

A Study on Teacher Emotions in Primary School Settings

A Dissertation Submitted in Partial Fulfilment of the
Requirements for the Degree of

Master of Philosophy in Education

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2019

This thesis is dedicated to Maa & Abba -

who practically set an example of a meaningful and happy life throughout his journey on this earth.

Certificate

Certified that the thesis entitled "*A Study on Teacher Emotions in Primary School Settings*" submitted by me for award of the degree of Master of Philosophy in Education in Jadavpur University is based upon my work carried out under the supervision of Dr. Muktipada Sinha, Associate Professor, Department of Education, Jadavpur University.

And neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere/ elsewhere.

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ACKNOWLEDGEMENT

First and foremost the investigator praises Allah, the Almighty, without His grace and blessings nothing would have been possible.

With immense pleasure, the researcher claims to have been fortunate in having the scope to offer sincere regards and express his indebtedness and deepest sense of gratitude to Dr. Muktipada Sinha, Associate Professor, Department of Education, Jadavpur University, for his excellent unreserved guidance, sustained interest, and valuable advice for making the best possible suggestions throughout the course of the study.

He wishes to express his heartiest gratitude and indebtedness to Prof. Subhasis Biswas, Dean of Arts, Jadavpur University, Dr.B.P. Nanda, Head of the Department of Education, Dr. Samir Chattopadhyay, Dr. L.L.Mohakud, Assistant Professor, Department of Education, Jadavpur University, for their kind and sincere co-operation with providing necessary facilities during the course of the study.

He wishes to express his indebtedness and gratitude to Senior Professor Sanat Kumar Ghosh, Prof. Jayanti Das, Prof. Jayanta Mete for his valuable suggestions and encouragement during the study.

The researcher expresses his best gratitude and heartiest thanks to his sister Shabana Yasmin for his co-operation during this study.

The researcher expresses his best gratitude and thanks to his friend Bijoy Krishna Panda for his co-operation during this study.

The researcher expresses his hearties gratitude and thanks to his elder brother Md. Fazle Ramzan Khan for his co-operation during this study.

Md. Mustakim, Aatur, Chattu, Mallika, Amina, Srewashi, Suparna , Mousumi, Satarupa, Sabiqul, Chayan, Krishna , Wasim , Jahiruddinr, Sujan , Sourav , Nadia , Gopal , Tarapada, Avisekha, Partha , Sunny , Manojit , Suraj , Abhijit , Amit, Sekhar , Indrajit , Sumit their immense support during the whole data collection process.

I would like to thank Prof. Manojit Manadal, Prof. Subarna Kumar Das, Dr. Shyamaprasad Nandi , Dr. Manajat Ali Biswas, Sk Abdul Rakib , Sk Abdul Hamid, Dr. Debrabrata Biswas, Chandika Prasad Ghosal , Abu Nayeem, Mouli Saha , Dr. Ankana Betal, Abhijit Banerjee, Subhadeep Das, Abhijit Shadhukhan, Asoke Kumar Bari, Debrup Bhattacharya for their endless support and encouragement throughout the study.

Help rendered by his father Kasem Mallick and his sisters Poly Mallick, Doli Mallick was a major source of inspiration for the successful accomplishment of this task. He wishes to express his gratitude to all of them for their silent but patient co-operation.

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Place:

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ABBREVIATIONS

TEI:	Teacher Emotion Inventory
GEW:	Geneva Emotion Wheel
TELS:	Teachers Emotional Labor Scale
ETI:	Emotions in Teaching Inventory
ATI-R:	Approaches to Teaching Inventory
TES:	Teacher Effectiveness Scale
TRS:	Teacher Rating Scale
EI:	Emotional Intelligence
TES:	Teacher Emotion Scale
REIT:	Roqan Emotional Intelligence Test
W.B.B.P.E:	West Bengal Board of Primary Education
Sd:	Standard Deviation
t:	T-test value

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Chapter I Context of the Study

1.1 Introduction

Not only teachers but common people believe that they are guided by rational thinking but, also accept the fact that emotion is the determining factor of behaviour. As a human being our emotions are the primary key influencing factor for every minute of our actions and for our existence. Emotions play a fundamental role in our life's which affect our well-being and over all behaviour. Emotions of oneself as well as others around us had a great role in influencing our conduct, thinking abilities and attitudes. Same as emotions of teachers are the central theme to effective teachings and in connecting with students, which will foster in positive developments and learning's in pupils. Teaching as a profession has a major role to play in educational and social development. According to Crow and Crow (1973) "A good teacher and the quality of his teaching has always being of paramount to a freeman and to a free society"(as cited in Malik, 2017). In professional life teachers interact with different sorts of people like parents, community members and colleagues, but interaction and relationships with the students act to be the most powerful and evoking emotions be it negative or positive(Sutton & Wheatley, 2003). The uniqueness of this profession is identified with the production of the right type of citizens in all ways of life. It is a well-known fact for the educationalist and curriculum framer that even the best, renowned and prefect type of curriculum and syllabus will remain useless and dead unless right kind of teachers and their teaching methods and positive social emotions are involved in their classroom teaching situations.

Effective classroom environment encompasses a wide range of educational components that includes the physical setting, psychological and social context

between the teachers and the taught. In other simple words teachers have to constantly respond to the various emotions faced during their classroom teachings which are commonly reflected in their attitude and behaviours towards the students. Teachers who are found more connected with their students are more likely to be seemed as joyous and emotions like anger and anxiety were less frequently in them and help in teacher's resilience to be consistent (Day & Gu, 2014). Emotions are considered as the complex interrelated forces among the physiological and cognitive processes experienced by the individuals. So it can be easily said that quality of teacher emotions experienced in the classroom situations helps in determining the depth and breadth of teaching and learning process. For organising and managing learning activities in classroom which should be acceptable for the students is highly dependent on the teachers emotional conducts in their respective classrooms which also helps in creating a mutual respect and rapport between the teachers and the students.

1.2 Meaning of Emotions

The word emotion is etymologically derived from Latin word 'emovere' which means 'to stir up' or to 'to agitate'. Each emotion involves three psychological aspects namely cognitive, conation and instincts. Dolan (2002) explained emotion as "The importance of emotion to the variety of human experience is evident in that what we notice and remember is not the mundane but events that evoke feelings of joy, sorrow, pleasure, and pain. Emotion provides the principal currency in human relationships as well as the motivational force for what is best and worst in human behavior". We all know and understand well what emotions are all about, but it would not be an easy task for us to provide a scientific and precise definition of emotion. Few classical definitions related emotions are discussed as follows:

According to W. James (1890) emotions means "the feeling of the bodily changes which occur on the perceiving the exciting fact is called emotion". E.B. Titchener (1910) defined emotion as "called emotion as a temporal process, a course

of highly complex affective consciousness, partly instinctive and partly acquired which beings abruptly and dies down gradually". In the writings of J.B. Watson (1919) emotion is considered as "a hereditary pattern reaction involving profound changes of the bodily mechanisms as a whole bit particularly of the visceral and glandular systems". In the words of W.E. Blatz (1944) "an emotion may be said to arise when the individual is intensely satisfied and gratified or dissatisfied inadequacy to face a situation: the degree of the intensity of his emotion is determines by the degree of his felt gratification or dissatisfaction and felt inadequacy". According D.O. Hebb (1946) "feels that emotions could be named only by perception of a deviation from the base line of ordinary individual behavior". Definition of emotion given by K. Lovell (1968) as "a moved or stirred-up state of feeling in an individual linked with some tendency". K. Bhagawan Das described "emotion is only a form of motion towards an object or away from it, in the mind". McDougall (1933) asserted that "emotions are the conscious concomitants of instinctive impulses at work".Morton Prince (1948-49) focused "emotion as an instinctive psycho-physiological process involving an afferent stimulus and an efferent activity...". According to the Freudian (1920) perspective defined emotion as "an emotion is the dynamic expression of the instincts which may emanate from conscious or unconscious sources". P.T. Young (1943) provided the following definition "An emotion is an acute disturbance or upset of the individual which is revealed in behaviour and in conscious experience as well as through widespread changes in the functioning of the viscera (smooth muscles, glands, hearts, lungs) and which is initiated by factors within a psychological situation".

If the above definitions are carefully examined, some common characteristics of emotions can be noticed. The arousals of emotions are like stirred-up feelings in psychological situations emphasizing in certain unique feature. Emotions are complex psycho-physiological processes triggered in an individual as a response to a subjectively important event (Lazarus, 1991; Prosen et.al., 2011). It is a complex

bodily process involving physiological changes in a psychological settings either from consciously or unconsciously sources.

1.3 Types of Emotions

Emotions are of many different types that influence ones way of living and interacting in social context. It seems like that one's life processes are ruled by these emotions. The way we make choices, take actions, our thinking perceptions are highly influenced by the emotions of that given time. According to psychologist Paul Eckman et al. (1969) there are basic six core emotions and it is universal throughout the cultures all around the world. These are as follows:

- 1) **Happiness:** Happiness is considered as one of the most important basic human experienced emotions. Most of the people strive for this emotion. It may be defined as a pleasant emotional state which is characterized by the feelings of contentment, joy and gratification, sense of satisfaction and well-being. Happiness plays a positive role in physical and mental health.
- 2) **Sadness:** Sadness is considered as a transient emotional state and another important type of emotions characterized by the feelings of grief, disappointment, quietness, dampened mood and withdrawal from social activities. Sadness as a emotion is experienced by individuals more frequently and in some situations prolonged sadness that can turn into a depression which will be the cause of unhappiness and variety of other poor health related problems.
- 3) **Fear:** Fear is a very important and personal emotion for the survival of the individuals. Fear is an emotion experienced when one faces some sort of danger. In this sort of emotion muscles become tense, respiration and heart beat increases, widening of the eyes and attempts to hide or escape from the fearful situations. It helps in preparing the individuals to effectively deal with the threats of the surrounding environment

- 4) **Disgust:** Emotions evolved as a reaction to avoid things which are responsible for the poor hygiene people also experience disgust when they observe others behaving and engaging in immoral, disrespectful and evil practices. It is also called moral disgust.
- 5) **Anger:** It is a powerful and strong emotion with the feelings of hostility, antagonism, agitation, frustration towards others. Anger can be experienced in different physical response like frowning and glaring, tone of voice changes, too much sweating and turning red, aggressiveness like hitting, throwing or breaking objects and kicking, using abuse languages or violence act.
- 6) **Surprise:** It is a physiological response of something happening unexpectedly. Surprise can be of positive and negative or neutral emotions. It is often experienced like widening the eyes, raising the brows, reactions like screaming, grasping, yelling and jumping back and forth. Emotions caused due to surprise and unusual events tend to be remembered in memory for a longer time.

Other notable emotions that could not be necessarily understood by facial expression identified by Eckman are:

- a. Amusement,
- b. Contentment,
- c. Excitement,
- d. Contempt,
- e. Relief,
- f. Pride in achievement,
- g. Guilt,
- h. Satisfaction and
- i. Shame.

2. Watson classified emotions into three primary types:
 1. Fear
 2. Rage, and
 3. Love.

3. A.F. Shand listed seven types of emotions those are as follows:
 1. Anger,
 2. Fear,
 3. Joy,
 4. Sorrow,
 5. Curiosity,
 6. Repugnance, and
 7. Disgust.

3. The primary types of emotions postulated by McDougall are:
 1. Fear,
 2. Disgust,
 3. Wonder,
 4. Anger,
 5. Subjection,
 6. Elation, and
 7. Tenderness.

4. Freud classification of emotion is of two types:

1. Love

2. Hate

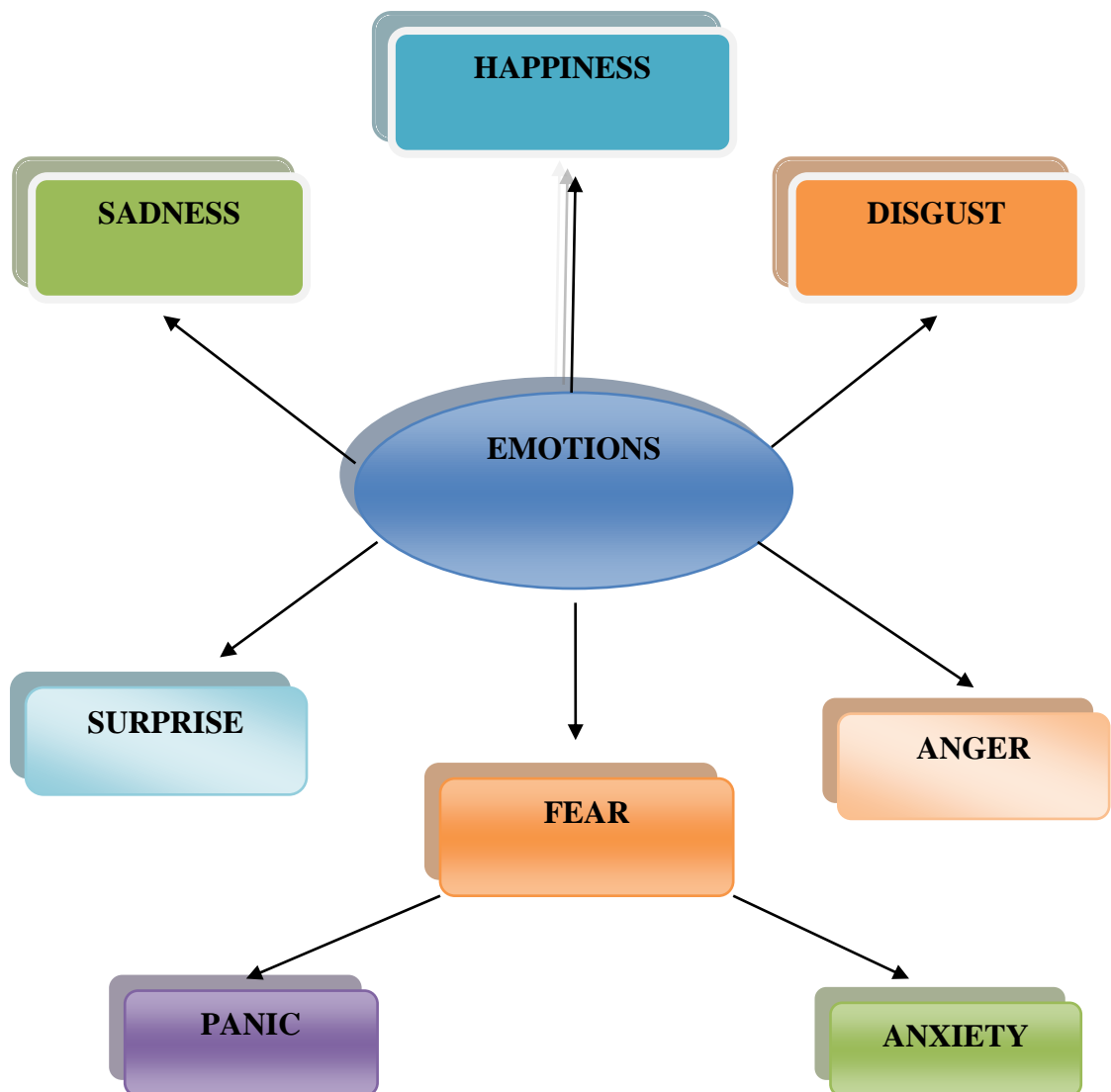


Fig 1.1 Showing six basic cores of Emotions.

1.4 Emotions Detecting Tools:

The ability to understand and interpret accurately the emotional expressions of other people such as bodily activities, voice tone and facial expression is very much important and crucial task for successful emotional and social functioning in the society for our day to day existence and to predict the outcomes in professional and personal life. When individuals encounter uncertainty and distress and try to closely examine their emotions and ready to face both the negative and positive emotions, one of the biggest problem and inability they face is to verbalize their emotions. Utilizing different emotional tools like Plutchik's wheel emotions, Geneva wheel of emotions and Parrot tree house of emotions can be very helpful for them to understand what stimuli is responsible for the activation of the particular emotions. Without proper understanding and control on the emotions individuals cannot make effective decisions which can result in poor health, well-being, poor performance and cause less motivation.

1.4.1 Plutchik Wheel of Emotion

In 1980, an American psychologist Dr. Robert Plutchik proposed and identified the psycho-evolutionary theory of emotion. The eight basic primary emotions that lead as the foundation of all the other emotions i.e., joy, surprise, trust, fear, sadness, disgust, anticipation and anger and grouped into polar opposite.

- ❖ Joy and Sadness
- ❖ Acceptance and disgust
- ❖ Fear and anger
- ❖ Surprise and anticipation.

Three main noticeable elements of the wheel are:

1. Colours: The eight emotions in the wheel are arranged by colours. The emotions located in the second circle are regarded as the primary emotions. And an emotion with no colours resembles the mix of two primary emotions.
2. Layers: The middle layer of the circle intensifies the emotion and moves to the outer layer the emotions become less saturated and intensified.
3. Relations: The spaces in between the wheel demonstrate the combination of emotions when the primary emotions get mixed.

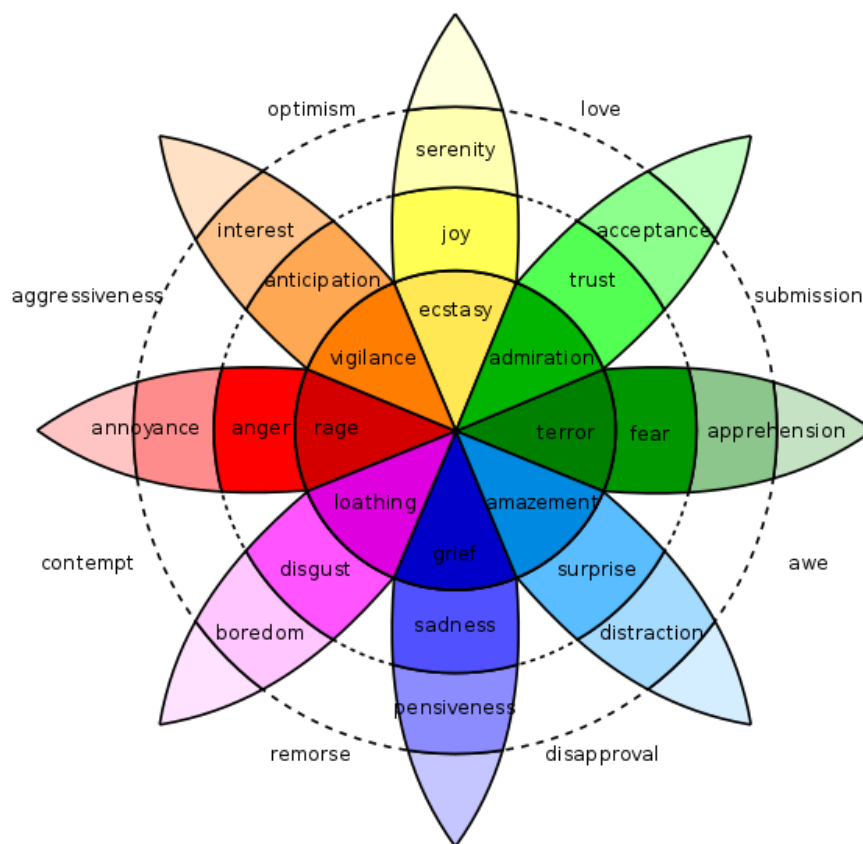


Figure. 1.2 .Plutchik's wheel of emotions (Plutchik, 1980) (as depicted in Tromp&Pechenizkiy, 2014).

