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<https://journal.uny.ac.id/index.php/litera/issue/view/2433>DOI: <https://doi.org/10.21831/ltr.v22i1.52405>**Coping with emotions in professional lives:
Novice teachers' voices in Indonesian secondary schools****Jeane Theresia Limeranto*, Paulus Kuswandono**

Sanata Dharma University, Indonesia

*Corresponding Author; Email: jeanelimeranto99@gmail.com**ABSTRACT**

Novice teachers often encountered some challenges in their professional work that might influence their emotions. It is quite reasonable that some EFL novice teachers may still struggle to manage their negative emotions to cope with classroom problems. Some emotions could be freely expressed positively, whereas other emotions were left unexpressed for some reasons. This study aimed to answer two research questions, namely: (1) what kinds of emotions do novice teachers frequently experience in teaching? (2) How do novice EFL teachers cope with their emotions in professional life? This study employed a qualitative method and carried out semi-structured interviews to gain in-depth data from the participants' perspectives in dealing with their emotions. The instruments employed were interview-guidelines questions and open-ended questions. The result of the present study revealed that, first, all novice teachers frequently experienced two main challenges in teaching, namely students' misbehaviours and disrespectful behaviours. These challenges could influence teachers' emotions of anger, being overwhelmed, and worries. Second, the findings demonstrated that teachers employed three strategies, namely self-regulation, self-talk, and a problem-focused strategy to manage and handle their emotions in teaching. In addition, the present study suggested beneficial implications, limitations, and directions for further research.

Keywords: emotions, EFL novice teachers, and strategies**Menangani emosi dalam kehidupan profesional: Suara guru pemula di sekolah menengah di Indonesia****Abstrak**

Guru pemula sering menghadapi tantangan dalam pekerjaan profesional mereka yang mungkin memengaruhi emosi mereka. Tidak mengherankan bahwa beberapa guru pemula Bahasa Inggris sebagai Bahasa Asing (EFL) mungkin masih berjuang untuk mengelola emosi negatif mereka dalam menghadapi masalah di kelas. Beberapa emosi dapat diekspresikan secara positif, sedangkan emosi lainnya dibiarkan tidak terungkapkan karena beberapa alasan. Penelitian ini bertujuan untuk menjawab dua pertanyaan penelitian, yaitu: (1) jenis emosi apa yang sering dialami oleh guru pemula dalam mengajar? (2) Bagaimana guru pemula EFL mengatasi emosi mereka dalam kehidupan profesional? Penelitian ini menggunakan metode kualitatif dan melakukan wawancara semi-terstruktur untuk mendapatkan data yang mendalam dari sudut pandang peserta dalam menghadapi emosi mereka. Instrumen yang digunakan adalah pertanyaan pedoman wawancara dan pertanyaan terbuka. Hasil dari penelitian ini mengungkapkan bahwa, pertama, semua guru pemula sering menghadapi dua tantangan utama dalam mengajar, yaitu perilaku tidak teratur dan perilaku tidak hormat dari siswa. Tantangan ini dapat memengaruhi emosi guru seperti kemarahan, kewalahan, dan kekhawatiran. Kedua, temuan penelitian menunjukkan bahwa guru menggunakan tiga strategi, yaitu pengaturan diri, pembicaraan diri, dan strategi berfokus pada masalah untuk mengelola dan mengatasi emosi mereka dalam mengajar. Selain itu, penelitian ini menyarankan implikasi bermanfaat, batasan, dan arah penelitian selanjutnya.

Kata kunci: emosi, guru pemula EFL, strategi**Article history***Submitted:*

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One of the essential aspects of teaching is how valuable it is for teachers to be able to manage the classroom (Saleem, Muhammad, and Masood, 2020). As a person who is just beginning to work in an actual classroom, a novice teacher may face some challenges regarding students' misbehaviors and

inability to manage the classroom. For example, teachers tend to experience stress, anger, frustration, and anxiety in their initial experience of teaching. It may be difficult for them to cope and handle this situation because their emotions can directly influence their performance in teaching. Therefore, emotion has attracted attention to be investigated further.

