



Teachers workout on Secondary Students for Emotion driven Pedagogy

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Abstract:

The current research investigates the effect of teachers' work termed as "workout" in promoting emotion-driven pedagogy in secondary school students. Emotion-driven pedagogy focuses on incorporating emotional sensitivity, empathy, and interpersonal knowledge in classroom education to promote student learning and integral development. The current study investigates how gender affects students' responsiveness and engagement in such pedagogical spaces.

A descriptive research design was adopted, and data were collected from a sample of 50 secondary school students (25 males and 25 females) from an urban educational setting. The Emotional Intelligence Scale developed by Dr. Arun Kumar Singh and Dr. Shruti Narain was used as the primary instrument to assess students' emotional competence. The study also examined the students' perceptions of their teachers' emotional support and teaching strategies aimed at fostering emotional engagement.

Statistical analysis, including t-tests, revealed a significant difference between male and female students in terms of their engagement with emotion-driven pedagogical practices. Female students demonstrated higher emotional involvement and responsiveness, indicating a more positive perception of the emotional climate established by their teachers.

These findings suggest the importance of gender-sensitive emotional strategies and underline the need for targeted teacher training programs to equip educators with tools for implementing emotion-driven pedagogy effectively. The study concludes that fostering emotional intelligence and emotional support in the classroom is essential for creating inclusive and emotionally rich learning environments that promote academic achievement, self-awareness, and interpersonal growth in secondary school students.

Keywords: Teachers workout, Emotion driven pedagogy, Secondary School Students

Introduction:

Emotion-driven pedagogy is a contemporary educational approach that prioritizes the emotional experiences of learners as a central aspect of teaching and learning. It recognizes that emotions are not merely peripheral reactions but core components of cognitive processing, motivation, and behavior in academic settings (Immordino-Yang & Damasio, 2007). This pedagogy seeks to create emotionally responsive classrooms where teaching strategies are not only intellectually stimulating but also emotionally resonant, allowing students to

form meaningful connections with content, teachers, and peers. By integrating emotional awareness into instruction, educators aim to foster empathy, resilience, and intrinsic motivation, which are essential traits for lifelong learning. In contrast to traditional approaches that often emphasize standardization and rote learning, emotion-driven pedagogy brings a humanistic and psychological depth into education particularly crucial at the secondary level, where students are navigating one of the most emotionally volatile phases of development. Adolescence, especially in secondary school, marks a critical juncture in emotional and cognitive development. Students at this stage are transitioning from childhood to adulthood, experiencing a surge of hormonal, neurological, and social changes that shape their emotional responses and identity formation (Steinberg, 2014). This developmental stage is characterized by heightened sensitivity to peer influence, increased self-awareness, and a growing need for autonomy and recognition. The emotional landscape of secondary students is complex ranging from moments of joy, pride, and excitement to anxiety, frustration, and self-doubt. If these emotional dynamics are not acknowledged and addressed constructively in school environments, they may lead to disengagement, disciplinary issues, or mental health concerns (Eccles et al., 1993). Emotion-driven pedagogy, therefore, emerges as a vital response to the emotional needs of adolescents. It turns the classroom into an arena in which emotional experience is not stifled but noticed and utilized as a portal to further learning and engagement.

Teachers, as the designers of classroom climate, are the most influential agents in orchestrating how students experience and regulate emotions. Their capacity to notice, respond to, and incorporate student emotions in the learning process hinges the success of emotion-based pedagogy. However, many teachers may lack formal training in emotional literacy or underestimate the influence their emotional responsiveness can have on student outcomes. Acknowledging the emotions of students requires teachers to be emotionally intelligent themselves possessing the awareness, empathy, and regulatory skills necessary to navigate the emotional undercurrents of their classrooms (Brackett & Katulak, 2007). It involves recognizing non-verbal cues, validating student feelings, and cultivating a supportive environment where emotional expression is safe and valued. When teachers are attuned to the emotional states of their students, they are better equipped to tailor their instruction, manage classroom behavior, and foster stronger student-teacher relationships (Jennings & Greenberg, 2009). These relationships become the cornerstone of trust and motivation, which are indispensable in adolescence.

