AN ANALYTICAL STUDY OF THE EFFECT OF CLASSROOM EMOTIONAL CLIMATE ON MOTIVATING LEARNERS

Ei Thinzar Ko[1], Khin Hnin Nwe[2]

Abstract

The main aim of the present study is to explore the effect of classroom emotional climate on motivating learners. The specific objectives are to explore the emotional climate of students in classroom, to assess students' motivational orientations, to investigate the effect of classroom emotional climate on motivation. In this study, descriptive survey design was used. Data were collected from about 1932 high school students by using stratified random sampling technique. What Is Happening in this Class? (WIHIC) Questionnaire and Motivated Strategies for Learning Questionnaire (MSLQ) were used as the instruments in this study. The overall results showed that most of high school students fell into moderate classroom emotional climate level group. Data analysis involved the use of descriptive and inferential statistics. The results revealed that female students possessed better classroom emotional climate than male students. According to the t-test result, female students have more motivation than male students. The results of ANOVA pointed out that there were statistically significant difference among classroom emotional climate levels on motivation at 0.001 level. The result of correlation showed that classroom emotional climate was positively correlated with motivation. Teacher support, involvement, investigation, task orientation, cooperation, and equity were key predictors on motivation. However, student cohesiveness and teacher support were not significant predictors on motivation.

Keywords: Classroom Climate, Emotional Climate, Motivation

Introduction

At the beginning of the year teachers have the goal of establishing a classroom environment that is favorable for helping all students work cooperatively in order to learn. The classroom environment can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class. Classroom that encourage emotional well-being create an atmosphere for both learning and emotional development. Classroom climate is a broad construct, made up of students' feelings about their instructor and peers.

Baer and Bandura (1963) identified Social Learning Theory, where people learn behaviors through the observation of other people, and in turn imitate behaviors they see modeled by others. In this case, if teachers portray a positive climate within their classroom, students tend to respond to this positivity and react to it in the same manner, social learning theory of Bandura, supports a learning environment where everyone feels safe.

Some teachers have successfully chosen strategies in their classroom that create a positive climate in the classroom for students. Some teachers though, may find it hard to choose the right classroom management strategies to create a positive classroom climate. Classroom climate affects a student's attitude towards other students in the class, the teacher and the activities they do.

A positive classroom climate will reduce the student anxiety, while a negative classroom climate has the opposite effect, increasing student anxiety. When students misbehave, they are disruptive to their classmates and teacher, less engaged in lessons, and consequently perform worse in school (Finn, Pannozzo, & Voelkl, 1995; Freiberg, Huzinec, & Templeton, 2009). A

[1] Dr, Assistant Lecturer, Department of Educational Psychology, Yangon University of Education

[2] Dr., Professor & Head, Department of Educational Psychology, Yangon University of Education

key aspect of teacher student interactions pertains to the teacher's ability to cultivate an emotionally supportive classroom climate, and motivating learners which is the focus of this study.

Purposes of the Study

The main aim of the present study is

- to explore the effect of classroom emotional climate on motivating learners

The specific objectives are

- to explore the emotional climate of students in classroom,
- to assess students' motivational orientations
- to investigate the effect of classroom emotional climate on motivation

Definitions of Key Terms

Classroom Climate: the intellectual, social, emotional, and physical environments in which students learn (Ambrose et al., 2010).

Emotional Climate: the quality of social and emotional interactions in a shared space (e.g. classroom, school, organization, etc.) between two people or groups (e.g. students and teachers) (Brackett, Rivers et al., 2012).

Motivation: the process through which people initiate, guide and maintain themselves in order to achieve goals (Nevid, 2013).

Review of Related Literature

The classroom is a primary micro context in which students and teachers interact. The quality of social and emotional interactions in the classroom between and among students and teachers (e.g., teacher and peer support, student autonomy) creates the classroom emotional climate (Daniels & Shumow, 2003; Jia et al., 2009; Pianta, La Paro, & Hamre, 2008; Ryan & Patrick, 2001). Classroom emotional climate is expected to influence learning outcomes for students (Brophy, 1986, 1988; Konstantopoulos, 2009; Stuhlman & Pianta, 2009).

According to the Teaching Through Interactions Framework (Hamre & Pianta, 2007), classrooms characterized as high in classroom emotional climate have (a) teachers who are sensitive to students' needs; (b) teacher–student relationships that are warm, caring, nurturing, and congenial;(c) teachers who take their students' perspectives into account; and (d) teachers who refrain from using sarcasm and harsh disciplinary practices. Such classrooms also are ones in which the teacher fosters student comfort and enjoyment by regularly expressing warmth toward, respect for, and interest in students and by encouraging their cooperation with one another. Teachers in classrooms high in classroom emotional climate also are aware of their students' emotional and academic needs and respond to their students by choosing age-appropriate activities that both encourage self-expression and cater to their interests and points of view.

