

Exploration on the Relationship between Teacher Emotional Management and Improving Classroom Effectiveness

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Abstract: In modern society, people have begun to reform education and pay attention to the emotional factors of teachers. The classroom is an important platform for information exchange between teachers and students. In teaching activities, teachers and students achieve educational goals through teacher-student interaction and student-student interaction. This article analyzed the relationship between emotional management and classroom effectiveness, aiming to help teachers better grasp emotional management, improve classroom efficiency and effectively improve students' learning quality. This article collected data and analyzed it through surveys, interviews, and other methods. The survey data showed that the average score for teaching methods was 46.3, indicating that in emotional management, teachers need to focus on emotional management in teaching methods when dealing with students.

1. Introduction

Teachers play an important role in the classroom and are an indispensable part of students' learning knowledge, forming abilities, developing personality, and cultivating creativity. They have a significant impact on teaching effectiveness. In the field of education, teachers' emotional management has a significant impact on classroom effectiveness, and it is one of the most important factors in the process of teacher-student interaction. There are varying degrees of emotional communication between teachers and students in classroom teaching.

In classroom teaching, the interaction between teachers and students can not only help students resonate in emotional attitudes and values, but also help improve the quality of education. However, some universities in China currently face issues such as disharmonious teacher-student relationships and inadequate school management. Research has mainly focused on the theory and application of emotions and teacher relationships, and has extensively explored the factors that affect students' emotions and behaviors in classroom teaching [1-2]. However, overall, the attention paid to issues

related to teacher emotional management and classroom effectiveness improvement mechanisms is not high. Some scholars believe that teachers' emotional state, emotional state, and behavioral characteristics can affect teacher-student interaction in teaching activities [3-4]. This article delved into the relationship between emotional management and classroom effectiveness among teachers in the classroom, in order to understand the current education and teaching reform and development in China, and provide suggestions for improving teacher emotional management.

The emotional management of teachers and the effectiveness of classroom teaching are important factors that affect teacher-student relationships and student learning efficiency. In the continuous deepening and development of educational reform, emotions have a psychological suggestive effect on people. This article focused on teachers and through in-depth analysis of teaching activities, it was found that emotional factors and behavioral patterns in the classroom are important factors that affect students' emotional state and learning ability development. Through the description of emotional management, this article theoretically explored how to improve teacher-student relationships and promote the improvement of educational quality.

2. Teacher Sentiment Management and Classroom Effectiveness Improvement

2.1 Teacher Emotional Management

Teacher emotional management refers to the ability of teachers to recognize and control their own emotions, as well as the ability to handle emotional relationships with students. This not only includes regulating one's own emotions, but also understanding and guiding students' emotions. Teachers are the guides of students' learning. In the classroom, without a good emotional atmosphere and proactive approach to face each student and understand the topics or content they want to be related to, the quality of teaching cannot be guaranteed [5]. Emotions can also have an impact on teacher-student relationships. When teachers can handle conflicts between themselves and students in a timely manner, it is beneficial to establish a harmonious and peaceful cooperative communication environment. Teachers should learn to empathize, view problems from the perspective of others and actively listen to others' opinions and ideas. In the classroom, teachers' emotional management is mainly reflected in two aspects: emotions and behavior.

Teachers are the organizers of the classroom, and their behavior has a huge impact on the entire teaching activity. Emotional management can enable both teachers and students to achieve two-way communication, mutual understanding, and cooperation in their interactions. Through emotional management, teachers can gain a better understanding of the problems and causes of their classmates in the class they are teaching. It can also help improve the school's educational environment and enhance the overall quality and ability of the school's teaching staff. Emotional factors are the most important influencing factors for students, as they can promote the learning process and stimulate enthusiasm and initiative. However, they may also generate negative emotions or energy. If a relaxed and enjoyable atmosphere can be created in the classroom, it is easy to evoke resonance and communication between teachers and students. A good teacher-student relationship is conducive to promoting the achievement of educational goals and cultivating high-quality talents [6-7]. Positive and effective emotions can generate a sense of pleasure and stimulate creativity and innovation. Negative, ineffective or inefficient teacher emotions can hinder the progress of learning activities, reduce students' academic performance and development level and quality. Emotional management by teachers can help establish good emotional relationships between teachers and students. Students can understand and empathize with teachers, thereby enhancing their learning motivation. Some students may encounter negative emotions such as setbacks and feelings of loss during the learning process. Teachers can temporarily alleviate students' emotions and alleviate their stress through methods such as motivation. Students'

