

EMOTIONAL SCHEMA AND CONSTRUCT AS PREDICTORS OF TEACHERS' BEHAVIOR: A CONVERGENT DESIGN

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ABSTRACT

This study investigates the emotional schema and construct as predictors of teacher's behavior in the selected public schools in President Roxas, North Cotabato Division. The design of this study was a convergent design where data was collected and analyzed using quantitative and qualitative tools. 300 respondents were employed to survey questionnaires, 10 respondents from the in-depth interview and 7 respondents from focus group discussion. Of the quantitative strands, the data was collected and interpreted using statistical treatment. It was found out the level of emotional schema and construct as predictors of teacher's behavior were very high. Results from the correlation analysis revealed that there was significant relationship between emotional schema and construct as predictors of teacher's behavior. Of the qualitative strands, results obtained from the transcribed in-depth interview and focus group discussions were gathered and analyzed using thematic synthesis. The themes that emerge from the qualitative questionnaires on the lived experiences of teachers pertaining to teachers' emotional behavior are Emotional Interpretation, Organization of Thoughts, Self-awareness, Self-composed, Empathic Communication, Teacher's Emotional Responses, Negative Lived Experiences, Emotional sentiments. Upon the merging of salient data integration, it was shown that there was corroboration that was satisfied on the merging and converging of data. Therefore, it is concluded that for students to grow socially and emotionally, teachers must be able to teach them in new ways that lead to positive learning outcomes.

Keyword: *Teachers Emotional Construct, Emotional Schema, Salient Data, Sobel Test President Roxas.*

INTRODUCTION

The number of research examining the mental health of educators has grown in recent years. Despite this, Western countries have largely monopolized the scholarly literature on the topic of teachers' emotions. To influence teacher education and assessment policies and practices, academics, educators, and policymakers need access to a critical mass of factual research done within locations such as these. Nonetheless, the research also found that **94%** of educators had a dim view of their own emotional conduct. Furthermore, the social-cultural context, which may act as a mediator or filter again for transmission of ideas and practices throughout the world, leading to their acceptance, adaptation, or rejection, is often overlooked in globalization in instructional teacher research, particularly teachers' emotional construct (Adeyemo, 2020).

The emotional behavior of educators is also a hot topic of research right now for a number of reasons. The first is that the mental health of teachers is vital in light of the rising teacher turnover rate. Studies have shown that educators are more likely to feel sad than cheerful. Many teachers reported feeling inadequate, having failed, and resenting their students when asked to assess their own teaching performance. Inability to deal with stress and negative emotions is a major factor in teachers leaving the profession (Adu & Olatundun, 2019).

Furthermore, stress and emotional regulation issues remain the top reasons of teachers leaving the field. It was also said that many teachers leave the profession because they are "neither advised nor prepared" for the emotional exhaustion of teaching. Researchers have

studied stress and burnout, educator happiness, and teacher resilience to get a deeper understanding of teacher turnover. According to studies on teacher resilience, a teacher's ability to thrive in their career is heavily influenced by their emotional well-being (Akinsolu, 2020).

Research on teachers' feelings has been sparse until recently, when Ali. S. (2019) provided a survey of the field. Since then, the field has progressively expanded, with a number of distinct approaches. Teachers have emphasized emotional literacy and peer assistance again. Scholars have stressed the significance of this requirement, arguing that teachers lack the necessary preparation and support from initial teacher training and development programs to deal with emotional problems in their personal and work lives, as well as closeness and conflict with students. Therefore, it seems to be both necessary and vital to establish a body of information on teachers' emotions in Asia (Gravestock et al., 2021).

More than that, a global knowledge on teacher emotional behavior would allow for a more nuanced understanding of how educators meet the emotional construct and constructs for dealing with their emotions, how well these emotions affect others across different organisational and sociocultural situations, and how research can aid various stakeholders. In order to develop learning and paradigm changes in thinking, it is required to persist in researching a research topic via a combination of extensive empirical and theoretical programming studies (Olaleye, 2021).

In light of this, the study's overarching goal is to inquire into educators' conduct through the emotional schema and emotional construct of educators.

FRAMEWORK

This study is anchored on two of B.F. Skinner's (1906) most important models in behavior theory are classical conditioning and operant conditioning It's for this reason that the term "operant conditioning" or "instrumental conditioning" is sometimes used interchangeably. The theories of B.F. Skinner, the fundamental architect of operant conditioning, were derived from parallels between the work of E.L. Thorndike and Skinner (1906). The theory of Operant conditioning has been implemented at several pedagogical levels. As a widely accepted theory, behaviorism (also known as the "behavioral learning hypothesis") is concerned with the ways in which young children acquire knowledge. All human conduct, according to a central principle of behaviorism, is learned via experience. In this theory of learning, it is said that behaviors are learned from the environment and that the intrinsic or hereditary characteristics have a little effect on behavior.

METHODS

Research Design

This work uses a descriptive approach to research in an effort to describe the current condition of a variable. A hypothesis is developed by the researcher after data collection has taken place. Analysis and synthesis of the data are used to verify the hypothesis. Moreover, a convergent research strategy was used to get a more holistic understanding of the topic, this technique collects qualitative and quantitative data concurrently before combining the two sets of findings (Cresswell, 2013). The purpose of this process is to verify, cross-validate, and confirm results. By highlighting the advantages of another method, it is utilized to make up for the drawbacks of the first (Creswell, 2013).

