# *Emotional and Psychological States of Junior High School Teachers: A Case Study*


## Abstract

*People show different emotional and psychological states over time due to stress, workload and other factors. This study examined the emotional and psychological states of 200 junior high school teachers. Using questionnaires, we collected data and analysed it using descriptive statistics, such as frequency tables and percentages. The results showed that teachers do not freely express their emotions, which affects their sleep patterns. Based on these findings, we recommend that stakeholders like the Ministries of Health and Labour educate teachers on emotion management and encourage them to seek psychological and medical support. We also encourage teachers to utilise coping methods like positive, emotional, religious, and social coping to manage their psychological well-being. It is crucial to demystify mental health services to make them accessible to all, and to avoid viewing mental health problems solely through a spiritual lens.We further recommend that the Ministry of Education include mental health education in teacher training curricula. Further research should examine the interplay between emotional expression, resilience, and cultural factors, as well as investigate the role of automatic thoughts in emotional dysregulation.*



**Keywords:** Emotions, Psychological, Sleep, Teachers, Mental State.




## INTRODUCTION

Teachers are the cornerstone upon which we build inclusive, equitable, and quality education, and they are arguably one of the most important members of our society (Osei, 2005). Their role and the functions they play in society cannot be downplayed. There are close to 85 million teachers worldwide: 9.4 million in pre-primary; 30.3 million in primary; 18.1 million in lower secondary; 14 million in upper secondary; and 12.5 million in tertiary education (World Bank, 2023). The world needs about 69 million new teachers to reach the 2030 Education goals; 20 million to expand access to primary and secondary school and 49 million to replace those who leave the workforce (The World Bank, 2023). Teachers who are well-trained, supported, and valued are essential to ensuring quality education for all and meeting the education targets of the 2030 Agenda (UNESCO, 2023).

Teachers play a pivotal role in nation building. They give children purpose, set them up for success as citizens of our world, inspire in them a drive to do well and succeed in life. The children of today are the leaders of tomorrow, and teachers are that critical point that makes a child ready for their future. Every job is important, but the teaching job is more important than any job because teachers make every profession. That is how important the teaching profession is. The contribution of teachers to society cannot be overemphasized. According to the University of the People, teachers have the ability to shape leaders of the future in the best way for society to build positive and inspired future generations and therefore design society, both on a local and global scale. Great teachers have the ability to change lives for the better, and changing life is not easy. Research has shown that the quality of teachers and their welfare is a major determinant of children's learning and well-being and the success of a nation (The World Bank, 2023).

Everything that affects teachers affects the destiny of people and a country (Buabeng, Isaac &Ntow, Forster &Otami, Deodat, 2020). One of the areas researchers have not paid much attention to is teachers' health. Teachers' health has been a worldwide concern due to the high incidence of occupational and psychological problems they experience (Fleming, Mackrain, &LeBuffe, 2013).

**Background to the Study**

Teachers around the world face a multitude of problems, including financial, psychological, and health-related issues. These problems range from workload at school to financial issues, academic challenges, and social problems. It is clear that teachers experience emotional and psychological problems (World Bank, 2023), which are among the major challenges they face.

According to UNESCO (2023), the COVID-19 pandemic has substantially compromised and deepened the psychological, emotional capacity, health, and welfare problems of teachers. The pandemic has challenged education systems to ensure learning continuity, substantially increasing the demands placed on teachers (UNESCO 2023). Education systems now require effective teaching that facilitates and supports learning instead of merely delivering content. This involves using a combination of in-person and digital methods to deliver lessons, which has been another great burden on teachers and educators as a whole. It is now more difficult and demanding than ever to be a good teacher (World Bank, 2023).

In recent decades, there has been a trend towards greater accountability in education (Shahjahan, 2011). This trend has sparked much research and policy related to identifying evidence-based practices; assessing teacher output; evaluating teacher welfare; assessing curricula strengths/weaknesses; evaluating student performance; etc., all with more challenging standards for student performance evaluation (Konstantopoulos, 2014; Spencer et al., 2012).

