

# A Survey Study of Teachers' Emotional Management Capability

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**Abstract:** This study used a descriptive research design to analyze the emotion management skills of teachers in Anshan No. 26 Middle School. The overall purpose of this study was to explore the factors affecting teachers' emotion management ability. Teachers' emotional management capability consists of five dimensions: Emotional Awareness, Emotional Expression, Emotional Application, Emotional Regulation and Emotional Reflection, and the results show that teachers' performance on these dimensions is "often". The results showed that teachers' performance on these five dimensions was "frequent". In the study, it was shown that there was no significant relationship between Chinese teachers' emotional management capability and age, sex, place of birth, Chronological position in the family and position in the class organization, but age and place of birth were correlated with Emotional Expression, and sex was positively correlated with Emotional Awareness. Awareness were positively correlated.

**Keywords:** Teachers' Emotional Management Capability

## 1. Introduction

In today's diverse, fast-paced educational environment, teachers are facing numerous challenges and pressures. While nurturing students' knowledge, skills, and qualities, teachers also need to maintain good communication and cooperation with parents, colleagues, and administrators. This makes the emotional management abilities of teachers incredibly important. Teachers' emotional management abilities refer to how teachers identify, regulate, and deal with their own and others' emotions to maintain classroom order, create a favourable learning atmosphere, stimulate students' learning enthusiasm, and improve teaching outcomes. Teachers with good emotional management skills can better cope with the various challenges in the field of education, providing powerful support for the growth of students.

Firstly, teachers' emotional management abilities significantly impact the optimization of classroom teaching. Emotional state is an important factor in a teacher's instruction, and it directly influences their attitudes, behaviours, and teaching effects. A teacher with a stable, positive emotional state can inspire students in a more passionate and patient manner, thereby enabling students to engage more actively in classroom learning. Additionally, teachers' emotional management skills can also assist them in facing adverse teaching situations, such as dealing with students' provocations, conflict resolution, and coping with stress. By correctly regulating their emotions, teachers can mitigate the impact of negative emotions on teaching and ultimately improve the quality of instruction. Secondly, teachers' emotional management abilities are crucial in establishing good teacher-student relationships. Teacher-student relationships are one of the key factors influencing students' academic performance and psychological health. Teachers with good emotional management abilities can maintain patience and understanding when dealing with students of different personalities and behaviours. They are able to build harmonious interactive relationships that promote students' individual development. Additionally, emotionally stable teachers are more likely to gain the trust and respect of students and therefore play the roles of mentors and guides effectively in the educational process. Furthermore, teachers' emotional management abilities have an undeniable impact on the harmony of the entire school and social environment. Educators act as the engineers of students' minds, and their emotional states will directly or indirectly influence the atmosphere of the students and the whole school. Good teachers' emotional management abilities will assist in fostering effective communication and collaboration with parents, colleagues, and administrators. This establishes a positive educational atmosphere that provides strong

support for the healthy growth of children.

In conclusion, paying attention to and enhancing the emotional management abilities of teachers has significant implications for optimizing classroom teaching, establishing good teacher-student relationships, and maintaining the harmony of the school and social environment. For educators and relevant departments, strengthening the training and learning of teachers' emotional management abilities, and researching how to better utilize emotional management techniques in educational practice, constitute aims that we should strive for. It is hoped that through concerted efforts to improve teachers' emotional management abilities, we can benefit students, schools, and the whole society.

## 2. Methodology

### 2.1 Measurement Procedure and Participants

This study used the random sampling method, according to the principle of random, to ensure that each object in the population has a known, non-zero probability to be selected as the object of the study, to ensure the representation of the sample. The total number of all school personnel is 2039, and the subject group is 483, including 11 school administrators, all of whom be selected due to the small number of administrators, which accounted for 2.28% of the subject group; the total number of Faculty is 228, and 145 Faculty be selected, accounting for 30.02% of the subject group; and the number of students is 1800, and 327 students are selected, which accounted for 67.7% of the total population.

### 2.2 Research Tools

According to Xiang Bing (2022), on the basis of previous research, he summarized and compiled a five-dimensional questionnaire for teachers' emotional management ability, including emotional awareness, emotional expression, emotional application, emotional regulation, and emotional reflection<sup>[1]</sup>. The research instrument which used to collect the data is a questionnaire which assesses and describes the emotional management capability of teachers and the self-efficacy of students in the 26th Middle School of Anshan City. Questionnaire has been one of the best ways to obtain first-hand information and is the most widely used method of data collection in research. It helps to collect knowledge, attitudes, opinions, perceptions, facts and other information that is meaningful for a particular study. Management Capability Questionnaire and Students' Self-Efficacy Questionnaire. Teachers' Emotional Management Capability is categorized into 5 dimensions Emotional awareness, Emotional expression, Emotional application, Emotional regulation and Emotional reflection. While the overall Cronbach's alpha of teachers' emotional management capability was 0.84, interpreted as "Good", and the dimensional Cronbach's alpha was 0.76 (interpreted as Acceptable), 0.80 interpreted as Acceptable), 0.82 (interpreted as "Good"), 0.76 (interpreted as Acceptable), and 0.83 (interpreted as "Good") for each dimension. See Table 1 for details.

