

Understanding Emotions in Teaching Learning Process

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Abstract

Emotions are crucial in all human experiences and significantly influence the Teaching-Learning Process (TLP). In the holistic development of children, socio-emotional learning (SEL) plays a crucial role in education. SEL involves developing essential social and emotional skills that are key to students' academic success, personal well-being, and positive social interactions. Emotional Agility means being able to deal with the ups and downs of life with a clear head, and an unbroken spirit to be understood. The Right to Education Act, 2009 (RTE-2009) created a space for elegant classroom transactions by banning corporal punishment in schools. It also given a direction for the effective classroom transaction through positive discipline to infuse happy learning through relations to bringing in between teachers, parents, students and the community together. The policies like Learning without a Burden (1993), and Happiness Curriculum (2018) of Delhi made an attempt to enhance mindfulness and positive outcomes. In this context, the present study aimed to probe the learning the emotions involved in teaching-learning process. Descriptive Survey Method was employed on 400 secondary and higher secondary school students. The sample was selected using stratified random sampling technique. Classroom Observation Schedule (COS) prepared by the researcher is used to collect the data. The data collected was analysed using descriptive statistics. Thematic analysis technique is used to analyse open-ended form data. The study reveals that, the students are found with moderate responsibility, concern and justifying their role in learning whereas 3/4th of the students are found obeying the conditions, rules and regulations. Overall, half of the students feel responsible and concerned whereas 3/4th of the students found obeying the conditions, rules and regulations.

Keywords: Emotional Agility, Mindfulness, Emotional Well-being, Happiness Curriculum and RTE 2009.

Introduction

Emotions are powerful catalysts in the Teaching-Learning Process (TLP), possibly positively or negatively

affecting it. Course content, teaching methods, social interactions, and personal perceptions of success or failure can trigger them. Therefore, teachers must navigate this emotional landscape skilfully. They need to know how to harness positive emotions to foster engagement, curiosity, and intrinsic motivation while also managing negative emotions that might hinder learning. Emotions are crucial in all human experiences and significantly influence the Teaching-Learning Process (TLP). In the holistic development of children, socio-emotional learning (SEL) plays a crucial role in education. SEL involves developing essential social and emotional skills that are key to students' academic success, personal well-being, and positive social interactions. Research highlights the importance of SEL, exploring its theoretical foundations, implementation strategies, and its impact on various educational outcomes.

Understanding Different types of Emotions in the classroom

Achievement activities and the results of those activities both success and failure are linked to emotions associated with achievement. For instance, the delight in education, the pride and optimism that come with achievement, and the fear and humiliation that come with failure.

Emotions that are brought on by cognitive difficulties include astonishment at a novel task, curiosity, confusion, and frustration when faced with challenges, and happiness when the issue is resolved. Emotions that are cognitive are particularly significant when learning novel and unusual tasks.

Thematic feelings associated with the subjects covered in the class. Examples include curiosity in a painting that was studied in art class, worry and disgust over medical issues, or sympathy for the situation of a character in a story. Students' interest in the course material might be piqued by both positive and negative feelings associated with the subject.

Emotions that are associated with educators and fellow students, including affection, empathy, compassion, respect, disdain, jealousy, rage, or social anxiety. Particularly in group learning and teacher-student interactions, these feelings are crucial.

Individual and Cultural Differences

Subjective experiences that differ from person to person comprise emotions. Even under the same circumstance, different pupils may experience different emotions. For instance, whilst one student may be eager to complete their maths assignment for the day, another may be frustrated.

These individual distinctions could have to do with a person's class, school affiliation, gender, race, or culture. For instance, studies have revealed that, in comparison to pupils in Western nations, students in certain East Asian and Arab nations experience comparatively high average levels of test anxiety. It's also been demonstrated that female students experience average exam anxiety at a higher rate than male pupils. The majority of student disparities are caused by personal feelings rather than belonging to a certain group. Assuming that test anxiety is consistently experienced by pupils at the same level in every subject would be incorrect.