In contrast, classrooms with a negative emotional climate (i.e., low classroom emotional climate) are ones in which teachers and students share little emotional connection and regularly disregard, disrespect, taunt, humiliate, threaten, or even physically lash out at one another. Teachers in such classrooms do not design or apply lessons with students' perspectives or cognitive capabilities in mind, nor do these teachers divert from a lesson plan when students'

boredom, discomfort, or confusion arises. Classroom emotional climates characterized as "neutral" have teachers and students who provide inconsistent regard for each other. The teacher may be moderately warm, respectful, and aware of students' emotions but also may be controlling or dismissive at times. Students in these classrooms sometimes share with and assist one another or laugh and smile with their teacher, but at other times are insensitive and uncertain about how to approach their teacher.

Theobald (2006) asserted that one of the greatest challenges for teachers in this century is to provide a learning environment that stimulates students' motivation to learn. Motivation is the internal circumstance that instigates and focuses goal-oriented behaviour (Schunk, 2004). In studying students' motivation to learn science, researchers have examined "why students strive to learn science, how intensively they strive, and what beliefs, feelings, and emotions characterize them in this process" (Glynn, Taasoobshirazi & Brickman, 2009). Research has indicated that motivated students are the key to successful learning engagement in classrooms (Pajares, 2001, 2002; Pajares & Schunk, 2001). In order to improve their academic achievement, these students are more likely to increase class attendance, participate in class activities, ask questions and advice, join study groups and increase their study time.

Method

Sampling

The participants for this study were chosen by using stratified random sampling technique. Firstly, two states (Mon and Rakhine) and three regions: (Mandalay, Sagaing and Bago) (30% of total states and regions) were selected. And then, 4 high schools under Department of Basic Education from each selected state and region. Therefore, altogether 18 high schools were chosen and then nearly 100 high school students from each high school were selected. Finally, 1932 students participated in this study.

Research Method

In this study, descriptive survey design was used.

Research Instrumentation

WIHIC questionnaire consists 7 scales and 56 items. The seven scales are student cohesiveness, teacher support, involvement, task orientation, investigation, cooperation, and equity. The purpose of the study is to measure high school students' classroom emotional climate. The WIHIC has personal and Class forms to measure the perceptions of students about classroom, and to measure the emotions of students about the actual environment of the classroom. The What Is Happening in this Class? (WIHIC) instrument which is a well-used questionnaire in classroom environment research (Fraser et al., 2013). The questionnaire is designed to measure students' perception of their classroom environment in various educational contexts. According to the piloting result, the internal consistency of WIHIC Questionnaire is 0.907.

The MSLQ is a popular instrument that had been used by numerous researchers to measure high school students‟ self-regulation (Duncan & McKeachie, 2005). This instrument comprises two parts, a motivation section and a learning strategies section. The motivation section consists of six scales and 31 items that assess intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance and text anxiety. According to the piloting result, the internal consistency of MSLQ Questionnaire is 0.829.

Data Analysis and Findings

Analysis of Classroom Emotional Climate Level of High School Students

Descriptive Statistics of Classroom Emotional Climate

Descriptive analyses revealed that the mean and standard deviation of high school students' classroom emotional climate were 207.91 and 26.51 respectively. According to the norms of Fraser et al., What Is Happening in this Class? WIHIC Questionnaire, the scores for all respondents were calculated on their responses to the 56 measures on the WIHIC. The maximum possible scores is 280 and minimum possible score is 0. The mean WIHIC score for respondents was 207.91 and standard deviation (SD) was 26.51. The respondents' scores ranged from a low of 5 to a high of 280. Respondents with scores in the range of 0 to 181 were considered low classroom emotional climate. Scores in the range of 182 to 234 represented moderate classroom emotional climate in respondents. Students with high classroom emotional climate scores ranged from 235 to 280 (Fraser et al., 1996).

Table 1. Descriptive Statistics of High School Students' Classroom Emotional Climate

	Mean	***SD***	**N**	**Minimum**	**Maximum**
Classroom Emotional Climate	207.91	26.51	1932	96	272

Results revealed that n = 309, 15.99% of the students had low level of classroom emotional climate and n = 311, 16.09% of students had high level of classroom emotional climate. The majority of respondents were scored as possessing moderate classroom emotional climate (n = 1312, 67.9%) (see Table 2). Figure 1 illustrates the distribution of respondents WIHIC scores in range of low, moderate, and high.