Table 1: Teacher Alpha Cronbach Value

	Alpha ( $\alpha$ ) Value	Verbal Description
Emotional Awareness	0.76	Acceptable
Emotional Expression	0.80	Acceptable
Emotional Application	0.82	Good
Emotional Regulation	0.76	Acceptable
Emotional Reflection	0.83	Good
<b>Overall</b>	<b>0.84</b>	<b>Good</b>

### 2.3 Data Analysis

In this study, SPSS 25.0 software was used to analyze the valid data, and random sampling method was used to investigate the teachers' emotional management capability in the 26th Middle School in Anshan City, Liaoning Province. In descriptive research, the researcher simply observes the phenomenon of interest as it is and does not attempt to change the individual, condition, or phenomenon. In addition, Amante explains that descriptive research is related to fact gathering and appropriate interpretation. A descriptive approach is more than just collecting data. It should provide the true meaning of the data obtained in light of the project's objectives and core assumptions.

### 3. Results and Discussion

#### 3.1 Description of Respondents Profile in terms of age, sex, place of birth, position in the family, and position in class organizations

Table 2: Respondents' Profile

Variables	TEACHERS	
	Frequency (n=156)	Percentage (%)
<b>Age</b>		
20-25 years old	4	2.6
26-30 years old	9	5.8
31-35 years old	8	5.1
36 years old and above	135	86.5
<b>Sex</b>		
Male	21	13.5
Female	135	86.5
<b>Place of Birth</b>		
Urban	126	80.8
Rural	30	19.2
<b>position in the class organization</b>		
administrator	11	7.1
head teacher	35	22.4
teacher	110	70.5

##### 3.1.1 Age

According to the study in Table 2, it was found that there were 4 teachers between 20-25 years of age (2.6%), 9 teachers between 26-30 years of age (5.8%), 8 teachers between 31-35 years of age (5.1%), and 135 teachers over 36 years of age (86.5%). The data shows that there are fewer teachers between the ages of 20-25 and more teachers over 36 years old, which indicates that the teaching force in Anshan 26th Middle School is skewed towards youth, which is in line with China's education policy. Teachers over 36 years old usually have more educational experience and teaching capability. They may have accumulated rich experience in different educational environments and are better able to cope with different types of students and teaching challenges. Teachers of different ages in schools may need better intergenerational communication and collaboration to ensure that education works well. This may require schools to provide opportunities to promote mutual learning and exchange among teachers<sup>[2]</sup>.

##### 3.1.2 Sex

In terms of teacher sex, it was found that there were 21 male teachers, or 13.5%, and 135 female teachers, or 86.5%, in the 26th Middle School in Anshan City, which suggests that there are fewer male teachers than female teachers, and that the large difference in the proportions is due to the fact that there are certain societal expectations and biases that traditionally exist in Chinese society regarding career choices for both males and females; the field of education may be viewed as being more suitable for women's careers, while men are more likely to choose other career paths. This may result in fewer men choosing to become teachers; there is also a pay differential, with relatively low pay in education, while pay in other fields may be more attractive. Some men may be more inclined to pursue other professions rather than choosing to become a teacher because of the pay; sex stereotypes, sex stereotypes in society about the field of education may lead to men facing more social pressure and prejudice when choosing a career in education. This may affect men's willingness to enter the field of education<sup>[3]</sup>.

##### 3.1.3 Place of Birth

In Place of Birth it was found that there were 126 teachers (80.8%) who were urban residents and 30 teachers (19.2%) who were rural residents in the 26th middle school in Anshan City, which indicates that the number of urban teachers was larger than the number of teachers who were rural residents in terms of proportion, and this shows that the education level of teachers who were urban residents was significantly higher than that of teachers who were rural residents. China's urbanization is increasing, and many young people chose to work and live in cities, which offer more employment

opportunities, higher salary levels, and richer life experiences. This has led to a relatively large number of teachers in urban areas [4].

### 3.1.4 Position in the class organization

Table 2 shows that in schools, teachers hold positions in the classroom, 11 (7.1%) were administrators, 35 (37.9%) were school head teachers, and 110 (70.5%) were teachers. According to the study, with the highest percentage of teachers and the lowest percentage of administrators, schools usually have a relatively flat organizational structure with fewer layers of management. The main duty of the school is to provide educational services, so the school management team usually includes core positions such as the principal, vice-principal, dean of faculty, and director of administration, etc. Fewer layers of management can increase the efficiency and speed of decision-making in the school, so there are fewer administrators and more teacher.