Mental health disorders are among the most burdensome health concerns in the United States. Nearly 1 in 5 US adults aged 18 or older (18.3% or 44.7 million people) reported any mental illness in 2016 (National Institute of Mental Health, 2018). In addition, 71% of adults reported at least one symptom of stress, such as a headache or feeling overwhelmed or anxious (American Psychological Association, 2017). Depression interferes with a person's ability to complete physical job tasks about 20% of the time and reduces cognitive performance about 35% of the time (Lerner and Henke, 2008). Mental health issues affect businesses and their employees. Poor mental health and stress can negatively affect employee job performance and productivity, engagement with work, communication with co-workers, physical capability, and daily functioning. Mental health importance and substance use problems are increasing at an alarming rate. Moreover, one group of people who have mental health problems is teachers.

According to The Guardian (2020), one out of 20 teachers has psychological and mental problems that last for years. New research reveals that teachers are facing a mental health crisis without the requisite access to support (Miller, 2020). In a recent assessment conducted by Miami University in Ohio, nearly two-thirds of teachers reported increased concern for emotional exhaustion and anxiety. Teachers are feeling isolated and depressed. They are much less likely than students to have access to mental health resources in school.

**Statement of the problem**

The problems of teachers start from their training and education. According to Bediako and Nti (2014), formerly, teachers went through three-year Diploma in Basic Education, (DBE) to be able to teach at the basic school (kindergarten, primary, and junior high school) teachers in Ghana). Under the new educational reform, all colleges have been upgraded into university status awarding degrees, that has increased the training to four years. Teachers with diploma go to universities of education to do four years of regular education to get degree. Teachers who cannot afford to go through four years of regular education undertake two-year post-DBE distant education (Bediako and Nti, 2014).

Most occupations involving human services have been found to be demanding; however, teaching has been ranked as one of the most demanding professions (Walker, 2018), with the majority of basic school teachers experiencing a high level of stress (Herman et al., 2018). The conditions under which teachers are trained are very stressful. Colleges of education in Ghana lack infrastructure and facilities to train teachers. Teacher trainees do not have comfortable places to sleep. They are crowded into small rooms. The food they give these young teachers is not up to standard because the funds allocated for feeding these teachers are not enough. From the training of teachers, they start developing psychological problems.

These teachers are posted to work under bad conditions after their training (Agezo 2010:Nutsugah, 2019). The school environment is usually not conducive for learning. Classes are overcrowded; there are no facilities to teach students. Worse still, the employer expects teachers to give their best under these bad conditions. They pressure teachers to deliver with limited resources and conditions .The poor quality of education is reflected in students' results (Nutsugah, 2019). Though teaching is a noble profession, it is one of the jobs has lost respect in Africa (Agezo, 2010). Available literature reveals that teaching is one of the least paid jobs. Many professional teachers leave teaching to seek greener pastures in other fields that they think hold promise of better pay and prestige (Agezo, 2010). In 2020, 45,000 teachers left the teaching field to seek a better life in other professions (Nartey, 2021). A situation that leads to low morale, mental struggles and psychological problems for teachers and other educationists (Nartey).

Given the significance of emotional and mental health and its impact on teachers' overall well-being, one would expect substantial research attention in this area. However, there is a scarcity of literature on teachers' emotions and mental states (Peele & Wolf, 2021). In Ghana, the only available research on teachers' emotional regulation appears to be Minta's (2018) study, which focused on the influence of emotional intelligence on teacher trainees' academic performance. Therefore, this study aims to address the gap in knowledge regarding the emotional and psychological states of teachers. Specifically, this study will investigate teachers' ability to regulate their emotions and the impact of emotional regulation on their sleep patterns.

LITERATURE REVIEW

**Regulation of Emotions**

Teachers' emotions have a bearing on their output of work in the classroom and at home. Their ability to teach well, relate with their students and co-workers, undertake co-curricular activities, and manage their family effectively etc., largely depends on how they regulate their emotions(Barimah et al., 2024). Greenberger &Padesky(1995) put this quite well. In their book *Mind over Mood*, they said what an individual thinks about affects him or her and

that affects how they feel. Greenberger &Padesky (2016) say thoughts can be regulated. Greenberger &Padesky (2016) believe that what an individual thinks can be regulated.