Every year, universities generate new teachers to continue performing their vision and mission of teaching in education. Teaching a foreign language is one of the long-standing careers which required specific teachers' qualifications (Astuti, 2010). As the English language has increasingly been used by all people around the world, consequently, the demand for qualified English teachers is constantly increasing. Concerning this notion, the role of today's novice EFL teachers to present themselves as self-regulated models is quite challenging. It is because in the first year of teaching, many novice teachers have limited or no prior teaching exposure, but they are already demanded to work and struggle hard to be professional teachers. They are demanded to deal with a heavy workload and emotional factors in the teaching-learning process (Rizqi, 2017). This statement is supported by Diasti (2021) who argues that teaching is regarded as a challenging vocation because teachers have to be responsible for completing numerous responsibilities. Besides, teachers also have other important responsibilities such as developing teaching materials, preparing a lesson plan, grading students' assessments, and reporting students' processes and scores. These demanding responsibilities may lead teachers to experience negative emotions. Some researchers (e.g., Hepbrun and Brown, 2001) have investigated major factors which contribute to teachers' emotional problems, such as uncooperative students and colleagues, poor supporting workplace conditions, and disruptive students. Teachers may encounter some incidents either positive or negative which can influence teachers' emotional attitudes in the teaching and learning process (Diasti, 2021).

Teachers' positive emotions might bring great opportunities to strengthen teachers' relationships with the EFL students in the EFL classroom. This can bring good advantages and opportunities to develop and promote the quality of learning (Cheng, 2021). However, the teachers' negative emotions can inhibit the learning process (Zhu, 2017). For more specific research about the teachers' emotions, a study conducted by Lv (2014) reveals that emotional attitude becomes one of the main sections of foreign language teachers' professional development quality in their professional life. The idea of teachers' professional development is part of teachers' personal growth which comprises self-confidence enhancement, the initiative of self-development, teaching skill improvement and development, and a positive emotional attitude (Lv, 2014). In Cheng's (2021) study, she revealed that teachers' emotion is integrated with the students and the environment. In other words, teachers' emotions do not occur independently without the interaction between the students and the environment. Therefore, teachers need to create positive learning activities to build a positive relationship with the students and to create effective and coherent classes. This may help teachers to have stable emotions in the teaching process.

Concerning novice EFL teachers' professional identity, Anttila, Pyhalto, Soini, and Pietarnine (2016) highlighted that teaching is not just a job as teachers must be recognized with psychological problems in teaching. Teachers' emotion is integrated with their emotional exposure and personal identity and it will influence the formation of their identity (Cheng, 2021; Thomas & Beauchamp, 2011). Several scholars also have shown that how teachers react to emotional situations influences their motivation in teaching, cognitive, quality of teaching, behavior, and personal development identity (Ghanizadeh & Royaei, 2015; Sutton & Wheatley, 2003). To keep teachers staying and thriving in the profession, education faculties need to support teachers, especially the novices, by addressing teachers' emotional resilience issues and strategies in the training teaching program. Regarding this, the researchers are interested in empirically investigating teachers' emotions because conducting research on teacher emotions in their professional life has attracted increasing attention in current years. There are numerous studies investigating teacher emotions, most of which utilized a qualitative method (Anttila et al., 2016; Bloomfield, 2010; Zhu, 2017). These numerous studies highlighted that teachers' emotions have some influences on teachers' behavior, teaching skills, the development of personal identity, knowledge of a discipline, and emotional experience. The result of a study conducted by Anttila et al. (2016) found that teachers experienced some level of emotions in their teaching process. The teachers started experiencing the emotion of enjoyment and enthusiasm and belonging to the emotion of frustration, anxiety, anger, and loneliness. The enjoyment and enthusiasm are caused by smooth interaction between students and teachers. Meanwhile, the frustration and loneliness were caused by disruptive students and poor teachers' working conditions.