Table 2. Frequency and Percentage of High School Students' Classroom Emotional Climate Levels

Classroom Emotional Climate Level	**Frequency**	**Percentage**
Low	309	15.99%
Moderate	1312	67.9%
High	311	16.09%

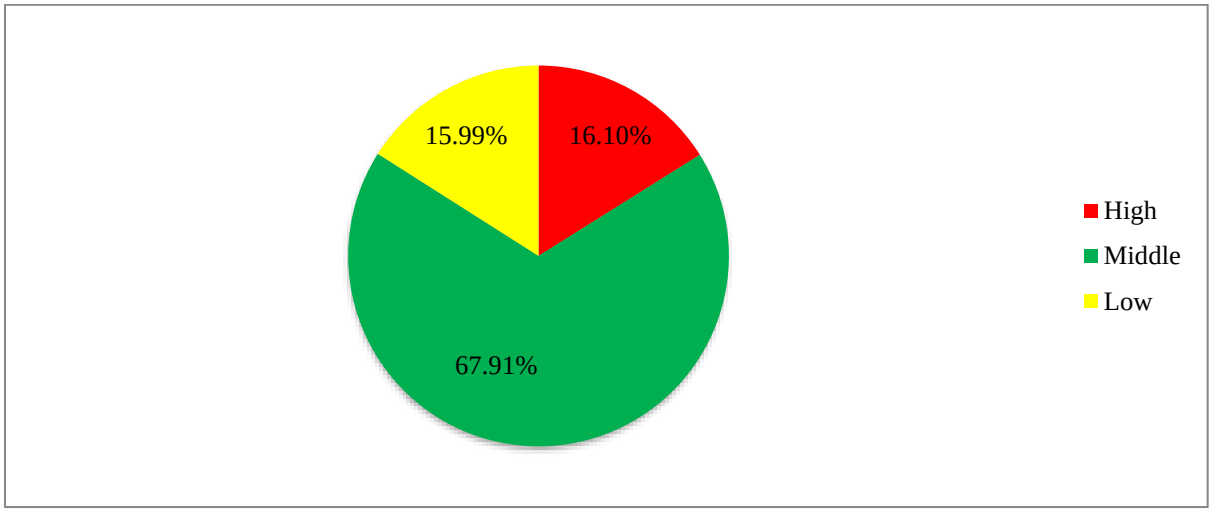

Figure 1. Percentage of High School Students on Classroom Emotional Climate Level

Comparison of High School Students' Classroom Emotional Climate by Gender

According to Table (3), the mean score of female students was more than that of male students. This mean that female students were high in classroom emotional climate than male students. To confirm the result, the independent sample t test was used. The results revealed that gender difference was found to be on classroom emotional climate. This finding is consistent with girls' higher secondary schools had higher classroom emotional climate as compared to boys' higher secondary schools (Komal Singh, 2016).

Table 3. Mean Comparison of High School Students' Classroom Emotional Climate by Gender

Gender	**Mean**	***SD***	***t***	***ρ***
Male	205.18	26.759	*-4.458****	*.000*
Female	**210.53**	26.004		
Total	207.91	26.505		

Note: ***The mean difference is significant at 0.001 level.

And then, the differences between seven classroom emotional climate components on gender were investigated. Table 4 revealed that the mean differences between classroom emotional climate components on gender. Among seven components, the mean scores of female students were significantly higher than that of male students in student cohesiveness, involvement, task orientation, cooperation, and equity. This finding evidently pointed out that female students more know, help and are supportive of one another, have attentive interest, participate in discussions, perform additional work and enjoy the class, complete activities planned and to stay on the subject matter, involved in cooperative learning and are treated equally by the teacher are significantly more than male students.

Table 4. Mean Comparisons of Male and Female Students' Classroom Emotional Climate Components

Classroom Emotional Climate Components	**Gender**	**Mean**	***SD***	***t***	***df***	***p***
Student Cohesiveness	Male	32.27	4.672	***-3.130****	*1930*	*.002*
	Female	**32.93**	4.587			
	Total	**32.61**	**4.639**			
Teacher Support	Male	28.07	5.625	*-.641*	*1930*	*.521*
	Female	**28.24**	5.849			
	Total	**28.16**	**5.739**			
Involvement	Male	23.36	5.374	***-2.084****	*1930*	*.037*
	Female	**23.87**	5.287			
	Total	**23.62**	**5.335**			
Investigation	Male	27.17	5.750	*-.231*	*1930*	*.817*

