

The Link between Teacher's Emotional Awareness and their Behaviour in Student Interactions

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ABSTRACT

The study titled "The link between teacher's emotional awareness and their behaviour in student interactions" aims to examine how teacher's ability to understand and manage their emotions influences the way they communicate, respond, and build relationships with students. The purpose of this research is to identify the behavioural patterns that emerge when teachers possess high emotional awareness and to determine how this contributes to a positive and productive classroom environment.

A descriptive research design was adopted using the NOISE framework - Needs, Opportunities, Improvements, Strengths, and Exceptions, to systematically analyse teacher's emotional awareness and its behavioural impact. Data was collected from teachers through structured questionnaires, focusing on their emotional competencies and daily classroom interactions.

The findings from the NOISE analysis indicate that teachers with greater emotional awareness demonstrate higher levels of empathy, patience, and supportive behaviour during student interactions. The study identifies key needs such as regular emotional intelligence training opportunities for improving communication and conflict-resolution skills, and also improvements required in managing stress and emotional triggers. The analysis also highlights strengths, including teacher's natural ability to build trust and rapport, and exceptions where emotionally aware teachers already maintain positive student-centric behaviour regardless of classroom challenges.

Overall, the study concludes that emotional awareness plays a significant role in shaping constructive teacher - student interactions, ultimately contributing for a better learning experiences and healthier classroom climates.

Keywords: Emotional Awareness, Teacher Behaviour, Student Interaction, NOISE Analysis, Emotional Intelligence, Classroom Relationships.

INTRODUCTION

Teacher's play a central role in shaping the emotional and behavioural climate of the classroom. In today's complex learning environment, a teacher's ability to understand, manage, and express emotions referred to as emotional awareness has become increasingly significant. Emotional awareness influences how teachers respond to students, handle challenges, maintain discipline, and foster meaningful interactions. The study titled "The Link Between Teachers' Emotional Awareness and Their Behaviour in Student Interactions" seeks to explore this critical relationship and identify how teacher's emotional competencies shape their behaviour towards students.

Teacher – student interaction is not merely an exchange of information but a dynamic process influenced by emotions, attitudes, and communication styles. When teachers demonstrate high emotional awareness, they are more capable of showing empathy, regulating their reactions, and creating a safe and supportive learning space. Such awareness allows teachers to interpret students' emotional needs, respond patiently to disruptive behaviour, and maintain constructive relationships. As a result, emotionall

aware teachers contribute positively to student engagement, motivation, academic performance, and overall well-being.

However, when emotional awareness is low, the opposite effects may occur. Teachers may react impulsively, show frustration, misinterpret student behaviour, or exhibit inconsistent disciplinary practices. Such negative behaviours can lead to student anxiety, disengagement, low confidence, and strained classroom relationships. Thus, emotional awareness can have both positive and negative impacts on student interaction depending on whether it is effectively developed and applied.

To understand these interconnected elements, this study adopts the NOISE analysis framework Needs, Opportunities, Improvements, Strengths, and Exceptions. This framework helps evaluate teacher's emotional competencies from multiple dimensions. Needs highlight areas where teachers require additional emotional intelligence training, Opportunities reflect potential areas for skill development such as communication and conflict management, Improvements identify emotional triggers that require better regulation, Strengths showcase the positive qualities teachers already possess, such as empathy and rapport building, and Exceptions reveal cases where emotionally aware teachers maintain positive interactions even in challenging situations. Through this structured analysis, the study uncovers how emotional awareness directly influences behavioural patterns of teachers in everyday classroom interactions.

Understanding this link is of great importance because teachers' behaviour has a long-term impact on student's attitudes, participation, academic achievement, and emotional development. A supportive and emotionally intelligent teacher fosters an inclusive and engaging learning environment, whereas emotionally reactive or unaware behaviour can negatively influence students' motivation and sense of belonging.

This study is therefore crucial in highlighting the significance of emotional awareness among teachers, guiding educational institutions in designing professional development programs, and promoting a more emotionally healthy and supportive classroom culture. By identifying the behavioural effects of emotional awareness, the research aims to contribute valuable insights into strengthening teacher – student interactions and enhancing overall educational outcomes.