In a study conducted by Xiyun et al. (2022) on the structural model of teachers' self-efficacy, emotional regulation, and psychological wellbeing among English Language teachers in Iran, it was seen that teachers were able to regulate their emotions. Emotional regulation and self-efficacy were predictors of psychological wellbeing of teachers. Teachers were more likely to experience satisfaction and joy with their job and enrich their personal growth as they reach a strong mental health state when they are able to regulate their emotion.

Sutton et al. (2009) conducted a study on teachers' emotional regulation and classroom management. The article attempts to describe the intensity and duration of teachers' emotions, and how their emotions are expressed. It was seen that teachers regulate their emotions. Teachers practice emotion regulation because they believe it makes them more effective in management, discipline, and their relationships with students. Teachers are much more confident that they can communicate their positive emotions than reduce their negative emotions, and they use a variety of emotion regulation strategies, including preventive and reactive methods.

In a study conducted by Purnamaningsih (2016), it was found out that students could moderate their emotions and this is because of the personality that they have. The purpose of this research was to investigate personality factors' relation with emotion regulation strategies. 339 students from Faculty of Psychology, UniversitasGadjahMada participated in this study.

**Effects of Emotion on Sleep**

Mcginley& Wei (2019) conducted a study on emotional labour and sleep: the moderating effects of life satisfaction. In the study, the result indicated that emotional labour affects sleep when life satisfaction decreases. This means that when people's life satisfaction is low, it affects their emotion which eventually affects their sleep.El Baba et al (2021) conducted a cross-sectional study on the impact of sleep on medical residents' emotions in Accreditation for Graduate Medical Education at the American University of Beirut. They reported a negative association between sleep and negative emotions. This was because medical workers have a high level of emotional exhaustion. In a study conducted by Vandekerckhove& Yu-lin Wang (2018), they found out that adaptive emotional regulation affects the sleep of people.

Petitta, Laura, Probst, Tahira, Ghezzi, Valerio, &Barbaranelli, Claudio (2021) study among 1000 employees in Italy found out that contagion of anger was positively associated with both sleep disturbances and health problems. Whereas contagion of joy was negatively related to only sleep disturbances. This means that specific emotional characteristics have different effects on sleep.

## METHODS

**Ethical Clearance**The purpose of the study was made known to the participants who gave their consent to take part in the study, they were further assured of their anonymity.

**Research design:** Survey research is simply a data collection tool for carrying out survey research. Pinsonneault and Kraemer (1993) defined a survey as a "means for gathering information about the characteristics, actions, or opinions of a large group of people" (p. 77).The method used in this study is the Quantitative method. And the design that was employed in the study is the Survey design. "to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyse trends across time, and generally, to describe what exists, in what amount, and in what context." (Isaac & Michael, 1997, p. 136).The population for the study was 200 Junior High Teachers in Okere District of Eastern Region of Ghana. Okere is one of the thirty-three districts in the Eastern Region of Ghana. It was once part of Akwapim North municipality but was divided. The district is made up of 540 basic school teachers.The sampling technique that was used in the study was simple random sampling. The questionnaire was randomly shared among the participants to respond to. Out of 540 teachers in the district, the researcher sampled 340 participants for the study.

**Data Collection Instrument** A self-developed instrument was used to collect the data. The instrument has two main parts, for demographic data andthe actual scale, the questionnaire has sections each for Emotional Regulation, Psychological Flexibility, Personality Scale and Sleep Health as sub-scales. This paper concentrated on Emotional Regulation and Sleep Health of the questionnaire. The Likert type of scale was used to structure the questionnaire. The respondents were asked to answer each question on a Likert format with Emotional regulation items ranging from Strongly Disagree (1) to Strongly Agree (7) and Sleep Health items also ranging from Rarely (1) to Always (3). The instrument is made up of 36 items.