Respondents

As part of this study, 300 participants from the President Roxas Division of North Cotabato School of Teachers will be selected at random in 2022-2023. A random sampling method would be used to collect data. There are several methods for collecting samples. Focusing on random samples, which are selected at random from the whole, is our main goal here. Before each draw, the components of the population are thoroughly mixed to guarantee that every member of the population has an equal chance of being selected. Intentionally crafted to seem like a real political party. It is considered rational since every member of the population has an equal shot at getting selected. Additionally, 17 educators will be selected using a systematic random selection process. We conducted in-depth interviews with 10 educators and focus groups with 7.

Instruments

During the quantitative part of the study, the researcher gave out a standard questionnaire to get the necessary data for analysis and interpretation. During the qualitative phase, the researcher also made an interview guide in the form of a questionnaire. After the questionnaire was used to do the research, it was checked by the research committee. The first part of the questionnaire was sought to answer the level of Teachers' emotional behavior in terms of Self-management, Relationship management, and responsible decision-making. The researcher modified and adopted the survey questionnaire from the study of Poulou (2021). The second part of the questionnaire was sought to determine the level of Teachers' emotional schema in terms of self-awareness, social-awareness, and self-management. The researcher modified and adopted the survey questionnaire from the study of Schutz (2022). The third part of questionnaire was adopted from Zembylas (2019). This seeks to determine the level of Teachers' emotional construct in terms of understanding oneself, self-reliance, and self-perspective.

Statistical Tools

Frequency count, percentages, and weighted mean were used to determine the indicators of the teachers' personality traits, consciousness quotient and self-esteem. Pearson-R was utilized to determine the extent to which respondents' responses on teachers' emotional behavior, emotional schema, and emotional construct are related. While regression analysis was used to analyze the significant influence of the variables as the predictors of the independent and dependent variables. Moreover, the Zobel Test was used to determine the significant relationship of mediating variable between independent and dependent variables. Lastly, thematic analysis was utilized to analyze the notes obtained from in-depth interviews and focus groups. This approach focuses on identifying, analyzing, and recording patterns in data. Patterns in data sets are important to the description of a phenomenon and are linked to a specific research question are called themes (Boyatzis, 1998)

RESULTS AND DISCUSSION QUANTITATIVE STRAND

Teacher's Emotional Behavior

Table 1 shows the High Level of Teachers' Emotional Behavior. The variable Teachers' Emotional Behavior contains three indicators namely emotional management, relationship management, and responsible decision-making obtained the overall mean score of 4.36 and standard deviation of .375 which reflected the consistency of the responses of the participants.

The results indicate that teachers' personal lives have a significant impact on their careers and the well-being of their classrooms, as do the teachers' personal lives on the motivation, emotions, and rounded growth of their students. In addition to the more obvious gains, such as experiencing relief from uncomfortable emotions, developing effective emotional regulation skills has been linked to increased happiness and success in the workplace, better interpersonal relationships, and even improved physical health.

A study testified that teachers' professional lives benefit from their ability to recognize and appreciate oneself considering their experiences, understandings, interpretations, and positions within the teaching profession (Babad, 2019).

This implies that stronger students' social and emotional growth occurs when they have a good rapport with their instructor. These children also have a higher potential for learning and academic success. When an educator and a pupil have a great relationship, the student feels safe enough to take social and academic that may pay off in the long run. There is a direct correlation between a teacher's attitude and the achievement of their pupils.

The study of Olaleye (2021), To be happy and to experience life to its fullest, human connection is essential especially for teachers and students. Treat every student with dignity and compassion, and never tolerate bullying or rude behavior from your students. It is also their responsibility to provide a setting where all kids may feel safe and accepted.

The result indicates that the capacity to make good decisions and take control of one's actions is developed via practicing responsible decision making. When teachers are able to help their pupils work through challenges, it boosts their students' self-esteem and promotes a sense of accomplishment.

Table 1
Level of Teacher's Emotional Behavior

Indicators	Mean	Std. Deviation	Interpretation
Emotional Management	4.32	.448	High
Relationship management	4.37	.409	High
Responsible Decision-making	4.38	.436	High
Overall Mean	4.36	.375	High Level of Teacher's Emotional Behavior

Teachers' Emotional Schema

Table 2 shows the level of Teachers' Emotional Schema. The teachers' Teachers' Emotional Schema contains three indicators namely Self-Awareness, Social Awareness, and Self-Management. This variable obtained the overall mean score of 4.33 and standard deviation of 0.376 which reflects the consistency of the responses of the participants.

This imply that teachers understand why and what they need to do and using such knowledge, teachers may evaluate the student's conduct in class. Teachers who are comfortable with their subjects and methods are more likely to help their pupils make effective use of and take pleasure in their educational opportunities.

Moreover, Hattie (2021) asserted that teacher who make deliberate, continuing efforts to improve their own self-awareness tend to be more successful and happier in their work. Educators' capacity to understand the impact of pupils' feelings and ideas on their actions and to evaluate those effects fairly. Teachers who are self-aware can see how their own emotions, attitudes, and actions shape their relationships with pupils.

The findings of the study imply that an educator can grow as a person and as a professional by developing their social awareness and emotional intelligence. The teachers' ability to interact with students will also benefit from this. Emotions have been shown to have a direct impact on students' motivation, dedication, and graduation rates. Motivating pupils to make plans and solve problems might help them adapt to or manage challenging situations.

Howard (2022), highlighted that instilling trustworthy connections with students by displays of warmth, compassion, and respect is one way in which educators foster students' social development. Using tactics that have been shown to effectively educate, model, and reinforce desirable behaviors, educators may proactively cultivate and improve students' proficiency in these areas.

The results indicates that the teacher's ability to manage one's own time is crucial to successful education. Teachers and students alike will reap the benefits of increased structure, precision, openness, and introspection.

Thus, the findings of the study are supported by Wirth & Perkins (2019). They pointed out that teachers who are healthy and happy are more likely to feel competent in their roles and satisfied with their careers. They also tend to report higher levels of intrinsic motivation and dedication to their careers. it is essential for teachers to be able to self-manage to provide their students with a good and efficient education.