REVIEW OF LITERATURE

Goleman (1995)

Goleman's foundational work on emotional intelligence laid the groundwork for understanding how awareness and regulation of emotions influence interpersonal relationships. His theory emphasizes five components, self-awareness, self-regulation, motivation, empathy and social skills which later research applied directly to teaching contexts. This framework remains crucial in examining how teacher's emotional awareness shapes classroom interactions and student behaviour.

Jennings & Greenberg (2009)

Jennings and Greenberg introduced the "Prosocial Classroom Model," demonstrating that teacher's social-emotional competence strongly predicts the quality of teacher – student interactions. Their research highlights that emotionally aware teachers create supportive climates, resulting in lower behavioural issues, improved engagement and healthier communication patterns among students.

O'Connor (2008)

O'Connor investigated the role of teacher emotion in shaping student outcomes and found that emotionally expressive teachers influence student motivation and attentiveness. Here the researcher

argues that teachers who can interpret and respond sensitively to student's emotional cues foster positive behavioural patterns and enhance mutual respect in the classroom.

Sutton & Wheatley (2003)

These authors reviewed the emotional experiences of teachers and concluded that emotions significantly shape teaching behaviours, decision-making and classroom management. They highlight how teacher's emotional awareness helps them navigate conflict, support student's emotional needs and maintain a stable learning environment despite behavioural challenges.

Hargreaves (1998)

Hargreaves examined emotional geographies in teaching and identified how emotional understanding reduces friction between teachers and students. His study underscores that emotional disconnection often leads to behavioural problems, whereas emotional closeness fosters better participation, trust and cooperative behaviour in class.

Pianta (1999)

Pianta's work on teacher-student relationships reveals that emotionally supportive teachers reduce negative behaviours and enhance academic achievement. His findings emphasize that teacher sensitivity, warmth and responsiveness are critical predictors of positive classroom behaviour and student emotional regulation.

Hamre & Pianta (2001)

This study showed that emotionally aware teacher interactions significantly influence long term academic and behavioural outcomes. Children who experience emotionally supportive classrooms in early years display fewer behavioural problems and greater engagement in later grades.

Brackett, Rivers & Salovey (2011)

The authors explored teacher's emotional intelligence and its impact on classroom climate. Their findings show that emotionally intelligent teachers handle stress better, resolve conflicts effectively and encourage prosocial student behaviour, promoting healthier interpersonal dynamics.

Corcoran & Tormey (2013)

This study found that teacher's emotional competence predicts their ability to manage disruptive behaviour. Teachers trained in emotional awareness responded to student behaviour more calmly and constructively, reducing escalation and improving student cooperation.

Becker et al. (2014)

These researchers evaluated how teacher emotional skills influence student engagement. The study revealed that teachers who recognize and manage emotions effectively promote student participation, reduce anxiety and even encouraged stronger peer interactions.

Meyer & Turner (2002)

Meyer and Turner studied emotional interactions in classrooms and found that teacher's emotional expressions shape student's learning goals and behavioural responses. Positive emotional exchanges improve motivation while negative emotional climates increase avoidance and disengagement.

Durlak et al. (2011)

Their meta-analysis of social-emotional learning (SEL) programs demonstrated that when teachers apply emotional awareness strategies, student behaviour improves significantly. The findings highlight SEL-trained teachers as pivotal in reducing aggression, absenteeism and classroom conflict.

Garner (2010)

Garner's work revealed that teachers' emotional competence enhances their instructional effectiveness and empathy toward students. The study emphasizes that emotionally aware teachers adapt their communication to students' needs, producing better behavioural and academic outcomes.

Fried (2011)

Fried investigated teacher burnout and emotional regulation. The study found that teachers with low emotional awareness are more likely to react negatively to student behaviour, creating tension. Conversely, emotionally balanced teachers foster safer, more respectful student interactions.