emotional state can be improved and they can participate in the learning process. Teachers can inspire students' thinking, which helps them establish a common trust relationship and improve classroom cohesion, thereby reducing classroom disputes and contradictions. Emotional management has a positive effect on improving efficiency.

The emotional management mechanism of teachers refers to activities such as communication, evaluation, and interaction between students and teachers in classroom teaching. Through this relationship, the emotional interplay between the two parties can be effectively mobilized. Therefore, through means such as organization, guidance, and control, teachers' work enthusiasm can be mobilized, teaching effectiveness can be improved, and a reasonable and effective emotional expression system can be established. Teachers should have a good mindset to face their roles. Only then can students express themselves better, thus creating a positive state of mind. By analyzing the different expressions of emotions, attitudes, and other aspects generated by teachers during the teaching process, a teaching method can be formed that can mobilize their work enthusiasm or guide students' emotions and behavioral motivation, and effectively promote the improvement of classroom learning effectiveness. It is necessary to establish a sound, systematic, and scientifically standardized incentive system, and develop a reasonable and effective incentive system, mainly including material rewards and spiritual encouragement [8]. The most important thing is to praise those who perform well. A sound feedback mechanism system can be established to ensure that emotional education plays its due role in the classroom, and a reward and punishment management system can be implemented to enhance the good interaction between school leaders, teachers, and students, as well as mutual learning and communication between teachers and students [9-10].

2.2 Methods for Improving Classroom Effectiveness

Improving classroom effectiveness is a goal that every teacher expects to achieve [11]. In order to enable students to better participate, understand, and master knowledge, teachers can adopt a series of methods from different perspectives to improve classroom effectiveness. Firstly, a positive learning environment can be created. Teachers need to create a friendly and open atmosphere to make students feel comfortable and free to express themselves. Teachers should encourage students to ask questions and participate in discussions, and actively respond to their questions. It is necessary to respect the diversity of students and encourage them to share their experiences [12-13]. Secondly, diverse teaching methods can be used. Teachers can use multimedia technology to enhance students' audio-visual experience. By using case studies, group discussions, role-playing and other activities, students' thinking and collaborative spirit can be stimulated. By utilizing methods such as field visits and laboratory practice, students can personally experience and apply the knowledge they have learned [14-15]. At the same time, innovative teaching resources and tools can be introduced. Utilizing internet resources can provide rich learning materials. Students can be encouraged to use devices such as smartphones and tablets to participate in online learning and classroom interaction. Virtual reality and augmented reality technologies can also be utilized to create immersive learning experiences. In addition, teachers can provide personalized teaching for students. Teachers need to design differentiated teaching activities and tasks according to students' interests, abilities and Learning styles, provide individual guidance and guidance, and pay attention to each student's learning progress and needs. It is necessary to encourage students to learn independently and cultivate their self-learning ability and motivation [16-17]. To stimulate students' interest and participation, interesting classroom activities and games can be developed to stimulate their curiosity and thirst for knowledge. By using real-life cases, students can connect their knowledge with practical problems. Teachers should encourage communication and cooperation among classmates. Finally, in terms of feedback and evaluation, teachers should provide timely

feedback to students, allowing them to understand their learning progress and areas that need improvement. Multiple forms of evaluation methods can be used to comprehensively evaluate students' learning outcomes. The emotional ability of teachers and the structure of classroom teaching strategies are shown in Figure 1.

