

The Challenges Faced by the Teachers in Managing the Emotional Intelligence Among the Indian Primary Students in Abu Dhabi

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Abstract: *Emotional intelligence plays a crucial role in the educational development of primary students, yet nurturing it poses significant challenges for teachers, especially in culturally diverse settings like Abu Dhabi. This study focuses on understanding these challenges within the context of Indian primary students in Abu Dhabi. The aim of this study is to investigate the challenges faced by teachers in nurturing emotional intelligence among Indian primary students in Abu Dhabi. A descriptive quantitative approach was employed, utilizing a random sample of 100 primary students and 30 primary teachers from Abu Dhabi. Simple random sampling is utilized for participant selection. Structured questionnaires, employing a 5-point Likert scale, are administered to both students and teachers to gather insights. The data collection process spans six months, during 2023 January to June 2023, allowing for comprehensive exploration of the challenges. Descriptive statistics and graphical analysis are employed to interpret the data. The findings suggest that adequate teacher training, parental involvement, and effective time management are essential strategies to address the challenges faced by teachers in managing students' emotions. By implementing these strategies, teachers can better support the emotional development of Indian primary students in Abu Dhabi.*

Keywords: Emotional intelligence, psychological development, Competence, Cognitive skills

1. Background

Emotional competence, as defined by Denham and Liverette (2019), encompasses the expression, understanding, and regulation of emotions in young children. This competence is crucial for their social and preacademic development. The significance of emotional competence in fostering the growth of children cannot be overstated. Both intrapersonal and interpersonal factors are highlighted by Denham and Liverette (2019) as pivotal in shaping early childhood emotional competence. Pekrun's comprehensive examination underscores the profound impact emotions have on learning and development, particularly in the formative years of a child's education. Morris et al. (2017) further elaborates on this by stressing the importance of emotions in academic performance. They argue that emotional intelligence is as vital as cognitive intelligence and having a conscientious attitude. Emotionally intelligent students are better equipped to navigate a wide range of emotions, thereby enhancing their overall learning experience. In conclusion, emotional competence plays a critical role in the social and preacademic development of young children. The research of Denham and Liverette

(2019), Pekrun, and Morris et al. (2017) collectively emphasizes the significance of emotions in educational settings. As educators and caregivers, understanding and nurturing emotional competence in children are essential for creating conducive learning environments that promote holistic growth and development.

The cultivation of emotional intelligence in children is of utmost importance, as it equips them with the ability to perceive, understand, manage, and leverage emotions for positive learning and developmental outcomes. Research by Pekrun and Linnenbrick-Garcia (2014) highlights the significance of emotions in a student's educational journey, which encompasses attending classes, completing tasks, and fostering relationships essential for achieving life goals. Tyng et al. (2017) underscore the profound impact of a child's emotional state on cognitive functions crucial for academic success, such as memory, decision-making, and problem-solving. Emotions intricately intersect with learning, exerting either enhancing or inhibiting effects on the educational process, as noted by Pekrun (1992). Given their contagious nature, emotions have the potential to permeate the entire learning environment, influencing both educators and students. Thus, prioritizing the development of emotional intelligence in children is essential for optimizing learning experiences and fostering overall academic achievement.

In the classroom, teachers play a crucial role in fostering a supportive environment and managing students' emotional well-being, yet they encounter various challenges in addressing children's emotions effectively. Valente et al. (2022) emphasize the pressures teachers face in prioritizing academic standards over students' emotional needs, exacerbated by constraints such as limited time, lack of parental support, and strained student-teacher relationships. Additionally, managing challenging behaviors further complicates the teacher's role in creating a conducive learning atmosphere. Despite these challenges, Dichtelmiller (1999) highlights the significance of recognizing and respecting children, emphasizing their positive self-perception. Frenzel (2021) underscores the impact of educators who exhibit cheerfulness and joy, contributing to a welcoming classroom environment and enhancing students' overall learning experiences.

In Mendler's (2001) work, the focus is on establishing meaningful connections between educators and students, spanning personal, academic, and social dimensions. These connections are deemed vital for enriching the learning environment and facilitating students' overall development. According to Vanner et al. (2022), effective communication between teachers and students plays a pivotal role in cultivating positive student-teacher relationships within the classroom. This rapport fosters mutual trust and respect, enabling educators to better understand students' needs, provide choices, and empower them to excel academically daily. Murray and Pianta (2007) assert that fostering positive relationships with students not only enhances their classroom performance but also creates a safe and inclusive learning environment for all. Thus, by prioritizing effective communication and meaningful connections, educators can foster an environment conducive to students' academic success and holistic growth.

In Labaree's (2000) work, a key emphasis is placed on the significance of nurturing caring relationships between educators and students. These relationships are instrumental in gaining insights into students' learning needs and abilities, ultimately fostering an environment conducive to academic growth. Morris (2017) highlights the importance of emotion regulation in promoting the social and emotional well-being of children and adolescents. Additionally, Valente asserts that the teaching profession inherently involves emotional dynamics, with emotions playing a central role in the teaching and learning process. As such, the management

of both teachers' and students' emotions is crucial for achieving educational success. Cultivating caring relationships between educators and students, as emphasized by Labaree (2000), is essential for creating a supportive learning environment conducive to meaningful participation and academic advancement. Furthermore, recognizing and regulating emotions, as underscored by Morris (2017) and Valente, are vital aspects of effective teaching and learning. By prioritizing emotional connections and regulation, educators can enhance both the academic and emotional well-being of their students, ultimately fostering a more enriching educational experience.

