

التجارب العاطفية للمعلمين أثناء التدريس وانعكاساتها على طلبة المرحلة الثانوية في محافظة بابل  
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**المخلص:**

يدور هذا البحث حول التجارب العاطفية للمعلمين وتأثيرها الكبير على طريقة التدريس ومستوى الطلاب، من خلال الدراسة العامة للأدبيات والنظريات العلمية، وتركز على الدور المهم للطلاب في الذكاء العاطفي والتنظيم العاطفي في الدراسة ومن خلال المشاعر الإيجابية للمعلم وطريقة تفاعله الطيبة مع الطالب، مثل الفرح والنشاط فإن هذه الأمور الإيجابية تقوم بتعزيز الروح المعنوية للطلاب وتحسين مستواه الدراسي بينما إذا لم يكن للمعلم أي نشاط إيجابي وكان ذو تأثير سلبي على الطالب ففي هذه الحالة يؤدي ذلك إلى انخفاض مستوى الطالب وعدم رغبته في تعزيز مستواه الدراسي. ومن خلال هذه الدراسة التي تهتم بتعزيز الإيجابية لدى الطالب وتسهيل عملية إكمال الدرس بروح إيجابية ودعم عاطفي، تؤكد الدراسة كذلك على دمج التدريب على الذكاء العاطفي في إعداد المعلم وخلق بيئة داعمة للطلاب وتحسين مستواه بشكل إيجابي وجيد .

الكلمات المفتاحية: التجارب العاطفية، الذكاء العاطفي، نتائج الطلاب، العمل العاطفي .

**Teachers' Emotional Experiences during Teaching and Their Impact on Secondary School Students in Babil Governorate**

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## **Abstract:**

This research is about the emotional experiences of teachers and their significant impact on the way students are taught through a general study of the literature and scientific theories, the study focuses on the important role of demand in emotional intelligence and emotional regulation through the positive feelings of the teacher and the beautiful way of his interaction with the student, such as joy and activity, and these positive things enhance the student's concerned spirit and improve his academic level, while if the teacher does not have a positive activity and the teacher has a negative influence on the student in this case, it leads to a decline in the student's level and his lack of desire to Enhancing his academic level through this study, which is concerned with enhancing the student's positivity and facilitating the process of completing the lesson in a positive spirit and emotional support.

This study also confirms the integration of emotional intelligence training into teacher preparation and the creation of a supportive environment for the student and Improve its quality in a positive way.

**Keywords:** Emotions experiences, Emotional Intelligence, Student Outcomes, Emotional Labor, Teacher-Student Relationship, Classroom Climate

## **1. Introduction**

The teaching profession must contain emotional requirements to enable the teacher's feelings to directly influence the student and develop his academic level through this theory and experiments, and through our study, we search for the relationship between a teacher's emotions and the student's level Research indicates that the more positive the teacher's feelings are, the better the student's academic and emotional level and creates a comfortable classroom environment that helps the student to be always active. Because it strengthens the relationship between student and teacher while if the feelings are negative, they lead to a weak student's academic level and his unwillingness to study, and if they continue, they create a difficult environment for the student and lead to failure. on the other hand, emotional reinforcement leads to the continuation of education

in a good and appropriate manner for the student (Mulligan & Scherer, 2012; Frijda, 2013; Schutz et al., 2006).

## 1.2 research problem

After all the focus is on the importance of emotions in teaching. Unfortunately, we find an opening, loophole, or difficulty in understanding the direct or indirect impact on a student's level and results. By focusing on creating an emotional classroom climate during the lesson for the student. We focus on the method of directly or indirectly affecting the student. That is, conveying information in a beautiful way or in a difficult way. The method of transmission is in the form of stages in order to influence the student's response to the teacher's emotions well and the emotional exchange that occurs between the student and the teacher Frenzel et al., 2015; Büssing et al., 2020).

## 1.3 Aims of the study

Through this study, we aim to achieve three important things: The first thing: This is the main goal in which we focus on the direct and indirect impact, and the results that focus on it, such as the teacher's emotions and the student's level within the classroom as for the second thing: we focus on developing the student's self and mentality in a great scientific way in order to help understand the teacher's emotions. As for the third thing: Through this level, we determine the methods that we should use to strengthen the relationship between the teacher and the student through our study and analysis in understanding the emotions of the teacher and the student Frenzel, A. C., Goetz, T., Stephens, E. J., & Jacob, B. (2009). Antecedents and effects of teacher emotions: A theoretical framework and first empirical explorations. *Journal of Educational Psychology*, 101(3), 705–716.

