

An Exploratory Study on Emotional Labor: The 'Invisible' Work of Teachers

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Abstract

Emotion is an integral part of the teaching profession. Teachers play various and complex roles that demand the use of emotions at work. Emotions are embedded in the profession as they are part of the performance of one's job as a teacher. However, the emotional labor of teachers can be considered 'invisible' as this is one aspect of their work that is often neglected and taken for granted. This research looks at the emotional labor component in the job performance of basic education teachers. As evidenced by the narratives presented in the paper, basic education teachers are compelled to carry out tasks that necessitate emotional investments. The range of emotions teachers experience at work is wide, which greatly affects not only their teaching effectiveness but, more than anything else, their quality of life. The many demands of the teaching profession make basic education teachers vulnerable to various occupational hazards and stresses. Thus, it is high time that the psychological health and overall well-being of basic education teachers be given due importance and attention. After all, in the world of work, teaching is considered a noble profession.

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Introduction

The world of work is very complex. Each work entails different challenges, threats and opportunities. Depending on how one sees it, work can be a curse, freedom, commodity, occupational citizenship, disutility, personal fulfillment, social relations, caring for others, identity, and service (Budd, 2011).

“Meaningful work suggests a state of being; it implies a sociological and anthropological concern for the role of work in society, in terms of the norms, values, and traditions of work in the day-to-day life of people” (Chalofsky, 2010, p. 19). When people work, they bring their whole selves to work. A psychological contract between the employee and the employer operates, which is the unwritten agreement on what each expects from the other.

People have different, unique experiences at work. Each profession has diverse mental, physical and emotional demands. In this study, the focus is on the teaching profession. But what makes an effective teacher? What are the traits and characteristics of an effective teacher? Kyriacou (1998, p. 6) outlined what an effective teacher does:

- a) establishing an orderly and attractive learning environment;
- b) concentrating on teaching and learning by maximizing learning time and maintaining an academic emphasis;
- c) delivering well-organized and well-structured lessons coupled with clarity of purpose;
- d) conveying high expectations and providing intellectual challenge;
- e) monitoring progress and providing quick corrective feedback; and
- f) establishing clear and fair discipline.

In short, essential teaching skills, according to Kyriacou (1998, p. 8), center around planning and preparation, lesson presentation, lesson management, classroom climate, discipline, progress assessment, and reflection and evaluation.

McNeil and Wiles (1990) explained that teaching “is a complex act, incorporating the ‘persona’ or personality of the teacher.” Aside from being a science, teaching is also an art. As Dawe (1984, as cited in McNeil & Wiles, 1990) illustrates, teaching is drama, and those who want to be teachers should audition for the part. Thus, teachers should be trained as if they are performing artists. But what about the emotional labor teachers perform?

The following story of Larson (2008), which appeared in her article on “Emotional Labor: The Pink-Collar Duties of Teaching,” captures a classic example of the emotional labor teachers go through as she narrated her own experience as an English teacher:

“My 9:00 a.m. composition class is about to begin. I look over the lesson plan one last time, as if willing myself to cover all the points I have jotted down. Just as I am lifting myself out of my seat, a student knocks on the door looking tired and distressed. I have worked closely with this particular student, and have come to know her quite well. She has been with me for three semesters, two semesters of developmental English, and now my college composition course. Feeling comfortable with me, she has shared many stories about her twin boys and about being twenty-six and a single parent. Numerous times she has expressed gratitude for my gentleness and compassion. I am flattered when she tells me that I give her courage and inspiration to finish her degree, despite her constant fatigue from raising two toddlers and the insecurities of believing that she is not smart enough. So this morning I brace myself, knowing that this student has yet another personal obstacle facing her, preventing her from finishing her paper that was due over a week ago. As I open the door to greet her, I am full of anxiety because she will ask yet for another extension that I cannot give her. I try my best to hide this anxiety in order to listen to her empathetically as she explains how she was up all night attending to her very ill son and as a result could not finish her essay. When she hears that she will not be granted another extension and will receive a poor grade for her unfinished paper, she says quietly, “I understand”; tears well up in her eyes, and she leaves abruptly for the restroom. I stand in my office feeling guilty and frustrated. Instead of thinking about today’s lesson plan, I am wondering if I am being unfair and whether I should go to the restroom to calm

her. I decided against following her and go directly to class, but throughout the session I am somewhere else, replaying the office scene in my mind, analyzing how I could have handled it differently.” (pp. 45-46)

Teachers experience a wide range of emotions at work. However, the emotional labor of teachers is most often unnoticed, undervalued, and taken for granted. As Larson (2008) puts it, emotional labor in teaching is not valued as true labor but as instinctual. In her words, “the components of emotional labor—the nurturing, caring, reassuring, and entertaining aspects of teaching that make it possible for students to actually hear and absorb what we are saying—are perceived as personal attributes and personality traits that come from the heart” (p. 50) As Joshith (2012) further explains, emotional labor is the unrecognized third component teachers possess and deliver to the learners, aside from subject expertise and knowledge of teaching-learning methods.

The Study

This research is an exploratory study as it looks at the component of emotional labor in the job performance of basic education teachers. Specifically, the study explores the:

1. various situations/conditions that require basic education teachers to perform emotional labor;
2. the range of emotions/emotional states basic education teachers experience at work; and
3. the diverse emotional labor strategies/techniques/approaches basic education teachers apply at work.

Some data used in this study were based on interviews, conducted some time in October 2014, of nineteen (19) elementary and high school teachers from various private and public elementary and high schools in Metro Manila and in nearby provinces by graduate students enrolled in EDFD 201 class in the first semester 2014-2015. More than half of the respondents are female, handling subjects such as English, Filipino, Math, Science, Language Arts, Social Science, Values, Mapeh, TLE, Physics, and HELE, among others. Their average number of years of teaching experience is eight.

Another set of basic education teachers in Metro Manila was likewise interviewed by the researcher to strengthen and further support the data gathered from the previous interviews conducted by the EDFD 201 class. Of the five respondents, one is male and four are females. They handle various basic education subjects in the elementary grades, with teaching experience that ranges from two to 22 years.

The first set of interviews focused on the teachers' ability to grab and maintain attention, gain respect, build emotional safety/security, and establish academic connection with their students. The second batch of interviews mainly focused on the experiences of basic education teachers in emotional labor in the performance of their job. Considering that time was a major constraint, the five basic education teacher respondents were chosen based on the convenience of both the researcher and the interviewees.

The data were presented in narrative form, taking into consideration emerging themes and trends. The exact words of the respondents were quoted in the paper to convey the full meaning of the data gathered and at the same time to avoid misinterpretations. These were organized and analyzed based on the objectives of the study. Additional information from books, journals and relevant websites were likewise used to analyze the data and to lend support to and substantiate points raised in the paper.

Value/Significance of the Study

Cary Cherniss (2003) explained that there are several reasons the workplace is a logical setting for improving competencies in emotional intelligence. Some of them point to the fact that emotional intelligence is critical for effective job performance, and most adults spend more of their waking hours at work than in any other place.