1.1 Research Objectives

General Objective: To investigate the challenges faced by the teacher in managing the emotions of their students in the classroom.

Specific Objectives:

- To analyze the importance of emotions in a child's learning and development.
- To evaluate the role of teachers in overcoming the challenges [Time constraint, parental support, Lack of effective communication] faced by them in managing the emotions of students.

2. Research Methodology

The current study adopts a quantitative descriptive approach, with a specific focus on understanding the emotional aspects of children's day-to-day learning and development. This research design was chosen to allow for a systematic exploration of emotional intelligence in the classroom setting. It enables us to gather precise data on the emotional experiences of primary school students and teachers. By directly involving primary school students and teachers in the survey, the research seeks to capture firsthand accounts and observations regarding emotional intelligence in the classroom. Through rigorous analysis of the collected data, the study aims to contribute valuable insights to the field of emotional intelligence in education.

The target population for the current study were the students and teachers from the primary school in Abu Dhabi UAE. The study employed a random sample of 100 primary students and 30 primary teachers carefully determined to ensure representativeness, statistical power, feasibility, and precision in addressing the research questions and objectives of the study. The sampling technique used in this study is simple random sampling. The population (primary students and teachers in Abu Dhabi, UAE) has an equal chance to respond to a questionnaire given to them.

The data for the research was gathered through the distribution of questionnaires to primary school teachers and students for a duration of six months. The questionnaire was developed and standardized by the investigator itself. The questionnaire consists of 1 to 10 items for students and teachers separately. The questionnaire standardizes with the support of industry experts and teacher educators. The questionnaire utilized a 5-point Likert scale to measure satisfaction, ranging from "Strongly Agree" to "Strongly Disagree." The responses were scientifically analyzed using MS-Excel. Each question was analyzed using bar graphs to visualize the responses.

3. Results

The importance of emotions in a child's learning and development.

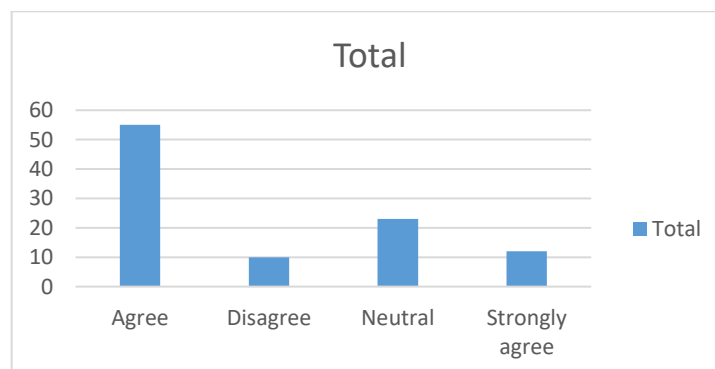
Students have a variety of reasons to be happy and excited to come to school. They express their emotions in many ways. The following is the results and analysis of questions answered by 100 students.

Q1) I am always very happy and excited to come to school.

The response against this question is shown in Table -1 below

Agree	55
Disagree	10
Neutral	23
Strongly agree	12

The data given in Table-1 is graphically represented below in Fig-1



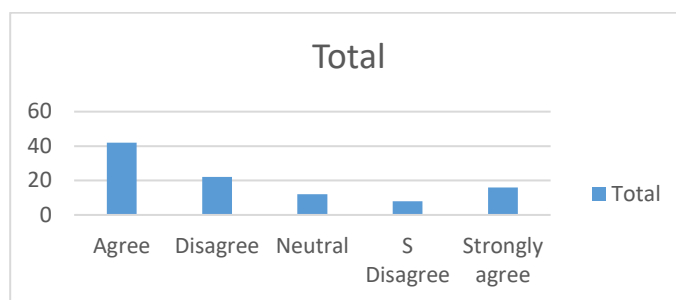
It is evident from Table-1 and Fig-1 that, there are 67% of the students excited and happy to come to school, 10% of the students are not always happy to come to school and the rest are neutral.

Q2) I share my ideas in the class often as I feel that our opinion matters, and my teacher always encourages our opinions.

The response against this question is shown in Table -2 below

Agree	42
Disagree	22
Neutral	12
S Disagree	8
Strongly agree	16

The data given in Table-2 is graphically represented below in Fig-2



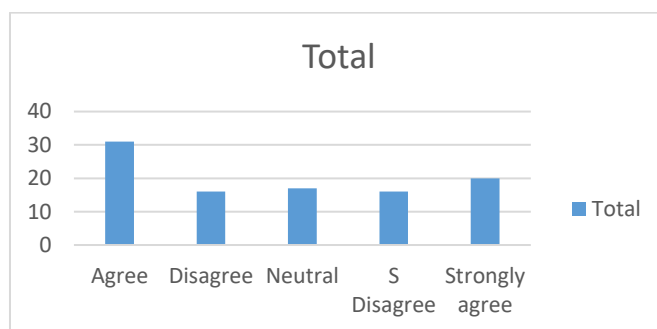
It is evident from Table-2 and Fig-2 that there are 58% of the students who agree that they share their ideas in the class and teacher always encourages their opinions, 30% of the students say that they are not allowed to share their ideas in the class and 10% of them are neutral.

