Understanding Teacher Emotions: Implications for Teacher Education

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This study aims to understand teacher emotions through interviewing 25 and surveying 1492 primary teachers in China using a mixed method. Deductive content analysis was employed to analyze the data allocating the five nested ecological systems - microsystem, mesosystem, exosystem, macro-system, and chronosystem. Results show that the number of emotions that teachers reported decreased as the distance from the teachers increased. The highest intensity of teacher emotions, especially with regard to teacher-student interaction and classroom management, was reported at the microsystem level. Given the powerful role that emotions and relationships play in teaching and learning, it is critical for teacher education in both preservice and inservice settings to support the development of knowledge and skills for emotional self-regulation, the nurturing of relationships in classrooms, and the improvement of their well-being.