The value or significance of this study lies in the fact that there is a research gap in this aspect of teaching. According to Bellas (1999, as cited in Roberts, 2011), the emotional drama associated with the profession goes largely unnoticed and unrewarded. Kinman et al. (2011) likewise stated that "little is known about the emotional demands faced by teachers or how this impacts on their well-being." Thus, this paper addresses a research gap, which can be the beginning of a more in-depth study on the matter. More importantly, this can

also be a seminal work for the construction of a grounded theory on emotional labor.

As an exploratory study, this paper also gives insights on the demands of emotional labor in the teaching profession, which can serve as a guide in the emotional preparation of being a teacher. An effective teacher, after all, is not just a subject matter expert, but one who is able to attain and maintain a positive classroom climate conducive to learning. It is thus imperative to have a deeper understanding on the emotional terrain of teaching; otherwise, teachers will find it difficult to withstand the stress, challenges, and demands inherent with the job. As Goleman (1995) explained:

“Successful teachers must be equipped with the skills needed for discerning one’s emotional make-up, reading emotional cues, responding to charged emotional situations, monitoring personal, fluid emotional cartography, and managing the emotions of others.”

Indeed, effective teaching entails understanding and being able to control and regulate one’s emotions in the classroom setting. As NEA Today (2007, as cited in Roberts, 2011) explained, teachers who are able to control their own emotions tend to maintain a more positive classroom climate, which is necessary for learning.

Deconstructing Emotional Labor

The Nature and Concept of Emotional Labor

Hochschild (1983) coined the term emotional labor and defined it as the “management of feelings to create a publicly observable facial and bodily display.” Its concept can be traced to the emotional quotient (EQ) or emotional intelligence. Goleman (1999) explained that “it refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and ‘in our relationships.’” It includes knowing emotions, managing emotions, motivating one’s self, recognizing emotions in others, and handling relationships. He identified self-awareness, self-regulation, and empathy as the emotional competencies needed for workers to be successful. Self-awareness is the ability to recognize one’s

emotions. Self-regulation is the ability to manage one's internal states, impulses, and resources, and empathy is the ability to understand and sympathize with others. Ioannidou and Konstantikaki (2008, p. 118) defined emotional intelligence as a "concept that involves the ability, capacity, skill or a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups."

Emotional labor involves the three key concepts of emotional display rules, surface acting, and deep acting. Emotional display rules are putting up the expected emotions or the appropriate standards considered appropriate on the job, according to Ashley and Humphrey (1993, as cited in Brown, 2011). Surface acting is faking one's emotion to meet certain social or work rules (Hochschild, 1983), while deep acting is trying to feel or align with a required emotion as called for by the situation (Morris & Feldman, 1996, as cited in Brown, 2011).

Emotional Labor in the Teaching Profession

Emotion has a huge impact on the classroom environment. Considering the nature of their work, teachers are vulnerable to emotional labor. They experience a wide array of sometimes contrasting emotions in the classroom (Day, 2007). Osborn (1996, as cited in Day, 2007) explained that effective teaching is necessarily affective as teachers and pupils interact, which is important to the learning process. Hargreaves (1998, as cited in Brown, 2011) stated that studies in education suggest that teaching is an emotional practice.

Teachers indeed perform emotional labor as part of the demands of the profession. Yin, Hong-biao and John Chi-Kin Lee (2012) confirmed this in their work, *Be Passionate But Be Rational as Well: Emotional Rules for Chinese Teachers' Work*, which states that teaching entails "heart-consuming" labor as expected by the professional and ethical norms in teaching. Day et al. (2007, p. 104) posited that, "effective teaching requires emotional and cognitive investments from teachers, which draw upon their personal and professional experience, knowledge, and skills." According to Isenbarger and Zymbylas (2006), "the performance of emotional labour is an important aspect of the reality of teaching and has an impact on teacher's commitment, satisfaction, and self-esteem."

The effects of emotional labor in the teaching profession cannot be undermined. According to Zembylas (2005, as cited in Roberts, 2011), teaching is not simply a technical process, because

it is where both personal and professional aspects of teachers' lives become one. Palomera et al. (2008, as cited in Castejon et al., 2011) found a positive relationship between emotional intelligence, personal adjustment and well-being of teachers. Hence, Roberts (2011) argued that teachers should be equipped with emotional strength, flexibility and coping strategies to lessen the effects of stress and emotional drama in classrooms. As Tsang (2011) explained, the distinction between the private and public life of teachers may become blurred so that their emotions are influenced not just by the emotional rules of teaching but also by the emotional rules in private life.

In Malaysia, Hayati et al. (2015) studied the predictors of teaching effectiveness for lecturers in public and private universities. Based on the statistical analysis, they found that self-management is the most important predictor, followed by personal leadership. At the local front, Santiago (1980) conducted a survey of 483 first- to fourth-year high school students enrolled in Saint Mary's College High School of Bayombong, Nueva Vizcaya, in 1976-1977. Based on her findings, aside from mastery of subject matter, an effective science teacher should show interest in and praise the efforts of students, no matter how small. Related to this, Javier (1990), in her study on secondary school students of Roosevelt College System in school year 1988-1989, found that students seem to have higher achievements when "pressured" by teachers.

Winograd (2003, as cited in Tsang, 2011) identified five emotional rules of teaching: "1) to love and to show enthusiasm for students; 2) to be enthusiastic and passionate about [the] subject matter; 3) to avoid the display of extreme emotions like anger, joy and sadness; 4) to love their work; and 5) to have a sense of humor and laugh at their own mistakes and the peccadilloes of students."

In short, these studies confirm that emotional labor is indeed crucial and inherent to the teaching profession.

Gaps in Current Studies

Effective teachers have long been portrayed as those who are subject-matter experts. Noriega (1976), in her study of three high schools in Tacloban City, Leyte, found that respondents preferred the instructional skills of teachers more than their personal qualities. This finding seems to be supported by a thesis done by Catura (2001) wherein it was found that student achievement is positively related to

the mastery of the subject matter of the teacher, but is not affected by teacher creativity, delivery of message, up-to-date teaching, attendance and punctuality of teacher, role modeling, relationship with students, capacity of the teacher to motivate, the teacher's manner of asking questions, her teaching technique, and classroom management.

In 2003, Zembylas (as cited in Roberts, 2011), revealed that educational research is now beginning to see the relationship between the "positive and negative emotions of teachers and the role such emotions play in teacher's professional and personal development." However, according to Schultz and Pekrun (2007, as cited in Brown, 2011), little research is done on the role of emotions in educational environments. This situation is similar to the local front, so much research has yet to be done on this aspect of the teaching profession.

Findings and Analysis

Basic education teachers experience various "emotional scripts" as Gibson (2006) calls them. Teachers feel angry, scared, happy, and sad in their day-to-day interactions with students. They control and manage their emotions through surface acting and deep acting. The following narratives were taken from the interviews conducted on basic education teachers in Metro Manila and nearby provinces. These narratives reveal their various emotional labor performances and experiences in response to the demands of their job.