Q3) My teacher speaks to me politely even when I don't understand the concepts well and asks her again.

The response against this question is shown in Table -3 below:

Agree	31
Disagree	16
Neutral	17
S Disagree	16
Strongly agree	20

The data given in Table-3 is graphically represented below in Fig-3:



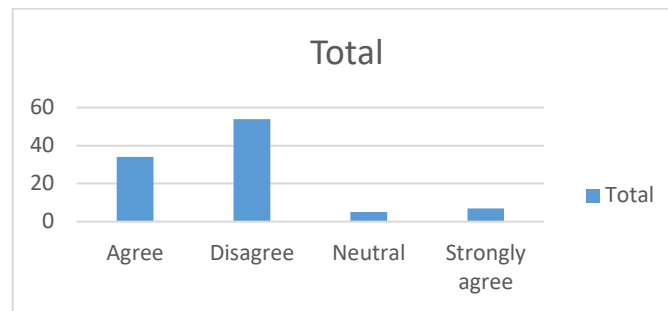
It is evident from Table-3 and Fig-3 that there are 51% of the students who agree that their teachers are kind and polite to them in the classroom, 49% of them disagree or have a neutral opinion about this.

Q4) I feel free to go to my teacher whenever I am unhappy or sad, she always welcomes me.

The response against this question is shown in Table -4 below

Agree	34
Disagree	54
Neutral	5
Strongly agree	7

The data given in Table-4 is graphically represented below in Fig-4:



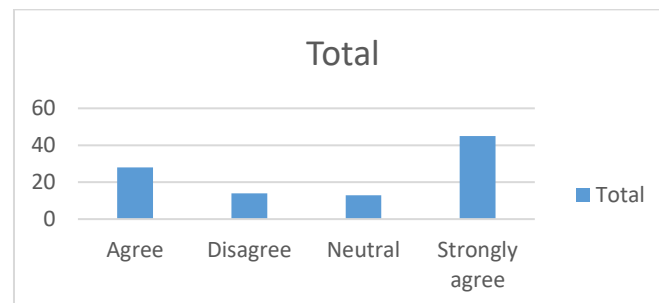
It is evident from Table-4 and Fig-4 that there are 41% of the students who feel free to approach their teacher when they are sad or unhappy, 54% of the students have disagreed to the fact that they are not free to approach their teacher and the rest are neutral.

Q5) My teacher is polite and treats me with affection and care.

The response against this question is shown in Table -5 below:

Agree	28
Disagree	14
Neutral	13
Strongly agree	45

The data given in Table-5 is graphically represented below in Fig-5:



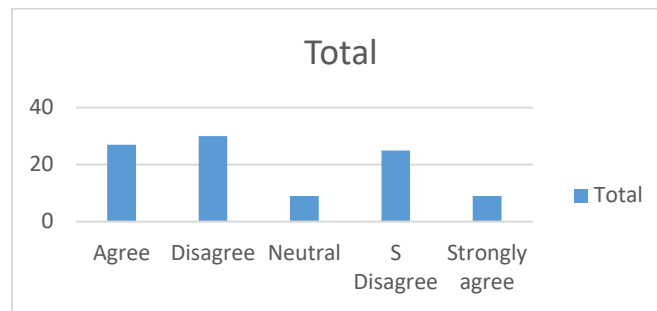
It is evident from Table-5 and Fig-5 that there are 73% of the students who agree that their teachers are polite and treats them with affection and care, 17% of the students disagree and the rest have a neutral opinion about the same.

Q6) My teachers interact with me often and listen to my issues even during the lessons.

The response against this question is shown in Table -6 below:

Agree	27
Disagree	30
Neutral	9
S Disagree	25
Strongly agree	9

The data given in Table-6 is graphically represented below in Fig-6



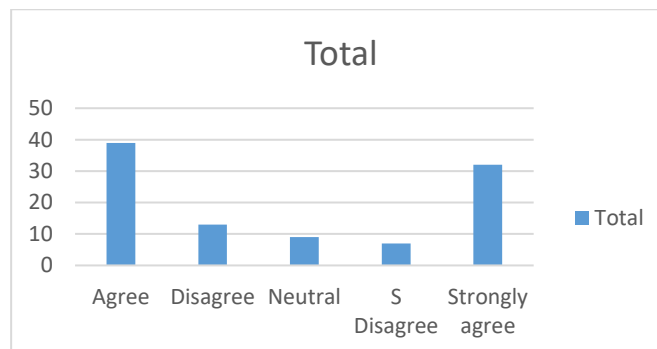
It is evident from Table-6 and Fig-6 that there are 36% of the students who agree that their teacher interacts with them often and listens to their issues, 55% of them disagree that their teacher interacts with them often and the rest have a neutral approach.

Q7) My teachers' lessons are fun, engaging, and collaborative and I understand the concepts well.