**Pretesting** A pretesting was done to validate the instrument to determine how valid and trustworthy the instrument was for the main data collection. The researchers used 10 percent of 652 teachers in Akwapim North Municipality. According to Cohen, Manion and Morrison (2007), using 10% of the sample size for pre-testing an instrument is laudable. Cronbach's alpha method of determining the reliability coefficient was used to determine the internal consistency of the instrument. The reliability coefficient was .80, which good to use as it has a goodinternal constituency therefore, reliability was valid.The construct validity was done by expert judgement of faculty members at the University of Cape Coast.

## DATA ANALYSIS.

**Exploratory Factor Analysis:** Exploratory factor analysis was conducted to determine which variables are correlated; the Principal Component Analysis method was employed. However, this is the most common method used by researchers. The PCA starts by extracting the maximum variance and putting it into the first factor. After that, it removes the variance explained by the first factor and then starts extracting the maximum variance for the second factor. This process continues until the last factor.

From the analysis, five components were extracted. Five variables were found to be positively correlated (i.e., 0.30 correlations are required between the research variables). My painful memories prevent me from having a fulfilling life positively correlates with the respondent's view that most people handle their life better than he/she does (correlation value is 0.453 > 0.3). Secondly, my painful memories prevent me from having a fulfilling life positively correlates with respondents' opinion that worries get in their way of success (correlation value 0.350 > 0.3). Thirdly, respondents' opinion that painful memories prevent

them from having a fulfilling life positively correlates with respondents who sleep between 6 hours and 8 hours per day (correlation value 0.36 > 0.3). The Eigenvalues were used to explain the variances of the factors that were extracted. The first factor explains 15% variance out of the total, this means that 85% variance will be explained by the other factors. The second factor explains 14% variance out of the total; this means that 86% variance will be explained by the other factors. The third and fourth factors also explain 11% variance out of the total, this means that 89% variance will be explained by the other factors and lastly, the fifth factor explains 9% variance out of the total, this means that 91% variance will be explained by the other factors. This is presented in table 1

**Table 1 Communalities**

| | Initial | Extraction |
|---|---|---|
| Sex | 1.000 | .644 |
| Age | 1.000 | .748 |
| marital status | 1.000 | .407 |
| Rank | 1.000 | .610 |
| when I am feeling positive emotions, I am careful not to express them | 1.000 | .649 |
| i control my emotions by changing the way I think about the situation I am in | 1.000 | .711 |
| my painful memories prevent me from having fulfilling life | 1.000 | .694 |
| it seems like most people handle their life better than I do | 1.000 | .658 |
| worries get in my way of success | 1.000 | .657 |
| are you satisfied with your sleep? | 1.000 | .561 |
| do you sleep between 6 and 8 hours a day? | 1.000 | .591 |
| do you go to bed and get out of bed about the same time every day? | 1.000 | .347 |

Extraction Method: Principal Component Analysis.

**Table2 Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 1.800 | 14.998 | 14.998 | 1.800 | 14.998 | 14.998 |
| 2 | 1.710 | 14.251 | 29.249 | 1.710 | 14.251 | 29.249 |
| 3 | 1.354 | 11.284 | 40.533 | 1.354 | 11.284 | 40.533 |
| 4 | 1.325 | 11.038 | 51.571 | 1.325 | 11.038 | 51.571 |
| 5 | 1.091 | 9.089 | 60.660 | 1.091 | 9.089 | 60.660 |
| 6 | .995 | 8.296 | 68.956 | | | |
| 7 | .914 | 7.621 | 76.576 | | | |
| 8 | .743 | 6.191 | 82.768 | | | |
| 9 | .689 | 5.743 | 88.511 | | | |
| 10 | .550 | 4.580 | 93.091 | | | |
| 11 | .453 | 3.773 | 96.864 | | | |
| 12 | .376 | 3.136 | 100.000 | | | |

Extraction Method: Principal Component Analysis.