Situations/Conditions that Require Basic Education Teachers to Perform Emotional labor

- a) Beginning of school year
 - *Okay, so, typically at the beginning of the year, children are apprehensive. Um, for this... this age group, there is separation anxiety simply because, um, many of the students this would be their first time in a formal school setting, so they're not sure what they are going into, they've never left their parents. So, typically, that is the scenario at the beginning, and so and then also, I like to size them up as well. (female, private school elementary teacher)*
 - *They're very unpredictable at this age...For the kids, you don't know if they would come in crying; you don't know if they're*

- coming in listening because they slept late last night. (female, private school elementary teacher)*
- *Kasi, ma'am, sa unang araw pa lang ng klase, pagdating mo pa lang, may makikita kang bata na tumatayo agad pag diyan na ang teacher, may mga batang nakaupo lang. May mga batang madaldal kahit nandiyan na ang teacher. Maingay pa rin kahit nandiyan na ang teacher. Minsan walang pakialam, eh. 'Yun may mga ganung bata. (male, public school elementary teacher)*
 - *At the beginning, they are attentive; my relationship with students is uncertain. At first I was also intimidated to them. We cannot deny the fact that some are attention-seeker while some are passive type of learners. (male, public high school teacher)*
 - *It's only on the first day of class, because it's my first time to see them, with their parents...Of course, I still don't know them. So you're still gauging how to deal with them, and primarily because there are parents inside the classroom. (female, private school elementary teacher)*
 - *Hmm. Usually, the kids are attentive but hyperactive on the first day of school. Ahmm, hyperactive...meaning they tend to talk and talk and talk...a lot of casual conversation. (elementary school teacher)*
 - *At first, maybe uncertain. Uncertain because on my part, it is my first time to handle them. So, we don't know or I don't know what their behavior is. (high school teacher)*
 - *Setting the routines at the first two weeks is crucial. I need to express myself and point out why we need to follow rules. (female, public school elementary teacher)*
 - *Usually, at the beginning of the school year, pupils were hesitant to be near the teacher. Grade one students were shy and quiet. Some were crying, looking for their parents. (female, public school elementary teacher)*
 - *At the start of the year, usually, the students are excited of being with their friends and classmates again. They are noisy. They have hangover from a long vacation that they had so most of them are still not mentally prepared. They feel lazy and not that excited to learn. Since some of my students have an impression of who I am as a teacher, they feel tense and unease. (female, private school elementary teacher)*

- *Well, sa first day kasi may mga parents pang kasama, so quite difficult pa yung nangyayari. And at the same time, dun mo palang nakikilala ang student mo. Kind of quite awkward din a little bit, kasi di mo pa alam kung pa'no mo sila ia-approach one by one. Tsaka medyo madami sila. Sympre as much as possible you try na makilala mo sila isa-isa and tsaka makita mo yun ano yun. Basta iba iba sila.* (female, private school elementary teacher)
 - *Siguro kapag first day of school, umiiyak na sila, naghahanap ng magulang. Ang ginagawa ko, pinapaupo ko sila at sinasara ang pinto para wala silang makitang parent at sila ay tumahimik.* (female, public school elementary teacher)
 - *My class during the start of the year was a riot. There were demands left and right on which I didn't quite know how to balance. Like, if I am discussing something, someone would blurt out, "Ms. Lim, he is annoying me!" In general, my students were attentive, but there were few boys who could cause a great disturbance in my discussion time. It took me some time to get to know my students, so it was an adjustment every single day. I tried to figure out different things like: Why is this boy so quiet? Why is he not participating? What else could I do to develop his potential? Should I transfer him to another seat? At first I was a bit aloof to them, because I was still gauging what approach should I do to them—should I be too strict? Should I be a sweet teacher?* (female, private school elementary teacher)
- b) When getting/maintaining attention of students
- *Their attention lasts for 10 to 15 minutes. Anything longer, and they are fidgeting, looking around the room, crying, or talking to a friend... Of course their short attention span, tattling kids, and their full-of-stories-classmates.* (female, public school elementary teacher)
 - *The span of attention of children is very short. Haha! The teacher must always think of the best ways to sustain the attention of the child.* (female, private high school teacher)
 - *The challenges I encountered are: 1) short attention span; 2) low interest in the subject, 3) classroom ambience (physical condition inside the classroom).* (male, private high school teacher)

- *The short attention span, restlessness, talkativeness, of course, the children are different nowadays. Their hands and mouth should always be busy. (female, private school elementary teacher)*
 - *Wow, grade one students! Hahaha! Their attention is like...I am teaching a concept then somebody dropped his pencil case and everyone will be talking about that and forget the lesson. Hahaha! Promise! They are like that. Just a little interruption and you need great effort to make their attention go back to the lesson. (female, private school elementary teacher)*
- c) When managing classroom
- *Mahirap gawin yong class room management, very challenging. Nagbackground check ako at nalaman kong galing ang ilan sa kanila sa broken family kaya KSP (kulang sa pansin). Kasama na rito ang informal interview ko sa kanila about their family background. (high school teacher)*
 - *Madaming challenges sa classroom. Yung iba, perhaps they saw something worth interesting than what you're talking ganun. (female, private school elementary teacher)*
- d) When dealing with behavioral/attitudinal problems of students
- *Ah, okey, ma'am, sa loob ng twelve years. Ang general observation ko sa mga bata, may iba-iba silang katangian. May batang behaved, may batang hindi naman, may batang hyper, may batang di mo alam kung may emotional problem, so mix ang mga bata, ma'am. May mga batang marunong, may mga batang di masyado. (male, public school elementary teacher)*
 - *The attitude and lack of interest of students in the importance of education. I mean, sometimes it seems that some students are just forced by parents to come to school or maybe they are not well motivated due to some factors in their own families that ruin their interests. Their reaction to such situation or circumstances is the most challenging. They usually behave unfriendly. (male, public high school teacher)*
 - *Ang sabi kasi sa akin, dapat daw 'wag ako masyado masungit kasi para ma-motivate sila pumasok. Pero gusto ko nga sana magsungit para matakot sila tsaka madisiplina. Ayun, tinry*

ko muna yung medyo mabait, ganyan. Ang nangyari tuloy, pasaway sila. (female, public school elementary teacher)

