings   and welfare of others, being sensitive to student differences, being patient when working with students, and demonstrating intellectual and academic curiosity.

Summary of Level of Classroom Proclivity of Teachers

Presented in Table 2.5 are the classroom proclivity ratings of teachers. Computations revealed an overall mean score of 4.39 or very high rating indicating that the said respondents always manifest classroom disposition. The score was derived from the mean scores of 4.43 or very high for general frame of reference, 4.41 or very high for perceptions

about subject field, 4.36 or very high for perceptions about other people, and 4.38 or very high for perceptions about self.

The teachers have a very high level of general frame of reference perception. This perception stems on their ability of treating students fairly and respectfully at all times, being concerned about the characters, set of values, feelings and general well-being of others, being sensitive to student differences, being enduring when dealing with students, and demonstrating intellectual and academic curiosity.

This is inimical to the point-of-view of Fenner (2005), who emphasized that teachers, as natural leaders of the students in their classes, must maintain order, enforce school regulations and policies, conduct parent-teacher conferences and lead by example, demonstrating good communication and interpersonal skills. Aside from these responsibilities, several researchers averred that a teacher may decide to parlay that leadership into a voluntary role in the school, sitting on

committees, initiating community projects, fighting for changes in the school or district and standing up for the needs or rights of one student or even many (Wheeler and Knobloch, 2006; Cherianand Daniel, 2008; Cherubini, 2009).

Overall, the data indicated that the teachers manifested a very high level of classroom proclivity. This means that the teachers have always manifested in displaying thoughts of helping students become successful at a very high extent, and that these things that they should know and be able to do when they are faced with certain situations in their classrooms are manifested always, if not almost all the time.

According to Bartell, (2005); Damon, (2007); Diez, (2007), one indicator of a teacher's quality is their proclivity in the classroom. More than just good planning, instructional expertise, and teaching techniques are required for effective teaching. It includes having a professional attitude as well. In reality, classroom dispositions are comparable to professional ideals or beliefs. It also refers to professional conduct and the manner in which teachers' behavior both within and outside of the classroom communicates their attitudes and ideas.

Correlations between Cognitive-Affect Regulation and Classroom Proclivity of Teachers

Displayed in Table 3 are the results of the relationship between the independent variable, cognitive-affect regulation and dependent variable, classroom proclivity of teachers. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned.

Based on the first correlation analysis, cognitive emotional-affect regulation and classroom proclivity of teachers revealed a computed r-value of 0.382 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

This implies that the higher the cognitive-affect regulation the teachers display, the higher will be their classroom proclivity. Thus, the null hypothesis of no significant relationship between cognitive-affect regulation and classroom proclivity of the respondents was therefore rejected.

The result of this study confirms the pronouncement of Thompson (1991) which states that emotions affect, and are intertwined with, many of the cognitive processes of learning and also classroom proclivity. There are often times within daily classroom life that students and teachers are required to, or feel compelled to, regulate their emotions to create a positive classroom environment. We are, (2004) supported that some emotion regulation strategies are working best in establishing a favorable school climate. This proposition takes on the effect of cognitive emotion on school climate.

The test of relationship between cognitive-affect regulation and classroom proclivity of teachers reveals significant relationship. Cognitive-affect regulation was positively and significantly relating with classroom proclivity of teachers. This implies that the cognitive-affect regulation has a positive influence on the classroom proclivity of teachers. This is coherent with the findings of the research by Borman and Dowling (2008), who indicated that emotions are not only based on cognitive processes but may also exert a powerful influence

on motivational processes as well as the disposition of teachers in the performance of her roles in the classroom.

In addition, Van Dillen and Koole (2007) averred that positive emotion can broaden thought-action repertoires utilized in the classroom, suggesting that students and teachers who experience more positive emotions may generate more ideas and strategies. Similarly, cognitive emotions also affect categorizing, thinking and problem solving (Simkin, Charner and Suss, 2010). This affect the attentional resources available for engaging in cognitive processes and impact on various motivational processes, with positive emotions found to enhance levels of intrinsic motivation (Borman and Dowling, 2008).