Classroom Emotional Climate Components	Gender	Mean	*SD*	*t*	*df*	*p*
	Female	**27.23**	5.816			
	Total	**27.20**	**5.782**			
Task Orientation	Male	32.99	5.467	***-6.665******	*1930*	*.000*
	Female	**34.46**	4.162			
	Total	**33.74**	**4.900**			
Cooperation	Male	29.52	5.623	***-6.595******	*1930*	*.000*
	Female	**31.17**	5.424			
	Total	**30.36**	**5.583**			
Equity	Male	31.79	6.179	***-2.952****	*1930*	*.003*
	Female	**32.62**	6.191			
	Total	**32.22**	**6.197**			

*The mean difference is significant at 0.05 level.
**The mean difference is significant at 0.01 level
***The mean difference is significant at 0.001 level.

Analysis of Motivation of High School Students

Descriptive Statistics of High School Students' Motivation

Descriptive analyses revealed that the mean and standard deviation of high school students' motivation were 175.44 and 18.38, respectively.

Table 5. Descriptive Statistics of High School Students' Motivation

	Mean	*SD*	N	Minimum	Maximum
Motivation	175.44	18.38	1932	63	227

Table 6. Descriptive Statistics of High School Students' Motivation Components

Motivation Components	Mean (%)	SD
Intrinsic Goal Orientation	77.53%	3.169
Extrinsic Goal Orientation	**86.78%**	3.523
Task Value	83.5%	4.634
Control of Learning Beliefs	85.89%	3.456
Self-Efficacy for Learning and Performance	77%	6.496
Test Anxiety	77.68%	5.050

Table 6 showed that the mean percentage of extrinsic goal orientation was the highest compared with other motivation components. It was found that high school students who are high in extrinsic goal orientation engaged in learning task.

Comparison of High School Students' Motivation by Gender

The results showed that the mean score of female students (178.50) was significantly higher than that of male students (172.26). To investigate the differences of motivation by gender, t-test was used. According to the t-test result, there was a significant difference between male and female students on motivation. It was found that female high school students have more motivation than male high school students. So, female students had more motivation than male students (see Table 7).

Table 7. Mean Comparison of High School Students' Motivation by Gender

Gender	N	Mean	*SD*	*t*	ρ
Male	946	172.26	20.368	***-7.571******	*.000*
Female	986	**178.50**	15.659		
Total	**1932**	**175.44**	**18.381**		

*****The mean difference is significant at 0.001 level.

And then, the differences between six motivation components on gender were investigated. Table 10 revealed that the mean differences between motivation components on gender. Among six components, the mean scores of female students were significantly higher than that of male students in intrinsic goal orientation, extrinsic goal orientation, task value, control of learning belief, self-efficacy for learning and performance and test anxiety. This finding evidently pointed out that female students' goals and value beliefs for a course, their beliefs about their skill to succeed in a course, and their anxiety about tests in a course significantly more than male students.

Table 8. Mean Comparison of High School Students' Motivation by Gender

Motivation Components	Gender	Mean	*SD*	*t*	*df*	*ρ*
Intrinsic Goal Orientation	Male	21.40	3.320	***-4.244******	*1930*	*.000*
	Female	**22.01**	2.988			
	Total	21.71	3.169			
Extrinsic Goal Orientation	Male	23.64	3.994	***-8.237******	*1930*	*.000*
	Female	**24.94**	2.864			
	Total	24.30	3.523			
Task Value	Male	34.43	5.158	***-6.047******	*1930*	*.000*
	Female	**35.69**	3.972			
	Total	35.07	4.634			
Control of Learning Beliefs	Male	23.76	3.506	***-3.758****	*1930*	*.000*
	Female	**24.34**	3.384			
	Total	24.06	3.456			

Motivation Components	Gender	Mean	*SD*	*t*	*df*	*ρ*
Self-Efficacy for Learning and Performance	Male	42.45	7.077	***-4.506******	*1930*	*.000*
	Female	**43.77**	5.814			
	Total	43.12	6.496			
Test Anxiety	Male	26.58	5.093	***-5.178******	*1930*	*.000*
	Female	**27.77**	4.942			
	Total	27.19	5.050			

***The mean difference is significant at 0.001 level.

Comparison of High School Students' Motivation by Classroom Emotional Climate Levels

According to Table (9), the students from high classroom emotional climate had more motivation than students from other two levels. The results of ANOVA pointed out that there were statistically significant difference among classroom emotional climate levels on motivation.