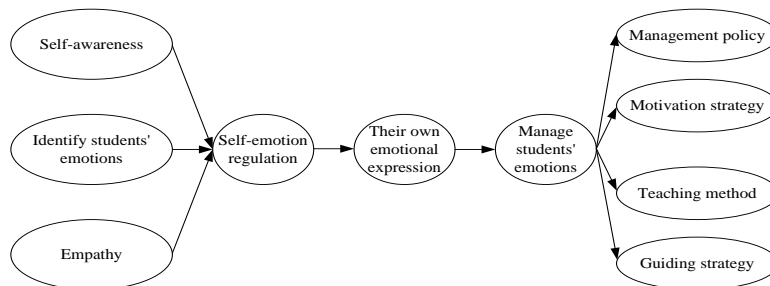


Figure 1: Teachers' emotional ability and classroom teaching strategy structure

By adopting these methods, teachers can improve classroom effectiveness, stimulate students' learning interest and motivation, and help them better understand and master knowledge [18-19]. At the same time, these methods can also promote students' active participation and cooperation, and cultivate their Critical thinking and problem-solving abilities. The most important thing is to flexibly apply these methods according to the characteristics and needs of students, in order to achieve the best teaching effect [20]. Therefore, in order to enable teachers to flexibly apply the above methods, it is necessary for teachers to carry out emotional management and control. The moderating effect of teaching effectiveness between emotional ability and classroom teaching strategies is shown in Figure 2.

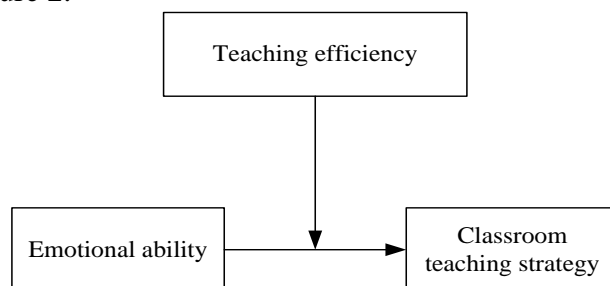


Figure 2: The regulatory utility of teaching efficacy between emotional ability and classroom teaching strategies

From a psychological perspective, the relationship between emotional management and classroom effectiveness refers to managers mobilizing students' inner motivation and initiative through appropriate emotional regulation, thereby improving their learning efficiency. The higher the level of emotional application of teachers in classroom teaching, the more cohesive the entire class would be. The emotional management of teachers is an important means to promote students' learning, improve teaching quality and effectiveness. If teachers can use emotions well, then the teaching effect can also be greatly improved.

3. Experiment on Improving Classroom Effectiveness

3.1 Experimental Process

In education and teaching, emotional management by teachers is very important, as it affects students' learning outcomes and thus has a significant impact on classroom efficiency and curriculum objectives. The classroom is an effective place for teacher-student interaction. During

the teaching process, teachers and students communicate through language, body movements, and other means. Emotional factors have a significant impact on students' academic performance and motivation, and it is necessary to effectively utilize emotional management to mobilize students' enthusiasm and initiative.

The goal of this experiment was to explore the relationship between teacher emotional management and classroom effectiveness improvement. Using a local school as the experimental site, the experimental group and control group were determined, and corresponding testing plans and survey questionnaires were developed. A certain number of teachers and students were randomly selected from different grades or majors as the research subjects to ensure good matching between the experimental group and the control group in terms of gender, age, educational background, and teaching experience. The participants were divided into an experimental and control group. The experimental group received teacher emotion management training, while the control group did not receive this training. Data were collected from the experimental and control groups during the teaching and learning process. Statistical methods were used to analyze the collected data and compare the differences in classroom effectiveness between the experimental group and the control group.