## 1.4 Objective of the study

The aim of our study in preparing this research is to provide a set of solutions that explain the way to link the feelings of the teacher and the student as well as the way the teacher's emotions influence the student's level, as well as the effect that occurs to the

student when improving his academic level and the way the teacher's emotions are influenced.

The aim of our research is to clarify the relationship between the teacher and the student, the method of understanding and understanding, and to create an active classroom atmosphere that helps improve the student's level and enhances the teacher's morale in order to remain positive this study also emphasizes several future directions that will help organize the lesson effectively in the future Schultz, P. A., & Zembylas, M. (2009). *Advances in Teacher Emotion Research: The Interplay of Contexts, Selves, and Strategies*. Springer Science & Business Media.( 31 )

### 1.5 Importance of the Study

Also, this study emphasizes the major role in taking emotional experiences at an important level and not leaving them to influence practical results. Through this important role in supporting teachers emotionally as well as urging them to smartly train emotional intelligence, which helps improve the quality of teaching and student level and helps in teacher preparation.

When we research and understand the way the teacher's emotions affect the learning environment, we actually help improve the student's academic level and create an active and good student in the classroom Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). *Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. Social and Personality Psychology Compass*, 5(1), 88–103.

### 1.6 Definition of Basic Terms

- 1- The teacher's response to situations that occur in class and during the lesson, as well as situations of success and failure in achieving goals.
- 2- The teacher's effort in managing the classroom and showing positive emotions, even if there is a negative impact, in order to maintain a positive classroom environment.
- 3- The feelings that the teacher thinks about while teaching, which can be positive, such as joy, or negative, such as sadness, which affect the classroom.
- 4- The way in which the teacher's feelings are transmitted to the student and its impact on their academic level of participation.

- 5- The teacher's ability to understand the student's feelings and deal with them appropriately in order to create a good classroom environment.
- 6- The mutual relations between the teacher and the student, which seriously affect the nature of emotions.
- 7- The methods used by the teacher to manage the student's feelings in the classroom.
- 8- Important methods for creating an appropriate classroom environment that is influenced between the teacher and the student

### 1.6.1 Emotional Experience

Through these methods that we use in teaching, which create an emotional experience through which we express conscious or subconscious states to evaluate the extent of our success or our sense of success, and through maintaining goals and standards while interacting with the student Pekrun, R., & Linnenbrink-Garcia, L. (2014). *International Handbook of Emotions in Education*.

## Literature Review

### 2.1 introduction

In general, the emotional experiences of teachers are essential in education and very important in the educational process and its success. Likewise, teachers' feelings, whether negative or positive, not only affect the teacher greatly, but they also affect the student and the teaching method, as well as the student's activity in the lesson. Because, as we said previously, the student is affected by the teacher's negative feelings, which leads to a weakness in his academic level if they are negative. Conversely, if it is positive, it will lead to an increase in his academic level in class and his activity as well. Because the teacher's emotional feelings play a major role in the teaching method, and are considered an important and essential thing in the success and maintenance of the student's level. In this chapter we examine the emotional view of teaching, exploring and researching how teachers' emotions affect students in the classroom. In this chapter, we

also study the challenges or problems that the teacher faces, the factors that help in developing these feelings, and their significant impact on students. In this chapter, we focus on fully understanding the feelings of the teacher and their impact on the student, as well as focusing on the importance of emotional feelings in the educational field.

**The objectives of this chapter are:**

The challenges and problems faced by the teacher in the educational field.

Explore and research these emotional experiences studying the impact of the teacher's feelings on the class and their reflection in the success of the student's academic level.

Suggestions that help improve and develop the teaching method and make it more active

Zembylas, M. (2005). *Teaching with Emotion: A Postmodern Enactment*.

**2.2 Theoretical Perspectives on Teachers' Emotions- Emotional Labor in Teaching (Hochschild, 1983)**

Emotional work in teaching: The teaching profession is a profession that needs to manage the teacher's emotions, which positively affects the student and helps improve his academic level.

- Emotional intelligence in teaching: Emotional intelligence includes awareness, organization, empathy, and skills that are important in the teaching process, as well as studying emotional complexities within the classroom. Because a teacher who has great emotional intelligence is able to manage the class and deal with students' problems in a very positive manner without any pressure on the student. (Goleman, 1995).
- Social-Emotional Learning Framework: Within the framework of social-emotional learning, we emphasize the importance of positive skills for the teacher and student, and that integrating emotional learning into the teaching method leads to improving the student's level.
- Attachment theory: The emotional ties between the teacher and the student affect the student's sense of security, and also help the student increase his positive activity and enhance the teaching process at the student's academic, academic, and social levels.
- Self-determination theory: In this theory, we focus on the importance of competence in motivating the teacher and student. Because a teacher who is influenced by emotional feelings is more satisfied and satisfied with teaching, as

well as enjoys job satisfaction and increased performance Pekrun, R., & Linnenbrink-Garcia, L. (2014). *International Handbook of Emotions in Education*.