### 3.2 Relationship teachers' emotional management capability when grouped together according to their profile variables

Table 3: Relationship of dimensions and demographic variables

	<i>Emotional Awareness</i>	<i>Emotional Expression</i>	<i>Emotional Application</i>	<i>Emotional Regulation</i>	<i>Emotional Reflection</i>	<i>Overall</i>
<b>Age</b>	-.060	-.251**	.152	-.117	-.048	-.060
<b>Sex</b>	.168*	.127	-.075	-.001	.000	.054
<b>Place of Birth</b>	.025	.196*	-.107	-.083	-.145	-.038
<b>Position Organization</b>	-.031	.003	.056	-.074	-.040	-.034

Based on Table 3, it can be concluded that there is a significant relationship between age and emotional expression,  $r = -.251$ ,  $p = .002$  interpreted as weak negative correlation. This implies that the higher the age or older teachers tend to have lower emotional expression. There is a significant relationship between sex and emotional awareness,  $r = .168$ ,  $p = .036$  interpreted as weak positive correlation. This means that female tend to have higher emotional awareness than male teachers. There is a significant relationship between place of birth and emotional expression,  $r = .196$ ,  $p = .014$  interpreted as weak positive correlation. This means that urban teachers by birthplace tend to have higher emotional management capability than rural teachers.

There is a significant relationship between age and emotional expression with  $r = -.251$  and  $p = .002$  interpreted as a weak negative correlation. This means that the older the teacher the lower the emotional expression. This is due to: **1. Job stress and fatigue.** As teachers age, they may face more job stress and fatigue. Educational work can be challenging, especially in the face of changing educational policies, student needs and family pressures[5]. These factors may lead to emotional fatigue among teachers and affect their emotional expression. **2. Occupational fatigue.** Education is a long-term occupation that sometimes leads to occupational fatigue, which may affect teachers' emotional expression. Prolonged exposure to students' problems, challenges and needs may cause some teachers to become emotionally fatigued, reducing their capability to express their emotions. **3. Social and cultural factors.** Emotional expression may vary in different cultures and social contexts. Some cultures may focus more on remaining calm and steady than on expressing strong emotions. Therefore, older teachers may be affected by social and cultural factors that cause them to express emotions in a relatively low-key manner. **4. Individual differences.** Each individual has a different personality and way of expressing emotions. Age is only one factor that cannot fully explain why some teachers show lower emotional expression. Some older teachers may still have good emotional expression capability, while some younger teachers may face challenges in emotional expression.

Females have higher emotional awareness than males due to the fact that social and cultural role expectations for sex roles largely shape individual behaviors and traits. In many societies and cultures, females are expected to be more empathetic, caring, and emotionally expressive, which may lead to a greater tendency for females to develop high emotional awareness; females and males may be socialized and socialized differently growing up. Females are often encouraged to be more socially and interpersonally attentive, which can help develop emotional awareness and emotional intelligence. Some research also suggests that sex may be related to brain structure and function, which may affect emotional processing and cognition. While these biological differences are not absolute, they may go some way to explaining why women may be more sensitive in terms of emotional awareness. Another important reason is that women are more likely to choose emotionally related careers, such as

education, nursing, and social work. These occupations require a higher level of emotional awareness and the capability to express emotions, so women may be more likely to develop and demonstrate these abilities in these fields <sup>[6]</sup>.

Urban teachers by birthplace tend to have higher levels of emotional management capability than rural teachers because urban areas typically have more educational resources and opportunities, including better schools, more training opportunities, and a wider range of cultural experiences. Urban-born teachers may be more likely to have access to high-quality education that includes training in emotional management and social capability. Urban areas are typically more diverse and contain people from different cultural and social backgrounds. Urban-born teachers may be more likely to engage and interact with a wide variety of people, which can help them better understand and deal with students from different backgrounds and emotional needs. Urban areas typically have more opportunities for social interactions, including participation in social events and visits to arts and cultural venues. These interactions can help develop emotional management capability because they require individuals to deal with a variety of emotional and social situations. Urban life can be busier and more challenging, which may force urban-born individuals to learn to manage emotions earlier. Urban dwellers typically face more work pressures, competition, and social pressures, so they may need to be better equipped with emotional management capability to cope with these challenges<sup>[1]</sup>.

#### 4. Conclusions

The study found that secondary school teachers' emotional management capability were moderate and did not show high levels of emotional management capability, and it also showed that teachers' age, sex, and place of birth had an impact on teachers' emotional awareness and emotional expression.

#### 5. Recommendations

1) Self-awareness: Understanding one's own emotions, including affective perception, emotional expression and emotional regulation. Reflecting on one's own affective perception and emotional response patterns to recognize potential emotional triggers.

2) Practice calm responses: When faced with challenges or emotional triggers, respond by taking deep breaths and thinking calmly, rather than making immediate impulsive decisions or displaying emotions. Learn to delay responses to allow more time to process and understand emotions.

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