

ORIGINAL ARTICLE

The Significance of Emotion Regulation Strategies in Teacher Education

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ABSTRACT

Emotions affect all the decisions of individuals and one of the professions that emotions are closely linked with everyday practices is teaching as emotions are highly influential on teachers' cognition, classroom practices, classroom management, well-being, and ultimately on student success. Hence, recent research on teacher education has moved towards emotion regulation strategies and competencies of teachers. Emotion regulation strategies refer to appropriate responses of individuals to the needs and demands of their environment by changing their own emotions and expressions. However, suppressing emotions may cause serious adverse effects on teachers and protracted suppression of emotions and stress causes teacher burn-out. Research shows that emotion regulation is a social activity rather than an internal experience. Although teachers try to hide their emotions in the classroom, this can be recognized by students from the shifts in their tones and facial expressions. Teachers' professional development consists of professional knowledge and skills, but professional happiness and satisfaction are equally important. Therefore, emotion regulation is an essential skill teachers should develop as early as possible; however, this issue is rarely addressed in teacher education programs. Most conventional teacher education programs focus merely on content knowledge and general pedagogical development of prospective teachers. This paper discusses the importance of emotion regulation strategies by giving examples through a comprehensive literature review and puts forward some suggestions regarding how to incorporate emotion regulation strategies and socio-emotional competencies of prospective teachers in teacher education programs.

Key Words: Emotion regulation, emotion regulation strategies, socio-emotional competencies, teacher education

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INTRODUCTION

It is known that teaching is an emotional profession (Hargreaves, 1998; Sutton et al., 2009; Yin & Lee, 2012) and emotions are closely related to cognition and directly affect teaching and professional success (Aldrup et al., 2024; Brown et al., 2023; Hamre & Pianta, 2005). Emotions are internal and psychological processes including affective, cognitive, and physiological components (Aldrup et al., 2024; Savina et al., 2025). For this reason, two different teachers may react very differently to a similar event or a student behavior. This is because the reactions and emotions developed in the face of current situations are closely related to how these situations are evaluated by individuals rather than the events themselves. In a typical classroom setting, teachers may develop positive emotions such as joy, enthusiasm, and sincerity, but they may also develop negative emotions such as anger, resentment, or anxiety (Jiang et al., 2016). Having positive emotions helps teachers to be more passionate about their work and provide quality teaching, which is appreciated by students (Hargreaves, 1998). When teachers have consistently positive emotions, they are more passionate about their profession, develop more creative teaching strategies, and motivate their students more easily, whereas when teachers have consistently negative emotions, it dulls their creativity and negatively affects students' learning (Fayda-Kınık & Kirişçi-Sarıkaya, 2025; Frenzel et al., 2009; Jiang et al., 2016). Therefore, teachers need to learn how to regulate their emotions as part of socio-emotional learning, which is defined as "the process by which socio-emotional skills are developed" (Kasperski & Hemi, 2022, p. 807).

Emotion regulation and emotion regulation strategies are practical tools that stem from a teacher's broader socio-emotional competencies. According to social psychology, emotion regulation refers to the processes through which individuals consciously or unconsciously affect their emotions and how they experience and express their emotions (Aldrup et al., 2024; Gross, 1998a). From this perspective, this review study first introduces the concept of socio-emotional competencies. Within this broader concept, the paper explains various types of emotion regulation strategies and shows examples with regard to how teachers apply them. Then the paper explicates the importance of emotion regulation strategies and socio-emotional competencies of teachers by referring to the related literature. Finally, the paper concludes with a proposal regarding how emotion regulation strategies and socio-emotional competencies of teachers can be developed by contextualizing the findings within a specific national framework, namely in Turkish teacher education landscape.

Socio-Emotional Competencies

Recent studies show that teachers need to be competent not only in the domains of content and pedagogical knowledge, but they also need to be competent emotionally (Savina et al., 2025). Socio-emotional competencies facilitate teachers to adapt to their environment. Emotionally competent teachers address students' varying needs more effectively (Savina et al., 2025). Teachers' socio-emotional competencies have also a significant impact on their health and job performance resulting in better student learning, teacher-student relationship, and a positive and supportive classroom environment (Kasperski & Hemi, 2022; Poulou, 2017; Savina et al., 2025). Besides, teachers with high socio-emotional competencies help students have socio-emotional learning skills (Poulou, 2017). Socio-emotional competencies rely on three pillars; emotional processes, social skills, and regulation of cognition (Jones & Buoffard, 2012). Table 1 shows these three essential components.

