

## Effective Role of Emotions in Teaching

Sujit Dhanraj Kumavat<sup>1\*</sup>

### ABSTRACT

The objective of the present study was to find out the role of emotion in effective teaching of junior college students. The sample for the present research selected from the grantable junior college in Ahmednagar. For the research 11th class 90 students of Commerce faculty was selected. Among them 30 student selected for the positive emotion teaching group (Experimental group I). 30 students selected for the negative emotion (Experimental group II). And 30 students were selected for the neutral group (Control group III). The age range of the students were 17 to 18 years ( $M=35.00$   $SD=7.38$ ). In the research Simple random method was used. The first hypothesis of the research was positive emotional teaching method high in English retention than negative and neutral teaching methods. Tolls 11th class English syllabus selected for the study. Result first result was showed that positive emotional teaching had significantly high English retention than the negative and neutral emotional teaching methods.

**Keywords:** *Emotional Teaching Method, Junior College Student, Commerce Faculty, Sampling, English Subjects.*

**E**motions are important in the classroom in two important ways. First one, emotions have an impact on learning and student. They influence our ability to process information in actual way and to accurately understand what we think. For these reasons, it is important for teachers to create a positive, emotionally in the classroom environment to provide for the optimal learning of students. Second one, learning how to manage feelings and interfere with learning occurs when students are anxious about their school work (Cole, 1991; Dobson & Dobson, 1981).

Students who are depressed or anxious about learning often do not feel competent academically. They do not trust themselves and are likely to take more time double-checking their answers or questioning their work before turning it in to their teachers. They may even start over each time they make a mistake, convinced that it undermines their entire effort. Because they may take more time on a task, these students give themselves and their teachers an inaccurate perception of the actual time it took for them to solve a problem or understand a concept. Emotions can

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<sup>1</sup> Pemraj Sarda College Ahmednagar, India

\*Responding Author

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interfere with students' learning in several ways; including limiting the capacity to balance emotional issues with schoolwork, creating anxiety specifically about schoolwork, and triggering emotional responses to classroom events. Teachers will understand how their students' emotions affect learning. Teachers will understand the need to make judgments about when emotions are interfering with or supporting learning.

Emotions in general, can be categorized as pleasant (positive) emotions and unpleasant (negative) emotions. Emotions can affect learning, in both a positive and negative way. When a learner experiences positive emotions, the learning process can be enhanced and the student understands the teaching. When the learner experiences a negative emotion, the learning process can be disabled. Students learn and perform more successfully when they feel secure, happy, and excited about the subject matter (Boekaerts, 1993; Oatly & Nundy, 1996). Although emotions have the potential to energize students' thinking, emotional states also have the potential to interfere with learning. If students are overly excited or enthusiastic, they might work carelessly or quickly rather than working methodically or carefully. In addition, emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts by interfering with their ability to attend to the tasks at hand.

When emotions interfere with competence beliefs, students might withdraw from classroom activities in order to avoid appearing incompetent in the classroom. Students who tend to internalize their emotions are often easy to overlook in the classroom. Teachers can help reduce their students' performance anxieties by providing multiple opportunities for feedback about their work, and by emphasizing that mistakes are okay and a part of learning. For these students, it is important that their entire grade not be based on one big project and that feedback emphasize the things they are doing right, while also giving specific, focused advice on ways to improve. Moreover, they will benefit from knowing that the teacher really cares about them as a person and as a learner.

When our emotions are heightened, we use up our intellectual resources (Ellis, Ottaway, Varner, Becker, & Moore, 1997a; Ellis, Ottaway, Varner, Becker, & Moore, 1997b; Hertel & Rude, 1991). Some students may have difficulty learning because their minds are cluttered with distracting thoughts and memories. For example, a student who is distressed might be thinking so much about a sad memory that little mental room is left to think about other things. If students are working to cope with emotions, they might not have sufficient resources available to engage in learning.

### ***Objective of the study:***

- To search the effective role of emotions in teaching methods for junior college students of commerce faculty.

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### *Hypothesis:*

1) Positive emotional teaching method will be significantly high in English retention than negative and neutral teaching methods.

## **METHOD**

### *Sample/ Participants:*

For the present research the sample was selected from a grantable junior college Ahmednagar (Maharashtra). Total 90 students were selected of 11<sup>th</sup> class commerce faculty. Among them 30 student selected for the positive emotion teaching group (Experimental group I). 30 students selected for the negative emotion (Experimental group II). And 30 students were selected for the neutral group (Control group III). The age range of the students were 17 to 18 years (M=35.00 SD=7.38) Simple random probability method was used.