The Jargon of Emotions

It's necessary to comprehend other people's feelings at the appropriate angle to their shade. Understanding the different facets of emotion is necessary. Words count. Think for a bit about what to name a strong emotion you are feeling.

Table 1. Dimension-wise list of emotion-related terms

Angry	Sad	Anxious	Hurt	Embarrassed	Happy
Grumpy	Disappointed	Afraid	Jealous	Isolated	Thankful
Frustrated	Mournful	Stressed	Betrayed	Self-Conscious	Trusting
Annoyed	Regretful	Vulnerable	Isolated	Lonely	Comfortable
Defensive	Depressed	Confused	Shocked	Inferior	Content
Spiteful	Paralyzed	Bewildered	Deprived	Guilty	Exited
Impatient	Pessimistic	Skeptical	Victimized	Ashamed	Relaxed
Disgust	Tearful	Worried	Aggrieved	Repugnant	Relieved
Offended	Dismayed	Cautious	Tormented	Pathetic	Elated
Irritated	Disillusioned	Nervous	Abandoned	Confused	Confident

Source: HBR Guide to Emotional Intelligence (2017, P.38)

Students' Emotions in Educational Contexts

Elizabeth A. Linnenbrink, a researcher at Duke University (2012) has conducted significant work in the area of students' emotions in educational contexts. Her research focuses on understanding the role of emotions in learning, motivation, and academic achievement. Linnenbrink's work contributes to the growing body of literature on affective processes in education and has implications for instructional practice, assessment, and student well-being.

Types of Academic Emotions

Though we attempted to understand emotions, now it is important to understand them in terms of academic emotions, by knowing different types of academic emotions.

- 1. Mood:** General emotional state.
- 2. Achievement Emotions:** Linked to success or failure (e.g., hope, fear, pride).
- 3. Epistemic Emotions:** Related to knowledge and understanding (e.g., curiosity, confusion).
- 4. Topic Emotions:** Specific to the subject matter (e.g., interest, boredom).
- 5. Social Emotions:** Relate to interactions with others (e.g., frustration, enjoyment).

Impact on Engagement and Performance: Academic emotions influence cognitive, motivational, behavioural, cognitive-behavioural, and social-behavioural engagement. They affect exam preparation, concentration, and strategies during exams.

Emotional Agility – Mindfulness

It is important to understand emotional agility and mindfulness to have a better classroom process and pedagogy in Teaching -Learning Process (TLP)

Emotional Agility

Emotional Agility was coined by Psychologist Susan David. It means being able to deal with the ups and downs of life with a clear head, and an unbroken spirit.

Mindfulness

Mindfulness is the practice of being fully present and engaged in the current moment, aware of your thoughts, feelings, and surroundings without distraction or judgment.

Happiness Curriculum

The Right to Education Act, 2009 (RTE-2009) created a space for elegant classroom transactions by banning corporal punishment in schools. It also given a direction for the effective classroom transaction through positive discipline to infuse happy learning through relations to bringing in between teachers, parents, students and the community together. The policies like Learning without a Burden (1993), and Happiness Curriculum (2018) of Delhi made an attempt to enhance mindfulness and positive outcomes. The major focus of the happiness curriculum is inculcating mindfulness and Social-Emotional Learning amongst the learners in the everyday teaching-learning process (www.OECD-OPSI.org)

Literature Review

The common observations and contrast findings identified across the studies reviewed is presented here. Majority of the studies found that teacher positive emotions promote active academic engagement in classroom. Positive academic emotions are becoming instrumental in modifying students' behavior (Moyi Jia & Jiuqing Cheng, 2024 and Shen, S., et, al., 2024).