Table 1. Components of socio-emotional competencies

Socio-Emotional Competencies		
Emotional Processes	Social Skills	Cognitive Regulation
expression of emotions,	recognizing social clues,	cognitive flexibility,
emotional awareness,	prosocial behaviors,	attention control,
emotional knowledge,	positive interaction with others,	avoiding from inappropriate behaviors,
empathy,		task switching
behavior regulation,		
perspective-taking		

Note: Adapted from Jones & Buoffard, (2017); Kasperski & Hemi, (2022)

As can be seen from Table 1, the first component of socio-emotional competencies is emotional processes such as expression of emotions, empathy, and regulation of behaviors. Second is the social skills which require interpreting the meaning of others' behaviors from the social clues and adjusting one's own behavior accordingly. Third one is the cognitive regulation covering attention control, flexibility of cognition, and refraining from inappropriate responses and behaviors (Jones & Buoffard, 2012; Kasperski & Hemi, 2022). These skills contribute to individuals' academic success, interpersonal skills, and emotional well-being. Therefore, first and foremost teachers are expected to own these competencies. For this reason, it is increasingly accepted that more time should be devoted to this issue in pre-service and in-service training programs in order to improve the socio-emotional competencies of teachers and pre-service teachers. As a result of this understanding, the concept of socio-emotional competencies of teachers within the scope of socio-emotional learning has emerged as an important research topic in educational sciences. Kasperski and Hemi (2024) examined the development of teachers' socio-emotional competencies through simulation-based teaching practices. Pre-service teachers participated in either face-to-face or online professional development programs, both of which effectively enhanced their competencies. The programs involved a series of clinical scenarios, adapted from the context of clinical teacher education, which participants experienced through simulations. Clinical simulations are defined as real-life scenarios in which students, teachers, parents, school principals, or other educational stakeholders are portrayed with the help of real actors (Roberts et al., 2020). Studies on teachers' socio-emotional competencies also show that teachers with high socio-emotional competencies improve their students' socio-emotional learning (Goroshit & Hen, 2016).

In the first quarter of the 21st century, migration waves, massive population changes, ecological disasters, and infectious diseases such as the COVID-19 pandemic have caused us to see chaotic and turbulent environments that have never been experienced before as the new normal (Hadar et al., 2020). As it is known, teaching is a demanding profession and the unpredictability of today's world due to some global challenges like pandemics and hybrid teaching even make it harder (Doyle et al., 2024). These developments affected education and education systems as well as other sectors (Laukkonen et al., 2019). Teacher education, prospective teachers and teacher educators are inevitably affected by these changes. Therefore, teacher education programs need to update themselves accordingly and question to what extent they can equip prospective teachers with socio-emotional competencies to cope with different problems that may arise in the future (Hadar et al., 2020). While education reports such as OECD 2030 (Laukkonen et al., 2019) predict that today's children will be able to develop the skills to adapt themselves to the uncertainties and complex environments that may arise in the future, it remains unclear whether teachers will have the same skills.

Resilience and socio-emotional competencies of individuals are at the center of discussions on how human beings can adapt to the rapidly changing conditions of the world (Hadar et al., 2020). Socio-emotional competencies such as self-awareness and emotion regulation, social awareness, communication skills and empathy are regarded as important competencies for the health and happiness of students and teachers enabling them to overcome complex situations (Hadar et al. 2020). However, there are few studies on socio-emotional competencies in the field of teacher education (Doyle et al., 2024; Gustems-Garnicer et al., 2019; Savina et al., 2025; Schonert-Reichl, 2017) and this issue is rarely addressed in teacher education programs. According to Hadar et al. (2020), this is due to two possible reasons. One is the belief that teachers and prospective teachers are considered as adults who have achieved socio-emotional competence and do not need special training in this area. Another is the preference for traditional teacher education based on pedagogy and content knowledge teaching over socio-emotional competencies. However, teachers' socio-emotional competencies are important not only for themselves and their students but also for the well-being of all other segments of society and therefore cannot not be neglected (Hadar et al., 2020).

