

Teachers' Emotion Regulation and its Impact on Classroom Environment and Students'

Academics

A Thesis submitted

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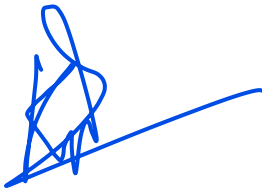
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CANDIDATE'S DECLARATION

I, Jiyaa Panwar, a student of M.A. Psychology (2023-2025), declare that the work being presented in the thesis entitled, "*Teachers' Emotion Regulation and its Impact on Classroom Environment and Students' Academics*" in the partial fulfilment of the degree of **Masters of Arts in Psychology, Thapar School of Liberal Arts and Sciences, Thapar Institute of Engineering & Technology, Patiala**, is an original record of my own research work carried out under the guidance and supervision of Dr.Kriti Vyas, Assistant Professor, Thapar School of Liberal Arts and Sciences, Thapar Institute of Engineering & Technology, Patiala. The content in the dissertation has not been submitted to any other university or institute for the award of any other degree.

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ABSTRACT

Teaching is an emotionally demanding profession that requires continuous emotional regulation to maintain flexibility, job satisfaction and effective class management. Despite the important role of emotional labor in teaching, these demands often get non-recognition, reducing high level stress, burnout and job performance between teachers. Social expectations faster the pressure to work as role models and educational achievements on teachers, which contribute to emotional exhaustion. Emotional mobility between teachers and students is central for educational experience, as the emotional states of teachers directly affect the climate, student motivation and learning results. This study examines the emotional challenges faced by teachers, which emphasize the importance of auxiliary work environment - described by collegium relationships, administrative support and adequate resources in reducing these challenges. Emotional welfare of teachers, workplace support, and teacher-student relationships, by highlighting mutual activity, research teachers promote flexibility, promote the environment of positive classes and increase the need for targeted intervention and policy initiatives that increase educational results. Addressing the emotional realities of teaching is necessary to maintain teacher health, improve job satisfaction and nurture overall student development.

KEY WORDS: Teachers emotional regulation, emotional labour in teaching, Teacher- student relationship, Emotional contagion

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CHAPTER I

INTRODUCTION AND REVIEW OF LITERATURE

The chapter introduces the key variables of the research which were under the investigation. It also includes a comprehensive review of existing literature relevant to the subject, which helps refer to studies within a broad field of psychological research.

1.1 EMOTIONS

Emotions are complex psychological events that play a central role in human experience. They are versatile reactions that include subjective emotions, physical stimulation and a complex difference of expressive behavior. Emotions usually arise in the form of conscious mental reactions for internal cognition or external stimuli and observable physical changes such as increased heart rate, changes in facial expression, hormonal changes, or muscle stress. These physical and behavioral components are not only casual, but also do important tasks in communicating the body of someone's internal condition for others and preparing the body for adaptive action. Sometimes, while trying to understand the essence of emotions, we end up ignoring their life-sustaining role for human beings. Consider fear for instance; it inculcates the effortless flight or fight instinct in an individual who is then motivated to confront or escape the situation or danger-the need to enhance its chances of survival. In contrast, disgust makes us reject foods that would injure us, while love forms social bonds that are crucial for cooperative life and child-rearing. Feelings like joy and wonder serve to reinforce helpful behaviors--making an alliance, looking around, creative problem-solving. Psychologically, we tend to divide

emotions into three broad classes: positive, negative, and neutral. All three play different-toward-well-being concepts in our thoughts, decisions, and actions.

Psychologically, emotions are often classified into three broad categories: positive, negative and neutral. Each of these categories plays a different role in shaping our thoughts, behaviors and overall welfare. Some positive emotions are joy, interest, gratitude, hope, and pride. These are linked with broadening awareness and building personal and social resources. According to Fredricason's broaden-and-build theory (2001), these emotions make a person's thought-action performance, leading to an increase in creativity, improving problems-solving, and greater openness for new experiences. Over time, such emotional stages contribute to the creation of psychological flexibility and social connections, supporting long-term welfare. Negative emotions, while often considered unpleasant or malnutrition, serve essential regulators and adaptive functions. Feelings such as anger, fear, anxiety and sadness act as signs that need to pay some attention in the environment or within a person (Ezard, 2009). For example, anger may arise in response to perceived injustice, inducting corrective action, while signs of sadness may indicate loss and raise social support. These emotions also play a role in emotional learning, where previous negative experiences guide future decisions and avoid risk.

Neutral emotions are less discussed but they are equally important. These emotions may include states such as peace, apathy, or ambition, where emotional experience is neither positive nor negative. Although they may look passive, neutral emotions often facilitate fairness and cognitive clarity in situations that require careful ideas. They can help individuals to regulate emotional extremes, maintain emotional balance and make decisions without excessive emotional bias. In short, emotions are not only reactions, but dynamic processes that affect every aspect of human

functioning-from meditation and memory, from social interactions, motivations and decisions. Identifying the value of both positive and negative emotions allows for a more fine understanding of human behavior and promotes emotional intelligence, mental health and personal development.

1.2 IMPORTANCE OF STUDYING EMOTIONS

The importance of emotions in academic settings as well as interpersonal settings cannot be overstressed. Emotions act as strong internal energies that mold what an individual faces in interaction with the environment, especially in schools. Emotions modulate some basic psychological processes such as motivation, attention, cognition, and even memory retention. For example, positive emotions such as enjoyment and pride serve to increase a student's intrinsic motivation level and engagement with the learning material, whereas in applying to appropriate cognitive strategies. On the contrary, negative emotions such as anxiety, frustration, and boredom appear to hamper concentration and reduce effort and performance from the teachers.

In the classroom, emotions are the result of social interactions, circumstances created through the classroom environment, and ways of teaching; they are not personal internalizing experiences. By attending to and engaging with the emotional processes affecting students and teachers, social elements can be elicited that are highly predisposing to students' disengagement and performance anxiety, and teachers' burnout. Planners of education and practitioners who neglect to consider emotions refute the possibility of students establishing any emotional connection with the academic organization, and would thereby set the stage for teachers to burn out with several never-attended stressful causes.

Thus, the field of educational psychology for some time now has maintained the major emphasis on the integration of emotions into teaching and learning. This change is suggestive of how much in recent times there has been a shift toward considering that education is almost entirely not a sole cognition-based invention but at best an affective endeavor. For instance, Dewaele and Li (2020) showed that enjoyment in second language learning is strongly related to teacher enthusiasm, good student–teacher relationships, and a well-received classroom environment. Such findings emphasize the significance of emotion-aware teaching methods that foster a positive and inclusive learning environment.

More recently, Pekrun et al. (2023) further deepened the significance of "achievement emotions," those emotions directly concerning the successful or unsuccessful accomplishment of academic tasks. Applying the great perspective of life into schools, emotions are the vital inner forces that determine the immediate experiences of interacting with the world around them, especially in schools. In fact, and in this regard, emotions regulate many primary psychological processes, including motivation, attention, cognition, and sometimes memory. For instance, positive emotions like joy and pride increase intrinsic motivation and engagement of students with the learning content, as well as appropriate cognition strategies to be applied, while the negative ones, such as anxiety, frustration, and boredom, seem to hinder the concentration and lessen effort and performance from the teachers.

The teachers' perception about emotions comprises social interaction, circumstances created through the classroom environment, and ways of teaching, while students perceive them as internal personal experiences. In paying attention to and working with emotional processes affecting students and teachers, social factors can be elicited that strongly predispose students to

disengagement and performance anxiety, and teachers to burnout. When education planners and practitioners fail to take emotion into account, they deny the possibility that students can forge any emotional connection with the academic institution, thereby laying the groundwork for teacher burnout from several unattended stressful sources.

1.3 EMOTIONAL REGULATION

Emotional regulation refers to procedures through which individuals monitor, evaluate and amend the intensity, duration and expression of their emotional experiences to be suited to status demands (Gross, 1998). It includes both conscious, intentional strategies - such as cognitive re-evaluation (rebuilding the meaning of a situation) and expressive suppression (preventing external signs of emotion) - as well as more automatic, unconscious regulatory mechanisms. Emotional regulation plays an important role in many domains, including social interaction, mental health maintenance and cognitive performance. Within educational settings, the ability to effectively regulate emotions is recognized as a fundamental for both teachers and students in promoting optimal learning environments and successful educational trajectory. For teachers, emotional regulation is not only a personal skill, but also a professional requirement. Teachers face regularly emotionally charged conditions - from class disruption and student crisis to administrative pressures and course barriers. In such contexts, the ability to regulate someone's emotional reactions is necessary to maintain the climate of a calm, auxiliary and structured class. Teachers who are able to manage their own feelings are better equipped for emotional ability to their students, provide sympathetic support, and maintain just discipline practices. Research by Chang (2009) indicates that effective emotional regulation between teachers is associated with teaching efficacy, reducing commercial stress and strengthening class

management abilities. In addition, Taxer and Frenzel (2015) demonstrated that teachers who use cognitive reevaluation strategies - repetition of potentially stressful orbit incidence in more positive or neutral lighting, reported high levels of job satisfaction and are considered more favorable by their students. This suggests that emotionally competent teachers not only experience more welfare, but also promote more creative and attractive learning environment. For students, emotional regulation is equally important for educational success and social development. The school's environment often presents emotionally demanding conditions, including high-dacoity testing, colleague conflict, educational failures and performance-related pressure. Students who have strong emotional regulation skills are more capable of managing the concern of testing, adapting to reaction, staying through educational difficulties and cooperating effectively with peers and teachers. On the other hand, poor regulation, disruptive behavior, withdrawal, or emotional outbreaks can contribute, which all interfere with learning. Economic evidence supports the positive effects of emotion regulation training on student results. For example, rivers et al. (2013) found that interventions focusing on increasing the emotional regulation capabilities of students, increased engagement, reduced behavioral problems and improved relationships within the classroom. These interventions often include mindyfulness practice, social-emotional learning (SEL) courses, and cognitive-behavior strategies that help students to be more aware of their feelings and select creative responses. In short, emotional regulation acts as the cornerstone of effective teaching and learning. When teachers and students are equipped with equipment to creatively manage their feelings, the classes become emotionally safe, inclusive and favorable for academic and personal development. For example, integrating emotional regulation in teacher training programs, student development courses and

comprehensive educational policies is not only beneficial, but is also essential in the cultivation of flexible, adaptable and emotionally intelligent persons.

1.4 EMOTIONAL EXPRESSION

Emotional expression refers to the external communication of the internal emotional states through both verbal and non-verbal channels, including facial expressions, voice tones, body language, and gestures. In the educational environment, emotional expression plays an important role in shaping the mobility of the class and affecting students' emotional reactions and learning behavior. Teachers use emotional expression to indicate not only to express materials, expectations and engagement with the teaching process, as a central figure in the classroom. These emotional signs often serve as inherent signs that guide students' affection and cognitive engagement. In particular, the way teachers express positive emotions, such as enthusiasm, warmth and encouragement, students' inspiration, enjoyment and learning have been found to increase the desire to participate in learning activities. Enthusiasts can increase the interest of students, promote curiosity, and promote a sense of psychological security in the orbit. According to Frenzel et al. (2009), Teacher enthusiasts are firmly associated with the emotional engagement and achievement of the students, especially when it is considered real and consistent. Such emotional performance not only stimulates the climate of a positive orbit, but also models effective emotional communication and regulation for students.

On the other hand, negative emotional manifestations - including visible frustration, satire, or emotional contingent - can have harmful effects on the results. When teachers express anger, despair or apathy, students can explain these signs as a sign of rejection or rejection. This can reduce participation, reduce self-esteem, and increase academic anxiety. Hagnyar and Volt (2014)

emphasize that students are highly sensitive to the emotional signs of their teachers, and negative expression can reduce students' confidence in teacher-student relationships. Over time, it can destroy the classroom harmony and reduce the internal motivation of students for learning. In addition, cultural and relevant factors play a role as to how emotional expressions are explained in classes. The proper or effective emotional expression that is considered can vary to cultural settings, making it important for teachers to be conscious of students' emotional expectations and diversity of reactions. Finally, the emotional expression in the classroom is not just a reflection of the mood - it is a powerful educational tool. When used efficiently and authentically, it can increase communication, create strong relationships, and emotionally promote auxiliary learning environment. For this reason, developing emotional awareness and expression capacity should be considered an integral part of teacher training and professional development programs.

1.5 ASPECTS OF EMOTIONAL EXPRESSION

The effectiveness of emotional expression in academic settings is not only determined by the presence of emotional signals, but how these emotions are communicated in many major dimensions. When emotional expression is used efficiently by teachers, it becomes a powerful tool to increase class engagement, promote positive relationships and support student learning.

Four important aspects - naturalness, clarity, stability and suitability - play a central role in determining whether emotional expressions achieve beneficial results in the classroom.

Authenticity is fundamental for building faith and psychological security in teacher-student relations. When teachers express emotions that are considered real - such as enthusiasm for a subject, sympathy during student struggle, or pride in student's success - students are more likely to feel valuable and emotionally connected to the learning environment. Authenticity raised

synergy, strengthened the coordination of the class, and encouraged the students to be more emotionally expressive and attached themselves. According to Chang (2020), students often reflect their teachers' emotional behavior, which means that the real positive expression from the teacher can increase morale and mutual relations.

Clarity in emotional expression ensures that students may accurately explain the mood, intentions and expectations of teachers. For example, the use of a teacher's tone, gestures and facial expressions can help reinforce the oral reaction - appreciation makes more encouraging or criticism feels more creative. Clear emotional communication reduces misunderstanding and allows students to adjust their behavior properly, supporting smooth class interaction and better learning results. Consistency in emotional behavior contributes to a forecast and stable orbit environment. When teachers respond to similar situations with emotional reliability - as the remaining remains calm during disruption or shows frequent incentives during group activities - students develop a clear understanding of behavioral expectations and classroom norms. This emotional stability promotes a sense of protection, allowing students to focus more on academic tasks without worrying how teachers can react unexpectedly. Suitableness refers to align emotional reactions with demands of the situation, which balance the expression with professional borders. Emotionally intelligent teachers know when to increase or modify their emotional performances. For example, it can be appropriate and effective to express disappointment after frequent misconduct, while anger can unnecessarily increase the situation. The appropriate emotional expression models emotional regulation for students and shows how to navigate complex socio-emotional conditions with maturity and composition.

In sum, effective emotional expression is not just merely about showing emotion but about doing so with sensitivity. When educators demonstrate authentic, clear, consistent, and contextually appropriate emotions, they not only enhance classroom communication but also model the emotional skills students need for success in both academic and interpersonal domains. As Chang (2020) also emphasizes that such emotionally attuned teaching practices cultivates a positive classroom environment where students feel emotionally supported, socially connected, and more motivated to learn.

1.6 EMOTION REGULATION IN TEACHING AND LEARNING PROCESS

The class can be understood as a dynamic emotional ecosystem, where the emotional stages of teachers and students are constantly interacting and affecting one -other. Away from having a neutral or purely cognitive place, the class is emotionally charged, by institutional demands and socio-emotional development of both students and teachers. Within this emotionally complex environment, teachers often face the challenge of navigating conflicting emotional demands: managing disruptive behavior, maintaining enthusiasm for instructions, reacting sympathetically to the emotional needs of students, and competing for systematic pressures such as administrative inspection, high -day testing and workload expectations. Recognizing the central role of the emotional ability of teachers in educational results, Jennings and Greenberg (2009) proposed prosecution models, emphasizing that the social and emotional capacity (SEC) of teachers is fundamental to promote a healthy classroom climate. According to this model, emotionally competent teacher assistant teachers are better equipped for creating a teacher-student relationship, implementing effective class management strategies and giving attractive instructions. These properties, in turn, contribute to positive students, increase

educational engagement and improve educational achievement. Emotional regulation strategies of teachers - such as mindfulness, cognitive reorganization, and emotional disturbances - are especially important in helping them to cope with class stress. For example, Mindfulness allows teachers to observe their emotional reactions, while cognitive reorganization helps to re-prepare challenges in less dangerous ways. Emotional deformity, when appropriately used, enables teachers to maintain perspective without emotionally overwhelmed.

Students also play an active role in the emotional climate of the classroom and are largely benefited by the structured support in developing their own emotional regulation skills. Schools have adopted evidence-based socio-emotional education (SEL) programs to help students create emotional awareness, flexibility and mutual ability. A prominent example is the ruler approach developed by Brackett et al. (2012), which teaches students to recognize, understand, label, express and regulate students. This framework not only enhances emotional literacy, but also furnishes students with practical strategies to manage emotional challenges, resolve conflicts and focus on educational functions. Research has continuously shown that students who participate in the ruler and similar SEL programs increase high academic achievement, better colleagues and emotional welfare.

Together, these frameworks highlight the importance of promoting an emotionally intelligent orbit culture. When both the teacher and the students have equipment to effectively regulate their feelings, the classes form a more supportive, responsible and productive environment. Integrating emotional skill-manufacturing in everyday educational practices-through the initiative of the entire school, can turn the emotional tone through the initiative of the entire school, one of the

reactive management can turn into active care and cooperation from one of the reactive management

1.7 EMOTIONAL CONTAGION

Emotional fingering refers to the spontaneous transmission of emotional states from one person to another, often through subtle social signals such as facial expressions, vocal tones, asanas, and gestures. This process is largely unconscious and lies in the sympathy resonance, causing individuals to internal and mirror the feelings of the people around them (Hatfield et al., 1993). In educational contexts, emotional fingering plays a particularly important role in view of close and constant social interaction between teachers and students. The emotional tone prescribed by the teacher often becomes an emotional anchor for the entire class, not only affects how students feel, but also how they learn, behave, and interact with others.

Positive emotional fingering - such as enthusiasm, peace, or the spread of happiness - can create an atmosphere of a classroom that is energetic, inclusive and flexible. When teachers display real enthusiasm about a subject or maintain composure during challenging moments, students often adopt these affectionate states. This can increase inspiration, there may be a strong sense of the community among high levels of engagement and the community. Research by Baker et al. (2022) Emphasizes that a teacher's positive emotional expressions can promote cooperative learning, promote optimism and can buffer against educational stress. Over time, a positive emotional climate contributes to the educational success and emotional welfare of the students. In contrast, negative emotional fingering - where feelings such as stress, irritability, or frustration are transferred from teachers to students - can weaken the learning environment. Students can internal these negative signs in the form of rejection, disability, or danger signs, causing anxiety,

return, or disruptive behavior. The Mayor and Turner (2006) observed that such negative fingering could reduce the cognitive engagement of students, reduce limited participation and increase the stress in the orbit. It often sets a feedback loop, where the negative reactions of the students further increase the stress of the teacher, causing a cycle of emotional deformity.

