EFFECTIVE CLASSROOM MANAGEMENT AND FACES: A SEARCH FOR RELATIONSHIP

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ABSTRACT

Classroom atmosphere is highly affected by emotions shared between teachers and students and a positive classroom atmosphere is vital for effective classroom management. As emotions are displayed through teachers' facial expressions, how they are used in different situations influence the overall effectiveness of classroom management. This study aims to reveal facial expressions preferred by teacher candidates towards class situations during science teaching. Qualitative data collection tools were used during the study and "Holistic Single Case Design" method was used. The population of the study consists of 45 science teacher candidates studying in a university in South-east of Turkey chosen by purposive sampling method. The study revealed that teacher candidates would show happy (11 participants), ecstatic (7 participants), stoic (7 participants), talking (11 participants), serious (11 participants) and thinking (1 participant) facial expressions as such respectively. They also stated that they would show stoic (11 participants), serious (9 participants), angry (7 participants), surprised (6 participants), sad (4 participants) and intense (3 participants), scared (1 participant) and furious (1 participant) facial expressions when they encounter a negative event when they encounter a negative event as such respectively.

Key words: classroom management; facial expressions; science education; teacher candidates

1. INTRODUCTION

Emotion, that is defined in Free Dictionary as a mental state that arises spontaneously rather than through conscious effort and is often accompanied by physiological changes, is a special kind of meaning we attach to any life event (Rowe, 2005). This definition which include the unconscious reaction to a stimuli is in line with Williams's (2001:39) definition which positions emotions as instinctive, biologically driven expressions different from social constructionist accounts, which in their 'strong' version would locate emotions entirely within the social domain with no biological basis (Harden, 2012; Williams, 2001). Considering these theories, it could be noted that though emotions work within a biological system, there is a social context that help trigger them.

The meaning we attach to events we encounter in life can be in different types such as satisfaction, happiness, version-fear, assertion-anger, disappointment and sadness (Richie et al., 2011). Looking at all these subcategories of emotion, it could be stated that one can experience any of these expressions of emotions in any profession, specifically in teaching which is seen as an emotional work (Richie et al., 2011; Chang, 2009; Oplatka, 2007; Schutz & Zembylas, 2009). Since individuals bring in their affective states, traits and emotional "buttons" to work (Askhanasy, et al. 2002), teachers' vulnerabilities and insecurities may from time to time manifest in expressions of such negative emotions, irritation and disappointment (Moore and Kuol, 2007). These emotions and other more positive emotions are reflected on teachers' facial expressions. As faces inform us about people's moods and emotional states (White, 1999), teachers who are carrying out a daunting job frequently display their emotions through their facial expressions.

Facial Expressions: A Tool to Manage the Class
The use of emotional intelligence defined as an ability to monitor one's own and others' feelings and emotions and to use this information to guide one's thinking and actions (Salovey and Mayer, 1989) is quite important in classroom in terms of awareness about teacher's own emotions and awareness about how these emotions can have an impact on students and overall classroom environment. Brigado et al. (2012)'s contention that the idea of teaching is an emotional practice that involves both cognitive and affective processes makes sense since teaching is not only to cognitively challenge students but also to emotionally stimulate them towards the intended end. While teaching, teachers are engaged in verbal and nonverbal cues which help them direct their messages to students in classroom environment. The management of emotions is so important in education that it is seen as functional component of learning to teach science (Oosterheert and Vermunt, 2001).

Roth et al. (2011)'s study that focused on the use of laughter, which is a strong emotional response, yielded the finding that laughter helped reproduce and transform the level of intimacy, complicity and solidarity between teacher and students. Collins (2004) also found out that solidarity and positive emotional energy can be achieved through successful interaction chains reproduced in teachers' classroom.

To make a distinction based on students' age level in term of the effect of emotional interactions and facial expressions, it could be said that though younger children tend to be mainly influenced by verbal components of a contradictory communication, older normal children and adults are more influenced by nonverbal aspects of the message (Neil, 1989; Blanck & Rosenthal, 1982; Volkmar & Siegel, 1982; Reilly & Muzekari, 1986). It is also clear that both facial expression and bodily signals influence children's judgments from nonverbal communication (Neill, 1989). In some cases, speech is only one part of communication, yet teachers often forget about or underestimate the importance of non-verbal communication in their own and their students' performance (Zeki, 2009; Ledbury et al., 2004). All people use facial expressions, chuckles, guffaws, smirks, frowns and sobs-these and their milder cousins in the fleeting changes in the countenance of a face and in the tone of a voice are essential aspects of human social interaction (Russell et al., 2003). That's why, how students encode these expressions influence their behaviors in classroom and getting awareness about this fact can facilitate classroom management.