The response against this question is shown in Table -7 below:

Agree	39
Disagree	13
Neutral	9
S Disagree	7
Strongly agree	32

The data given in Table-7 is graphically represented below in Fig-7:



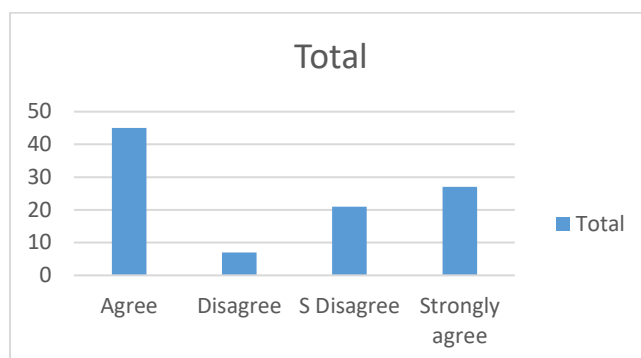
It is evident from Table-7 and Fig-7 that there are 71% who strongly agreed that the lessons are fun and engaging and they understand the concepts well, 20% of them do not find the lessons fun and engaging and the rest 9% have a neutral approach.

Q8) I learn better when I do activities in groups and share ideas with my peers.

The response against this question is shown in Table -8 below

Agree	45
Disagree	7
S Disagree	21
Strongly agree	27

The data given in Table-8 is graphically represented below in Fig-8:



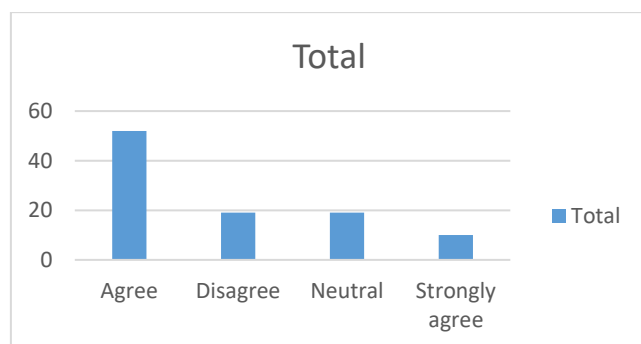
It is evident from Table-8 and Fig-8 that there are 82% of the students agree or strongly agree that they learn better with their peers, 28% of the students disagree with the fact that they learn better in groups.

Q9) I am happy and have a sense of security when I am in school.

The response against this question is shown in Table -9 below:

Agree	52
Disagree	19
Neutral	19
Strongly agree	10

The data given in Table-9 is graphically represented below in Fig-9:



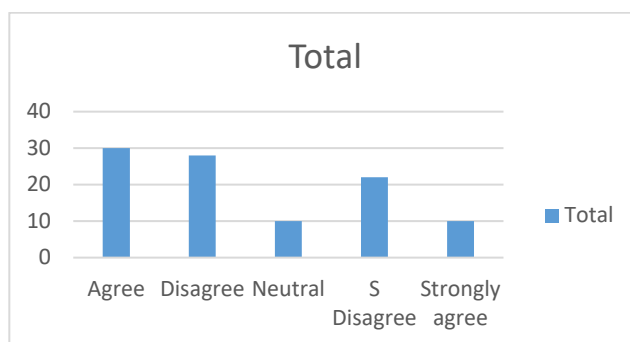
It is evident from Table-9 and Fig-9 that there are 62% of the students who have agreed that they feel safe and secure at school, the rest 19% of the students disagree with the fact and they don't feel a sense of security at school and the remaining 19% have a neutral opinion.

Q10) I get positive feedback from my teacher with proper guidance to improve in the areas I am weak.

The response against this question is shown in Table -10 below:

Agree	30
Disagree	28
Neutral	10
S Disagree	22
Strongly agree	10

The data given in Table-10 is graphically represented below in Fig-10:



It is evident from Table-10 and Fig-10 that there are 40% of the students who agree that they get positive feedback from the teachers, 50% of the students do not get positive feedback from the teachers and 10% have a neutral opinion towards this.

The role of teachers in overcoming the challenges [Time constraint, parental support, Lack of effective communication] faced by them in managing the emotions of students. Students feel more comfortable when they believe they are in a safe environment. If the teachers provide a sense of belonging and emotional safety, students feel more comfortable seeking support and sharing their struggles. A strong teacher-student relationship is essential for promoting mental well-being.

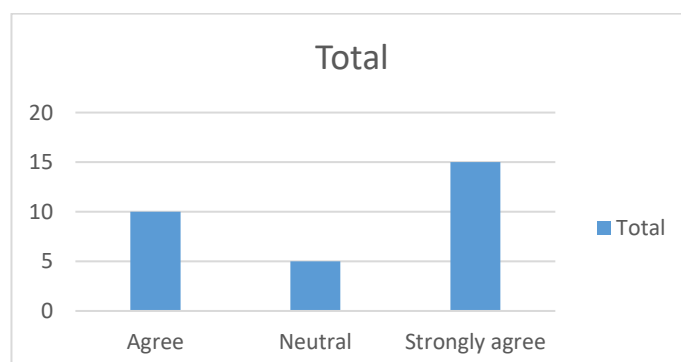
The following are the results and analysis in response to the questions asked to the teachers.