1.4.2 Geneva Emotion Wheel

A central component of emotions, the “feeling component,” is inherently subjective and can only be assessed with self-report measures, such as the Geneva Emotion Wheel (GEW; Scherer, 2005; Sacharinet.al., 2012). GEW focuses on the emotions and their intensities. It consisted of 20 varied discrete emotions that aligned in a systematic circle and evaluated on the basis of two parameters know as 1. Valence (Negative/positive) 2. Control (high/low). And the for quadrants separates the emotional alignment namely,

1. Negative / low control,
2. Negative / high control,
3. Positive / low control,
4. Positive / high control.

The design of GEW is based on the three elements:

1. Free response format: Provides options to respondents known as ‘other options’ which gives much freedom to them to express their emotions freely.
2. Discrete emotional response format: In this format respondent indicate their feelings to a limited number of discrete emotions (e.g, anger and happiness) corresponding to the intensity of the feelings on the scale.
3. Dimensional approach to emotions: This element is based on two dimensions (valence and control). The respondents in this format indicate their feelings on the abstract dimensions which are thought to be basic structure of emotions. This format is easier for the respondents as they can answer from only two or three dimensions unlike discrete emotion format.

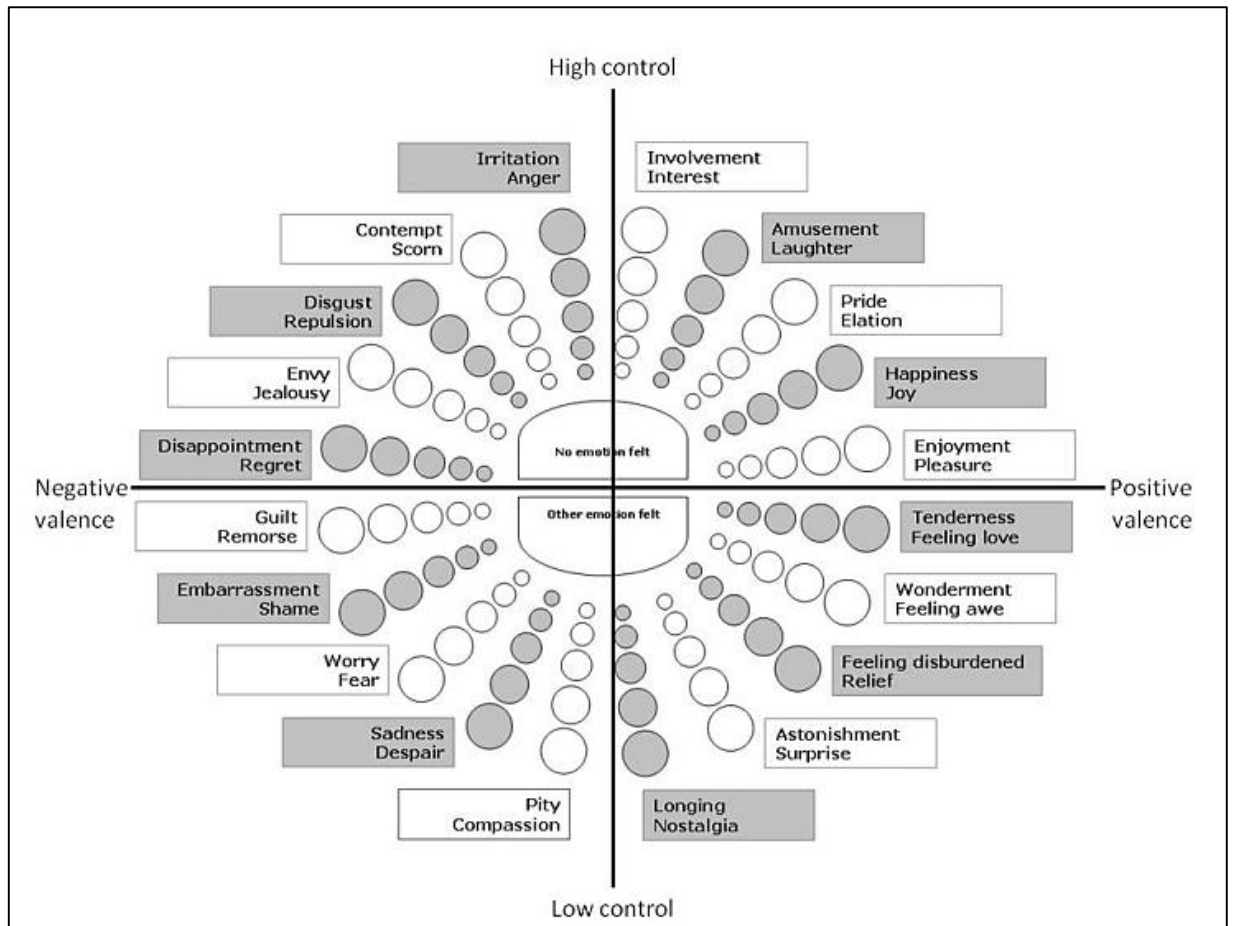


Figure 1.3. Version 2.0 of the GEW with 40 emotion terms arranged in 20 emotion families (as depicted in Sacharin, Schlegel & Scherer, 2012).

1.4.3 Parrot Tree house of Emotions:

Emotion is expressed in number of distinct ways such as joy, sadness, anger, surprise, hate, fear and so on. Since there is not any standard hierarchical word for emotions, in 2001, W. Gerrod Parrot, wrote a book on “Emotions In Social Psychology”, where he clearly explained the concept of emotion system in relation to cognitive psychological domain and hierarchically classified the human emotions in six primary level classes i.e., are Love, Joy, Anger, Sadness, Fear and Surprise. And the levels of emotions were further classified into secondary and tertiary levels.

Table 1.1. Parrots' Classification of Emotions (2001) (As depicted in Modi, Sharma & Bhatt, 2016).

Primary emotion	Secondary emotion	Tertiary emotions
Love	Affection	Adoration, affection, love, fondness, liking, attraction, caring, tenderness, compassion, sentimentality
	Lust	Arousal, desire, lust, passion, infatuation
	Longing	Longing
Joy	Cheerfulness	Amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria
	Zest	Enthusiasm, zeal, zest, excitement, thrill, exhilaration
	Contentment	Contentment, pleasure
	Pride	Pride, triumph
	Optimism	Eagerness, hope, optimism
	Enthrallment	Enthrallment, rapture
	Relief	Relief
Surprise	Surprise	Amazement, surprise, astonishment
Anger	Irritation	Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness
	Exasperation	Exasperation, frustration
	Rage	Anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment
	Disgust	Disgust, revulsion, contempt
	Envy	Envy, jealousy
	Torment	Torment
Sadness	Suffering	Agony, suffering, hurt, anguish
	Sadness	Depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy
	Disappointment	Dismay, disappointment, displeasure
	Shame	Guilt, shame, regret, remorse
	Neglect	Alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult
	Sympathy	Pity, sympathy
Fear	Horror	Alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification
	Nervousness	Anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread

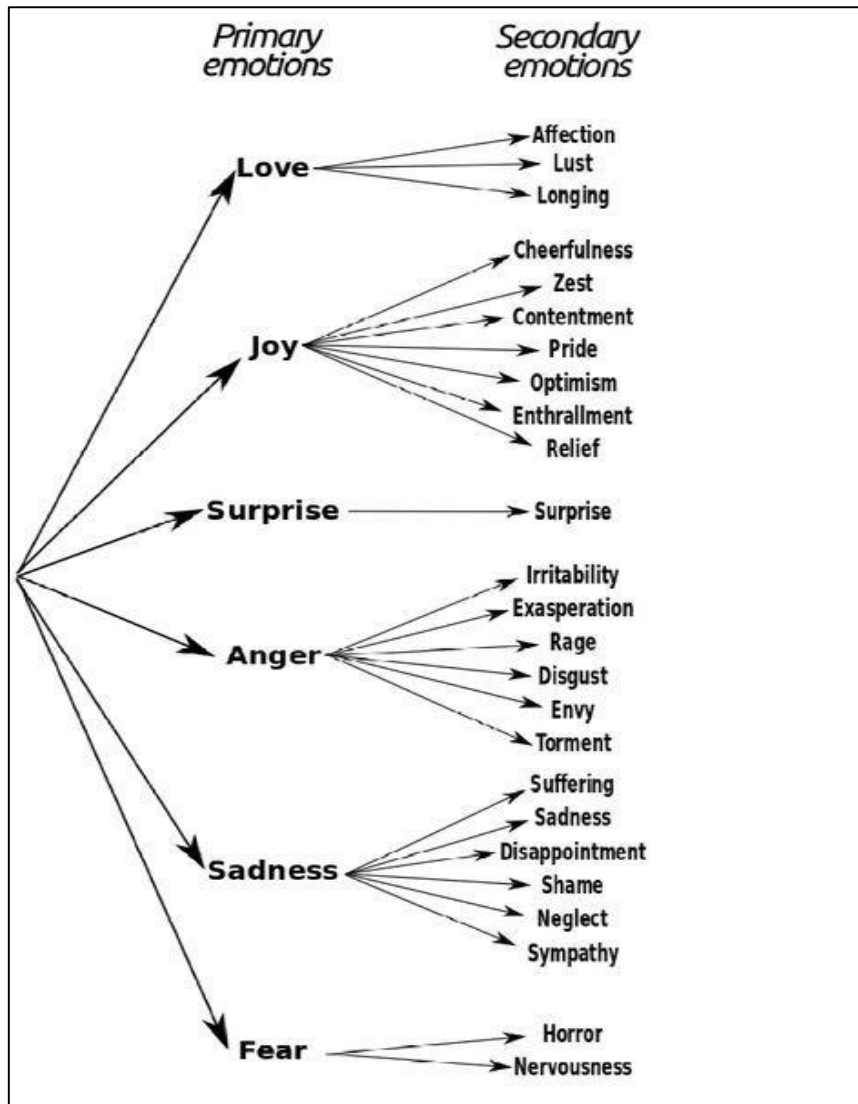


Figure.1.4 .First two layers of Parrot's emotion classification (As depicted Bisio, Delfino, Lavagetto & Marchese, 2007)

1.5 Need for Teacher emotions in Classroom

For the existence of every individual in this world it is utmost necessary to make efforts to adjust in his/ her physical and social surroundings. In this process of adjustment one thing plays an important role is interaction. And the processes of interaction and communication have no meaning if there are no emotions. One must possess the ability to understand, perceive, manage and proper identification of

emotions of others as well as oneself, as it forms the baseline for all sorts of social and emotional interactions that are necessary and important not only for successful living but also needed in all sorts of jobs. And teaching job is not the exception from it. Undoubtedly for any academic success largely depends on close relationships and proper guidance between the teachers and students. Emotions of teachers in teaching situations play a very vital role in influencing student's motivation. Primary school teachers believes that the foundation of teaching learning and their rewards is by establishing and maintaining close relationship, bonding and understanding with their students (Hargreaves, 2000). Teachers can experience both positive and negative emotions in various classroom situations. Positive emotions like joy evoke student's interest in the subject matter to be taught and which also make students more active and enthusiastic participants. Same as teachers negative emotions like anger, anxiety can affect students overall academic performance. To hide negative emotions is not an appropriate strategy or solution, it should be presented in a consistent and adequate way with the situations they face (Kimura, 2010). Lack of enjoyment and humor in classroom, poor instructional quality and teachers not having in depth knowledge in their subject matter may results in students performing poorly in academics. Purposely using negative emotions in classroom especially like anger by the teachers to maintain and achieve classroom discipline so that students can behave in desirable and in adequate manner.

In the light of the above content, we must ask ourselves why primary school teacher's emotions are projected differently in different situations. Firstly, the pupils in their classroom mostly are the first generation learners especially those children who belongs to remote areas of Bengal. Their parents are illiterate or studied till upper primary level, so these primary school children's did not get any parental support. Due to this reason the first generation learners are often become dull in academics and teachers have to give extra efforts on their part to make them successful learner. Primary school teachers often have to bear the spectrum of

responsibilities on their shoulder it may be like framing the curriculum, handling various administrative task as there are always limited number of human support, undertaking students inter evaluation and managing extra curriculum activities which undeniably increases their workload in such situations teachers may experience unpleasant and feelings of negative emotions. Wakoli (2013) stated that “teacher’s workload in primary schools is a real problem especially since the introduction of the free primary school education which led to over enrolment and it continues to be an impediment to attainment of educational goals and objectives”. A feeling of frustration always works in teachers as in India most of the government primary schools are overcrowded. In a classroom situations teacher’s have to deal with the students who belongs to different multi social and cultural backgrounds where lack of improper teacher students ratio causes hindrance in teaching learning process. Overcrowded classroom not only affect students overall performance but also the teachers has to face numerous others problems like poor attentiveness of students, low level of understanding, indiscipline in classroom, which furthermore puts teachers in more stress and this also increases in students dropout rates (Shah & Inamullah, 2012). So, it seems that the primary school teachers must have the skill to recognize, express and regulate their emotions in appropriate ways. These abilities will largely help in their job performance which will directly enhance in institutional success.

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CHAPTER II PROBLEM OF THE STUDY

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Chapter II Problem of the Study

2.1 Review of Related Literature:

This chapter provides a brief overview of the previous researches done in the similar area related to the present study. Citing studies related to the research area that shows a substantial view points and also present conflicting arguments and conclusions that helps the researcher to acquire broad and sharpen understanding of the existing knowledge in the problem area. The review of related literature helps in designing the research study by avoiding the pitfalls. To make critical analysis of the present problem and gaining proper insight of the problem area an intensive reviews have been done by the researcher by referring to a large number of various web based national and international published journals, articles, books, published Dissertations and research abstracts.

Sutton and Wheatley (2003) in their review of literature research tried to study the aspects of teachers lives. They focused on two perspective of teachers live firstly, a multi-componential emotional perspective and secondly, reviewing the literature on positive and negative emotions and it was further critiqued. However it suggested that teachers and students cognitive, behaviours and motivational is highly influenced by teachers emotion.

Winograd (2003) showed that teaching incorporates different types of emotional rules like approaching situations in a calm way, avoiding extreme emotions, and having passion for teaching. And hence, emotional labor needs to be evaluated from a multidimensional perspective.

In their study **Schutz et. al. (2006)** investigated the role of emotion and emotional regulation in education by focusing on the psychological, educational, social and historical aspects. They argue that teachers need to have their own realistic beliefs related to overall teaching and learning environment. It would facilitate teachers' to guide their own emotional experiences as well as to have better control in the classroom.

Roffey,S. (2008) showed the effect of emotional literacy on pedagogy and argued that staffroom conversation affects the classroom relationship between teacher and students. She further highlighted that teachers are affected by the management practices of the school and also that those teachers who felt belongingness at the school had helpful and friendly colleagues were more joyful at work and had more resources to solve challenges. Similarly, students who felt being a part of the class and had a positive relationship with peers and the teacher would be more cooperative and perform better. Hence teachers, alike educational psychologists and counsellors need to have the professional knowledge of social and emotional learning to facilitate both the individual and the whole.

In their study, **Sutton, Camino and Knight (2009)** termed teaching to be an emotional enterprise and found teachers to believe that emotion regulation facilitates them in better classroom management, as well as discipline and interpersonal relationship with students. They found that emotion regulation help teachers in better discipline, management, and relationship with students. It enables them to use various strategies for emotion regulation. They also found that teachers' negative emotions adversely influence students' performance.

ÇUKUR (2009) study stressed on the emotion regulation strategies during critical work events focused to develop and validate a tool to measure teachers emotional labor scale (TELS). It also scrutinized whether emotional shifts could be considered as an emotional labor strategy.

Chang (2009) conducted a study to examine the way teachers cope with and regulate their emotions, as well as to study the scope of teacher emotion in the context of teachers' appraisals. She found that teachers behaviors in the classroom are based on the respective emotions they feel. Moreover, the intensity of the emotions was likely to make the teachers feel burned out.

In his study, **Gillum, J. (2010)** came up with two related ideas of emotional literacy and its influence on overall classroom performance. The first was to evaluate staff perception of emotional literacy, whereas the second focused on whether emotional literacy could facilitate promoting noticeable change in the organization.

Keith, T. (2011) examined the relationship between the teachers' emotions in teaching and their approaches to teaching in higher education by using on-line questionnaire which consists of two parts –a) *Emotions in teaching inventory (ETI)*, b) *Approaches to teaching inventory (ATI-R)*. The data were collected from 175 full-time university teachers. Pearson Product Moment correlation analysis, principal component analysis and hierarchical cluster analysis were used to analyze the result of the study. And the findings of the study showed a significant result between approaches to teaching and emotions involved in the teaching of their course.

Brackett et. al. (2011) highlights that teacher and student emotions are dominant factors in pedagogy, both within and beyond the classroom. Emotionally balanced pedagogy facilitates teacher affiliation and promotes better behavior among learners. When teachers ensure a positive emotional classroom environment, students grow a sense of

belongingness towards the class, respond more, behave in a better way and are more likely to be successful – both in profession and in their personal lives. Hence, teacher training and professional development programs ought to focus more on the aspects of social and emotional management in teaching and learning. And since teachers' emotions have significant influence upon students, there is a need to properly identify, express, apply, understand, and manage the aspects of teacher emotions.