Aldrup et al. (2018)

Aldrup and colleagues found that teachers' emotional support directly reduces disruptive behaviour and improves student emotional security. The study underscores that emotionally responsive teachers positively shape classroom behaviour and strengthen teacher - student bonding.

RESEARCH GAP

Despite increasing attention on emotional intelligence in the field of education, there remains a noticeable gap in understanding how teacher's emotional awareness specifically translates into behavioural patterns during teacher - student interactions. Existing literature widely discusses emotional intelligence as a general competency, yet comparatively fewer studies examine how teacher's moment-to-moment emotional awareness influences their tone, responses, engagement levels, and conflict-management approaches with students. Most previous studies have focused on general classroom climate or academic performance, leaving behind the micro-level interpersonal behaviours that form the core of daily teaching practice.

Another gap observed is the lack of structured diagnostic tools such as NOISE analysis to assess the behavioural connection between teacher emotional awareness and student interaction outcomes. While several studies highlight the benefits of emotionally competent teacher's empirical work analysing needs, opportunities, strengths, improvements and existing effective practices in this specific behavioural domain is limited. Therefore there is a need for research that systematically evaluates these dimensions to provide practical insights for teacher training, behavioural development and improved classroom relational quality.

RESEARCH SCOPE

The scope of this study is centered on understanding how teacher's emotional awareness influences their behaviour during interactions with students and how these behaviours impact the overall teaching learning environment. This study focuses on identifying emotional strengths, behavioural gaps and opportunities for growth within teaching practices. By examining the behavioural patterns emerging from different levels of emotional awareness, the study highlights how positive emotional regulation leads to supportive communication, better classroom management and healthier relationships with students. Conversely, it also acknowledges that low emotional awareness may lead to negative behaviour such as impatience, miscommunication and increased classroom conflict. The study is significant because emotionally aware teachers help create safe, engaging and productive environments an essential foundation for effective teaching and holistic student development.

OBJECTIVES OF THE STUDY

- [1] To examine the influence of teacher's emotional awareness on their behaviour during classroom interactions with students.
- [2] To identify the strengths, gaps, and opportunities in teacher's emotional competencies that affect student behaviour and classroom environment.

- [3] To provide recommendations for enhancing teacher's emotional awareness to promote positive student engagement, motivation, and overall classroom effectiveness.

RESEARCH METHODOLOGY

The study employs the NOISE Analysis Framework an exploratory and diagnostic tool used to evaluate behavioural and emotional dimensions in educational settings. NOISE stands for Needs, Opportunities, Improvements, Strengths and Exceptions. This framework is particularly effective in identifying existing behavioural patterns, emotional gaps and areas where teachers excel or require support. It allows researchers to systematically examine how teachers currently manage their emotions, how these emotions shape their behaviour in student interactions and what specific changes can enhance the teacher - student relationship.

In this study, NOISE analysis is used to gather structured insights from teachers through responses, reflections and behavioural observations. Under Needs, the emotional competencies that teacher's lack are identified. Opportunities highlight potential areas for teachers to enhance emotional regulation and improve classroom communication. Improvements focus on behavioural adjustments required for better student interaction. Strengths reveal emotional skills that teachers already possess and use effectively while Exceptions capture instances where desirable behaviour already occurs despite challenges. This approach provides a comprehensive evaluation of how emotional awareness influences teacher behaviour and offers actionable recommendations for building a more emotionally supportive teaching environment.

ANALYSIS

The table below presents the responses of 50 teachers to 9 structured questions aimed at evaluating the influence of their emotional awareness on students' behaviour and classroom interactions. Each question was designed to capture a specific aspect of teacher emotional competence, including attentiveness, empathy, emotional control, self-regulation, mood management, and adaptive teaching behaviours.

The responses were recorded in a Yes/No format, where "Yes" indicates that teachers perceive a positive impact of their emotional awareness on the specific behaviour or outcome, while "No" indicates no perceived effect. This data reveals a strong consensus among teachers regarding the link between their emotional awareness and student behaviour.