Emotions can be defined as instinctive feelings and states of mind that can derive from several aspects such as an individual's mood, situations, and behaviors. The definition of emotions is proposed by several researchers (Chen, 2018; Sutton & Wheatley, 2003; Watson & Clark, 1998). They stated that Emotions play an important role in the teaching/learning language process. Chen (2018) defined Emotions as a psychological process that involves motivational and cognitive elements (Chen, 2018). Sutton and Wheatley (2003) found that teachers' emotions can influence teachers' cognitive processes and motivation in teaching. They also further found that positive emotions tend to stimulate more detailed thoughts, while negative emotions tend to dishearten teacher motivation. According to Watson and Clark (1998), emotions are categorized into valences, namely positive and negative emotions. Positive emotions are happiness, this statement is argued by Sutton and Wheatley (2003) who say that it is an oversimplification term to structure emotions. Then, Bahia, Freire, Amaral, and Estrela (2013) adapted three stages of the emotion tree structure, namely primary, secondary, and tertiary stages. It may indicate that novice EFL teachers experience these three stages of emotion in the teaching process. In the primary stage, teachers may experience six basic emotions, including anger, sadness, surprise, fear, joy, and happiness. In the secondary stage, teachers experience a wide range of emotions such as loneliness, frustration, emphatic, and confusion. The tertiary stage consists of specific and superficial emotions. This study utilizes the positive and negative model together with Parrot's emotion tree structure to highlight understanding the framework of teacher emotion. Moreover, Tejeda, Gonzáles, and Martínez (2016) claimed that teaching is one of the emotional practices which requires teachers to build and create a strong relationship with students. It is essential to highlight that teachers, as well as students, can generate emotions and feelings when they are in potentially difficult circumstances (Tejeda et al., 2016). This might be important for teachers to understand the concept of emotion to help them recognize and understand the emotions that they feel or other people feel.

Regarding the concept of teacher emotions, there are numerous previous studies investigating teacher emotions and how to cope with their emotion. For instance, Bahia et al. (2013) conducted semi-structured interviews to explore Portuguese teachers' emotional life in education. This study found that eight Portuguese primary and secondary teachers experienced three levels of emotions (Bahia et al., 2013). The result of this study reported that Portuguese teachers experience a tertiary level of positive emotions, mainly enthusiasm, joy, love, and satisfaction, that are integrated into the interaction and engagement with the students. In comparison to negative emotion, it is associated with teachers' personal development and growth. Furthermore, Tejeda et al. (2016) investigated how novice EFL teachers control their emotions the first time teaching in southwest Mexico by utilizing a qualitative approach, especially semi-structured interviews. The interviews result indicated that five novice EFL teachers experienced negative emotions in their first year of teaching, including nervousness, anxiety, frustration, anger, and disappointment. To cope with the novice EFL teacher's emotions, this study suggested employing an emotional regulation strategy rewrite. For instance, novice EFL teachers are given more insights into emotional understanding, emotional intelligence, and motivation strategy. These emotional-regulation strategies might assist teachers to manage their negative emotions. In addition, Alhebaishi (2019) conducted a mixed-method study to investigate EFL student teachers' emotional responses to various situations and how they regulate their emotions in teaching practice in Saudi Arabia. The result revealed that 73 student teachers expressed their emotions in teaching, but they could regulate their negative emotions into positive emotions. The frequent responses that the student teachers experienced during teaching were happy, stressed, and angry. While, the least frequent responses were shamed, influential, and lost.

