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Impact of Teachers' Emotions on the Students' Level of Engagement. A Secondary level study

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Abstract

Teachers' emotions impact student participation in secondary schools. As a result, positive emotional responses from teachers dramatically increase students' attention, engagement, and participation. Negative emotions, on the other hand, might undermine student participation and lower overall classroom engagement. The study aimed to establish the association between instructors' emotions and students' levels of involvement at the secondary level. The study employed a quantitative research approach. The descriptive study comprised instructors and students from Karachi's private and public secondary schools. The researcher utilized a random sampling strategy to choose a sample of 35 instructors and 35 pupils from private and public secondary schools. The study collected data using different questionnaires for teachers and students. The data were analyzed using SPSS. The study found a strong link between instructors' emotional displays and student involvement levels. Students taught by professors who regularly expressed positive emotions reported better levels of motivation, involvement, and interest in classroom activities. Teachers who expressed negative emotions, on the other hand, were found to have a lower level of involvement. As a result, the study made valuable recommendations for policymakers, educators, and practitioners to hold frequent workshops, provide training, and design policies centered on stress management, developing good teacher-student interactions, and creating emotionally supportive classroom settings.

Key words: teachers' positive emotions, teachers' negative emotions, students' level of engagement

Introduction

Emotions are complex psychophysiological processes that are generated by specific significant events in an individual's life. Emotions are socially molded and personally validated states of being that stem from conscious and/or unconscious severity of perceived accomplishments in achieving aims or maintaining beliefs throughout transactions as part of social-historical scenarios or circumstances (Abednia, 2012).

Emotions have an important influence in molding human behavior, especially in



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educational contexts. Teachers, as key personalities in the classroom, offer not only information and teaching but also emotional dynamics, which can have a considerable influence on the learning environment. A teacher's positive, negative, or neutral emotions have an impact on students' motivation, attentiveness, and general participation in academic work. Therefore, teachers' good emotional attitudes toward learners can increase their degree of participation in the learning process. Teachers with negative emotions foster depressing interactions between students and teachers (Buric, 2018).

In education, student engagement is defined as the degree of attentiveness, curiosity, optimism, engrossment, confidence, and passion demonstrated by students while learning or being taught, which leads to a high level of motivation that aids in their learning, development, and advancement in their education (Rayan, 2000).

Hascher (2010), thus, investigating how teachers' emotional actions interact with student involvement might give useful insights into successful teaching practices that promote both intellectual and emotional growth at this key time. It would be helpful for creating better generations that have the ability to cope with the challenges and problems of technology-based era with their high intellectual and emotional intelligence in future.

Significance of the study

Secondary students experience increased academic expectations and personal transformations, making them especially sensitive to the classroom's emotional environment. Adolescents are very susceptible to cues from authority figures, and teachers' emotional expressions can have a substantial impact on their sense of belonging and self-efficacy. Thus, investigating how instructors' emotional actions interact with student involvement might give useful insights into successful teaching practices that promote both students' intellectual and emotional growth.

Research Questions

- How do the positive emotions of teachers impact the students' engagement to enhance academic achievement?
- How do the negative emotions of teachers affect the students' engagement leads to low academic achievement?

Objectives of the Study

- To discern the relationship between teacher's positive emotions and the student's level of engagement at the secondary level.
- To find out the relationship between teachers' negative emotions and the student's level of engagement at the secondary level.

Hypotheses

Ho: There is no significant relationship between teachers' positive emotions and the students' level of engagement at the secondary level.

Ho: There is no significant relationship between teachers' negative emotions and the students' level of engagement at the secondary level.

Literature Review

Emotions are complicated psychological states that encompass many ideas,



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emotions, physiological changes, and behavioral responses. They help us interpret and react to various moments throughout our lives, like excitement when something good happens or fear when we detect danger. Emotions can be triggered by external events or internal thoughts, and they range from simple feelings like happiness, sadness, fury, and surprise to more complicated ones like regret, pride, or jealousy. They have a large impact on decision-making, relationships, and overall mental health; they influence how we interact with ourselves and others (Becker et al., 2014).

As a result, human emotions play an important role in social interactions. Therefore, positive emotions have a significant impact on maintaining strong and healthy relationships, while negative emotions have a detrimental impact on the quality of relationships (Buric et al., 2020).