4. MAJOR FINDINGS

The level of cognitive-affect regulation of teachers has a mean score of 3.40 or high and the level of classroom proclivity of teacher obtained a mean score of 3.49 or very high. Based on the correlation analysis between cognitive emotional-affect regulation and classroom proclivity of teachers, it the computed R-value of 0.382 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

5. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The respondents were found to exhibit a high level of cognitive-affect regulation. This indicates that the provisions relating to the cognitive affect-regulation of teachers embodied in the item is oftentimes observed.

There is a very high level of classroom proclivity of teachers. This indicates that the provisions relating to classroom proclivity of teachers is embodied in the item is always observed.

There is a significant relationship between cognitive-affect regulation and classroom proclivity of teachers. This implies that the higher the cognitive-affect regulation the teachers display, the higher will be their classroom proclivity. Thus, the null hypothesis of no significant relationship between cognitive-affect regulation and classroom proclivity of the respondents was therefore rejected.

The study found a significant relationship between cognitive-affect regulation and classroom proclivity of teachers. The researcher therefore recommends that the District Office of the Department of Education where the study was conducted, may look on the findings of the study as an imperative basis in orienting the teachers, on the importance of cognitive-affect to maintain their proclivity in the classroom.

The study revealed a high level of cognitive-affect regulation. The researcher recommends that school heads may provide coaching to teachers in terms of self-blame, acceptance, rumination, and positive refocusing to improve their current level into a very high level.

The study revealed a very high level of classroom proclivity of teachers. The researcher recommends that the District Office may provide technical assistance to teachers to improve their level in Perception about other people.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the well-being of teachers.

REFERENCES

Akfirat, O. N., & Turan, O. (2021). Adapting the Scale of Cognitive Emotion Regulation Strategies for Children to Turkish: Validity and Reliability Studies. *International Online Journal of Education and Teaching*, *8*(2), 904-915.

Alhamdawee, N. O. (2022). Importance of motivation in learning English language. *Humanitarian & Natural Sciences Journal*, *3*(1), 901-910.

Arici-Ozcan, N., Cekici, F., & Arslan, R. (2019). The relationship between resilience and distress tolerance in college students: The mediator role of cognitive flexibility and difficulties in emotion regulation. *International Journal of Educational Methodology*, *5*(4), 525-533.

Bamonti, P., Conti, E., Cavanagh, C., Gerolimatos, L., Gregg, J., Goulet, C., ... & Edelstein, B. (2019). Coping, cognitive emotion regulation, and burnout in long-term care nursing staff: A preliminary study. *Journal of Applied Gerontology*, *38*(1), 92-111.

Barańczuk, U., Zawadzki, B., Kamholz, B. W., Hayes, A. M., & Lawrence, A. (2017). Psychometric properties of a Polish version of the Inventory of Cognitive Affect Regulation Strategies (ICARUS). *Psychological Assessment*, *29*(3), e1.

Bogiannidis, N., Southcott, J., & Gindidis, M. (2022). An Exploration of the Lived Experiences of a Visual Art Teacher in a Smart Classroom. *Contemporary Educational Technology*, *14*(1).

Bowles, D. A., & Pearman, C. J. (Eds.). (2017). *Self-efficacy in action: Tales from the classroom for teaching, learning, and professional development*. Rowman & Littlefield.

Braun, S. S., Schonert-Reichl, K. A., & Roeser, R. W. (2020). Effects of teachers' emotion regulation, burnout, and life satisfaction on student well-being. *Journal of applied developmental psychology*, *69*, 101151.

Brockman, R., Ciarrochi, J., Parker, P., & Kashdan, T. (2017). Emotion regulation strategies in daily life: Mindfulness, cognitive reappraisal and emotion suppression. *Cognitive behaviour therapy*, *46*(2), 91-113.

Byun, E. K., & Yang, H. J. (2020). Effects of ego resilience, cognitive emotion regulation strategies on mental health of nursing students. *The Journal of the Convergence on Culture Technology*, *6*(4), 85-93.