Table 2
Level of Teachers' Emotional Schema

Indicators	Mean	Std. Deviation	Interpretation
Self-Awareness	4.39	.537	High
Social Awareness	4.30	.449	High
Self-Management	4.30	.458	High
Overall Mean	4.33	.376	High Level of Teachers' Emotional Schema

Teachers' Emotional Construct

Table 3 shows the high level of teachers' emotional construct. The variable assessment of teachers' emotional construct contains three indicators namely understanding oneself, self-reliance, and self-perspective obtained the overall mean score of 4.39 and standard deviation of .367 which reflected the consistency of the responses of the participants.

The statements of the participants imply that teacher's personal feelings have a significant impact on their own growth and happiness, as well as on their students' engagement, emotions, and overall growth as learners. Maintaining one's own mental health is seen as a vital asset for educators who need to deal with the stresses of the classroom. They could help

students deal with and recover more quickly from stressful situations in the classroom, such as interruptions.

The implication of the study is supported by Perez (2021). They emphasized that they need to be able to connect with students on a personal level, listen carefully to their concerns, and offer constructive feedback. Their interactions with other adults, such as coworkers and parents, can also teach students valuable lessons. Emotional support is helpful in reducing psychological distress in general, but especially during times of stress.

The results indicate that teachers have access to a wealth of resources that can be organized to help their students and even themselves to become more self-reliant. Every time a group of teachers collaborates, observes one another, or provides any kind of assistance, they are fostering the conditions for students to become more independent. It liberated its teachers so they could rely on themselves to advance and reach their full potential.

The study highlighted that every new competency pupils acquire broadens their potential for growth. As educators take on greater responsibility and impart more knowledge, their pupils recognize and appreciate them more. That is to say, if you can help your pupils learn more, they will have a higher opinion of your teaching skills.

This highlights teachers' self-perspective, defined as their confidence in their own abilities to successfully complete the duties, responsibilities, and challenges of their jobs, is a significant factor in shaping both student achievement and teachers' own sense of satisfaction at work.

The implication of the study is supported by White (2021). Teachers have the knowledge and skills to provide students with innovative approaches to learning that lead to improved outcomes, making this a crucial component of fostering students' social and emotional development.

Table 3
Teacher's Emotional Construct

Indicators	Mean	Std. Deviation	Interpretation
Understanding oneself	4.41	.411	High
Self-reliance	4.35	.402	High
Self-perspective	4.41	.418	High
Overall Mean	4.39	.367	High Level of Teachers' Emotional Construct

Relationship between the Variables

Table 4 presents the results of correlational analysis of the variables between Teachers' Emotional Behavior and Teachers' Emotional Schema, Teachers' Emotional Behavior and Teachers' Emotional Construct, Teachers' Emotional Schema and Teachers' Emotional Construct. The result indicates that these variables have a significant relationship with each other.

Particularly, the reported results demonstrate that the correlation between teachers' emotional behavior and teachers' emotional schema yielded a p value of .000, which is less than the 0.05 level of confidence, indicating that a correlation can be inferred between the two variables is high. With a modest degree of correlation ($r=.686$), the null hypothesis "There is no

significant association between teachers' emotional behavior and teachers' emotional schema " is consequently rejected.

The implication of the study is supported by Berliner (2021). Since teachers' emotional actions may affect burnout, work satisfaction, and even the choice to quit the profession altogether, understanding how these factors interact is important for everyone's well-being. As a conclusion, it seems that teachers' feelings are linked to factors in their motivation, such as their level of job engagement or their confidence in their own abilities as educators. Teachers build and improve their emotional well-being as they form the emotional schemas of their pupils. The capacity to perceive, comprehend, and control one's emotions is the cornerstone of fostering emotional equilibrium within a group, and teachers play a vital role as the leader of their pupils.

Moreover, it was revealed the result of correlation analysis that the reported results demonstrated that the correlation between Teachers' Emotional Behavior and Teachers' Emotional Construct yielded a p value of .000 which is less than the 0.05 level of confidence, indicating that a correlation can be inferred between the two variables is high. Thus, the null hypothesis which states that "*There is no significant relationship between Teachers' Emotional Behavior and Teachers' Emotional Construct*" is therefore rejected with a high degree of correlation ($r=.729$).

The findings of the study is supported by Murray (2020). Emotional behavior among educators is valued because it helps educators reflect with the personal and social stresses of teaching and fosters healthy connections with their students. As a result, this is critical for the success of students, instructors, and the overall productivity of the classroom which shapes or constructs their overall emotional and mental state. Teachers' emotions may be influenced in two ways: first, by their actions, which guide their attention, assessment, and mental state; second, by their emotions, which provide insight into teachers' satisfaction and resolve.

Furthermore, from the result presented, it shows that the correlation between Teachers' Emotional Schema and Teachers' Emotional Construct revealed a p value of .000 which is less than the value of 0.05 level of confidence which indicates that there is a relationship that can be drawn from the two variables indicated. Thus, the null hypothesis which states that "*There is no significant relationship between Teachers' Emotional Schema and Teachers' Emotional Construct*" is therefore rejected with a moderate degree of correlation ($r=.670$).

The results of the study are supported by Horn & Kane (2021). They highlighted the significance of instructors' emotional schema in fostering the development of their emotional construct. Professional growth and students' academic progress are both aided by teachers' emotional frameworks, which in turn affect the instructors' attitudes, behaviors, communications, objectives, and classroom methods. As a result, the significance of teachers' feelings in enhancing their personal lives and professional teaching in the classroom cannot be overstated.