Positive emotions are healthy and can promote optimal learning. Emotions lead to sentimental, cognitive, behavioural, and physiological changes, which will have a strong influence on intellectual performance (Alfredo Cordova et al., 2023). Research has shown that emotions play an essential role in the psychological well-being of those participating in a school community, directly affecting their commitment, interest, and development in teaching and learning and it's found that fostering strong peer support networks can improve students' emotional experiences and academic outcomes (Romo-Escudero, F., et. al., and Johnson, L., & Grayson, P., 2023). Studies revealed that students whose parents have higher education levels often have higher educational aspirations and experience better emotional well-being. This relationship is mediated by the positive reinforcement and academic support that educated parents can provide, contributing to a stable emotional environment for the students (Sharma and Singh, 2022).

Research Methodology

Research Method

The present is employed by a "Descriptive Survey Method" to investigate into intended area of the study. A survey was conducted systematically by following the research design to meet the enlisted objectives.

Objectives of the study

The following objectives are formulated in line of the purpose of the study:

1. To understand the learning emotions involved in the Teaching-Learning Process (TLP).
2. To probe the role of emotional regulation in teaching and learning.

Research Questions

Based on the review of related literature the following research questions were formulated.

1. How are the classroom emotions of the students with regard to various affective domain aspects?
2. How are the emotions of students & teachers during teaching-learning process?
3. What strategies can be adopted to promote positive emotions in students?

Sample and Sample Rationale

Telangana state has 33 districts. Two districts were chosen for the study. Those two districts are Warangal

and Hanamkonda. Warangal is called the capital of the state. A total of 400 students were selected for this study. These students come from schools and higher secondary schools. Students, in IX, X, XI and XII classes were included. Each class had 100 students. The students included both female students.

Sampling technique

Researcher used stratified random sampling technique to identify the sample from the population.

Tools for the study

The Classroom Observation Schedule (COS) prepared by the researcher is used.

Description of the tool

It consists of 28 items which are covered under eight dimensions. Each item is measured on a 5-point rating scale from five to one. It also consists of seven open-ended items/areas to be observed. In total, the tool consists of 35 items.

Statistical Techniques Used

Data was organized systematically and analysed by using Descriptive statistics and the qualitative data is analyzed with the use of Thematic Analysis.

Analysis of The Data

1. Classroom Emotions Observation Schedule data analysis

The data gathered pertaining to student classroom emotions through observation schedule is presented alongside obtained frequencies and percentages.

Table 2. Showing obtained frequencies and percentages with regard to each particular of the different domains of classroom emotions

Item No	Domain	Particular	Rating									
			5	%	4	%	3	%	2	%	1	%
1	Interest	Asking Questions	76	19.0	57	14.3	267	66.7	0	0	0	0
2		Student's response to questions	286	71.4	76	19.0	38	9.5	0	0	0	0
3		Active involvement in activities	343	85.7	57	14.3	0	0.0	0	0	0	0
4		Interest on subject	305	76.2	95	23.8	0	0.0	0	0	0	0
5	Curiosity	Student's curiosity to learn	76	19.0	305	76.2	19	4.8	0	0	0	0
6		Teacher's curiosity to teach	362	90.5	38	9.5	0	0.0	0	0	0	0
7		Learning Forward	286	71.4	57	14.3	57	14.3	0	0	0	0
8		Eagerness to share thoughts	114	28.6	267	66.7	19	4.8	0	0	0	0