Cai, W. P., Pan, Y., Zhang, S. M., Wei, C., Dong, W., & Deng, G. H. (2017). Relationship between cognitive emotion regulation, social support, resilience and acute stress responses in Chinese soldiers: Exploring multiple mediation model. *Psychiatry research*, *256*, 71-78.

Caldarella, P., Larsen, R. A., Williams, L., & Wills, H. P. (2023). Effects of middle school teachers' praise-to-reprimand ratios on students' classroom behavior. *Journal of Positive Behavior Interventions*, *25*(1), 28-40.

Castellano, E., Muñoz Navarro, R., Toledo, M. S., Spontón, C., & Medrano, L. A. (2019). Cognitive processes of emotional regulation, burnout and work engagement. *Psicothema, 2019, vol. 31, num. 1, p. 73-80*.

Conner, J. O. (2022). Educators' experiences with student voice: How teachers understand, solicit, and use student voice in their classrooms. *Teachers and Teaching*, *28*(1), 12-25.

Cornelius-Ukpepi, B. U., Opuwari, O. S., & Ndifon, R. A. (2020). Teacher Variables and Delinquent Behaviour among Primary School Pupils in Ahoada West Local Government Area of Rivers State, Nigeria. *International Journal of Curriculum and Instruction*, *12*(1), 115-126.

Deck, A. S. (2022). Enhancing Elementary Teacher Practice Through Technological/Engineering Design-Based Learning. In *Applications of Research in Technology Education: Helping Teachers Develop Research-Informed Practice* (pp. 81-97). Singapore: Springer Nature Singapore.

DeJarnette, N. K. (2018). Implementing STEAM in the early childhood classroom. *European Journal of STEM Education*, *3*(3), 18.

Demirtas, O., Hannah, S. T., Gok, K., Arslan, A., & Capar, N. (2017). The moderated influence of ethical leadership, via meaningful work, on followers' engagement, organizational identification, and envy. *Journal of Business Ethics*, *145*, 183-199.

Disonglo, M. P., & Limpot, M. Y. (2023). Digital Literacy, Pedagogical Knowledge, and Research Skill: A Structural Equation Model in Professional Competence of Teachers. *Asian Journal of Education and Social Studies*, *42*(4), 106-123.

Dryman, M. T., & Heimberg, R. G. (2018). Emotion regulation in social anxiety and depression: A systematic review of expressive suppression and cognitive reappraisal. *Clinical psychology review*, *65*, 17-42.

Duran, C. A., & Grissmer, D. W. (2020). Choosing immediate over delayed gratification correlates with better school-related outcomes in a sample of children of color from low-income families. *Developmental psychology*, *56*(6), 1107.

Engen, H. G., & Anderson, M. C. (2018). Memory control: A fundamental mechanism of emotion regulation. *Trends in Cognitive Sciences*, *22*(11), 982-995.

Estaji, M., & Rahimi, A. (2018). Exploring teachers' perception of intercultural communicative competence and their practices for teaching culture in EFL classrooms. *International Journal of Society, Culture & Language*, *6*(2), 1-18.

Fadilah, E., Widiati, U., & Latief, M. A. (2019). Reading Dynamic Patterns of Silence as a Communication Strategy and Impediment in the EFL Classroom Interaction. *International Journal of Instruction*, *12*(4), 183-200.

Fields, D. A., Kafai, Y., Nakajima, T., Goode, J., & Margolis, J. (2018). Putting making into high school computer science classrooms: Promoting equity in teaching and learning with electronic textiles in exploring computer science. *Equity & Excellence in Education*, *51*(1), 21-35.

Fincias, P. T., Sánchez, E. M. T., & Conde, M. J. R. (2018). Experimental evaluation of emotional development programmes for teachers in Secondary Education. *Anales de psicología*, *34*(1), 68-76.

Ganjari, M. G., Khanmohammadzadeh, Z., Nobakht, H., & Kenarsari, H. E. (2020). The role of cognitive emotion regulation strategies, cognitive flexibility, and distress tolerance in death anxiety among women with hypertension: A descriptive correlation study. *Jundishapur Journal of Chronic Disease Care*, *9*(4).