Jhaa, A., & Singh, I. (2012) conducted a correlation study in between Emotional intelligence and teaching performance of the faculty members of medical and engineering colleges. Data were collected from 250 faculty members (103 female and 147 male) among which 113 (44 females and 69 males) from medical college and 137 (59 females and 78 males) from engineering college. They were asked to fill up Indian cultural adopted Emotional intelligence scale (EIS by Hyde, Pethe, & Dhar, 2007), Teacher Effectiveness Scale (TES, by Puri, Ghakar, 2010) and Teacher Rating Scale (TRS, R. C. Deva, 2003) to measure the emotional intelligence, self-reported teacher effectiveness and student rated teacher effectiveness of the faculty members respectively. The study revealed a positive correlation between EI and teacher effectiveness both self-reported ($r = 0.65$) and students rated ($r = 0.56$). Emotional stability had the highest correlation with TES ($r = 0.55$) and TRS ($r = 0.50$) also. EI was a significant predictor for predicting both self-reported as well as student rated teacher effectiveness, accounting for 42% of the variance in TES and 33% in TRS. Among ten components of Emotional Intelligence; emotional stability, self-motivation, managing relations, self-awareness and integrity emerged as the best predictors of teacher effectiveness. The Emotional Intelligence and self-reported teacher effectiveness of engineering faculty members were relatively higher than those of medical faculty. However, according to students' rating there was no significant difference in teacher effectiveness among the two groups.

Mansor et.al. (2012) in their study focused to analyze the effectiveness of teachers in terms of classroom management who teaches English as a 2nd language. Teachers teaching in Malaysian primary schools were taken as the sample of the study. Case study method using interviews, document analysis and observation were used for data collection. The study concluded providing six notable characteristics to be an effective teacher in classroom management.

In a study by **Tsang (2012)** aimed to investigate the sociological aspect to understand the emotional management two major approaches i.e., conflict theory and symbolic interactions. The researcher found in many studies that teachers in Hong Kong expressed negative emotional feelings towards their teaching profession i.e. feeling exhaustion, sense of dissatisfaction. These feelings of negative emotions may affect their personal well-being and the quality of their classroom conduct.

Erdogan and Kurta (2014) in their reviewed study stressed to find the recent themes related to classroom management studies. Content analysis of 46 research papers related to published in the year between 2002 to 2014, in national and international journals, PhD works and peer reviewed journals were considered in the study. The findings of the study revealed to teachers belief and expectation of the students has the potential ability to create an interactive and peaceful classroom environment.

Kauts, D. & Kaur, S. (2015) evaluated the teacher effectiveness in relation to emotional intelligence and maturity among the B.Ed students. 648 samples was finalised using stratified random sampling technique for colleges with 5-10 years of establishment (326) and 15-20 years of establishment (322). To investigate the main and interaction effects, a factorial design 2×3 was employed on the scores of Teacher Effectiveness where in maturity of institutions are studied at two levels (colleges with 5-10 years and colleges with 15-20 years of establishment) and Emotional Intelligence was studied at three

levels, (high, average and low). Teacher Effectiveness Scale (TES) by Kumar and Mutha and Emotional Intelligence Scale (EIS) by Hyde, Pethe and Dhar were used to measure Teacher Effectiveness and Emotional Intelligence respectively. Two way factorial ANOVA showed that students studying in colleges with 5-10 years of establishment and 15-20 years of establishment were found to exhibit different levels of Teacher effectiveness. It was also found that high emotional intelligence contributes to teacher effectiveness consistently in both the categories of institutions viz 5-10 years of establishment and 15-20 years of establishment, with one observation that in case of high emotional intelligence and average emotional intelligent students, maturity of institutions did not play any role with respect to teacher effectiveness. But in case of low emotional intelligence teacher effectiveness was found to be higher in case of institutions with 5-10 years of establishment than in institutions with 15-20 years of establishment.

Hagenauer, Hascher and Volet (2015) explored the role of teacher emotions in relation to the interpersonal facet of teacher-student relationship. Their study showed that teacher-student interpersonal relationship was the strongest determinant of teachers' emotions. Teachers' feelings of joy, anxiety and anger resulted from the positive relations, negative relations and lack of discipline respectively. Student response and participation in the class also appeared to be another very strong predictor of teacher emotions. Hence, interpersonal relationship between teachers and students plays a very significant role in teachers' emotional experiences in the class. As a result, teachers' negative feelings or experiences in teaching is more likely to lead them to a decrease in their teaching quality, weaken the teacher-student relationship, and increase the chances of developing burnout symptoms.

Fried, Mansfield and Dobozy (2015) focused on developing a conceptual model of teacher emotion and reviewed the literature on teacher emotion published in between

2003 to 2013. However, there were very few papers explicitly defining 'emotion' or 'teacher emotion'. The focus was on describing the functions of emotion or on the influences on emotion. Integrating the multi-dimensional view of teacher emotion was developed as a model for depicting teacher emotion. This model shows how the intra and interpersonal teacher emotions, when contextualized in the cultural, social and political environment, are developed as a direct response to interaction with students, parents, colleagues and the authority. They finally concluded that aided with such emotional awareness, teachers can positively influence the motivation, cognition and wellbeing of not only themselves, but also their students.

Good, N. (2015) conducted a study to examine the classroom management aspects needed for creating a positive and successful emotional climate for teaching and learning. The research design was qualitative in nature using convenience sampling method. Elementary school teachers from greater San Francisco area were interviewed to get the desired result. The study showed the teachers could use a common teaching strategies to feel students more comfortable and in creating a positive learning climate in the classroom.

Ruiz (2016) claims that both positive and negative emotions are necessary in human interaction and especially in pedagogical aspects; and that except in some specific circumstances, positive emotions ought to generate positive effects whereas negative emotions generate negative effects. Hence it rests upon the teacher to discern which emotion to be expressed in any particular situation.

Lee et.al. (2016) attempted to identify the similarities between the regulation of emotion and emotional labour. To measure the teacher's discrete emotions a sample comprised of 189 secondary school teachers were selected. The findings of the

study showed that reappraised is related to enjoyment and negative emotion of teachers i.e., anxiety, anger, and frustration is related with the deep thinking.

Harvey et. al. (2016) conducted a study to increase teachers' socio-emotional awareness and practices in their classroom and to trace the changes these bring in classroom environment, as well as to evaluate the changes that occur in students' social-emotional behaviour as a direct consequence of the above. They suggested that teachers' socio-emotional awareness and practices can improve with proper training, but there was no evidence that this improvement in socio-emotional awareness had any positive outcome in the performance of students.

Chen (2016) developed a Teacher Emotion Inventory (TEI) including a five factor (Joy, Love, Sadness, Anger, and Fear) analysis and argues that to cope with the emotional demands of the students, teachers ought to manage their own emotions in order to facilitate the teaching-learning process. Farouk (2012, cited in Chen 2016) highlights that teacher emotions are not internalized sensations that are confined within their bodies; rather these are essential elements of the way teachers interact with their students and others. It is also argued that most pleasant emotions result from interactions in the classroom and with colleagues, whereas the unpleasant ones result from either institutional policy, or their personal lives.

In the study by **Frenzel, A.C. et.al. (2016)** tried to develop Teacher Emotion Scale (TES) measuring three emotions of teachers related in context of teaching i.e. enjoyment, anger and anxiety. For testing the reliability, validity, and cross- language equivalence of the scale the researchers collected data from 944 teachers using English and German Version of the Scale. It is found that the scale is highly reliable and internal and external validity showed that this model of the scale is much more superior than the single or two factor i.e. positive and negative effect model.

Lopes et.al. (2017) focused in their study that how students misbehaviour in classroom act as a source of wasted time and hinders in learning opportunities of other students. 600 Portuguese school teachers of 5th and 9th grade were participated as a sample where 129 (23.2%) were male and 461 (76.8%) were female teachers. The study suggested that must learn some specific behavioural strategies to optimize the maximum time in instruction and will help by reducing time and energy on student's misbehaviour.

Chandra (2017) ascertained in her study that effective classroom managing is related to the role played by teachers in the classroom. It is on teacher's part to make their respective classroom interesting which will help students to attend and actively participate in the classroom. The study resulted that a fresh approach is needed for the classroom management to help the students to reach the highest level of achievement.

Garg, R., & Islam, S. (2018) descriptive study conducted to find out the teacher effectiveness in relation to emotional intelligence of secondary school teachers of in Uttar Pradesh. Randomly 200 teachers were selected from randomly selected 13 schools at Aligarh. They used Standardized Teacher Effectiveness Scale (TES) developed by Kumar & Muthaand Roqan Emotional Intelligence Test (REIT) constructed and standardized by Prof. Roqan Zainnudin and Anjum Ahmad to collect data. Correlation and t-test revealed no significant relationship exists between emotional intelligence and teacher effectiveness of secondary school teachers ($r= 0.043$) and also no significant difference found in the teacher effectiveness of more experienced and less experienced secondary school teachers; 4) There is a significant difference exists in teacher effectiveness of government and private school teachers. It was found a significant difference exists in the teacher effectiveness of male and female secondary schools teachers.

2.2 Statement of the Problem:

Teachers experience a wide variety of emotions during their work on a daily basis which range from joy to rage which is not only crucial aspect for their own well being but also for their performance in educational settings. Teachers especially the primary school teachers plays a vital role in shaping the broad based educational path for the elementary pupils and also in preparing them for their future secondary and higher secondary school career ensuring their cognitive, physical, social, emotional and cultural developmental abilities. A teacher having an academic knowledge and good skills of teaching is not enough, knowledge of managing emotions in different classroom situations is also important to work effectively with the students. Teacher's emotional behavior and skills largely contribute in establishing good relationships with students, which eventually supports in students classroom performance and also paves the way for gaining motivation in learning processes.

Researchers and educationalists across the nation including Indian researchers are very much pertinent about the researches on teacher emotions, but no studies were found on the reviews of related literature from the state of West Bengal this indicates that there still exists a wide Knowledge gap. So, the present study on the teacher emotions is quite appropriate and relevant in the present day scenario. Keeping in view the compelling need the investigators arises few research questions regarding the same. The identified research questions are as follows:

- (a) What emotions does teachers perceive in primary school setting?
- (b) How different demographic variables affect the emotional experiences of primary school teachers in West Bengal?

To find out the answer of the above mentioned research questions the problem of the present study was specified and stated as **“A Study on Teacher Emotions in Primary School Settings”**.

2.3 Delimitation of the study

Taking into consideration the availability of time and resources the present study was delimited to:

- i. Only to the government primary school teachers.
- ii. Only 12 districts of West Bengal i.e., Alipurduar, Bankura, East Medinipur, Hooghly, Howrah, Jalpaiguri, Kolkata, Murshidabad, Nadia, Purulia, South 24 Parganas and West Medinipur.
- iii. 369 primary school the teachers were selected for the study.
- iv. The demographic variables of the study was delimited to only gender, age, teacher’s academic qualification, teacher’s teaching experience, locality of school and teacher’s opinion about teaching.
- v. The study was delimited to only one dependent variable i.e. emotional experience of primary school teachers.

2.4 Objectives of the study:

On the basis of research question and delimitation of the study following objectives were identified:

- i. To find out the emotional experiences faced by the primary school teachers in West Bengal.

- ii. To find out the relationship of emotional experiences among the primary school teachers in terms of their gender i.e., Male and Female.
- iii. To find out the relationship of emotional experiences among the primary school teachers in terms of their age i.e., a) 21-30 years, b) 31-40 years, c) 41-50 years and d) 51-60 years.
- iv. To find out the relationship of emotional experiences among the primary school teachers in terms of their academic qualification, i.e., teachers qualified upto higher secondary, Under Graduation and Post-Graduation.
- v. To find out the relationship of emotional experiences among the primary school teachers in terms of their teaching experience.
- vi. To find out the relationship of emotional experiences among the primary school teachers in terms of their school locality,i.e., a) Urban schools, b) Semi- urban schools, and c) Rural schools.
- vii. To find out the relationship of emotional experiences among the primary school teachers in terms of their opinion about teaching as a job, i.e., teaching as an ideal and teaching as a profession.

2.5 Hypotheses of the Study:

On the basis of research question and objectives of the study following null hypotheses were formulated:

H₀₁: There exists no significant difference in emotional experiences of Male and Female primary school teachers.

H₀₂: There exists no significant difference in terms of emotional experiences of the teachers at primary schools located at Urban and Rural areas.

H₀₃: There exists no significant difference in terms of emotional experiences of the primary school teachers belonging to different age groups.

H₀₄: There exists no significant difference in emotional experiences of the primary school teachers in terms of their academic qualification.

H₀₅: There exists no significant difference in emotional experiences of the primary school teachers with respect to their teaching experiences.

H₀₆: There exists no significant difference in emotional experiences of the primary school teachers with respect to their professional satisfaction.

H₀₇: There exists no significant difference in emotional experiences of the primary school teachers across district.

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CHAPTER III

METHODS AND PROCEDURES

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Chapter III Methods and Procedures

The present chapter covers an overview of the research design employed by the researcher in the present study like a detail description of the sample and population of the study, the tool used and the steps taken in carrying out the whole process of the present study. It also reports systematically about the research methods, data collection techniques and methods of data analysis.

3.1 Method

The present study was conducted to find out the emotional experiences encountered by the primary school teachers in terms of managing their classroom situations in the state of West Bengal. For this purpose, the researcher employed a survey method in 94 primary schools of Kolkata and its surrounding 11 districts i.e., Alipurduar, Bankura, East Medinipur, Hooghly, Howrah, Jalpaiguri, Murshidabad, Nadia, Purulia, South 24 Parganas and West Medinipur to collect the socio-demographic data from these school teachers. On the basis of the collected socio demographic information the researcher found and compared to arrive at the conclusion regarding the emotions experienced by these primary school teachers in terms of managing classroom situations in relation to their socio demographic variables.

3.1.1 Study Design

For the present study the researcher implemented a cross-sectional survey method as it is one of the most extensively used method in Social sciences. A cross-sectional study is one that produces a 'snapshot' of a population at a particular point of time. The epitome of the cross-sectional study is a national census in which a

representative sample of the population consisting of individuals of different ages, different occupations, different educational and income levels, and residing in different parts of the country is interviewed on the same day (Cohen & Manion, 2015).

3.1.2 Population and Sample

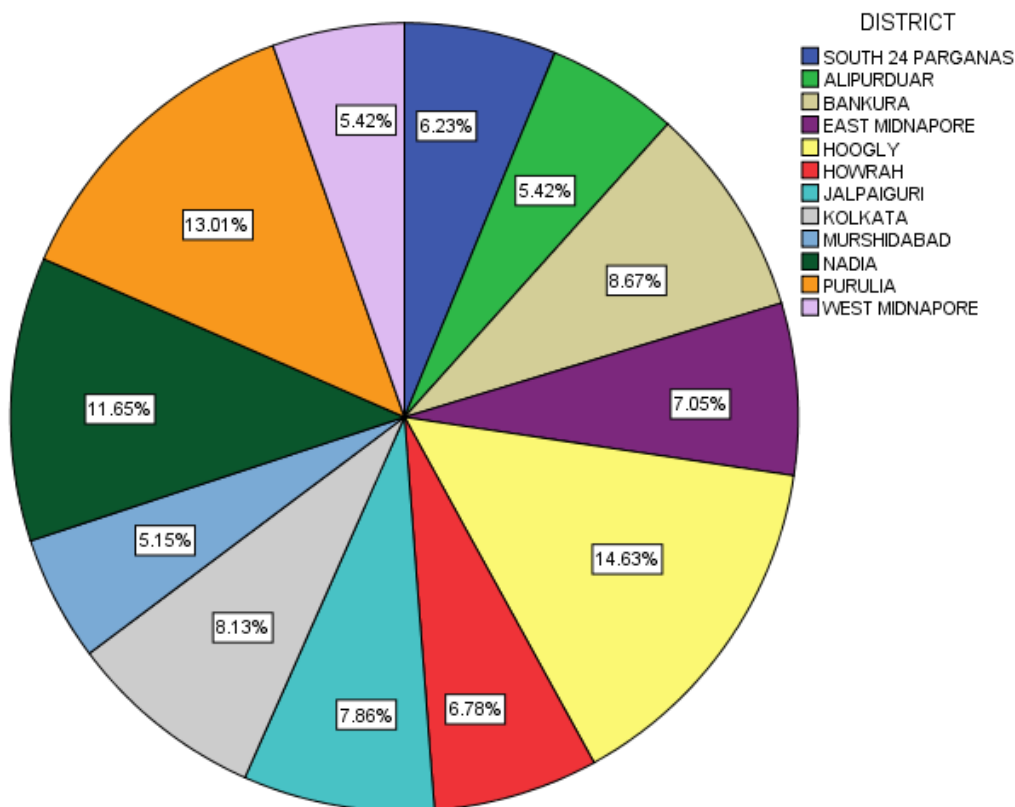
Population: Teachers teaching in government primary school of Kolkata and its nearby districts in West Bengal were considered as the target population of the study.

Table 3.1 Distribution of sample units by district

District	No. of Sample	Percent of Total
South 24 Parganas	23	6.2
Alipurduar	20	5.4
Bankura	32	8.7
East Midnapore	26	7.0
Hoogly	54	14.6
Howrah	25	6.8
Jalpaiguri	29	7.9
Kolkata	30	8.1
Murshidabad	19	5.1
Nadia	43	11.7
Purulia	48	13.0
West Midnapore	20	5.4
Total	369	100.0

Sampling: The researcher conducted the present study in 135 primary schools of Kolkata and its neighboring districts of the state West Bengal. The concerned districts were Alipurduar, Bakura, East Medinipur, Hooghly, Howrah, Jalpaiguri, Kolkata, Murshidabad, Nadia, Purulia, South 24 Parganas and West Medinipur. As per the objective of the study 369 teachers teaching in primary schools affiliated to the West Bengal Board of Primary Education (W.B.B.P.E) were randomly selected taking into the consideration the researcher accessibility, time frame and cost suitability. The location, spot and distribution of the sample has been mentioned in figure 3.2.

Figure 3.1 District wise distribution of Sample units



3.1.3 Variables

The following objectives were identified to accomplish the objective of the present study.

1. Independent Variables: The independent variable is the circumstances or characteristics which the researcher can manipulate in his effort to determine what their connection with the observed phenomenon is (Landman, 1998). The following variables were used in the present study:

- i. **Gender:** Gender was one of the classificatory independent variable of the study. The two dimensions that is Male and female were considered as gender variable.
- ii. **Age:** Age as an independent variable was further classified into four categories i.e., a) 21-30 years, b) 31-40 years, c) 41-50 years and d) 51-60 years.
- iii. **Teacher's educational qualification:** It was classified into three dimensions i.e., teachers qualified up to higher secondary, Under Graduation and Post-Graduation.
- iv. **Teacher's teaching experience:** In this independent variable the teacher's teaching experience was measured in terms of their teaching years.
- v. **Locality of school:** The concerned respondent's schools were classified into two categories i.e., a) Urban schools and b) Rural schools.
- vi. **Whether Satisfied with Profession or Not:** Respondents opinion about teaching was further classified into two distinct ways, a) Teaching as an Ideal and b) Teaching as a Profession.