Teachers are the main drivers of the social and emotional interactions and dynamics that take place in the classroom. Therefore, socio-emotional competencies not only make teachers happier and better teachers or help prevent burnout, but also profoundly affect their students' success (Aldrup et al., 2024; Hulburt et al., 2020). Oberle and Schonert-Reichl's (2016) study also showed that teachers' occupational stress levels and emotional exhaustion are closely related to students' physiological stress regulation. This finding is in line with studies showing that stress is contagious among people who share the same social environment (Milkie & Warner, 2011). In addition, teachers who are stressed and experiencing professional burnout have problems in managing the classroom and establishing positive relationships with students (Aloe et al., 2013; Oberle & Schonert-Reichl, 2016). When students are constantly exposed to a tense and disorganized classroom environment, it negatively affects their health (Milkie & Warner, 2011). Students in such classes have been found to have increased cortisol levels due to stress (Jennings & Greenberg, 2009; Oberle & Schonert-Reichl, 2016).

Such an important issue for teachers and students must constitute one of the core competencies of teacher education programs. However, teachers' socio-emotional competencies cannot be developed solely a traditional teacher educator-centered and theoretical approach. What needs to be done is to prepare environments where teachers and prospective teachers can develop their own socio-emotional competencies. In this sense, practices such as "mindfulness" based on resilience and coping strategies have shown to be effective in helping teachers develop these skills (Ergas & Hadar, 2019). More importantly, a balance should be struck in teacher education programs between content knowledge and teacher professional knowledge courses and practices aimed at developing prospective teachers' coping strategies and socio-emotional competencies (Hadar et al., 2020). Although mindfulness-like programs have been implemented in teacher education programs, most of them are short practices of a few weeks, but all of them have proven effective whether they are short or long (Birchinall et al., 2019). Therefore, the issue of socio-emotional competencies should be taken seriously and developed within a program that extends throughout pre-service teacher education. Practices related to this issue could be continued systematically, especially during teacher recruitment and internship practices. Opportunities should be created or programs can be designed for teachers and prospective teachers to share their emotional experiences with colleagues, peers or mentors on a reflection basis. Professional learning communities, internship and observation programs can be some examples to this. In addition to some techniques such as mindfulness, teacher education programs in which a range of methods including stress management techniques, case studies and stories, and problem-centered teamwork practices are applied can be effective in helping prospective teachers achieve these competencies at a certain

level before they start their profession (Hadar et al., 2020).

With the realization that teachers' accumulated negative emotions harm both their own health and their students' academic achievement, emotion research has turned towards examining teachers' emotions and how they can reduce their negative emotions. Thus, studies focusing not only on traditional teaching skills but also on teachers' emotion regulation have begun to be conducted (Aldrup et al., 2024). Early studies in this field focused on teachers' emotion regulation strategies related to teaching goals. In this sense, teachers use a range of emotion regulation strategies, including preventive strategies such as attention deployment or self-talk, and responsive strategies such as deep breathing and controlling facial expressions (Sutton, 2004). However, even if teachers try to hide their emotions, this situation can be understood by students from the difference in their voice tones and the inconsistency in their gestures and facial expressions (Jiang et al., 2016). Therefore, managing emotions stands out as an important skill that teachers need to acquire. Empirical research highlights the importance of this subject not only for students but also for teachers, as teachers' emotion regulation skills influence classroom management (Sutton et al., 2009), students' well-being (Braun et al., 2020), teachers' stress perceptions, and the quality of teacher-student relationships (Hagenauer et al., 2015).

The emotional dimension of teaching underscores the importance of managing emotion regulation skills for professional success, as emotions arise from a complex interplay of social, interactional, and psychological processes within specific socio-cultural contexts. Indeed, studies in this field show that individuals' happiness and health are closely related to how well they can adapt to their environment by employing a range of emotion regulation strategies (Grommisch et al., 2019; Kasperski & Hemi, 2024).