Q1) Teachers play an important role in the emotional well-being of their students.

The response against this question is shown in Table -11 below:

Agree	10
Neutral	5
Strongly agree	15

The data given in Table-11 is graphically represented below in Fig-11:



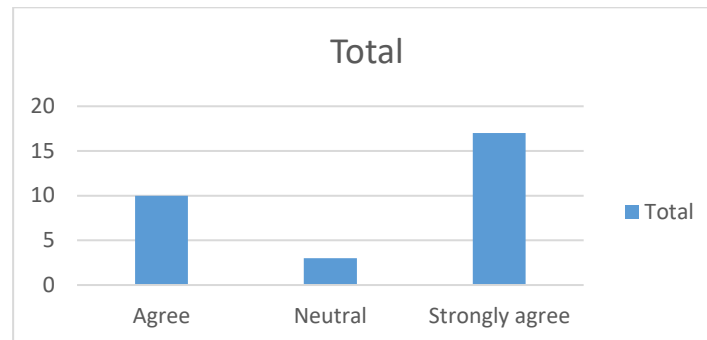
It is evident from Table-11 and Fig-11 that there are 50% of the teachers who strongly agree that emotions played an important role in the well-being of the students, 33% of the teachers agree with that and 16% of them had a neutral opinion on the same.

Q2) Teachers should be trained in emotional well-being to support the emotional needs of the students.

The response against this question is shown in Table -12 below:

Agree	10
Neutral	3
Strongly agree	17

The data given in Table-12 is graphically represented below in Fig-12:



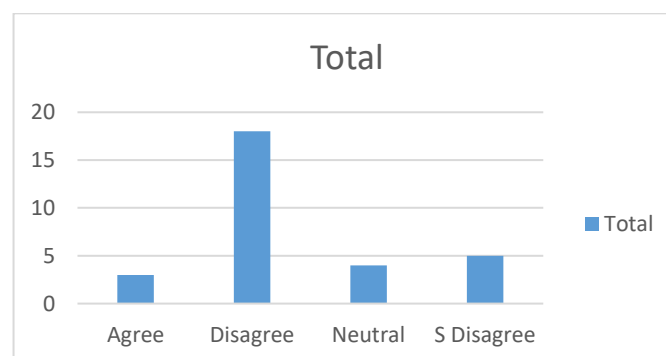
It is evident from Table-12 and Fig-12 that there are 57% of the teachers who have strongly agree to the fact that they need proper training to support the emotional well-being of the students, 33% of them agree with the same and 10% have a neutral approach to the above question.

Q3) Teachers fail to identify the students who need emotional support in the classroom.

The response against this question is shown in Table -13 below

Agree	3
Disagree	18
Neutral	4
S Disagree	5

The data given in Table-13 is graphically represented below in Fig-13:



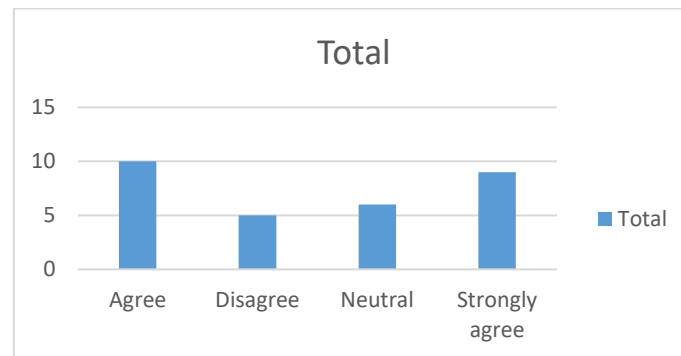
It is evident from Table-13 and Fig-13 that there are 60% and 17% of them disagree and strongly disagree with the fact that they are unable to identify the emotional needs of the students in the classroom, 10% of the teachers agree that they fail to identify the students with emotional needs in the classroom and 13% of them had a neutral opinion about the same.

Q4) The responsibility of identifying and supporting students with a range of emotional needs should not completely fall on teachers.

The response against this question is shown in Table -14 below:

Agree	10
Disagree	5
Neutral	6
Strongly agree	9

The data given in Table-14 is graphically represented below in Fig-14:



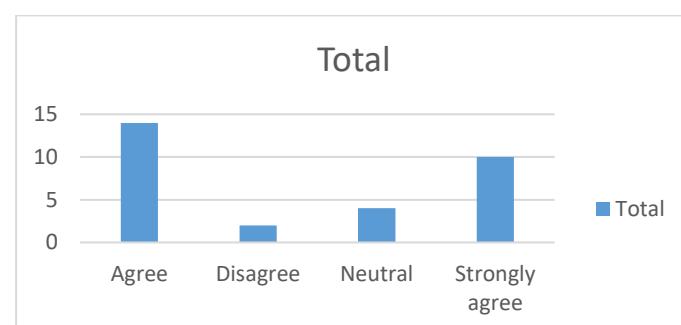
It is evident from Table-14 and Fig-14 that there are 63% of the teachers who agree to the fact that it is the responsibility of the teachers to identify and support the emotional needs of the students in the classroom, 17% of the teachers did not agree with this fact and 10% have a neutral response to it.

Q5) Time management is one of the main concerns to connect and manage the emotional aspect of students in the classroom.