Figure 3.2 Distribution of Sample units by Gender

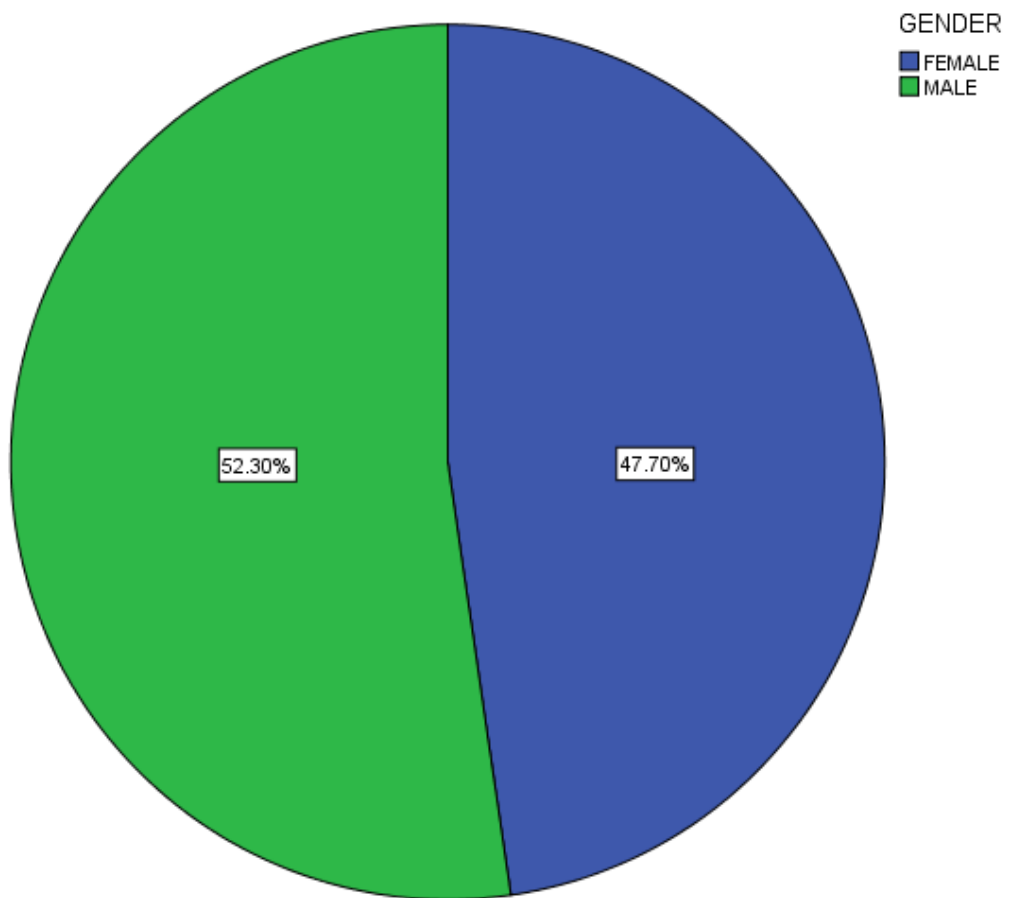


Figure 3.3 Distribution of Sample units by Age group

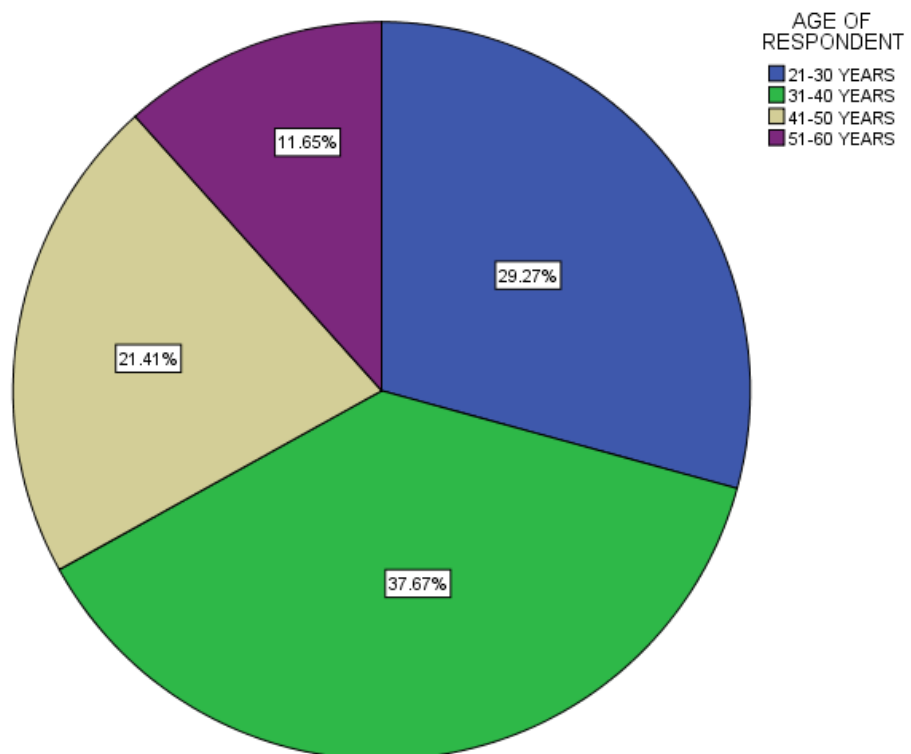


Figure 3.4 Distribution of Sample units by Educational Qualification

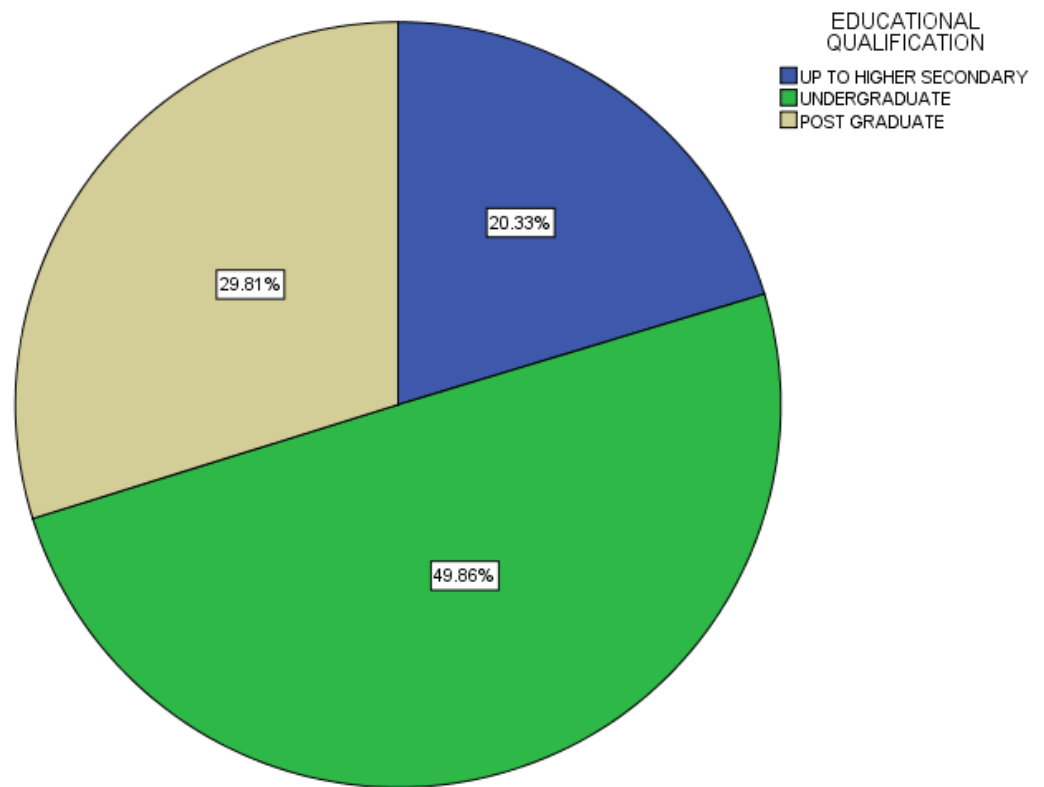


Figure 3.5 Distribution of Sample units by Teaching Experience

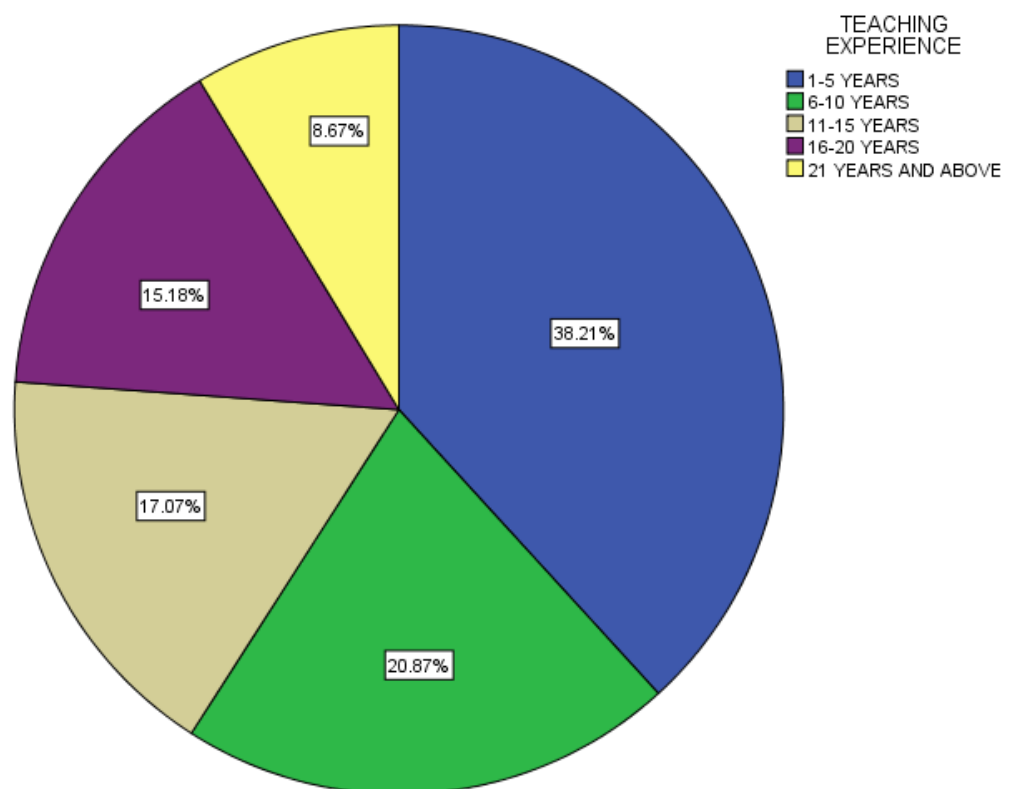


Figure 3.6 Distribution of Sample units by Locality of School

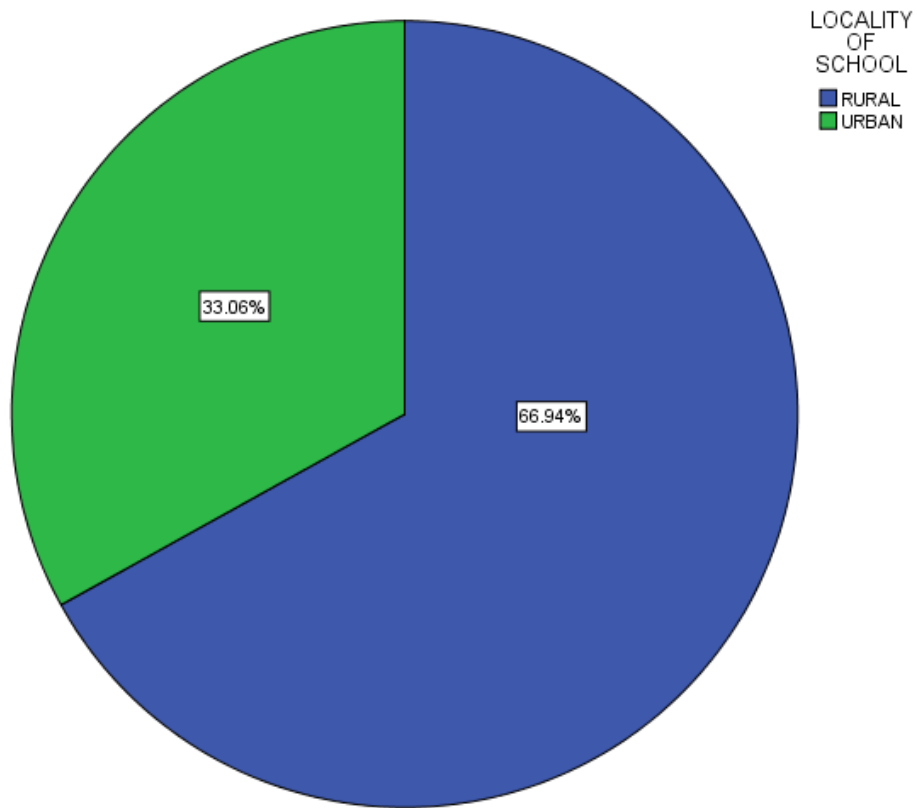


Figure 3.7 Distribution of Sample units by Satisfaction of Teachers

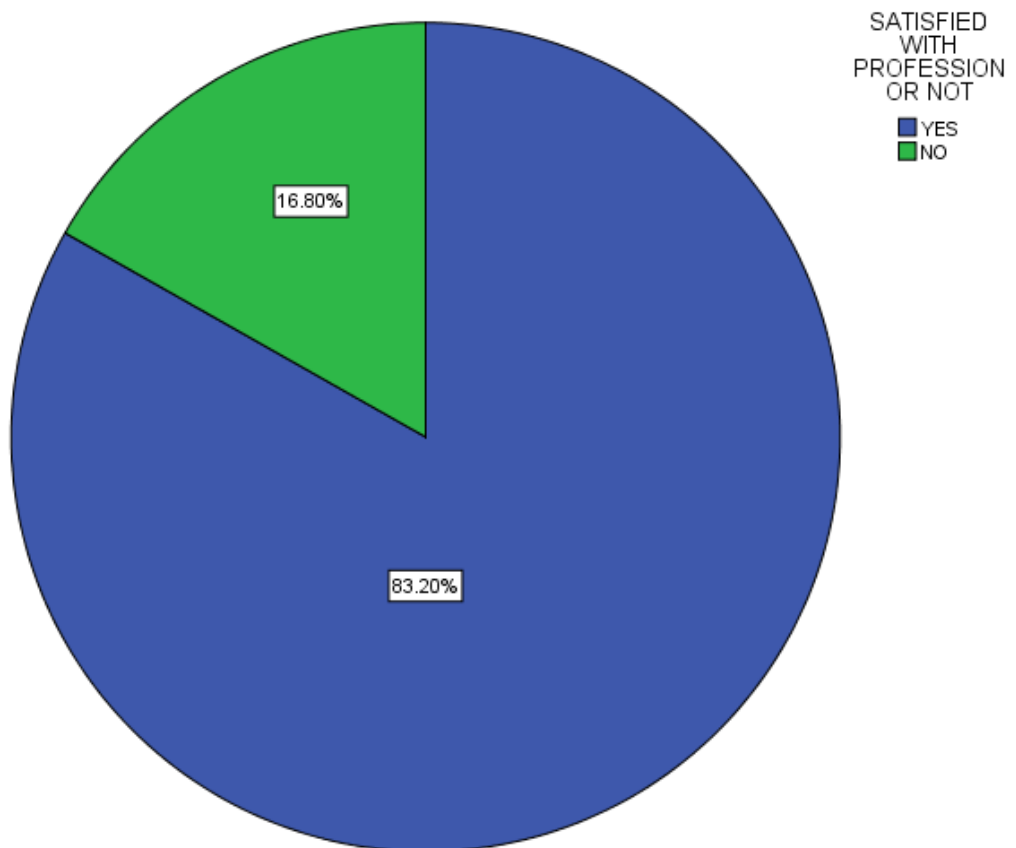
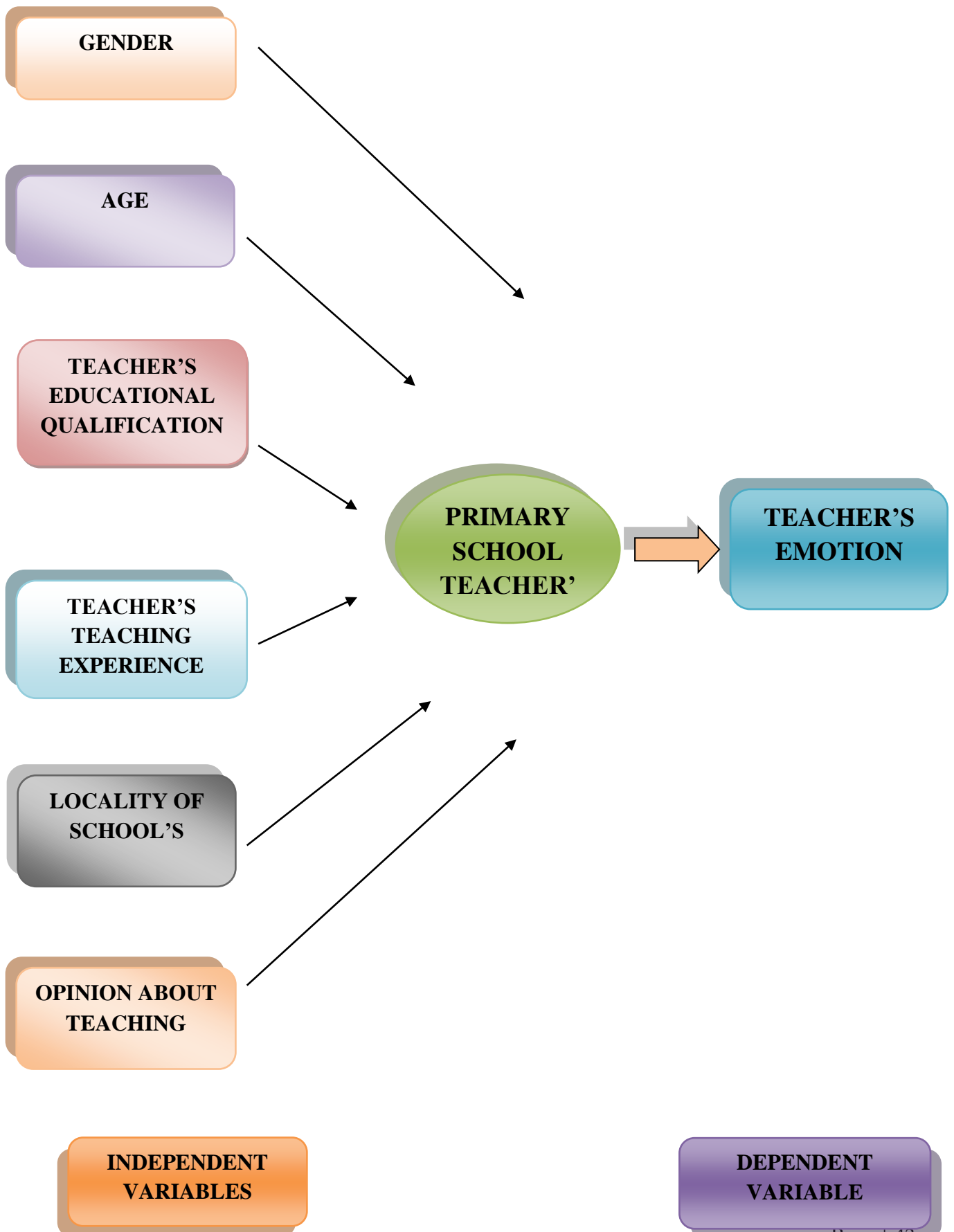


Figure 3.8: Schematic Diagram of the Variables under this Study.