### 2.3 Emotional Challenges in Teaching- Stress and Burnout

Emotional challenges in teaching: Psychological pressure and professional exhaustion: Teaching is a profession with high psychological pressure. Because education in general contains great burdens, fatigue, and time pressure, which leads to teacher fatigue and reduced activity in class management and teaching.

- Emotional contagion: The teacher's feelings can be transmitted directly to the student. If they are positive feelings, they help improve the student's level and increase his classroom activity, but if they are negative feelings, they lead to reducing the student's level.
- Empathy fatigue: A teacher who focuses too much on emotion in teaching and increasing the level of the student leads to greater psychological fatigue. Because of nurturing the student's positive feelings.
- Job insecurity and lack of appreciation: A teacher who faces job insecurity and lack of appreciation negatively affects his emotional feelings and job satisfaction.
- Problems with students, parents, and colleagues: Personal problems, whether with the student or the teacher greatly affect the teacher and are a source of great pressure on him Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, 21(3), 193–218.

### 2.4 Factors Influencing Teachers' Emotional Experiences- Classroom Environment

The physical and social environment of the classroom: The physical and social environment of the classroom can influence teachers' feelings because a classroom that is organized, tidy, supportive, and inclusive leads to the promotion of positive spirit. Whereas if the environment is chaotic or unsupportive, it leads to stress and anxiety.

- Student behavior: Some students may have difficult behaviors such as annoyance, low level of motivation, or emotional outbursts, by which we mean feelings. Of course, they can be a major source of emotional pressure on the teacher.
- Institutional support: The level of support that the teacher receives from the school principal or his fellow teachers has a major role in influencing their feelings and level of affection, as well as leadership support in managing the classroom in a positive spirit, as well as their development.
- Societal and cultural expectations: The teacher always faces pressure from society, represented by parents, and this may lead to tension among them.

- Personal factors: Teachers' personal lives, by which we mean their mental, emotional, and physical health, as well as their family responsibilities and experiences, can affect their emotional experiences in the classroom Frenzel, A. C. (2014). Teacher Emotions. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International Handbook of Emotions in Education* (pp. 494–519).

## 2.5 Implications of Teachers' Emotions for Students- Teacher-Student Relationships

The teacher's feelings greatly affect the level of their relationship with students because, as we mentioned previously, positive feelings help enhance the student's academic and classroom level, and negative feelings lead to reducing the student's academic level. Here we may divide them into several categories.

- Students engagement and motivation: The teacher's role in motivating the student's positive level and providing them with classroom support has a major role in improving their level, so the teacher must have a role in motivating them.
- Classroom climate: The classroom climate depends on the teacher to a very large extent because we mentioned previously that the teacher who creates an emotional climate has a great ability to control the level of the class, and also that the emotional climate helps to enhance the student's positive spirit while the negative climate reduces it.
- Emotional development of students: The teacher has a major role in developing the student's emotional, psychological, and classroom level by providing emotional support to the student as well as helping the student develop his flexibility and mental growth.
- Academic results: The research presented has largely proven that there is a strong relationship between the teacher's emotional health and student performance, as well as that a teacher who has good emotional health is more able to provide good education and support learning for the student Jennings, P. A., & Greenberg, M. T. (2009).
- The Prosaically Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79(1), 491–525.

## 2.6 Strategies for Enhancing Teachers' Emotional Well-being- Emotional Regulation Techniques

The teacher must benefit from mindfulness practices, by which we mean being fully present and able to concentrate, as well as reflect and re-evaluate their effective feelings, which have been divided into:

- Professional development: We mean a training program that focuses on emotional intelligence, stress, and classroom management, as well as providing teachers with skills to deal with the emotional challenges they face.
- Colleague support and guidance: We mean by creating an opportunity for the teacher to communicate with colleagues and mentors, and this can provide an opportunity for emotional support for them as well as reduce their feelings of isolation.
- Institutional policies: Schools must provide a policy that gives teachers a positive spirit and priority, such as reducing job burdens and enhancing their cooperation between work and life.
- Social and Emotional Learning (SEL) Programs: We mean integrating social and emotional learning into the curriculum, which can benefit the teacher and student by creating a positive and good classroom climate for them Roeser, R. W., Skinner, E., Beers, J., & Jennings, P. A. (2012). Mindfulness Training and Teachers' Professional Development: An Emerging Area of Research and Practice. *Child Development Perspectives*, 6(2), 167–173.