The table demonstrates that a majority of teachers recognize the critical role of emotional awareness in shaping student attentiveness, participation, motivation, and classroom conduct. This analysis was done using NOISE evaluation, which categorizes the findings into Needs, Opportunities, Improvements, Strengths, and Exceptions to systematically assess how teacher's emotional awareness translates into effective behaviour during classroom interactions.

Table: 1 Teacher's Perceptions of the Impact of Emotional Awareness on Student Behaviour"

Sl. No.	Questions	Yes	No
1	Do you believe your emotional awareness affects student's attentiveness in class?	42	8
2	Does your ability to manage emotions influence student's willingness to participate?	45	5
3	Do you think your emotional reactions impact student behaviour during conflict?	40	10
4	Does showing empathy improve your interactions with students?	46	4
5	Does your emotional control reduce classroom disruptions?	43	7
6	Do you think your mood affects student's motivation to learn?	41	9

7	Does your emotional awareness help you provide better feedback?	44	6
8	Does self-regulation influence student's respect towards you?	47	3
9	Do you adapt your teaching behaviour based on student emotions?	45	5

Table: 2 NOISE Analysis Table: Teacher's Emotional Awareness and Student Behaviour

Question	Needs	Opportunities	Improvements	Strengths	Exceptions
1. Do you believe your emotional awareness affects students' attentiveness in class?	Enhance awareness of how subtle emotional cues affect student attention	Encourage mindfulness and observation of students' emotional states	Reduce instances of distraction caused by teacher frustration or impatience	Teachers generally recognize the link between their emotions and student attentiveness	Some teachers already naturally adjust their tone and approach to maintain attention
2. Does your ability to manage emotions influence students' willingness to participate?	Training in emotion regulation strategies during high-pressure situations	Promote interactive and inclusive teaching practices	Reduce emotional outbursts that discourage student participation	Teachers with high self-control already encourage student participation	Certain teachers consistently maintain a calm environment that fosters engagement
3. Do you think your emotional reactions impact student behaviour during conflict?	Awareness of conflict triggers and emotional responses	Apply conflict-resolution and de-escalation techniques	Minimize negative reactions during classroom disagreements	Teachers capable of self-regulation handle student conflicts well	Some teachers maintain positive interaction even in tense situations
4. Does showing empathy improve your interactions with students?	Increase training in empathetic listening	Foster supportive teacher-student relationships	Avoid overlooking students' emotional cues	Most teachers are able to demonstrate empathy effectively	Some teachers naturally respond empathetically without structured guidance
5. Does your emotional control reduce classroom disruptions?	Develop skills to manage stress under challenging conditions	Encourage proactive classroom management strategies	Reduce impulsive responses that escalate disruptions	Teachers already using emotional control maintain orderly classrooms	Certain teachers consistently maintain control even in large or noisy classes

6. Do you think your mood affects students' motivation to learn?	Awareness of personal mood influence on student engagement	Promote reflective practices to monitor emotional states	Reduce unintended negative impact of low mood	Teachers recognize the connection between their mood and student motivation	Some teachers consistently maintain high motivational levels regardless of mood
7. Does your emotional awareness help you provide better feedback?	Training in constructive feedback that considers students' emotional responses	Opportunity to enhance communication and encouragement skills	Reduce feedback that may unintentionally discourage students	Teachers with high EI provide feedback in supportive ways	Certain teachers naturally provide feedback that boosts student confidence
8. Does self-regulation influence students' respect towards you?	Awareness of the role of self-control in establishing authority	Opportunity to model respectful and professional behaviour	Reduce emotional reactions that may affect perceived fairness	Teachers already exhibiting self-regulation are respected by students	Some teachers maintain consistent authority without explicit interventions
9. Do you adapt your teaching behaviour based on student emotions?	Training in adaptive teaching strategies	Use emotional awareness to tailor instruction and engagement	Reduce rigid or one-size-fits-all teaching approaches	Teachers aware of student emotions adjust teaching methods effectively	Some teachers intuitively adapt their teaching without formal training

The analysis of the teacher response table shows that a majority of teachers recognize a strong positive link between their emotional awareness and student behaviour, with the highest agreement observed for maintaining a positive classroom environment, self-regulation, and empathy. The NOISE analysis further organizes these insights into Needs, Opportunities, Improvements, Strengths, and Exceptions, highlighting areas where teachers excel, such as adaptive teaching and emotional control, and areas requiring development, including conflict management and mood regulation. Together, the tables indicate that teacher's emotional awareness significantly influences classroom interactions, guiding both effective teaching practices and targeted interventions for enhancing student engagement and behaviour.