The role of the teacher, therefore, extends beyond delivering content to becoming an emotional coach, mentor, and facilitator. Emotion-driven pedagogy requires teachers to be proactive in understanding the emotional triggers and needs of their students and to incorporate strategies such as reflective discussions, emotion check-ins, narrative assignments, and collaborative projects that allow emotional expression. This approach does not dilute academic rigor but enhances it by aligning emotional engagement with cognitive effort. Emotionally engaged students are more likely to exhibit perseverance, critical thinking, and creativity (Pekrun, 2006). Furthermore, teachers who model emotional openness and regulation set a precedent for students to do the same, promoting a classroom culture of empathy and psychological safety. The emotional tone set by the teacher can either inhibit or amplify students' willingness to participate, take risks, and grow.

In the context of secondary education, where curriculum pressures, adolescent turbulence, and societal expectations intersect, the teacher's role in emotional engagement becomes even more pronounced. Teachers must strike a balance between academic demands and emotional nourishment, recognizing that one cannot flourish without the other. Moreover, the current educational climate often marked by high-stakes testing and depersonalized instruction calls for a pedagogical shift that re-centers human emotions as integral to learning. Emotion-driven pedagogy offers a compelling framework for such a shift, urging educators to reconsider their roles, reimagine their strategies, and re-establish connections with students on an emotional level. By investing in the emotional well-being of students, teachers are not only enhancing academic achievement but also contributing to the holistic development of individuals who are emotionally literate, socially responsible, and intellectually curious.

In sum, the "Teacher's Workout" on secondary students for emotion-driven pedagogy is not a mere classroom strategy but a transformative practice that redefines the teacher-student relationship. It empowers educators to

see students as emotional beings in the midst of a critical developmental phase and to use this understanding as a foundation for meaningful, responsive, and effective education. As research continues to affirm the symbiotic relationship between emotion and cognition, the imperative for emotion-driven pedagogy in secondary classrooms becomes ever more urgent and indispensable.

Emergence and Justification of the Study:

The emergence of emotion-driven pedagogy represents a paradigm shift in educational thought, emphasizing the emotional lives of students as fundamental to teaching and learning. Traditionally, emotions have been viewed as peripheral to cognition in educational settings. However, an evolving body of research now affirms that emotional states significantly influence attention, memory, motivation, and classroom behavior (Immordino-Yang & Damasio, 2007). In this regard, emotion-driven pedagogy aims to create emotionally supportive learning environments where students feel seen, heard, and emotionally safe, thereby enhancing both academic and social-emotional development. The urgency of implementing such approaches is particularly relevant at the secondary level, where adolescent learners are navigating intense emotional, cognitive, and social transitions that deeply affect their engagement and learning.

Secondary education is a developmental stage characterized by identity formation, increased sensitivity to peer relationships, and emotional intensity (Steinberg, 2014). During this period, students are particularly vulnerable to feelings of isolation, low self-worth, anxiety, and academic pressure, all of which can impair learning if not adequately addressed (Eccles et al., 1993). Research indicates that students who view their classrooms as emotionally safe will engage more, push through academic obstacles, and show prosocial behavior (Reyes et al., 2012). However, much of the school culture continues to be rooted in inflexible, standardized approaches where there is little space for emotional expression or emotional scaffolding. Emotion-driven pedagogy aims to undo this constraint by locating emotions at the center of instructional design, assessment, and classroom management.

The role of the teacher is central to this pedagogical transformation. Teachers are not only knowledge providers but also emotional regulators, mentors, and co-learners. They influence the emotional climate of the classroom through their own behaviour, tone, responsiveness, and relational styles. Studies have shown that teachers who exhibit emotional intelligence, particularly empathy, self-regulation, and emotional awareness are more effective in building supportive student relationships and improving classroom outcomes (Brackett et al., 2010). Moreover, Jennings and Greenberg (2009) identified teacher social-emotional competence as a critical factor in reducing burnout and fostering positive student outcomes, coining the term "prosocial classroom" to describe environments where emotional well-being is prioritized alongside academic achievement.