Satyaningrum and Djastuti (2020) stated that emotional labor was related to the process of managing feelings and emotions for organizational objectives. In other words, emotional labor might facilitate task performance by managing certain emotions and blocking personal and interpersonal problems. Satyaningrum and Djastuti (2020) also claimed that emotional labor could be regarded as a specific type of emotional regulation, where individuals regulated or altered their positive or negative emotions as part of their work responsibility.

To be specific, de Ruiter et al. (2021) and Biron and Van Veldhoven (2012) differentiated emotional labor into three emotional labor strategies namely surface acting, deep acting, and genuine expression. In the surface acting strategy, teachers tend to hide or use fake emotions to interact with the students. While in deep acting strategy, teachers seem to internalize and integrate the desired emotions such that the expressed emotions are consistent with the felt emotion. In addition, genuine expression is teachers express the real emotion that they feel or experience in the process of teaching. Furthermore, Emotional work is

also associated with emotional exhaustion (Näring, Vlerick, & Van de Ven, 2012). According to Näring et al. (2012), the concept of emotional work is more important than emotional labor strategies. It is because emotional work or jobs have to deal with people that easily get angry and have impractical expectations.

Although there have been some previous studies investigating studies on teachers' emotions, they did not specify the strategies used to cope with negative emotions in novice teachers' professional practices, particularly in the Indonesian context (cf. Zhu, 2017). In the teaching process, novice EFL teachers inevitably experience challenges in managing either positive or negative emotions. Despite those challenges, novice EFL teachers have to keep staying and striving to be professional teachers. Therefore, this study highlighted the importance of exploring teachers' emotions by understanding more comprehensive aspects of teachers' perspectives to cope with the emotion of Indonesian novice EFL teachers. This study also reflects on some issues and factors which might trigger and influence teachers' emotional experience in teaching as well as the strategies that can assist teachers to thrive and stay in the profession. Moreover, this study involved Indonesian novice EFL teachers who work in senior high schools. It is worth involving novice EFL teachers because of some reasons. First, previous studies which specifically used Indonesian EFL teachers are scarce. Second, novice EFL teachers have limited exposure to teaching the students which might trigger their emotional issues in teaching. Numerous existing research on teacher emotions has employed a quantitative method, to fulfill the gaps and challenges, this present study examined how novice EFL teachers recognize their emotions and effective strategies that can assist them to cope with their emotion through utilizing a qualitative method. To obtain a more comprehensive research study about teachers' emotions, the researchers posed two following research questions: (1) What kind of emotions do novice EFL teachers experience in the teaching process?; (2) How do novice EFL teachers cope with their emotions in their professional life?

METHOD

This study intended to explore EFL novice teachers' perspectives to cope with their emotions in teaching. This study utilized a qualitative method as a research design. The qualitative data was chosen to be the most appropriate method to encourage participants to reflect so that the researchers could gain deeper insight into the phenomenon. According to Bowen et al. (2017), qualitative is used to explain how or why the phenomenon happened and to expand the theories to describe the phenomenon. Furthermore, there were two main instruments employed in the current study, namely open-ended questions and semi-structured interviews. In the process of employing semi-structured interviews, the researchers tended to be flexible in terms of adapting new questions, if necessary to be brought up and changing the sequence of questions during the interview session. The purpose was to gain more comprehensive data from the participants' points of view. In addition, the researchers used follow-up questions if necessary to gain more information. In the interview stage, the researchers asked several interview questions. Seven interview questions were adopted by Cheng (2021) regarding emotions and teaching.

Four EFL novice teachers were teaching in Junior High School with ages spanning 20 to 25 years old. This study involved three female participants and one male participant. Three participants had been teaching for less than two years, whilst the other one had been teaching for three years. The participants were selected purposefully and because of several reasons. First, the participants are secondary teachers which are related to the topic of this study. Second, it enabled researchers to find research participants who were willing to involve and share their perspectives related to the current study issues (Diasi & Mbato, 2020). In addition, they were willing to involve as participants in this study. The main criteria in choosing the participants were ready to participate in the study (Gray, 2014). As for the ethical measures, the informed consent form is considered crucial as the very first requirement before the participants were involved in this study (Israel & Hay, 2006). The researchers distributed informed consent forms to obtain the participants' formal agreement to participate in this study. The participants had free choice to participate in the current study. All the participants' information and data were made into pseudonyms to protect their privacy (Akaranga & Makau, 2016). The data recorded from the open-ended questions and semi-structured interviews were qualitatively managed, organized, coded, and examined to answer the research questions.