Table 4
Relationship between the Variables

VARIABLES	R	p-value	Remarks
Teachers' Emotional Behavior and Teachers' Emotional Schema	.686**	.000	Significant
Teachers' Emotional Behavior and Teachers' Emotional Construct	.729**	.000	Significant
Teachers' Emotional Schema and Teachers' Emotional Construct	.670**	.000	Significant

*Significant at .05 level

Predictors of Teachers' Emotional Construct

Table 5 revealed the results of regression analysis that teachers' emotional schema and teachers' emotional behavior has significant influence on teachers' emotional construct as reinforced by the magnitude with their respective p-value which is all less than 0.05. It was revealed that teachers' emotional schema ($r=.14$, $p<0.05$) is the best predictor of teachers' emotional construct. Thus, it was revealed that in every increase of a single unit in teachers' emotional schema, an increase of .303 in teachers' emotional construct can be expected.

The findings of the study are corroborated by Ali (2019). They emphasized the importance of teachers' emotional schema in promoting teachers' emotional construct. Teachers who can better read and manage their own and their students' emotions are more likely to succeed in establishing and maintaining meaningful connections. By incorporating the development of students' social and emotional competencies into established learning objectives, instructors may better assist their students in becoming self-aware, as well as more empathetic toward the experiences of their peers.

Moreover, teachers' emotional behavior ($r= .498$, $p< 0.05$) is also the predictor of teachers' emotional construct. Thus, it was revealed that in every increase of a single unit in teachers' emotional behavior, an increase of .468 in teachers' emotional construct can be expected.

The findings of the study are supported by Urhahne (2019). They emphasized that emotional construct is enhanced by teachers' emotional behavior. This means that the way teachers express their feelings has long been recognized as a promising avenue for enhancing teaching methods, institutional conditions, and the quality of education students receive. Teachers have a special responsibility as role models, so it's important that they adhere to a code of ethics. This guarantees that each and every student receives an education that is free from bias, dishonesty, and concession.

Furthermore, the model explains that 26.7 % of the variance between the teachers' emotional schema and teachers' emotional behavior on teachers' emotional construct. This shows that the remaining 73.3 % of the variance of the variables can be attributed to other factors aside from the recognized variables.

Table 5
Influence of Teachers' Emotional Schema and Teachers' Emotional Behavior on Teachers' Emotional Construct

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	.862	.174		4.962	.000	
Teachers' Emotional Schema	.314	.050	.322	6.265	.000	Significant
Teachers' Emotional Behavior	.498	.050	.508	9.905	.000	Significant

Note: $R=.516^a$, $R\text{-square}=.267$, $F=44.718$, $P>.05$

Mediating Effect of Teachers' Emotional Behavior between Teachers' Emotional Schema and Teachers' Emotional Construct.

Table 6 shows the use of Medgraph involving Sobel Test provides analysis on the significance of mediation effect. Hence, it can determine whether the mediation is full or partial. As can be gleaned in figure, the direct effect of Teachers' Emotional Behavior on Teachers' Emotional Schema is decreased from beta of .729 to .322 when mediator variable was placed in the relationship model. Since the direct effect of teachers' emotional behavior between teachers' emotional schema is no longer significant, it would imply a partial mediation.

Meanwhile, the Sobel's test denotes that there is a significant mediation that take place in the model (4.435631 $p = < 9.0E-6$). Since it is partial mediation, it could totally claim that teacher's emotional behavior is the reason how teachers' emotional schema can influence teachers' emotional construct. This indicates that teacher's emotional behavior is a contributory factor on how teachers' emotional schema affects teacher's emotional construct.

On the other hand, the effect size ($\beta=.348$) measure how much of the effect of teachers competencies (IV) on teachers professional development (DV) can be attributed to the indirect path (IV to MV to DV). The total effect ($\beta=.729$) is the summation of both direct effect and indirect effect. The direct effect ($\beta=.322$) is the size of correlation between teachers' emotional schema (IV) and teachers emotional construct (DV) with Teachers' Emotional Behavior (MV) included in the regression.

The indirect to total ratio index reveal an R-square of .0000. This means that about 100 percent of the total effect of IV on the DV goes through MV, and zero percent of the total effect is either direct or mediated by other variables not included in the model.

Table 6
Type of Mediation Used

Type of Mediation	Significant	
Sobel z-value	4.435631	$p = 9.0E-6$
	95% Symmetrical Confidence Interval	
	Lower	.23959
	Higher	.61896
Unstandardized indirect effect	a*b	.42928
	se	.09678
Effective Size Measures		
<u>Standardized</u>		
<u>Coefficients</u>		R2 Measures (Variance)
Total:	.729	.450
Direct:	.322	0000
Indirect:	.348	.450
Indirect to Total ratio:	.478	0000

QUALITATIVE STRAND

This part obtained the results from the qualitative data in analyzing the Emotional Schema and Construct as Predictors of Teacher's Behavior.

Essential themes that Emerged from Lived Experiences of Teachers' Pertaining to Emotional Schema and Construct as Predictors of Teacher's Behavior.

This section discusses eight main themes that arose from the in-depth interviews and focus group discussions with the participants. Table 1 depicts these themes as the respondents' assessment in analyzing the dimensions of Teachers' Pertaining to Emotional Schema and Construct as Predictors of Teacher's Behavior such as: Emotional Interpretation, Organization of Thoughts, Self-awareness, Self-composed, Empathic Communication, Teacher's Emotional Responses, Negative Lived Experiences, Emotional Expression.

Emotional Interpretation. Enshrining emotional and social skills as important to the learning system requires teachers to be able to educate students toward recognizing and controlling emotions and creating a curiosity in the emotions of others.