The response against this question is shown in Table -15 below:

Agree	14
Disagree	2
Neutral	4
Strongly agree	10

The data given in Table-15 is graphically represented below in Fig-15:



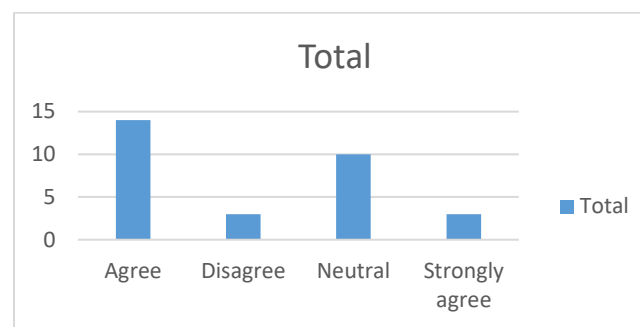
It is evident from Table-15 and Fig-15 that there are 80% of the teachers who agree that time management is the main concern to connect and manage students' emotions in the classroom, 7% disagree and 13% have a neutral approach to it.

Q6) It is challenging for a teacher to maintain personal and one-to-one relationships with all the students she teaches.

The response against this question is shown in Table -16 below:

Agree	14
Disagree	3
Neutral	10
Strongly agree	3

The data given in Table-16 is graphically represented below in Fig-16:



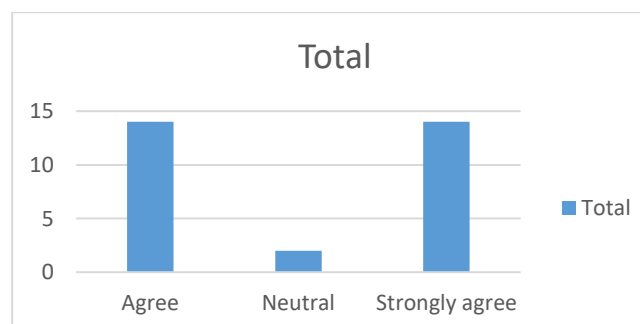
It is evident from Table-16 and Fig-16 that there are 57% of the teachers who agree that it is challenging for them to maintain personal relationships with each student they teach, 33% were not able to decide and 10% of them disagree with this view.

Q7) Parent support is essential to understand the varied backgrounds and emotional needs of the students.

The response against this question is shown in Table -17 below:

Agree	14
Neutral	2
Strongly agree	14

The data given in Table-17 is graphically represented below in Fig-17:



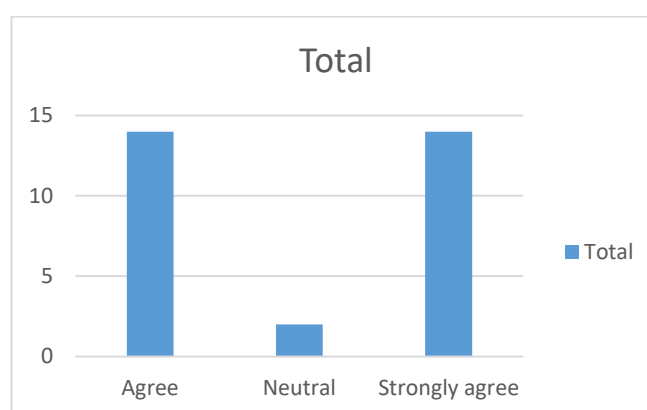
It is evident from Table-17 and Fig-17 that there are 93% of the teachers who agree that parental support is vital for the emotional and mental growth of a child, 7% had a neutral opinion about this.

Q8) Teachers should provide a sense of empowerment to the students to develop emotional literacy among the students.

The response against this question is shown in Table -18 below:

Agree	14
Neutral	2
Strongly agree	14

The data given in Table-18 is graphically represented below in Fig-18:



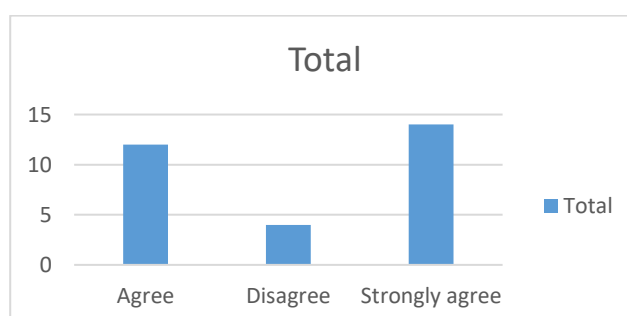
It is evident from Table-18 and Fig-18 that there are 93% of the teachers who agree that empowerment must be provided to develop students' emotional literacy and 7% had a neutral opinion.

Q9) The teacher is responsible for solving peer conflicts and discourage bullying in the classroom that affects the mental health of the students.