- *I handle section 26 of a public school, so usually I feel tense talaga, kasi sila ung “magugulo”. I feel uncertain; gusto ko magpalipat ng section minsan, kasi you don’t know what to expect from them since they belong to the lowest section at usually they are known to be, yun nga, yung magugulo talaga... May times na gusto ko na magpalabas ng room, but we are not allowed to do that kasi.* (female, public high school teacher)
- *When the students are talkative and restless. And sometimes, the academically challenged students are the more talkative and inattentive.* (female, private school elementary teacher)
- *Ay meron, ‘yung isa! Hay, hee kalurkey. Tapos ang lakas-lakas pa. Kapag di mo pinansin di ba minsan tumitigil? Yun hindi! Consistent ang lolo mo. Nung una, pinagalitan ko, di pa rin tumigil.* (female, public school elementary teacher)
- *Kasi doon, merong tinawag akong “te”, hindi “ma’am”. Tapos kinausap ko siya. Sabi ko, “Teacher mo ako, hindi ganyan dapat yung tawag mo sa akin.” After noon, gagayahin naman nila ako. Minsan nauulit, pero sasabihin ko “O, anung sinabi ko sayo?” Tapos alam na niya non. Nakikinig naman sila, kaya lang minsan matigas talaga ulo, dun na pumapasok yung namamalo ako.* (female, public school elementary teacher)
- *Yes. Yes. There will always be a pasaway or papansin who would not really listen even if the teacher exerts full effort! There is this one student who always come to me just to ask irrelevant questions like, “Teacher, what is your favorite color?” Yes, in the middle of a productive discussion. Then his classmates would laugh at him and would start the commotion. Or sometimes during recitation, he would raise his hand and when I call him he would just say, “Teacher may I go out?” His classmates would laugh again. Haayy!* (female, private school elementary teacher)
- *It’s hard if you’re talking and nobody is listening. It’s difficult to let them do this, and that if they don’t know the instructions and how things are done, like that!* (female, private school elementary teacher)
- *Big challenge for me is the kind of students who are carefree, or those who are called “come-what-may” students, those*

students who just attend to the class yet they really do not care at all. (female, private school elementary teacher)

- *Iyong challenges, ma'am, yung inattentive, yung short ang span ng mga bata, yung kanilang mga behavioral problem. Kasi may mga batang bully. Yung bully ay more on social environment. (male, public school elementary teacher)*
- *For example, if I am discussing something and some students are talking, I feel that they are disrespectful. If the students answer in chorus I do not entertain them. (high school teacher)*

e) When dealing with personal problems/circumstances of students

- *Teaching in public, some students come to school without eating causing them to think of food and other stuff while I'm discussing, this is one challenge. (female, public high school teacher)*
- *Tsaka yung readiness, malaking bagay din yun. If they're not ready, mahirap talaga, kaya kailangan kino-condition mo yung mind nila for them to be able to be ready. (female, private school elementary teacher)*
- *There are times that you feel too tired in going to class and you will see students who are sleeping in the class. (female, private school elementary teacher)*
- *Unang-una, ma'am, tinitingnan ko ilang beses na bang umabsent ito. Halimbawa, lima o sampu, kinakausap ko ang bata. Pinapaiwan ko sa klase. Ngayon 'yung bata magkukwento siya. Kagaya nung isa, ma'am, kaya pala panay ang absent niya kasi nagtatrabaho. So hindi ko alam na nagtatrabaho siya. 'Yung iba naman, magkukwento na may sakit daw siya, may pinuntahan. Tapos malalaman ko na ang mga magulang niya mismo ang nagpapatrabaho sa kanya. So ang una you talk to the child. And then, pag mag-respond ang child, talk to the parents. (male, public school elementary teacher)*
- *Isa sa mga problem ay emotional problem. Maaaring hindi makapag-aral ang bata dahil disturbed siya, may problema siya sa bahay. And then 'yung mga parents. May mga parents kasi na wala silang pakialam sa mga anak nila. Kahit na ano ang sabihin mo sa parents, wala lang. Sasabihin lang*

nila na, "Oo sige." Pero wala ring nangyayari. And then 'yung challenge ko rin 'yung financial concern. Ang bata ay walang pagkain, ang bata ay walang babasahin. Kaya iyon. Kasi meron akong kaso dati na kaya siya nakapagtapos kasi lagi kong binibigyan ng baon. Kasi kung hindi mo bibigyan ng baon, paano siya makakapamasaha, paano siya makakakain? (male, public school elementary teacher)

- *'Yung bata pagpasok, tahimik lang. Pag nakikita ako, natatakot sa akin. Ma'am eto ha, 'yung kamay ko halimbawa sa desk gaganito ako (shows hand gesture by putting his hand on the desk), natatakot na agad. Sabi ko, "Bakit natatakot ka?" Minsan sumisigaw ang bata. Ba't nasigaw ka? So ang ginawa ko, inalam ko. Eh, may tiyahin siya. Ang sabi sa akin, "Sir, kasi ang father niyan, may ginawang kalokohan diyan." So ang ginawa ko, dinala ko sa guidance. Tapos ang guidance, nagtanong siya. Lumabas ang katotohanan. So as a teacher, iyan muna ang unang step, tanungin muna ang bata. Pag nakikita mong may problema, dalhin mo na sa guidance para makapag-express ng damdamin. So ngayon ang ginawa, ang mga magulang kinausap. First, una, denial. Pero nung pinaliwanag ng guidance, saka siya nagopen up. So ang bata, hiniwalay sa parents. Dinala muna sa DSWD custody kasi kawawa ang bata, di ba, ma'am? Ang tatay, nandun pa rin. Tapos, nalaman na lang namin na naghiwalay dahil ang tatay may ginawang kalokohan. At 'yung nanay, saka naman binalik ang bata sa kanya.* (male, public school elementary teacher)
- *'Yun nga, yung kaguluhan nila, yung short attention span, mabilis ma-bore, tsaka siyempre yung intellectual ability nila na maabsorb agad yung mga sinasabi ko. Yung hindi na paulit ulit yung explanation.* (female, public high school teacher)

f) When dealing with the parents of students

- *So, di ba siyempre yung parents nasa labas ng room. Pagpasok ko, tinignan ko na silang ganyan...na parang "lumayas na kayo".* (female, public school elementary teacher)

g) When students get failing/low scores/grades

- *A lot of my students cry, even crumple their papers, whenever they see a failing mark on their assessments. As a teacher, I usually ask them, what happened? What confused you? I try to cheer them up and tell them that they can do better next time.* (female, private school elementary teacher)
- *The written feedback, the low score, low grades, disciplinary report, they are teary-eyed when they see it! Some students would cry, some will leave their test papers in the classroom. It was heart-breaking, even for me.* (female, private school elementary teacher)

Range of Emotions/Emotional State Basic Education Teachers Experience at Work

a) Happiness

- *I am happy when I see half of the class raising their hands to recite or even at least to try to read. I am also happy when I need not call them to check their seatwork, but they voluntarily submit to me...I also feel it when they explicitly say how happy they are to see me. One pupil even hugged me after a long week.* (female, public school elementary teacher)

b) Frustration/disappointment/discouragement

- *It's frustrating. It's frustrating. It can immediately change my mood and my tone for that lesson, for that situation.* (female, private school elementary teacher)
- *Frustrating nung una akong nagturo. Ang ano ko kasi, dahil matagal na rin ako sa serbisyo, inuunawa ko na rin ang bata. Diyan papasok ang principle of individual differences, na kung saan ang iba-ibang bata may kanya-kanyang learning styles, may iba-ibang coping mechanisms. Maaaring kaya siya naiinip dahil pagod na siyang mag-isip or pagod na rin siyang makinig.* (male, public school elementary teacher)
- *Frustrating. Kasi nagtuturo ka kung ano ang magandang asal tapos eto naman hindi gumagawa ng maganda, di ba, ma'am?* (male, public school elementary teacher)
- *May feeling of frustration on my part. Kaya nag-iisip ako ng innovation to become more effective sa kanila.* (high school teacher)