Garnefski, N., & Kraaij, V. (2018). Specificity of relations between adolescents' cognitive emotion regulation strategies and symptoms of depression and anxiety. *Cognition and Emotion*, *32*(7), 1401-1408.

Garrote, A., Felder, F., Krähenmann, H., Schnepel, S., Sermier Dessemontet, R., & Moser Opitz, E. (2020, October). Social acceptance in inclusive classrooms: The role of

teacher attitudes toward inclusion and classroom management. In *Frontiers in Education* (Vol. 5, p. 582873). Frontiers Media SA.

Gedik, S. (2021). Promoting a Traditional Home-School Partnership: A Teacher's Efforts to Involve Families in a Turkish Urban School. *School Community Journal*, *31*(1), 283-312.

Gepila Jr, E. (2020). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research*, *8*(3), 739-746.

Ghorbani, F., Khosravani, V., Bastan, F. S., & Ardakani, R. J. (2017). The alexithymia, emotion regulation, emotion regulation difficulties, positive and negative affects, and suicidal risk in alcohol-dependent outpatients. *Psychiatry research*, *252*, 223-230.

Glazer, J. (2018). Learning from those who no longer teach: Viewing teacher attrition through a resistance lens. *Teaching and Teacher Education*, *74*, 62-71.

Gökçen, G., Arslan, C., & Tras, Z. (2020). Examining the Relationship between Patience, Emotion Regulation Difficulty and Cognitive Flexibility. *Online Submission*, *7*(7), 131-152.

Griffin, D. K. (2022). The Assessment of Preservice Teachers' Dispositions. *Excellence in Education Journal*, *11*(1), 69-87.

Guangbao, F., & Timothy, T. (2021). Investigating the Associations of Constructivist Beliefs and Classroom Climate on Teachers' Self-Efficacy Among Australian Secondary Mathematics Teachers. *Frontiers in Psychology*, *12*, 626271.

Gubler, D. A., Makowski, L. M., Troche, S. J., & Schlegel, K. (2021). Loneliness and well-being during the Covid-19 pandemic: Associations with personality and emotion regulation. *Journal of happiness studies*, *22*, 2323-2342.

Han, J. H., Shubeck, K., Shi, G. H., Hu, X. E., Yang, L., Wang, L. J., ... & Biswas, G. (2021). Teachable Agent Improves Affect Regulation. *Educational Technology & Society*, *24*(3), 194-209.

Harrington, C., Lyken-Segosebe, D., Braxton, J. M., & Nespoli, L. A. (2021). Community college faculty engagement in the scholarship of teaching and learning. *New Directions for Community Colleges*, *2021*(195), 157-173.

Hasking, P., Whitlock, J., Voon, D., & Rose, A. (2017). A cognitive-emotional model of NSSI: Using emotion regulation and cognitive processes to explain why people self-injure. *Cognition and Emotion*, *31*(8), 1543-1556.

Hassenfeld, Z. R. (2017). Teaching sacred texts in the classroom: The pedagogy of transmission and the pedagogy of interpretive facilitation. *Journal of Jewish Education*, *83*(4), 339-366.

Herring, N. (2020). A Study of Self-Regulation in Classroom Teachers. *BU Journal of Graduate Studies in Education*, *12*(1), 4-5.

Herwig, U., Lutz, J., Scherpiet, S., Scheerer, H., Kohlberg, J., Opialla, S., ... & Bruehl, A. B. (2019). Training emotion regulation through real-time fMRI neurofeedback of amygdala activity. *NeuroImage*, *184*, 687-696.

Horwood, S., & Anglim, J. (2021). Emotion regulation difficulties, personality, and problematic smartphone use. *Cyberpsychology, Behavior, and Social Networking*, *24*(4), 275-281.

Housman, D. K. (2017). The importance of emotional competence and self-regulation from birth: A case for the evidence-based emotional cognitive social early learning approach. *International Journal of Child Care and Education Policy*, *11*(1), 1-19.