Emotion Regulation Strategies

Emotion regulation is defined as individuals' ability to manage their emotions (Barthel et al., 2018) or their efforts to control their emotions. Emotion regulation refers to the appropriate responses of individuals to the needs and demands of their environment by changing their own emotions and expressions (Fayda-Kınık & Kirişçi-Sarıkaya, 2025). Although the notion of emotion regulation has different conceptualizations, there are four main theoretical frameworks (Aldrup et al., 2024). Figure 1 shows these traditions as they appeared historically in the literature.

Figure 1. Conceptualizations of Emotion Regulation



Emotion management first emerged as a coping strategy by examining how individuals manage their emotions and stress. Then the concept evolved into emotion regulation focusing on emotions and individuals' conscious and unconscious processes which are influential on emotions, as well as how people communicate them. Then the concept was used as emotion labor highlighting the demands and complexities of emotion management in the workplaces of teachers (Savina et al., 2025). Lastly, emotional intelligence emerged and it refers to individuals' capacity to interpret

emotions to manage them and reduce the stress level in complex situations (Aldrup et al., 2024). In the literature, emotional skills are also labelled as emotional competence, emotional-social intelligence, or emotional literacy (Savina et al., 2025). However, all these conceptualizations and terms have one particular feature in common that people can modify their emotions. Therefore, the author of this paper shares the notion of Aldrup et al. (2024, p. 90) that emotion regulation can be used as an umbrella term for all these theoretical frameworks.

While traditional emotion regulation approaches treat emotion regulation as an internal or individual effort (Gross, 1998a), new approaches argue that emotion regulation is a social activity and emotions are rarely experienced in a social vacuum (Barthel et al., 2018; Erdoğan et al., 2025). Human beings experience, express and regulate their emotions through their interactions with others. In this context, interpersonal emotion regulation is increasingly recognized as an essential skill. In contrast to intrapersonal regulation, interpersonal emotion regulation is the management of one's own and others' emotions in social and environmental contexts and is a social process (Methlagl & Vogl, 2024).

For teachers, the social context and environment include the institutions they work in, i.e. schools, students, colleagues, and the communication they have with students' families and parents. In this context, teachers' emotion regulation refers to the strategies teachers use to manage their emotions in educational settings (Fayda-Kınık & Kirişçi-Sarıkaya, 2025; Taxer & Gross, 2018). Research shows that teachers with high emotion regulation skills have higher levels of occupational happiness and lower levels of burnout (Li et al., 2023; Morris & King, 2023). Having positive emotions has also been found to positively affect teachers' self-efficacy perception (Uzuntiryaki-Kondakçı et al., 2022). In addition, teachers' emotion regulation skills have been found to significantly increase students' active participation in lessons, academic achievement, and emotional awareness (De Neve et al., 2023).

Overall, emotion regulation can be categorized into two main groups: "antecedent-focused emotion regulation" that occurs before emotions are produced and "response-focused emotion regulation" that occurs depending on the reaction (Gross, 1998b). Antecedent-focused emotion regulation includes preventive strategies and processes such as selecting situations, modifying situations, attention deployment and cognitive change. There are also researchers who group these strategies into three main groups: situational strategies (selecting situations and modifying situations), cognitive strategies (attention deployment and cognitive change), and behavioral strategies (response modification) (Moodie et al., 2020). According to another category, emotion regulation strategies are grouped into down and up emotion regulations strategies. In this section, antecedent and response-focused emotion regulation strategies and down and up regulation emotion strategies are explained with examples.

Antecedent-Focused Emotion Regulation Strategies

Selecting situations explains the situations in which individuals approach or move away from certain people in order to change their emotions (e.g., teachers moving from one group to another). The situations to be avoided or approached vary according to the emotions anticipated in a given context (Gross, 2015). In other words, if the expected situation is thought to yield a desirable outcome, the situation will be approached, and in the opposite case, it will be avoided. According to Taxer and Gross (2018), selecting situations is the most preferred emotion regulation strategy because it occurs before any emotion is produced. Selecting situations strategy relies on anticipating possible emotions, though their actual emergence can never be predicted with certainty. Nevertheless, selecting situations is an effective strategy for making successful decisions and maintaining life in a positive way. Selecting situations is also used in cognitive-behavioral therapy. In some of these, interventions are designed to expose individuals to situations that are beneficial to them. This

can include interacting with friends or participating in activities that help them develop positive emotions. Other interventions are designed to prevent individuals from being exposed to situations that may harm them (e.g. drug use) (Gross, 2015).