Despite this growing awareness, the integration of emotional considerations into pedagogical practice is still limited in many educational systems, particularly in developing countries or under-resourced schools. Many teacher preparation programs continue to focus on content mastery and classroom management techniques, with little emphasis on training educators to recognize and respond to the emotional needs of their students (Oberle et al., 2016). This rift between research-informed knowledge and practice in the classroom identifies a crucial gap that this research attempts to fill. Teachers' own affective preparedness and their capacity to perform what might be termed the "emotional labor" of teaching managing one's own emotions while attending to those of their students require conscious development and academy research (Hargreaves, 1998).

The rationale for this research, then, arises both from a theoretical deficit and a pragmatic requirement. Emotion-educator pedagogy has neuroscientific and psychological research to back it up, yet its practice on the ground is unreliable and under-explored, most notably in secondary school contexts where students' emotional topographies are fluid and intricately entangled with their identity as learners. This research aims to investigate how teachers in secondary schools practice emotion-driven teaching, knowingly or unknowingly, and how their recognition of student feelings affects student motivation and school climate.

Additionally, it is increasingly recognized that emotionally responsive teaching not only benefits the individual student but also enriches the school culture. A study by Schonert-Reichl (2017) ascertained that teachers who

are supportive of students' emotions facilitate inclusive learning environments that enhance peer relationships and minimize behavior issues. These environments also enhance academic resilience, particularly among students with socio-emotional difficulties. Where teachers acknowledge the feelings of students, provide reflection opportunities, and co-construct emotionally secure spaces, students tend to internalize learning and adopt emotional regulation abilities required for adult life (Pekrun, 2006; Zins et al., 2004).

Therefore, this study seeks to explore how teachers “work out” emotionally, how they train, adapt, and evolve emotionally in order to better serve the complex emotional needs of their students. It aims to provide empirical evidence that can inform teacher education curricula, professional development programs, and educational policy reforms focused on emotional literacy. Through insight into how teachers support emotion-led pedagogy, particularly in secondary contexts, this study hopes to close the gap between emotional theory and teaching practice to better promote both student well-being and academic achievement.

Definition of the terms used in the Study:

Emotion driven Pedagogy -

“Emotion-driven Pedagogy as an educational approach that integrates emotional processes with cognitive learning, emphasizing that emotions play a critical role in shaping attention, memory, and decision-making in learning environments.” (Immordino-Yang and Damasio, 2007).

Teachers' workout -

In the current study, teacher's workout is defined as the purposeful use by teachers of cognitive, affective, and social strategies to facilitate and improve secondary students' emotional stability, academic motivation, and overall well-being. Such strategies comprise mindfulness practice, social-emotional learning (SEL) strategies, and reflective teaching methods that are intended to foster a positive class climate and support students' psychological and academic development. The degree of a teacher's exercise will be assessed through observable and reported practices that support emotional self-regulation, student-teacher relationship quality, and participation in learning activities.

Secondary school students:

Secondary school students in this current study are persons 12 to 18 years old who are legally enrolled in educational institutions beyond elementary schooling, grades 6 to 12. These students are formally taking part in formal academic programs that lead to higher education, vocational training, or direct employment. For the context of this study, they are viewed in terms of how they develop physically, cognitively, socially, and emotionally over time, as is characteristic of the adolescent age.

Research Questions of the Study:

1. What emotion driven Pedagogical strategies are used by secondary school Teachers?
2. How do students perceive the emotional support and practices provided by their Teachers?

Objectives of the Study:

1. To study the Emotion driven Pedagogy on Secondary level Students.
2. To study the Teachers Workout on Secondary level Students.
3. To study the role of Teachers in shaping emotion driven pedagogy for enhancing development and classroom engagement of Secondary level Students.
4. To find out the influence of male and female students on secondary school students workout in facilitating emotion driven pedagogy.

Hypothesis of the Study:

Ho: There is no significant difference between male and female secondary school students in their workout practices for implementing emotion driven pedagogy.