Dependent Variables: Teachers emotional experiences in managing classroom at primary schools were taken as dependent variable in the present study. The aim of the study was to measure the influence of independent variables on the dependent variable. In this study five dimensions of teacher's emotion were chosen as the dependent variables. They are as follows:

1. **JOY:** This emotion of teacher's deals with the positive interaction with their students, colleagues and recognition from school leaders.
2. **LOVE:** This emotion is referred to happiness of the teachers resulting from getting respect from others, stability in earning livelihood in the form of wages and witnessing their student's development.
3. **SADNESS:** This emotion deals with teachers feeling of unhappiness due to the ignorance of their efforts, unfair recognition and not getting friendly attitude from students.
4. **ANGER:** It is referred to as teacher's feelings of being annoyed from unfair blames from public, pressure from school authority and ignorance from students.
5. **FEAR:** Teachers concerned on students' problems, competition and problems from colleagues and not being able to maintain balance between work and life were much prone to face this emotion.

Table 3.2: Showing Independent variables of the study.

Sl. No.	Independent Variables	Categories of Independent Variables	No. of Teachers	Percent
1.	Age	21-30	108	29.3
		31-40	139	37.7
		41-50	79	21.4
		51-60	43	11.7
2.	Gender	Male	193	52.3
		Female	176	47.7
3.	Teacher's Educational qualification	Upto H.S.	75	20.3
		Graduation	184	49.9
		Post. Grad. and above	110	29.8
4.	Locality of School	Urban	122	33.1
		Rural	247	66.9
5.	Years of teaching	< 5 years	141	38.2
		5-15 years	77	20.9
		> 15 years	63	17.1
6.	Opinion about teaching	Ideal	56	15.2
		Profession	32	8.7
Total number of responses			369	100

3.1.4 Tools:

To conduct a research study relevant factual materials are very much necessary. These factual materials in the form of raw data are collected with the help of standardized tools. Selection of appropriate tools or instruments is very important for every research study which eventually helps in testing the framed hypothesis. For the purpose of present study, the researcher used Teacher Emotional Inventory (TEI) developed and standardized by Dr. Junjun Chen of The HongKong Institute of Education, to access teacher's emotions. The TEI is consisted of total 26 items and encompassed with five dimensions namely, Joy, Love, Sadness, Anger and Fear (Chen, 2016). The researcher employed both English and Bengali version of the tool for the convenience of the respondents. The Bengali version of the questionnaire was translated and modified under the guidance of the researcher supervisor and also by three experts proficient in Bengali language. The tool was rated in 6 point Likert scale i.e., 1= never, 2= rarely, 3= sometimes, 4= about half of the time, 5= frequently, 6= almost always. Thus, the minimum possible scores were 26 and maximum possible score was 156.

Table 3.3: Showing Dimensions and number of items of the TEI under study.

Sl. No.	Dimensions of Teacher Emotion Inventory (TEI)	Item numbers	Total no. of Items
1.	Joy	1,2,3,4,5,6,7	7
2.	Love	8,9,10,11	4
3.	Sadness	12,13,14,15	4
4.	Anger	16,17,18,19	4
5.	Fear	20,21,22,23,24,25,26	7
Total items in TEI			26

Table 3.4: Showing score value of responses to the items of the TEI.

Sl. No.	Scoring of the items	Score Value
1.	Never	1
2.	Rarely	2
3.	Sometimes	3
4.	About half of the time	4
5.	Frequently	5
6.	Almost always	6

3.1.5 Reliability and Validity of TEI.

Reliability is essentially a synonym for dependability, consistency and replicability over time, it is concerned with precision and accuracy over the instruments and over groups of respondents (Cohen & Manion, 2015). The instrument shows a good internal reliability Cronbach's alpha within the range of .073- .90 with an average value of .84, which indicates that these items could be meaningfully used in further analysis. Content validity of the instrument was done by expert ratings of the items by 3 experts.

3.2 Procedure

This phase includes the description of different steps followed in collecting all qualitative and quantitative data from the primary sample under study.

3.2.1 Collection of Data:

In the present research study, for collection of data primary schools were randomly selected from 12 districts of the state West Bengal i.e., Alipurduar, Bankura, East Medinipur, Hooghly, Howrah, Jalpaiguri, Kolkata, Murshidabad, Nadia, Purulia, South 24 Parganas and West Medinipur. The teacher's mode of teaching in these schools was both Bengali and English and the concerned schools under study were located in rural, urban and semi-urban areas of the above mentioned districts. The researcher personally approached and sought prior permission from the headmaster/headmistress of each primary school and explained the purpose of the data collection required for the present study. Detail descriptions of the primary schools are given at appendix 2.

The researcher administered the whole process of data collection on the assigned date provided by the selected schools principals. The data were collected from those teachers who were present on that stipulated time. The concerned teachers were assured their data and socio demographic details would be kept confidential. Then the researcher instructed the respondents how to respond to the questionnaire and the researcher was present to help the respondents in computing the questionnaire.

3.2.2 Data Quality:

A total of 396 teachers responded to the questionnaires. But 27 of them either did not complete the questionnaires or provided incomplete information and therefore excluded from the dataset. Data from rest of the 369 participant teachers were therefore adopted and these 369 teachers were considered as units of the sample in this study.

3.2.3 Tabulation of the Data:

The whole data set were drawn systematically and tabulated sequentially for further analysis and to draw inference based on the objectives of the present study (Tabulation is given in appendix)

3.2.4. Statistical Analysis:

The raw data of 369 primary school teachers were individually tabulated in excel sheet. The researcher used SPSS version 20 for further tabulation and analysis of data by different variables. Descriptive statistics indicating Mean and Standard deviation was used to comprehend the characteristics of the sample. Graphical representation using Bar diagram and Pie chart was given for easy understanding of the teacher happiness based on different variables. Independent Samples T-test, One-way ANOVA was used to draw inference about the population from sample statistic.

References

Cohen, L. L. Manion and K. Morrison (2011). *Research Methods in Education*. 7th edition, Routledge, New York

Chen, J. (2016). Understanding teacher emotions: The development of a teacher emotion inventory. *Teaching and Teacher Education*. 55, pp.68-77

CHAPTER IV

ANALYSIS AND INTERPRETATION

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Chapter IV Analysis and Interpretation

4.1 Descriptive Statistics

This part shows the descriptive statistics in terms of mean and standard deviation of each dimensions of emotion by different variables. It also showed some form of graphical representations of the statistic for better understanding of data.

Table 4.1 Descriptive Statistics showing five dimensions of emotion of teachers

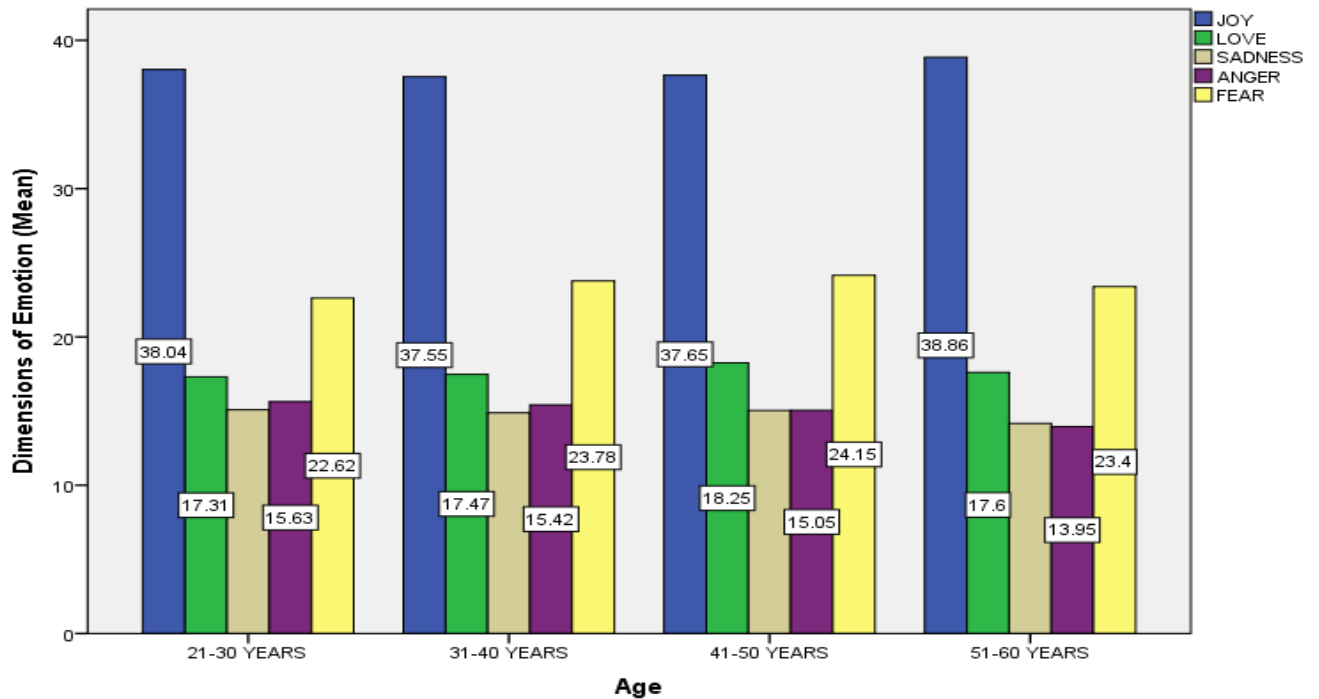
	N	Minimum	Maximum	Mean	Std. Deviation
Joy	369	20	42	37.86	3.981
Love	369	6	24	17.61	3.648
Sadness	369	4	37	14.89	5.379
Anger	369	4	24	15.23	5.250
Fear	369	7	41	23.47	7.399
Total Respondent	369				

From Table 4.1, it can be seen that emotion of Joy and Love are more prominent among teachers than the emotions of Sadness, Anger and Fear.

Table 4.2: Descriptive statistics showing different dimensions of teacher emotion by age group

Descriptive Statistics							
Age of Respondent		Joy	Love	Sadness	Anger	Fear	Total
21-30 Years	Mean	38.04	17.31	15.08	15.63	22.62	108.68
	Std. Deviation	3.360	3.733	5.794	5.069	7.377	16.482
31-40 Years	Mean	37.55	17.47	14.88	15.42	23.78	109.11
	Std. Deviation	4.267	3.783	5.170	5.151	7.457	16.188
41-50 Years	Mean	37.65	18.25	15.04	15.05	24.15	110.14
	Std. Deviation	4.426	3.364	5.241	5.468	7.013	16.421
51-60 Years	Mean	38.86	17.60	14.16	13.95	23.40	107.98
	Std. Deviation	3.523	3.458	5.336	5.572	7.994	17.559
Total	Mean	37.86	17.61	14.89	15.23	23.47	109.07
	Std. Deviation	3.981	3.648	5.379	5.250	7.399	16.433

Figure 4.1: Bar diagram showing different dimensions of teacher emotion by age group

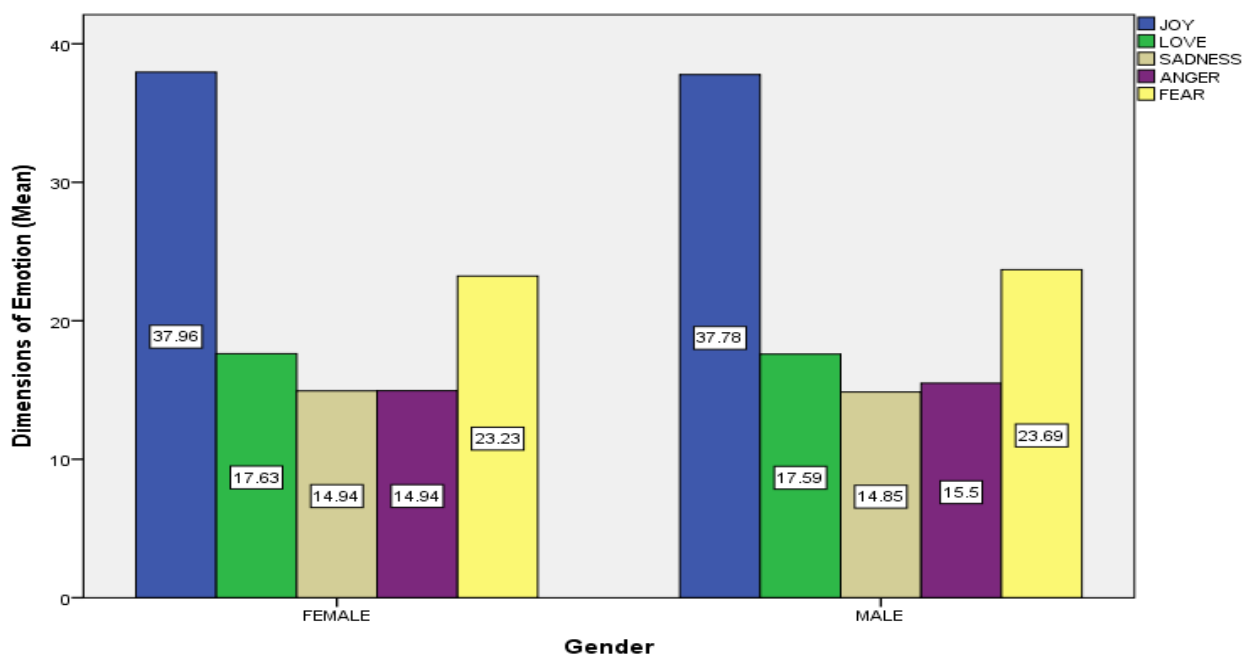


- ❖ It was found from the Table 4.1 that the emotion of Joy was highest (Mean= 38.86, sd= 3.523) among the teachers of age group 51-60 years and lowest (Mean=37.55, sd=4.267) among the teachers of age group 31-40 years.
- ❖ The emotion of Love was highest (Mean= 18.25, sd= 3.364) among the teachers of age group 41-50 years and lowest (Mean=17.31, sd=3.733) among the teachers of age group 21-30 years.
- ❖ The emotion of Sadness was highest (Mean= 15.08, sd= 5.794) among the teachers of age group 21-30 years and lowest (Mean=14.16, sd=5.336) among the teachers of age group 51-60 years.
- ❖ The emotion of Anger was highest (Mean= 15.63, sd= 7.013) among the teachers of age group 21-30 years and lowest (Mean=13.95 sd=5.572) among the teachers of age group 51-60 years.
- ❖ The emotion of Fear was highest (Mean= 24.15, sd= 7.377) among the teachers of age group 41-50 years and lowest (Mean= 22.62, sd= 7.377) among the teachers of age group 21-30 years.

Table 4.3: Descriptive statistics showing different dimensions of teacher emotion by Gender

Descriptive Statistics							
Gender		Joy	Love	Sadness	Anger	Fear	Total
Female	Mean	37.96	17.63	14.94	14.94	23.23	108.70
	Std. Deviation	3.896	3.480	5.613	5.337	7.556	16.652
Male	Mean	37.78	17.59	14.85	15.50	23.69	109.40
	Std. Deviation	4.065	3.803	5.170	5.168	7.265	16.266
Total	Mean	37.86	17.61	14.89	15.23	23.47	109.07
	Std. Deviation	3.981	3.648	5.379	5.250	7.399	16.433

Figure 4.2: Bar diagram showing different dimensions of teacher emotion by Gender



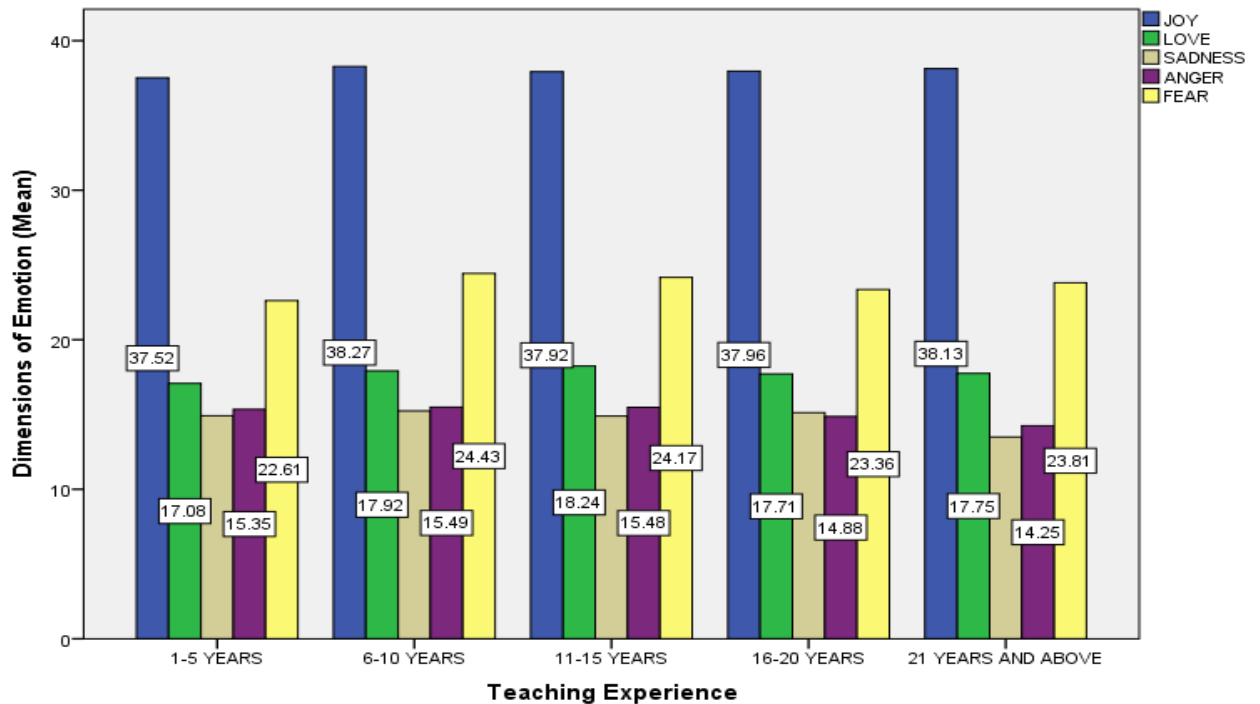
- ❖ It was found from the Table 4.2 that, the emotion of Joy was higher in Female Teachers (Mean=37.96, sd= 3.896) than of male teachers (Mean=37.78, sd=4.065).
- ❖ The emotion of Love was higher in Female Teachers (Mean=17.63, sd=3.480) than of male teachers (Mean=17.59, sd=3.803).
- ❖ The emotion of Sadness was higher in Female Teachers (Mean=14.94, sd=5.613) than of Male teachers (Mean=14.85, sd=5.170).
- ❖ The emotion of Anger was higher in Male Teachers (Mean=15.50, sd=5.168) than of Female teachers (Mean=14.94, sd=5.337).