The role of emotional schema in teachers' behavior is that through emotional schema, teachers could interpret and respond appropriately to their own behavior and the different behavior of their pupils. (IDI_P1)

The role of emotional schema in teachers' behavior is to interpret, perceive, evaluate emotions and the emotion of others. (IDI_P3)

Emotional schema plays an important role in teachers' behavior because it helps us organize and interpret our experiences. Encourage our pupils to be active, to be imaginative, to organize knowledge and guide to help them understand how things work. (FGD_P3)

The statements of the participants imply that Teachers and caregivers boost children's social and emotional wellness through building trustworthy relationships. Teachers may teach, model, and encourage positive behaviors using evidence-based tactics.

The statements of the participants is aligned to the ideas of Uitto et al., (2016). Understanding instructional encounters requires an awareness of emotional states. Scientists have shown that students are more inspired by professors who exhibit good emotions. Research suggests that students' success in the classroom, their overall happiness, and their growth in a variety of areas are all influenced by instructors' feelings and interactions with them. Since children are the intended targets of teachers' interactional behaviors and since interactions with students are often fraught with emotion, several elements have been investigated to understand the impact of teachers' expressive facial expressions on their pupils.

Organization of Thoughts. It is crucial to evaluate the effectiveness of all instructors to guarantee that children get the finest education possible. In the field of education, organizational behavior is helpful in developing a standard for evaluating staff members on an even playing field.

The role of emotional schema in teachers' behavior is that through emotional schema, teachers could interpret and respond appropriately to their own behavior and the different behavior of their pupils. (IDI_P1)

The role of emotional schema in teachers behavior is to interpret, perceive, evaluate emotions and the emotion of others. (IDI_P3)

Emotional schema plays an important role in teachers' behavior because it helps us organize and interpret our experiences. Encourage our pupils to be active, to be imaginative, to organize knowledge and guide to help them understand how things work. (FGDD_P1)

The comments made by the participants gave the impression that Thinking is a necessary mental activity. It helps with the thinking, learning, reflecting, and creative processes, as well as the interpretation and structuring of experiences.

Thus, the ideas of the participants are supported by Baker & Siebert (2018). Due to a number of factors, including a lack of experience and training, some first-year educators find it difficult to maintain order in the classroom. Many first-year teachers report feeling unprepared and receiving little support as they try to establish order and manage students' behaviors in their classrooms, despite the widespread agreement among educators that doing so is essential to students' academic success.

Self-awareness. Insight into one's own character may have a positive influence on both a teacher's professional success and their own well-being in the classroom. Mistakes are inevitable for educators who are eager to try something new.

The emotional management of a problematic group starts with the management of the teacher's own emotions. Teachers don't turn into machines when they enter the classroom, nor do they leave their emotions outside the door. They teach with their own dreams, but also with their own worries. I believe teachers must be emotionally healthy set aside the problems at home to school. (IDI_P2)

Use your past experiences in order to correct or improve your emotional construct, express both your positive and negative emotions with significant others. Get reinforcement rather than retaining your emotions. (IDI_P4)

Through self-awareness and improve God fearing and loving workplace for healthy worklife. (FGD_P3)

The statements of the participants imply that Teachers who are in tune with themselves may see the ways in which their own feelings, perspectives, and behaviors influence their relationships with pupils. Having a more thorough view of one's own emotional processes and behaviors may help one better understand the effect they make on their pupils and how their actions affect them.

The statements of the participants are aligned to the ideas of Borko & Niles (2020). He said that often the lofty standards set for college professors by society run counter to the realities they face. Self-awareness as a professional is a necessary skill in today's universities. Knowing one's own motivations, perspectives, biases, assumptions, and emotions is a crucial skill for educators. Teachers who are professionally self-aware ask themselves. Knowledge of one's field of expertise facilitates both critical analysis and an understanding of the field at large.

Self-composed. It's unprofessional to lose your cool and reply angrily or emotionally, and it'll make your pupils less likely to respect you as a professor if they see you go to their level. If people stop listening to you, you cease to have any influence or authority over them.

The aspect of my behavior that needs to be improved is the impatience sometimes to my pupils and the long tolerance that I gave to my pupils in doing inappropriate behavior in class. (IDI_P1)

I need to provide a calm environment and focus on assisting pupils rather than disciplining. (IDI_P4)

Patient and self-control when the situation is in trouble. (FGD_P1)

The remarks of the participants imply that Teachers' capacity for patience is important to the achievement of their pupils in the classroom. We must be cautious not to let impatience become our default mode of action, since it is the adversary of clear thinking and the kryptonite of heroic instruction.

The remarks of the participants are supported by Eisenhart (2020). Educators' overall conceptions of, and faith in, their own professional talents, have been the focus of research by a number of writers. Considering the importance of good pedagogical communication to student learning, teachers' perceptions of their own communication abilities play a significant role in shaping their sense of professional identity.

Empathic Communication. Teachers who can empathize with their students are better able to understand what drives their students and design interventions that will have a lasting impact. In the same way, it may strengthen your relationship as a whole as you both go through tough circumstances together.

I improved my behavior to become a role model by giving the right consequences for their inappropriate behavior and explaining after the very purpose of the given consequence for a realization. (IDI_P1)

I should be more open and try to accept things happening and adjust to the environment I have right now. (IDI_P2)

Eximplifying these characteristics everyday. Hardwork, accountability, respect, positivity, persistence and integrity. (IDI_P3)

In order to become a role model teacher I need to be calm and behave ethically, maintain a positive attitude to create a good environment to achieve learning goals of our pupils. (FGD_P3)

Participants' thoughts suggest that the The capacity to empathize with another person and see things from their point of view is crucial to successful communication. The empathic process is complete when we are able to articulate our comprehension of another person's feelings and ideas.