Similarly, establishing a strong rapport with students and creating a safe and positive classroom environment can be ensured through teachers' nonverbal cues in addition to verbal ones. For example, the use of eyes, mimics and gestures can help establish rapport; a teacher who never looks students in the eye seems to lack confidence and gives the students a sense of insecurity (Zeki, 2009; Gower and Walters, 1983). Zeki (2009) has revealed that teacher's non-verbal communication creates a comfortable and relaxing atmosphere for them and this enables them to have self-confidence which also leads to an increase in the participation and contributions to the lesson. This supports the effect of facial expressions in creating an effective classroom environment. However, his study also found contradictory results with the literature most of which focus on the fact that eye contact, mimics and gestures are mostly used for having control over, and keeping silence at secondary school level. His study showed that none of the university students indicated this aspect of eye contact, mimics and gestures, they rather see them as source for motivation, concentration, enthusiasm and a tool for taking and maintaining attention.

How these facial expressions impact classroom atmosphere and more importantly, how teachers' manifestations of emotions in various facial expressions influence classroom management has been a matter of discussion. This study will explore how teacher candidates react to different facial expressions displayed by teachers and how these expressions affect management of the classroom. It will contribute to literature regarding the effective use of facial expressions and in terms of revealing what kinds of facial expressions students most prefer in different classroom situations and whether these facial expressions contribute to effective classroom management based on teacher candidates' opinions.

This study aims to reveal facial expressions shown by teachers towards class situations during science teaching. Within that context, the following questions were tried to be answered:

In classroom management during science teaching, what are the facial expressions teacher candidates;

    a) would like to show most frequently?
    b) would never like to show?
    c) would show when a very positive event is encountered?
    d) would show when a very negative event is encountered?

2. METHODOLOGY

Qualitative data collection tools were used in the study. During data collection, teacher candidates were asked to pick their ideal facial expressions that can be shown by a teacher during in-class events in science teaching. The aim of qualitative studies is not to make generalizations but to analyze the subject and all possible situations about a selected small population in detail (Strauss & Corbin, 1998). As it covers a single analysis unit (an individual, a school etc.), "Holistic Single Case Design" method was used (Yıldırım and Şimşek, 2008).

2.1. Data Collection Instruments

While analyzing data in case studies, it is seen that model drawing methods is also utilized (Büyüköztürk, Çakmak, Akgün, Karadeniz and Demirel, 2008). For interview form, studies in literature assessing ideal teacher facial expressions students create in their mind were analyzed. For instance, in some studies (Song and Kim, 1999; Bilen, 2012), participants were asked to draw an ideal facial expression in their mind. Similar to other studies, an interview form was used in the current study to assess ideal facial expressions teachers must have for classroom management. Facial expressions indicating 50 very different situations prepared through charcoal pencil by "Tasari Merkezi" (Design Center) were distributed to the participants as a template. The participants were asked to pick facial expressions, based on 4 questions, they would like to see in different situations for classroom management as illustrated on Table 1. They were then asked why they had chosen those facial expressions.

Table 1. The structure of the interview form on ideal facial expressions to be
revealed by the teacher for classroom management

Items Content	Answering Type
1. What facial expression would you frequently like to have while teaching in class?	Selecting the pictures from the template and providing the reason.
2. What is the facial expression you would never like to have while teaching in class?	
3. When you encounter a very positive event in class (e.g., students appreciate you), what facial expressions would you like to have?	
4. When you encounter a very negative event in class (e.g., a student insulted you), what facial expressions would you like	

2.2. Participants

The population of the study consists of 45 science teacher candidates studying in a university in South-east of Turkey chosen by purposive sampling method. 52 students studying in science teaching department who were selected as target study group were asked to participate in the interview; however, 45 of them volunteered to take part in the study.

Distribution of teacher candidates who took part in the study based on gender and age demographics is provided on Table 2.