- *It's disappointing on my part pero I still manage to use it as my springboard for new strategies to be born. Kasi pag ganyan, I feel like hindi pa sapat yung mga prinepare ko at ginagawa ko inside the class. (female, public high school teacher)*
- *Disappointed. Sad. I think of ways on how to get their attention..... (female, private school elementary teacher)*
- *I feel frustrated. I tend to think about it over and over again. I cannot recover until the next day. (elementary school teacher)*
- *There are times that I'm disappointed. There are other times that I think of other ways so that I would not fail... I am discouraged. I am discouraged to continue teaching. There are also times that I reflect on it...I have an attitude that whenever I have an expectation that is not met, I get disappointed. And I don't recover easily. Many times that I have expected so much, and the result is unsatisfactory; I really suffered emotionally. (high school teacher)*
- *I feel frustrated. I recollect at which point did I lose the connection and the causes. I try to assess if it is my style or other factors that are beyond my control. (female, public school elementary teacher)*
- *Minsan busy sila sa ibang bagay or minsan wala sila sa mood para makinig so pinaparamdam ko talaga na disappointed ako. (female, private school elementary teacher)*
- *I think, ahmm, siympre frustrating yun in our part yun. Although you know that it's normal, sometimes, we have to accept it na it really happens. But nakaka-frustate din at times, na feeling mo gusto mo na lang mag-give up. Pero siyempre mind over matter na lang, na you should not give up on your students, kasi di ba, I mean, it's a mission na dapat gawin mo to serve them. (female, private school elementary teacher)*
- *Kailangan mabilis tayo mag-isip, mag-devise ng ways to redirect them back to the lesson. It's normal to feel disappointed, tired and frustrated. I think parte yun ng pagiging teacher. You have to accept things that's happening. (female, private school elementary teacher)*
- *During my first year of teaching, I felt sooooo devastated! Like, "Why are they not paying attention? Am I not good*

enough?" Then I start to pity myself, ask myself if I was really for teaching. But now? It's still frustrating. Because.. it is my fourth year already, and why are some kids still difficult to handle? But I am happy that that feeling comes seldom. I think, I just learned from the past experiences. (female, private school elementary teacher)

c) Suppressed feelings

- *Honestly, there is anger. [What is your outlet of anger, if there is any?] I am the kind of person that just holds it. I don't let it out on my students. (high school teacher)*
- *You know, the irony is, um...I try to end my day, even if their clips have move down, and pretty disastrous behavior-wise, not really disastrous but super playful and did not follow the class rules, I still try to end my day on a good note and a song. (female, private elementary school teacher)*
- *I try to compose myself at times like these. I try my best not to lose my temper. I stand in front and stop...Every day I assess how my teaching went through. Some days are good and some are not so good. (female, public school elementary teacher)*
- *He would ask something that is not connected to the topic, though I am starting to feel frustrated, hahaha, I still need to look calm. Yes, and looking calm in a situation like you want to grab the student's arms and let him sit down is also frustrating. (female, private school elementary teacher)*
- *I make sure that I do not lose my temper. (female, private school elementary teacher)*

d) Anger

- *I get mad. Hahaha. I will scold the child if he or she does a big thing, but if it's not so serious naman, just talk first and ask why did he or she do that. Ask for an explanation. (female, private high school teacher)*
- *Pinapagalitan ko sila. "Squat!" "Kamay-kamay!" Tapos paulit-ulit sila nagtatanong kahit tatlong beses ko na sinabi. Nagagalit na ako nun. (female, public school elementary teacher)*

e) Offense

- *I feel offended and I usually reprimand the students concerned, and then I talk to them outside the classroom after class.* (high school teacher)

f) Pity

- *I feel pity for those students.* (male, public high school teacher)

g) Annoyance/irritation

- *I feel annoyed and irritated but I cannot deny the fact that this signifies that they need me.* (male, public high school teacher)
- *Sometimes, I feel irritated naman, especially if I know that's the character of the student.* (female, private high school teacher)
- *Irritated. High blood. Hehe.* (elementary school teacher)
- *Wala pa rin. Naiinis na'ko 'di ko na siya pinansin. Pero di pa rin tumigil nakatingin sa kanya mga kaklase niya... Nakakainis siyempre, pero bata kaya intindihin mo na lang. Kahit gusto ko silang ihagis, di pwede.* (female, public school elementary teacher)

h) Helplessness

- *There are times that I feel helpless. Nawawalan na ako ng pag-asa minsan, lalo na pag nakuha ko na yung drive ko magturo tapos may manggugulo bigla. Parang "haaay eto na naman."* (female, public high school teacher)
- *If my warning did not work, then I sit in front of them and directly tell them how hard it is to stand and teach them. I tell them that I am not complaining but I want them to know that I am doing it to share to them what I can. It is up to them if they will get the most out of it.* (female, public school elementary teacher)

i) Feelings of inadequacy/incompetence/failure

- *Of course, there's this feeling like you did not succeed, feels like there is something lacking, so I need to think of another technique for me to be more effective.* (female, private school elementary teacher)

- *I feel confused. I want to ask myself if there's something wrong with me or my lesson. (female, private high school teacher)*

j) Love/appreciation

- *I think naman I'm loved by the kids naman. Kasi hindi ka naman ihu-hug kung hindi ka nila ia-appreciate. Hindi ka naman nila bibigyan ng note. Kasi yung kids, mahilig silang mag-iwan ng mga letters, minsan magdidikit sila sa wall ko kahit alam nilang bawal magdikit, pero magdidikit pa rin sila. Yung mga parent din nag-tetext sila, na-a-appreciate nila yung ginagawa mo for their kids. Nakakataba rin ng puso to know that you're doing something right. (female, private school elementary teacher)*
- *I think they view me as a friendly teacher. I receive warm hugs from them every day! I think it's because I really don't want to be someone whom they are afraid of. I don't like it when my students are forced to learn because they are scared of their teacher. I like to be a teacher who will motivate them to learn for their own sake. (female, private school elementary teacher)*

k) Alertness and sensitivity

- *I become alert and sensitive. (female, private high school teacher)*

l) Sadness

- *I feel sad, but I take note on it. I write it on our evaluation part just so I would know what to do next or how to improve on it. (female, private school elementary teacher)*
- *I feel sad. So I keep on thinking effective ways on how to get their attention. (female, private school elementary teacher)*

m) Difficulty in reaching out

- *Minsan may awkward moments, since di ba, high school majors talaga tayo, so hirap ako maka-reach out sa mga bagets. Minsan, magjo-joke ako, pero di nila mage-gets. Ako na lang tatawa mag-isa. Ano ba 'yan, sabi ko. (female, public school elementary teacher)*

n) Loss of patience

- *Yung patience mo matutunaw talaga. Yun yung unang challenge at feeling ko pinakamabigat. Mauubos talaga ang pasensya mo kasi napakaliit ng attention span nila, parang hindi high school. Maya't maya may gagalaw, maya't maya may mag papapansin. Minsan may biglang iiyak pa. Magulo talaga sila tsaka at a young age, parang ang dami nilang iniisip. Mabilis sila ma-bore kaya madalas maya't maya di sila nakikinig. I deal with this with more, more, more patience talaga, I take deep breaths before saying or doing anything. Usually I say "kung wala kang interest, you're free to step out." So hindi ako nagpapalabas, choice nila kung lalabas sila, Very careful ako sa mga sasabhin ko kasi madalas dinidibidib nila yun, kala mo lang hindi pero very sensitive sila. So usually I just give them choices para sila ang mag-decide at the end kung anong sanction nila pag di sila nakikinig or makikinig. So far, they decide to listen naman in the end. (female, public high school teacher)*

o) Feeling of being challenged

- *Sometimes also challenged. Parang ano pa kaya ang pwede kong gawin para mas makinig sila sa akin? Kasi di naman pwedeng biglang ayaw mo na kasi siyempre, you love your job din. So ayun, parang isip-isip ano pang pwedeng gawin kahit may time na you feel helpless nga. (female, public high school teacher)*
- *I'm challenged to think of new strategies and methods specially when they don't get me because of their lack of attention. (female, public high school teacher)*