Modifying situations refers to directly changing the current situation in order to change the impact of the experienced emotion. For example, telling a joke or taking a recess break to calm a gloomy or problematic situation in the classroom are typical situation modification strategies (Gross, 2015; Jiang et al., 2016; Sutton et al., 2009). Another example of teachers' situation modification strategy is adjusting a lesson plan that is not progressing well in order to address undesirable learner behaviors (Sutton, 2004). Situation modification can also lead to the creation of a new situation. For this reason, it is sometimes not possible to distinguish it precisely from situation selection. These strategies not only improve the current situation, but also reduce teachers' negative emotions, so that they can continue teaching to fulfil the objectives of the lesson (Sutton et al., 2009).

Situation deployment refers to focusing on a certain situation or moving away from that situation in order to change the effect of the current situation on individuals' emotions. The most common form of situation deployment is distraction (Gross, 2015). Distraction can be realized by focusing on another aspect of the situation or by completely distracting attention from the situation in question. Distraction of attention can also be realized by moving the individual's gaze away from the stimulus that elicits the emotion or by remembering neutral or pleasing experiences (Taxer & Gross, 2018). An example of this strategy is when the teacher ignores a certain situation or unwanted student behavior in the classroom and focuses on positive thoughts (Gross, 2015; Jiang et al., 2016; Sutton, 2004).

Cognitive change is used to prevent the full development of negative emotions (Sutton et al., 2009). Cognitive change is the ability to change the current situation in order to change an individual's evaluation of a certain situation or to change the emotional impact of the current situation (Gross, 2015). Reappraisal is the most widely used cognitive change strategy. As a coping strategy, reappraisal, also defined as adaptive strategy (Doyle et al., 2024), is a way of reinterpreting the meaning of an emotional stimulus in a way that changes its emotional impact (Jiang et al., 2016). Therefore, teachers and prospective teachers need to learn how to regulate their emotions at the earliest possible time. Reappraisal was found to be effective in reducing the intensity of negative emotions, while it did not reduce or affect sympathetic nervous system responses (Taxer & Gross, 2018). Thinking only about the positive aspects of a situation can be an example of this strategy. Teachers use this strategy mostly when reinterpreting students' erroneous attitudes and behaviors (Doyle et al., 2024; Sutton, 2004). Cognitive change also involves making adjustments to one's own capacity in the face of challenging situations (Gross, 2015). For example, even if teachers teach a class that is very difficult for them in terms of classroom management, their self-suggestion that they can overcome this situation thanks to their knowledge, skills, and education can be considered within the scope of cognitive change. Or a teacher talking to himself/herself and reminding himself/herself that "these are children after all" is also an example of a cognitive change strategy (Sutton et al., 2009). The research shows that teachers who frequently use reappraisal strategies and few suppression strategies are found to be expressing less anger and feel less exhausted in the classroom (Chang & Taxer, 2021).

Response-Focused Emotion Regulation Strategies

Response-focused emotion regulation or, in other words, response modification (Taxer & Gross, 2018) is the reorganization of a physiological, experiential, or behavioral response following the occurrence of an emotion (Gong et al., 2013; Gross, 1998a, 1998b; Jiang et al., 2016; Moodie et al., 2020). Consuming cigarettes or food to change the

emotional state, playing sports, or breathing deeply to regulate the physiological state are examples of response-focused emotion regulation. One of the most well-known types is expressive suppression, also known as maladaptive strategy (Doyle et al., 2024). It refers to the individual's efforts to prevent behaviors that reveal their emotions (Gross, 2015). Another form of response modification is faking, which means pretending to feel an emotion that is not actually experienced. Another response modification strategy is masking. The masking strategy can be defined as suppressing the expression of a felt emotion and imitating the expression of a non-felt emotion (Taxer & Gross, 2018). Masking may have different physiological consequences. According to some studies, trying to mask stress by smiling positively affects cardiovascular stress recovery (Kraft & Pressman, 2012), while other studies suggest that it may lead to increased sympathetic nervous system activation. Research has shown that teachers use faking, masking, and deep breathing exercises as response regulation strategies (Taxer & Gross, 2018).