Table 2. Demographic Distribution of Teacher Candidates

Gender	f	%
Female	33	73.3
Male	12	26.7
Age (years)	**f**	
18and below	13	28.9
20	23	51.1
21and above	9	20.0
Total	45	100.0

As can be seen in Table 2, majority of the participants consist of female teacher candidates (N=33; 73.3 %). Based on age variable, it could be observed that most students are 20 years old (N=23; 51.1 %).
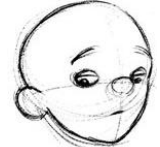
2.3. Data Collection and Analysis

Data was collected by the researchers from teacher candidates during 2011/12 Fall Semester through semi-structured interview form. Content and descriptive analyses were carried out to analyze interview results as proposed by Schloss and Smith (1999). These steps include transcription, reliability analysis, coding, creating themes and interpreting respectively. First, the collected data were transformed into a written form. Data were written without interpretation to increase internal reliability. In order to increase internal validity, related literature was reviewed and contextual structure was created prior to formation of interview form. All processes carried out to increase external validity and reliability are clearly presented. Data collection tools, study group, research design and data analysis are explained in detail. Expert opinions were taken to increase reliability of semi-structured interview forms. Interviews were recorded and some notes were taken by the researcher to increase reliability of qualitative measures. Facial expressions were coded and frequencies of the same facial expressions were determined. Themes were formed based on these codes. While summarizing the themes gathered in the end, the facial expression, its meaning and its frequency-in parentheses- were presented in the table. The most striking reasons given for why they chose a specific facial expression in each theme was illustrated in inverted commas at the bottom of the table. This has become a factor to increase reliability of the study.

3. RESULTS

Table 3 shows frequencies related to facial expressions teacher candidates want to display most in classroom management during science teaching.

Table 3. Opinions and frequencies related to facial expressions teacher candidates want to show most

Facial Expressions	Meaning(frequency)
	Happy (11)
	Smiling (9)
	Ecstatic (7)
	Stoic (7)
	Talking (4)
	Cute (4)
	Serious (2)
	Thinking (1)

Data on Table 3 show that teacher candidates want to show happy (11 people) and smiling (9 people) facial expressions most for classroom management. Considering that teacher candidates were asked to imagine they were teaching in class while selecting these pictures, it could be maintained that their moods are generally positive and optimistic. Similarly, that enthusiastic (7 people) and cute (4 people) were also among most frequently selected facial expressions can be considered in the same context.

An interesting finding shown in the table is that a substantial number of teacher candidates (7 people) chose *stoic* as their most preferred facial expression. This finding supports the thesis that teaching profession requires a great deal of patience and that they are aware of the importance of being patient in teaching.

That only 2 participants chose *serious* and 1 person chose *thinking* as their most preferred facial expression indicates the good news that new teacher generation will be away from showing a strict, autocratic teacher image.

Teacher candidates were also asked to write down the reasons why they chose specific facial expressions they would like to show in class for classroom management. Some results indicating participants' reasons in that sense are given below:

"A happy facial expression, because happiness is contagious." (Participant23)
"A smiling facial expression, because students like smiling teachers and show more interest in his/her class."(Participant 17)
"A stoic facial expression because I expect to have a very difficult education experience in class..." (Participant 7)
"A talking facial expression because I will talk the whole class time."(Participant 2)

"A serious facial expression because I see students as a potentially misbehaved group, I want to maintain class discipline from the very beginning."(Participant 44)

"A thinking facial expression because I want to be a profound and charismatic teacher from students' point of view."(Participant 15).

Table 4 shows frequencies related to facial expressions teacher candidates would never want to show in classroom management during science teaching.

Table 4. Opinions and Frequencies related to facial expressions
teacher candidates would never want to show

Facial Expressions	Meaning (frequency)
	Grumpy (10)
	Furious (7)
	Sour (6)
	Exhausted (6)
	Intimidating (5)
	Depressed (3)
	Embarrassed (2)
	Snob (1)

Data in Table 4 show that a substantial number of teacher candidates (11 people) never want to show grumpy facial expression for classroom management. This finding could be explained by the fact that students want to avoid a negative mood. Similarly, furious (7 people) and sour (6 people) facial expressions can be considered in the same category.

One interesting finding that can be observed on the table is that a great number of participants (7 people) chose *furious* as a facial expression they would never want to show. This result could have stemmed from the fact that a teacher with a furious facial expression is not desired and is generally disliked by students.

That 6 participants chose exhausted facial expression as an expression they would never want to show in class is not surprising as it shows that teacher candidates who will start their teaching career soon are full of enthusiasm towards their profession.

That participants do not want to have an *intimidating* facial expression in class could be explained by that new generation teachers will base their teaching on a more teacher-centered and humanistic philosophy.