Reliability and Validity The reliability and appropriateness of the instrument were tested using the Cronbach Alpha test of internal consistency and stability. The Cronbach Alpha value was 0.76. The reliability coefficient was then calculated and the necessary amendments were made until the correlation was above 0.7. The content validity ratio was calculated to show how the items in the instrument adequately measure what the researcher wishes to measure, and the CVR value was 0.8, which indicates a higher validity. A construct validity test was done to test convergent and discriminant validity with correlation to ascertain if results from the test are positively or negatively related to other established tests. The result from the construct validity test showed that the variables in the instrument were positively correlated.

**Presentation of Findings**

A total of 200 valid questionnaires were processed for analysis, of which 116 were males representing 58.0 percent (58.0%) and 84 were females representing 42.0%. This is presented in table 3.

Table 3 Sex of the respondents

| Sex | Frequency | Valid Percent |
|---|---|---|
| Male | 116 | 58.0 |
| Female | 84 | 42.0 |

| | | |
|---|---|---|
| Total | 200 | 100 |

However, out of the 116 respondents who were males, 13 (11.2%) of the respondents were between the ages of 20-29 years, 49 (42.2%) were between the ages of 30-39 years, 44 (38.0%) were also between the ages of 40-49 years, and 10 (8.6%) of the respondents were between the ages of 50-59 years. Out of the 84 respondents who were females, 18 (21.4%) were between the ages of 20-29 years, 35 (41.7%) of the respondents were between the ages of 30-39 years, 20 (23.8%) of the respondents were between the ages of 40-49 years, and 11 (13.1%) of the respondents were between the ages of 50-59 years. This is presented in table 4.

Table 4Ages and sex ofrespondents

| Age | 20-29 years Percentage (%) | 30-39 years Percentage (%) | 40-49 years Percentage (%) | 50-59 years Percentage (%) |
|---|---|---|---|---|
| Male | 13(11.21) | 49(42.2) | 44(38.0) | 10(8.6) |
| Sex Female | 18(21.4) | 35(41.7) | 20(23.8) | 11(13.1) |
| Total | 31(15.) | 84(42.0) | 64(32.0) | 21(10.5) |

On the issue of respondents' marital status, the respondents, 124 (62.0%) of the respondents were married, 56 (28.0%) of the respondents were single, 11 (5.5%) of the respondents were divorced, and 9 (4.5%) of the respondents were cohabiting.

Questions on the ranks of respondents were also asked, 50 (25.0%) of the respondents were on the rank of Senior Superintendent Two, 8 (4.0%) of the respondents were Principal Superintendent One. 11 (5.5%) of the respondents have obtained the rank of Assistant Director one, 33 (16.5%) of the respondents are Assistant Director Two, 9 (4.5%) of the respondents were Deputy Director, 32 (16.0%) of the respondents have obtained the rank of Senior Superintendent, 14 (7.0%) of the respondents were Senior Superintendent One, and 43 (21.5%) of the respondents have obtained the rank of Senior Superintendent Two. This is presented in table 5.

Table 5Professional Rank of the respondents

| Rank | Frequency | Valid Percent |
|---|---|---|
| Principal Superintendent | 50 | 25.0 |
| Principal Superintendent One | 8 | 4.0 |
| Assistant Director One | 11 | 5.5 |
| Assistant Director Two | 33 | 16.5 |

| | | |
|---|---|---|
| Deputy Director | 9 | 4.5 |
| Senior Superintendent | 32 | 16.0 |
| Senior Superintendent One | 14 | 7.0 |
| Senior Superintendent Two | 43 | 21.5 |
| Total | 200 | 100.0 |

**Respondents' Opinion on how a Teacher Regulates theirEmotions**

The respondents were asked about their opinion on how they regulate their emotions. Eighty-two (41.0%) agreed that when they want to feel more positive emotion, they change what they are thinking about. 30 (15.0%) agreed somewhat, 28 (14.0%) strongly disagreed, 18 (9.0%) disagreed, and 11 (5.5%) neither agreed nor disagreed and strongly agreed respectively.