Huh, H. J., Kim, K. H., Lee, H. K., & Chae, J. H. (2017). The relationship between childhood trauma and the severity of adulthood depression and anxiety symptoms in a clinical sample: The mediating role of cognitive emotion regulation strategies. *Journal of affective disorders*, *213*, 44-50.

Jellison, J. A., Draper, E. A., & Brown, L. S. (2017). Learning together: The instinct to do good and peer-assisted strategies that work. *Music Educators Journal*, *104*(2), 15-20.

Jeon, L., Buettner, C. K., Grant, A. A., & Lang, S. N. (2019). Early childhood teachers' stress and children's social, emotional, and behavioral functioning. *Journal of Applied Developmental Psychology*, *61*, 21-32.

Jones, W. M., Cohen, J. D., Schad, M., Caratachea, M., & Smith, S. (2020). Maker-centered teacher professional development: Examining K-12 teachers' learning experiences in a commercial makerspace. *TechTrends*, *64*, 37-49.

Junker, R., Gold, B., & Holodynski, M. (2021). Classroom management of pre-service and beginning teachers: From dispositions to performance. *International Journal of Modern Education Studies*, *5*(2), 339-363.

Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. (2020). The influence of principal's leadership, academic supervision, and professional competence toward teachers' performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, *20*(1), 156-164.

Kazu, İ. Y., & Kurtoğlu, C. (2022). An investigation of secondary school teachers' flipped classroom readiness. *South African Journal of Education*, *42*(1).

Klemanski, D. H., Curtiss, J., McLaughlin, K. A., & Nolen-Hoeksema, S. (2017). Emotion regulation and the transdiagnostic role of repetitive negative thinking in adolescents with social anxiety and depression. *Cognitive therapy and research*, *41*, 206-219.

Korpela, K. M., Pasanen, T., Repo, V., Hartig, T., Staats, H., Mason, M., ... & Ward Thompson, C. (2018). Environmental strategies of affect regulation and their associations with subjective well-being. *Frontiers in Psychology*, *9*, 562.

KOZAN, H. İ. Ö., BALOĞLU, M., & KESİCİ, Ş. (2019). The Associaton between Cognitive-Emotion Regulation and Emotion Management. *Sakarya University Journal of Education*, *9*(3), 495-505.

Kraaij, V., & Garnefski, N. (2019). The behavioral emotion regulation questionnaire: development, psychometric properties and relationships with emotional problems and the cognitive emotion regulation questionnaire. *Personality and Individual Differences*, *137*, 56-61.

Lambert, H. K., King, K. M., Monahan, K. C., & McLaughlin, K. A. (2017). Differential associations of threat and deprivation with emotion regulation and cognitive control in adolescence. *Development and psychopathology*, *29*(3), 929-940.

Lambert, K., Wright, P., Currie, J., & Pascoe, R. (2017). Desiring machines and nomad spaces: Neoliberalism, performativity and becoming in senior secondary drama classrooms. *Discourse: Studies in the Cultural Politics of Education*, *38*(2), 197-208.

Leighton, J. P., Guo, Q., & Tang, W. (2022). Measuring preservice teachers' attitudes towards mistakes in learning environments. *Learning Environments Research*, 1-18.

Li, L., & Yang, S. (2021). Exploring the Influence of Teacher-Student Interaction on University Students' Self-Efficacy in the Flipped Classroom. *Journal of Education and Learning*, *10*(2), 84-90.

Loeffler, L. A. K., Satterthwaite, T. D., Habel, U., Schneider, F., Radke, S., & Derntl, B. (2019). Attention control and its emotion-specific association with cognitive emotion regulation in depression. *Brain imaging and behavior*, *13*, 1766-1779.

Longhurst, M. L., Jones, S. H., & Campbell, T. (2017). Factors influencing teacher appropriation of professional learning focused on the use of technology in science classrooms. *Teacher Development*, *21*(3), 365-387.

Loughland, T., & Alonzo, D. (2019). Teacher adaptive practices: A key factor in teachers' implementation of assessment for learning. *Australian Journal of Teacher Education (Online)*, *44*(7), 18-30.