9	Enjoyment	Smiling	95	23.8	248	61.9	57	14.3	0	0	0	0
10		Enthusiasm	114	28.6	76	19.0	210	52.4	0	0	0	0
11		Positive intent	95	23.8	267	66.7	38	9.5	0	0	0	0
12	Motivation	Induced motivation	57	14.3	324	81.0	19	4.8	0	0	0	0
13		Self-motivation	19	4.8	38	9.5	343	85.7	0	0	0	0
14		Subject related motivation	248	61.9	95	23.8	38	9.5	19	4.8	0	0
15	Reinforcement	Positive reinforcement	324	81.0	57	14.3	19	4.8	0	0.0	0	0
16		Negative reinforcement	0	0.0	0	0.0	38	9.5	57	14.3	305	76.2
17	Anxiety	Nervousness	0	0.0	0	0.0	57	14.3	248	61.9	95	23.8
18		Withdrawing	0	0.0	0	0.0	267	66.7	57	14.3	76	19.0
19		Avoiding eye contact	0	0.0	190	47.6	76	19.0	57	14.3	76	19.0
20		Tolerance	19	4.8	38	9.5	57	14.3	248	61.9	38	9.5
21	Stress	Pale face	0	0.0	0	0.0	229	57.1	76	19.0	95	23.8
22		Inappropriate gestures	0	0.0	0	0.0	248	61.9	19	4.8	133	33.3
23		Rapid breathing	0	0.0	0	0.0	19	4.8	57	14.3	324	81.0
24		Accelerated tapping	0	0.0	0	0.0	38	9.5	305	76.2	57	14.3
25	Value	Responsibility	0	0.0	190	47.6	57	14.3	76	19.0	76	19.0
26		Showing Concern	0	0.0	190	47.6	95	23.8	57	14.3	57	14.3
27		Justify role	0	0.0	0	0.0	267	66.7	76	19.0	57	14.3
28		Obey	0	0.0	133	14.3	57	14.3	133	33.3	76	19.0

Instruction: Rating 5 and 4 are considered as more positive emotions; 3 moderate; 2 and 1 are considered as poor emotions.

The above table infers that the obtained percentages of the Interest domain with respect to asking questions, student responses to questions, active involvement in activities and interest in the subject are 33.3, 90.4, 100 & 100 respectively. Therefore, the students' interest during asking questions is found moderate; the students' interest during their responses to questions in the classroom is seen as very positive; the students' interest during their involvement in activities is found absolute high and students'

interest in the subject is found absolute high. Overall, it's found that students are highly inclined to learn subjects with active involvement in classroom activities.

The obtained percentages of the Curiosity domain with regard to students' curiosity to learn, teachers' curiosity to learn, learning forward and eagerness to share thoughts are 95.2, 100, 85.7 & 85.3 respectively. Therefore, students' curiosity to learn is found high; teachers' curiosity to learn is found moderate and students' eagerness to share their thoughts is found high. Overall, it is found that students are curious to learn and they are curious to share their thoughts with friends and teachers.

The obtained percentages of the Enjoyment domain with respect to smiling, enthusiasm & positive intent are 85.7, 52.4 & 90.5 respectively. Therefore, students are enjoying their learning whereas their enthusiasm in learning is sought moderate. There is a great positive intent of the students is found during learning. Overall, it is found that students are enjoying their learning with highly positive intent.

The observed percentages of the Motivation domain with regard to induced motivation, self-motivation & subject-related motivation are 95.3, 85.7 & 85.6 respectively. Therefore, induced motivation which is extended by teachers is sought high whereas students' self-motivation in learning is seen moderate. The subject-related motivation is found good. Overall, it is found that students' self-motivation in learning is seen moderate whereas teacher induced motivation is triggering student to learn.

The obtained percentages of Reinforcement domain with regard to positive reinforcement and negative reinforcement are 95.3 and 89.5. Therefore, the positive reinforcement in the classroom is found high whereas the negative reinforcement used by teachers is found very low. Overall, the positive reinforcement used by teachers is found very high rather to negative reinforcement which promotes more positive intent and attitude in students.

The obtained percentages of the Anxiety domain with regard to nervousness, withdrawal, avoiding eye contact and tolerance are 85.7, 66.7, 57 & 71.4 respectively. Therefore, students' nervousness in learning is found low; students' withdrawal in learning is found moderate; eye contact avoidance is found moderate and students' tolerance in learning is seen as low. Overall, students are found in moderate anxiety during learning.