Fifty (25.0%) of the respondents, agreed that they keep their emotions to themselves, 45 (22.5%) agreed somewhat, 31 (15.5%) disagreed with the fact that they keep their emotions to themselves, 22 (11.0%) strongly disagreed, 17 (8.5%) disagreed somewhat and 25 (12.5%) neither agreed nor disagreed. 10 (5.0%) of the respondents strongly agreed to keep their emotions to themselves. Also, 58 (29.0%) agreed to change what they are thinking about when they want to feel less negative emotion, 33 (16.5%) neither agreed nor disagreed, 27 (13.5%) disagreed, and 25 (12.5%) agreed somewhat and strongly agreed respectively. 9 (4.5%) of the respondents disagreed somewhat that they change what they are thinking about when they want to feel less negative emotion.

In addition, 51 (25.5%) agreed that they are careful not to express themselves when they feel positive emotions, 39 (19.5%) strongly disagreed, 32 (16.0%) agreed somewhat, 20 (10.0%) neither agreed nor disagreed and 15 (7.5%) disagreed somewhat. 13 (6.5%) of the respondents strongly agreed that they are careful not to express themselves when they feel positive emotions.

This is shown in Table 6.

Table 6 When I am feeling more positive emotions; I am careful not to express them

| | Frequency | Valid Percent (%) |
|---|---|---|
| Strongly disagree | 39 | 19.5 |
| Disagree | 30 | 15.0 |
| Disagree somewhat | 15 | 7.5 |
| Neither agree nor disagree | 20 | 10.0 |
| Agree somewhat | 32 | 16.0 |
| Agree | 51 | 25.5 |
| Strongly agree | 13 | 6.5 |
| Total | 200 | 100.0 |

Sixty-eight (34.0%) of the participants revealed that when they are faced with a stressful situation, they make themselves think about ways that help them stay calm. 33 (16.5%) agreed somewhat, 29 (14.5%) strongly agreed, 24 (12.0%) strongly disagreed, 21 (10.5%) disagreed, 16 (8.0%) neither agreed nor disagreed and 8 (4.0%) disagreed somewhat. However, 59 (29.5%) of the respondents agreed that they control their emotions by not expressing them, 39 (19.5%) agreed somewhat that they control their emotions by not expressing them, 33 (16.5%) disagreed, 26 (13.0%) strongly disagreed, 18 (9.0%) strongly disagreed, 13 (6.5%) neither agreed nor disagreed and 12 (6.0%) disagreed somewhat that they control their emotions by not expressing them.

A majority of respondents, 93 (46.5%) agreed that when they want to feel more positive emotion, they change the way they think about the situation. 52 (26.0%) strongly agreed, 23 (11.5%) agreed somewhat, 17 (8.5%) disagreed, 8 (4.0%) neither agreed nor disagreed, 5 (2.5%) disagreed somewhat and 2 (1.0%) strongly disagreed. This is shown in Table 7.

**Table 7controlling my emotions by challenging the way I think about the situation**

| | Frequency | Valid Percent (%) |
|---|---|---|
| Strongly disagree | 2 | 1.0 |
| Disagree | 17 | 8.5 |
| Disagree somewhat | 5 | 2.5 |

| | | |
|---|---|---|
| Neither agree nor disagree | 8 | 4.0 |
| Agree somewhat | 23 | 11.5 |
| Agree | 93 | 46.5 |
| Strongly agree | 52 | 26.0 |
| Total | 200 | 100.0 |

**How Emotions Affects SleepingBehaviours**

The respondents were asked about how their emotions affect their sleeping behaviour. Which, 112 (56.0%) were not satisfied with their sleep, 58 (29.0%) were sometimes satisfied with their sleep and 30 (15.0%) said they are always satisfied with their sleep. However, from the results, the majority of the respondents said they had a problem with their sleep.

In addition, 102 (51.0%) of the respondents said their emotions affect them hence they do not have a regular sleep pattern, while 49 (24.5%) of the respondents sometimes have a regular sleep pattern that is between 6 to 8 hours a day. In addition, it was seen that 102 (51.0%) of the respondents said their emotions affect their sleep, while 49 (24.5%) said sometimes their emotions affect their sleep and another 49 (24.5%) of the respondents said their emotions do not affect their sleep.

