

VICTORIA PALICHUK

STUDENT, PSYCHOLOGY

DR. WENDY M. PULLIN

PROFESSOR, PSYCHOLOGY



INFLUENCE OF TEACHERS' EMOTIONS ON CLASSROOM DYNAMICS IN ELEMENTARY SCHOOL SETTINGS

In this research, we will examine how teachers' emotions influence classroom dynamics in elementary school settings. Factors such as emotional expectancies and comprehension, the environment, and student-teacher relationships all influence emotions and behaviour. Childers, Williams, & Kemp (2014) investigated factors that impacted students' overall satisfaction. Their results indicate instructor attitudes alone have a significant impact on student satisfaction and success (Childers et al., 2014). The findings from a study conducted by Frenzel, Becker-Kurz, Pekrun, Goetz, & Lüdtke (2018) support the notion that teachers' emotions directly influence the dynamic of their classroom. After approaching the superintendent of a school division and a local principal, six teachers were recruited from a school division close to Edmonton. Participation in this study was voluntary and anonymous. After reviewing the informed consent, all participants were given a copy of the

interview questions, and were then instructed to email their responses to the researcher. From this research, it is anticipated that we will gain a deeper understanding of the factors that impact the dynamics between teacher and students in elementary classrooms. The goal of having this deeper understanding is to be able to be more aware of emotions in the classroom, and ensure the success of both teachers and students.

Research Advisor: Dr. Wendy M. Pullin