Thus, the participants' statement is anchored to Feinberg & Shapiro (2019), The homeroom performance of teachers with experience in management was much higher. Student behavior was associated with teacher attributes, and classroom consideration was impacted by the instructor's disposition. The pupils' dispositions were influenced by the instructor's demeanor.

Keep in mind that high school performance is influenced by instructors' personalities. Both authors and students benefit from positive contacts with their teachers. The degree of effort an educator puts into their classroom is largely determined by the relationships they've cultivated with their colleagues. Teachers help their pupils learn and grow. Volunteer educators must possess empathy, initiative, assurance, honesty, research bearing, reliability, and tractability. Teachers should treat student comments with respect.

Teacher's Emotional Response. Disruptive students are those who repeatedly cause problems in the classroom. Over time, when teachers become more sensitive to the behavior of those students, their emotional reactions to classroom events involving those children may become more prominent (i.e., modulated).

Emotional schema and emotional construct affect teachers' behavior for it gives different responses to the emotions of the teachers. (IDI_P1)

An emotional schema is a particular totality of primarily affectively determined modes of responses and feelings toward people and events that can be transferred onto analogous situations and similar people. Emotional construct depends on the emotional schema of the teacher. (IDI_P2)

It influences how or what to respond on an events without hurting others emotions. (FGD_P1)

The ideas of the participants imply that Teachers who are emotionally attuned to their pupils and themselves are better able to create and sustain positive learning environments.

The ideas of the participants are connected to Alvidrez & Weinstein (2019). They claimed that one can quantify one's behavior and outlook. Teachers should use caution when responding to student feedback. Teachers may respond to pupils with approval, correction, or criticism. It is via instruction that individuals are able to close the gaps and conquer the obstacles in their lives. Everyone involved in the education system, from elementary school teachers to university presidents, has to understand their place in the modern system. As the community and educational environment change, so do their responsibilities and actions. Human behavior is a complex interplay of responses to the world around an individual. Exam performance is one metric used to evaluate students' academic progress and success in school. In addition to being a predictor of future achievement, strong academic performance is a prerequisite for career advancement. Students with exceptional intelligence.

Negative Lived Experiences. Even when educational success is reduced to test scores, teachers' confidence in their abilities increases throughout their careers, particularly in the early stages.

An emotional schema is an internal template from which current emotional experiences are processed. Emotional schemas are formed in the brain in early life and develop as a result of the degree to which the child's biopsychosocial needs are met by the attachment figure. Teachers must handle very well the needs of the learners. (IDI_P2)

My inputs to emotional schema and teachers' behavior is the past experienced. Fault is also formed from emotional event such as betrayal or abandonments that result in emotional reaction. (IDI_P6)

For me, emotional schema is a negative scheme in which can be formed through betrayal and teachers' behavior is your innate personality and characteristics that can be learn and relearn through experiences. (FGD_P2)

The ideas of the participants imply that oftentimes, instructors are left to intervene on students' behalf even though research has connected bad childhood experiences to a broad variety of undesirable behaviors and developmental challenges in the classroom. Instructors can keep their lectures operating smoothly if they exhibit ego, perseverance, and sensitivity to the effect of students' traumatic upbringings.

Also, the ideas of the participants are supported by Brown et al., (2012). He hypothesized that traumatized persons may have intense and unpleasant feelings in response to stress. Those who work directly with customers or pupils should take note. A teacher's sensitivity and ability to self-regulate in the classroom may be impacted by his or her own ability to manage negative thoughts and emotions stemming from traumatic events in childhood. A student's reaction to stress in the classroom may be influenced by their level of resilience in the face of adversity.

Emotional Expression. The research found that students learn better when they are in a positive state of mind. A lack of self-control, anger, and carelessness in their speech were all results of teachers' negative emotions. When teachers showed their negative feelings, it humiliated and frightened the pupils to the point that they stopped talking in class.

To begin with, it is significant to find a safe way to express your pain and anger at those who were responsible for your deprivation. This involves going back to your childhood days when your emotional needs weren't met by your main caregiver. You need to express your resentment towards your parents too, whom you feel are responsible for your plight. (IDI_P2)

Express both your positive and negative emotions with significant others. Find ways to get reinforcement for expressing your emotions rather than reinforcement for restraining emotions. (IDI_P3)

Identify triggers, also find ways to get reinforcement for expressing emotions rather than reinforcement for restraining your emotions. (FGD_P1)

The ideas of the participants imply that Educators still aren't fully aware of the impact their emotions and expressions have on students' understanding of video lectures, despite evidence suggesting otherwise. While some professors prefer to maintain a more traditional demeanor, others are known for their out-of-the-ordinary displays of passion. Because of the gravity of their work, some teachers are unable to adopt a lighthearted demeanor.

The ideas of the participants are connected to Theonas et al., (2018). As a result of his research, it is now generally accepted that instructors' emotions have a significant role in their

pupils' learning. To provide just one example, he found that students' motivation and performance in the classroom were positively affected by their teachers' feelings. He believed that kids would benefit from seeing instructors' genuine displays of joy and surprise in the classroom. In his research, he found that children benefited from their professors' positive facial expressions.

Teachers' Emotional Schema. It forms an axiological Implication that the teachers who make self-aware, ongoing efforts to increase their own self-awareness likely to be more effective and happier at work. Capacity of educators to comprehend the influence of students' emotions and ideas on their behavior and to assess these influences objectively. Self-aware educators can see how their own feelings, attitude, and behaviors influence their connections with students. Also, from table 8 on the lived experiences of teachers Pertaining to Emotional Schema and Construct and Teacher's Behavior. has an essential theme "Self-Awareness" Described the following ideas like "Through self-awareness and improve God fearing and loving workplace for healthy work life. (FGD_P3)" "Use your past experiences to correct or improve your emotional construct, express both your positive and negative emotions with significant others. Get reinforcement rather than retaining your emotions. (IDI_P4)". Has merged the theme from the quantitative data on "Self-Awareness" was satisfied during the merging/ Converging of the data integration.