## 2.7 Empirical Evidence and Research Findings- Qualitative Studies

The research presented explores teachers' emotional experiences through interviews as well as the emotional challenges they face and how they use them to cope with students.

- Quantitative studies: These studies reveal the impact of teacher emotions on student outcomes as well as the importance of emotional health for effective teaching and learning.
- Main findings: Empirical evidence indicates that teacher emotional well-being is significantly related to student engagement, academic motivation, as well as uncovering interventions aimed at improving teacher emotional regulation and

enhancing student and teacher outcomes Taxer, J. L., & Frenzel, A. C. (2015). Facets of teachers' emotional lives: A quantitative investigation of connections between teachers' enjoyment, anger, and anxiety. *Erziehungswissenschaftliche Revue*, 14(3), 1–18.

## 2.8 Theoretical Framework- Emotional Labor (Hochschild, 1983)

- Emotional Intelligence (Goleman, 1995): Emotional intelligence includes awareness, self-regulation, empathy, and social skills that are essential for effective teaching as well as classroom management.
- Teacher Identity and Feelings (Zempilas, 2003): A teacher's feelings are closely related to his or her professional identity and sense of purpose, which affects their level of awareness of classroom challenges and their response to them.
- Constructivism (Vygotsky, 1978): Social interactions and psychological and emotional support are considered an essential component of student education and emphasize the importance of positive relationships between teacher and student.
- Transformative Learning Theory (Mezirow, 1991): Emotional experiences lead to personal growth for both teacher and student as well as emotional challenges for them.

## 2.9 Emotional Challenges of Teaching- Stress and Burnout

Teachers always face high level of stress due to high job fatigue as well as administrative demands and pressure to achieve curriculum standards and this leads to burden which is meant as emotional exhaustion and low level of emotional satisfaction for them.

- Empathy and emotional exhaustion: Empathy plays an important role in building relationships between the teacher and the student, and this may lead to emotional exhaustion if the teacher is unable to maintain his professional boundaries for him.
- Job satisfaction and frustration: Teaching may sometimes be satisfying, but it often leads to frustration when dealing with a disruptive or disruptive student.
- Isolation and lack of support: Teachers working in environments that lack materials or are unsupportive environments may negatively impact their emotional

well-being and reduce their effectiveness in teaching Kyriacou, C. (2001). Teacher Stress: Directions for future research. *Educational Review*, 53(1), 27–35.

## 2.10 Causes of Teachers' Emotional Experiences- Workload and Time Pressure

Excessive job fatigue as well as lack of time are considered factors that contribute to teacher stress and anxiety. These factors have been divided into:

- ❖ Student behavior and classroom management: When a teacher deals with a disruptive and disruptive student, this leads to teacher fatigue and also affects his ability to maintain a good classroom environment.
- ❖ Support from administrators and colleagues: A lack of support from the school principal and colleagues can negatively affect a teacher's performance, increase their emotional challenges, and reduce their supportive environment.
- ❖ Societal expectations and parental pressure: As we mentioned previously, the external pressures exerted on the teacher and the demands of parents may lead to creating tension for the teacher.
- ❖ Personal and professional identity conflict: Teachers often face emotional challenges that lead to their personal values conflicting with the institution or social standards Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profess
- ❖ ion: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.

## 2.11 Impact of Teachers' Emotions on Classroom Dynamics and Student Development-Teacher-Student Relationships

Teachers' feelings greatly influence the level of their relationships with students; Because, as we mentioned previously, positive feelings enhance trust and communication between the teacher and the student, and negative feelings may create barriers and reduce the student's level. Here we have broken it down.

- ❖ Teaching effectiveness: Teachers' emotional well-being may directly impact their ability to deliver lessons effectively, as well as provide feedback and manage classroom behavior.
- ❖ Emotional and psychological development of students: It is represented by the emotional support of the teacher, who has a fundamental and major role in enhancing students' self-confidence Day, C., & Gu, Q. (2010). *The New Lives of Teachers*.

## 2.12 Empirical Evidence- Qualitative Studies

The research presented explores teachers' life experiences and emotional levels, as well as the emotional challenges they face, and the ways they use to cope.