**Emotional Labor Strategies/Techniques/Approaches
Basic Education Teachers Apply at Work**

a) Showing empathy, love and care/making students feel that you are there to help them/being a friend

- *Valuing the individual student; recognizing each student's individual abilities; honoring where they are as learners, meaning levels and skills; and, assisting them to get them to where they need to be. (female, private school elementary teacher)*

- *Looking at their individual needs.* (female, private school elementary teacher)
- *Gently, firmly guiding him; redirecting him but you're not forcing him to.* (female, private high school teacher)
- *So pagka-ganon yung approach, I think that they do not feel na nire-reprimand mo sila or something like that. Ang dating sa kanila, you want to help them, kaya parang sila na din yung mahihiya na hindi gumawa ng way para maging maganda yung performance nila sa class.* (female, public high school teacher)
- *I show my concern the way I talk to them and teach them: By showing respect and concern to them. At the same time by being consistent with my approach.* (female, private high school teacher)
- *I also try to share my experiences to them so they would know that they can just freely consult me even outside the academic topics. I work with passion with my students. I feel their needs and I understand them. Dahil simula't simula pa gusto ko talaga na matuto sila. I make them feel this intention I have for them.* (female, public high school teacher)
- *I listen to their concerns, problems and opinion...It's important to listen to them whenever they need to say something. When they know that their concern matters to you, I think, they feel secure...when they know that they can trust me. I don't know if they feel safe with me. [laughs] And of course, when they can see that I am concerned with them, they feel safe, I think...When the students' concerns are being addressed, they feel emotionally secure.* (female, private school elementary teacher)
- *I establish to them a strict but considerate teacher...I show them that I respect them. I let them know that I am considerate.* (female, private school elementary teacher)
- *Kino-consider mo yung feelings nila, yung thoughts nila, yung needs nila. Kaya nga nagsho-show ng ganun ways like listening to them kasi kino-consider mo yun. Tsaka may effect din yun kung sisigawan, hindi kasi dapat sigaw agad. Kausapin mo sila as a person, i-balance mo din yun, kung bakit, kung bakit ba ganon, hindi dapat yung galit ka agad. You have to know the reasons behind it kasi lahat may dahilan.* (female, private school elementary teacher)

- *They could approach me freely anytime about anything that bothers them or with simply whatever they want to talk about. (female, private school elementary teacher)*
- *Dapat mauuna ka, dapat ma feel nila na friend ka nila, Pag may sharing I support the stories they share. Ang mga students they feel naman kung sincere ka, lalo na itong mga Section 26. They are very sensitive, kaya dapat sincere ka talaga to let them know na you are willing to help. Alam kong may trust na sila sa akin pag nagsusumbong na sila tungkol sa ibang teachers, or if they tell personal stories na, at hindi basta-basta stories, meron diyan adik ang tatay, nanakit, nang papaso ng yosi. Yung mga ganung stories. If they tell these, kahit sino naman, alam ko na they trust me with their “secrets” and in return nagpapayo ako, nagkukwento din ng stories na makaka-relate sila na galing din sa sarili kong buhay and I pray with them. (female, public high school teacher)*
- *Di ba teacher is the second parent? Also, the child could express their feelings, ideas and opinions and even their problems. (female, private high school teacher)*
- *Although they know that I am a teacher, I guess they should also feel that I can also be their friend, that anytime, they can open up their problems with me. (female, private school elementary teacher)*
- *I talk to them with empathy, most especially those who are emotionally bothered. (male, public high school teacher)*
- *I greet them. I make them feel welcome in the classroom. (female, public school elementary teacher)*
- *Show love and care by asking them with simple conversation, e.g., what did they do last vacation, where’s mommy and daddy, complimenting and encouraging them. (female, public school elementary teacher)*
- *By comforting them when something bothers them or there’s something wrong. Helping them when they need me and assuring them that everything is fine. (female, private high school teacher)*
- *Good listener rin ako kahit mali ang sinasabi nila. Careful ako sa words. Isang word na masakit ay damaging sa kanila yon, though minsan ay nakakapagsalita din ako ng madiin sa kanila dahil tao lang ako. Kailangang maramdaman nila*

na ang lahat ng istudyante ay welcome sa klase regardless of their attitude. (high school teacher)

b) Taking the role of a parent figure

- *It's really very important as a teacher that somehow, like a mother, or motherly approach is really effective. It is very important because it would bridge the gap specially when they find the lesson very hard, it bridges the gap through reaching out. They would always have that feeling, "Ahh. Tanungin ko teacher ko!" (female, public high school teacher)*
- *When the situation calls for it, there is this tendency of being a "mother" figure. I'll call their attention, talk to them and instill to their mind that the lesson/s being discussed is for their own benefit, hence, they should listen attentively. I tend to make "sermon" in a nice way. (female, private school elementary teacher)*
- *Ako kasi, I'm always there to be a parent to the kids. For example, tina-touch ko sila to secure their feelings, attitudes and behaviors. (female, public school elementary teacher)*
- *Bilang pangalawang magulang, ma'am, kumbaga as second father sa kanila, yung father na mabait, understanding, pinaparamdam ko sa kanila 'yun, especially during group activities. May mga bata kasing nahihirapan, "Sir, paano ba ito?" Ako naman, "Ganito yan." Kumbaga ang ginagawa kong set up imbes na classroom parang bahay, feel-at-home. Kasi ang number one problem ng bata ay stress. Pag may teacher, "Naku, nandiyan si Sir, baka pagalitan ako, baka mali ang ginawa ko." Kaya sabi ko sa kanila, it's all right to make mistakes kasi dun kayo nagkakaroon ng lesson saka ng learning. Kung walang mistake, hindi natin alam kung tama o mali ang ginagawa natin. May mga bata kasi, sasabihin sa akin, "Sir, mali ang ginawa ko." "Okey lang yan, gusto mo bang mag-stop muna?" "Okey lang bang mag-stop muna Sir?" "Okey lang yan. Basta pag sa palagay mo, okey ka na, pwede kang magsimula ulit." Maipakita mo ba na may malasakit ka sa kanila. Kasi ang mga batang yan, alam nila kung may malasakit ka o wala, eh. Kasi ang mga bata, ma'am, napansin ko, malakas ang kanilang pakiramdam. Alam nila kung niloloko mo lang sila o hindi. Nararamdaman nila yun, kahit halimbawa pananalita mo ay maayos, alam nila na*

hindi. Nararamdaman nila yun, parang nag-aano sa kanilang katawan. (male, public school elementary teacher)