Teachers' Emotional Schema obtained the following three (3) indicators such as self-awareness, social awareness, and self-management. All items under the four indicators have a descriptive equivalent of high. Under Teachers' Emotional Schema in terms of Self-Awareness" described the following items include: Item 1 "I know what I am thinking and doing" Item 2 "I understand why I do what I do" Item 3 "I understand my moods and feelings" Item 4 "I know when I am moody" Item 5 "I can read people's faces when they are angry" Obtained the mean score of 4.37, 4.46, 4.42 4.38, and 4.32 which interpreted the same as agree.

On the aspect of Teacher's Emotional Behavior forms an axiological implication that teachers' personal lives have a substantial influence on their career and the health of their classrooms, as do the instructors' private lives on the motivation, emotions, and complete development of their pupils. In contrast to the more immediately apparent benefits, such as feeling less emotional distress, research has connected excellent emotional regulation abilities to greater life satisfaction, more professional achievement, more satisfying personal relations, and even better physical health. Hence, From table 8 on the lived experiences of teachers Pertaining to Emotional Schema and Construct and Teacher's Behavior. has an essential theme "teachers' emotional sentiment" Described the following ideas: "To begin with, it is significant to find a safe way to express your pain and anger at those who were responsible for your deprivation. This involves going back to your childhood days when your emotional needs weren't met by your main caregiver. You need to express your resentment towards your parents too, whom you feel are responsible for your plight. (IDI_P2)". "Express both your positive and negative emotions with significant others. Find ways to get reinforcement for expressing your emotions rather than reinforcement for restraining emotions. (IDI_P3)" Has merged the theme from the quantitative data on "Emotional management" was satisfied during the merging/ Converging of the data integration.

Teacher's Emotional Behavior obtained emotional management, relationship management, and responsible decision-making. All items under the four indicators have a descriptive equivalent of high. Meanwhile, results revealed from table 2. on the level of Teacher's Emotional Behavior in terms of "Emotional management" described the following items include: Item 1 "When I'm faced with a stressful situation," Item 2 "I make myself think

about it in a way that helps me stay calm” Item 3 “I control my emotions by not expressing them” Item 4 “When I want to feel more positive emotion, I change the way I’m thinking about the situation” Item 5 “I control my emotions by changing the way I think about the situation I’m in” Obtained the mean score of 4.26, 4.27, 4.35 4.33, 4.40 which interpreted the same as agree.

Moreover, Teachers’ Emotional Construct forms a form an axiological implication that Facilitating students’ social and emotional growth relies on teachers’ ability to equip them with novel methods of instruction that provide positive learning results. In the contrary, From table 8 on the lived experiences of teachers Pertaining to Emotional Schema and Construct and Teacher’s Behavior. has an essential theme “Self- composed” Described the following ideas: “The aspect of my behavior that needs to be improved is the impatience sometimes to my pupils and the long tolerance that I gave to my pupils in doing inappropriate behavior in class. (IDI_P1)” “I need to provide a calm environment and focus on assisting pupils rather than disciplining. (IDI_P4)” “Patient and self-control when the situation is in trouble. (FGD_P1)” Has merged the theme from the quantitative data on “Self-perspective” was satisfied during the merging/ Converging of the data integration.

Teachers’ Emotional Construct obtained three (3) indicators understanding oneself, self-reliance, and self-perspective. All under this indicator are very high. Moreover, results revealed from the table 3. on the level of Teachers’ Emotional Construct in terms of “Self-perspective” described the following items include: Item 1” I am a reliable person”, Item 2 “I have a pleasant personality” Item 3 “If I really try, I can overcome most of my problems” Item 4 “I often worry about what other people are thinking about me” Item 5 “I’m glad I’m who I am” Obtained the mean score of 4.33, 4.45 4.43, 4.40, and 4.47 which interpreted the same as agree.

Joint Display of Salient Quantitative and Qualitative Results

Table 9 explicates the joint display of salient quantitative and qualitative findings. It determines the nature and function of data integration in both quantitative and qualitative findings of the study.

Table 9

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration	Axiological Implication
Teacher’s Emotional Behavior	<p>From table 1. on the level of Teacher’s Emotional Behavior in terms of “Emotional management” described the following items include:</p> <p>Item 1 “When I’m faced with a stressful situation,”</p> <p>Item 2 “I make myself think about it in a way that helps me stay calm”</p> <p>Item 3 “I control my emotions by not expressing them”</p> <p>Item 4 “When I want to feel more positive emotion, I</p>	<p>From table 8 on the lived experiences of teachers Pertaining to Emotional Schema and Construct and Teacher’s Behavior. has an essential theme “teachers’ emotional sentiment” Described the following ideas:</p> <p>“To begin with, it is significant to find a safe way to express your pain and anger at those who were responsible for your deprivation. This involves going back to your childhood days when your emotional needs weren’t met by your main caregiver. You need to</p>	Converging/ Merging	<p>The results of the study imply that the findings reveal that teachers’ personal lives have a substantial influence on their career and the health of their classrooms, as do the instructors’ private lives on the motivation, emotions, and complete development of their pupils. In contrast to the more immediately apparent benefits, such as feeling less emotional distress, research has</p>