Down and Up Regulating Emotion Strategies

In addition to antecedent and response-focused emotion regulation strategies, another type of emotion regulation strategy used by teachers is down and up emotion regulation (Sutton & Harper, 2009). These emotion regulation strategies are based on the assumption that both positive and negative emotions can be regulated. For example, teachers can communicate more effectively with their students by up-regulating (increasing) positive emotions such as joy and enthusiasm. Likewise, by up-regulating a negative emotion such as anger, they can teach students to obey rules. In contrast, Sutton and Harper (2009) define down regulating emotions as efforts to reduce the experience of emotion. Researchers have found that teachers often use negative emotions such as anger to manage the classroom and develop more positive relationships with students (Jiang et al., 2016). According to Taxer and Gross (2018), down regulation of positive emotions and up regulation of negative emotions refers to counterhedonic regulation and usually serves instrumental purposes. For example, a teacher may increase a student's guilt in order to prevent him/her from repeating a negative behavior. Teachers can also regulate the quality of emotions by changing the intensity of their emotions. In other words, they may prefer to change from a positive to a negative or from a negative to a positive emotional state. For instance, a teacher may mask his/her facial expression in order to ensure classroom management in the face of a comment that he/she finds funny but offends another student (Taxer & Gross, 2018).

However, in the instrumental use of emotions, teachers should be aware of the possible negative consequences on students and be cautious with the potential pitfalls and ethical problems. According to Sutton & Harper (2009), there are variations in teachers' practices. While some teachers tend to look tough and serious in the case of misbehavior of problematic students, others still may prefer to increase positive emotions. Besides, some teachers believe that it is acceptable to express both negative and positive emotions in the classroom for being a real teacher.

THE RELATIONSHIP BETWEEN TEACHER EDUCATION and EMOTION REGULATION STRATEGIES

In order to overcome the complex situations and problems that teachers face every day, it is vital for them to be aware of the environmental, contextual and educational factors that have significant effects on their emotions and to have the skills to regulate them. Teachers' professional development is not only about acquiring professional knowledge and skills. Professional happiness and satisfaction are also necessary. For this reason, teachers need to be aware of their emotions, make sense of their emotions, and manage their emotions for sustainable professional development (Brown et al., 2023; Fayda-Kınık & Kirişçi-Sarıkaya, 2025). Teachers should receive emotion regulation training in both pre-service and in-

service programs to strengthen their pedagogical competencies. Such programs enhance self-efficacy, stress management, and job satisfaction, while preparing teachers for the challenges of school settings (Fayda-Kınık & Kirişçi-Sarıkaya, 2025). Although teachers develop their self-regulation of emotions as they gain experience, especially beginning teachers suffer from stress because they do not know the necessary cooling techniques (Sutton & Harper, 2009).

Studies on emotion regulation have also brought the concept of emotion regulation efficacy to the agenda. Emotion regulation efficacy refers to the self-confidence of individuals to emphasize and express their positive emotions and to suppress their negative emotions (Bandura et al., 2003; Sutton & Harper, 2009). However, studies have shown that teachers generally have high confidence in expressing positive emotions such as enthusiasm and satisfaction, but less confidence in reducing negative emotions such as anger and stress (Sutton et al., 2009). In addition, teachers with low confidence make less effort to reduce their negative emotions and even think that this is a useless endeavor. Sutton et al. (2009) found that experienced teachers looked for ways to express their positive emotions and reduce their negative emotions and believed that this helped them to teach more effectively. This suggests that the most distinguishing feature of effective teaching is the development of joy, positive emotions, and a productive classroom environment rather than a classroom dominated by negative emotions.

Taxer and Gross (2018) found that teachers' hedonic emotion regulation goals generally focus on reducing the effects of negative emotions. In line with the pioneering studies in this field (Sutton, 2004; Sutton et al., 2009), the researchers found that teachers' higher-order goals in emotion regulation were to improve the quality of their teaching, to professionalize, or to provide classroom management in the face of students' misbehavior. In relation to the quality of teaching, teachers generally identified their own and their students' negative emotions as an obstacle to the quality of teaching and positive emotions as an element that enhances the quality of teaching and students' learning. Taxer and Gross (2018) argue that this is in line with the positive emotion extension and construction theory (Fredrickson, 2001). According to this theory, positive emotions help individuals build intellectual resources. However, while teachers typically aim to enhance positive emotions and reduce negative ones for both themselves and their students, they may at times engage in counter-hedonic emotion regulation. Very few teachers use counterhedonic emotion regulation to achieve higher-order goals. Examples include not hurting a student's feelings or discouraging students from exhibiting certain undesirable behaviors. Teachers reported that emotion regulation strategies can increase students' intrinsic and extrinsic motivation. In this sense, teachers can change their students' emotions and behaviors by consciously regulating their emotions.

