

EXPECTING MORE: FROM MIND FULL TO MINDFUL

The Relations Between Teachers' Expectations and their Emotions

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BACKGROUND

Previous literature has shown the possible interactions between teacher beliefs and emotions, both of which are significant in influencing teaching practices and students' outcomes (Burić et al., 2017).

As one construct of teaching beliefs, teacher expectations, have been found to predict students' academic achievement, self-concept, and behaviours, whereas little attention has been paid to their relations with teacher emotions (Wang et al., 2018). Given the role of teacher expectations and emotions in education, it is of value to investigate how these two influential factors are related.

RESEARCH QUESTIONS:

Are there any relations between teacher expectations and teacher emotions? If yes, how?

METHODS:

DATA: Surveys from 135 Chinese homeroom teachers in 14 high schools

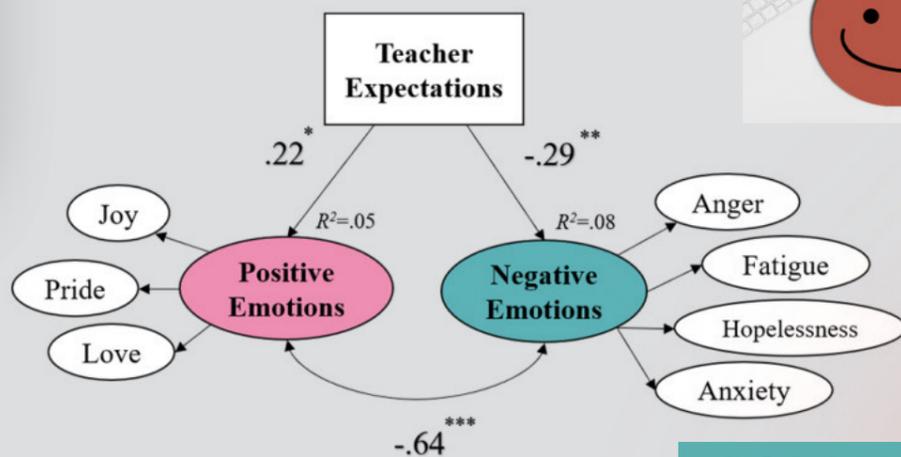
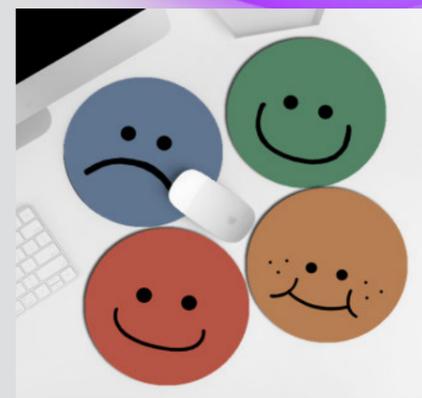
ANALYSIS: Confirmatory Factor Analysis and Structural Equation Modelling (SEM)

DATA: 12 individual teacher interviews

ANALYSIS: Thematic analysis (Braun & Clarke, 2006)

SURVEY RESULT (How?)

The SEM suggested that teachers might improve their emotional experiences by expecting more from their students.



INTERVIEW RESULT (Why?)

Teachers with different levels of expectations seemed to vary in following four aspects:

1. Role identification

High expectation teachers highlighted students' autonomy in learning whereas teachers with low expectations underlined their own roles.



"I let the class leaders deal with these things. They're sometimes even better than me."

"I perceive myself as a 'mother' of my students. How students perform depends on how harsh their teachers are."



2. Emotional strategies

High expectation teachers reported less emotional trauma by adopting more effective emotional regulation.



"I regulate my emotions by the use of self-talk. I think about the potential reasons for my students' misbehaviours."

"I lost my temper immediately and argued with disruptive male students in class."



3. Teaching approaches

High expectation teachers paid more attentions to the quality of the teaching rather than merely finishing the class.



"When there is no response, I'd rather stop for a while and talk with my students about something outside of the book."

"I'll try to follow the original plan and finish the class objectives as much as I can."



4. Contextual resources

High expectation teachers appeared to appreciate considerably all stakeholders' roles in education and had higher reliance on them instead of working alone.



"I'd like to consult our year level leader while keep the parents informed of what's going on."

"I usually feel helpless as I don't know how to deal with these issues."



DISCUSSION

By improving teachers' understanding of their expectations and emotions, this research might help teachers pinpoint the specific practices that lead to improved emotional experiences. The research could serve as a starting point for future studies to explore further how to mediate teachers' negative emotions and to provide recommendations for improvement to teacher education.

REFERENCES