	<p>change the way I'm thinking about the situation"</p> <p>Item 5 "I control my emotions by changing the way I think about the situation I'm in"</p> <p>Obtained the mean score of 4.26, 4.27, 4.35, 4.33, 4.40 which interpreted the same as agree.</p>	<p>express your resentment towards your parents too, whom you feel are responsible for your plight. (IDI_P2)".</p> <p>"Express both your positive and negative emotions with significant others. Find ways to get reinforcement for expressing your emotions rather than reinforcement for restraining emotions. (IDI_P3)"</p> <p>Has merged the theme from the quantitative data on "Emotional management" was satisfied during the merging/ Converging of the data integration.</p>		<p>connected excellent emotional regulation abilities to greater life satisfaction, more professional achievement, more satisfying personal relations, and even better physical health.</p>
Teachers' Emotional Schema	<p>From table 2. on the level of Teachers' Emotional Schema in terms of "Self-Awareness" described the following items include:</p> <p>Item 1 "I know what I am thinking and doing"</p> <p>Item 2 "I understand why I do what I do"</p> <p>Item 3 "I understand my moods and feelings"</p> <p>Item 4 "I know when I am moody"</p> <p>Item 5 "I can read people's faces when they are angry"</p> <p>Obtained the mean score of 4.37, 4.46, 4.42, 4.38, and 4.32 which interpreted the same as agree.</p>	<p>From table 8 on the lived experiences of teachers Pertaining to Emotional Schema and Construct and Teacher's Behavior. has an essential theme "Self-Awareness"</p> <p>Described the following ideas:</p> <p>"Through self-awareness and improve God fearing and loving workplace for healthy work life. (FGD_P3)"</p> <p>"Use your past experiences in order to correct or improve your emotional construct, express both your positive and negative emotions with significant others. Get reinforcement rather than retaining your emotions. (IDI_P4)"</p> <p>Has merged the theme from the quantitative data on "Self-Awareness" was satisfied during the merging/ Converging of the data integration.</p>	Converging/ Merging	<p>The findings imply that teachers who make self-aware, ongoing efforts to increase their own self-awareness likely to be more effective and happier at work. Capacity of educators to comprehend the influence of students' emotions and ideas on their behavior and to assess these influences objectively. Self-aware educators can see how their own feelings, attitude, and behaviors influence their connections with students.</p>
Teachers' Emotional Construct	<p>From table 3. on the level of Teachers' Emotional Construct in terms of "Self-</p>	<p>From table 8 on the lived experiences of teachers Pertaining to Emotional</p>	Converging/ Merging	<p>The findings of the study imply that Facilitating students'</p>

	<p>perspective” described the following items include: Item 1” I am a reliable person”, Item 2 “I have a pleasant personality” Item 3 “If I really try, I can overcome most of my problems” Item 4 “I often worry about what other people are thinking about me” Item 5 “I’m glad I’m who I am” Obtained the mean score of 4.33, 4.45, 4.43, 4.40, and 4.47 which interpreted the same as agree.</p>	<p>Schema and Construct and Teacher’s Behavior. has an essential theme “Self-composed” Described the following ideas: “The aspect of my behavior that needs to be improved is the impatience sometimes to my pupils and the long tolerance that I gave to my pupils in doing inappropriate behavior in class. (IDI_P1)” “I need to provide a calm environment and focus on assisting pupils rather than disciplining. (IDI_P4)” “Patient and self-control when the situation is in trouble. (FGD_P1)” Has merged the theme from the quantitative data on “Self-perspective” was satisfied during the merging/ Converging of the data integration.</p>		<p>social and emotional growth relies on teachers’ ability to equip them with novel methods of instruction that provide positive learning results.</p>
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CONCLUSIONS

Based on the descriptive analysis it was revealed that the level of Teachers’ Emotional Schema was high in terms of Self-Awareness, Social Awareness, and Self-Management. This means that Educators who consciously and persistently try to improve their own self-awareness and emotions are more likely to be successful and satisfied in their careers. The ability to recognize and objectively evaluate the impact of pupils’ thoughts and feelings on their conduct in the classroom. Moreover, it was also revealed that Teachers’ Emotional Behavior was high in terms of emotional management, relationship management, and responsible decision-making. This indicates that instructors’ feelings matter. Teachers’ personal lives have been shown to have a significant impact on their pupils’ motivation, emotions, and overall growth and development in all areas of education. Also, the level of teachers’ emotional construct was very high in terms of understanding oneself, self-reliance, and self-perspective. It means that Emotional construct is helpful in reducing psychological distress in general, but especially during times of stress. Furthermore, results revealed from the correlation analysis that there was high significant relationship between Teachers’ Emotional Behavior and Teachers’ Emotional Schema ($r = .686^{**}$, $p < 0.05$), Teachers’ Emotional Behavior and Teachers’ Emotional Construct ($r = .729^{**}$, $p < 0.05$), and Teachers’ Emotional Schema and Teachers’ Emotional Construct ($r = .670^{**}$, $p < 0.05$). Also, results revealed from the regression analysis that Teachers’ Emotional Schema ($r = .314$, $p < 0.05$) and Teachers’ Emotional Behavior ($r = .498$, $p < 0.05$) are the best predictors of Teachers’ Emotional Construct. In the same manner, result revealed from the Sobel test that emotional behavior significantly mediates the relationship between teachers’

emotional construct and emotional schema ($z = 4.435631$ $p = 9.0E-6$). Based on the thematic analysis that there were eight (8) themes revealed from the experiences of teachers pertaining to emotional behavior such as Emotional Interpretation, Organization of Thoughts, Self-awareness, Self-composed, Empathic Communication, Teacher's Emotional Responses, Negative Lived Experiences, Emotional sentiments. Finally, based on the results revealed from the quantitative and qualitative findings the data integration was confirming, connecting, and converging.

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