That 3 participants noted that they do not want to have a *depressed* facial expression is line with their desire to be happy and smiling on table 3.

Teacher candidates were also asked to write down the reasons why they chose specific facial expressions they would never want to show in class for classroom management. Some results indicating participants' reasons in that sense are given below:

"A grumpy facial expression because I did not like grumpy teachers when I was a student, thus, I would not like to be one." (Participant 22)

"A furious facial expression because furious people are very scary" (Participant 33)
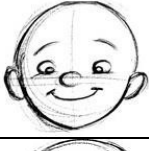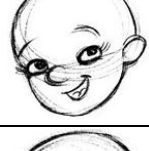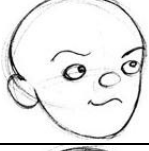
"An exhausted facial expression because an exhausted teacher is like an extinguished candle, he cannot enlighten even if he wants to" (Participant 30)

"An intimidating facial expression because a teacher who educaties by intimidating creates a fear climate in the class and students become stressed out" (Participant 1)

" A snob facial expression because boasting for wealth is not well received in life" (Participant 45)

Table 5 shows frequencies related to facial expressions teacher candidates would want to show in classroom management during science teaching when they encounter a positive event.

Table 5. Opinions and Frequencies related to facial expressions teacher candidates
want to show when they encounter a very positive event

Facial Expressions	Meaning (frequency)
	Ecstatic (11)
	Content (10)
	Happy (9)
	Wing (4)
	Cute (3)
	Proud (2)
	Thinking (2)
	Talking (1)

When data on Table 5 are analyzed, it could be observed 11 teacher candidates noted that they would show an ecstatic facial expression most when they encounter a very positive event in classroom management. Content (10) and happy (9) can also be considered in this category as positive moods. The fact that teacher candidates want to be happy, smiling and enthusiastic respectively as shown in table 3 is consistent with this finding. That teacher candidates want to look ecstatic most when they encounter a positive event could be ascribed to their willingness to reflect their emotional feelings to outside world due to their young age.

Another interesting finding gathered is that teacher candidates wanted to be proud (2 participants), thinking (2 participants), talking (1 participant) when they encounter a positive event. This can be explained by the fact that teacher candidates have very different dispositions.

Teacher candidates were also asked to write down the reasons why they chose specific facial expressions they would want to show in class for classroom management when they encounter a very positive event. Some results indicating participants' reasons in that sense are given below:

"An ecstatic facial expression because my behavior will act as a reinforcer towards a positive event" (Participant 27)

"A happy facial expression because people cannot control their feelings during a positive event, thus, it happens automatically" (Participant 3)
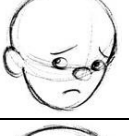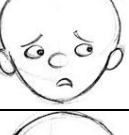
"A content facial expression because when I content everybody will smile than positive energy created through positive situation will increase" (Participant 19)

"A proud facial expression because I believe teachers have a central role in creating a positive situation" (Participant 31)

"A thinking facial expression because I doubt if the positive event will last or not." (Participant 11)

Table 6 shows frequencies related to facial expressions teacher candidates want to show in classroom management during science teaching when they encounter a very negative event.

Table 6. Opinions and Frequencies related to facial expressions teacher candidates want to show when they a very negative event

Facial Expressions	Meaning (frequency)
	Stoic (11)
	Serious (9)
	Angry(7)
	Surprised (6)
	Sad (4)
	Intense (3)
	Scared (1)
	Furious (1)

The data on Table 6 reveal that teacher candidates (11 participants) stated that they will show a stoic facial expression most when they encounter a negative event. This is a significant result in that it shows that teacher candidates could intervene an event without losing their control. This finding is in parallel with the finding that 7 participants stated they would show stoic facial expression in general during class as shown on Table 3.

Another interesting finding to be considered is that a great number of participants (6) noted that they would show a *surprised* facial expression. This could be interpreted that they are inclined to fix a negative situation through their facial expression as teacher's *surprised* facial expression would give the student who display a negative behavior the message: "I was not expecting this from you".

The fact that there are participants who would show a serious (9 participants) and angry (7 participants) facial expression could be regarded as natural reactions towards such events.

What is pleasing is that the number of participants who would show furious (1 participants) and scared (1 participants) facial expressions is low. It is clear that giving such unconstructive responses during undesirable events could further complicate the solution process.