Emotions in education have been recognized as significant experiences of students' learning and achievement. Studies on teacher emotions suggest that teaching is an emotional endeavor and teachers' emotions correlate with their students' wellbeing and the quality of their teaching. Hence, the teacher's positive emotional attitudes towards students can build positive relationships with them and promote the level of students' engagement in their learning process whereas teachers who are emotionally submerged by negative emotions leads to the pessimistic relationships between students and teachers. Therefore, the wellbeing and the learning of students are promoted and enhanced if students have a positive relationship with their teachers (Frenzel, 2020).

According to Frenzel (2015), emotionally savvy instructors show more interest to implement innovative and sophisticated teaching master plans. Furthermore, instructors with positive emotions are more courteous and concerned for their students' learning process as well as their personal and behavioral issues, and they are better able to apply new and creative technology-based strategies in the field of teaching and learning. Furthermore, the researchers discovered organized links between instructors' self-reported anger and anxiety and student disruptive behaviors, which mostly led to students' hatred and aggressiveness against teachers.

Chen (2016) claimed that teaching is an emotional process in which teachers has to manage, direct, and control their feelings of affection, care, love, tenderness, and anger etc. in order to achieve the effectiveness of teaching to stimulate the students' motivation towards the fabrication of a positive, innovative, and interesting environment of learning.

The concept of student involvement has received a great deal of attention in the field of successful education and instruction. It refers to a student's drive, goal, commitment, and vitality to actively participate and succeed academically. Pupil engagement is a psychological process that combines focused attention, curiosity, dedication, and effort put into learning. In recent years, engaged learning has sparked widespread interest in educational circles as a critical component of effective classroom instruction, as has active participation in their educational experience. Furthermore, engaged students consistently demonstrate behavioral, emotional, cognitive, and agentic characteristics in order to replicate their ideas, attitudes, and behaviors during the learning process (Nguyen et al., 2024).

Fried (2015) emphasized that learners' academic engagement is a four-fold construct that includes four crucial elements: behavior, emotions, cognition, and agency. The key concern with behavioral engagement is how focused and



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passionate learners are about completing a task in a given amount of time. Behavioral involvement reflected the learners' commitment to completing their educational and learning activities. Students' emotional involvement is driven by enthusiasm and curiosity, which rely on their attentiveness to meet their academic goals. Students' cognitive engagement entails the application of a deliberate and efficient plan of action in order to actively and successfully participate in the educational attitude. Because behavioral patterns are surface, identifiable, and understandable, behavioral involvement is easier to assess than emotional and cognitive participation. Moreover, the agency engagement is related with the agent and the teachers' emotions are the agent. Therefore, the higher the students' engagement with an agent, the bigger the longitudinal increase recorded across a majority of indices of successful functioning. This is because they take the unusual step of catalyzing their own learning to completely engage themselves, such as behaviorally, emotionally, and intellectually, for the development of larger abilities and remarkable success.

Theoretical Framework

The study required a theoretical foundation, provided by the ARSC Model. Keller's Model of Motivation, also known as the ARCS Model of Motivation, is essential for raising students' engagement and motivation levels. The ARCS model is an acronym for tactics used to assure students' sustained attention, relevance, confidence, and satisfaction in order to engage and encourage them throughout teaching-learning process (Chang et al., 2020).

The current study supported the ARCS model of motivation by suggesting the teachers' positive emotions in an education environment, significantly improves students' learning. Therefore, teachers' emotions may use the ARCS model to capture students' curiosity by engaging them to hold a great deal of relevant advanced learning information. Hence, this study material raises their level of competence among their classmates, allowing them to have complete control over their educational concerns. The sensation of expertise provides them with complete delight in discovering the hidden facts of universal knowledge.

Methodology

The primary purpose of the study was to examine the influence of teacher positive and negative emotions on student engagement. The researcher used a descriptive research design with a quantitative research technique. The quantitative research design technique used in this study allows for the systematic measurement and analysis of the link between teachers' emotions, whether good or negative, and the amount of student involvement. The population of the study consisted of the teachers and students of all the secondary private and public schools of Karachi. The sample of 35 teachers and 35 students was selected through the random sampling design. The researcher employed two types of instruments: the Teachers' Emotions Scale (TES), which was based on Tom's Social Emotional Teacher Rating Scale (SETRC), published in 2012. The second questionnaire, known as the Students' Engagement (SES), was based on the Utrecht Work Engagement Scale (UWES), established by Schaufeli in 2002. The research questionnaire consisted of two parts including the part-A consisted of demographic or personal information of the teachers and students respectively and the part-B contained thirty research attitude measuring items by utilizing the five-point Likert scale.