RESULTS AND DISCUSSION

The current study results attempted to narrate the specific emotions that novice teachers experience in teaching work and the effective strategies that they use to cope with their emotions in the

secondary school context. The researchers replaced the participants' names with a pseudonym, namely Luna, Karen, Boy, and Chika

Novice Teachers' Emotional Experiences

In this section, the researchers focused on the underlying emotions that EFL novice teachers frequently encountered and felt when they first entered their teaching profession with a minimum of teaching experience. Novice EFL teachers in secondary school frequently experienced negative emotions in their teaching experience within 1 to 3 years. Furthermore, the current study presented one major theme of issues that could influence teachers' negative emotions in teaching work.

All the novice teachers reported that they experienced some problems in the teaching process that might trigger their emotions of frustration, stress, disappointment, worries, and being overwhelmed when they teach EFL secondary students. As an example, there were two participants admitted that negative emotions were triggered by students' undisciplined classroom behaviors and attitudes. They admitted that they felt frustrated and unmotivated in teaching when the students only give little attention to the whole class activity and they did not want to participate actively in the learning process. For example, Luna and Karen reported that they got so stressed and swamped when students are so hyperactive and got distracted easily. Some students also did not want to involve fully in the classroom activities such as an answer to teachers' questions, reading activities, role play, and ice breakers because they would do something in person that was irrelevant to the lesson rewrite. They tended to get distracted and this triggered teachers' negative emotions in teaching. In addition, Luna and Karen described that they tended not to express their current emotions to keep the learning environment conducive. They reported:

"I get so frustrated and overwhelmed when I notice that there are several students who disrespect me when I am delivering the lesson. I try to give them as much help and attention as possible I can, but still, they do not want to participate actively in the learning process. [...] some of them are busy doing something in private that is irrelevant to the lesson that I teach [...] for example, drawing, doing other assignments, and playing with their hand-phones. These phenomena could trigger my negative emotion easily. Even though I experience these intense negative emotions, I just kept them to myself. I do not want to show it to my students, I want to keep my relationship with them. After delivering the lesson, I kept thinking about why my students did not want to pay attention and participate in my class [...]. This situation makes me angry but I would choose to give some jokes to keep my anger away [...] I do self-talk to manage my emotion rather than expressing my negative emotions toward my students" (Luna)

Similar to Luna's emotional expression, Karen expressed that coping with such emotional feelings could consume much of her energy:

"I realize that teaching secondary students are more difficult than teaching senior high school students. [...]. In the learning process, students tend to get distracted easily when something happens around them. For example, having a disruptive conversation in the classroom [...]. If I do not stop the disruptive conversation, other students will join the conversation and the class becomes unconducive. Another thing that can make me feel upset is when my students gave irrelevant answers to my serious questions [...]. Or, they only give casual answers when I ask several questions related to the lessons that are being taught. It drains my energy, but I decide to be silent in anger. Trying my best to show positive emotion to make my students keep enjoying the learning process" (Karen)

As could be seen in Luna and Karen's cases, students' misbehaviors might be considered problematic because they could affect the dynamic of the learning process. It also could lead novice teachers becoming so exhausted and burned out in the process of teaching (Méndez López, 2020). However, Luna and Karen attempted to hide their emotion of burnout by trying to keep silent and self-talk when their students kept misbehaving.