Given its intensive impact, managing emotional contagion is an essential component of effective teaching. Strategies include to reduce negative fingering and promote positive emotional exchange- Cultivation of emotional awareness, where teachers develop a deep understanding of their emotional trigger and learn to monitor and regulate their emotional expressions. Strong teacher-student relationships are characterized by sympathy, belief and open communication, which can buffer the effects of negative emotions and increase the transmission of positive people. The installation of coherent classroom routines and criteria that promotes emotional security and prediction helps students feel safe and valuable. Integrating socio-emotional education (SEL) in the course, allows both teachers and students to reflect on emotional mobility and develop strategy for creative emotional interaction. In short, emotional fingering is a powerful, often reduced, force in the dynamics of the classroom. When teachers are deliberately about their emotional appearance and create emotionally responsible classes, they can use the benefits of positive emotional fingering to promote a prosperous, sympathetic and academically rich environment.

1.8 STUDENT AND TEACHER INTERACTION

The emotional quality of student-teacher interactions serves as the cornerstone of effective learning and development. In class, where students not only acquire educational knowledge, but also navigate social and emotional development, the relationship between students and teachers

has a profound effect. Emotionally responsible teachers - who are associated with emotional signs of students, demonstrate sympathy, and respond with warmth and stability - to promote auxiliary learning environment that nourishes both psychological security and cognitive engagement. According to Pianta et al. (2008), High quality teachers-student relationships are created on three main elements: emotional support, mutual respect and understanding. These relationships create a relationship environment in which students are seen, valuable and safe -that are necessary to learn. When students feel that their teachers care for them and believe in their ability, they remain through intellectual risk, challenges, and develop self-regulation skills. This is particularly important in front of educational difficulty or social stress, where an auxiliary teacher can serve as a reliable source of encouragement and guidance.

In addition, emotionally assistant teachers contribute to the climate of positive classes, which is characterized by cooperation, low struggle and shared goals. In such settings, students are more likely to feel a sense of related and internal motivation, both are associated with better educational achievement and socio-emotional development. These effects are not limited to elementary education, but remain in developmental stages including adolescence, when teachers-students become rapidly important to shape educational identity and emotional welfare. Recent empirical research by Oberle et al. (2023) Auspicious teacher-student in the form of protective buffers against stress related to the school confirms these insight and promotes educational flexibility. Students who consistently experience emotional support from their teachers report academic and social challenges when facing a lower level of concern, greater engagement and increased copy skills. This buffering effects are particularly important for marginalization, under-reliance or high-risk background students, which can withstand additional

stresses both inside and outside the school environment. For these students, the emotional availability of a teacher can be a powerful stable force, which can reduce the effects of adversity and promoting routes towards academic success and emotional development.

In short, emotionally present student-teacher relations are not only the "soft" aspects of education—they are integral parts to promote the environment where students can thrive academic, socially and emotionally. For this reason, cultivation of relationship between teachers and emotional competencies should be given priority in teacher education and professional development programs. By embedding emotional accountability at the core of teaching practice, schools can support diverse learners more effectively and promote overall educational results.

1.9 IMPACT OF TEACHERS' EMOTION ON STUDENTS

Teachers' feelings serve as inherent educational equipment, subtle shape the learning environment powerfully and affect how students interpret the instructional material, assess their abilities, and participate in orbiting activities. While emotions are often considered different from cognition in traditional education models, the growing evidence outlines their deep integration in the teaching process. The emotional state of a teacher - whether it is enthusiasm, frustration, peace, or exhaustion - serves as a continuous source of emotional information that affects students internal, often inadvertently, inadvertently, both inspiration and performance. Research by Frenzel et al. (2009) said that the pleasure of teaching of teachers is firmly and positively associated with the internal motivation and educational achievement of the students. When teachers display real enthusiasm and joy in giving materials, it communicates to students that the material is valuable and attractive. This emotional engagement acts as an emotional contagion, promoting a deep cognitive investment among curiosity, interest and learners. Conversely, when

teachers demonstrate signs of emotional exhaustion, contingent, or burnout, students are more likely to be separated, feeling confusion or feeling emotionally inappropriate. Keller et al. (2014) found that such negative emotional performances are correlated with low student participation and increase the challenges of class management, as the students reflected the teacher's emotional disconnection or reacted with resistance.

Beyond affecting engagement and behavior, the emotional regulation and expression of teachers also serve a modeling function, especially how students learn to manage their feelings in social and educational contexts. According to Zee and Kumen (2020), teachers are not only materials savior - they are social models whose emotional signs show how to face disappointment, to handle success or failure, and maintain emotional balance in mutual interactions. This modeling is particularly important in early developmental stages, where students are actively making emotional habits, identity and mutual criteria. A teacher who persists during a conflict or expresses happiness openly when the students are successful provide students for their emotional responses. In addition, coherent emotional modeling helps in creating emotional literacy and strengthens the classmates of the orbit around sympathy, patience and self-regulations. These lessons are often vested-focus, facial manifestations, body language and non-combustible accountability-even then they contribute significantly to the socio-emotional development of students. In classrooms where teachers regulate and express their feelings effectively, students not only perform better academically, but also more emotional ability, cooperation and flexibility.

In summary, the emotional expressions and regulatory practices of teachers are not peripheral to education - they are integral elements of education. They shape how students feel about learning, how they interpret the response, how they behave towards others, and how they develop long

-term emotional habits. Recognizing the educational value of emotion highlighted the importance of integrating emotional awareness and regulation in teacher training and professional development, ensuring that teachers have been equipped to use their emotions not only to manage their feelings but also to use them creatively in shaping the educational experiences of their students.

1.10 RATIONALE

Teaching is traditionally deemed as one of the most exhausting professions because of its intellectual, instructional, and emotional demands. Teachers manage myriad emotions-their own, the students', and those of others-alongside a dynamic classroom environment. Emotional regulation is the repressing or release of feelings in line with situational demands and is felt to contribute to resilience and job satisfaction in teachers over time. The disadvantage of good emotional management lies in the fact that the teacher can efficiently organize learning situations, develop student interest, and face a contested situation in a constructive manner. Yet, conversely, the highly emotional nature of teaching is rarely discussed in the professional community, let alone in training curricula or policy circles.

Because of this nonrecognition, an environment conducive to stress and burnout develops for teachers worldwide. Burnout is recognized and defined by emotional exhaustion, depersonalization, and diminished personal accomplishment. Several aspects have negative effects on the growth of mental health states among educators and weakened ways for student learning and school climate through burnout. The emotional expense involved in teaching drives absenteeism, early retirements, and poor quality of teaching-a problem with serious implications for the education systems.

Furthermore, societal pressures add to these challenges. Teachers are usually revered as examples of discipline, morality, and academic excellence and thus they must uphold an idealized form of emotional composure. This itself can become somewhat of a burden on them which apex in feelings of inadequacy or emotional exhaustion. Consequently, teachers are often expected to stamp down emotions such as frustration or fatigue, only intensifying the emotional toll.

However, the presence of support systems in the workplace may prove to be enormously helpful. Collegiality allows teachers to feel appreciated and connected to peers, which provides an emotional safeguard and practical solutions to problems. There is administrative support, as well, in the form of clear communication, recognition, and opportunities of professional development — all of which strengthen teachers' perceptions of competence and motivation. There is also access to resources adequate to relieve stress: these include materials for instruction and mental health services, allowing teachers to concentrate on their main instructional work. A supportive work environment nourishes teachers' emotional balance, building their capacity to face daily stressors and renew their long-term satisfaction in the career.

Given all this, there exists a pressing need to have a deeper understanding of the emotional realities experienced by teachers and, on this basis, to create interventions that will counter them. This is the rationale for the further study of the emotional side of teaching, support within the workplace, and intervention development to support teacher well-being, so as to save teachers' mental health and ensure that students are given a good life and education.

1.11 RESEARCH GAP

Despite increasing global research on the emotional aspect of teaching, the Indian educational context has remained largely absent from the conversation. Most research still focuses on teacher cognition, belief, and performance while neglecting the emotional realities and lived experiences of teachers (Zembylas, 2005; Sutton & Wheatley, 2003). Not only do teachers face affective difficulties in the form of emotional repression, emotional contagion, and emotional cargo to

carry home, these difficulties are largely internally pondered or considered trivial by formal institutions and implementation of policies.

In India specifically, the emotional labor teachers undertake has increased significance and complexity owing to culturally loaded ethical expectations positioned ontologically. Teachers are ethically and always encouraged to be an emotional role model, remain in control emotionally, and manage care, whilst managing incredibly heavy teaching loads, limited school level infrastructures/strategies, and heightened emotional interactions with students and parents. Although, there is extremely little actual research that examines the emotion teachers are regulating or the cognitive cost to teachers' professional and personal identity in India.

Moreover, emotional regulation strategies including suppression, avoidance, or venting have primarily been approached in quantitative or Western theoretical ways. There is no qualitative, controllable research which addresses how Indian teachers experience emotion and manage emotion and how institutional support, or lack thereof, may shape those emotional experiences (Sutton, 2004; Hargreaves, 2000) .

In this regard, there is a serious gap in research on teachers' emotional lives from a culturally embedded and ideological perspective. A qualitative, narrative story inquiry of the ways in which Indian schoolteachers see, feel, and manage their emotional experiences, would add a significant depth of knowledge to the socio-emotional ecosystem of Indian schools, provide depth to teacher education programs, and develop emotionally supportive schools. And i intend to do so.

1.12 OBJECTIVES

1. How teachers regulate their emotions
2. The impact of teachers emotion on the students, classroom environment and the academics

CHAPTER- 2 Methodology

2.1 Research Design

This study employed a qualitative research design, guided by an interpretivist paradigm, to explore the perspectives of educators and students on the chosen research topic. A qualitative approach was deemed most appropriate to capture the depth, complexity, and contextual richness of participants' experiences and meanings, which cannot be fully understood through quantitative methods. The primary methods of data collection included semi-structured interviews with teachers and focus group discussions (FGDs) with students. These tools allowed for open, flexible, and in-depth inquiry into the lived experiences and insights of the participants.

2.2 Sample

The study comprised a purposive sample of 70 participants in total, selected based on their relevance to the research objectives and their ability to provide rich, insightful data.

Teachers (n = 20):

The teacher sample included 10 school teachers and 10 university teachers, ensuring a diverse representation across educational levels. Participants were selected based on their teaching experience, familiarity with pedagogical practices, and willingness to participate. This balance enabled the study to compare and contrast perceptions across different educational contexts.

Students (n = 50):

A total of 50 students participated in the study. These students were grouped into 5 focus groups, with each group comprising 10 participants. The groups were formed to foster manageable and interactive discussions, allowing each student the opportunity to contribute meaningfully. Participants were drawn from a range of academic backgrounds, years of study, and institutions to capture a broad spectrum of experiences.

Purposive sampling was used to ensure the inclusion of participants with specific knowledge and engagement with the educational settings under investigation. The demographic diversity of the sample enhanced the credibility and transferability of the findings.

2.3 Data Collection Tools

Two distinct qualitative tools were employed for data collection:

2.3.1. Semi-Structured Interviews for Teachers

A semi-structured interview guide was developed to facilitate interviews with the 20 teachers.

The guide comprised open-ended questions, organized around key thematic areas such as:

- Pedagogical strategies and classroom practices
- Perceptions of student learning and engagement

- Institutional challenges and support structures
- Reflections on their professional experiences

The semi-structured nature of the interview allowed for a consistent line of inquiry while offering the flexibility to explore emerging themes in greater depth. Interviews were conducted in person or via video conferencing, depending on participant availability. Each session lasted between 30 to 60 minutes, was audio-recorded (with informed consent), and subsequently transcribed verbatim for analysis.

2.3.2. Focus Group Discussions (FGDs) with Students

An FGD guide was prepared to conduct discussions with the 50 student participants. The guide contained prompts related to:

- Classroom experiences and teacher-student interaction
- Perceived effectiveness of teaching methods
- Academic challenges and support
- Student expectations from educational institutions

Each FGD session was moderated by the researcher and facilitated in a quiet, neutral environment to ensure psychological safety and open sharing. The discussions lasted 60 to 90 minutes, were audio-recorded with consent, and later transcribed. The group format encouraged

participants to reflect collaboratively and build on each other's responses, leading to richer and more dynamic data.

2.4 Procedure

The data collection process was conducted in two sequential phases, ensuring a logical flow and minimal overlap between participant groups.

2.4.1 Phase One: Teacher Interviews

In the first phase, semi-structured interviews were conducted with the 20 teachers. Participants were contacted in advance and provided with a detailed information sheet and consent form. Interviews were scheduled at times convenient for the participants. Rapport was established prior to beginning each session, and confidentiality was assured throughout. These interviews served as a foundation for understanding institutional and pedagogical perspectives from an educator's lens.

2.4.2 Phase Two: Student Focus Group Discussions

In the second phase, focus group discussions were held with 5 groups of students keeping 10 students in each group. Participants were briefed about the purpose of the discussion and the importance of confidentiality and respectful dialogue. Each session was audio-recorded and facilitated using the FGD guide. The student discussions added a complementary perspective to the teacher interviews, offering insights into learner experiences, expectations, and observations of classroom dynamics.

2.5 Data Analysis

The qualitative data collected from both interviews and FGDs were analyzed using Thematic Analysis, as outlined by Braun and Clarke (2006). This method was chosen for its flexibility and depth, allowing for the identification of both explicit and latent themes across the dataset.

The analysis followed these six systematic steps:

1. **Familiarization with the data** – All transcripts were read multiple times to immerse the researcher in the content and to begin noticing patterns of meaning.
2. **Generating initial codes** – Key phrases and segments were coded line-by-line using a combination of inductive and deductive approaches.
3. **Searching for themes** – Codes were organized into potential themes based on conceptual similarity and relevance to the research questions.
4. **Reviewing themes** – Themes were reviewed in relation to the coded extracts and the entire data set to ensure internal homogeneity and external heterogeneity.
5. **Defining and naming themes** – Clear definitions were developed for each theme and sub-theme, capturing their essence and scope.
6. **Producing the report** – The final step involved integrating the themes into the research narrative, supported by direct quotations from participants to illustrate the findings.

Themes were derived iteratively, ensuring that both anticipated and emergent patterns were acknowledged. The analytic process was reflexive, with the researcher continuously engaging

with the data, questioning interpretations, and ensuring trustworthiness through memo writing and peer debriefing.

2.6 Ethical Considerations

Ethical approval was obtained from the institutional ethics committee prior to data collection. All participants were provided with an informative google form explaining the purpose of the research, the voluntary nature of their participation, and their right to withdraw at any time. Written informed consent was obtained from all participants. Anonymity and confidentiality were ensured throughout the study, and data was securely stored in password-protected files accessible only to the researcher.

CHAPTER-3 RESULTS

Table 3.1 TEACHERS' INTERVIEW

Theme 1: Teachers' emotional challenges			
Sub-theme	Name	Meaning	Excerpts
Subtheme 1	Emotional exhaustion signs	A state of feeling emotionally depleted, overextended, and drained, often stemming from prolonged exposure to stress.	<p><i>“If you are carrying too much of load, I have seen teachers who had a very ugly scene in their domestic life. Definitely they would never come to the class with a smile. They would come with a frown.” SA_P5_T5</i></p> <p><i>“Teachers today show signs of depression, blood pressure, and burnout.” SUN_P7_T7</i></p> <p><i>“Students’ emotional problems, if carried home, exhaust the teacher emotionally.” AN_P16_T16</i></p> <p><i>“And if they are not delivered to her, she will be very more irritated and she will not just end up ending the discussion but also leaving the classroom.” VAS_P13_T13</i></p>
			<p><i>“Syllabus rush after holidays crushes emotional and physical energy.” NA_P9_T9</i></p> <p><i>“Physical tiredness from deadlines leads to emotional numbness.” ARU_P19_T19</i></p> <p><i>“When the body tires, emotional patience also vanishes.” SSG_P10_T10</i></p> <p><i>“Without physical self-care, emotional regulation fails too.” VAS_P13_T13</i></p> <p><i>“Burnout manifests as loss of empathy toward students.” ARU_P19_T19</i></p> <p><i>“most of the time it is not the burnout, the stage that we have</i></p>
Subtheme 2	Physical exhaustion leading to emotional burnout	It refers to the depletion of physical energy due to prolonged work demands, which impairs emotional regulation and contributes to feelings of detachment, irritability, and reduced coping capacity	

			<p><i>reached. It is, yeah, we are tired. We are exhausted.”AN_P16_T16</i></p>
Subtheme 3	Excess Workload	It refers to the perception of having more tasks or responsibilities than one can manage within available time and resources, often leading to stress, emotional exhaustion, and reduced job performance	<p><i>“Plan three questions daily instead of last-minute syllabus rush.” SA_P5_T5</i></p>
			<p><i>“Avoiding workload accumulation is critical for emotional stability.”NA_P9_T9</i></p> <p><i>“Efficient lesson pacing reduces emotional and physical fatigue.” ARU_P19_T19</i></p> <p><i>“Unrealistic workloads without breaks lead straight to emotional collapse having a assistant teacher who can divide our workload can help a lot.” JS_P1_T1</i></p>
Subtheme 4	Emotional load carried home	It refers to the spillover of work-related emotional stress into personal life, often affecting a teacher’s ability to detach from professional demands and impacting their overall well-being	<p><i>“Shut off school issues mentally before stepping into home life.”</i></p> <p><i>“Carry hope, not frustration, back home after school.”DE_P20_T20</i></p> <p><i>“Conscious emotional transitions between school and home are vital.”</i></p>
			<p><i>“Your family deserves your fresh emotional presence, not the leftovers.”JAP_P11_T11</i></p> <p><i>“Home should be an emotional recharge zone, not an emotional dump zone.”SSG_P10_T10</i></p> <p><i>“Drop emotional baggage at the gate, every single day.”AN_P16_T16</i></p> <p><i>“I think it should switch roles which is difficult, but you should do. So otherwise you know your family gets affected. So I think if you have any sort of such kind of issues you keep them in the office and go back.” VAS_P13_T13</i></p>