- Quantitative studies: These studies indicate measuring the impact of teachers' feelings on students' results, as well as the importance of their emotional well-being for effective teaching and learning and developing them positively and descriptively.
- Main Findings: Empirical evidence demonstrates a significant relationship between teacher well-being and student performance, as well as their emotion regulation in improving classroom climate Frenzel, A. C., Goetz, T., Stephens, E. J., & Jacob, B. (2009).
- Antecedents and effects of teacher emotions: A theoretical framework and first empirical explorations. *Journal of Educational Psychology*, 101(3), 705–716.

## Conclusions and recommendation

### 3.1 Conclusions

Exploring teachers' emotional experiences and their impact on teaching revealed several important themes; First: Teachers' feelings play a major role in maintaining and shaping the classroom environment, as well as their impact on the level of teaching and student results, which enhance positive feelings such as joy, and the teacher's ability to manage the classroom, motivate students, and create Enjoyable learning experiences, while negative emotions such as frustration and anxiety lead to fatigue, decreased teaching quality, and decreased student engagement. Emotional intelligence has emerged as a crucial and important emotional factor in effective teaching. A teacher who has high emotional intelligence is more able to control and manage his feelings, as well as understand students' emotional needs and enhance the level of their positive relationships between teacher and student. These relationships are considered the important foundation upon which the student's good level is built, as well as motivation, emotional and moral support for the student, and maintaining a good classroom climate. If these relationships and emotions are not managed well, they may lead to lowering the student's level and making him nervous.

The phenomenon of emotional behavior emphasizes the importance of the emotional state of teachers. It can greatly affect the classroom environment, and developing emotional relationships helps provide emotional support, enhance students' self-confidence, and stimulate their academic performance.

Also, as we mentioned in our research; Field experiences and development programs are valuable in preparing future teachers and making them more capable of dealing with students' emotional demands and building effective classroom relationships. And in the end; Teachers' emotional experiences are important and closely related to the effectiveness of teaching and the academic and emotional level of the student. We must also not forget that supporting teacher well-being and providing resources greatly help in developing the teacher and creating a good classroom environment, and have a significant positive impact on improving the student's level Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education*, 16(8), 811–826.

### 3.2 Recommendations

Based on our research, these recommendations help provide teacher emotional and well-being support and improve teaching and learning.

1. Integrating emotional intelligence training into teacher preparation programs: teacher preparation programs should have comprehensive training in emotional intelligence, focus on teacher self-awareness, as well as relationship management, all of which help develop future teachers in managing emotions, maintaining a good classroom climate, and responding to students' emotional needs.
2. Enhancing emotional resilience through professional development: schools and educational institutions should provide continuing development opportunities to focus on teacher emotional resilience, such as workshops and training to help teachers navigate the emotional demands of their profession.
3. Strengthening professional support networks: establishing professional support networks in schools through peer mentoring programs and regular meetings provides teachers with an opportunity to exchange experiences and obtain emotional support from their colleagues.

4. Encouraging contemplative practices: they should encourage reflective practices such as journal writing, feedback from colleagues, as well as self-evaluation as a regular part of teachers' professional routine. These practices help in evaluating emotional responses, identifying areas for improvement, and managing emotional stress more and more effectively.
5. Creating emotionally supportive classroom environments: teachers should be encouraged to create classroom environments that help students feel valued, respected, and motivated. These environments help develop strategies such as celebrating student achievements, practicing gratitude, and optimism in maintaining a positive classroom emotional climate.
6. Addressing the phenomenon of emotional contagion in teacher training: teacher training and development programs should address the phenomenon of emotional contagion and its impact on classroom climate, while developing and providing teachers with ways to maintain positive emotional states and manage negative emotions.
7. Strengthening field experiences in preparing teachers: designing field experiences that provide trainee teachers with sufficient opportunities to develop emotional resilience, build relationships with students, improve teaching methods, and professional support are essential elements of teaching.
8. Supporting research on teachers feelings and students' results: there is a great need for more research, especially longitudinal and experimental studies, to explore the complex interactions of teachers' emotions and their impact on student outcomes, and to help provide a deeper understanding of their relationship to teaching effectiveness and student engagement.
9. Providing institutional support for teachers' well-being:

Educational institutions must prioritize teachers' well-being by providing mental health resources, counseling services, and policies that support work-life balance. Social and emotional learning (SEL) programs can also contribute to creating an important positive school climate.

10. Implementing policy changes to support emotional well-being: decision makers have an important role in recognizing the importance of teachers' emotional well-being and allocating the necessary resources for emotional intelligence training and social and emotional learning programmers, which contribute to improving the quality of education and student achievement in a positive and distinguished manner Jennings, P. A., & Greenberg, M. T. (2009). The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. *Review of Educational Research*, 79(1), 491–525.

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