3.2 Survey Questionnaire Design and Experimental Testing

In order to collect data related to teacher emotional management and classroom effectiveness improvement, this article designs a survey questionnaire, which includes: teacher personal information (gender, age, educational background, teaching experience, etc.); the teachers' ability to manage emotions, interpersonal skills, and emotional expression were assessed; student engagement, academic performance, interest in learning, and classroom climate were assessed; other factors that may affect classroom effectiveness, such as teaching methods and materials selection, were explored. The Cronbach α coefficient was used to test the reliability of a questionnaire, and its formula was expressed as:

$$\alpha = \frac{1}{l-1} \left(1 - \frac{\sum_{i=1}^l T_i^2}{T_x^2} \right) \quad (1)$$

l is the number of measured questions. In cases where the measurement is not replicated and can only be performed once, the split half method is usually used to estimate reliability:

$$s_{aa} = \frac{2s_{jj}}{1 + s_{jj}} \quad (2)$$

s_{aa} is the estimated reliability of the entire test. In the Franagan formula, there are:

$$s = 2 \left(1 - \frac{T_x^2 + T_y^2}{T_a^2} \right) \quad (3)$$

s is the reliability value. Usually, a reliability coefficient value higher than 0.8 indicates high reliability.

After receiving emotional management training, the experimental group teachers used the same teaching content and methods for teaching. At the same time, data were collected on the experimental group teachers' teaching in the classroom. The control group of teachers did not receive emotional management training, while the rest remained unchanged, and relevant teaching

data was also collected. According to the periodic testing of the experiment, the data statistics showed that the teachers in the experimental group can perform well in the classroom with the help of emotional management, with high student participation and excellent final grades. Although the teachers in the control group worked hard to teach the course in class, it was evident that the students' enthusiasm varied and their final grades also varied.

3.3 Interviews

A total of 10 teachers were formally interviewed this time. Direct conversations and exchanges with the respondents were conducted to understand their perceptions of whether emotion management affects student learning effectiveness and changes in classroom climate. Through interviews with teachers, the problems in the classroom were understood and three reasons were summarized. The first point is the low awareness of emotional management. Emotional tension during class can even affect students' academic performance. There was also a lack of proper communication and communication with classmates after class. The second point is a lack of understanding of one's professional level, lacking a certain level of self-confidence and self-development ability. The third point is that the relationship and interaction between students and teachers are not performing well.

3.4 Survey Results

In Table 1, the internal consistency coefficient of each dimension of the Teachers' Classroom Teaching Emotional Management Strategy Scale was between 0.69-0.89, and the split half reliability was between 0.68-0.9, which indicated that the reliability indicators of the middle school teachers' classroom teaching strategy scale meet the requirements of psychological Surveying and are suitable for measurement tools.

Table 1: Reliability analysis of teacher's classroom teaching strategies

	Coefficient of internal consistency	Split half reliability
Management strategy	0.72	0.71
Motivational strategy	0.83	0.83
Teaching method	0.89	0.9
Guiding strategy	0.69	0.68

Teachers' emotional ability includes six dimensions, namely, self-emotion recognition, self emotion expression, self-emotion regulation, identifying students' emotions, Empathy, and managing students' emotions.

In Figure 3, based on the survey and evaluation of teachers' emotional abilities, this article's statistical data showed that in their own emotional recognition, the average score of teachers was 20.7, with a standard deviation of 2.7. In terms of emotional expression, the average score was 16.8, with a standard deviation of 2.3. In terms of self-emotional regulation, the average score for teachers was 20.8, with a standard deviation of 2.75. The score for distinguishing students' emotions was 14.7, with a standard deviation of 3.3. In addition, the standard deviation of empathy and managing students' emotions was also 1.7, with an average of 12.9 and 12.7.

In Figure 4, the scores obtained in management strategies, incentive strategies, teaching methods, and guidance strategies also vary. Among them, the standard deviation of the management strategy was 2, with an average score of 16.7. The average score for teaching methods was the highest at 46.3, but its standard deviation was also the highest at 4.9. The average score and standard deviation of guidance strategies were the smallest.