From the results above, the majority of the respondents were not satisfied with their sleeping behaviour. They do not have a regular sleeping pattern and their emotions also affect their sleeping behaviour. This is shown in Table 8.

Table 8 How Emotions Affect Sleeping Behaviour

| | Never | Sometimes | Always |
|---|---|---|---|
| Are you satisfied with your sleep | 112 | 58 | 30 |
| Do you have a regular sleep pattern? | 90 | 98 | 12 |
| Does your emotion affect your sleep? | 49 | 49 | 102 |



## DISCUSSION

The purpose of the study was to determine whether teachers are able to regulate their emotions, as emotions play a crucial role in teaching and learning. The study found that teachers' thoughts influence their emotions, and that these emotions can be regulated. The majority of teachers believe that their thoughts affect their emotions. When regulating their emotions, a large percentage of teachers keep their emotions to themselves and do not express them. This means that they keep negative emotions such as anxiety, depression,

anger, and stress to themselves. If these emotions stem from faulty thoughts and are not expressed, this may lead to maladaptive behaviours. This finding is consistent with Beck's Cognitive Behavioural Theory, which posits that thoughts give rise to emotions, which in turn influence behaviour. Therefore, when thoughts are faulty, they can lead to psychological problems. Furthermore, teachers' emotions have a bearing on their work output in the classroom and at home. Their ability to teach well, relate with their students and co-workers, undertake co-curricular activities, and manage their family effectively are largely dependent on their emotions.

This finding corroborates the work of Greenberger and Padesky (1995). In their book "Mind over Mood," they argue that an individual's thoughts can be regulated. Xiyun et al (2022) & Sutton et al (2009) also found that teachers are able to regulate their emotions. In Xiyun et al's (2022) study, it was revealed that emotional regulation and self-efficacy were predictors of teachers' psychological well-being. Teachers were more likely to experience satisfaction and joy with their job and enrich their personal growth as they reached a strong mental health state when they were able to regulate their emotions well. Sutton et al (2009) found that teachers use preventive and reactive methods in regulating their emotions.

However, Mauss& Bunge (2007), in their study on Automatic Emotional Regulation, demonstrated that individuals cannot always regulate their thoughts and emotions. They argued that some thoughts are automatic and arise on their own, hence individuals have no control over them and cannot always regulate them. And because an individual's thoughts cannot always be regulated, it follows that their emotions cannot always be regulated either. The few teachers who reported in this study that they could not regulate their thoughts or emotions may be dealing with automatic thoughts. These thoughts, according to Mauss& Bunge (2007), are not under the control of any individual. Since this study did not consider thoughts in detail, future studies should investigate how automatic emotions can be managed to help teachers achieve stable emotional stability.

Contrary to the findings of this study, Ntoaduro (2021) found that teachers in Southern Ghana express a wide range of emotions towards their students in the classroom. This was confirmed by Anaglooso (2018), who reported that teachers' emotional expression was dependent on their students' behaviour in the classroom. However, in the current study, teachers' emotional expression was assessed more generally. Reuben (2017) found that teachers are emotionally resilient and able to withstand challenging circumstances due to their knowledge and expertise, which may explain why they do not express their emotions. Additionally, Zembylas (2014) argued that if teachers are unable to manage their emotions effectively, they may experience physical and emotional exhaustion, diminished personal accomplishment, and emotional drain.

The second objective of the study was to investigate whether teachers' emotions affect their sleeping behaviour. The findings revealed that teachers' emotions do indeed impact their sleep patterns. The majority of teachers reported dissatisfaction with their sleeping patterns and stated that their emotions affected their sleep. This may be due to the prevailing economic conditions in the country and the pressure and victimization of teachers in the district. These findings are consistent with several studies in the literature.

McGinley & Wei (2019) found that emotions affect teachers' sleep. Their study revealed that life satisfaction influences teachers' emotions, with low life satisfaction leading to negative emotions that in turn affect sleep. El Baba et al (2021) reported a negative association between sleep and negative emotions among medical officers at the University of Beirut. Like teachers, medical officers have stressful work patterns and high levels of emotional exhaustion due to their demanding work lives.