The response against this question is shown in Table -19 below:

Agree	12
Disagree	4
Strongly agree	14

The data given in Table-19 is graphically represented below in Fig-19:



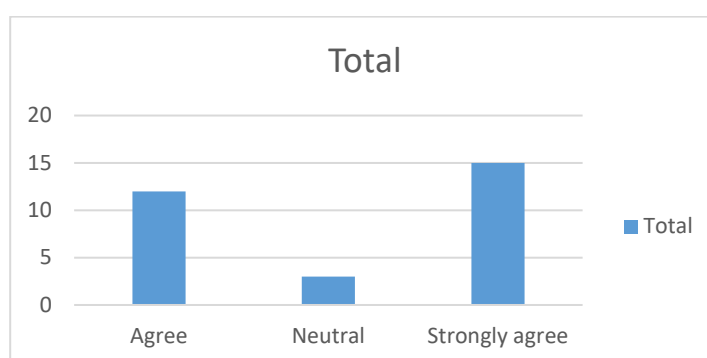
It is evident from Table-19 and Fig-19 that there are 87% of the teachers who agree that they are responsible for solving conflicts and to discourage bullying in the classroom, 13% of them disagree that it is the teacher's responsibility as they feel that the school counselor can share this responsibility to some extent.

Q10) The teacher must develop a healthy bond with her students so that they feel safe and secure in the school environment.

The response against this question is shown in Table -20 below:

Agree	12
Neutral	3
Strongly agree	15

The data given in Table-20 is graphically represented below in Fig-20:



It is evident from Table-20 and Fig-20 that there are 90% of the teachers who agree that they must develop a healthy and secure environment in the classroom to develop a secure bond with their students and 10% have a neutral opinion on this.

4. Discussion

The importance of emotions in a child's learning and development

Most students exhibit enthusiasm for attending school, with only a few exceptions. Hence, it's imperative for teachers to foster motivation. Encouraging students to voice their ideas in class not only empowers them but also nurtures the development of authentic, meaningful work. The findings of the present study are aligned with the study of Denham & Liverette (2019) who emphasizes the importance of expression, understanding and regulation of emotions are crucial for their development.

Students expect their teachers to embody kindness, politeness, and understanding, qualities associated with warmth, accessibility, enthusiasm, and care. Survey results affirm that students perceive their teachers as kind and polite, fostering an environment where students feel comfortable approaching their teacher. Though a minority may feel less inclined to approach their teacher when upset, the majority express freedom to do so. Ultimately, students thrive academically and emotionally when they feel valued, safe, and cared for by their teacher, facilitating optimal learning experiences. The findings of this study positively affirm Tyng et al. (2017) study that states the profound impact of a child's emotional state on cognitive functions crucial for academic success, such as memory, decision-making, and problem-solving.

Students cherish teachers who exhibit positivity, patience, empathy, care, and affection, fostering emotional resilience crucial for effective learning. However, a minority report frequent interaction with their teachers, attributing this disparity to language barriers, time constraints, teacher oversight, workload, and the pressure to fulfill multiple tasks promptly. Murray and Pianta (2007) advocate for fostering positive student-teacher relationships built on trust and mutual respect. This entails cultivating familiarity through politeness and kindness, addressing student inquiries, and promoting continual growth. To sustain student motivation and attentiveness, lessons should be interactive and enjoyable. Engaged learning occurs when students actively construct meaning, feel emotionally invested, and assume ownership of their education. A significant majority strongly endorse the notion that lessons are both enjoyable and instructive, facilitating comprehension. However, a minority find lessons lacking in engagement. Thus, prioritizing dynamic and interactive teaching approaches fosters a conducive learning environment for all students.

Collaboration fosters superior problem-solving, enhancing students' ability to tackle intricate tasks. Group projects cultivate skills vital for teamwork, with well-defined roles bolstering communication proficiency. Predominantly, students strongly endorse the efficacy of peer learning, citing its benefits. However, a minority prefer independent work, valuing the autonomy it affords in decision-making. While group work is widely lauded for its educational advantages, acknowledging, and accommodating individual preferences for independent work ensures a comprehensive approach to learning.

Teachers play a pivotal role in shaping positive learning environments characterized by care, support, safety, and challenge. While most students affirm feeling safe at school, it's imperative for all students to experience a sense of security in their educational settings. Murray and Pianta (2007) underscore the significance of fostering positive teacher-student relationships in creating safe and inclusive classrooms conducive to student success. Effective feedback is crucial for student development, providing specific guidance and encouragement. Regrettably, only a fraction of students receives positive feedback, with many lacking feedback altogether. Regular, constructive feedback is essential for maintaining student motivation, emotional resilience, and academic performance. The findings of this study are in line with the study of Vanner et al. (2022) that says there should be effective communication between the teacher ensuring students feel supported and empowered in their learning journey.

The role of teachers in overcoming the challenges [Time constraint, parental support, Lack of effective communication] faced by them in managing the emotions of students

The survey results emphasize the crucial role of teachers in students' emotional well-being. Most teachers strongly acknowledge the significance of emotions in student welfare, demonstrating awareness of their responsibility in the classroom. These findings corroborate Frenzel's (2021) research highlighting the influential role of teacher emotions in student well-being.

The present study underscores the imperative need for teacher training to address students' emotional needs. Such training is essential in today's educational landscape, enabling teachers to effectively nurture student well-being. This aligns with Valente et al.'s (2022) research advocating for the integration of emotional skills into teacher curricula. By building capacity and providing support during dynamic and challenging circumstances, trained teachers play a vital role in fostering student resilience and growth.