Teacher candidates were also asked to write down the reasons why they chose specific facial expressions they would want to show in class for classroom management when they encounter a very negative event. Some results indicating participants' reasons in that sense are given below:

" *A stoic facial expression because hastening in fixing negative situations could lead me o make mistakes, thinking and making decisions patiently will bring healthier results" (Participant 4)*

"A serious facial expression because teacher has to be serious in class while solving negative events" (Participant 29)

"A stoic facial expression because hastening in fixing negative situations could lead me o make mistakes, thinking and making decisions patiently will bring healthier results" (Participant 4)

"An intense facial expression because I focus my attention while solving a problem" (Participant 42)

"A surprised facial expression because by looking surprised, I can show the class that I was not expecting this from the class and individuals" (Participant 40)

"An angry facial expression because it is the best response to be given in negative situations" (Participant 8)

"A furious facial expression because I cannot control myself in a very negative situation" (Participant 37)

4. DISCUSSION

This study shows that teacher candidates stated the facial expressions they would generally show in class for classroom management as such respectively; happy (11 participants), ecstatic (7 participants), stoic (7 participants), talking (11 participants), serious (11 participants) and thinking (1 participant). Teacher candidates stated that the facial expressions they would never show in class for classroom management as such respectively; grumpy (10 participants), exhausted (6 participants), sour (6 participants), intimidating (5 participants), depressed (3 participants) and embarrassed (2 participants) and snob (1 participant).

Teacher candidates stated that the facial expressions they would show in class for classroom management when they encounter a positive event as such respectively; content (10 participants), happy (9 participants), wing (4 participants), cute (3 participants), proud (2 participants) and thinking (2 participants) and talking (1 participant). This finding is in line with Ritchie et al. (2011)'s study that shows that when teachers' positive expectations are met, they tend to experience a positive emotional arousal. The current study shows that teachers start to reflect these emotional arousals through their facial expressions.

Teacher candidates stated that the facial expressions they would show in class for classroom management when they encounter a negative event as such respectively; stoic (11 participants), serious (9 participants), angry (7 participants), surprised (6 participants), sad (4 participants) and intense (3 participants), scared (1 participant) and furious (1 participant). Contrary to the teacher in Roth et al. (2011)'s study who use laughter to address certain negative aspects of events in class, the teachers in this study mostly resort to being patient and serious.

Considering that the least controversial of all the areas of non-verbal communication is facial expression, as this is the most readily observed group of gestures (Nierenberg and Calero, 2001), it could be expressed that teachers need to learn how to give effective non-verbal messages. It is also observed that facial expressions could be utilized as an instrument for effective classroom management. As noted by Butt and Iqbal (2011), facial expressions of teachers, like anger and a smile, could help students understand the messages, which would be helpful to change their behaviors according to the learning requirement in the classroom during the teaching-learning process. Based on the fact that the understanding and reorganization of emotional expressions plays an important role in the development and maintenance of social relationships (Sofia and Sathik, 2010), and thinking that effective classroom management lies in effective social relationships with students, teachers are to pay attention to facial expressions they use in class as these expressions could be the steering wheel of the whole class.

5. CONCLUSION

The study shows that teacher candidates stated the facial expressions they would generally show in class for classroom management as such respectively; happy (11 participants), ecstatic (7 participants), stoic (7 participants), talking (11 participants), serious (11 participants) and thinking (1 participant). Teacher candidates stated that the facial expressions they would never show in class for classroom management as such respectively; grumpy (10 participants), exhausted (6 participants), sour (6 participants), intimidating (5 participants), depressed

(3 participants) and embarrassed (2 participants) and snob (1 participant). Teacher candidates stated that the facial expressions they would show in class for classroom management when they encounter a positive event as such respectively; content (10 participants), happy (9 participants), wing (4 participants), cute (3 participants), proud (2 participants) and thinking (2 participants) and talking (1 participant). Teacher candidates stated that the facial expressions they would show in class for classroom management when they encounter a negative event as such respectively; stoic (11 participants), serious (9 participants), angry (7 participants), surprised (6 participants), sad (4 participants) and intense (3 participants), scared (1 participant) and furious (1 participant).

6. RECOMMANDATIONS

Awareness regarding facial expressions (mimics) that teachers need to show in different situations during class must be raised.

Teacher candidates who take classroom management classes in Faculty of Education must be trained in terms of facial expressions they need to use in classes and specified deficiencies must be made up.

During in-service training seminars given to current teachers, teacher must also be developed about how to use facial expressions through a body language course that can be added to the program.

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