In another study conducted by Vandekerckhove, Yu-linand Wang(2018), they found out that adoptive emotional regulation affect sleep of people.This study also corroborates the findings of this study that emotions affect sleep behaviour of people, especially teachers. Laura et al (2021) also confirmed the finding of this study.Theyfound out that contagion of anger was positively associated with both sleep disturbances and health problems. Whereas contagion of joy was negatively related to only sleep disturbances. This mean that specific emotional characteristics have different effect on sleep patterns of people. From this study, when people are happy, it affects sleep positively vice versa.

**Limitations the Study** has some limitations, despite its notable impact in providing insight into how teachers regulate their emotions and the effect of emotions on their sleep patterns. The study could have explored the emotional regulation strategies that teachers adopt to control their emotions and the effect of emotions on their work in the classroom. Additionally, a mixed-methods approach could have been used to collect more comprehensive information from the respondents. Although the study found that teachers regulate their emotions, it is recommended that future research employ multiple elicitation techniques, such as reflective journals and interviews, to triangulate the findings. Further research is also needed to better understand and explain the effect of emotions on teachers' work output in the classroom and the various emotional regulation strategies used by teachers. Longitudinal or intervention studies may provide more insight into the causal relationships among these constructs.

**Implications for Counselling**

The results show that teachers have a considerable need for focused counselling interventions in coping methods and emotional regulation. The development of effective ways to cope and emotion regulation methods should be a top priority of counselling due to the high prevalence of emotional dysregulation (e.g., changing thoughts to modify emotions) and its link with irregular sleep patterns and poor sleep quality. This could involve mindfulness exercises to raise emotional awareness, cognitive behavioural therapy to address negative thought patterns, and relaxation methods to encourage deeper sleep. Moreover, the sample's male preponderance and marital status point to the necessity for specialised therapy services that take marital and gender-specific stressors into account. Lastly, given the overrepresentation of people in higher positions, it could be necessary to address the demands that come with the job and how they affect people's emotional health and sleep.

**Conclusion**

The study found that teachers are able to regulate their emotions, but often keep their emotions to themselves, which can affect their sleep patterns. Although teachers are considered knowledgeable and capable of handling challenging situations, emotions must be carefully managed. Teachers may be experiencing serious emotional problems that they are unable to share, and if left unaddressed, these issues can affect their health and ultimately their work performance in school and their family life.To improve teachers' productivity, they should receive psychological training on effective emotional regulation strategies. In-service training on emotional regulation should be regularly provided to help teachers manage their emotional challenges. Additionally, counselling services should be strengthened in schools and districts to provide support for teachers. Stakeholders involved in teacher training should incorporate instruction on managing psychological and emotional issues. Since teaching is a stressful profession, psychological training can be beneficial in helping teachers cope with the demands of their job.

**Recommendations**

**Implement targeted emotional regulation training for teachers:** Since teachers' emotions have a substantial impact on their health, how well they perform at work, and how much sleep they get, it is important to give them means of emotional control. The main goals of this training should be to recognise and confront harmful thought patterns and to create coping skills for managing stress, anxiety, and other negative emotions.

**Investigate the role of automatic thoughts in emotional dysregulation.** Nevertheless, this study demonstrated that the majority of teachers are able to control their emotions, some of them said they had challenges.Therefore more study should examine the impact of automatic thoughts and create interventions that especially address this facet of emotional regulation as suggested by Mauss& Bunge (2007),

**Examine the interplay between emotional expression, resilience, and cultural factors:**The study discovered—contrary to certain earlier findings—that educators frequently repress their feelings. It would be beneficial to do additional research to fully understand this gap, taking into account elements like cultural norms concerning emotional expression, professional resilience, and the possible long-term effects of emotional repression on teachers' wellbeing.

**Ethics declaration Data Availability:**

The authors declare that ethical approval was received from the Institutional Review Board (IRB) of the University of Education, Winneba and informed consent was gained from the participants. The analysed data is saved in a password-protected electronic file, which is maintained in confidence by the study's principal investigator and is available on request.

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