- *Opo. Halimbawa, yung pagkain ko na, nakalagay na sa baunan ko, ibibigay ko na. "Sige, kainin niyo na ito." "Eh, Sir, paano naman po kayo?" "Meron naman akong pambili." Ganun. Kumbaga, kung ano ang gawain ng isang magulang, 'yun ang ginagawa ng isang teacher... Eto 'yung, kumbaga, sa teacher at student relationship, kasama mo sila. Alam mong meron kang companion. May makikinig sa iyo. May taong hindi lang mang-uunawa, kundi magbibigay ng extent ng support sa iyo e. Na hindi ka nila bibitawan. May mga tao kasi, kung kailan ka down binabagsak ka nila. Sila 'yung tao na in time of need nandiyan sila. Kumbaga, in good or bad, nandiyan sila para sa iyo ma'am e. Kumbaga, you work not only as a teacher but as a parent, son or daughter, ganyan. You work as a family, 'yun ma'am. (male, public school elementary teacher).*

c) Reaching out/connecting with students

- *I remove the barrier. There are grumpy teachers. I open my life to them in a way that I remove the notion that teachers are grumpy, untouchable. I do that to help them. In what way? If they have problems, they can talk to me instead of keeping the problem to themselves. Their understanding is, "This one is approachable. Maybe this person could help me."... It has been my practice to talk to my students, then I ask them what the problem is, if they have problems. What I do, I get myself close to them so that those students will open up. What are their experiences? Why is their academic performance like that? Their behavior. That is what I usually do. (high school teacher)*
- *I put a smile on my face and I try to remember their names on day one. They like it when I use descriptive words or mnemonics to remember their names.. A simple smile would mean affirmation to a child. (female, public school elementary teacher)*
- *Halimbawa, ang bata nag-away sila. Siyempre ang emotional labor ko doon, kakausapin ko sila ng sabay, aalamin ko kung ano ang nangyari. Hindi mo agad-agad sisigawan o pagagalitan ang bawat isa. Siyempre, alamin mo muna*

kung ano ang pinanggalingang dahilan kung bakit sila nagsuntukan. (female, public school elementary teacher)

d) Communicating with parents

- *Kasi ang mga parents naman po, at the beginning of the school year, sila naman po naghahatid po sa mga bata. So sa umpisa pa lang po, kinakausap ko na rin po sila regarding dun sa mga dapat nilang gawin at ang mga bata, ano ang mga dapat nilang gawin sa loob ng classroom. So 'yun, establishing classroom rules and regulations, and then setting up yung mga... Actually, hindi naman siya Do's and Don'ts, ma'am, eh. Kumbaga, mga appropriate behavior inside the classroom, kumbaga house rules.* (male, public school elementary teacher)

e) Connecting through jokes/humor

- *I give some intelligent jokes to provoke their critical thinking skills. I also use action songs and games before the class starts. After my ice breaker, when they're listening, that indicates my success.* (male, public high school teacher)
- *I do respect them so that they will respect me, too. Whenever I enter the room, I smile to them and greet them always.* (male, public high school teacher)
- *I often make jokes, we laugh while orienting them. I make them laugh.* (female, private high school teacher)
- *I inject or crack a joke to make them relaxed and feel that I have a sense of humor.* (high school teacher)
- *I crack jokes or I give them series of different activities. Sometimes, I remind them of the classroom rules.* (female, public high school teacher)
- *Strict but funny because I have sense of humor when I teach in class.* (female, private school elementary teacher)
- *Usually, I make them laugh. It is successful because there are times, especially in the morning, their mindset is still asleep. So there are times that I crack a joke for them to be alive.* (high school teacher)
- *Minsan, kailangan nilang maramdaman na friend ka nila, yung nakakabiruan mo sila.* (female, public school elementary teacher)

- It is a must that you should have a sense of humor. You don't need to be that serious in the class, you should inject some humor once in a while in class discussions. (female, private school elementary teacher)
- f) Encouraging students
- *I...I...encourage! I encourage the student by pointing out his/her strengths.* (elementary school teacher)
 - *Basta kailangan i-encourage mo, intindihin mo kahit di pa sila ganun kagalang pa.* (female, public school elementary teacher)
- g) Being animated/making use of voice
- *I use my voice, I do not use lapel. I make sure my voice is not monotonous. From my voice, they can sense my feelings. I use a buong voice, yun hindi matinis para alam nila serious talk na. Sometimes light voice lang, yung hindi masyadong malakas, may idea na sila dun na sharing na. And usually pag may student na gusto ako tawagan, I look at him/her using my loud voice without saying his/her name, sometimes I say "Ready na ba kayo?" in a booming voice while looking at the student na maingay. From there I can catch his/her attention. Minsan kasi, akala natin okay yung pag sigaw. Sa section 26 pagod na sila dun, sa bahay palang nila puro sigaw na. Yung ibang teachers puro sigaw din. So ako as much as possible I refrain from shouting at them just to call their attention.* (female, public high school teacher)
 - *I just raise my voice.* (female, private school elementary teacher)
 - *I make my voice louder...I ask questions regarding the topic... By doing this, the inattentive students will look at me and then listen.* (elementary school teacher)
 - *I need to be animated. I am really exaggerated when I teach. My voice, it needs to be well modulated. Not too loud.* (female, private school elementary teacher)
- h) Being fair and consistent
- *Isa sa pinapraktis ko ay yong palagi akong fair and square in dealing with them. I see the need for me to be consistent in my rules and policies inside the classroom, giving motivation and rewards to the students.* (high school teacher)

- *I am being firm and consistent in my decision inside the classroom. (female, public high school teacher)*
 - *I am strict but not really super strict. It's like just being firm. When I said it, they must follow. (female, private school elementary teacher)*
- i) Making use of reverse psychology
- *Sometimes I use reverse psychology. I tell them, "Okay, keep on talking, don't stop." Then they will stop talking. The clapping also makes them pay attention because they need to respond to my claps with the use of claps as well. (female, private school elementary teacher)*
 - *For example, there are some students who feel like they are within our level, so sometimes us teachers would use "po" and "opo" to them so that in return, they will realize that the use of "po" and "opo" has a positive impact whenever they will talk to someone who are more senior than them. It is kind of using a reverse psychology approach. (female, private school elementary teacher)*
- j) Not shouting
- *I really make sure that I don't shout because sometimes shouting does not work anymore. The more you shout, the more they won't listen to you. Shouting is not that so effective anymore. (female, private school elementary teacher)*
- k) Avoiding over-familiarity/setting boundaries
- *One of them is avoiding over-familiarity. It is risky. When there is over familiarity, it builds negative relationship because the tendency is that your students become very familiar with you that they lose respect. Then you must set rules; personal rules in treating your students. For example, I can't always come with my students if there is no important occasion or reason. (high school teacher)*
 - *Although sometimes there are students who would be carried away by your closeness to them, I still make sure that there is a limit between us. (female, private school elementary teacher)*
 - *Since there are students who does not know their boundaries/limits, they tend to see that their teachers are just*

making friends with them, chummy-chummy relationship. They tend to abuse the situation. So it is important that the students should know their boundaries. (female, private school elementary teacher)