The obtained percentages of the Stress domain with regard to pale face, inappropriate gesture, rapid breathing and accelerated tapping are 57.1, 61.9, 95.3 & 90.5 respectively. Therefore, students with pale faces during learning are found moderate; students with inappropriate gestures are found to be moderate; students with rapid breathing are found negligible and students with accelerated tapping are also found low. Overall, it is found that students are in a moderate stress while learning. The obtained percentages of the Value domain with regard to responsibility, showing concern, justifying role & obeying conditions are 57, 56.5, 50 & 66.7 respectively, Therefore, the students are found with moderate responsibility, concern and justifying their role in learning whereas 3/4th of the students are found obeying the conditions, rules and regulations. Overall, half of the students feel responsible and concerned whereas 3/4th of the students found obeying the conditions, rules and regulations.

The emotions of the students in classroom are found appropriate and dynamic wherein the few emotions are moderated by the teacher's delegations and motivation.

2. **The analysis of the data obtained through open-ended statements about classroom emotions is done theme-wise.** The description of the analysis is presented here:

Table 3: showing observations relevant to different themes of classroom emotions

S No	Theme	Observations
1	Rapport	There exists a positive and friendly relationship between the teacher and the students and also among the students. They enjoy the class as well as behave in a respectful manner. Students have been sharing their joyful experiences and their family issues with the teacher. The rapport between parents and teachers is also found good. The interpersonal relationship between teachers and students outside of the class was also found unconditional. Head Master/Principal's chambers are also not far from reporting the students' issues. The principals are taking real care of the students in schools and they are concerned about academic development of the students.
2	Acceptance	It is obvious that mutual acceptance is highly required between teachers and students in the process of teaching and learning. It is observed that teachers are acknowledging the abilities and inabilities of the students. The moral concern of the teacher towards students is sought during the study. Moulding teaching style in accordance with the interest and recipient capacity of the students is also seen.
3	Articulation	Majority of the teachers have been employing multifaceted teaching strategy to meet the academic/subject related needs of the students in the classroom. Since all-round development is the prime concern of any subject teacher, teachers are meticulously planning their teaching. The learning resources prepared and utilized by the teachers were successful in captivating the inclination of the students. Students' linguistic knowledge and speech sounds have been monitored by activities include reading, debates, seminars etc. through which they have shown little betterment. The outreach activities are also being planned to meet the academic expectations of the students.
4	Commitment	Teacher commitment alone cannot make the learning process fruitful; it requires commitment from the students as well. It is observed that almost all the teachers are well-trained and committed towards their profession. Students, they need to be a bit more dedicated in finishing their works on time at school and home also. However, they stay committed in class to complete any task.
5	Verbal Behavior	The language of the teacher is crucial which helps in promoting a better understanding of the subject. The teacher's verbal language is found clear and errorless. The repetition of the important syllables or formulae needs to be practised. Few of the students show enough positive responses to the actions in the class and interact well. Repeated verbal

		instructions need to be provided. However, the student responses are observed clearly. The language of the students found sound.
6	Non-Verbal Behaviour	It is not always verbal language but non-verbal language also connotes meaning about the topic and it's required. The body language and facial expressions of all the teachers were observed well and they are very adequate and appropriate. Most of the students mention good contact in the class. They also use certain facial expressions and body language during teachers' deliberations.

Conclusion

The present study highlights how demographic socio-economic and educational factors shape students emotional engagement in learning. These elements play a role, in how students feel about their education. When educators and policymakers understand these influences they can design learning environments. By focusing on the needs of different student groups schools can improve emotional engagement. This in turn leads to learning results and better mental health for students. A thoughtful approach that considers all students backgrounds helps create more inclusive schools. Such schools support every students educational journey. The investigation is devoted to nudge on the formulated objectives and it is inferred that the study objectives are accomplished. The study results revealed that Class IX students had better emotions during and after studying compared to other classes. Class X students had better emotions overall compared to other classes. The alarming part is the emotions of higher secondary school students which is comparatively not appropriate. It may be because of their age factor, as they enter into midway of adolescence period. The recruitment of counseling psychologists can be done to help the students time to time in their behavioral conflicts. The pedagogue has to take up responsibility to provide a safe, nurturing environment in the classroom where students feel respected and emotionally prosperous towards their emotional well-being and proceed for holistic development.

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