Theme 2: Strategies to cope with emotional challenges

Sub-theme	Name	Meaning	Excerpts
Subtheme 1	Work-life emotional boundary	It refers to the psychological separation individuals create between their professional and personal lives to prevent emotional spillover and maintain emotional well-being	<p><i>"I have been into this profession since 19 years. And by this time, I am very firm how to keep my professional and personal life different." SA_P5_T5</i></p> <p><i>"My personal viewpoint is as far as the profession is concerned, we should be professional, there is always a limitation of what we can share or what we can comment or even bring out some ideas between colleagues, at home it's a different matter." TRI_P15_T15</i></p> <p><i>"keep all your emotional baggage outside the classroom before you enter it" KP_P3_T3</i></p> <p><i>"coming out from the class, whatever happened in the class, drop it at the door. You are in your home. Your family is your life." SA_P5_T5</i></p>
	Emotion focussed Strategies	Emotion-focused strategies are coping mechanisms aimed at managing the emotional distress associated with a situation, rather than changing the situation itself. These include techniques such as suppression, venting, and distraction or avoidance	<p><i>what I do is when I leave my home, I start thinking about my school. And when I'm coming home, I stop thinking about my school. So, things have to be sorted. I know what time is there for my family and what is the time for my school. So, it's like when you step out of the home, home is being home. No thinking about home." AN_P16_16</i></p> <p><i>"Even if I have some kind of anger, I have told myself that I have to count till three. And that if the that three, one, two, three is the time when I actually devise a method" SU_P6_T6</i></p> <p><i>"it helps to give yourself a vent out. Because emotions, if they are pent up, they can be carcinogenic. Only food cannot be carcinogenic. It can lead to multiple diseases. And this is why mental health is becoming so important, because you need to speak up, give a vent to whatever your feelings are. Even if it is too much of sadness or too much of happiness, share, bring it out. Then you'll be fine." SA_P5_T5</i></p>

Theme 3: Emotions in teacher-student Interaction

Sub-theme	Name	Meaning	Excerpts
Subtheme 1	Emotional Contagion	It is the automatic and unconscious process by which individuals “catch” or mimic the emotions of others through facial expressions, tone of voice, and body language, leading to shared emotional states.	<p><i>"the teachers words is God's words for the student, so, so when you have been given the kind of encouragement by your friends and your parents, and you have that confidence that you have done a great job, but when the teachers out rightly rejects it beacuse he/she is in bad mood, It gets heart breaking and the student mood is also affected" MON_P12_T12</i></p> <p><i>"Her one word means a world to the student. If it is derogatory, definitely it shatters. If it is encouraging, sometimes it takes you overboard." AN_P16_T16</i></p> <p><i>"So, it all depends by what mindset they are sitting. But then the teacher has to go, sway her aura all over and bring them into one mode where everybody has to do what the teacher wants." SA_P5_T5</i></p>
Subtheme 2	Positive Effect	Positive effect refers to the beneficial emotional and psychological outcomes resulting from supportive behaviors, environments, or interactions—such as increased motivation, well-being, and engagement.	<p><i>"If you are comfortable confiding your problems with some particular teacher, you always feel comfortable because I had always a very disciplined exterior. But those who know, they used to come to me and confide even the worst of their fears. And they have actually climbed up the ladder of mental well-being." SA_P5_T5</i></p> <p><i>"I think, it's the same thing that, you know, getting to know, there should be a connection. So Monica ma'am, Deepak sir, they were my role models. And they have never shied away from even discussing my personal life. Monica ma'am used to proudly tell me. I am not like, your child, come here. I am like, come my child, tell me what happened. Because I have got that love so I am giving it back. So yeah, it shapes your personality. It makes you who you are." JAP_P11_T11</i></p>

Subtheme 3	Negative Effect	It refers to the experience of negative emotions and poor self-concept, including feelings such as anger, contempt, disgust, guilt, fear, and nervousness.	<p><i>"I mean, if students are not getting good to score and what someone's expectations have been after doing hard work, he or she can do that, but it will definitely down the moral for sure if not guided or praised for the work, they did right?" JS_P1_T1</i></p> <p><i>"Teachers should not shout... should have complete knowledge... should not wear certain clothes... This type of societal mold is very tiring, and this leads to emotional burst on students even if they are innocent"</i></p> <p><i>DE_P20_T20</i></p>
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Theme 4: Emotions in teachers collaboration

Sub-theme	Name	Meaning	Excerpts
Subtheme 1	Positive Effect	Positive effect refers to the beneficial emotional and psychological outcomes resulting from supportive behaviors, environments, or interactions—such as increased motivation, well-being, and engagement.	<p><i>"If you are a new teacher or there is a problem for you to handle, then you can talk to your peers as you know that feeling of nervousness and emotional rollercoaster. They can help you by telling that how the class works because you know that everyone is not listening to you religiously, but they will there will be certain students. They help you out managing the class as this was helpful for me." JS_P1_T1</i></p> <p><i>"School is your second home, that's your social circle. It's in the school if there is a healthy social circle in the school, you enjoy your profession. It feels joyous when you are with your colleagues" SA_P5_T5</i></p>

Subtheme 2	Negative Effect	It refers to the experience of negative emotions and poor self-concept, including feelings such as anger, contempt, disgust, guilt, fear, and nervousness.	<p><i>"Talk to the point, that's it. And when we say, we are a family, we work in an environment where we can share each and everything. This is just a myth." HA_P17_T17 "</i></p> <p><i>"no, there are no benefits. You don't have to open up emotionally with your peers. You open up with somebody who you really trust. Not peer you trust." IP_P2_T2</i></p> <p><i>"youngsters who are coming into this profession. They consider themselves as perfect. They are not open to corrections or emotional bonding and then there is going to be a wide gap, which will never be bridged if somebody is not readily appreciative or agreeing with the corrections, definitely, the other person will not offer." SA_P5_T5</i></p>
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Theme 5: Emotion & Professional Development

Sub-theme	Name	Meaning	Excerpts
Subtheme 1	Training and emotional seminars	Training and emotional seminars are designed to improve emotional intelligence, helping individuals manage stress, regulate emotions, and enhance interpersonal skills for better personal and professional outcomes.	<p><i>"Then there are n number of programs given by the CBSE as well, which is important and which is a mandate for every teacher to take. They keep a good watch on the mental health also. And when it becomes choking, you can always take a break."SA_P5_T5</i></p> <p><i>"We have a cares program when we say a careers program, which is essentially we have a circletype for lessons Even we have an access to the counselor we have a wellness counselor here right and then we have interactive activities for the teachers "MON_P2_T2</i></p> <p><i>"Mental well-being programs teach emotional boundaries and resilience." JAP_P11_T11</i></p>

Subtheme 2	Emotional maturity with experience	Emotional maturity is the ability to manage one's emotions effectively and respond to situations thoughtfully, a skill that typically strengthens with life experience and personal growth.	<p><i>"Initially, personal issues spilled into my classes; now, emotional maturity separates them."</i></p> <p><i>"Experience teaches you not just what to teach, but how to carry yourself emotionally."</i> VAS_P13_T13</p> <p><i>"Professionalism means mastering your emotions even on stormy days."</i> <i>"I have been into this profession since 19 years. And by this time, I am very firm how to keep my professional and personal life different"</i> SA_P5_T5</p> <p><i>"Emotional maturity develops through both successes and breakdowns."</i> <i>"Veteran teachers lead emotionally by example, not by lectures."</i> TRI_P15_T15</p>
		Subtheme 3	Awareness of emotional triggers

Subtheme 4	Mindfulness in teaching	<p>Mindfulness in teaching is the practice of maintaining a moment-to-moment, non-judgmental awareness of one's thoughts, feelings, and environment, which helps teachers improve focus, reduce stress, and enhance their interactions with students.</p>	<p><i>“Teaching mindlessly is a crime, students notice disconnection immediately.”SUX_P8_T8</i> <i>“Mindfulness brings freshness and relevance to classroom interactions.”DE_P20_T20</i> <i>“Without mindfulness, teaching feels mechanical and students disengage.”SUN_P7_T7</i> <i>“A mindful teacher intuitively adapts to emotional and academic needs.”ARU_P19_T19</i> <i>“Being mentally present honors the student’s emotional world too.”SSG_P10_T10</i> <i>“Students feel seen and heard when a teacher teaches mindfully.”TRI_P15_T15</i></p>
Subtheme 5	Reflection on emotional awareness	<p>Reflection on emotional awareness is the process of consciously examining and understanding one's emotions, which promotes greater self-awareness and improves emotional regulation.</p>	<p><i>“Recognizing my emotional state changes how my class feels the entire day.”JAP_P11_T11</i> <i>“A smiling teacher ignites participation; a gloomy teacher extinguishes it.”DE_P20_T20</i> <i>“Emotional awareness is half the battle toward great teaching.”</i> <i>“Students unconsciously absorb the teacher’s emotional weather.”TRI_P15_T15</i> <i>“Reflective teachers notice their emotional leaks early.”SUX_P8-T8</i> <i>“Self-awareness enhances both emotional and academic effectiveness.”VAS_P13_T13</i></p>

Theme 6: New Age teaching rules & expectations

Sub-theme	Name	Meaning	Excerpts
Subtheme 1	Changing Attitudes Towards Discipline and Authority	Changing attitudes towards discipline and authority involves a shift from authoritarian, punishment-based approaches to more democratic, supportive, and autonomy-respecting methods, fostering better compliance and internal motivation.	<p><i>“Earlier, a teacher’s strictness was seen as care- today, even a scolding is considered abusive action.”MON_P12_T12</i></p> <p><i>“Parents gave teachers full authority earlier; now every action is questioned. Earlier students respected the teacher without needing incentives or pampering.”ARU_P19_T19</i></p> <p><i>“Today’s students demand instant gratification; traditional patience is lost.”SU_P6_T6</i></p> <p><i>“Gen Z is hyperactive and expects instant results; they lack endurance. There was a student when I went to the class, he was sleeping. I said, I’m not here to talk to the walls. So please get up and sit properly. He said, your job is to give the lecture.You do your work. I’ll manage my exam. I said, all right, let’s go to the principal. We’ll meet in that room only. I walked off. I informed the principal either me or he would be in the class because I will not take this nonsense.”SA_P5_T5</i></p> <p><i>“The kind of discipline that you had when you were here is absolutely I should say we cannot see it now to that an extent.”SUN_P7_T7</i></p>

Subtheme 2	Stereotypes and Appearance-Based Judgments in Teaching	Stereotypes and appearance-based judgments in teaching involve preconceived notions or biases about students based on their physical appearance, which can influence teachers' expectations and interactions, often leading to unequal treatment and affecting student outcomes.	<p><i>"Teachers wearing saris are respected; those in jeans face judgment despite better teaching."</i>VAS_P13_T13</p> <p><i>"Society expects teachers to look a certain way, regardless of teaching quality."</i>SA_P5_T5</p> <p><i>"The focus should be on teaching excellence, not on outward appearance."</i>TRI_P15_T15</p> <p><i>"She's wearing a jeans. She might not teach really good. Leave their hair, all these things are also happening in teachers should not wear pajam things like that are happening."</i>SU_P6_T6</p>
Subtheme 3	Emotional Suppression Due to Societal Expectations	Emotional suppression due to societal expectations is the conscious inhibition of emotional expression in order to conform to social norms and cultural rules about acceptable feelings, which can negatively impact mental health and emotional regulation.	<p><i>"Teachers are expected to be endlessly polite, endlessly patient, endlessly smiling."</i>JAP_P11_T11</p> <p><i>"Society forgets teachers are humans with emotions too."</i>AN_P16_T16</p> <p><i>"Being seen as flawless leads to emotional suppression among teachers."</i>SUX_P8_T8</p> <p><i>"No mistakes are forgiven teachers are judged harder than anyone else. Even now, a teacher in the evening doing party is not appreciated... we are in a society where we cannot do that, where parents would come and complain at times."</i>SU_P6_T6</p>

Subtheme 4

Over-involvement of parents

Over-involvement of parents is characterized by excessive parental control and involvement in a child's activities and decisions, which can hinder the child's autonomy and development of self-regulation.

"so parents are overly indulgent when it comes to the children They pamper the children and not understanding the essentials of Teaching them how to face the challenges and difficulties and coping up with stress" MON_P2_T2
"They have a soft ego and they just do not do whatever the teacher says or advise them to do. So it is just creating problem. This is coming from home." SA_P5_T5
"the over involvement of the parents also is a big challenge for teachers as well." SUN_P7_T7

Table 3.2 STUDENTS FGD'S

THEME 1 Teachers negative spill over in class			
SUBTHEME	NAME	MEANING	EXCERPTS
Subtheme 1	Interaction between students and teachers	Interaction between students and teachers encompasses the verbal and nonverbal communication exchanges that influence students' academic motivation, engagement, and overall learning experience. Positive student-teacher interactions foster better educational outcomes and emotional support.	<p><i>"Sometimes if they are having a bad day, we know they are stressed or irritated from home, but then they scold us unnecessarily and we feel it's unfair."FGD1_P6</i></p> <p><i>"Our teacher gets angry without reason; we feel like she brings her mood from outside and takes it out on us."FGD2_P7</i></p> <p><i>"Even if one student makes a mistake, the teacher vents out on the whole class. It's like carrying some burden already."FGD1_P3</i></p> <p><i>"Some teachers talk rudely if they are already upset; it's like we're punching bags for their emotions."FGD5_P2</i></p> <p><i>"Sir once said he's not in a good mood, but still shouted at us. That made us feel very anxious."FGD3_P8</i></p>
		Impact on teaching refers to the influence that various psychological, social, and environmental factors have on a teacher's ability to deliver instruction effectively and foster student learning. These impacts can affect teacher motivation, classroom management, and	<p><i>"We can see when sir is in a bad mood. That day he doesn't explain properly and loses patience quickly."FGD2_P5</i></p> <p><i>"Madam told us she had a fight at home, and then she was very quiet and moody in class – it affected the whole environment."FGD4_P10</i></p> <p><i>"When teachers are tired or irritated, they snap at small things, and we can't concentrate then."FGD5_P2</i></p>

student achievement.			
Subtheme 3	Grading/ students' performanc e	Grading/students' performance is the systematic assessment of students' academic work, reflecting their	<p><i>"I perform better in subjects where the teacher motivates us rather than criticizes us."FGD1_P4</i></p> <p><i>"Fearing judgment makes me rush through assignments, and that affects my grades."FGD3_P2</i></p> <p><i>"When teachers are transparent about grading criteria, I feel more confident submitting my work."</i></p> <p><i>"Being praised for improvement helps me stay focused and aim higher."FGD5_P8</i></p> <p><i>"Sometimes I lose marks for small mistakes, while others don't—it feels unfair."FGD2_P1</i></p> <p><i>"If teachers are too harsh in evaluation, it makes me doubt my abilities, even when I tried hard."FGD1_P10</i></p>

THEME 2 Impact of negative spillover on students.

SUBTHEME	NAME	MEANING	EXCERPTS
Subtheme 1	students' classroom reponse	<p>Students' classroom response is the observable verbal or nonverbal feedback given by students during instructional activities, which reflects their comprehension, attention, and participation in the learning process.</p>	<p><i>"If our teacher gets angry or rude, we stop asking questions even when we don't understand."FGD3_P7</i></p> <p><i>"If they are harsh, we feel scared to even participate in class activities."FGD1_P9</i></p> <p><i>"The fear of being scolded sometimes makes us avoid answering even when we know the right answer."FGD5_P1</i></p> <p><i>"there was our new classteacher she used to pick star row of the class from pop quizzes so everone used to comed well prepared"FGD5_P6</i></p>

Subtheme 2	Subject aversion	Subject aversion is an emotional dislike or avoidance of a specific academic subject, which negatively impacts students' motivation and achievement.	<p><i>"A negative tone from the teacher just ruins our mood, and we don't want to study that subject."FGD3_P4</i></p> <p><i>"I was very interested in mathematics but my teacher never belived in me and always said that you wont be able to do it and i failed badly in my units and since then i've never thought of doing maths ever again"FGD1_P7</i></p> <p><i>"i never liked hindi but i used to perform okayish in it but that new teacher just used to find new ways to punish us"FGD4_P9</i></p> <p><i>"even after getting good marks in geography our teacher used to taunt us so we all used to bunk her class"FGD2_P8</i></p>
Subtheme 3	Negative emotional effect	Negative emotional effect refers to the experience of unpleasant emotions that can influence cognition, behavior, and psychological health.	<p><i>"Sometimes I feel demotivated when they scold without understanding our side."FGD1_P10</i></p> <p><i>"When they criticize us in front of others, we feel embarrassed and lose confidence."FGD2_P7</i></p> <p><i>"We get stressed, and it impacts our focus and ability to recall things later."FGD5_P5</i></p>

THEME 3 Emotions in classroom

SUBTHEME	NAME	MEANING	EXCERPTS
Subtheme 1	Interaction between students and teachers	Interaction between students and teachers involves the verbal and nonverbal exchanges that shape students' learning experiences, motivation, and emotional support in the classroom.	<p><i>"When teachers smile and greet us, it feels like they care and we want to learn more."FGD1_P3</i></p> <p><i>"When a teacher listens patiently, it makes us feel heard and valued."FGD5_P2</i></p> <p><i>"Teachers who understand our problems and give us time help us feel secure."FGD2_P6</i></p> <p><i>"A teacher once noticed I was sad and talked to me after class—it meant a lot."FGD3_P9</i></p>
Subtheme 2	Impact on teaching	Impact on teaching refers to the influence that psychological, social, and environmental factors have on teachers' ability to deliver effective instruction and support student learning.	<p><i>"Teachers who laugh and joke a little in class make the learning feel fun and engaging."FGD3_P8</i></p> <p><i>"If we see our teacher excited about the topic, we automatically feel interested."FGD4_P4</i></p> <p><i>"when teacher gives us breaks in long lectures that helps us coming back in a fresh mind"FGD5_P1</i></p> <p><i>"our teachers used to tell us fun facts during our classes which used to keep us interested in class"FGD2_P3</i></p>
Subtheme 3	Students' performance	Students' performance refers to the measurable outcomes of a student's learning process, typically assessed through grades, test scores, class participation, and completion of assignments, reflecting their	<p><i>"I had a teacher who always encouraged us even if we made mistakes. That made me try harder."FGD2_P1</i></p> <p><i>"If they motivate us or say 'good job,' we feel confident and happy."FGD4_P9</i></p> <p><i>"even when they used to give us a 'star' in our notebooks- we used to feel so good of ourselves"FGD2_P6</i></p> <p><i>"I do better in subjects where the teacher encourages and motivates me."FGD3_P7</i></p>

understanding, skills,
and academic
progress.