1) Knowing the students and their family background

- *Actually, one time in my advisory class, there was a time that a student is absent-minded. At first I was irritated, then eventually through Facebook, I learned that there is a situation in their family that the parents almost got separated. So I understand now why the child is like that. (high school teacher)*
- *I try to know them, their interest, dreams and even their fears, from there I plan. I have to know them better to know their needs. (female, public school elementary teacher)*
- *Extra-sensitive to the needs of the kids. Yun po ang kailangan nila para maturuan ko sila ng maayos. Kailangan makilala ko sila, their strengths and weaknesses, as far as their moods is concerned. So alam ko kung kailan ako dapat magalit, hindi magalit, magdisiplina o hindi magdisiplina, hanggang saan nila kayang tanggapin o hindi kayang tanggapin, siguro yung tamang timing, right words, right place ang lagi kong kinoconsider. (female, public school elementary teacher)*
- *Ang isang ginagawa ko dito ay kinakausap ko ang bata para malaman ang dahilan ng pagbaba ng kanyang grado sa mga asignatura. Ito ay binibigyan ko ng pansin at kinakausap ko na rin ang mga magulang sa problemang ito. Motivation. Minsan magbibigay ka ng isang bagay na sa tingin mo ay matutuwa ang mga bata para ang maging focus nila ay sa guro pa rin. (male, public school elementary teacher)*
- *Kinakausap ko sila ng personal. Tinatanong ko sila kung ano ang kalagayan nila sa bahay. Minsan, hindi ko sila masisisi pagkatapos nilang magsabi sa akin na teacher, patay na po ang tatay ko, nanay ko na lang po ang nag-aalaga sa amin. Lima po kaming magkakapatid. Wala pong trabaho ang nanay ko, minsan, naglalabada lang po siya. Pag nakikita ko na nagmi-misbehave, kinakausap ko na lang ng maayos para gumaan din ang kalooban niya, magbigay siya sa akin ng kanyang saloobin na teacher wala po akong ganito, kailangan ko ng ganito. Kasi kung lagi ko nalang pagagalitan,*

wala nang mapupuntahan ang bata eh. Pinapagalitan sa bahay tapos pagagalitan mo pa dito sa school, kaya sobra ang atensiyon mo sa mga batang ganyan. (female, public school elementary teacher)

m) Appealing to conscience

- *Kapag ano, titignan ko lang siya, alam na niya. Meron kasi akong napaiyak noon. Kase meron siyang sinabi na medyo bastos na salita. Tapos, "Grade 2 ka pa lang, ganyan na." Kinausap ko siya, yung hindi pagalit, yung kaming dalawa lang. Tapos nabigla ako umiyak na, yung hagulgol talaga. After noon, ang bait-bait na niya. Basta kinonsensiya ko siya, minention ko yung parents niya. Imbes na magalit ako sa kanya, tawa ako ng tawa, di ko mapigilan. "Umupo ka na dun," sabi ko.* (female, public school elementary teacher)

n) Using threats

- *Mas nagmamatigas ako sa kanila. Halimbawa, sinagot ako, lalapitan ko, hihilahin ko yung manggas niya. Tapos kakausapin ko, pag di na sumasagot, kunin ko yung gamit. Ayaw nila yun eh, yung papalabasin mo sila, tapos alam nilang papatawag mo magulang. Ayun, magiging mabait at masipag na nun.* (female, public school elementary teacher)

o) Using non-verbal communication

- *If they are busy talking to each other, I just stare at them until they sense that I'm already inside the classroom so they have to divert their attention to me.* (female, private school elementary teacher)
- *Usually, when they tend to be noisy, I don't start my class. I see to it that I have their attention, all eyes are on me. If ever I see some students still talking, I stare at them and eventually they will stop on what they are doing. That's my cue to start my discussion on the lesson for the day.* (female, private school elementary teacher)
- *So, um, my body language if I look, my facial expression if I look happy, if I look cheerful...that sets a tone for the classroom. Um, if I look angry then they could read that on my face. So providing them with the safe, secure environment,*

my voice, a calm, loving but firm voice. There isn't yelling.
(female, private high school teacher)

- *Pinapakita ko sa mukha ko kung galit ako o masaya ako.*
(female, public school elementary teacher)

Conclusion and Implication

Emotion is an integral part of the teaching profession. Without it, there is a missing link, no matter what the conditions are. The work of teachers can be considered very exhausting as they play various and complex roles that demand the use of emotions at work. At the same time, the emotional labor of teachers is also invisible as this is one aspect of their job that is neglected and taken for granted.

As evident by the narratives presented in the paper, basic education teachers are compelled to carry out tasks that necessitate emotional investments. Teachers experience a wide range of emotions at work, which greatly affect not only their teaching effectiveness but more than anything else, their well-being. Since the teaching profession can be considered a highly interpersonal job, basic education teachers then employ diverse emotional labor strategies/techniques/approaches either in the form of surface acting or deep acting to be able to produce a positive impact to their students. Considering the many demands of the teaching profession, basic education teachers are therefore vulnerable to various occupational hazards and stresses. Thus, it is high time that the psychological health and overall well-being of basic education teachers be given due importance and attention. After all, in the world of work, teaching is considered a noble profession.

Recommendations

In terms of research, it is recommended that a comparative study on emotional labor be done on the following variables: a) sex; b) type of school; c) level/year handled; and d) number of years of teaching among others. This will either support or contradict the

research done by Wragg and Wood (1989, as cited in Kyriacou, 1998), who noted that experienced teachers were “more confident, warm and friendly, more business-like, more stimulating, more mobile, made greater use of eye contact, made greater use of humour, were clearer of their classroom rules, and better established their presence and authority.” In addition, it is also interesting to study emotional labor from the vantage point of feminism as findings would definitely give us a different view on the subject matter.

Castejon et al. (2011) explained that “socioemotional competencies are highly valued in the labor market. Most jobs do not merely require technical knowledge and skills, but also a certain level of socioemotional competencies.” Thus, when giving compensation and benefits to teachers, emotional labor should be taken into consideration. Since it is a central part in the performance of teaching responsibilities, it should be seen as work, given its proper recognition and value.

Kassem (2002, as cited in Castejon et al., 2011) suggests that specific emotional knowledge and skills should become part of the teacher education curriculum to prepare teachers of the demands of their profession. This means that regular trainings should be given to basic education teachers to equip them with proper tools and techniques in dealing with the emotional labor component of their job. As Vesely et al. (2013) explained, emotional intelligence training may not only increase teacher’s efficacy in the classroom but will also decrease stress and job dissatisfaction.

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