Delimitations of the Study:

1. The study will be delimited to Mathura city only.
2. The study will be delimited to Deepshikha Public school only.
3. The study will be delimited to class 11 and 12 only.

Sample of the Study:

In the present study, the researcher used the random sampling technique to ensure fair and unbiased selection of participants.

The sample for this study consists of 50 school students from Deepshikha Public School, Mathura city.

Tools used in the Study:

Emotional intelligence scales by Dr. Arun Kumar Singh and Dr. Shruti Narain were used in the study to assess Emotional intelligence.

Statistical techniques:

Descriptive statistics: Mean, SD

Inferential Statistics: t- test

Graphical representation: Bar Graph

Analysis and Interpretation of Data:**Comparison of Male and Female students -**

Groups	N	Mean	SD	t- value	Remarks
Male	25	19	2.121	2.508	Significant at 0.05 level
Female	25	20.5	2.121		

The results presented in Table 4 and Figure 4 reveal that the computed t-value is 2.508, which is greater than the critical value of 2.064 at the 0.05 level of significance. This indicates a significant difference in the influence of male and female students on secondary school students' workout in facilitating emotion-driven pedagogy.

The mean score for male students is 19 (SD = 2.121), while for female students, the mean is 20.5 (SD = 2.121), with each group consisting of 25 participants. Since the obtained t-value is statistically significant at the 0.05 level, we reject the null hypothesis that "There exists no significant difference in the influence of male and female students on the workout for emotion-driven pedagogy."

This result suggests that female students significantly contribute more towards the facilitation of emotion-driven pedagogy compared to male students.

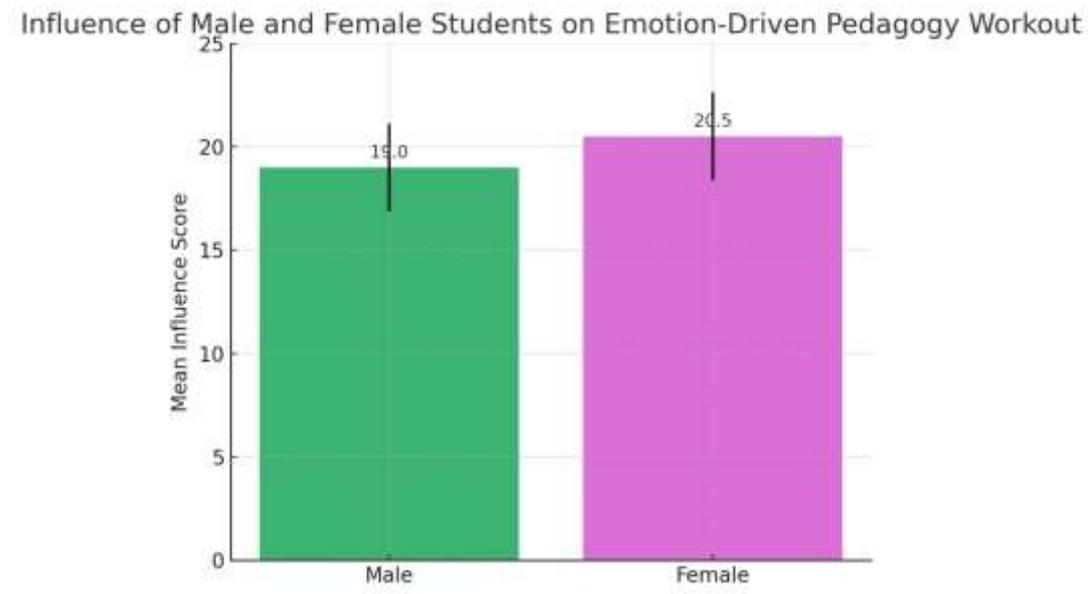


Figure 1.1

Justification of Research Question:

1. What emotion driven Pedagogical strategies are used by secondary school Teachers?

Emotions in teaching and learning have received growing attention, especially within the context of emotion-based pedagogy, which is concerned with embedding emotional awareness and responsiveness in the approach to teaching. Secondary school teachers have a central position in influencing not just the cognitive but also the emotional development of pupils. Emotion-driven pedagogical strategies such as empathy-based instruction, reflective dialogue, storytelling, emotion-eliciting activities, and socio-emotional modeling have been linked with improved student engagement, self-regulation, and interpersonal skills (Immordino-Yang & Damasio, 2007; Meyer & Turner, 2006).