Ludwig, L., Werner, D., & Lincoln, T. M. (2019). The relevance of cognitive emotion regulation to psychotic symptoms–a systematic review and meta-analysis. *Clinical psychology review*, *72*, 101746.

Macías-Guillén, A., Díez, R. M., Serrano-Luján, L., & Borrás-Gené, O. (2021). Educational hall escape: increasing motivation and raising emotions in higher education students. *Education Sciences*, *11*(9), 527.

Marco-Bujosa, L. M., McNeill, K. L., González-Howard, M., & Loper, S. (2017). An exploration of teacher learning from an educative reform-oriented science curriculum: Case studies of teacher curriculum use. *Journal of Research in Science Teaching*, *54*(2), 141-168.

Márquez Aponte, E. (2020). Trauma-Informed Strategies to Support Complexly Traumatized Adolescents in Schools in the Time of the COVID-19 Pandemic. *Theory in Action*, *13*(3).

Mburu, J. (2022). "All Children Matter": A Preservice Teacher's Understanding and Practice of Culturally Responsive Teaching in a Third-Grade Mathematics Classroom. *International Journal of Multicultural Education*, *24*(1), 27-46.

McRae, K., & Gross, J. J. (2020). Emotion regulation. *Emotion*, *20*(1), 1.

Minalla, A. A. (2022). From EFL Teachers' Perspective: Impact of EFL Learners' Demotivation on Interactive Learning Situations at EFL Classroom Contexts. *English Language Teaching*, *15*(3), 1-8.

Moodie, C. A., Suri, G., Goerlitz, D. S., Mateen, M. A., Sheppes, G., McRae, K., ... & Gross, J. J. (2020). The neural bases of cognitive emotion regulation: The roles of strategy and intensity. *Cognitive, Affective, & Behavioral Neuroscience*, *20*, 387-407.

Naragon-Gainey, K., McMahon, T. P., & Chacko, T. P. (2017). The structure of common emotion regulation strategies: A meta-analytic examination. *Psychological bulletin*, *143*(4), 384.

Öner, S. (2018). Neural substrates of cognitive emotion regulation: a brief review. *Psychiatry and Clinical Psychopharmacology*, *28*(1), 91-96.

Ozturk, N. (2020). The instrument of teaching metacognition in reading classrooms: The ITMR. *International Journal of Assessment Tools in Education*, *7*(3), 305-322.

Pearman, C., Bowles, F., & Polka, W. (2021). Teacher educator perceptions of characteristics of self-efficacy. *Critical Questions in Education*, *12*(1), 81-99.

Pishghadam, R., Derakhshan, A., & Zhaleh, K. (2019). The interplay of teacher success, credibility, and stroke with respect to EFL students' willingness to attend classes. *Polish Psychological Bulletin*, *50*(4), 284-292.

Pruessner, L., Barnow, S., Holt, D. V., Joormann, J., & Schulze, K. (2020). A cognitive control framework for understanding emotion regulation flexibility. *Emotion*, *20*(1), 21.

Purnamaningsih, E. H. (2017). Personality and emotion regulation strategies. *International Journal of Psychological Research*, *10*(1), 53-60.

Rahmati Arani, F., & Saber, S. (2017). Comparison of cognitive emotion regulation and resiliency in students addicted to the internet and normal students. *Journal Of Applied Psychology*, *11*(1), 579-596.

Rajabiyan Dehzireh, M., Dortaj, F., Pourroostaei Ardakani, S., & Esmaeili Gojar, S. (2019). The Effect of the use instructional computer games on cognitive emotion regulation and students' Mindfulness. *Technology of Education Journal (TEJ)*, *13*(3), 521-535.

Rashid, S., & Qaisar, S. (2017). Role Play: A Productive Teaching Strategy to Promote Critical Thinking. *Bulletin of Education and Research*, *39*(2), 197-213.

Rolle-Greenidge, G., & Walcott, P. (2020). Assessing the Attitudes of Dominican Primary School Teachers toward the Integration of ICT in the Classroom. *International Journal of Education and Development using Information and Communication Technology*, *16*(2), 84-96.