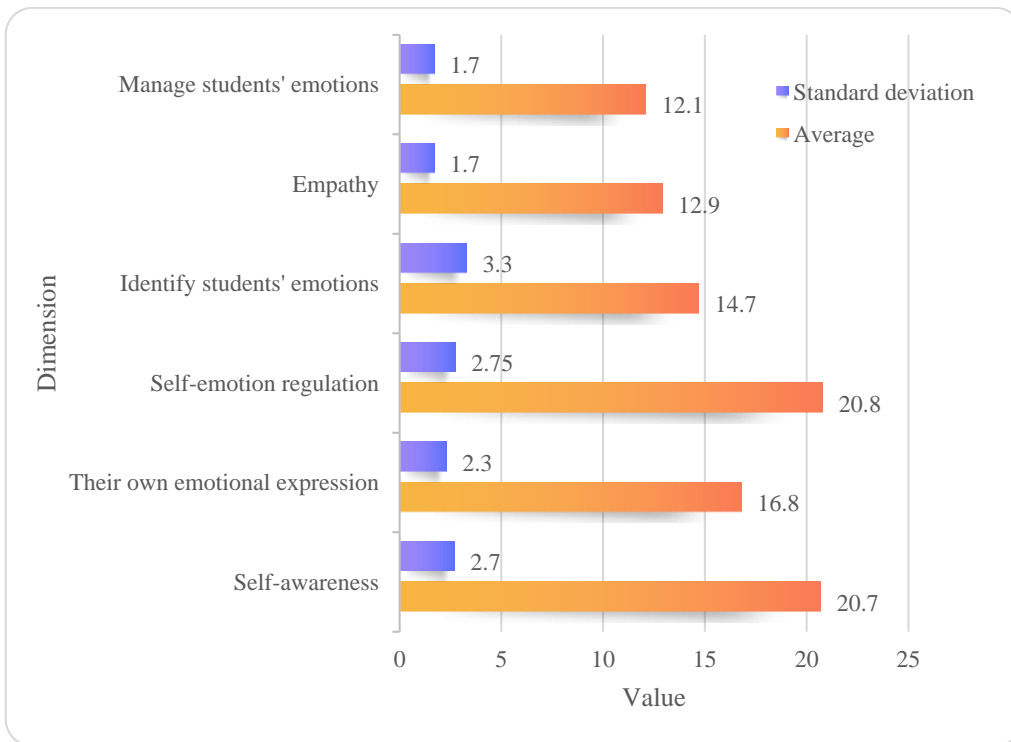


Figure 3: Six dimensions of teachers' emotional ability score

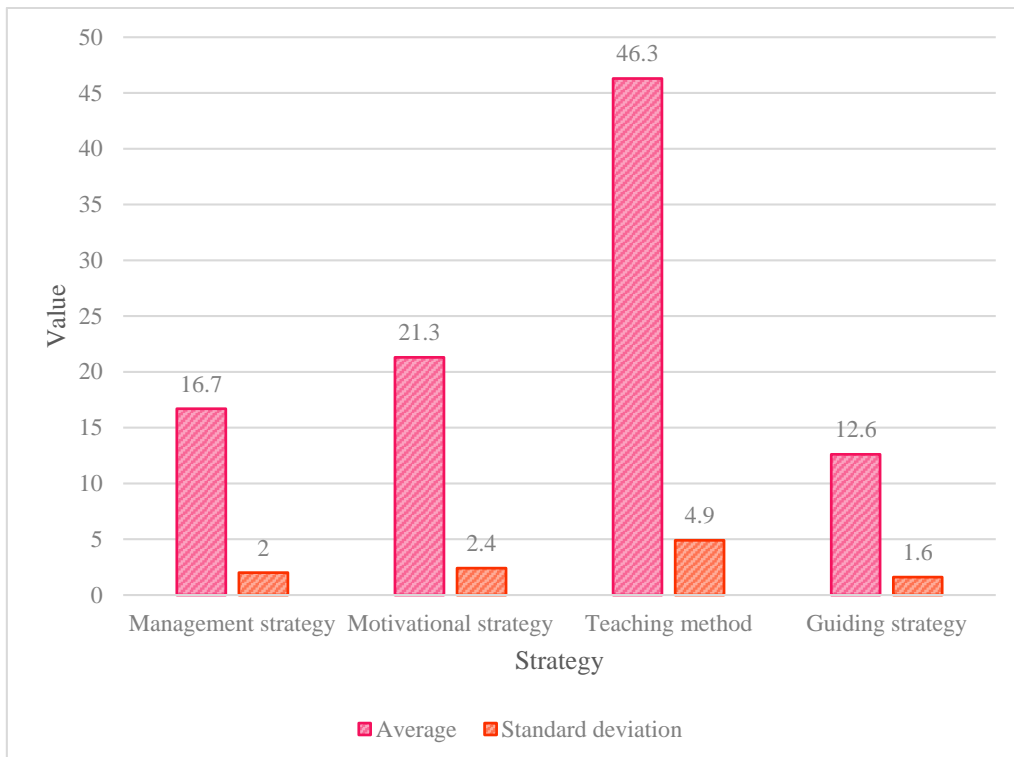


Figure 4: Emotional management strategies for the students

4. Strategy and Outlook

Teacher emotional management is the most important and effective teaching method in

classroom teaching. It not only allows students to maintain good emotions during the learning process, but also improves their understanding, memory, and thinking abilities towards knowledge points. There are different levels of emotional factors in the teacher-student relationship, and as the most important and influential party in classroom activities, teachers must maintain harmonious and friendly relationships with their classmates in order to promote the achievement of educational goals. Teachers should influence students with positive emotions and stimulate their enthusiasm in the classroom. However, this emotion would constantly change as the teaching process and learning progress change. When an emotion is expressed, it unconsciously reveals itself in the heart, and even produces a psychological reaction of disgust or negation towards certain things. On the contrary, another emotion has persistence and stability.

Firstly, teachers need to learn to empathize with problems in order to understand students and guide them to actively embrace new knowledge. Secondly, teachers should engage in more communication and interaction with students in teaching, transform their roles and enhance their awareness of emotional management. Teachers are not only guides, organizers, and managers, but should also make full use of dialogue to stimulate students' learning interest and enthusiasm, so that they can actively participate in class construction. At the same time, teachers should improve their affinity with students in the classroom through their own emotional management. Teachers can understand students from multiple perspectives, respect them, understand their problems or difficulties, and provide timely help and guidance. At the same time, teachers should also pay attention to listening to constructive words proposed by others to improve their understanding of the importance of emotions. In addition, teachers should also adjust their emotions and attitudes appropriately according to the actual situation. Classroom teaching, with the emotional management of teachers as a bridge, plays an irreplaceable role in promoting student development. In teaching, students are the subject of learning, rather than