

Cognitive Emotional Regulation and Classroom Disposition of Public School Teachers in Digos Oriental District

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Abstract: *The purpose of this study is to look into the relationship between cognitive emotional regulation and classroom disposition of teachers. This study utilized the non-experimental quantitative research design utilizing descriptive-correlational technique which included two hundred teachers of Department of Education Digos City Division. The study reveals that the cognitive emotional regulation of teachers is high; the classroom disposition of public school teacher is high. Using Pearson-r, the study reveals that the cognitive emotional regulation and the classroom disposition of teachers are significantly correlated. Using regression, the analysis shows that when the indicators of cognitive emotional regulation were regressed on the classroom disposition of public school teachers, the cognitive emotional regulation had significantly influenced on the classroom disposition of public school teachers. The following indicators of cognitive emotional regulation have the highest domain: putting into perspective, rumination, and refocus on planning.*

Keywords: *Cognitive Emotional Regulation, Classroom Disposition, Non-Experimental Quantitative Research, Descriptive-Correlational Technique, Philippines*

1. Introduction

Emotions play vital role in the workplace and determine the mood of every teacher at the workplace. Emotions affect and are intertwined with, many of the cognitive processes of learning and also classroom motivation and social interaction. (Gross, 2007; Linehan, Bohus & Lynch, 2007).

Meanwhile, a disposition is someone's state of mind on a certain matter. Moreover, teacher dispositions are what teachers think will help students become successful. Teacher's dispositions are things they should know and be able to do when they are face with certain situations in their classrooms. A classroom teacher must exhibit numerous qualities that are reflected in his or her professional dispositions (Steven & Olivarez, 2005; Pink, 2006).

Some schools depict of a picture of poor school climate characterized by students' poor learning engagement which is rooted from a class environment where students take fun bullying other students. There are also teachers who are unfriendly to students and there are students feel unsafe in their classroom as they become object of fun by classmates (Morrison, 2005)

In the Philippine setting, some classes in highly urbanized schools are places where students feel susceptible to abuse by their classmates in the form of verbal teasing and bullying. Students sometimes do not feel like attending to classes because they feel that the classroom is a hostile place where students cannot find time to develop their esteem and confidence (Ben-Zur & Yagil, 2005).

Since the researcher has not come across with a similar study in the local setting regarding the problem situations on the role of school climate on the relationship between cognitive emotional regulation and classroom disposition of teachers, this research is conceived, which results of this study is aimed at contributing new knowledge in the field of education.

2. Problem Statement

The purpose of this study was to determine the significant influence of cognitive emotional regulation to the classroom disposition of public school teachers. Specifically, the study sought to answer the following questions:

1. What is the level of cognitive emotional regulation of teachers?
2. What is the level of classroom disposition of public school teachers?
3. Is there a significant relationship between cognitive emotional regulation and classroom disposition of public school teachers?
4. Which domains of cognitive emotional regulation influence classroom disposition of public school teachers?

3. Methodology

This study made use of non-experimental quantitative research design utilizing descriptive-correlational techniques. This study utilized non-experimental research because the independent variable of the study is not manipulated and there is no random assignment to groups (Johnson & Christensen, 2008). The data of this study described the change process management and the work environment attitudes of teachers. Likewise, it is also correlational because the study determines whether the two variables have significant relationship.

4. Results

Level of Cognitive Emotional Regulation of Teacher

The response of the respondents on their level of *cognitive emotional regulation* has an overall mean score of 3.63 or *high*. The *high* level indicates that most of the items regarding cognitive emotional regulation of teachers are *sometimes* manifested. The cited overall mean score was the result obtained based on the mean scores from the following indicators of cognitive emotional regulation of the respondents: *self-blame, acceptance, rumination, positive refocusing, refocus on planning, positive reappraisal, putting into perspective, catastrophizing, and blaming others*.

Level of Classroom Disposition of Public School Teachers

The response of the respondents on their level of *classroom disposition* has an overall mean score of 4.32 or *very high*. The *very high* level indicates that most of the items regarding *classroom disposition of teachers* are *oftentimes* manifested.

The cited overall mean score was the result obtained based on the mean scores of the indicators of classroom disposition which are the following: *perceptions about self, perceptions about other people, perceptions about subject field, and general frame of reference perception*.

Correlation between Cognitive Emotional Regulation and Classroom Disposition of Public School Teachers

Based from the results of test of relationship between variables involved in the study, it could be gleaned that there is a significant relationship between cognitive emotional regulation and classroom disposition of public school teachers. The null hypothesis which states that there is no significant relationship between cognitive emotional

regulation and classroom disposition of teachers is rejected.

Significance on the Influence of Cognitive Emotional Regulation to the Classroom Disposition of Public School Teachers

The regression analysis showing the predictive ability of *cognitive emotional regulation* on the *classroom disposition of public school teachers* indicates that *cognitive emotional regulation* has significantly influenced on the *classroom disposition of public school teachers*. The indicators of cognitive emotional regulation that have influence on classroom disposition of public school teachers are the following: *putting into perspective, rumination, and refocus on planning*.

5. Conclusion

This study revealed a high level of cognitive emotional regulation and a very high level of classroom disposition of public school teacher. Generally, the findings of the study showed that cognitive emotional regulation is related to classroom disposition of public school teacher.

When the cognitive emotional regulation were regressed on classroom disposition of public school teacher, the regression analysis showed that cognitive emotional regulation, has significantly influenced on the classroom disposition of public school teacher.

Putting into perspective, rumination, and refocus on planning have the higher degree of influence on classroom disposition of public school teacher.

6. Recommendation

Based on the findings and conclusion, it is recommended that: the Department of Education may continue to create programs, offer trainings, create forum as avenue for teachers to develop and advance in their profession, school administrators may continuously strengthen their monitoring and professional development activities to improve the present level of teachers in terms of their cognitive emotional regulation and classroom disposition of public school teachers, and another study may be conducted which explore other variables related in the study.

7. Reference

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