THEME 4 Impact of teachers, positive emotions in classroom

SUBTHEME	NAME	MEANING	EXCERPTS
Subtheme 1	Positive emotional effect	Positive emotional effect refers to the experience of pleasant emotions—such as joy, interest, contentment, and love—that enhance cognitive flexibility, motivation, social engagement, and overall psychological well-being.	<p><i>“If the teacher is energetic and happy, the class becomes more interesting and interactive.”FGD5_P7</i></p> <p><i>“We enjoy learning more when the teacher is friendly and respectful.”FGD3_10</i></p> <p><i>“Even boring topics become easy when the teacher teaches with excitement.”FGD2_P9</i></p> <p><i>“Good mood of the teacher reflects in the class atmosphere—we feel less pressure.”FGD1_1</i></p> <p><i>“We feel safe to express ourselves when teachers are warm and understanding.”FGD4_P7</i></p>
Subtheme 2	Students self concept	Students’ self-concept refers to their perception and evaluation of their own academic abilities, competence, and self-worth, which influence motivation, engagement, and academic performance.	<p><i>“When we feel supported, we are not afraid to ask doubts or make mistakes.”FGD4_P8</i></p> <p><i>“Positive behavior from teachers boosts our morale and confidence.”FGD2_P3</i></p> <p><i>“We want to perform better when teachers treat us kindly and with respect.”FGD1_P9</i></p> <p><i>“When my teacher knows my name and notices my progress, I feel like I matter.”FGD2_P5</i></p> <p><i>“I used to think I was bad at math, but one teacher’s encouragement changed how I see myself.”FGD5_P1</i></p>

THEME 5 Expectation from teachers by students

SUBTHEME	NAME	MEANING	EXCERPTS
Subtheme 1	Non-judgmental attitude	Non-judgmental attitude refers to the practice of accepting thoughts, feelings, and behaviors of oneself and others without criticism, evaluation, or labeling as good or bad. It promotes empathy, openness, and effective communication, especially in educational and therapeutic settings.	<p><i>“They should listen to us and not judge immediately.”</i></p> <p><i>“We hope teachers understand our situation before scolding.”FGD1_P10</i></p> <p><i>“We just want them to talk to us like humans, not shout all the time.”FGD2_P8</i></p> <p><i>“teacher should not judge us because of past bad experience, everyone is different” FGD5_P7</i></p>
Subtheme 2	Empathetic listener	Empathetic listener refers to someone who actively listens with the intention of understanding another person’s feelings, perspectives, and experiences, responding with sensitivity and without judgment. This kind of listening fosters trust, emotional support, and effective communication.	<p><i>“Students need empathy sometimes and not just instructions every single time.”FGD3_P6</i></p> <p><i>“We want teachers to support us emotionally, not just academically.”FGD4_P1</i></p> <p><i>“A little appreciation when we share our problems goes a long way—it motivates us that we have a safe space.”FGD1_P7</i></p> <p><i>“i had a teacher who used to listen to me every single time in them times of need” FGD2_P5</i></p>

Subtheme 3	Being fair	<p>Empathetic listener refers to someone who actively listens with the intention of understanding another person's feelings, perspectives, and experiences, responding with sensitivity and without judgment. This kind of listening fosters trust, emotional support, and effective communication.</p>	<p><i>"We expect teachers to be fair and not biased."FGD3_P2</i></p> <p><i>"They should treat all students equally, not have favorites."FGD1_P3</i></p> <p><i>"t's unfair when one student gets more chances just because they are the teacher's favorite."FGD4_P9</i></p> <p><i>"All students should be given equal opportunities to speak, not just the same few every time."FGD3_P10</i></p> <p><i>"Feedback should be fair—pointing out what went well too, not just mistakes."FGD2_P2</i></p> <p><i>"We want our efforts to be recognized fairly, not overlooked because we're quiet or not popular."FGD5_P6</i></p>
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CHAPTER- 4 DISCUSSION

PHASE- I TEACHERS INTERVIEW

THEME I Teachers' emotional challenges

Teachers play a very important role in shaping students' lives, yet their emotional wellbeing is often neglected anyhow. They face constant stress from managing classrooms, meeting academic goals, Handling the diverse needs of the students, often with limited resources and support. Emotional exhaustion, burnout, and isolation are common, as teachers are expected to maintain composure while suppressing their own struggles, factors like low, heavy workload, and lack of recognition of these challenges. Addressing teachers, emotional health is crucial not only for their personal well-being but also creating a healthy effective learning environment supporting teachers to ensure better outcomes for both educators and students.

SUBTHEME 1.1 Emotional exhaustion signs

Excerpts

“If you are carrying too much of load, I have seen teachers who had a very ugly scene in their domestic life. Definitely they would never come to the class with a smile. They would come with a frown.” SA_P5_T5

“Teachers today show signs of depression, blood pressure, and burnout.”

SUN_P7_T7

“Students’ emotional problems, if carried home, exhaust the teacher emotionally.” AN_P16_T16

“And if they are not delivered to her, she will be very more irritated and she will not just end up ending the discussion but also leaving the classroom.” VAS_P13_T13

Teachers recounted their emotional development as something that is personal, always changing, and not an instant event. They stressed how early career obstacles are characterized by blurred personal-professional life boundaries. They emphasized that educators develop the capacity to manage the spill over of emotions—emotional compartmentalization—over the years through self-reflection, which is often considered a mark of age (Kelchtermans, 2005; Sutton & Wheatley, 2003).

Educators with almost twenty years of experience noted that remaining in the profession for a prolonged period cultivates self-discipline as well as emotional self-regulation. This supports research on the emotional intelligence of educators not being inherent, but rather developed through emotional work coupled with increasingly complex student, administrative, and inter-colleague demands (Taxer & Frenzel, 2015). It is maintained that deep acting emotional labor, where individuals adjust underlying emotions to fulfill professional roles, enhances health and effectiveness of the teacher while surface acting, where one feigns emotions to create a facade, tends to increase burnout .

Emotional detachment enables teachers to effectively balance their personal and professional lives. Additionally, emotional maturity is considered a key indicator of a teacher's professional development. Teachers equated it with the ability to remain composed despite personal or external turmoil. Veteran educators emphasized that they “lead emotionally by example, not by lectures,” suggesting that emotional maturity becomes evident in conduct—through resilience, patience, and empathy toward students and colleagues alike (Hargreaves, 2000). This behavioral modeling aligns with newer frameworks describing emotionally competent teaching as the ability to read contextual cues and adapt one's emotional expressions accordingly (Donker et al., 2023).

These reflections are reinforced by literature emphasizing that emotional development in teaching is an experiential journey, shaped by critical incidents that can be both uplifting and destabilizing (Kelchtermans, 2005). As teachers navigate these emotional highs and lows, they gradually develop more constructive coping strategies. Thus, emotional maturity is not merely about endurance; it is about evolution—a progressive shift toward a professional state of being that embraces detachment without emotional numbness, caring without burning out, and walking with grace through both the cracks and the breakthroughs.

SUB-THEME 1.2 Physical exhaustion leading to burnout

Excerpts

“Syllabus rush after holidays crushes emotional and physical energy.” “Physical tiredness from deadlines leads to emotional numbness.” ARU_P19_T19

“When the body tires, emotional patience also vanishes.” “Without physical self-care, emotional regulation fails too.” “Burnout manifests as loss of empathy toward students.” ARU_P19_T19

“most of the time it is not the burnout, the stage that we have reached. It is, yeah, we are tired. We are exhausted.” AN_P16_T16

In the realm of teacher burnout, physical exhaustion and emotional strain are uniquely intertwined. Time and again, educators have stated that feeling “drained” right after holidays due to the term’s syllabus culmination—or ‘pressure cooker’—phenomenon is rampant, which makes little time for either physical recovery or emotional respite. This illustrates how bodily fatigue compromises emotional regulation within a classroom setting and erodes patience and empathy. Even short of clinical burnout, teachers as a group sustain a chronic state of exhaustion, which erodes their overall well-being. This persistent state is what one may call “in-between,” a response to an accumulated emotional and physical deficit that requires immediate intervention.

Such experiences resonate clearly with the work of Maslach and Jackson's (1981) outlook on burnout, viewing emotional exhaustion as its foundational core, where one cannot give of themselves psychologically. Research suggests that physically caring for oneself is crucial to preserving emotional strength. Hakanen, Bakker, and Schaufeli (2006) found that physical energy and vitality bolster the already demanding teaching profession. Furthermore, a systematic review by Kim et al. (2023) pointed out the consistent association of teacher burnout with reports of somatic and stress-related illnesses and biomarkers beyond mere psychological complaints, indicating that the phenomenon might be underlying physiological ill-health in teachers. A study by Collie (2021) also emphasized the role of recovery experiences such as relaxation during free time and quality sleep, in mitigating the relationship between work stress and burnout among teachers.

It is undoubtedly very important for institutions to attend to the physical well-being of their employees by instituting a reasonable workload, breaks, and promoting a culture of self-care. Supporting teachers' well-being in this manner not only safeguards their health but also improves their ability to engage meaningfully with students.

SUB-THEME 1.3 Excess Workload

Excerpts

"Plan three questions daily instead of last-minute syllabus rush." SA_P5_T5

"Avoiding workload accumulation is critical for emotional stability." VAS_P13_T13

"Efficient lesson pacing reduces emotional and physical fatigue." ARU_P19_T19

"Unrealistic workloads without breaks lead straight to emotional collapse having a assistant teacher who can divide our workload can help a lot." JS_P1_T1

The educators highlighted the idea of planning in advance and sharing workload as essential means of protecting the educator from emotional exhaustion. The educators explained that when you have a more advanced plan, especially a planned routine, and take small consistent steps and follow through every day, like planning lessons, instead of waiting until you are exhausted at the end of a week and planning a lesson over the weekend, this planning for structure as a notion of well-being becomes more than just logistics. This intention to do all the planning you can helps to remove the time stress associated with preparation and allows you to be emotionally present in the classroom.

The pacing of lessons was also identified as an issue directly related to how well they preserved both emotional and physical energy. Teachers indicated that by spreading the academic content evenly, it created an equilibrium for the demands of an instructional period with the energy used to respond to those demands effectively through learning activities. What they learned from this experience was that a heavy workload and not enough opportunities to take breaks are the catalysts for emotional and physical collapse. These lived experiences are akin to what the Job Demands–Resources (JD-R) framework-qualifies to not recognizing the risk of burnout.

SUB-THEME 1.4 Emotional load carried home

Excerpts

“Shut off school issues mentally before stepping into home life.”SA_P5_T5

“Carry hope, not frustration, back home after school.”DE_P20_T20

“Conscious emotional transitions between school and home are vital.” TRI_P15_T15

“Your family deserves your fresh emotional presence, not the leftovers.”JAP_P11_T11

“Home should be an emotional recharge zone, not an emotional dump zone.”SSG_P10_T10

“Drop emotional baggage at the gate, every single day.”AN_P16_T16

“I think it should switch roles which is difficult, but you should do. So otherwise you know your family gets affected. So I think if you have any sort of such kind of issues you keep them in the office and go back.” VAS_P13_T13

Teachers strongly emphasized the importance of emotional boundary-setting between their professional and personal lives. They described intentional efforts to mentally disengage from school-related stress before re-entering their home environments. These reflections suggest that teachers are aware of the emotional residue that work stress can carry and are advocating for conscious transitions to protect their personal relationships and mental health.

This need for deliberate emotional shifts was further echoed in these statements. These perspectives reflect not only the emotional cost of teaching but also the ethical responsibility teachers feel toward their families. The recognition that their loved ones are inadvertently affected by their work stress underscores the deeply interconnected nature of professional burnout and personal well-being.

The statement speaks to the ideal of home being a space for recovery, not one further burdened by unresolved emotional fatigue. Another participant powerfully and metaphorically captures the effort teachers must make to compartmentalize their roles. These insights collectively reveal the emotional discipline required to navigate between professional identity and personal roles.

These results highlight the importance of training and institutional support that not only acknowledges emotional exhaustion in the school setting but also provides teachers with effective strategies for managing role transitions. Mindfulness exercises, systematic end-of-day routines,

and peer debriefing sessions might be valuable tools to help teachers navigate these transitions and facilitate emotional recharge after school hours.

Such stories fit into the idea of emotional boundaries as an integral aspect of psychological well-being and resilience. Sonnentag and Fritz (2015) believe that psychological detachment from work outside of working hours is necessary for recovery and long-term emotional durability. Teachers, by virtue of the emotionally demanding nature of their profession, are especially susceptible to "spillover" effects—where tension and emotional exhaustion from one arena spill over into another (Lambert et al., 2010). Emotional detachment is not merely a matter of personal choice but a requirement for upholding interpersonal harmony and avert dissociation of family relationships.

Such implications highlight the urgency for training and institutional support not only to address emotional exhaustion as a concern specific to the school setting but also to prepare teachers with effective tools to manage such role transitions. Mindfulness practice, organized evening routines, and peer debriefing may act as valuable facilitators in terms of supporting role transitions and recharging emotions out of school.

THEME 2- Strategies to cope with emotional challenges

Teaching can create emotional difficulties and it is critical that teachers/ educators develop strategies for dealing with stress and taking care of their own wellbeing. Approaches that are self-care focused including exercise, mindfulness, and boundaries can be helpful ways to prevent burnout. Building strong support systems with professional colleagues, with regular collaboration and engagement with peer groups within schools, mentorships, and effective

communication with administration, moves the profession to a strong sense of community. Time management, realistic goal setting and ongoing professional development has elevated teachers' confidence to counter-burnout strategies. Easy access to counseling and mental well-being is also key. By developing emotional resilience, self-awareness, collective strategies for coping emotionally allows teachers to remain steady through stressful times and in turn protect their wellbeing levels, ultimately creating more positive classroom experiences for themselves and their students.

SUB-THEME 2.1 Work- life emotional boundary

Excerpts

"I have been into this profession since 19 years. And by this 9me, I am very firm how to keep my professional and personal life different." SA_P5_T5

"My personal viewpoint is as far as the profession is concerned, we should be professional, there is always a limitation of what we can share or what we can comment or even bring out some ideas between colleagues, at home it's a different matter." TRI_P15_T15

"keep all your emotional baggage outside the classroom before you enter it" KP_P3_T3

"coming out from the class, whatever happened in the class, drop it at the tour. You are in your home. Your family is your life." SA_P5_T5

With experience comes the development of more sophisticated practices of emotional self-regulation, including recognizing and maintaining professional boundaries and emotional self-discipline. Over time, letting go of intense emotions in emotional boxes is a practice students want. Many experienced teachers express a reduction in emotional involvement with professional responsibilities when differentiating between professional engagement and personal responsibility. In essence, experienced teachers appreciate the boundaries of their personal and

professional lives, and understand the emotional work is only part of the emotion regulation skills for their personal well-being. Experienced teacher colleagues may practice emotional boundary setting with one another with regards to maintaining professional contexts in their social interactions. Over time, many teachers learn how to practice discretion about when, with whom and what they share, and in doing so, are able to maintain collegial relationships while also employing emotional self-regulation for professional decorum. Generally, this discretion is practiced to maintain standard work duties and emotional boundaries, while respecting others' emotional states, and novice teachers are usually admitting to the social isolation they felt emotionally once they developed and maintained these emotional boundaries.

Conscious emotions are crucial to emotional preparation. For example, inexperienced and inexperienced teachers have explained drawing a line, "I have to leave my personal emotional baggage at the door," after experiencing emotional labor is part of being a teacher. Furthermore, after class, they actively 'disengage' emotionally, so that they can fully exist in their personal lives, without burdening their families, or themselves, with after work stress from where, normally, it is obvious.

Hochschild's (1983) concept of emotional labor as a process of regulating and expressing certain emotions of situations providing for the opportunity to develop or demonstrate emotion in keeping with expected practice. In a similar light, experienced teachers would extend Hochschild's concept of emotional labor to what they would call "professional practices and expectations."

SUB-THEME 2.2 Emotion focussed Strategies

Excerpts

"what I do is when I leave my home, I start thinking about my school.

And when I'm coming home, I stop thinking about my school. So, things have to be sorted. I know what time is there for my family and what is the time for my school. So, it's like when you step out of the home, home is being home. No thinking about home." AN_P16_16

"Even if I have some kind of anger, I I have told myself that I have to count till three. And that if the that three, one, two, three is the time when I actually devise a method" SU_P6_T6

"it helps to give yourself a vent out. Because emotions, if they are pent up, they can be carcinogenic. Only food cannot be carcinogenic. It can lead to multiple diseases. And this is why mental health is becoming so important, because you need to speak up, give a vent to whatever your feelings are. Even if it is too much of sadness or too much of happiness, share, bring it out. Then you'll be fine." SA_P5_T5

Teachers demonstrated a clear understanding of the need for intentional self-regulation strategies to preserve emotional balance in their professional and personal lives. One teacher shared that structured mental boundary-setting highlights a strategy of cognitive role-switching, a psychological transition that allows the individual to remain emotionally present. It emphasizes the need to distinguish attention and emotion in order to sustain both professional focus and personal well-being.

Another participant shared a method of in-the-moment emotional control. This illustrates the application of micro-regulation techniques, small but effective cognitive practices like pausing, deep breathing, or counting that allow teachers to shift from reactive to responsive states. These techniques are essential in emotionally charged environments like classrooms, where spontaneous reactions could escalate conflict or disrupt student engagement completely.

Equal emphasis was given on emotional expression as a protective emotional hygiene practice. The idea of emotions becoming "carcinogenic" if not processed really has a strong significant

about the physical and psychological importance long-term of emotional suppression. This aligns with broader understandings in health psychology that have clearly identified that chronic emotional suppression is a risk factor for stress-related illnesses and mental health issues (Gross & John, 2003; Pennebaker, 1997).