Roose, I., Vantieghem, W., Vanderlinde, R., & Van Avermaet, P. (2019). Beliefs as filters for comparing inclusive classroom situations. Connecting teachers' beliefs about teaching diverse learners to their noticing of inclusive classroom characteristics in videoclips. *Contemporary Educational Psychology*, *56*, 140-151.

Roose, I., Vantieghem, W., Vanderlinde, R., & Van Avermaet, P. (2019). Beliefs as filters for comparing inclusive classroom situations. Connecting teachers' beliefs about teaching diverse learners to their noticing of inclusive classroom characteristics in videoclips. *Contemporary Educational Psychology*, *56*, 140-151.

Salehi, A. (2017). The role of cognitive emotion regulation strategies in the prediction of depression. *Knowledge & Research in applied psychology*, *16*(1), 108-117.

Schweizer, S., Gotlib, I. H., & Blakemore, S. J. (2020). The role of affective control in emotion regulation during adolescence. *Emotion*, *20*(1), 80.

Seay, D. (2021). An Examination of the Correlation between a Teacher Candidate's Disposition Assessment from the College Supervisor and the Cooperating Teacher during Student Teaching. *Educational Research: Theory and Practice*, *32*(1), 48-53.

Shanks, R. (2017). Mentoring beginning teachers: professional learning for mentees and mentors. *International Journal of Mentoring and Coaching in Education*.

Shultz, R. M. (2020). Teacher Candidates' Dispositions toward English Learners: The Impact of Field Experiences. *AILACTE Journal*, *17*, 67-89.

Smala, S., Gillies, R., McLay, K., & Nguyen, H. (2021). Second language teachers' perceptions of their pedagogical practices, collaborations, and relationships with other teachers through professional development. *Australian Journal of Teacher Education (Online)*, *46*(9), 39-54.

Sundaram, B. V., Kellam, N. N., & Jordan, S. S. (2021, July). Understanding the perspectives of empathy among engineering faculty members. In *2021 ASEE Virtual Annual Conference Content Access*.

Tas, S. (2017). According to candidate teachers views classroom management problems of teachers in traditional and technology-supported classrooms. *Universal Journal of Educational Research*, *5*(11), 2005-2015.

Thornberg, R., Wänström, L., & Jungert, T. (2018). Authoritative classroom climate and its relations to bullying victimization and bystander behaviors. *School Psychology International*, *39*(6), 663-680.

Ursu, A., & Măirean, C. (2022). Cognitive Emotion Regulation Strategies as Mediators between Resilience and Stress during COVID-19 Pandemic. *International Journal of Environmental Research and Public Health*, *19*(19), 12631.

Van Beveren, M. L., Goossens, L., Volkaert, B., Grassmann, C., Wante, L., Vandeweghe, L., ... & Braet, C. (2019). How do I feel right now? Emotional awareness, emotion regulation, and depressive symptoms in youth. *European child & adolescent psychiatry*, *28*, 389-398.

Verschueren, M., Claes, L., Palmeroni, N., Raemen, L., Buelens, T., Moons, P., & Luyckx, K. (2021). Identity functioning and eating disorder symptomatology: The role of cognitive emotion regulation strategies. *Frontiers in psychology*, 1855.

Wang, Y. (2021). *Common and distinct behavioral and neurophysiological mechanisms in experiential and cognitive emotion regulation* (Doctoral dissertation, Ghent University).

Waterworth, P. (2020). Creating Joyful Learning within a Democratic Classroom. *Journal of Teaching and Learning in Elementary Education (Jtlee)*, *3*(2), 109-116.

Yang, X., Kaiser, G., König, J., & Blömeke, S. (2019). Professional noticing of mathematics teachers: A comparative study between Germany and China. *International Journal of Science and Mathematics Education*, *17*, 943-963.

Yazicioglu, T., & Aktepe, V. (2022). Identifying the Values to Be Acquired by the Students in Inclusive Classrooms Based on the Views of the Classroom Teachers. *International Journal of Progressive Education*, *18*(1), 52-64.