### *Tools:*

1) English: The researcher choose probability chapter in English subject.

### *Procedure:*

The researcher divided the emotions in three groups in the three groups.

- 1) Positive Emotion teaching group (Experimental group I): In this group interested, enthusiasm, happiness, pleasure emotion was selected.
- 2) Negative Emotion Teaching group (Experimental group II): In this group anger, anxiety, fear, dominance, worry emotion was selected.
- 3) Neutral Emotion Teaching group (control group III): In this group mix emotion (positive and negative) was selected. Regular teaching method was used.

**The procedure of data collection-** The researcher selected English subjects particular topics of the research. These topics were taught to the student one week. After one week feedback were taken by student in objective method.

### *Variable:*

#### **Independent variable-**

- 1) Types of emotions in teaching methods.
  - a) Positive Emotion teaching group (Experimental group I)
  - b) Negative Emotion Teaching group (Experimental group II)
  - c) Neutral Emotion Teaching group (control group III)

#### **Dependant variable-**

- a) English subjects three topics.

**DATA ANALYSIS AND DISCUSSION-**

Mean SD and SE of positive, negative and neutral emotional teaching method dimension on English subject.

*Table no.1*

Sr. No.	Factor	Positive	Negative	Neutral	total
1	Mean	43.7333	28.1333	33.1333	35.0000
2	SD	3.86793	3.59821	2.89748	7.38964
3	SE	.70619	.65694	.52901	.77894
4	N	30	30	30	90

Summary of Positive, Negative, Neutral emotional teaching method dimension on mathematics subject using the method of One way ANOVA.

*Table No.2*

Factor	Sum of Squares	df	Mean Square	F	Sign.
Between Groups	3807.200	2	1903.600	157.307	0.01
Within Groups	1052.800	87	12.101		
Total	4860.000	89			

An Analysis of Variance showed that the effect of emotional teaching method on English subject was significant,  $F=157.307$  and  $p=0.01$  Mean, SD of positive emotional teaching was  $M=43.17$   $SD=3.86$ , negative emotional teaching was  $M=28.13$   $SD=3.59$  and neutral emotional teaching was  $M=33.13$   $SD=2.89$

The hypothesis has been accepted that the positive emotional teaching has significantly high English retention than negative and neutral emotional teaching method.

Many result suggested that positive emotional teaching method in the class room is necessary for student cognitive learning, growth and creative expression. Teacher can create emotionally safe classrooms by affirming student’s accomplishments in noncompetitive ways, encouraging self confidence, providing opportunities, to take risk without penalty and giving thoughtful feedback James Comer (2001) notes that teachers sometimes take for granted that children come to school able to manage their impulses. This is not the case for many children. Teachers often need to teach students how they are expected to behave, rather than assuming they are “bad” when they behave in ways that do not jive with the teacher’s expectations. Teachers can help students learn to recognize and understand their own and others’ emotions, learn how to express their feelings and concerns, negotiate and work out their problems, and handle frustrations productively.

For example, students can be introduced to a “no-fault” approach to working out problems, a process that does not blame other individuals but instead helps students internalize a way of working through and thinking out problems. When teachers encourage a fair, just, and responsible classroom environment, students are more likely to experience the comfort and

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confidence that encourages them to want to learn (Comer & Haynes, 2001). In Kristen Bijur's fourth- and fifth-grade class in this session's video, students put into practice emotional intelligence when they negotiate space for both the girls and the boys to play their respective soccer games. These students demonstrate the ability to step back and problem-solve, rather than react impulsively. They are motivated to persist in solving their conflict and to listen to each other's ideas for a solution.

The research shown that students can become upset by classroom events a failed test, a negative comment from the teacher or a peer and react in a way that impedes further learning. These reactions may play out in different ways, depending on what the student attributes the problem to (Graham, 1997; Weiner, 1994). For example, if two students fail a mathematics test, one might blame herself for not studying enough and commit to studying harder the next time, while the other might blame the teacher for writing unfair questions and conclude that he is doomed to fail the class. His anger might lead to acting out behaviors or disruptive expressions of anger (Graham, 1997). Both students might experience anger from the same source a bad grade. However, the students differ in their beliefs about their ability to improve the situation. Negative emotions interfere with learning when students become frustrated to the point of feeling helpless or incompetent. This tendency can be offset if students learn how to regulate or manage their emotions in the classroom. A student who is angry and only knows how to blame others is not going to be able to succeed in or out of the classroom. The student needs to learn how to acknowledge and express his feelings, manage his anger, and come up with strategies for letting off steam.

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### *Conflict of Interests*

The author declared no conflict of interests.

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