The framework provides an important rationale for why teachers need emotional self-awareness and regulation locking mechanisms. The fundamental nature of teaching requires teachers to do a lot of emotional labour, and the experiences of teachers are that without internal coping mechanisms or external supports for emotional strain, emotional distress can create burnout or disengagement from their profession, or serious implications for their professional relationships. The practices teachers discussed -- thinking about boundaries around work, using thinking practices to put emotions on hold and refraining from "venting", are proactive coping strategies that support emotional resilience in the teacher role.

Research supports these strategies as effective tools in reducing emotional exhaustion. Gross (2015) notes that individuals who engage in cognitive reappraisal and emotional expression tend to report greater psychological well-being and resilience. Similarly, Pennebaker's work on expressive writing and venting has shown that articulating one's emotional experiences can reduce stress and improve overall health outcomes.

In essence, the narratives here point not just to stress management, but to emotional literacy (the ability to understand, articulate, and regulate emotional experiences). Fostering this skill set in teachers can contribute significantly to their professional longevity and personal well-being.

THEME 3 Emotions in teacher-student Interaction

Emotions play an important role in shaping quality between teachers and student interactions. Positive emotional manifestations - such as sympathy, encouragement and patience helps individuals to create confidence, strengthen relationships and create an supporting environment among all. When teachers are emotionally associated with the needs of students, it promotes inspiration, engagement and emotional security. However, if there are no unresolved stress or negative emotions, they can affect communication and the dynamics of the classroom. Emotional intelligence allows teachers to manage their feelings sensitively to the surrounding students. Thus, emotions are not only personal experiences, but powerful tools that affect the learning, behavior and overall orbit climate. Emotional awareness is nurtured by both teachers and students.

SUB-THEME 3.1 Emotional Contagion

Excerpts

"The teachers words is God's words for the student, so, so when you have been given the kind of encouragement by your friends and your parents, and you have that confidence that you have done a great job, but when the teachers out rightly rejects it because he/she is in bad mood, It gets heartbreaking and the student mood is also affected" MON_P12_T12

"Her one word means a world to the student. If it is derogatory, definitely it shatters. If it is encouraging, sometimes it takes you overboard." AN_P16_T16

"So, it all depends on what mindset they are sitting in. But then the teacher has to go, sway her aura all over and bring them into one mode where everybody has to do what the teacher wants." SA_P5_T5

Teachers 'feelings and the way they communicate their feelings have a very strong impact on students' feelings and inspiration. When a teacher rejects the child's idea, it can be a heart

-breaking and it shows how powerful teachers' words/feelings can be because students often see them as meaningful, either they raise or hurt the child. Teachers consider how a word can make a big difference from a teacher. If this word is negative, it can break the trust of students while it is positive then it can encourage and promote their inspiration to a great extent. This shows how the self-esteem and trust of the students is closely associated with the emotional messages received from their teachers. The teachers also shared that their own emotional energy sets the tone of the entire class. If the teacher is calm, positive and concentrated, students are more likely to follow that energy. But if the teacher is emphasized or far away, it can bring down the mood and focus of the entire orbit. This is an example of emotional fingering - when a person's mood spreads in others (Hatfield et al., 1994). In classrooms, the teacher's emotional status often becomes an emotional environment for all. These findings also strengthen the moral and emotional responsibility placed on the teachers to self-regulate-only for their good, but for the psychological security and development of their students. This echoes the dual role of emotional labor in teaching: managing one's own feelings as well as managing emotional environment for others (Hargraves, 1998). Thus, the emotional effect of teachers is not a peripheral concern, but a main academic function. It emphasizes the importance of training in emotional intelligence, reflective practices and self-advertisements

SUB-THEME 3.2 Positive Effect

Excerpts

"If you are comfortable confiding your problems with some particular teacher, you always feel comfortable because I had always a very disciplined exterior. But those who know, they used to come to me and confide even the worst of their fears. And they have actually climbed up the ladder of mental well-being." SA_P5_T5 " "I think, it's the same thing that, you know, getting to

know, there should be a connection. So Monica ma'am, Deepak sir, they were my role models. And they have never shied away from even discussing my personal life. Monica ma'am used to proudly tell me. I am not like, your child, come here. I am like, come my child, tell me what happened. Because I have got that love so I am giving it back. So yeah, it shapes your personality. It makes you who you are." JAP_P11_T11

Participants described how emotionally safe, empathetic teacher-student relationships significantly contribute to students' mental health, confidence, and personal development. This account illustrates how trusted teachers serve as emotional anchors, offering not just academic guidance, but therapeutic spaces for emotional expression of the students in vulnerable moments. Such relationships are not formed simply through instruction or discipline but through emotional adjustment and consistency. Teachers who maintain a calm, compassionate presence while being approachable can often become key figures in a student's emotional support network. This role blurs the traditional boundaries of teaching, extending into mentoring and emotional caregiving. These relational dynamics contribute directly to the development of students' self-worth, identity, and coping capacities.

Another participant emphasized the long-lasting effects of such relationships. These testimonies captures the cyclical nature of care in educational relationships—students nurtured with emotional warmth often go on to mirror those values in their own professional and personal lives. These narratives reflect what Noddings (1984) terms the ethic of care in education: the foundation of learning is not just intellectual transmission, but relational connection. A caring teacher is not only a role model but a co-regulator of emotional experiences for students. The emotional safety they provide allows students to be vulnerable, which in turn promotes healing, resilience, and self-actualization. Moreover, when students feel “seen” and valued beyond their

academic identity, it fosters belongingness, a psychological need closely tied to mental well-being (Ryan & Deci, 2000).

Empirical literature supports this lived experience. Teachers who engage in emotionally responsive practices and show high levels of relational warmth contribute to improved student motivation, classroom engagement, and reduced psychological distress (Wentzel, 1997; Roorda et al., 2011). Furthermore, these bonds often serve as protective factors against emotional struggles, especially in adolescence or under socio-emotional strain.

SUB-THEME 3.3 Negative Effects

Excerpts

"I mean, if students are not getting good to score and what someone's expectations have been after doing hard work, he or she can do that, but it will definitely down the moral for sure if not guided or praised for the work, they did right?" JS_P1_T1

"Teachers should not shout... should have complete knowledge... should not wear certain clothes... This type of societal mold is very tiring, and this leads to emotional burst on students even if they are innocent" DE_P20_T20

Teachers and students work under acute emotional and performance-based expectations, where acknowledgment, strict social norms, and unspecified emotional burden contribute to significant emotional stress. These parts highlight a significant emotional difference in educational systems which is the devaluation of the effort. When hard work is not taken care of or is not balanced with creative response, it leads to a decline in morale, self-value and constant engagement. Emotional toll is not limited to students. Teachers themselves face harsh expectations, both professional and social, which disrupt their autonomy and emotional expression. Quotes by De_P20_T20 indicate that emotional behavior pressure is external expectations from the

presence of teachers to suppress their authentic feelings, inadvertently leading to emotional leakage that is often wrong to students. This sub-theme role intensifies with the concept of stress and emotional incompatibility, as defined by Hochschild (1983). Teachers need to maintain a consistent, socially acceptable emotional performance, often at the cost of their emotional authenticity. This can result in emotional labor, when unfamiliar or inability, burnout, misunderstanding, or even emotional outbreaks - not necessarily due to student behavior, but due to accumulated individual and systemic frustrations. In addition, the subject echoes the importance of emotional literacy and recognized-based education, where both students and teachers require an environment that validate emotions and efforts, not only results. Emotional regulation is not only an internal skill, but also affects how the response, social script and acknowledgment is structured in schools.

SUB-THEME 4.1 Positive Effect

Excerpts

"If you are a new teacher or there is a problem for you to handle, then you can talk to your peers as you know that feeling of nervousness and emotional rollercoaster. They can help you by telling that how the class works because you know that everyone is not listening to you religiously, but they will there will be certain students. They help you out managing the class as this was helpful for me." JS_P1_T1 "School is your second home, that's your social circle. It's in the school if there is a healthy social circle in the school, you enjoy your profession. It feels joyous when you are with your colleagues" SA_P5_T5

Teachers emphasized the important role of colleagues and comrades in the workplace in navigating the emotional scenario of teaching. Emotional challenges faced by specially new or

struggling teachers can often be reduced through collegium dialogue and shared experience. This suggests that informal advice and colleague advice not only offers strategic orbit strategies, but also gives emotional assurance during the period of uncertainty and self-doubt. Peer support serves as a protective emotional system, especially for early-career teachers who often face learning curves. Emotional rollercoasters they experience, normalized through interaction with more experienced colleagues, reduce isolation and increase professional flexibility. Co-workers conversations allow for emotional ventilation, shared laughter, and a sense of solidarity that can compete with frequent reported loneliness in emotionally demanded businesses such as teaching. As the teachers said, the school is the second home of one. It captures the affectionate atmosphere of a collegium school environment, suggests that a warm, inclusive professional community not only contributes to emotional welfare, but can also turn teaching into a source of happiness and meaning. These insight into tooses in emotional ecology research that highlights how positive collegium relations act as socio-emotional resources, buffer stress and stop burnouts (Koli, Shapka, and Perry, 2012). Social support on work is strongly correlated with high job satisfaction, increased motivation and low emotional exhaustion between teachers (Tschanon-Morn and Hoy, 2001).

In essence, peer support is more than emotional relief, it is professional sustenance. When teachers feel understood, supported, and valued by their colleagues, they are better equipped to handle the multifaceted emotional demands of their profession, creating healthier learning environments for both themselves and their students.

SUB-THEME 4.2 Negative Effect

Excerpts

"Talk to the point, that's it. And when we say, we are a family, we work in an environment where we can share each and everything. This is just a myth." HA_P17_T17 "no, there are no benefits. You don't have to open up emotionally with your peers. You open up with somebody who you really trust. Not peer you trust." IP_P2_T2 "youngsters who are coming into this profession. They consider themselves as perfect. They are not open to corrections or emotional bonding and then there is going to be a wide gap, which will never be bridged if somebody is not readily appreciative or agreeing with the corrections, definitely, the other person will not offer." SA_P5_T5

While some teachers view peer connections as emotionally supportive, others express skepticism and caution toward emotional openness within professional environments. One teacher bluntly stated one should just talk to the point, that's it, revealing a perception of professional detachment and disillusionment with idealistic notions of workplace camaraderie.

This guardedness often stems from a lack of psychological safety, where teachers feel that emotional disclosures could lead to judgment, gossip, or compromised professionalism. Many other teacher echoed this sentiment as well. Such statements suggest that trust in professional spaces is selective and fragile, limiting the likelihood of emotional exchange and shared vulnerability among colleagues.

Additionally, generational differences in emotional openness and professional attitudes may intensify this emotional distancing. This highlights a generational rift, where experienced educators may perceive younger colleagues as emotionally closed or resistant to feedback, further fracturing opportunities for mentorship and bonding.

These perspectives resonate with theories of emotional boundaries in professional settings, such as those discussed by Bolton (2005), who argues that emotional labor often requires selective disclosure and carefully managed interactions to maintain professional integrity. The absence of

reciprocal trust or emotional attunement can lead to isolation, interpersonal tension, and weakened collaboration within the school ecosystem.

Thus, while some school environments foster emotional connectivity, others may remain emotionally siloed due to interpersonal mistrust, cultural norms of emotional restraint, or generational dissonance. Recognizing and addressing these barriers is critical for building authentic emotional support systems that are inclusive and psychologically safe for all educators.

THEME 5 Emotion & Professional Development

Emotions deeply affect a teacher's involvement in professional development. Positive feelings such as curiosity, enthusiasm and achievement motivate teachers to learn new skills, embrace change and grow professionally. On the other hand, fear, frustration, or self-doubt can become a hindrance to learning and can cause resistance to new ideas. Professional development programs that accept and support teachers' emotional experiences - through encouragement, cooperation and relevant material - are more effective. When teachers feel emotionally supported, they are more confident, open to reflection, and are ready to innovate. Thus, nourishing emotional good is essential for meaningful, constant professional development and better teaching practices.

SUB-THEME 5.1 Training and emotional seminars

Excerpts

“Then there are n number of programs given by the CBSE as well, which is important and which is a mandate for every teacher to take. They keep a good watch on the mental health also. And when it becomes choking, you can always take a break.”SA_P5_T5

“We have a cares program when we say a careers program, which is essentially we have a circle-type for lessons Even we have an access to the counselor we have a wellness counselor here right and then we have interactive activities for the teachers” MON_P2_T2

“Mental well-being programs teach emotional boundaries and resilience.” JAP_P11_T11

Teachers acknowledged the presence and importance of formal well-being programs initiated by governing bodies such as CBSE or implemented within individual schools. These structured efforts are recognized as essential for preventing emotional exhaustion and reinforcing emotional boundaries. Many teachers shared that there are programs given by the CBSE as well, which is important and which is a mandate for every teacher to take, pointing out to how mandated mental health workshops and the option for temporary disengagement offer institutional acknowledgment of teachers' emotional needs. These school-based supports reflect an effort to integrate preventive mental health care, reflective practices, and emotional education into the school culture. The presence of a wellness counselor provides a confidential outlet for emotional distress, while circle-type lessons and peer-group engagement foster a culture of openness and support.

Further reinforcing this view, one teacher stated how mental health programs help build their resilience. This indicates that such programs are not merely reactive, but educational in nature, aiming to build long-term emotional competencies among teachers. These include learning to say no, detaching from student crises after school hours, and recognizing burnout symptoms before they escalate.

It aligns with research emphasizing institutional responsibility in promoting emotional flexibility between teachers (Jennings and Greenburg, 2009). Schools who invest in the initiative of

systemic welfare are more likely to cultivate a teaching workforce that is emotionally balanced, induced and less prone to burnouts. In addition, professional mental health access to schools reduces stigma around emotional conflicts and strengthens teachers to seek help without shame.

In conclusion, formal mental wellness structures provide a safety net that recognizes teachers not just as professionals, but as individuals whose emotional sustainability is essential for a healthy learning environment.

SUB-THEME 5.2 Emotional maturity with experience

Excerpts

“Initially, personal issues spilled into my classes; now, emotional maturity separates them.”

*“Experience teaches you not just what to teach, but how to carry yourself emotionally.”*VAS_P13_T13

*“Professionalism means mastering your emotions even on stormy days.” “I have been into this profession since 19 years. And by this time, I am very firm how to keep my professional and personal life different”*SA_P5_T5

*“Emotional maturity develops through both successes and breakdowns.”*NA_P9_T9

*“Veteran teachers lead emotionally by example, not by lectures.”*TRI_P15_T15

Teachers described their emotional growth as a gradual, lived process—one that evolves over time rather than being instantly acquired. As teachers get experienced and mature in their jobs, they learn to manage their emotions well, indicating how early career challenges often involve blurred boundaries, but over time, educators learn to develop emotional compartmentalization. This ability to regulate affective spillover from personal to professional spheres was frequently tied to years of experience and self-reflection.

Teachers with nearly two decades of teaching experience, shared how longevity in the profession fosters discipline and emotional boundaries. This resonates with the idea that emotional intelligence in educators is honed through both emotional labor and cumulative encounters with various student needs, administrative demands, and interpersonal challenges.

Moreover, emotional maturity is portrayed as a defining marker of professionalism. Teachers equated it with the ability to remain composed despite personal or external turmoil, as captured in the statements. Some added nuance to this by emphasizing that veteran teachers “*lead emotionally by example, not by lectures,*” suggesting that emotional maturity becomes visible in conduct, modeling resilience, patience, and empathy for both students and junior colleagues.

These reflections are supported by literature emphasizing that emotional development in teaching is experiential and often shaped by critical incidents, both uplifting and destabilizing (Kelchtermans, 2005). As teachers journey through these highs and lows, they slowly learn how to cope more constructively and internalize the emotional pressures of the profession. Hence, emotional maturity is not merely about endurance; it is about evolution-Growing into a new state of being that embraces professional detachment without annihilating feelings, caring without getting burned, and walking more and more gracefully through the cracks, as well as the breakthroughs.

SUB-THEME 5.3 Awareness of emotional triggers

Excerpts

“You need to track your emotional shifts during the day” JAP_P11_T11

“Trigger mapping is critical- what, when, and who disturbed you.” TRI_P15_T15

“Most emotional derailments happen due to ignorance, not malice.” ARU_P19_T19

“If you catch the emotional shift early, you regain control.”NA_P9_T9

“if you can understand yourself you'll understand others also better if you are able to understand the emotions which are generated the triggers which generate those emotions you can control them also that way it's always better as educator.”SSG_P10_T10

“Unawareness of emotional triggers leads to classroom chaos.”AN_P16_T16

The teachers expressed the important importance of intentionally developing awareness about emotional states and their ups and downs throughout the school day. Such mindfulness allows teachers to identify, understand and manage the emotional trigger before growing into reactive behaviors that can affect the dynamics of the orbit. Some shared that someone should track the whole day until the emotions are disturbed that confirms that systematic self-discipline and emotional tracking are central for emotional regulation. This self-interaction approach helps teachers to avoid incorrect emotional responses towards students or colleagues. They also insist on the fact that emotional laps are often inadvertently, but can be harmful when left uncontrolled. Some of them also indicated the mutual benefits of emotional intelligence. Students' behavior or colleague contributes more sympathy, patience and clarity than someone's emotional landscape while dealing with interaction. Many people threw light on the consequences of emotional ignorance, stating that the internal turmoil often manifested externally, disrupts the learning environment. The ability to identify emotional trigger - whether they are some student behavior, administrative stress, or individual belongings - not only a strategy for a personal copy, but also a professional need.

Such reflective emotional exercises have emotional intelligence framework Parloff, R. (1997) is combined with, which emphasizes self-awareness in the form of basic skills for self-regulation, inspiration, sympathy and social skills. Teachers who practice emotional awareness are more

adept at responding than reacting, maintaining a stable and nutritional class climate under stress. Finally, trigger mapping and emotional tracking preventive work serve as emotional hygiene practices that strengthen flexibility, increase mutual relations, and protect both the directive quality and the teacher's good.