Recognizing that students vary in their emotional needs, it's beneficial for teachers to engage in one-on-one conversations to understand and support them effectively. Seeking parental involvement, utilizing pair and group work, and assigning varied roles can aid in identifying student weaknesses and offering necessary guidance. The findings of the present study are aligned with Morris (2017) study that underscores the pivotal role of parents in child emotion regulation, emphasizing the importance of collaboration between parents and teachers to support students' emotional well-being.

Teachers must cultivate a safe and nurturing environment where students feel comfortable expressing their emotions healthily. Strategies such as implementing visual schedules, incorporating greeting and goodbye rituals, and employing collaborative problem-solving techniques can aid in supporting students' emotional well-being in the classroom. Survey results indicate teacher consensus on the responsibility to identify and support students' emotional needs, underscoring the pivotal role educators play in fostering a supportive learning environment.

Time management poses a significant challenge for teachers, who juggle numerous responsibilities in the classroom, including lesson planning, instruction, grading, and student interaction. Effective time management is essential for optimizing productivity, maintaining a structured learning environment, and supporting student emotional well-being. While classrooms are dynamic and unpredictable, requiring adaptability, most teachers acknowledge time constraints as a primary concern for connecting with students and managing their emotions. Mendler (2001) suggests that implementing positive strategies to foster teacher-student connections can aid in effective time management, enhancing overall classroom dynamics and student outcomes.

Establishing individual connections with students, akin to our cherished favorite teachers, poses challenges for educators, attributed to various factors. Students with adverse adult experiences may struggle to trust teachers, while behavioral or learning disorders can hinder understanding. Socioeconomic diversity and irregular attendance further complicate rapport-building. However, while experienced teachers may find relationship management easier, it remains a challenge for others. This contrasts Labaree's (2000) belief in the necessity of nurturing profound and caring student-teacher relationships in the classroom.

The study highlights the critical role of parental involvement in fostering children's emotional and academic development. Students with engaged parents exhibit enhanced social skills and academic performance, fostering a lifelong passion for learning. This finding aligns with Morris et al.'s (2017) tripartite model, which posits that parents shape children's emotion regulation through various mechanisms, including modeling emotion regulation, employing emotion-related parenting practices, and fostering an emotionally supportive family climate. The findings underscore the pivotal role of teachers in nurturing students' emotional well-being and promoting their emotional literacy. Teachers can facilitate emotional literacy development through various strategies such as casual conversations, reading materials, visuals, and engaging activities. This fosters deeper understanding and connection between teachers and students. The findings of present study are aligned with the research by Denham & Liverette (2019), Pekrun, and Morris et al. (2017) collectively that emphasizes the significance of emotions in educational settings. As educators and caregivers, understanding and nurturing emotional competence in children are essential for creating conducive learning environments that promote holistic growth and development.

Teachers play a crucial role in maintaining a cooperative learning environment by addressing peer conflicts and bullying effectively. They achieve this by patiently listening to both sides, empowering students to take ownership of the conflict resolution process. Results indicate teacher consensus on their responsibility to intervene in conflicts and deter bullying. Dichtelmiller (1999) highlights the significance teachers wield in recognizing and respecting children, emphasizing their positive self-perception.

Initiating with a pleasant demeanor and clear, simple communication fosters a positive teacher-student rapport. Teachers nurture this bond by demonstrating care, support, and engaging in one-on-one interactions to understand students' preferences and experiences. Survey findings indicate widespread teacher recognition of the importance of cultivating a secure classroom environment to foster strong student-teacher bonds. This aligns with Frenzel's (2012) research, highlighting the effectiveness of cheerful and caring teachers in facilitating optimal student learning experiences.

5. Conclusion

In conclusion, a significant majority of the teachers assert their pivotal role in fostering students' emotional well-being. This assertion is substantiated by empirical evidence gathered through a quantitative study conducted among educators. Moreover, they emphasize the necessity for proper training to effectively address students' emotional needs. Additionally, active parental involvement in the educational journey is deemed crucial by the surveyed teachers. This finding is supported by data received from the teachers illustrating the constraints teachers face in allocating sufficient time to address students' emotional needs amidst their myriad responsibilities. From the data received from the students it is evident that the students are emotionally strong if they are well connected to their teachers. Students expect their teacher to be kind and empathetic, one who understands and listens to. Primary students understand or take interest in their lessons only when they are fond of their teacher and the teacher treats them with affection and care.

In summary, it should be the goal of every teacher to build a meaningful teacher-student relationship in the elementary classroom. The teacher must communicate well with each student to know their interests, strengths, and weaknesses. This information will bridge the gap and build mutual trust with one and other. Once trust is established, consistency is necessary. It is not simply about gaining student trust, but also being consistent in your actions and reaction to develop the mutual respect that is necessary to nourish and maintain a trusting teacher-student relationship. When the students feel safe in the classroom, they will be able to manage their emotions.

Ethical Review Procedures

When collecting quantitative data, there are several ethical considerations to be considered. The participants were informed before collecting the data. The participants were informed about the purpose of the study and the nature of the data to be collected. It has been ensured that the data collected is saved as confidential data and their privacy is protected. This includes participants' identities and ensuring that their data is kept secure and not shared with unauthorized individuals. Their consent was taken before the data was shared and analyzed.

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