- ❖ The emotion of Fear was higher in Male Teachers (Mean=23.69, sd=7.265) than of Female teachers (Mean=23.23, sd =7.556).

Table 4.4: Descriptive statistics showing different dimensions of teacher emotion by teaching experience

Descriptive Statistics							
Teaching Experience		Joy	Love	Sadness	Anger	Fear	Total
1-5 Years	Mean	37.52	17.08	14.92	15.35	22.61	107.48
	Std. Deviation	4.098	3.713	5.601	5.043	7.365	16.311
6-10 Years	Mean	38.27	17.92	15.25	15.49	24.43	111.36
	Std. Deviation	3.519	3.280	4.769	4.951	7.243	14.254
11-15 Years	Mean	37.92	18.24	14.89	15.48	24.17	110.70
	Std. Deviation	4.304	4.059	5.436	5.456	7.934	18.145
16-20 Years	Mean	37.96	17.71	15.13	14.87	23.36	109.04
	Std. Deviation	3.702	3.510	5.457	6.212	6.797	16.459
21 Years And Above	Mean	38.12	17.75	13.50	14.25	23.81	107.44
	Std. Deviation	4.420	3.483	5.628	4.759	7.851	18.277
Total	Mean	37.86	17.61	14.89	15.23	23.47	109.07
	Std. Deviation	3.981	3.648	5.379	5.250	7.399	16.433

Figure 4.3: Bar diagram showing different dimensions of teacher emotion by Teaching experience



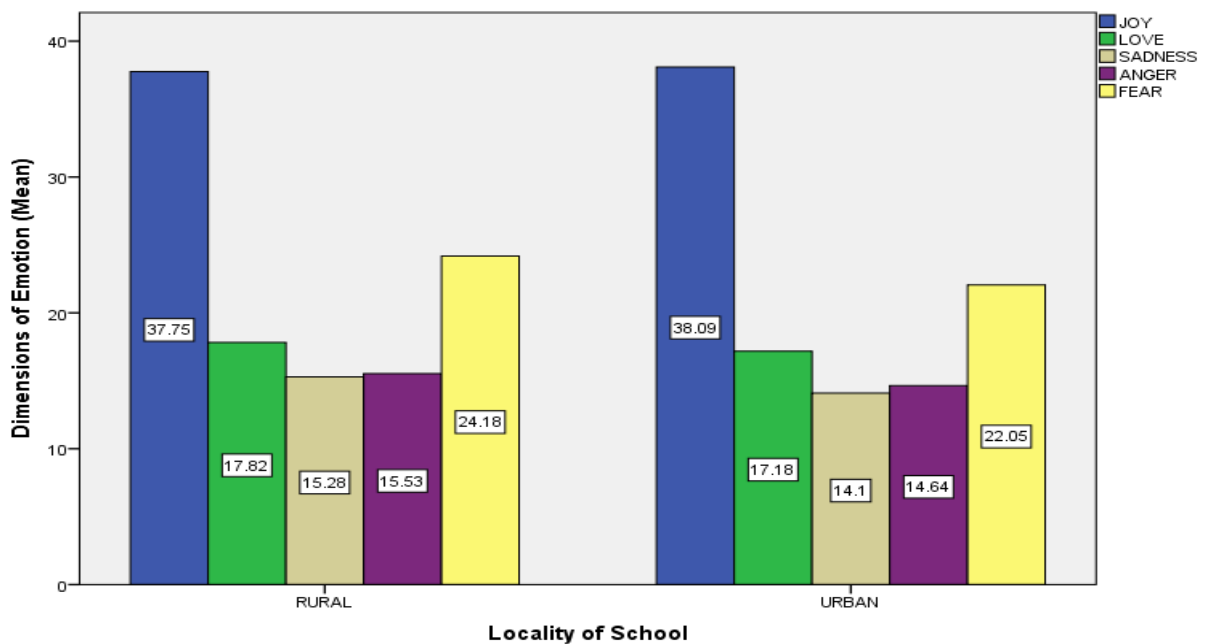
- ❖ It was found from the Table 4.3 that the emotion of Joy was highest (Mean= 38.27, sd= 3.519) among the teachers having Experience of 6-10 years and lowest (Mean=37.52, sd=4.098) among the teachers of 1-5 years.
- ❖ The emotion of Love was highest (Mean= 18.24, sd= 4.059) among the teachers having Experience of age group 11-15 years and lowest (Mean=17.08, sd=3.713) among the teachers of 1-5 years.
- ❖ The emotion of Sadness was highest (Mean= 15.25, sd= 4.769) among the teachers having Experience of age group 6-10 years and lowest (Mean=13.50, sd=5.628) among the teachers of 21 years and above.
- ❖ The emotion of Anger was highest (Mean= 15.49, sd= 4.951) among the teachers having Experience of age group 6-10 years and lowest (Mean=14.25, sd=4.759) among the teachers of 21 years and above.

- ❖ The emotion of Fear was highest (Mean= 24.43, sd= 7.243) among the teachers having Experience of age group 6-10 years and lowest (Mean=22.61, sd=7.365) among the teachers of 1-5 years.

Table 4.5: Descriptive statistics showing different dimensions of teacher emotion by locality of school

Descriptive Statistics							
Locality of School		Joy	Love	Sadness	Anger	Fear	Total
Rural	Mean	37.75	17.82	15.28	15.53	24.18	110.56
	Std. Deviation	4.008	3.697	5.409	5.261	7.464	16.734
Urban	Mean	38.09	17.18	14.10	14.64	22.05	106.06
	Std. Deviation	3.933	3.521	5.250	5.199	7.083	15.435
Total	Mean	37.86	17.61	14.89	15.23	23.47	109.07
	Std. Deviation	3.981	3.648	5.379	5.250	7.399	16.433

Figure 4.4: Bar diagram showing different dimensions of teacher emotion by age group

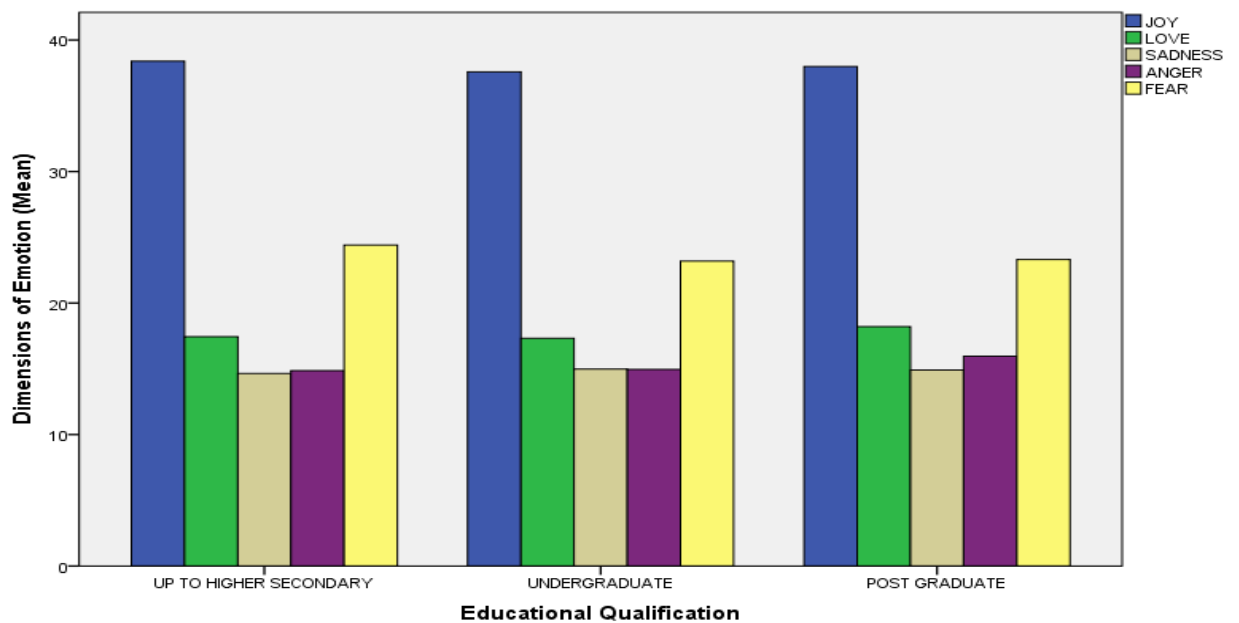


- ❖ It was found from the Table 4.4 that the emotion of Joy was higher in Teachers of locate Urban area (Mean=38.09, sd= 3.933) than of locate Rural area (Mean=37.75, sd=4.008).
- ❖ The emotion of Love was higher in Teachers of locate Rural area (Mean=17.82, sd= 5.409) than of locate Urban area (Mean=17.18, sd=3.521).
- ❖ The emotion of Sadness was higher in Teachers of locate Rural area (Mean=15.28,sd= 5.409) than of locate Urban area (Mean=14.10, sd=5.250).
- ❖ The emotion of Anger was higher in Teachers of locate Rural area (Mean=15.53,sd= 5.261) than of locate Urban area (Mean=14.64, sd=5.199).
- ❖ The emotion of Fear was higher in Teachers of locate Rural area (Mean=24.18, sd= 22.05) than of locate Urban area (Mean=14.64, sd=5.199).

Table 4.6: Descriptive statistics showing different dimensions of teacher emotion

Descriptive Statistics							
Educational Qualification		Joy	Love	Sadness	Anger	Fear	Total
Up To Higher Secondary	Mean	38.39	17.44	14.64	14.85	24.41	109.73
	Std. Deviation	3.802	4.363	5.414	5.642	7.525	17.519
Undergraduate	Mean	37.58	17.32	14.98	14.96	23.19	108.03
	Std. Deviation	4.020	3.391	5.465	5.171	7.123	16.062
Post Graduate	Mean	37.98	18.20	14.91	15.95	23.31	110.35
	Std. Deviation	4.030	3.490	5.252	5.078	7.774	16.321
Total	Mean	37.86	17.61	14.89	15.23	23.47	109.07
	Std. Deviation	3.981	3.648	5.379	5.250	7.399	16.433

Figure 4.5 Bar diagram representing Dimensions of emotion by Educational qualifications



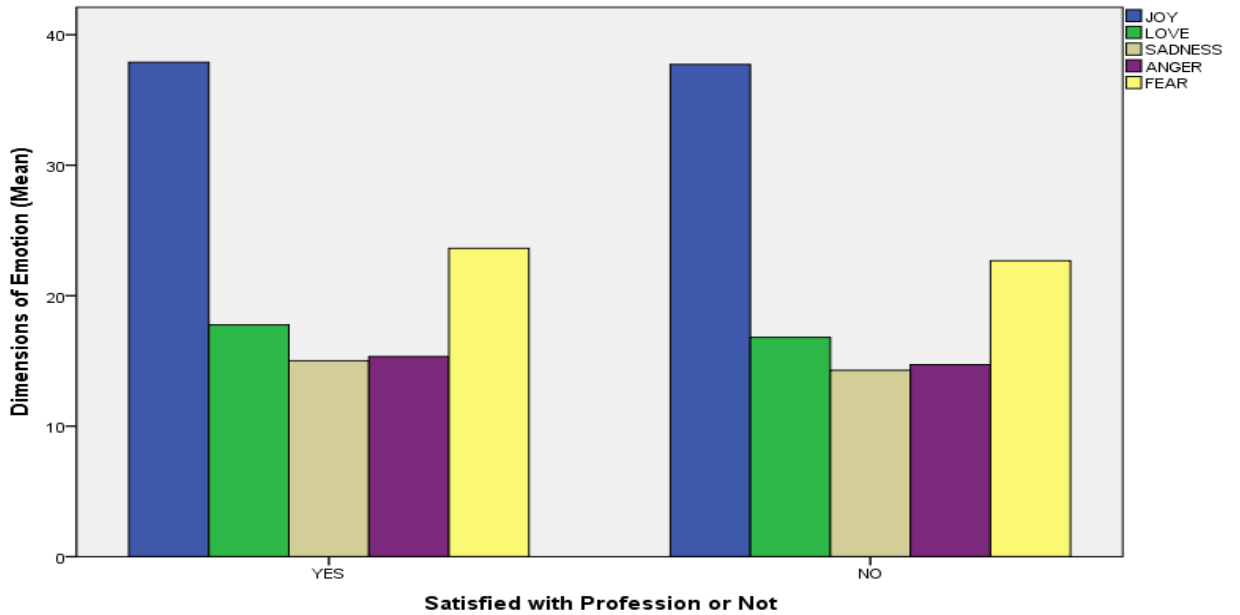
It was found from the table 4.5 that the emotion of Joy was highest (Mean= 38.39, sd= 3.802) among the teachers having educational qualification up to higher secondary level. Love emotions were found to be highest among post-graduate teachers (mean=18.20, sd=3.490) than other groups. Therefore, positive emotions were found to be more among teachers having higher secondary and post-graduation as their highest educational qualification than the undergraduate teachers.

The emotion of sadness was more intense among undergraduate teachers, anger among post-graduate teachers and fear among teachers having higher secondary as their highest educational qualification.

Table 4.7 Descriptive statistics showing different dimensions of Satisfied with profession or not

Descriptive Statistics							
Satisfied With Profession Or Not		Joy	Love	Sadness	Anger	Fear	Total
Yes	Mean	37.89	17.77	15.01	15.34	23.64	109.65
	Std. Deviation	4.001	3.609	5.359	5.267	7.343	16.404
No	Mean	37.73	16.81	14.29	14.71	22.68	106.21
	Std. Deviation	3.914	3.758	5.481	5.174	7.682	16.407
Total	Mean	37.86	17.61	14.89	15.23	23.47	109.07
	Std. Deviation	3.981	3.648	5.379	5.250	7.399	16.433

Figure 4.6 Bar diagram representing Dimensions of emotion by Satisfied with profession or not



From the Table 4.6, it was seen that the professionally satisfied teachers were recorded with higher scores in each emotional aspect under this study than their unsatisfied counterparts. Here they found with more positive emotions (joy: mean=37.89, love: mean=17.77) as well as more negative emotions (sadness: mean=15.01, anger: mean=15.34 and fear: mean=23.64).