SUB-THEME 5.4 Mindfulness in teaching

Excerpts

*“Teaching mindlessly is a crime, students notice disconnection immediately.”*SUX_P8_T8

*“Mindfulness brings freshness and relevance to classroom interactions.”*DE_P20_T20

*“Without mindfulness, teaching feels mechanical and students disengage.”*SUN_P7_T7

*“A mindful teacher intuitively adapts to emotional and academic needs.”*ARU_P19_T19

*“Being mentally present honors the student’s emotional world too.”*SSG_P10_T10 *“Students feel seen and heard when a teacher teaches mindfully.”*TRI_P15_T15

Teachers shared that mindfulness is not optional in the classroom-it is basic for effective teaching and meaningful student relations. Claims indicate a deeper understanding that students are emotionally conceptual and can find out when a teacher is emotionally or mentally disintegrated. When this happens, the student's interest and emotional security declines, causing disconnections and an inconsistency of the class. Many participants insisted that mindfulness is not only about being aware - it is about being present. A teacher reflected that mindfulness brings freshness and relevance to class interaction, while another said without any mindfulness, teaching feels mechanical and disintegrated. These comments throw light on how the current-consciousness of

a teacher renews the class energy, leading to the lesson more dynamic, responsible and emotionally grounded.

Importantly, in teaching, mindfulness was recognized as more than a tool for effective text distribution, it served as a bridge for deep emotional insight and adaptive accountability. The teachers shared that when they are fully present, they become more and more able to develop subtle signals, mood changes and their students' educational and emotional needs. This appearance promotes an orbital environment that is not only intellectually attractive, but also emotionally helpful and relationships. Being mentally present was seen as a way to honor the emotional experiences of the students, which reflects a change from completing the course, which is actually to see and support the entire student. Mindful teaching creates a place where the student feels really seen, heard, and valuable - a safe and emotionally learning environment. The value of mindfulness in teaching resonates in literature, where it is associated with extended emotional regulation, student engagement and low teacher burnout (Jennings and Greenburg, 2009). Mindfulness helps teachers to respond rather than react, forming classes where both emotional and educational requirements are addressed with clarity and compassion.

SUB-THEME 5.5 Reflection on emotional awareness

Excerpts

“Recognizing my emotional state changes how my class feels the entire day.” JAP_P11_T11

“A smiling teacher ignites participation; a gloomy teacher extinguishes it.” DE_P20_T20

“Emotional awareness is half the battle toward great teaching.” “Students unconsciously absorb the teacher’s emotional weather.” TRI_P15_T15

“Reflective teachers notice their emotional leaks early.” SUX_P8-T8

“Self-awareness enhances both emotional and academic effectiveness.” VAS_P13_T13

Teachers vividly described how their emotional appearance sets tone for the entire orbit. As the teachers emphasized that their own emotional regulation plays an important role in shaping the class environment and impressing the students' experiences. This connection refers to the concept of emotional fingering-where emotions can spread within a group-especially close to a orbit, relevant in the high-intervention environment. Teachers said that students are curiously vigilant and are often responsible for non-abusive signals. Even subtle manifestations, such as a smile or a frown, can affect students engagement and participation. The teacher's emotional tone often determines the "emotional weather" of the class, affecting how students feel and behave all day. This understanding encourages teachers to take a reflective stance towards their emotional states. Many people shared that by vigilance for early signs of emotional stress - some people are referred to as "emotional leaks" - they are better to manage their reactions before impressing students morale or attention. Such emotional vigilance allows for timely adjustment to preserve a cool and auxiliary classroom environment.

In addition, teachers admitted that emotional awareness contributes significantly to educational effectiveness. Self-awareness was seen not only as a tool for emotional regulation, but was also seen as a means of enhancing sympathy, class management and directive clarity. In this approach, teaching is understood as a relationship -transactive and emotional practice, where the internal state of the teacher directly affects both educational and emotional results for students. In broader literature, emotional intelligence is considered fundamental for teacher effectiveness (Brackett et al., 2010). Teachers who are emotionally self-conscious and contemplative, they build strong relationships with students, manage stress better and build more inclusive, participation classes.

THEME 6: New Age teaching rules & expectations

In the modern educational scenario, the teaching has developed beyond traditional roles, bringing new rules and expectations. Today's teachers are expected to be facilities, technology-lover teachers, emotional guides and inclusive doctors. With the rise of digital teaching, personal instructions and merit-based education, teachers must constantly adapt to the changing technologies and diverse students' needs. These developed expectations demand constant learning, emotional flexibility and flexibility. Additionally, more and more accountability, parents' participation, and focus on the good of the student's good have expanded the responsibilities of teachers. Navigating these new age demands require not only professional skills but also strong emotional intelligence and institutional support.

SUB-THEME 6.1 New Age teaching rules & expectations

Excerpts

“Earlier, a teacher’s strictness was seen as care- today, even a scolding is considered abusive action.”MON_P12_T12

“Parents gave teachers full authority earlier; now every action is questioned. Earlier students respected the teacher without needing incentives or pampering.”ARU_P19_T19

“Today’s students demand instant gratification; traditional patience is lost.”SU_P6_T6

“Gen Z is hyperactive and expects instant results; they lack endurance. There was a student when I went to the class, he was sleeping. I said, I'm not here to talk to the walls. So please get up and sit properly. He said, your job is to give the lecture.You do your work. I'll manage my exam. I said, all right, let's go to the principal. We'll meet in that room only. I walked off. I informed the principal either me or he would be in the class because I will not take this nonsense.”SA_P5_T5

“The kind of discipline that you had when you were here is absolutely I should say we cannot see it now to that an extent.”SUN_P7_T7

The teachers widely observed a remarkable change of how the authority, discipline and emotional expression are considered by today's students - especially those from Generation Z. This development has reduced tolerance to traditional forms of reform, placed teachers in a delicate position because they try to balance the authority with emotional sensitivity. The events were shared that portrays an alleged erosion of respect for the role of a teacher, which was given earlier. Those moments that were once seen as a minor disciplinary interaction are now combined with resistance or apathy, causing disappointment and emotional fatigue between teachers. This transfer can contribute to the spirit of dynamic disorder, especially when social or institutional structures no longer strengthen the teacher's rights.

Many participants linked these experiences to broader psychosocial trends among Gen Z learners. Teachers noted a rise in expectations for immediate results, reduced patience, and a diminished respect for traditional hierarchies. This generational shift from intrinsic motivation to a more convenience-driven mindset requires teachers to constantly adapt—not just pedagogically but emotionally—adding to the emotional labor of teaching.

These changes reflect not just a transformation in student behavior, but in their underlying value systems. Educators now find themselves navigating complex emotional terrains, negotiating between the need to maintain classroom structure and the demand to meet students’ emotional and relational expectations. This redefines the emotional skill set required of contemporary teachers and underscores the need for institutional support and ongoing reflection.

This trend is also mirrored in educational literature, which discusses how the rise of student rights discourse, parental surveillance, and consumer-like expectations in education has contributed to the de-professionalization and emotional burden of teachers (Hargreaves, 2000; Kelchtermans, 2005). The emotional strain of reconciling past professional norms with today's classroom realities becomes a daily challenge for teacher identity and emotional resilience.

SUB-THEME 6.2 Stereotypes and Appearance-Based Judgments in Teaching

Excerpts

"Teachers wearing saris are respected; those in jeans face judgment despite better teaching." VAS_P13_T13

"Society expects teachers to look a certain way, regardless of teaching quality." SA_P5_T5

"The focus should be on teaching excellence, not on outward appearance." TRI_P15_T15

"She's wearing a jeans. She might not teach really good. Leave their hair, all these things are also happening in teachers should not wear pajam things like that are happening." SU_P6_T6

Stories suggest that teachers - especially women - often face rigid and old social expectations about their appearance, dress, and demeanor, even though despite their teaching ability. Traditional criteria determine that the honor is provided more easily to those who suit the traditional dress code, such as wearing saris, while teachers who choose more contemporary or comfortable dresses, can be subject to decisions or reduce professional relationship - even when their teaching is exemplary. These insights highlight a disturbing disconnect between insight performance and perception, where external appearance is given unfair importance to educational effectiveness. Such social expectations present a narrow and ideal image that looks like a "respectable" teacher, often strengthening gender standards that restrict personality and self-realization.

This pressure to conform can lead to emotional suppression, internal conflict, and self-censorship, particularly when personal identity or comfort diverges from these imposed norms. Teachers noted that superficial judgments—based on clothing choices like jeans or hairstyles like loose hair—carry implicit moral undertones, reinforcing traditional gender roles and expectations. These norms place an additional emotional burden on female educators, limiting their sense of autonomy and impacting their confidence and authenticity in professional settings.

The emphasis, as many teachers suggested, must shift toward valuing teaching excellence and classroom impact rather than superficial markers of respectability. Creating space for individuality and dismantling these entrenched stereotypes is essential for fostering emotional well-being and professional empowerment among educators.

Such appearance-based bias is a form of symbolic violence (Bourdieu, 1991), where culturally internalized norms subtly enforce power hierarchies and behavioral control. This emotional regulation in response to imposed aesthetic expectations further contributes to teacher burnout, as it demands continuous performance of a socially acceptable self.

SUB-THEME 6.3 Emotional Suppression Due to Societal Expectations

Excerpts

“Teachers are expected to be endlessly polite, endlessly patient, endlessly smiling.”JAP_P11_T11

“Society forgets teachers are humans with emotions too.”AN_P16_T16

“Being seen as flawless leads to emotional suppression among teachers.”SUX_P8_T8

“No mistakes are forgiven teachers are judged harder than anyone else. Even now, a teacher in the evening doing party is not appreciated... we are in a society where we cannot do that, where parents would come and complain at times.”SU_P6_T6

Across the stories, the teachers reported to be held for unrealistic emotional standards - they are expected to be calm, patient forever, and were created regardless of the circumstances. It is common for what the sociologist Erving Goffman (1983) said to acting surface, where even when struggling with the internal states, emotional labor is done to maintain an externally pleasing performance. In the teaching profession, this emotional labor becomes invisible, but contributes to tiredness and emotional incompatibility. Teachers expressed concern that society often ignores their emotional needs, less as individuals and more as moral examples or disciplinary data. This symbolic position leaves very little space for real emotional expression, forcing many teachers into the pattern of emotional suppression. Social decisions or feelings such as frustration, fatigue, or even bliss can be hidden to avoid the risk of being seen as unprofessional.

This dynamic is a special tax -making moral monitoring, which is spread in the personal life of teachers beyond the classroom. Social expectations around the "ideal" teacher behavior persist even after working hours, even with harmless personal activities - such as sociality or events - to participate in - was investigated. This leads to a fragmentation of identification, where teachers feel unable to fully integrate their personal and professional. The result is an emotionally constrained professional environment, where authenticity is sacrificed for social ideals. To support the welfare of the teacher, there is a need to identify and challenge these expectations, allowing teachers' more human and overall understanding as both professionals and individuals.

Such conditions reinforce the idea of the “ideal teacher” as flawless, self-sacrificing, and emotionally consistent, which is psychologically unsustainable. Teachers internalize these expectations, leading to chronic emotional fatigue, low self-worth, and burnout, especially when they fall short of these impossible standards.

SUB-THEME 6.4 Over-involvement of parents

Excerpts

"so parents are overly indulgent when it comes to the children They pamper the children and not understanding the essentials of Teaching them how to face the challenges and difficulties and coping up with stress" MON_P2_T2

"They have a soft ego and they just do not do whatever the teacher says or advise them to do. So it is just creating problem. This is coming from home."

SA_P5_T5

"the over involvement of the parents also is a big challenge for teachers as well." SUN_P7_T7

In the study, teachers highlighted the emotional stress caused by changes in continuous parenting styles-especially the rise of parents' excess and lack of boundary-determination at home. Many teachers said that modern parenting often emphasizes emotional cushioning on the development of flexibility, resulting in students who are less ready to deal with challenges, creative criticism or educational stress. This change contributes to a classroom culture where inconvenience is found rapidly with discipline, discipline and improvement resistance. As a result, teachers face difficulty in maintaining rights and promoting accountability. Perved home environment size students can enter classes with high sensitivity and reduce teachers' efforts to apply discipline, or to promote firmness. This resistance combines emotional labor of teaching, as teachers should not only provide educational material, but also navigate the emotional fragility of their students.

Compounding this issue is a growing trend of parents, which intervene or interfere in classroom processes. Teachers described the atmosphere of excessive parents' participation that often manifests as an investigation or second estimate of their decisions. Such dynamics feel dissatisfied, inappropriate and emotionally dried to teachers, as their professional decisions are often questioned. Together, these factors indicate a growing emotional burden for teachers - between the development norms, students sensitivity and pressure from families or institutions to maintain the order of the class without adequate support. To address these challenges, there is a need for widespread dialogue between teachers, parents and policy makers about shared responsibilities in student development and the emotional stability of teaching.

Subthemes reveal a critical and oft-neglected truth: teaching is a highly emotionally charged occupation that demands continuous psychological immersion, emotional regulation, and adaptive interpersonal skills. A teacher must simultaneously fulfill several responsibilities: facilitator of instruction, soother of emotional pain, disciplinarian, and moral guide, to name just a few. Layering these accounts are institutional pressures, societal scrutiny, and personal life challenges, making teaching the most emotionally taxing profession today.

With respect to an important implication derived from the themes, emotional well-being of teachers is not merely an individual concern-independent alone; it is deeply woven into the ways schools are administrated, teachers interrelate, students react, and the way society views the teaching profession. Emotional exhaustion, burnout, and a sense of disillusionment often follow when teachers feel robbed of fair workload distribution, clear-cut professional boundaries, and opportunities to contain the emotional leakage between personal and professional spheres of life. Educators speak of having trouble setting emotional boundaries, particularly when their personal

stressors filter into the classroom, or when institutional stresses follow them home—a tide of emotional depletion that burdens both their efficacy and sense of fulfillment.

The teacher's mood deeply penetrates the emotional climate of many classrooms. A mere smile or frown; any change in the teacher's mood; any slight variation in tone—all come heavily upon the students' motivation to engage or against their emotional security. When the teacher turns emotionally exhausted, there is no requirement to be warm, sympathetic, or patient. Instead, the teacher could hurt a student's feelings or misjudge student behavior. There is an associated emotional labor with teaching—remaining composed, optimistic, responsive, and adaptive—that most of the time goes unacknowledged and unsupported.

In another respect, this emotional strain touches closely upon the social expectations peculiar to teachers. They are held to an unrealistic, idealistic formulation of behavior, appearance, and emotional display—patient forever, modest forever, disciplined forever, selfless forever. These hill-like-to-a-molehill expectations further dehumanize the experience of teaching, suppress emotional authenticity, and discourage the seeking of assistance—well, in some cases, these unreasonable criteria place more pressures on teachers from society in the form of judgment, gendered dress codes, and parental over-involvement.

In conclusion, peer support and wellness schemes (provided perhaps by CBSE or school counselors) have the potential to assist teachers, yet they too remain inconsistently used or

inadequately implemented, hence many teachers being alone in their emotional journeys. A few teachers draw upon support and strength through relationships with mentors and role models or through their own personal emotional stamina built over the years of their career. But resilience should not be the price teachers pay to stay in the profession; rather, it should be developed, supported, and valued by society at large.

Conclusion:

To foster emotionally sustainable teaching environments, educational systems must move beyond token gestures and adopt structural, cultural, and emotional reforms. This includes fair work allocation, stronger emotional support networks, mindful professional development, normalized emotional expression, and a cultural shift in how teachers are viewed—not as tireless saints, but as skilled professionals who, like anyone else, require empathy, boundaries, rest, and respect. Prioritizing teacher well-being is not optional—it is essential for the health of the entire educational ecosystem.

PHASE II STUDENTS FOCUS GROUP DISCUSSIONS

THEME I Teachers Negative Spillover in Classroom

Negative spillover occurs when a teacher's personal stress or emotional challenges affect their behavior and interaction in the classroom. When the charge, personal issues, or institutional pressure are overwhelming, teachers can inadvertently project disappointment, irritability or disintegration on students. This can reduce stressful relationships, student motivation and can be a stressful orbit atmosphere. Such emotional spillover not only affects teaching effectiveness, but also affects the emotional and educational development of students. It is important to identify and address the issue through emotional regulation, support systems and self-care. A healthy emotional situation in teachers promotes more positive, nutrition and effective learning environment.

SUB-THEME 1.1 Interaction between students and teachers

Excerpts

“Sometimes if they are having a bad day, we know they are stressed or irritated from home, but then they scold us unnecessarily and we feel it’s unfair.”FGD1_P6

“Our teacher gets angry without reason; we feel like she brings her mood from outside and takes it out on us.”FGD2_P7

“Even if one student makes a mistake, the teacher vents out on the whole class. It’s like carrying some burden already.”FGD1_P3

“Some teachers talk rudely if they are already upset; it’s like we’re punching bags for their emotions.”FGD5_P2

“Sir once said he’s not in a good mood, but still shouted at us. That made us feel very anxious.”FGD3_P8

A consolidated concern emerges about the student stories, the emotional displacement displayed by the teachers, where students feel that teachers bring personal stress in the classroom and project it on them. Participants described the situations in which the teachers rebuked them without a clear reason, punished the entire classes for individual abuse, or admitted to being in a bad mood before showing an openly emotional outbreaks. These works created an atmosphere of unpredictory, unfairness and anxiety, which reduced the spirit of students' safety and emotional welfare. This reflects the consequences of irregular emotional labor in dynamic teaching. When teachers are under emotional stress, but lack of adequate copy mechanism or institutional support, their internal stress may appear as irritability or punitive behavior towards students. This Hochchilds (1983) aligns with the concept of emotional labor, especially when the surface acting fails and the emotional incompatibility leads to emotional leakage - where private frustrations are inadvertently guided by others.

The student accounts highlight the vulnerability of learners in these scenarios, where the classroom becomes a site of emotional fallout from broader systemic pressures on teachers. Addressing this requires not only emotional support structures for educators but also a reexamination of how teacher well-being directly influences student experience. Promoting emotional regulation, professional development, and reflective practices can help mitigate these unintended harms and foster healthier classroom dynamics.