Given that recent data reveals a significant gender-based difference in how students respond to and contribute to such pedagogical approaches, it becomes essential to explore what specific strategies are being employed by teachers to effectively implement emotion-driven pedagogy in diverse classroom settings. This question is crucial not only to identify best practices but also to inform teacher training programs, curriculum design, and school policies that promote emotional well-being alongside academic achievement.

Furthermore, recognizing such strategies can be useful in evaluating the difference that teacher-student emotional interactions make across student gender, which may be crucial for tailoring pedagogical interventions. Given that emotional engagement constitutes the heart of transformative learning, the following research question seeks to identify actual classroom practices that help facilitate the transfer of emotional intelligence into effective teaching that addresses complete student development.

2. How do students perceive the emotional support and practices provided by their Teachers?

In the landscape of emotion-driven pedagogy, emotional support from teachers is a key component that directly influences students' engagement, self-regulation, motivation, and overall well-being. The way students perceive this emotional support plays a critical role in determining the effectiveness of pedagogical strategies aimed at creating emotionally responsive and inclusive classroom environments.

The earlier findings in your study, which highlight a significant difference between male and female students in contributing to emotion-driven pedagogical practices, suggest that student experiences and perceptions may vary based on gender and other individual factors. This variability emphasizes the importance of capturing students' voices to better understand how they receive, interpret, and respond to their teachers' emotional cues and support mechanisms.

Research by Pianta et al. (2003) and Jennings & Greenberg (2009) supports the idea that emotionally supportive teaching strengthens teacher-student relationships, which in turn enhances learning outcomes. However, these effects are not merely a result of teacher intent; they depend heavily on students' subjective perceptions. If students do not recognize or feel the emotional support intended by teachers, the pedagogical strategies may fall short of their potential impact.

Therefore, this research question is justified as it seeks to examine the student-side of emotional interaction, which is often overlooked in teacher-focused studies. Understanding students' perceptions will help educators refine their emotional practices and tailor them to be more inclusive, equitable, and impactful across different student groups. It also provides valuable feedback for teacher professional development programs and the design of emotionally intelligent curricula in secondary education.

Conclusion:

The present study highlights the vital role of teachers' emotional engagement referred to as their "workout" in shaping the emotional and academic experiences of secondary school students. In today's dynamic classroom environment, emotion-driven pedagogy has emerged as a transformative approach that not only supports cognitive growth but also nurtures emotional intelligence, resilience, and well-being. The results of this study clearly demonstrate that gender differences exist in how students engage with emotion-driven practices, with female students exhibiting greater emotional involvement and receptivity to teachers' supportive strategies.

These results resonate the significance of emotionally knowing teachers who are responsive to a student's diverse needs. The study is based on the Emotional Intelligence Scale by Dr. Arun Kumar Singh and Dr. Shruti Narain, which ensures that the measurement is valid and effective with regards to the students' awareness and perception about the emotional practices taken by their teacher. The statistically significant outcomes suggest that when teachers deliberately implement emotion-centered strategies such as empathetic communication, reflective dialogue, and emotionally supportive classroom interactions students are more likely to feel understood, motivated, and connected to their learning.

With this in mind, it is critical for schools to make the incorporation of emotion-based pedagogy a priority in teaching through well-planned training and professional growth. Educating teachers with the skills and information they need to implement emotional intelligence into their pedagogies will address emotional gaps, create welcoming learning environments, and support well-rounded development.

Ultimately, fostering emotion-driven classrooms benefits not only academic performance but also shapes students into emotionally balanced, socially aware, and empathetic individuals prepared for life beyond school.

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