Figure 4.7 Positive Emotions of teachers by District

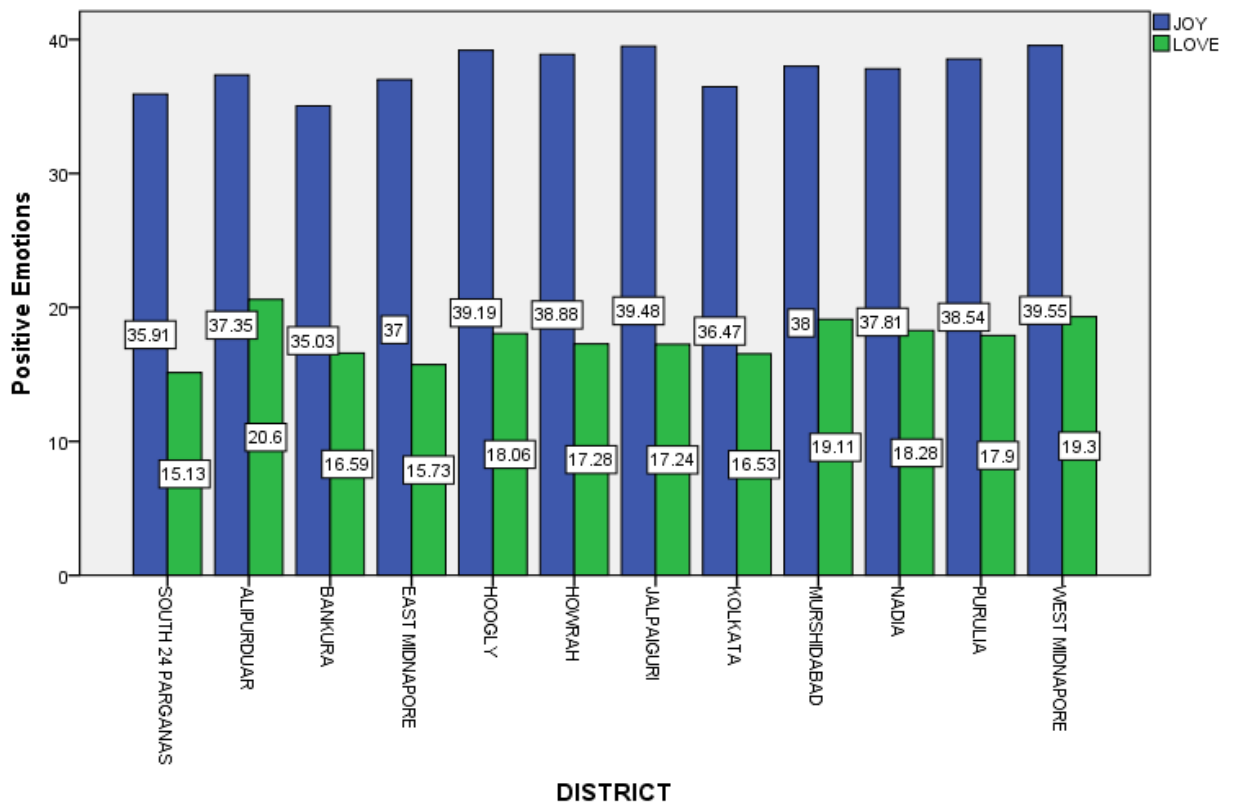
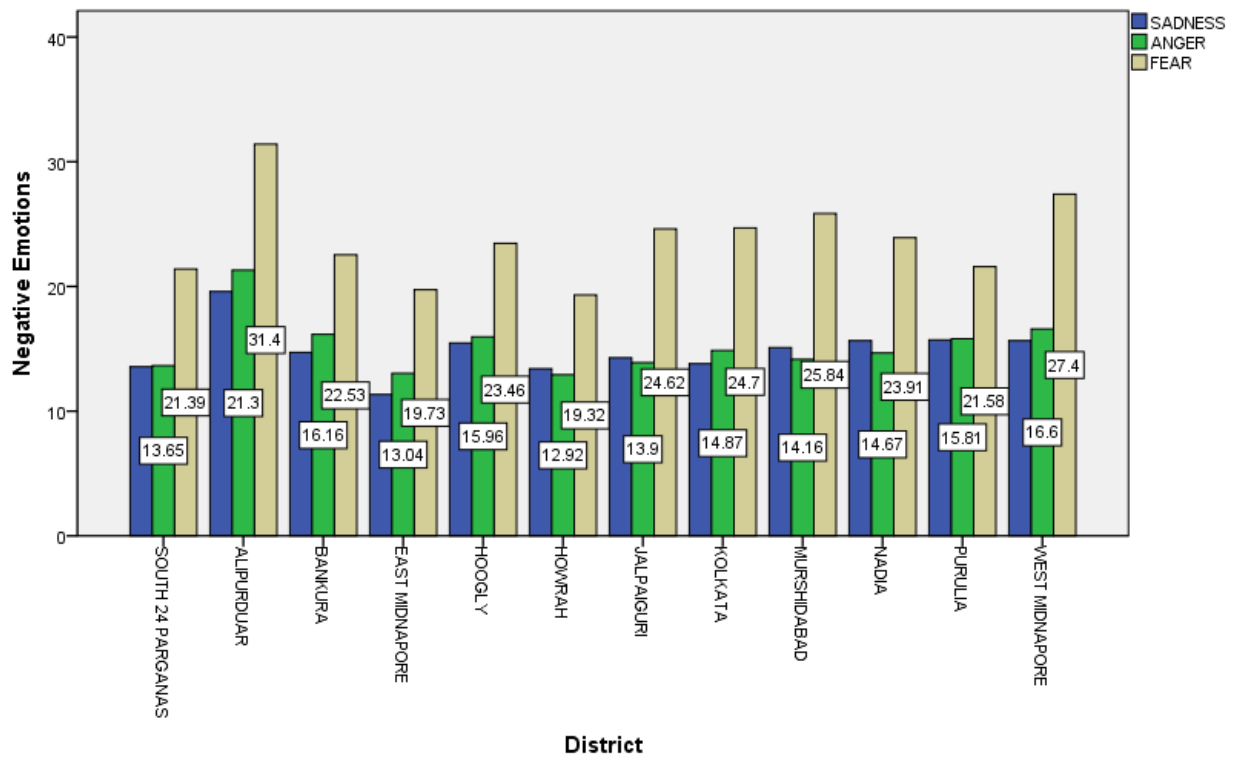


Figure 4.8 Negative Emotions of teachers by District



4.2 Inferential Statistics

This part of the chapter deals with the significance tests and drawn inference about the population from the statistic of the sample under this study.

- *Dimensions of emotion and Gender*

Table 4.8 T-test comparing mean scores of dimensions of emotion between levels of gender

	t-test for Equality of Means * Gender						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Joy	.441	367	.660	.183	.415	-.634	1.000
Love	.119	367	.906	.045	.381	-.703	.794
Sadness	.156	367	.876	.088	.561	-1.016	1.192
Anger	-.1013	367	.312	-.554	.547	-1.630	.522
Fear	-.598	367	.550	-.461	.772	-1.979	1.056

Independent Samples t-tests were computed taking each of the five dimensions of emotion separately to find any significant mean differences between male and female teachers. No significant differences were found {Joy: $t(367)=.441$, $p=.660$; Love: $t(367)=.119$, $p=.906$; Sadness: $t(367)=.156$, $p=.876$; Anger: $t(367)= -.1013$, $p=.312$, Fear: $t(367)=-.598$, $p=.550$ } at any of the dimension between male and female teachers.

- *Dimensions of emotion and Locality of School*

Table 4.9 T-test comparing mean scores of dimensions of emotion between *Locality of School*

	t-test for Equality of Means * Locality of School						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Joy	-.765	367	.445	-.337	.441	-1.204	.530
Love	1.583	367	.114	.637	.403	-.155	1.430
Sadness	1.999	367	.046	1.185	.593	.019	2.351
Anger	1.530	367	.127	.887	.580	-.253	2.027
Fear	2.621	367	.009	2.129	.812	.532	3.726

Independent Samples t-tests were computed taking each of the five dimensions of emotion separately to find any significant mean differences. Statistical differences between teachers from rural schools and urban schools found to be significant for two dimensions of emotion i.e. Sadness { $t(367)=1.999$, $p=.046$ } and Fear { $t(367)=2.621$, $p=.009$ }. Differences of mean scores in rest of the three dimensions of emotion were found to be not significant for three dimensions of emotion i.e. Joy { $t(367)=-.765$, $p=.445$ }, Love { $t(367)=1.583$, $p=.114$ }, Anger { $t(367)=1.530$, $p=.127$ }.

- *Dimensions of emotion and Teacher Satisfaction*

Table 4.10 T-test comparing mean scores of dimensions of emotion between *Teacher Satisfaction*

	t-test for Equality of Means * Satisfaction						
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Joy	.300	367	.764	.167	.555	-.925	1.258
	.305	88.674	.761	.167	.547	-.920	1.254
Love	1.901	367	.058	.962	.506	-.033	1.957
	1.851	85.250	.068	.962	.520	-.071	1.996
Sadness	.965	367	.335	.723	.749	-.750	2.196
	.950	86.183	.345	.723	.760	-.789	2.234
Anger	.860	367	.390	.629	.731	-.809	2.067
	.871	88.435	.386	.629	.723	-.807	2.065
Fear	.930	367	.353	.958	1.030	-1.068	2.984
	.902	85.013	.370	.958	1.062	-1.153	3.069

Independent Samples t-tests were computed taking each of the five dimensions of emotion separately to find any significant mean differences between satisfied and unsatisfied teachers. No significant differences were found {Joy: $t(367)=.300$, $p=.768$; Love: $t(367)=1.901$, $p=.058$; Sadness: $t(367)=.965$, $p=.335$; Anger: $t(367)=.860$, $p=.390$; Fear: $t(367)=.930$, $p=.353$ } at any of the dimension between satisfied and unsatisfied teachers.

- *Dimensions of emotion and Teaching Experience*

Table 4.11 ANOVA table comparing dimensions of emotion among different levels of teaching experience variable

ANOVA * Teaching Experience						
		Sum of Squares	df	Mean Square	F	Sig.
Joy	Between Groups	32.715	4	8.179	.513	.726
	Within Groups	5800.510	364	15.935		
	Total	5833.225	368			
Love	Between Groups	73.490	4	18.373	1.387	.238
	Within Groups	4822.531	364	13.249		
	Total	4896.022	368			
Sadness	Between Groups	74.863	4	18.716	.644	.631
	Within Groups	10572.801	364	29.046		
	Total	10647.664	368			
Anger	Between Groups	48.899	4	12.225	.441	.779
	Within Groups	10093.058	364	27.728		
	Total	10141.957	368			
Fear	Between Groups	210.791	4	52.698	.962	.428
	Within Groups	19935.215	364	54.767		
	Total	20146.005	368			

A One-way ANOVA was computed for each dimension of emotion among the group of teachers based on their experiences on teaching. All the five ANOVAs showed no significant differences among groups in terms of different dimensions of emotion [Joy: {F(4,364)=.513, p=.726}, Love :{F(4,364)=1.387, p=.238},Sadness: {F(4,364)=.644, p=.631}, Anger: {F(4,364)=.441, p=.779}, Fear: {F(4,364)=.962, p=.428}]

- *Dimensions of emotion and District*

Table 4.12 ANOVA table comparing dimensions of emotion among different districts

ANOVA *District						
		Sum of Squares	df	Mean Square	F	Sig.
Joy	Between Groups	703.006	11	63.910	4.447	.000
	Within Groups	5130.219	357	14.370		
	Total	5833.225	368			
Love	Between Groups	620.009	11	56.364	4.706	.000
	Within Groups	4276.013	357	11.978		
	Total	4896.022	368			
Sadness	Between Groups	1000.816	11	90.983	3.367	.000
	Within Groups	9646.848	357	27.022		
	Total	10647.664	368			
Anger	Between Groups	1253.356	11	113.941	4.576	.000
	Within Groups	8888.601	357	24.898		
	Total	10141.957	368			
Fear	Between Groups	2858.029	11	259.821	5.365	.000
	Within Groups	17287.977	357	48.426		
	Total	20146.005	368			

A One-way ANOVA was computed for each dimension of emotion of the teachers from 12 districts which found highly significant difference ($p < .01$) among teachers of different districts [Joy: { $F(11,357)=4.447$, $p=.000$ }; Love:{ $F(11,357)=4.706$, $p=.000$ }; Sadness:{ $F(11,357)=3.357$, $p=.000$ }; Anger:{ $F(11,357)=4.576$, $p=.000$ }; Fear:{ $F(11,357)=5.365$, $p=.000$ }].

- *Dimensions of emotion and Age group*

Table 4.13 ANOVA table comparing dimensions of emotion by *age group*

ANOVA * Age Group						
		Sum of Squares	df	Mean Square	F	Sig.
DIMENSION 1	Between Groups	63.688	3	21.229	1.343	.260
	Within Groups	5769.537	365	15.807		
	Total	5833.225	368			
DIMENSION 2	Between Groups	45.227	3	15.076	1.134	.335
	Within Groups	4850.794	365	13.290		
	Total	4896.022	368			
DIMENSION 3	Between Groups	28.509	3	9.503	.327	.806
	Within Groups	10619.155	365	29.094		
	Total	10647.664	368			
DIMENSION 4	Between Groups	95.110	3	31.703	1.152	.328
	Within Groups	10046.846	365	27.526		
	Total	10141.957	368			
DIMENSION 5	Between Groups	128.028	3	42.676	.778	.507
	Within Groups	20017.978	365	54.844		
	Total	20146.005	368			

A One-way ANOVA was computed for each dimension of emotion among the group of teachers belonging to different age groups. All the five ANOVAs showed no significant differences among groups in terms of different dimensions of emotion [Joy: {F(3,365)=1.343, p=.260}, Love :{F(3,365)=1.134, p=.335},Sadness: {F(3,365)=.327, p=.806}, Anger: {F(3,365)=1.152, p=.328}, Fear: {F(3,365)=.778, p=.507}]

- *Dimensions of emotion and Educational Qualification*

Table 4.14 ANOVA table comparing dimensions of emotion by Educational qualifications

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Joy	Between Groups	36.697	2	18.349	1.159	.315
	Within Groups	5796.527	366	15.838		
	Total	5833.225	368			
Love	Between Groups	55.860	2	27.930	2.112	.122
	Within Groups	4840.162	366	13.224		
	Total	4896.022	368			
Sadness	Between Groups	6.342	2	3.171	.109	.897
	Within Groups	10641.322	366	29.075		
	Total	10647.664	368			
Anger	Between Groups	82.145	2	41.073	1.494	.226
	Within Groups	10059.812	366	27.486		
	Total	10141.957	368			
Fear	Between Groups	83.985	2	41.993	.766	.466
	Within Groups	20062.020	366	54.814		
	Total	20146.005	368			

A One-way ANOVA was computed for each dimension of emotion among the group of teachers based on their educational qualification. All the five ANOVAs showed no significant differences among groups in terms of different dimensions of emotion [Joy: {F(2,366)=1.159, p=..315}, Love :{F(2,366)=2.112, p=.122},Sadness: {F(2,366)=.109, p=.897}, Anger: {F(2,366)=.1.494, p=.266}, Fear: {F(2,366)=.766, p=.466}]

4.3 Hypotheses Testing

- **H₀₁:** There exists no significant difference in emotional experiences of Male and Female primary school teachers.

Findings: No significant mean difference of emotional scores was found between male and female teachers [Joy: $t(367)=.441$, $p=.660$; Love: $t(367)=.119$, $p=.906$; Sadness: $t(367)=.156$, $p=.876$; Anger: $t(367)= -.1.013$, $p=.312$, Fear: $t(367)=-.598$, $p=.550$]

Decision: Null hypothesis retained.

Conclusion: Emotional experiences of primary school teachers do not vary with gender.

- **H₀₂:** There exists no significant difference in terms of emotional experiences of the teachers at primary schools located at Urban and Rural areas.

Findings: Significant mean differences was found between teachers of urban and rural location schools for Sadness { $t(367) =1.999$, $p=.046$ } and Fear { $t(367)=2.621$, $p=.009$ }.

Decision: Null hypothesis rejected.

Conclusion: Locality of school does affect the emotional experiences of primary school teachers.

- **H₀₃:** There exists no significant difference in terms of emotional experiences of the primary school teachers belonging to different age groups.

Findings: No significant mean differences was found at any dimension of emotion among the teachers of different age group.

Decision: Null hypothesis retained.

Conclusion: Age of primary school teachers is not a factor that affects their emotional experiences.

- **H₀₄:** There exists no significant difference in emotional experiences of the primary school teachers in terms of their academic qualification.

Findings: No significant mean differences was found at any dimension of emotion among the teachers of different educational qualifications.

Decision: Null hypothesis retained.

Conclusion: Educational qualifications of primary school teachers is not a factor that affects their emotional experiences.

- **H₀₅:** There exists no significant difference in emotional experiences of the primary school teachers with respect to their teaching experiences.

Findings: No significant mean differences was found at any dimension of emotion among the teachers having teaching experiences.

Decision: Null hypothesis retained.

Conclusion: Teaching experiences of primary school teachers is not a factor that affects their emotional experiences.

- **H₀₆:** There exists no significant difference in emotional experiences of the primary school teachers with respect to their professional satisfaction.

Findings: No significant mean differences was found at any dimension of emotion between satisfied teachers and unsatisfied teachers.

Decision: Null hypothesis retained.

Conclusion: Professional satisfaction of primary school teachers is not a factor that affects their emotional experiences.

- **H₀₇**: There exists no significant difference in emotional experiences of the primary school teachers across district.

Findings: Significant mean differences was found at all dimension of emotional experience. [Joy: { $F(11,357)=4.447$, $p=.000$ }; Love:{ $F(11,357)=4.706$, $p=.000$ }; Sadness:{ $F(11,357)=3.357$, $p=.000$ }; Anger:{ $F(11,357)=4.576$, $p=.000$ }; Fear:{ $F(11,357)=5.365$, $p=.000$ }].

Decision: Null hypothesis rejected.

Conclusion: Variation of school district does affect the emotional experiences of primary school teachers.

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CHAPTER V

CONCLUSIONS

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Chapter V Conclusions

The survey results can now be integrated and interpreted in light of the objectives, hypotheses formulated for the study. The main purpose of the study was to find out how primary school teachers in West Bengal perceive emotions in school setting and whether it varies due to different personal and social indicators. For that purpose an attempt has been made to observe the teachers' emotion on different variables i.e. age, gender, educational qualification, locality of school, teaching experience, and satisfaction with profession. The present cross-sectional study purposively selected primary school teachers from twelve districts of West Bengal having different geographical and cultural anomalies which was reflected on their experiences of emotion. The findings and discussion pertaining to the survey of the present study results are as follows –

5.1 Findings of the study

The major findings of the study in light of analysis and interpretations are as follows -

- As a whole, positive emotions (i.e. Joy and Love) are more prominent among primary school teachers than the negative emotions (i.e. Sadness, Anger and Fear).
- Emotions of joy and love was more among teachers aged between 41-60 years where as the younger teachers were found with more negative emotions (see table 4.2).
- Female teachers were found with positive emotions more than male teachers as a whole. Male teachers under this study experienced more negative emotions in primary school settings (see table 4.3).

- Teachers having teaching experience of 6-10 years perceived more negative emotions (sadness, anger and fear).
- Teachers of Rural area schools experienced more negative emotions than their urban counterpart as found in the study (see table 4.5).
- Each dimension of emotion of the teachers from 12 districts which found highly statistically significant difference ($p < .01$) among teachers of different districts.
- Statistical differences between teachers from rural schools and urban schools found to be statistically significant for two dimensions of emotion i.e. Sadness $\{t(367)=1.999, p=.046\}$ and Fear $\{t(367)=2.621, p=.009\}$.
- Statistical differences between teachers from rural schools and urban schools found to be not statistically significant for three dimensions of emotion i.e. Joy $\{t(367)=-.765, p=.445\}$, Love $\{t(367)=1.583, p=.114\}$, Anger $\{t(367)=1.530, p=.127\}$.
- No statistically significant difference was found in either of five dimensions of emotion between male and female teachers.
- No statistically significant differences was found in either of five dimensions of emotion between satisfied and unsatisfied teachers.
- There was no statistically significant mean difference was found in either of five dimension of emotion among the primary teachers of different age groups.
- There was no statistically significant mean difference was found in either of five dimension of emotion among the primary teachers based on their educational qualification.

Findings were further justified in view of the earlier identified research questions -

- **Research Question 1:** What emotions related to teaching-learning does teachers perceive in primary school setting?

Emotional experiences of individuals are thought to have two aspects – positive emotions and negative emotions. The present study has made use of an instrument which attempts to observe both types of emotions among teachers in primary school setting. It was found that positive emotions (joy, love) were more prominent among primary school teachers than negative emotions (sadness, fear, anger) which reflected their positivity and emotional balance in everyday activities.

- **Research Question 2:** How different demographic variables affect the emotional experiences of primary school teachers in West Bengal?

Teacher's age, educational qualification, teaching experience, professional satisfaction affects their perception of emotional experiences to some extent, but not that significantly. Rather, locality of school and school district were found to have significant influence on primary teachers' emotional experience.