SUB-THEME 1.2 Impact on teaching

Excerpts

“We can see when sir is in a bad mood. That day he doesn’t explain properly and loses patience quickly.”FGD2_P5

“Madam told us she had a fight at home, and then she was very quiet and moody in class – it affected the whole environment.”FGD4_P10

“When teachers are tired or irritated, they snap at small things, and we can’t concentrate then.”FGD5_P2

The extract reveals a fine student awareness and their impact on the dynamics of the classroom about the emotional states of teachers. The students described how teachers' mood - especially when affected by external stresses such as personal conflict or fatigue - affect their behavior and overall learning environment. Whether less patience, emotional return, or through irritability on minor issues, such changes feel uncertain, distracted, and capable of engaging with lessons. A participant commented that a teacher's emotional silence "affects the entire environment," underlines the emotional fingering that is often operated within the locations of the orbit. Teachers often experience emotional leakage - where uncontrolled emotions spontaneously on the surface - especially when emotional demand exceeds their copy ability. According to the theory of emotional labor (1983) theory, teachers are expected to regulate their feelings to maintain a professional performance. However, pressing emotions through surface acting can lead to emotional incompatibility and burnout. Hochschild (1983) found that frequent surface acting increases emotional exhaustion, that teachers express more real emotions in positive student relationships. These findings highlight the importance of emotional support in reducing emotional stress and promoting healthy classroom interactions.

Students' comments highlight the mutual emotional climate of classrooms, where teachers do not exist in the mood isolation, but the classrooms significantly shape the affectionate tone and meditation of the classroom. Emotional ups and downs in teachers - when left uncontrolled - can

reduce students' concentration, inspiration, and a sense of security. This outlines the importance of institutional recognition of the emotional needs of teachers, not only for their good but also to maintain emotionally stable learning environment for students.

SUB-THEME 1.3 Grading/ students' performance

Excerpts

“I perform better in subjects where the teacher motivates us rather than criticizes us.”FGD1_P4

“Fearing judgment makes me rush through assignments, and that affects my grades.”FGD3_P2

“When teachers are transparent about grading criteria, I feel more confident submitting my work.”

“Being praised for improvement helps me stay focused and aim higher.”FGD5_P8

“Sometimes I lose marks for small mistakes, while others don’t—it feels unfair.”FGD2_P1

“If teachers are too harsh in evaluation, it makes me doubt my abilities, even when I tried hard.”FGD1_P10

These students reflections outlines the powerful emotional effects that are on the motivation, performance and self-concept of learners in teachers' response and evaluation styles. When teachers provide creative, motivational response, students feel more encouraged to attach and improve. Appreciation, especially when it is targeted on progress rather than perfection, strengthens the educational confidence and emotional flexibility of the students. On the other hand, anxiety from extremely important or inconsistent grading practices is to reduce academic performance, but also to reduce internal motivation. The data has been highlighted that fairness, clarity and encouragement in evaluation is important to promote a safe learning environment. Transparent assessment criteria and justified grading help students to be respected and confident, while biased or punitive evaluation can lead to disintegration and emotional return. These

narratives suggest that evaluation is not just a cognitive process; This is an emotional phenomenon for students - a one that shapes how they see their abilities, their teachers and even subjects.

This aligns with research on formative assessment and student motivation (e.g., Black & Wiliam, 1998), which emphasizes that feedback must be timely, specific, and growth-oriented. For classrooms to be emotionally and academically supportive, assessment practices must recognize and nurture students' emotional responses to learning, not just their academic outputs.

THEME 2 Impact of negative spillover on students

When the negative emotions of teachers spread to the classroom, it can greatly affect students' learning and goodness. Students are highly sensitive to their teacher's mood and behavior; Continuous contact for despair, anger or disintegration can create a stressful and unknown atmosphere. This can reduce inspiration, low academic performance, anxiety and emotional return. Negative spillover can also damage student-teacher relationships, reduce trust and open communication. Over time, it can affect students' self -esteem and attitude towards learning. It is necessary to address the issue to ensure that classes remain safe, supportive places that promote development, confidence and engagement.

SUB-THEME 2.1

Excerpts

“If our teacher gets angry or rude, we stop asking questions even when we don’t understand.”FGD3_P7

“If they are harsh, we feel scared to even participate in class activities.”FGD1_P9

“The fear of being scolded sometimes makes us avoid answering even when we know the right answer.”FGD5_P1

"there was our new class teacher she used to pick star row of the class from pop quizzes so everyone used to comed well prepared" FGD5_P6

Student stories show the powerful effect of teacher behavior on student engagement and participation. Students reported to be withdrawn from the classroom conversation - such as asking questions, answering, or participating in activities - because teachers are afraid of harsh reactions, scolding or emotional responses. This fear not only prevents the flow of classroom communication, but also learns themselves, because students can remain silent even when they do not understand the concepts or know the correct answer. Such emotional prohibition has been highlighted how psychological security is a condition to take active engagement and educational risk in class settings. Negative emotional reactions from teachers can result in an environment of fear, where students consider the investigation or error to be potentially punishable. It aligns with the principles of affectionate learning environment, which suggests that students' desire to attach to cognitively attachment is closely associated with their safety and emotional sense of support (Nodding, 2012). The silence of the students in front of the alleged teacher enmity can be seen as a copying system - by reducing interaction and reducing emotional discomfort.

Interestingly, the final extract presents a contrasting dynamic: a teacher who fostered predictable, positive reinforcement by selecting prepared students for class recognition. This approach encouraged proactive preparation and participation, highlighting that consistent, fair, and motivating strategies can create a climate of healthy academic pressure, rather than fear.

Together, these extracts emphasize that teacher emotional conduct directly shapes classroom culture, either stifling or supporting student engagement. Creating emotionally supportive and respectful environments can help students feel confident, valued, and willing to participate—an essential condition for deep learning and growth.

SUB-THEME 2.2 Subject Aversion

Excerpts

“A negative tone from the teacher just ruins our mood, and we don’t want to study that subject.”FGD3_P4

"I was very interested in mathematics but my teacher never believed in me and always said that you wont be able to do it and i failed badly in my units and since then i've never thought of doing maths ever again"FGD1_P7

"i never liked hindi but i used to perform okayish in it but that new teacher just used to find new ways to punish us"FGD4_P9

"even after getting good marks in geography our teacher used to taunt us so we all used to bunk her class"FGD2_P8

Students reveal a deep connection between teachers' behavior and a long-term approach to the students' educational subjects. Participants reported that negative interactions with teachers - such as discouraged, punitive approach, or oral taunting - taunting - loss of interest, low motivation, and in some cases, due to complete dissolution from specific subjects. Even students who initially expressed enthusiasm or ability in subjects like mathematics or geography, informed their teachers to withdraw due to the negative emotional message. These experiences highlight the power of expectations and emotional tone in shaping academic identity. According to the Pygmalion Effect (Rosenthal & Jacobson, 1968), students internal the expectations that

keep their teachers with them - whether high or low. When a teacher expresses mistrust in a student's abilities or focuses on punishment on regular encouragement, it can give rise to failure from the subject matter and self-fulfilling predictions of emotional contingent. This emotional contingent is not limited to underperformance - it is also spread to students who score well, but feel unfamiliar or implied, as it was seen in the student's account after leaving geography despite obtaining good marks.

These narratives suggest that subject-specific disintegration is often not from materials, but from the emotional climate around its instructions. A single teacher's tone, approach, or trust can leave a permanent impression on how students see their ability and relationship with a subject. To compete this, it is necessary to promote emotionally confirmation, respectable and student-centric educational practices. Teachers play an important role not only in giving courses but also in the cultivation of internal motivation towards students' confidence, interest and learning.

SUB-THEME 2.3 Negative emotional effect

Excerpts

“Sometimes I feel demotivated when they scold without understanding our side.”FGD1_P10

“When they criticize us in front of others, we feel embarrassed and lose confidence.”FGD2_P7

“We get stressed, and it impacts our focus and ability to recall things later.”FGD5_P5

Student stories highlight the psychological consequences of teacher behavior on student self-esteem, inspiration and cognitive performance. The participants shared how being scolded without justification or being publicly criticized, which led to the feelings of democracy, embarrassment and self-confidence. These emotional reactions are not just transient - they carry

cognitive results, as students reported difficulty in focusing and remembering information after such conversations. These experiences indicate the concept of emotional security as a condition for effective learning. When students are misunderstood, the learning environment reduces their sense of safety, causing stress reactions, which affect memory, attention and academic engagement (Emordino-Yang and Damasio, 2007). Public criticism, in particular, can activate feelings of shame and social anxiety, which is known to interfere with both class participation and cognitive processing.

Students' reflections outlines the importance of emotionally intelligent teaching, where teachers not only manage their feelings, but also respond to students with sympathy and respect. Failure to consider the attitude of students before reacting, as noted by a participant, can damage the teacher-student relationship and contribute to long-term educational disintegration. To promote overall education, teachers should promote an environment where respectable improvement replaces public reprimand, and where students are heard rather than rejecting. When emotional requirements are met, cognitive function and motivation naturally follow.

THEME 3 Emotions in classroom

Emotions play a fundamental role in shaping the atmosphere of the classroom and affecting both teaching and learning. A class filled with positive emotions - such as enthusiasm, sympathy, and encouragement - promotes students' engagement, cooperation and educational success. Teachers who express real care and emotional awareness help students feel safe, valuable and motivated. Conversely, negative emotional climate can be hindered by stress, fear, or frustration, can cause stress and obstruct the harmony of the orbit. Emotionally intelligent teaching involves

recognizing and managing one's own feelings while being sensitive to the emotional needs of students. By creating an emotionally auxiliary classroom, the student increases both good and educational results.

SUB-THEME 3.1 Interaction between students and teachers

Excerpts

“When teachers smile and greet us, it feels like they care and we want to learn more.”FGD1_P3

“When a teacher listens patiently, it makes us feel heard and valued.”FGD5_P2

“Teachers who understand our problems and give us time help us feel secure.”FGD2_P6

“A teacher once noticed I was sad and talked to me after class—it meant a lot.”FGD3_P9

Unlike the previous accounts of the crisis, these student statement emphasizes the transformative effects of emotionally supporting teacher behavior. The participants explained how simple tasks-as smiling, listening to students, listening carefully, or examining their emotional welfare-their motivation, feeling of value, and emotional security within the school environment. These experiences highlight the role of relational education, where the teacher-student relationship becomes a catalyst to learn themselves. Such an emotionally unwavering behavior is contributed to whether nodding (2012) refers to the morality of care in education. When students are seen, heard and understood by their teachers, they are more likely to be attached meaningfully with educational materials and feel sufficient to take intellectual and emotional risk. The simple belief of a student's emotional state, as described by a participant, indicates how small gestures of sympathy can promote deep emotional relationship and trust.

These findings affirm that emotional availability and interpersonal warmth are not peripheral to learning—they are foundational. When teachers create emotionally affirming spaces, they

support not only students' psychological well-being but also their academic persistence and performance. This underscores the importance of training and supporting teachers in social-emotional competencies as an essential component of professional development.

SUB-THEME 3.2 Impact on teaching

Excerpts

"Teachers who laugh and joke a little in class make the learning feel fun and engaging."FGD3_P8

"If we see our teacher excited about the topic, we automatically feel interested."FGD4_P4

"when teacher gives us breaks in long lectures that helps us coming back in a fresh mind"FGD5_P1

"our teachers used to tell us fun facts during our classes which used to keep us interested in class"FGD2_P3

Students highlight account how the student can greatly increase engagement and enjoyment in the process of learning positive emotional energy and educational flexibility. The students recalled the moments when the teachers included humor, showed enthusiasm, offered mental breaks, or shared funny facts - each of which contributed to the classroom more vibrant, welcome, and feel cognitively feeling. These small but intentional gestures promoted emotional relations, vigilant renewal and internal inspiration. Such practices resonate with research on affectionate teaching and emotionally responsible education, where the emotional tones prescribed by teachers directly impress to learn the readiness of the students (Emordino-Yang and Damasio, 2007). When teachers make a model of happiness, curiosity and energy, these emotions become socially contagious, which helps students feel more investment in the subject.

In addition, strategically timed brakes and levity moments accept students' cognitive boundaries and emotional needs, allowing them to focus renewed and learn with interest.

Importantly, these examples underscore that the positive affect in teaching is not merely about entertainment—it is a deliberate pedagogical strategy that fosters emotional engagement, builds rapport, and sustains attention. Teachers who demonstrate excitement, empathy, and creativity are often more successful in cultivating classroom climates where students feel both happy and motivated to learn.

SUB-THEME 3.3 Students' performance

Excerpts

“I had a teacher who always encouraged us even if we made mistakes. That made me try harder.”FGD2_P1

“If they motivate us or say ‘good job,’ we feel confident and happy.”FGD4_P9

"even when they used to give us a 'star' in our notebooks- we used to feel so good of ourselves"FGD2_P6

“I do better in subjects where the teacher encourages and motivates me.”FGD3_P7

These student stories outline the power of teacher encouragement and positive reinforcement in shaping educational confidence, inspiration and performance. Participants explained how simple confirmation - such as oral praise, inspiring response, or small tokens of praise like stars - create a sense of pride, verification and desire for improvement. Incentives from teachers emerged not only as an auxiliary gesture, but as an important driver of student efforts and emotional investment in learning. These accounts closely align with self-determination theory (SDT),

which assumes that students are likely to be inspired internal when they experience emotions of capacity, autonomy and relatedness (deci and rayan, 2000). The teacher incentive directly promotes the feeling of students' ability, which helps them to believe in their ability to succeed even after failure. It gives fuel to belief, in turn, perseverance, flexibility and educational enthusiasm.

Importantly, the students did not emphasize the magnitude of reward or praise - but rather its continuity and emotional honesty. A well "good job" or a notebook, like a star, had a permanent impact on the self-values and motivations of the students, especially when the attempt is presented in response to the attempt, not only the achievement. These reflections indicate to confirm the efforts of students consciously and regularly for teachers, not only to improve academic results but also to create confidence and positive self-determination. In an emotionally charged class environment, such incentives can serve as a buffer against stress and dissolution, strengthen a growth mindset and promote long -term educational flexibility.

THEME 4 Impact of teachers, positive emotions in classroom

Positive emotions of teachers - such as bliss, enthusiasm, patience and encouragement - have a powerful effect on class environment and student learning. When teachers display optimism and warmth, they create a safe, motivational and inclusive environment that students promote engagement and confidence. Positive emotions increase classroom relationships, reduce anxiety and promote open communication. They also make emotional regulation for students, encourage the culture of respect and sympathy. In addition, a teacher's positive mood can promote creativity, participation and educational achievement. Ultimately, emotionally uplifting classes support both

cognitive and emotional development, which gives more meaningful and pleasant experience to learning.

SUB-THEME 4.1 Positive emotional effect

Excerpts

“If the teacher is energetic and happy, the class becomes more interesting and interactive.”FGD5_P7

“We enjoy learning more when the teacher is friendly and respectful.”FGD3_10

“Even boring topics become easy when the teacher teaches with excitement.”FGD2_P9

“Good mood of the teacher reflects in the class atmosphere—we feel less pressure.”FGD1_1

“We feel safe to express ourselves when teachers are warm and understanding.”FGD4_P7

Positive feelings of teachers - such as bliss, enthusiasm, patience and encouragement - have a powerful effect on class environment and student learning. When teachers display optimism and warmth, they create a safe, motivational and inclusive environment that students promote engagement and confidence. Positive emotions enhance classrooms, reduce anxiety and promote open communication. They also create emotional regulation for students, encourage the culture of respect and sympathy. In addition, a teacher's positive mood can promote creativity, participation and educational achievement. Ultimately, emotionally uplift classes support both cognitive and emotional development, which gives more meaningful and pleasant experiences to learn.

These conclusions also strengthen the idea that emotional safety and relationships are fundamental for intensive learning. When students see their teachers as warm and understanding, they are more likely to take intellectual risk and attach to authentically. In contrast, emotionally

distant or indifferent teaching styles can limit the voice of the student and reduce the spirit of the community in the classroom. Ultimately, these extracts emphasize that the emotional quality of teacher-student interaction is not a peripheral concern-it is central for effective education. Prioritizing relationship care and emotional awareness can lead to the good of academic results and the good of the student.

SUB-THEME 4.2 Students self concept

Excerpts

“When we feel supported, we are not afraid to ask doubts or make mistakes.”FGD4_P8

“Positive behavior from teachers boosts our morale and confidence.”FGD2_P3

“We want to perform better when teachers treat us kindly and with respect.”FGD1_P9

“When my teacher knows my name and notices my progress, I feel like I matter.”FGD2_P5

“I used to think I was bad at math, but one teacher’s encouragement changed how I see myself.”FGD5_P1

These students collectively outline the educational identity of students and strong effects of teacher aid, recognition and kindness on self-confidence. The participants talked about that positive behavior with teachers-like encouragement, respectable treatment and personal recognition-only increased their confidence, but also changed their self-determination, especially in the subjects that they struggled once. Looked, heard, and felt support by a teacher, helped them try to improve, asking questions, asking questions and portraying the relationship with academic flexibility. It closely aligns closely with the principle of self-efficiency of Bandura's (1997), which further enhanced that the trust of individuals in their abilities greatly affects their inspiration, learning and performance. Verbal persuasion-like reliable figures such as teachers can increase encouragement-efficiency, especially when combined with a supportive

environment. Reflections of students here suggest that emotional support and recognition from teachers can serve as a catalyst for long-term educational development and self-values.

One particularly powerful observation is the impact of personal acknowledgment—such as a teacher knowing a student’s name or tracking their progress—which made students feel that they “mattered.” This sense of personal relevance and connection is essential for student engagement and motivation, particularly in large or high-pressure academic settings.

These accounts reinforce the idea that positive teacher-student relationships are not just emotionally rewarding—they are transformative. They reshape how students see themselves, how they approach challenges, and how they define their potential.

THEME 5 Expectation from teachers by students

Students have both academic and emotional expectations from their teachers. Beyond giving subject knowledge, students seek sympathy, fairness, encouragement and emotional support. They hope that teachers will be acceptable, patient and respectable, create a safe place where their thoughts and feelings are given importance. Constant guidance, creative response and understanding of personal learning needs are also important expectations. In today's developed educational climate, students fast seek teachers who are inclusive, technology-lover and adaptable. Calling these expectations helps to create confidence, improve student-teacher relations and promote a positive learning environment that supports both educational development and personal development.

SUB-THEME 5.1 Non-judgemental attitude

Excerpts

“They should listen to us and not judge immediately.”