In the teaching process, some teacher emotion could be freely shown and expressed, whereas others in certain negative emotions, cannot be expressed. De Ruiter et al. (2021) stated that teachers

need to follow the internalized regulations that advise whether it is suitable and appropriate or not to demonstrate emotions within certain teaching situations. Likewise, Saleem et al. (2020)'s study found most novice teachers seem to avoid showing their strong negative emotions while teaching. They seem to hide their real emotion (e.g., not expressing their upset or anxiety), or even show fake emotions (e.g., they act as if they are comfortable within the situation, while they are feeling upset or angry).

From Luna and Karen's cases, this study found that Toraby and Modarresi (2018) have early stated that emotions have a powerful impact on burnout rather than motivation. It might indicate that emotions not only influence teachers' cognitive processes but also influence students' motivation and feelings. The findings that lack of classroom behaviors could adversely influence teaching and novice teachers' emotional exhaustion were in line with the findings of Tejeda, Gonzales, and Martinez (2016) in southwest Mexico rewrite the last two sentences. Their student participants are also novice EFL teachers who encounter emotions of stress, anxiety, and worries due to students' lack of participation and lack of classroom behaviors in teaching. Bell, Rahman, Sutanto, Till, Desselle, and Quddus (2010) stated that these disruptive behaviors could influence the learning atmosphere and environment.

Moreover, the negative emotions that teachers experienced might lead the teachers to encounter emotional exhaustion because they have no prior knowledge and experience in solving the problems. However, novice teachers tended to modify their emotional experience by employing self-talk when they encountered unpleasant feelings. As Sutton, Camino, and Knight (2009) state, self-talk might be considered one of the ways to encourage themselves, which is exactly experienced by Luna. In addition, the result of the study showed that instead of being angry, the teachers attempted to understand the situation and the emotions that they felt. Being able to understand a situation is called cognitive change. Tejeda et al. (2016) stated that cognitive change is portrayed as emotional understanding. Otherwise, a study conducted by Nugroho and Mbato (2021) in the Indonesian context, showed that teachers who have been teaching for more than 5 years tended to have stable emotions in teaching rather than teachers who have a minimum of experience in teaching. Nugroho and Mbato (2021) stated that teachers encounter anxiety and anger frequently happen because of less preparation for teaching and the lack of classroom discipline that is often encountered by novice teachers to check grammar. This might indicate that teachers' emotional experience could lead novice EFL teachers to experience emotional exhaustion and cognitive change. Also, it could shape teachers' professional identity formation (Esmaeili, Modirkhaene & Alavina, 2019).

Another interesting finding showed that disrespectful behavior was frequently reported as an issue of misbehavior that happens inside the classroom. The other two participants, Boy, and Chika added that students showed disrespectful behaviors such as talking without permission, ignoring the teachers, leaving the class without permission, and saying harsh words in learning. The students tended to have a poor attitude, specifically boys. In this case, Boy and Chika tended to express their negative emotions to help students to recognize their poor attitude. They mentioned that:

"I have one student who always misbehaves in the classroom. He is a smart student but he does not display good behavior. He always talks to some friends without asking my permission. If I advise him to keep quiet, he ignores me and keeps talking to his friends. I attempted to ignore him but he keeps to continue misbehaviors that subvert my authority [...]. I give him two warnings to help him recognize his mistakes. The first warning is telling him that he needs to respect me and other teachers. However, most of the time the first warning does not solve the problem [...] I use a second warning. The second warning is I ask him to stay out of the classroom, but if he would not, I will take him out of the classroom by myself. So, he will stay outside the classroom and not allow to join the class. It drains my energy and it might trigger my emotion of anger. [...] I usually solved the problems using those ways." (Boy)

Somewhat different from Boy's, Chika conspicuously showed the limit of students' misbehavior:

"In the classroom, I make some rules and one of the rules is they are not allowed to say dirty words. I do not want to give tolerance to students who say harsh words when they are in the classroom [...]. Several students are saying harsh words when I am delivering the lesson. At that moment, I asked them what did they say, and the reason why they so. They said that it is just a joke but I do not tolerate those who say dirty words in my class. I got really angry and ask them

to get out of the class and give them some assignments. At the moment, they would not go out of the class and keep staying in the class. [...] I left the classroom.” (Chika)

The findings showed that disrespectful behaviors may have the potential to trigger teachers' negative emotions and undermine teachers' authority in the classroom. As could be observed in Boy and Chika's cases, they expressed emotions of anger when the students continue misbehavior and it affected their authority. Their authorities were lost in the classroom. To make students more discipline, Boy and Chika tended to implement some consequences when they keep misbehaving in the classroom. This finding about students' disrespectful behaviors toward teachers is in line with the findings of KR and Latt (2019) in northern Malaysia. In their study, the result revealed that 8 participants out of 71 participants reported medical students seemed to be less respectful to their teachers. Those 8 participants are teachers who experience student disrespect. The teachers reported that examples of student disrespect commonly happened are talking in the process of learning and not following teachers' instructions and directions. These behaviors negatively influence teachers' relationships with the students. In contrast, a study conducted by Liang, Ricchino, Gutekunst, Pauvlin, Li, and Snowden (2020), further found that students would show their respect if teachers also show them respect. Their learner participants commented that even though teachers have the authority to show their anger to the students but the students do not think that it is right to do. This might indicate that students' disrespectful behavior depends on how teachers treat them in the classroom.

From these cases, it could be seen that teachers' emotions have negative impacts on teachers and students in the classroom. Teachers who experience emotional exhaustion tend to feel emotions like anger, sadness, and fear and it can affect their enjoyment of teaching. Consistently, once novice teachers encounter and demonstrate discrete emotions, those emotions can influence students in at least two ways. First, teachers' emotions could immediately transmit from teachers to students. Emotionally exhausted novice teachers tend to become less caring, less tolerant, and less engaged in the teaching and learning process and it can affect students. Students are more likely less involved and demotivated to achieve their goals (Nugroho & Mbato, 2021). Otherwise, teachers who express positive emotions are more likely to serve enjoyment and enthusiasm in the learning process. Second, teachers' negative emotions are essential in shaping the quality of teacher and student relationships. Liang, et al. (2020) further supported that having a positive teacher-student relationship can promote encouraging ways of learning instruction. It may also help students to achieve their outcomes.

Strategies to Cope with Emotions in Professional Life

All the participants in the current study reported that they experienced burnout and other negative emotion at the workplace. They admitted that experiencing emotional exhaustion in teaching might connect to the concern to leave their profession in education. Regarding this, they employed a few strategies that could assist them to cope with their negative emotion in particularly stressful circumstances. Karen and Luna, for instance, reported that they experience emotional labor and attempted to employ self-regulation and help-seeking which could regulate their emotion of anger, stress, and being overwhelmed in teaching.

“When I experience negative emotions in the teaching process because of my students' misbehaviors, I prefer to regulate my emotion. In the moments when I feel unpleasant feelings such as anger, stress, worries, and being overwhelmed, I take a depth breath several times to retain myself calm down. If I feel my emotion is still at their peak, I prefer to keep quiet and think about what I can do to reduce my emotion. I am not going to say many words to my students while I am still angry. I think self-regulation by using self-talk is the best way to help us think of the best solutions to solve problems. So, when I do self-talk, it helps me to feel more relaxed and better. It also helps to avoid uncontrolled words. When my anger is over, then I continue teaching. Usually, using this strategy only takes 15-20 minutes to keep me calm and happy again [...].” (Karen)

If Karen tended to return to her reflection when coping with negative emotions, Luna attempted to seek help from colleagues:

"When I am in a particularly stressful situation, I prefer to advise my students that they do not misbehave in the classroom [...]. I am extremely angry with several students because they are not paying attention at all and not following my instructions while I am teaching. I attempt to control myself by understanding the students' behaviors. However, at that time, I chose to seek help from other teachers. I ask other teachers whether those students also did the same behaviors in other classes. If they do the same mistakes, I ask my colleague's support to educate the students to be more disciplined [...]." (Luna)

9 Meanwhile, Boy and Chika tended to utilize problem-focused coping strategies rather than emotion-focused strategies. As they reported:

"I tend to employ a problem-focused strategy because I want to solve the problems immediately that happens in the classroom. I admitted that sometimes students' disrespectful behaviors could trigger my emotion of anger, but to help them have an improvement in learning, I give them such a punishment. For example, asking them to get out of the classroom or asking them to do some assignments as the deterrent effect [...]. (Boy)

In the same vein, Chika expressed that she attempted to focus on more determined strategies:

"Focusing on solving problems is the efficient way to make students better in the learning process rather than focusing on the emotion." (Chika)

11 From the aforementioned excerpts above, some effective strategies are used by all participants to help them regulate their emotional labor of negatives emotion in their professional lives (de Ruiter et al., 2021). The finding of the current study is also similar to the finding of Lindqvist (2019) in Sweden. His participants reported that Swedish teachers experienced the emotion of insecurity, confusion, sorrow, reluctance, and hopelessness in teaching. To help Swedish teachers to cope with their negative emotions, they employed self-efficacy and coping strategies that could help them handle and control their stressors. A study conducted by Koenen, Vervoort, Kelchtermans, Verschueren, and Split (2019) further found that emotionally tired teachers might be more effortlessly overwhelmed and stressed by negative emotions. Thus, they utilized self-efficacy in managing classroom behaviors. In addition, Tejeda et al. (2016) further stated that coping strategies are very helpful to assist students to cope with their emotions and can solve particular problems in the classroom. These effective strategies could help Novice teachers to control and reduce their negative emotions in the teaching process.

CONCLUSION

1 The result of the present study showed that all novice secondary teachers frequently experienced some challenges that might increase their burnout and emotional exhaustion in teaching. The participants tended to experience emotionally exhausted when they had to handle and control students' classroom misbehaviors and student disrespectful behaviors. It also showed that the participants experienced emotions of stress, being overwhelmed, swamped, worrying, and anxiety. Two participants preferred to keep silent and did not want to say too much when they felt the emotion of anger. They attempted to regulate their emotion by using a self-talk strategy. Through this strategy, the two teachers could help them think of the best solution to solve the problems in the classroom. Otherwise, the other two participants tended to express their emotions of anger when they faced challenges in handling students' misbehaviors and disrespectful behaviors. They applied consequences for those students who break the classroom rules. So, they tended to employ a problem-focused strategy rather than an emotion-focused strategy. Through this strategy, the teachers can handle and solve problems well. This might indicate that the teachers want to help students become more disciplined.

Regarding the result explained above, the present study provided two pedagogical implications. First, teachers should focus on students' problems rather than focus on their unpleasant feeling. In other words, teachers could employ a problem-focused strategy to help them reduce the challenging emotion in teaching. The teachers might employ a problem-focused strategy and implement it in the classroom to help them eliminate their emotions of anger. For example, the teacher might plan actions or solutions to handle and solve students' classroom misbehaviors and stressful situation problems. Second, teachers are recommended to

attain more insights into emotional psychology for language teachers and attempted to practice it to assist them to downplay their negative emotions. This might help them to reflect on what makes them react negatively.

Despite the results and implications explained above, the current study has intrinsic limitations. First, this study only used a small number of participants. Further researchers are encouraged to conduct a similar study using a greater number of participants. Second, the present study only employed a single method, namely a qualitative method. Therefore, further research might utilize a mixed method to gain more comprehensive data. Further studies might investigate research at a larger scale about the correlation between teachers' emotion and their professional identity in the profession.

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