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Research Paradigm

The study adopted a quantitative research method, following the positivist research paradigm. Positive hypotheses were supported if the information was consistent with reality and truthful. Furthermore, statistical data analysis is used to reject information that is unrelated to reality (Park et al., 2020). Thus, the study applied the positivist research paradigm, which was statistically appropriate for its objective, by measuring and analyzing data to determine the cause-and-effect relationship between variables.

Data Collection

The survey approach was utilized to collect information from the sample for the research project. The researcher personally collected data from teachers and pupils at Karachi's private and public secondary schools. Pilot testing on thirty items yielded a Cronbach's alpha score of 0.832, indicating a high level of reliability. There were no missing numbers, miscoding, unengaged replies, or outliers, indicating that the data was clean. The Shapiro-Wilk test was used to establish that the data was regularly distributed, with $p > .01$. The data was evaluated using IBM SPSS software.

Ethical Considerations

Ethical concerns are critical components of conducting research studies that protect respondents from ethical difficulties. As a result, the researcher implemented the following steps.

- The principals of all schools signed a permission letter outlining the study project's goal and respondents' positions.
- The identities and addresses of the participants were kept confidential.
- The researcher only had access to the research data and followed educational institutions' protocols to avoid potential embarrassment for students

Descriptive Statistics

The descriptive statistics for the research data set included 35 private and public secondary school pupils. The respondents' ages ranged between 13 and 16 years. The minimum and maximum ages of the pupils differed by three years. The average age was fifteen years. There were 35 pupils, including 17 boys and 18 girls. Furthermore, data were collected from 17 students from IX (Science) and X (Science). The data were also gathered from 35 private and public school teachers, comprising 16 females and 19 males. Their ages ranged from 21 to 50. The average age was 36. Their teaching experience ranged from five to twenty years.

Data Analysis

Table 1

Mean and Standard Deviation of students' engagement and teachers' emotions based on Student questionnaire (SES.IX-X).

Factors	Minimum	Maximum	Mean	SD
Positive emotions	4	20	14.60	3.031
Negative emotions	5	25	13.83	5.238
Students' engagement	18	40	28.43	4.834



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Table 1 indicated that the mean scores were in the range of 13.83 to 28.43. The variable students' engagement had the highest mean score, and the teachers' negative emotions had got the lowest mean scores. It revealed that student involvement has the greatest mean, followed by teacher positive emotions, and teachers' negative emotions have the lowest mean, indicating a substantial relationship between how teachers feel and how students behave in the classroom. High student engagement, along with somewhat high levels of positive teacher emotions, indicated that when teachers demonstrated excitement, warmth, and encouragement, pupils are more likely to participate actively and remain engaged in learning. The low mean for negative emotions implied that fewer negative emotional displays may contribute to a less supportive and stimulating classroom environment. In summary, kids are more engaged when their teachers communicated good emotions while limiting negative ones.

Table 1 shows that the standard deviation values for teacher negative and positive emotions and students' involvement and were given as 5.238, 3.031, and 4.834, respectively. The bigger numbers indicated a greater variance or dispersion of responses from the mean. As a result, teachers' negative emotions had the biggest standard deviation value, indicating that students' involvement was less consistent with their negative emotions. Teachers' positive emotions had the lowest standard deviation value, indicating that the learners were more constant in their dedication to it.

Table 2

Relationship between Teachers' Positive Emotions and Student's Level of Engagement.

Variable	Sig.	N	r-value
Teachers' positive emotions & students' level of engagement	.751	35	.000

Table 2 showed that a strong positive correlation is present between the positive emotions of the teachers and the students' level of engagement as ($r = .751$, $p = .000$) between these two variables.

Table 3

Relationship between Teachers; negative emotions and the Students' level of Engagement.

Variable	Sig.	N	r-value
Teachers' negative emotions & students' level of engagement	-.921	35	.000

Table 3 showed the strong negative relationship between the teachers' negative emotions and the student's engagement level as ($r = -.921$, $p = .000$). The negative correlation means that teachers' negative emotions increases leads to the decrease of students' level of interest and engagement in their study.

Table 4

Independent Samples t-test for Teachers' Positive Emotions students' Engagement



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Gender	N	Mean	Standard Deviation	t-value	df	Sig.
Girls	18	30.31	5.069	2.237	33	0.03
boys	17	26.84	4.113			

Table 4 demonstrates that the estimated t-value (0.03) is lower than the reported t-value (0.05). As a result, the null hypothesis—"There is no significant relationship between teachers' positive emotions and students' levels of engagement"—was rejected. As a result, the alternative hypothesis was accepted: "There is a significant relationship between teachers' positive emotions and students' level of engagement."