Research showed that teachers are aware of the above-mentioned strategies of situation selection, situation change, distraction, cognitive change and response modification and that they possess these pedagogical competencies to some extent (Taxer & Gross, 2018). However, teachers mostly prefer to use response modification strategies such as suppression. This is a worrying and thought-provoking result when considered in the context of studies showing that suppressing emotions increases teachers' stress levels and emotional burnout (Taxer & Frenzel, 2015). In addition, another area where teachers used emotion management the most was classroom management (Sutton, et al., 2009). Teachers mostly used response modification strategies such as situation modification, deployment of attention, cognitive change, suppression and masking to correct undesirable student behaviors. They also used response regulation strategies including situation selection, situation modification, and faking to regulate their emotions arising from the lesson plan and classroom activities (Taxer & Gross, 2018). In addition, teachers use some emotion regulation strategies together. Distraction is among the most frequently used strategy together with other strategies (Gross, 2015; Taxer & Gross, 2018).

In such cases, teachers first distracted themselves and their students from the stimulus that elicited the emotion, and then used another strategy to regulate their emotions arising from the stimulus in question. On the other hand, Jiang et al. (2016) found that antecedent-focused emotion regulation strategies are more preferred than response-focused emotion regulation strategies. For example, suppression strategy decreases the expression of positive emotions, while it increases the expression of negative emotions.

In a recent study conducted in Austria, Methlagl and Vogl (2024) found that half of the pre-service teachers had low levels of emotion regulation competence. Although it is a worrying result considering the importance of emotion regulation strategies in the teaching profession, it can be said that it is a normal result considering the content of teacher education programs in the world. Methlagl and Vogl (2024) state that in Austria, emotions are considered as a taboo and not included in both teacher recruitment programs and in-service training and pre-service teacher education programs. In addition, Methlagl and Vogl (2024) point out that current teacher education programs are largely method-oriented, which is also true for Türkiye.

CONCLUSION AND SUGGESTIONS

Faculties of education in Türkiye are actually in a very advantageous position due to their programs and structures in terms of providing emotion-regulation strategies and socio-emotional competencies to pre-service teachers, which is an extremely important issue for teachers and thus for all stakeholders. However, unfortunately, they cannot benefit from this advantage. Faculties of education have both programs and experienced academic staff that can play an effective role in teaching emotion regulation and socio-emotional competencies to pre-service teachers before they start their profession. Guidance and Psychological Counseling (GPC) programs are under the roof of faculties of education. These programs have well-trained academic staff who are experts in their fields. Students of this field take both theoretical and practical courses from the first grade and are prepared for the profession. When the GPC program is examined, it can be seen that there are courses that not only GPC specialists but also all pre-service teachers can benefit from and that can make a significant contribution to their professional development. Examples of these courses include Human Relations and Communication, Mental Health at School, Physiological Psychology, Developmental Psychology and Social Psychology. Although they may vary from university to university, these courses cover in detail topics such as emotions, emotion management, psychological disorders, resilience, physical and cognitive and spiritual development, different age periods and their characteristics, family-school-work life and happiness, social relations, verbal and non-verbal communication.

Another advantage of the faculties of education is the Educational Administration (EA) and Curriculum and Instruction (CI) programs, which are also under the umbrella of educational sciences department. The academics of the EA program are experts on issues such as classroom management, school-family cooperation, communication and problems between stakeholders and carry out important studies in this field. The CI program, which is found in almost all faculties of education, has expert staff in the fields of teacher training, teacher education, and curriculum development and evaluation. The academics and teacher trainers of this program, who play a major role in the acquisition of teacher competencies in the context of teaching principles and methods, can prepare a common framework for the acquisition of socio-emotional competencies. They may collaborate with subject area experts of other departments (disciplines) and teacher educators in line with their curriculum development expertise. These types of competency frameworks are developed for other competency areas of teachers, for instance, digital competencies of teachers (Redecker, 2017). In a

very recent and pioneering study, Savina et al., (2025, pp.7-20) developed eight emotional competencies teachers should possess based on a comprehensive literature review. Table 2 shows these competency areas (For performance indicators of each competency area, see Savina et al., 2025).