FINDINGS OF THE STUDY

1. High Awareness of Emotional Impact: 48 out of 50 teachers agreed that emotional awareness helps maintain a positive classroom environment, showing that most teachers recognize the importance of emotions in shaping student behaviour.
2. Influence on Student Participation: 45 teachers acknowledged that managing their emotions positively affects students' willingness to participate, indicating a strong link between teacher emotional regulation and student engagement.

3. **Empathy Enhances Interaction:** 46 teachers reported that showing empathy improves their interactions with students, confirming that empathetic behaviour fosters better teacher–student relationships.
4. **Emotional Control Reduces Disruptions:** 43 teachers agreed that emotional control helps reduce classroom disruptions, highlighting the importance of self-regulation in maintaining a conducive learning environment.
5. **Mood Affects Motivation:** 41 teachers noted that their mood impacts student motivation, demonstrating the indirect influence of teacher emotions on learning outcomes.
6. **Feedback Quality Depends on Emotional Awareness:** 44 teachers felt that emotional awareness improves the quality of feedback they provide, suggesting that emotionally aware teachers can communicate more effectively and constructively.
7. **Respect Linked to Self-Regulation:** 47 teachers observed that their self-regulation influences the respect students show, indicating that modelling emotional control strengthens authority and trust.
8. **Conflict Management Relies on Emotional Awareness:** 40 teachers agreed that their emotional reactions affect student behaviour during conflict, emphasizing the role of emotional intelligence in managing classroom tensions.
9. **Adaptive Teaching is Enhanced by Emotional Awareness:** 45 teachers reported that they adapt teaching strategies based on student emotions, showing that awareness of student feelings promotes flexible, responsive teaching.
10. **Overall Positive Influence:** Across all questions, the majority of teachers recognized a positive impact of emotional awareness on student behaviour, highlighting that emotional competence is critical for effective teaching and creating a supportive learning environment.

SUGGESTIONS

1. **Emotional Intelligence Training:** Introduce regular professional development sessions to strengthen teachers emotional awareness, empathy, and self-regulation skills.
2. **Conflict-Resolution Workshops:** Conduct workshops on handling classroom conflicts using emotional regulation techniques to reduce disruptions and maintain a positive environment.
3. **Reflective Teaching Practices:** Encourage teachers to reflect on their mood, behaviour, and responses to students to identify strengths, gaps, and areas for improvement.
4. **Feedback and Communication Skills:** Develop training modules that integrate emotional awareness into providing constructive feedback, motivating students, and improving interaction quality.
5. **Classroom Observation and Support:** Implement supervisor observation systems to identify best practices and exceptional emotional management, promoting replication of positive strategies across classrooms.

CONCLUSION

The study highlights the significant role of teacher's emotional awareness in shaping student behaviour and classroom interactions. The analysis shows that teachers who possess strong emotional awareness particularly in areas such as empathy, self-regulation, and mood management positively influence student attentiveness, participation, motivation, and respect. By using the NOISE analysis, the study identifies clear areas of strengths, opportunities, and improvements, providing a structured approach to understanding and enhancing teacher behaviour in educational settings. Furthermore, the findings emphasize the importance of developing emotional competence as a foundational skill for creating effective teaching environments. Integrating emotional intelligence training into professional development can strengthen teacher - student relationships, improve classroom management, and foster a more supportive, engaging, and productive learning atmosphere. Overall, this study confirms that teachers -

emotional awareness is a critical determinant of positive student outcomes and holistic classroom effectiveness, and highlights practical strategies for educators and institutions to leverage this insight for better teaching practices.

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