Table 5

Independent Samples t - test for Teachers' Negative Emotions & Students' Engagement.

Gender	N	Mean	Standard Deviation	t-test	df	Sig.
Girls	18	30.31	5.069	-2.237	33	0.03
Boys	17	26.84	4.113			

Table 5 shows that the estimated t-value (0.03) is lower than the reported t-value (0.05). As a result, the null hypothesis—"There is no significant relationship between teachers' negative emotions and students' levels of engagement"—was rejected. As a result, the alternative hypothesis—"There is a significant relationship between teachers' negative emotions and students' levels of engagement"—was accepted. Furthermore, the negative t-value indicates that a rise in negative emotions among teachers is connected with a reduction in student involvement.

Discussion

The findings clearly showed that human emotions play an important role in social interactions. Positive emotions help to build, nurture, and sustain healthy relationships. In contrast, unpleasant emotions can have a major impact on the quality of those interactions. These findings are consistent with the work of Franzil et al. (2009), who observed that emotions are complicated and mysterious phenomena that are difficult to describe scientifically and determine experimentally. Furthermore, emotions act as a critical link between people and their surroundings, continually mediating the interaction of external events, social situations, and personal experiences.

Similarly, emotions in education are also increasingly recognized as an important foundation for students' learning and academic accomplishment. It is consistent with Wang et al. (2018) study, which found that teachers who can manage and navigate their emotions may foster a pleasant environment, which is critical for increasing students' learning engagement. In this context, Martin (2006) hypothesized that the way teachers regulate or show their emotions might have a significant impact on students' academic performance, particularly academic engagement. According to them, teachers who do not display strong emotional reactions to students' misconduct are more effective at persuading students to participate in class activities. Similarly, based on positive psychology's fundamental assumptions, Wang et al. (2018) claimed that the emotion



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management techniques that teachers use to down-regulate their negative sentiments allow them to form intimate relationships with their pupils. Students who have positive relationships with their teachers are more motivated to get involved in learning activities.

The study is congruent with the findings of Hargreaves (2000), who found that instructors experience and display emotions, and these emotions can affect pupils in at least three ways. First, emotions may be directly transmitted from teachers to pupils. Second, teacher emotions influence the quality of teacher-student connections. Third, teacher emotions send crucial social cues that may influence pupils' beliefs. Hence, teachers' positive emotions are the crucial indicators for the students' academic engagement and ultimately to their success.

There limitations to the study included the small sample size to make significant conclusions. As a result, the study's findings are less generalizable to a broader sample of respondents. Moreover, because of the presence of objective assessment, the research instrument utilized in this study, a self-report survey, may not be enough to represent students' true levels of academic engagement. As a result, a mixed-methods research design is required to conduct a thorough investigation of the current topic. Additionally, learners' involvement and teachers' emotions might be challenging, nuanced, and subjective, the research may attempt to precisely identify and assess them.

Conclusion

This study clearly shows that teachers' positive emotions have a direct influence on student involvement. When teachers express more positive emotions, students showed more interest and participation in their studies. Conversely, negative emotions from teachers can have a detrimental impact on student involvement, since an increase in such emotions may lead to a decrease in students' motivation and participation. Hence, the study can assist teachers in developing positive emotions, therefore maintaining and increasing students' interest in learning.

Recommendations

The study indicated that teacher emotions serve as the basis for student involvement and have a substantial impact on students' learning attitudes. Positive emotions from teachers can promote a productive learning environment, but negative emotions might have the opposite effect. As a result, it is critical to understand how to improve student involvement by encouraging good emotions and reducing negative ones. Hence, the study suggested the following recommendations.

- Teachers should routinely reflect on their emotional state and understand how their emotions affect classroom dynamics. Mindfulness and self-awareness techniques can help educators to maintain a pleasant emotional state.
- Creating a welcoming, inclusive, and courteous environment fosters pleasant emotional relationships. When kids feel protected and appreciated, they are more inclined to participate actively.
- Teachers should participate in training on emotional control, empathy, and stress management can help teachers keep a happy attitude and respond constructively to problems.



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- Building good, respectful connections with students can increase teacher satisfaction and student motivation. Simple gestures like expressing real concern for students' well-being can boost engagement.
- Managing stress via healthy habits, enough rest, and leisure activities outside of school helps instructors maintain a positive emotional state, which improves classroom participation.
- The Teachers should leave all the personal problems outside the classroom and enter the classroom with happy and fresh mood. Moreover, encourage and appreciate your students to try new learning activities or problem solving activities.
- Teachers should have more practice on patience and control over their aggressive attitude or behavior.

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