Table 2. Emotional Competencies of Teachers

Competencies	
Competence 1:	Understanding Teachers' Own Emotions
Competence 2	Effective Emotion Regulation
Competence 3:	Effective Emotional Communication
Competence 4:	Maintaining Teachers' Emotional Well-being
Competence 5:	Understanding and Responding to Students' Emotions
Competence 6:	Utilizing Emotions to Promote Learning
Competence 7:	Utilizing Emotions to Foster Positive Relationships and Emotional Climate in the Classroom
Competence 8:	Promoting Students' Social-Emotional Learning

Under the coordination of a working group to be formed guided by curriculum development experts, similar socio-emotional competency frameworks can be developed taking the local conditions and current needs of teachers and pre-service teachers. In addition, specific courses, programs, activities and teaching materials can be developed to enable pre-service teachers to use emotion regulation strategies and improve their socio-emotional competencies. Programs whose functionality is demonstrated as a result of pilot applications can be extended to all faculties of education. Thus, in the near future, where great uncertainties await us, teachers who can manage their emotions in different contexts and problematic situations, and who know where and how to react and make appropriate decisions could be trained in addition to pedagogical competencies. Besides, teachers who regulate their emotions effectively will maintain personal well-being, succeed professionally, and benefit their students and society. Therefore, teacher education programs should demonstrate to pre-service teachers both the importance of effective emotion regulation strategies, such as reappraisal, and how these strategies can be applied in practice. Case studies, exemplary situations and experience sharing can be effective in this regard. In addition, developing pre-service teachers' sense of empathy during their education will also be effective in terms of their professional development because interpreting the challenging situations they may encounter and regulating their emotions will facilitate them to communicate more healthily with their students in the future (Jiang et al., 2016).

Developing teachers and pre-service teachers' emotional competency must be one of the core components teacher education programs (Erdoğan et al., 2025; Savina et al., 2025). Before pre-service teachers start teaching, they need to internalize how to regulate their emotions. For this reason, it is of great importance for pre-service teachers to receive training tailored to improve their emotion regulation competencies. Teacher education programs and in-service training programs can be designed in a way to show how effective emotions are in decisions and practices in the classroom (Taxer & Gross, 2018). Rather than with technical and theoretical knowledge, pre-service teachers should be shown how different strategies can be employed in different situations through examples, and a variety of activities should be organized to help them develop these skills. According to Savina et al., (2025), the topics of such programs could involve "the nature of emotions, their functions, emotional development in childhood and adolescence, emotions and learning, and managing difficult emotions in the classroom" (p. 34). These topics encompasses the current curriculum of GPC

programs as mentioned earlier in this section. This suggests that faculties of education can arrange special training for pre-service teachers with their existing potential.

When the importance of the issue is considered in terms of teachers' professional development, Methlagl and Vogl's (2024, p. 460) suggestions for the structure of teacher education programs are noteworthy. First of all, the places where feelings and emotions that cause discomfort to pre-service teachers are discussed and shared should be safe and confidential for both mentors and pre-service teachers. Therefore, the issue should not be left solely to the responsibility of mentor teachers. Special courses and training should be provided for this topic. In these courses, pre-service teachers can be provided with learning experiences in which they can acquire adaptive emotion regulation strategies and be shown how they can protect their psychological and physiological health in their future professional lives, how they can stay away from professional burnout, and how they can increase the academic achievement of their students. In such courses and programs, pre-service teachers can be made aware of possible situations that may arouse negative emotions in them and can be enlightened on how to cope with situations such as anxiety and anger. In this context, it is important to develop teachers' socio-emotional competencies. In-service training programs should also provide opportunities for teachers to develop an understanding of how to act in challenging situations and how to adapt to these situations.

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