5.2 Discussion

In India teaching jobs is the most respectful and sought career. The role of a teacher is not limited to grade, evaluate and control students but the extremely important key feature job of a teacher is to help every student to reach the optimum level in academic achievements. The job of teachers is undoubtedly hectic, tiring, demanding and emotionally tough. Teaching job of a teacher is labour oriented and skilled job with the feelings of being anxious and stressed. There are several factors that lead teachers to be emotionally exhausted in many situations such as violence among the co-teachers and students, problems related to excessive workloads, overcrowded classroom size, students misbehaviour, poor school environment and most

threatening workplace rivalry and bullying. All these factors directly makes the teachers experience extremely disoriented, less motivated and overwhelmed towards their teaching career.

As emotions are multifaceted and complex in nature, classification pertaining to positive and negative aspects are considered in this study. Joy and Love as positive dimension and Fear, Sadness and Anger as negative dimension of emotion were thought to be experienced by the teachers during their course of work in primary school setting.

In the present study highly statistically significant difference was found among the teachers of 12 different districts of West Bengal. Teachers from different districts did not belong to the same socio cultural background where their workplace is situated. The living style, food habits, linguistics, customs are totally different for different districts. Moreover, a sense of work- home conflicts is a common phenomenon which adversely affects the teacher's physical and emotional life. It is also supported by the prior study that work- family conflict has significantly varied at the 0.05 level of significance in terms of age, institution type and gender (Erdamer & Demiral, 2016). Most of the teacher's in West Bengal are recruited in schools far away from their home town. And this distance from their home engulf them with the feelings of loneliness, unhappiness and create adjustment problems in the new locality more precisely in a totally new district. Therefore it is quite obvious and fare reason to be statistically significant ($p < 0.01$).

The researcher also found statistically significant result between the teachers of urban and rural schools in two dimensions of emotion i.e. sadness and Fear. It is utterly apparent from our personal knowledge that urban schools are more equipped both in technically and modern amenities wise as compared to rural schools. Mostly rural school students are first generation learner and their parents are least interested towards their children's academic career all these real life problems may results in sadness and a sense of fear among the primary school

teachers if they did not receive the desirable outcome from their hard work i.e. teaching these students. Furthermore, location of schools is the key factor for teachers' physical and emotional well-being. Issues related to proper availability of transport, whether the schools are located in a arid or hilly regions or the schools located in politically disturbed areas may plays a major role in making the teachers sad, anxious, lack of confidence and experience fear from their daily life situations.

The role of a teacher in this 21st century is very challenging, full of diverse responsibilities and complex. Therefore, it is very much necessary for the teachers to be emotionally competent, so that they can able to manage their workplace stress, improve their confidence and enhance their self- esteem. And it is also the duty of the school authority to take various steps for the welfare and betterment of their school teachers like organizing refresher course, health camps for the check-up of both teachers and students, to maintain adequate class strength and timings of working. The school management must organize and conduct seminars, motivational talks and must invite renowned psychiatrics who will teach techniques to the teachers that how they can manage and regulate their emotion to be an effective teacher and lead a physically and mentally healthy personal and professional life.

Understanding emotions have great influence on teaching effectiveness and also in students and teachers' life and interpersonal relationship among students and teachers.

5.3 Scopes for Further Study

Researchers in the field of education can extend on this topic in several significant ways. The same study, if administered to elementary, secondary and higher

secondary school teachers, might demonstrate different conclusions on teacher emotion. Also, studies can be done to find out several other factors like teacher-student interpersonal relationship, level of expectation regarding nature of teaching position, nature of institution and job security, teacher's financial satisfaction with pay scale, individual's past experiences related to teaching-learning, achievement motivation of the teacher, development of emotion towards teaching due to professional training that might affect teacher emotion in more authentic ways and with higher interpretability. The factors that were considered in this study can be further analysed using more sophisticated multivariate tools to get better predictability and dependency on teacher emotion. The present study on "A Study on Teachers' Emotions in Primary school Settings" is not an end in itself; rather it is an ongoing journey to rediscover teacher emotions in primary school setting for better understanding of the discipline.

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APPENDIX

Appendix 1

Teacher Emotion Inventory

এই প্রশ্নপত্রে ২৬ টি বিবৃতি আছে। প্রশ্নপত্রটি আপনি যে বিদ্যালয়ে শিক্ষকতা করেন সেই বিদ্যালয় এবং শ্রেণীকক্ষের পরিবেশে আপনার অনুভূতিমূলক আদান-প্রদান এবং অভিজ্ঞতার বিষয় সম্পর্কিত। বিবৃতিগুলি সেক্ষেত্রে আপনার আবেগকে কতটা ভালভাবে বর্ণনা করে সে সম্পর্কে চিন্তা করুন। যথাযথ 'বক্স' এ টিক চিহ্ন দিয়ে আপনার উত্তর নির্দেশ করুন। যদি আপনি কোন প্রতিক্রিয়া/উত্তর সম্পর্কে আপনার মত পরিবর্তন করেন তবে পুরোনো টিক চিহ্নটি কেটে নতুন 'বক্স' এ টিক চিহ্ন দিন।

আপনাকে নিশ্চিত করা হচ্ছে যে আপনার প্রতিক্রিয়াগুলির গোপনীয়তা বজায় রেখে শুধুমাত্র এই গবেষণার উদ্দেশ্যই ব্যবহার করা হবে। এই সহযোগিতার জন্য আপনাকে অসংখ্য ধন্যবাদ।

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লিটন মল্লিক

শিক্ষাবিভাগ

যাদবপুর বিশ্ববিদ্যালয়

ক্র. ম	আপনার নিজের সম্পর্কে উপলব্ধি	কখনোই না (never)	কদাচিৎ (rarely)	কখনও কখনও (sometimes)	অর্ধেকের বেশি সময় (about half the time)	প্রায়শই (frequently)	সবসময়ের জন্য (almost always)
১	ছাত্রদের ভালবাসা আমাকে অনুপ্রাণিত করে।						
২	আমি গর্ববোধ করি যখন দেখি আমার ছাত্ররা ভালো কিছু অর্জন করেছে।						
৩	আমি খুশি যে ছাত্ররা আমার পড়ানো পছন্দ করে।						
৪	আমি খুব উৎসাহ পাই যখন ছাত্ররা আমার পড়ানোর মধ্যে স্বতঃস্ফূর্ত ভাবে অংশগ্রহণ করে।						
৫	আমি আমার সহকর্মী এবং কর্তৃপক্ষের সহযোগিতায় অনুপ্রাণিত হই।						
৬	সহকর্মীদের সাথে আদান-প্রদান আমাকে আনন্দ দেয়।						
৭	আমি ছাত্র-ছাত্রীদের পিতামাতার সহযোগিতা এবং সহমর্মিতায় উদ্দীপিত হই।						
৮	আমি শিক্ষকতা ভালবাসি কারণ একমাত্র এটার মাধ্যমেই আমি দেখতে পারি কিভাবে আমাদের পরবর্তী বংশধররা বেড়ে উঠছে। এটা অন্য যে কোন পেশার থেকে আলাদা।						
৯	আমি শিক্ষকতা ভালবাসি কারণ এটা এমন একটা পেশা যা সমাজের শ্রদ্ধা এবং স্বীকৃতি অর্জন করতে পারে।						
১০	আমি শিক্ষকতা ভালবাসি কারণ এটা একটিশান্তিপূর্ণ পেশা।						
১১	আমি শিক্ষকতা ভালবাসি কারণ এখানে পর্যাপ্ত বেতন আছে।						
১২	আমি খুবই কষ্ট পাই যখন ছাত্ররা আমার প্রতি রাগান্বিত হয়।						
১৩	যখন আমার স্কুলের নেতৃবৃন্দ আমার সকল প্রচেষ্টা ও অবদান গুলো অস্বীকার করে তখন আমি খুব হতাশ হই।						
১৪	স্কুলের কঠিন নিয়ম কানূনের কারণে আমার পদোন্নতি আটকে গেলে আমি মর্মান্বিত হই।						

১৫	আমার যা প্রাপ্য তা না পেলে আমি হতাশ হই।						
১৬	ছাত্র-ছাত্রীদের অভিভাবকরা আমাকে ভুল বুঝলে আমি বিরক্ত হই।						
১৭	আমার খারাপ লাগে যখন সমাজ ও জনগন কোনোরূপ প্রমান ছাড়াই শিক্ষকদের দোষারোপ করে।						
১৮	আমার প্রতি অন্যায় আচরণ করা হলে (কাজের চাপ, বেতন ইত্যাদি নিয়ে) আমি খুব রাগান্বিত হই।						
১৯	সমাজ ও জনগন শিক্ষকদের ভুল বুঝলে আমি রাগান্বিত হই।						
২০	আমি ছাত্র-ছাত্রীদের পিতামাতার উচ্চাকাঙ্ক্ষার কারণে চাপ অনুভব করি।						
২১	কীভাবে ছাত্র-ছাত্রীদের স্বতঃস্ফূর্ত অংশগ্রহন এবং পারদর্শিতা বাড়ানো যায় তা নিয়ে আমি দুশ্চিন্তায় থাকি।						
২২	সহকর্মীদের সাথে প্রতিযোগিতা নিয়ে আমি দুশ্চিন্তায় থাকি।						
২৩	ছাত্র-ছাত্রীরা নিজেদের পড়াশোনার ব্যাপারে দায়িত্বশীল নয়, এই ব্যাপারটা নিয়ে আমি দুশ্চিন্তায় থাকি।						
২৪	কাজের চাপ এবং জীবনের ভারসাম্যহীনতা নিয়ে আমি চাপে থাকি।						
২৫	অল্প সময়ে যখন অনেক কাজ করতে হয় তখন আমি চাপ অনুভব করি।						
২৬	স্কুলের নিয়মপরিবর্তনের কারণে আমার নতুন টিচিং স্টাইলের সাথে ছাত্র-ছাত্রীরা মানিয়ে নিতে না পারলে আমি চাপ অনুভব করি।						

* শ্রেণীকক্ষে শিক্ষকতা সংক্রান্ত আবেগমূলক কোন অভিজ্ঞতার কথা জানাতে চাইলে তা নীচে লিখতে পারেন -

Signature

.....

Teacher Emotion Inventory

There are 26 statements in this questionnaire. They are statements about your emotional interaction and emotional experiences in the school and classroom environment in which you work. Think about how well the statements describe your emotion at those places. Indicate your answer by ticking the appropriate box. If you change your mind about a response cross out the old answer and tick freshly in a new box.

I ensure you that your responses will be used for this research purpose only by maintaining due confidentiality. I thank you very much for your kind co-operation.

Supervisor

Researcher

Dr. Mukti pada Sinha

Liton Mallick

Department of Education

Department of Education

Jadavpur University

Jadavpur University

Name of your School & District: _____

Age: _____ Gender*: Male/Female/Others Teaching Experience _____

Location of your School*: Urban/Rural

Educational Qualification*: Madhyamik / H.S / Graduate / Post-Graduate / Higher Degree

Are you satisfied with your profession*: Yes / No

***Please tick the appropriate alternative**

SL NO.	How far you know yourself/self-analysis?	Never	Rarely	Sometimes	About Half the Time	Frequently
1	I am motivated by students' care.					
2	I feel proud when I see my students make progress.					
3	I am glad that my students enjoy my teaching					
4	I am so exciting when my students interact with my teaching.					
5	I am motivated by support from my colleagues and leaders.					
6	I enjoy sharing with my colleagues.					
7	I am moved for parents' understanding and support.					
8	I love my teaching job because I could see how our next generation grows up which is different from other jobs.					

9	I love my teaching job because it is a profession which could obtain respect and recognition from society.					
10	I love my teaching job because it is stable.					
11	I love teaching because the wage is reasonable.					
12	I feel really sad when my students fire up at me.					
13	I feel disappointed when my school leaders ignore my efforts and contributions.					
14	I feel frustrated when my promotion is stuck by stiff policies.					
15	I feel disappointed when I do not get what I should get.					
16	I am annoyed when I am misunderstood by parents.					
17	I am indignant when the society and/or public blame our teachers without any evidence.					
18	I feel angry when I am treated unfairly (i.e., workload arrangement, salary level).					
19	I feel angry when the society and/or public misunderstand our teachers.					
20	I feel pressured from high expectations of parents.					
21	I am worried about how to improve my student engagement and achievement.					
22	I am worried about competition with my colleagues.					
23	I am worried that students don't take responsibility for their study.					
24	I feel pressured about imbalance of work and life.					
25	I feel pressured when I suffer from shortage of time with too much work.					
26	I feel pressured that my students could not accept my new teaching style which are adjusted to fit new policies/or reforms (i.e., curriculum reform).					

If you have any memorable emotional experience as a teacher in classroom, you can freely write down here:

Your Signature

Appendix 2

List of schools participated in the study

Sl.	Name of Schools	No. of Teachers Responded
1	TajpurSautal Para Primary School	2
2	Pukhuriya Board Primary School	1
3	Tajpur Board Primary School	2
4	Memampur Primary School	3
5	Janaki Nagar S.S.K	4
6	Aramdanga Primary School	4
7	PalasiAdarsa Child Vidyapith	2
8	Janaki Nagar Primary School	3
9	SamsulAlam Smriti Primary School	3
10	Janaki Nagar Uttar Para Primary School	2
11	Charmuktarpur West Primary School	4
12	GajipurAboytonik Primary School	3
13	DubdaDeshapran Primary School	3
14	Dubda 1no Primary School	3
15	Takasol Primary School	2
16	Balighai Primary School	2
17	ShripurDurlav Smriti Primary School	3
18	Shola 2 Primary School	2
19	Inda Primary School	2
20	Shola 2 Primary School	2
21	Krishnapur Primary School	2
22	Baikanthapur D.N.B Primary School	3
23	Sastitala Primary School	1
24	Baikanthapur D.N.B Primary School	4
25	Polaba G.S.F.P School	3
26	Sastitala Primary School	3
27	Surendra Nath Banarjee Primary School	3
28	SargoriaAvaitanik Primary School	3
29	Pipulberia Board Primary School	4
30	SahapurAvaitonikPrathomik Vidyalaya	3
31	SargoriaAvaitanik Primary School	2
32	HarindangaAvoitanik Primary School	2
33	BelsinghaAvoitanik Primary School	2
34	Pipulberia Board Primary School	2
35	Brahmapara Primary School	2
36	Simurali Junior Basic Primary School	1
37	Harasundiri Primary School	3
38	Kshirerkote Junior Basic Primary School	2

Sl.	Name of Schools	No. of Teachers Responded
39	Dalimpur Primary School	2
40	Kshirerkote Junior Basic Primary School	2
41	BhutanirGhat Primary School	2
42	BhutanirGhat Primary School	2
43	Kshirerkote Junior Basic Primary School	3
44	Harasundiri Primary School	3
45	Janananjan Junior Basic School	2
46	Miyerber B.S.F Primary School	3
47	Karbala J.M Primary School	3
48	DhulaguriSadharan Vidyapith	3
49	Chirudi Primary School	2
50	Bishri Primary School	2
51	Manbazar Urdu Primary School	2
52	Patharmahara Primary School	4
53	Manbazar Board Primary School	2
54	Tokapur Primary School	2
55	BairaKurchi Primary School	2
56	Kholotpur Primary School	3
57	Ghola Junior Basic School	2
58	Khalatpur Primary School	3
59	Gorfa F.P School	2
60	Laksmi Narayan Sau Avoitonik Primary School	2
61	FatherpurSisuKalayan Primary School	3
62	Laksmi Narayan Sau Avoitonik Primary School	3
63	Bikramgar High School (Primary School)	3
64	Chatra F.P School	3
65	FatherpurSisuKalayan Primary School	3
66	Tallygang Girls High School (Primary School)	4
67	Nadial U.P School	2
68	Swarup Mjumdar Institute	2
69	Veduia Primary School	3
70	Belbari Primary School	3
71	Mohonbat Primary School	4
72	Barshimulguri G.P School	3
73	Borijja Primary School	2
74	Bella Maharajpur Primary School	3
75	Durgapur Primary School	2
76	Simulia Primary School	4
77	Junior Basic SisuSikshaya Kendra	8
78	Netaji G.S.F.P School	4
79	Dulmi Primary School	2
80	Ketika Primary School	4

Sl.	Name of Schools	No. of Teachers Responded
81	DulmidihBauripara G.S.F Primary School	4
82	Khudibandh Primary School	3
83	HinjoriSampur Primary School	4
84	Alukosha Primary School	4
85	GarjoypurHorijon Primary School	4
86	Sahebnagar Special Kedar Primary School	2
87	Krishnachandrapur Primary School	3
88	Dolimoula Primary School	3
89	Anandanagar Primary Shool	3
90	MayakulPimary School	2
91	Bahadurpur Primary School	2
92	Vagra Primary School	2
93	Barul Primary School	2
94	Bosipur Primary School	2
95	Kalubarui Primary School	4
96	Bhastara Primary School	3
97	Bolipur Primary School	4
98	Sakoajhora No2 B.F.P School	4
99	Moinatoli B.F.P School	2
100	JholdakhaGiribor Primary School	2
101	Maynatali B.F.P School	3
102	JholdakhaGiribor Primary School	2
103	Sajnapara S.C Primary School	3
104	Uttar Dangapara Primary School	2
105	Gairkata Guild Mission Primary School	3
106	Barogharia No-1 B.F.P School	2
107	Moharerban B.F.P School	3
108	JholdakhaGiribor Primary School	3
109	Mainatali B.F.P School	2
110	Sakoajhora No-2 B.F.P School	3
111	Barogharia No-1 B.F.P School	2
112	Sajnapara S.C Primary School	2
113	Nironjonpath New Primary School	2
114	Uttarbara Primary School	1
115	Jadavnagar Primary School	1
116	BoitolGhoshpara Primary School	2
117	Betri Primary School	1
118	Uttarbara Primary School	3
119	Betri Primary School	3
120	Batanal High Atteched Primary School	4
121	Adra Bazar Al-Amin SisuSikshaya Kendra	2
122	Barasat Vivekananda Primary School	4

123	Brajasole Primary School	4
124	Raghunathpur Paschim Primary School	2
125	Pairachali J.B. Primary School	3
126	Batanol Primary School	3
127	Jashpara Primary School	2
128	Ketta Para Primary School	4
129	Bali 1No Primary School	4
130	Golahsnra Primary School	2
131	Jagatpur Primary School	2
132	Goplapur Primary School	4
133	Jagatpur Primary School	4
134	Sambati Primary School	1
135	Bali 1No Primary School	2
136	Urisai Primary School	2
137	Bellya Moharajpur Primary School	3
Total		369