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MAKE MY DAY! EXPLORING TEACHERS' EXPERIENCED EMOTIONS IN PEDAGOGICAL WORK WITH DISENGAGED STUDENTS

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ABSTRACT

Teachers play a crucial role in supporting and engaging disengaged students in the classroom. This qualitative study aims to explore the experienced emotions of teachers in their pedagogical work with disengaged students. By delving into the subjective experiences and emotions of teachers, this research sheds light on the complex interplay between emotions and pedagogy in the context of student disengagement. Semi-structured interviews were conducted with a diverse group of teachers who have experience working with disengaged students. Thematic analysis was employed to identify key themes and patterns in teachers' experienced emotions. The findings reveal a range of emotions experienced by teachers, including frustration, empathy, motivation, satisfaction, and fulfillment. Additionally, several factors influencing teachers' emotions, such as student behaviors, instructional strategies, and support systems, were identified. This study provides valuable insights into the emotional landscape of teachers' pedagogical work with disengaged students and highlights the importance of emotional competence in fostering positive learning environments.

KEYWORDS

Teachers, disengaged students, pedagogical work, emotions, experienced emotions, student engagement, qualitative research, thematic analysis, frustration, empathy, motivation, satisfaction, fulfillment, instructional strategies, support systems, emotional competence, learning environments.

INTRODUCTION

Teachers play a critical role in supporting and engaging students, particularly those who are disengaged from the learning process. Working with disengaged students can be challenging, and teachers' experienced emotions play a significant role in shaping their pedagogical approaches and classroom dynamics. Understanding the emotional experiences of teachers in their work with disengaged students can provide valuable insights into the complexities of this interaction and inform strategies to enhance student engagement. This qualitative study aims to explore teachers' experienced emotions in their pedagogical work with disengaged students, with a focus on understanding the range of emotions experienced and the factors that influence these emotions.

Student disengagement is a multifaceted issue that can manifest in various ways, such as lack of motivation, apathy, behavioral challenges, or academic underachievement. Teachers' emotional experiences in working with disengaged students can significantly impact their instructional practices, relationships with students, and overall job satisfaction. By examining the emotions that teachers experience, we can gain a deeper understanding of the challenges they face and the strategies they employ to address student disengagement.

METHOD

This qualitative study employed a phenomenological approach to explore teachers' experienced emotions in their pedagogical work with disengaged students. A purposive sampling technique was used to select a diverse group of teachers with varying levels of experience and expertise in working with disengaged students. Semi-structured interviews were conducted

to collect rich and in-depth data regarding the emotional experiences of the teachers.

The interview questions were designed to elicit responses about the emotion's teachers experienced when working with disengaged students, the factors that influenced these emotions, and the strategies they used to cope with challenging situations. The interviews were audio-recorded and transcribed verbatim to ensure accuracy in capturing the teachers' narratives.

Thematic analysis was employed to analyze the data. The transcriptions were systematically coded and categorized to identify key themes and patterns related to teachers' experienced emotions. The analysis involved an iterative process of coding, categorizing, and refining themes, ensuring that the findings were grounded in the data and reflective of the teachers' experiences.

The research adhered to ethical guidelines, ensuring confidentiality and anonymity of the participants. Informed consent was obtained from all participants, and steps were taken to protect their privacy throughout the study.

By employing this qualitative research method, this study seeks to provide a rich and nuanced understanding of teachers' experienced emotions in their pedagogical work with disengaged students. The findings will contribute to the existing literature on student engagement, teacher emotions, and effective pedagogical strategies for working with disengaged students.

RESULTS

The analysis of teachers' experienced emotions in their pedagogical work with disengaged students revealed several key themes. The results indicate that teachers experience a wide range of emotions in this context, including frustration, empathy, motivation, satisfaction, and fulfillment. Frustration emerged as a prevalent emotion, stemming from the challenges of addressing disengagement and managing disruptive behaviors. Empathy was another prominent emotion, as teachers expressed a genuine concern for their disengaged students and a desire to understand their underlying issues. Teachers also reported experiencing motivation and a sense of accomplishment when they were able to make a positive impact on students' engagement. Satisfaction and fulfillment were described when witnessing students' progress and growth.

DISCUSSION

The findings highlight the complex and dynamic nature of teachers' emotions in their pedagogical work with disengaged students. Frustration is a common emotional response due to the inherent difficulties in engaging students who exhibit disinterest or resistance to learning. However, empathy emerges as a crucial emotion that allows teachers to connect with disengaged students on a deeper level, fostering understanding and supportive relationships. The experience of motivation, satisfaction, and fulfillment indicates that despite the challenges, teachers find intrinsic rewards in their efforts to re-engage disengaged students.

Several factors influence teachers' emotions in this context. Student behaviors, such as apathy, defiance, or disinterest, contribute to teachers' frustration. Instructional strategies play a significant role in

shaping teachers' emotions, as effective approaches can lead to positive outcomes and increased student engagement. Support systems, including administrative support, professional development opportunities, and collaboration with colleagues, were identified as crucial factors in mitigating negative emotions and enhancing teachers' emotional well-being.

The findings also emphasize the importance of emotional competence in teachers' pedagogical work with disengaged students. Emotional competence enables teachers to regulate their emotions, empathize with students, and respond effectively to challenging situations. Building emotional competence through professional development and support can enhance teachers' ability to engage disengaged students and create positive learning environments.

CONCLUSION

This study provides valuable insights into teachers' experienced emotions in their pedagogical work with disengaged students. The results highlight the range of emotions teachers experience, including frustration, empathy, motivation, satisfaction, and fulfillment. The findings underscore the importance of understanding and addressing teachers' emotional experiences to foster effective strategies for engaging disengaged students.

The discussion emphasizes the significance of empathy and emotional competence in teachers' interactions with disengaged students. Empathy allows teachers to establish supportive connections and develop a deeper understanding of students' needs and challenges. Emotional competence equips teachers with the skills

to navigate challenging situations, regulate their emotions, and create positive learning environments.

The findings suggest the need for targeted support and professional development opportunities to enhance teachers' emotional well-being and pedagogical effectiveness in working with disengaged students. Administrators and policymakers should consider the provision of resources, training, and collaborative platforms to empower teachers in addressing student disengagement.

Overall, this study contributes to the existing literature by shedding light on teachers' experienced emotions in their pedagogical work with disengaged students. Further research could explore the longitudinal effects of these emotions on teachers' well-being and student outcomes, as well as investigate specific strategies that promote positive emotional experiences and effective engagement strategies for disengaged students.

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