“We hope teachers understand our situation before scolding.”FGD1_P10

“We just want them to talk to us like humans, not shout all the time.”FGD2_P8

"teacher should not judge us because of past bad experience, everyone is different"FGD5_P7

These students reflect a strong desire for sympathy, impartiality and non-communicable communication from reflection teachers. The participants expressed disappointment about being a former-judge, misunderstood or disciplined without giving themselves a chance to convince themselves. Their statements show a yearning for teachers to contact them as individuals with references, emotions, and developed identity rather than a stable representation of previous behavior or generalized assumptions. This call for sympathy engagement aligns with principles of restructuring practices in education, which emphasizes dialogue, understanding, and relationships on punitive responses (Wattail, 2016). The students clarified that when teachers take time to listen and show emotional patience, it not only creates confidence, but also encourages respectable behavior and cooperation in return.

Judgment based on past behavior or rigid labeling was seen as particularly demotivating and unfair. These narratives challenge the practice of teacher bias or expectancy effects, where assumptions about students can subtly influence interactions and limit student growth (Rubie-Davies, 2010). The plea to “talk to us like humans” reflects a broader appeal for mutual respect and emotional dignity, especially in moments of conflict or correction.

In essence, these voices emphasize the need for emotionally intelligent and relationally attuned discipline, where authority is exercised with empathy, and where students are treated as evolving

learners—not fixed identities. A shift from reactive judgment to restorative dialogue could significantly enhance student-teacher rapport and classroom climate.

SUB-THEME 5.2 Empathetic listener

Excerpts

“Students need empathy sometimes and not just instructions every single time.”FGD3_P6

“We want teachers to support us emotionally, not just academically.”FGD4_P1

“A little appreciation when we share our problems goes a long way—it motivates us that we have a safe space.”FGD1_P7

“i had a teacher who used to listen to me every single time in them times of need”FGD2_P5

These students reflect the reflections beyond traditional educational instructions, reveal the clear requirement of emotional support and sympathetic engagement from teachers. The students expressed that guidance and structure are important, the time he gives the most importance during personal difficulty is a teacher who listens, understands and appreciates their emotional conflicts. Emotional verification and actually are being taken care of that they described as a "safe place", to strengthen inspiration and trust. It aligns with the infrastructure of care in education, which emphasizes relationships based on attention, accountability and compassion (nodding, 2005). Students are not only cognitive creatures - they are emotional individuals who navigate complex individual and academic landscapes. Teachers who demonstrate emotional availability and care, help promote psychological security, which is essential for meaningful learning and healthy development.

Furthermore, students' experiences suggest that even without problems can have sympathy and simple work-how a deep effect can be. These interactions create an auxiliary relationship

environment, shown to buffer stress, reduce anxiety and increase educational flexibility (Rorda et al., 2011). Such stories challenge the perception of purely instructional or transaction teaching. Instead, they advocate a more overall model of education, where emotional relations are not as "extra" but as a main component of effective and moral teaching exercises.

SUB-THEME 5.3 being fair

Excerpts

"We expect teachers to be fair and not biased."FGD3_P2

"They should treat all students equally, not have favorites."FGD1_P3

"t's unfair when one student gets more chances just because they are the teacher's favorite."FGD4_P9

"All students should be given equal opportunities to speak, not just the same few every time."FGD3_P10

"Feedback should be fair—pointing out what went well too, not just mistakes."FGD2_P2

"We want our efforts to be recognized fairly, not overlooked because we're quiet or not popular."FGD5_P6

These student stories lay a strong emphasis on fairness, equity and fair treatment in the classroom. Participants expressed a collective disappointment with alleged bias, unequal opportunities to participate and biased response practices. He emphasized that the behavior of teachers should reflect justice and equal respect for all students regardless of popularity, visibility or personal coordination. This anxiety reflects the importance of distribution and procedural justice in education - where the results (eg response or opportunity) and leading processes for them are expected to be fair and consistent (Tyler and Bladder, 2003). When students experience

prejudice, this teacher reduces confidence in relationship and reduces inspiration, especially for those who are calm, less vocal or part of the teacher's favorite group.

In addition, the students called for a balanced and creative response, evaluating the recognition of their strength along with the improvement of errors. It aligns with the principles of formal evaluation and student-centered education, which emphasizes that the response should create confidence and promote growth rather than highlighting deficiencies (Black and William, 2009). These approaches show that fairness in teacher behavior is not only about discipline or grading - it allows all aspects of class life, which is heard, who is praised, and which is seen. A perception of fairness promotes the spirit of belonging, engagement and equity, while inappropriateness can separate students and reduce participation.

Students drawn from focus group discussions reveal an intensive emotional dimension of school life - a teacher's psychological appearance often shapes, better or worse, for the entire orbit environment. Students constantly mentioned how the emotional stages of teachers -block, fatigue, frustration, or happiness -their behavior and in turn, on the students' their feelings and learning consequences. Whatever emerges is a clear and suppressed feeling: the emotional good of teachers is not a peripheral issue-it is central for the educational experiences of students. When the teachers entered the classroom carrying an unresolved emotional stress from home or institutional stress, the students reported to be worried, autocratic and often quiet. A single scolding distributed in a moment of disappointment, students were enough to retreat from participation or lose interest in a completely subject. This emotional "spillover", as students described it, created a climate of fear and emotional instability. For many people, even a teacher's vowel or expression - without words - was enough to decide whether classes felt like a safe or

hostile place. Teachers, under emotional stress, became a source of crisis despite inadvertently their intentions. These conclusions illuminate a cycle, where inadvertently teaching waves, inadvertently affect the student's confidence, educational risk and affect self-concept.

At the same time, the students clearly recalled those moments when the teachers expressed sympathy, encouragement, and fairness - stating how small gestures of support can uplift morale and promote a real desire to learn. A smile, a praise, or the simple task being heard can redefine a student's relationship or their abilities with a subject. These experiences outlines immense emotional power teachers-or to ignite or extinguish the feeling of self-efficiency of a student. The students also expressed disappointment with alleged bias and prejudice. Repeatedly, they are being ignored, judged for previous mistakes, or denied equal opportunities for speaking and participating. The emotional consequences of this inequality were important - from the feelings of invisibility to the resignation and less effort. Such dynamics not only indicate the need for educational equity, but also impartial emotional recognition - where all students look equally listened and valid regardless of their performance history or personality.

Taken together, the subthemes reveal a critical and oft-neglected truth: teaching is a profoundly emotional profession—one that demands constant emotional regulation, psychological adaptability, and interpersonal sensitivity. A teacher must juggle the roles of educator, counselor, authority figure, and sometimes surrogate caregiver—all while managing their own personal and institutional stressors. When support for this emotional labor is lacking, the cost is borne not only by teachers but also by the students under their care.

The implications are deeply structural. Emotional well-being in education is not merely a private concern of individual teachers or students—it is shaped by school policies, workplace cultures, societal expectations, and the very architecture of schooling itself. The chronic undervaluation of emotional labor, along with unrealistic ideals of what a teacher should be—forever patient, endlessly selfless, perpetually composed—creates a dehumanizing framework that leaves little room for vulnerability or authentic emotional expression. It is in this environment that both students and teachers suffer in silence.

Students' hopes are clear: they seek not perfection, but fairness; not constant cheerfulness, but empathy; not relentless instruction, but connection. These accounts urge us to rethink how emotional experiences are integrated into pedagogical discourse. If teaching continues to be treated as a purely intellectual endeavor, ignoring the human currents that run beneath every lesson, then both teacher and student well-being remain at risk.

To support emotionally sustainable education, systemic changes are necessary. Emotional flexibility should not be seen as an individual feature, teachers should do farming alone, but as a collective responsibility - was released by schools, communities and broad educational ecosystems. In short, the stories presented by the students are not only real - they are emotional admirers who challenge us to challenge us what is the meaning of teaching and learning in emotionally intelligent ways. It is not optional to identify and address the emotional taunts of schooling - it is fundamental to create human, effective and inclusive learning environment.

Triangulated Discussion: Emotional Dynamics in Teaching from Both Teacher and Student Perspectives

This triangulated discussion synthesizes insights from both teacher and student perspectives on the emotional dynamics in educational settings. By analyzing the emotional labor involved in teaching, how it impacts both students and teachers, and drawing from existing literature, we can develop a more nuanced understanding of how emotional well-being influences learning environments.

From the thematic analysis of the interviews and the focus group discussions, it is evident that both teachers and students recognize the significant impact of teachers' emotional expressions—both positive and negative—on students' classroom learning. Teachers' positive emotions, such as enthusiasm, care, and encouragement, are often perceived by students as indicators of a supportive and motivating environment, which fosters emotional safety, active engagement, and deeper cognitive processing. On the other hand, teachers' negative emotions, such as anger, irritation, or disinterest, are often recognized by students as signs of disengagement or rejection, which can lead to anxiety, reduced motivation, and a decline in academic performance. The effect occurs because teacher emotions act as social and emotional cues which shape students' perceptions of the classroom climate and their relationship with the teacher (Frenzel et al., 2009; Sutton & Wheatley, 2003). This emotional transmission process highlights why and how teacher emotions matter—not just as internal experiences, but as relational forces that directly influence students' learning behaviors and academic outcomes (Meyer & Turner, 2006; Hagenauer & Volet, 2014).

Both groups—teachers and students—agree, either explicitly or implicitly, that teachers face emotional challenges, largely because emotional expressions in the classroom are visible, relational, and influential. Teaching is not a purely cognitive activity; it involves ongoing

emotional labor as teachers manage their own feelings while responding to the emotions and behaviors of students (Sutton & Wheatley, 2003). Teachers often express their emotional states—such as stress, frustration, or joy—both verbally (e.g., through tone, word choice) and nonverbally (e.g., facial expressions, gestures, posture). These expressions are not hidden; rather, they contribute to the emotional climate of the classroom. As Hagenauer and Volet (2014) note, university teachers themselves report that emotion is inseparable from teaching, and that navigating emotional ups and downs is a natural part of their professional identity.

Students, on the other hand, are highly perceptive of these emotional cues and often interpret them in ways that shape their own learning experiences. According to Frenzel et al. (2009), there is a strong correlation between a teacher's displayed emotions and students' own emotional engagement, indicating that students not only notice these emotional displays but are also affected by them. This is further supported by Meyer and Turner (2006), who argue that students' motivation and cognitive engagement are strongly linked to the emotional messages they perceive from their teachers. Therefore, even when teachers do not explicitly state their emotional state, students often internalize it through emotional transmission.

Moreover, this mutual recognition is a dynamic and reciprocal process. As emotional expressions circulate between teachers and students, they influence the overall classroom atmosphere, making emotional awareness a shared experience. Teachers notice when students disengage due to emotional strain, and students similarly adjust their behavior in response to teacher moods. This ongoing exchange creates a feedback loop, reinforcing the idea that both parties are actively and emotionally attuned to one another (Zembylas, 2007). In this way, the literature strongly supports the view that both teachers and students recognize the emotional challenges teachers

face, and that these emotions are integral to shaping not just the emotional climate but also the learning outcomes of the classroom.

Managing emotional challenges within the educational setting is very important for teachers because such challenges directly or indirectly affect everyone involved, be it teachers themselves, students, overall learning environment, or their families. Teachers often face emotional strain from handling such a diverse classroom and its diverse needs, administrative responsibilities which is common for all but it depends on how each teacher process it- this can sometime lead to physical and emotional burnout which leased to decreased teaching effectiveness. Teachers who possess strong emotional regulation skills are better able to foster positive classroom interactions and handle stress constructively. When emotional challenges are not properly managed, the classroom environment becomes less conducive to learning. Disruptions may increase, the quality of instruction can suffer, and teacher-student relationships may become weak. Conversely, when emotional well-being is prioritized through strategies like emotional intelligence training and psychological support, it leads to a more positive and productive learning atmosphere. Emotional intelligence, in particular, has been shown to improve communication, reduce conflict, and support a more harmonious educational setting.

In conclusion, managing emotional challenges is not just beneficial but necessary in education. It supports teacher well-being, enhances student outcomes, and cultivates a healthier, more effective learning environment for all.

Controlling emotional conflicts in an education environment is a pressing concern for the teachers as this has its direct or indirect implications for all be it the teachers, students, learning

environment or their families. Emotional stress- Teachers are emotionally stressed because of dealing with a variety of class and different classroom needs and journalist responsibilities this is mostly for all teachers but dependant on how each teacher take it, it sometime leads to physical and emotional breakdown which decrease teaching effective (Taxer & Frenzel, 2015). Educators with successful capacity to regulate their own emotions are able to lead classroom interactions in positive ways and manage stress adaptation. By integrating these recommendations into school policy and practice, we can create emotionally sustainable learning environments where both teachers and students thrive.

CHAPTER 5

CONCLUSION, IMPLICATION, LIMITATION, FUTURE SUGGESTIONS

5.1 Conclusion

This research helped us understand what teachers go through emotionally in their day-to-day work, and how their feelings can affect both themselves and their students. Teachers often feel emotionally and physically tired because of too much work, pressure from school, lack of support, and the high expectations placed on them by society. When they do not get help to manage this pressure, they may become frustrated, lose patience, or feel burnt out, which can negatively affect how they interact with students.

At the same time, the study showed that teachers do try to cope using various methods—such as mindfulness, emotional boundaries, taking support from colleagues, or self-reflection. These strategies help teachers stay emotionally strong and create a more positive and safe classroom for students.

Students, on the other hand, are deeply affected by their teachers' emotional behavior. A teacher's smile, anger, stress, or encouragement can shape how students feel, how well they perform in school, and how much they enjoy a subject. In short, teachers' emotional health is not only important for them, but also for the entire school environment.

5.2 Implications

This study highlights the crucial role that teacher emotions play in the education system. Understanding and supporting teachers emotionally benefits not just educators, but also students, schools, and society at large. Here's what this means for various groups:

Teachers should be empowered to prioritize their emotional well-being. Training in stress management, emotional regulation, and setting healthy boundaries can help them remain resilient, fulfilled, and effective in their roles. Schools must foster a supportive and emotionally healthy work environment. This includes manageable workloads, adequate breaks, access to counseling or emotional support services, and wellness initiatives that help teachers feel recognized and cared for. Teacher training programs should go beyond academic instruction to include emotional intelligence and mental health awareness. Policies should also acknowledge and assess how teachers manage the emotional dimensions of teaching, offering support rather than solely focusing on performance metrics. There needs to be a shift in societal expectations. Teachers are not immune to stress or emotional fatigue—they are human too. Instead of holding them to perfectionist standards, society should offer empathy, respect, and realistic support for the challenges they face.

5.3 Limitations

5.3.1 Small and Localized Sample

The study was conducted in a specific geographic area with a limited group of teachers and students. As a result, the findings may not be generalizable to educators across different regions and contexts.

Future Suggestion: Future research should involve a larger and more diverse sample, including participants from varied socio-cultural backgrounds and across different types of educational institutions (e.g., private, public, and government-funded schools).

5.3.2 Qualitative Nature Based on Personal Narratives

This research relies on self-reported experiences, which, while rich in depth, are subject to individual perceptions, emotional states, and memory biases.

Future Suggestion: Incorporating quantitative methods—such as surveys or rating scales—can complement qualitative insights, providing broader generalizability. Researchers could also explore and compare emotional dynamics across school types (private vs. government; school vs. university).

5.3.3 Exclusion of Other Stakeholders' Perspectives

The voices of school leaders, administrators, and parents were not included in the current study. These stakeholders play a significant role in shaping the emotional climate of educational institutions.

Future Suggestion: Including principals, school management, and parents in future studies would offer a more holistic view of the emotional ecosystem in schools.

5.3.4 Lack of Longitudinal Perspective

The study captures a snapshot of recent or current emotional experiences, but does not explore how these emotions evolve over time.

Future Suggestion: Longitudinal studies would help track changes in emotional experiences and their long-term impacts on teaching practices and student learning.

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APPENDIX A

TEACHERS' INTERVIEW QUESTION

1. What are some common emotional challenges teachers face in their profession?
2. How can teachers develop strategies for managing emotions to maintain a positive learning environment?
3. How might a school or educational institution support teachers' emotional well-being?
4. How can a teacher's emotional reactions to student performance (e.g., disappointment, pride) impact students' self-esteem?
5. How might students perceive a teacher who is open about their emotional experiences versus one who remains more emotionally reserved?
6. In what ways can a teacher's mood influence classroom discussions and student participation?
7. How might a teacher's emotions affect their collaboration with colleagues and their willingness to share best practices?
8. What are the potential benefits of teachers openly discussing their emotional challenges with peers?
9. How can a positive or negative emotional climate within a teaching team impact overall school culture?
10. How might awareness of their own emotions help teachers become more effective educators?

11. How might the community's perception of teachers' roles impact their emotional well-being?
12. How does emotional exhaustion contribute to teacher burnout?
13. What are some signs that a teacher's emotions may be negatively impacting their work-life balance?

APPENDIX B

FOCUS GROUP DISCUSSION QUESTIONS

1. How do a teacher's emotions influence their teaching style and classroom management?
2. Can positive emotions, like enthusiasm or joy, directly improve a teacher's effectiveness?
If so, how?
3. How might negative emotions, such as stress or frustration, affect a teacher's ability to connect with students?
4. In what ways can a teacher's emotional state influence
5. students' attitudes toward learning?
6. How can teachers' emotional expressions (like praise or disappointment) impact students' motivation and engagement?
7. Can a teacher's consistent emotional state (e.g., calmness, anxiety) impact the overall classroom environment?
8. How can a teacher's emotions over time impact their relationships with students?
9. Can the emotional climate created by teachers have lasting effects on students' academic achievements and attitudes toward learning?
10. How might teachers' emotional resilience impact their long-term effectiveness in the classroom?
11. Have you ever had a teacher whose emotions greatly impacted your learning experience?
How did it affect you?

12. What are some strategies that have helped teachers you know maintain a positive attitude despite challenges?
13. How do you think teachers' emotional expressions can be balanced with maintaining professionalism?
14. How might a teacher's emotional state influence their decision-making in the classroom (e.g., grading, discipline)?
15. Can emotions affect the way teachers perceive students' abilities and behaviors?
16. How might a teacher's emotions impact their willingness to try new teaching methods or embrace change in the classroom?
17. How can a teacher's emotional reactions to student performance (e.g., disappointment, pride) impact students' self-esteem?
18. How might students perceive a teacher who is open about their emotional experiences versus one who remains more emotionally reserved?
19. In what ways can a teacher's mood influence classroom discussions and student participation