passively accepting knowledge. Therefore, in order to enhance students' discourse and speaking power in participating in courses, it is necessary to stimulate and mobilize their enthusiasm. By creating a relaxed and enjoyable atmosphere, students' initiative can be enhanced. Teachers should accurately and timely grasp students' emotional changes, and develop effective, flexible, targeted, and challenging strategies based on the characteristics of different types of students. Teachers should pay attention to their own emotional management and not be overly emotional. For students, they prefer to actively participate in the learning process. If timely encouragement, affirmation, and praise can be given, it is beneficial to improve students' emotional expression ability. On the contrary, if these positive feedback are lacking, it would inhibit students' absorption and understanding of knowledge points, thereby reducing the level of classroom efficiency. Teachers should also understand the learning context requirements of each student in each class, and understand the topics and points of interest that each student is most interested in. At the same time, teachers should also grasp whether factors such as students' emotional and behavioral characteristics meet teaching objectives and needs. Finally, teachers should obtain authentic and reliable information from students to make the classroom atmosphere more lively and dynamic.

5. Conclusion

The emotional management of teachers is a dynamic process that is influenced by subjective and objective factors such as personal factors and social environment. It has a positive correlation between the effectiveness of classroom teaching and students' learning efficiency, and can have a significant impact on it to varying degrees. However, it also has certain limitations. There are differences in the use of emotional management strategies by teachers at different levels in teaching. Only with good moral cultivation can teaching work be better carried out. Teachers' laziness or lack

of activity in the classroom can lead to a decrease in students' academic performance and even lead to learning aversion. Schools should actively organize various forms of diverse and interesting extracurricular activities to stimulate students' enthusiasm and initiative in classroom participation. Actively participating in curriculum development can achieve the best emotional management effect in the process of teacher-student interaction.

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