Table 9. Mean Comparison of High School Students' Motivation by Classroom Emotional Climate Levels

CEC Levels	Low CEC	Moderate CEC	High CEC	*F*	*ρ*
N	309	1312	311	***187.835******	*.000*
Mean	160.89	176.18	**186.81**		
(SD)	21.700	16.025	14.406		

***The mean difference is significant at 0.001 level.

Relationship of Classroom Emotional Climate and Motivation of High School Students

To investigate how the components of classroom emotional climate were correlated with components of motivation, it was calculated correlation.

Table 10. Inter-correlation between Components of Classroom Emotional Climate and Components of Motivation

CM / CCEC	IGO	EGO	TV	COLB	SEL	TA
SC	.158**	.166**	.240**	.104**	.296**	.019
TS	.158**	.161**	.250**	.102**	.258**	.020
IVT	.143**	.095**	.192**	.052*	.266**	-.014
IGT	.257**	.198**	.310**	.124**	.448**	-.031
TO	.274**	.280**	.396**	.202**	.453**	.093**
CP	.254**	.267**	.364**	.218**	.358**	.134**
EQ	.259**	.221**	.345**	.200**	.452**	-.006

**Correlation is significant at 0.01 level.

As already mentioned above, components of classroom emotional climate were significant positively correlated with intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, and self-efficacy for learning and performance. Task orientation and cooperation were significant positively correlated with test anxiety.

The following regression analyses were conducted to measure the influence of classroom emotional climate components on motivation. A seven step hierarchical multiple regression analysis was used to assess how much additional variance in motivation can be explained by incrementally adding predictor variables to the equation. Hierarchical multiple regression was chosen because theoretical relevance was given priority over statistical considerations. Variables that explained motivation were entered seven steps. In Step 1, "Motivation" was the dependent variable and student cohesiveness was the independent variable. In Step 2, student cohesiveness and teacher support were entered into the Step 2 equation. The process was repeated at Step 3 with student cohesiveness, teacher support and involvement, at Step 4 with student cohesiveness, teacher support, involvement and investigation, at Step 5 with student cohesiveness, teacher support, involvement, investigation and task orientation, at Step 6 with student cohesiveness, teacher support, involvement, investigation, task orientation and cooperation and at Step 7 with student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation and equity. Before the hierarchical multiple regression analysis was performed, the independent variables were examined for collinearity. Results of variance inflation factor VIF (all less than 2.0) and collinearity tolerance (all greater than .717) suggested that the estimated β**s** are well established in the following regression model.

Table 11. Standardized Beta Coefficients from Hierarchical Multiple Regression Analysis of Classroom Emotional Climate Components on Motivation

Predictors	**Step 1**	**Step 2**	**Step 3**	**Step 4**	**Step 5**	**Step 6**	**Step 7**
1.SC	.260***	.194***	.177***	.153***	.081***	.015	-.005
2.TS		.175***	.155***	.114***	.087***	.077***	.042
3.IVT			.058*	-.069**	-.062**	-.096***	-.094***
4.IGT			.	.305***	.192***	.176***	.152***
5.TO					.316***	.257***	.228***
6.CP						.223***	.196***
7.EQ							.163***
8.R^2	.067	.094	.096	.163	.237	.268	.286
9.Adj R^2	.067	.093	.095	.161	.235	.266	.283
10.R^2Change	.067***	.026***	.002*	.066***	.074***	.031***	.018***
11.F value	F(1,1930) = 139.381 p< 0.000	F(2,1929) = 99.762 p < 0.000	F(3,1928) = 68.370 p < 0.000	F(4,1927) = 93.496 p < 0.000	F(5,1926) = 119.347 p < 0.000	F(6,1925) = 117.453 p < 0.000	F(7,1924) = 109.857 p < 0.000

* Correlation is significant at 0.05 level.
**Correlation is significant at 0.01 level.
***Correlation is significant at 0.001 level.

The results of the regression analysis showed that student cohesiveness was able to account for 6.7 % of the variance in motivation when entered at Step 1, R^2 = .067, F = (1, 1930) = 139.381, p < 0.000. The combination of student cohesiveness and teacher support was able to account for 9.3% of the variance in motivation when entered at Step 2, R^2 = .094, F = (2, 1929) =

99.762, $p < 0.000$. The combination of student cohesiveness, teacher support and involvement was able to account for 9.5% of the variance in motivation when entered at Step 3, $R^2 = .096$, F = (3, 1928) = 68.370, $p < 0.000$. The combination of student cohesiveness, teacher support, involvement and investigation was able to account for 16.1% of the variance in motivation when entered at Step 4, $R^2 = .163$, F = (4, 1927) = 93.496, $p < 0.000$. The combination of student cohesiveness, teacher support, involvement, investigation and task orientation was able to account for 23.5% of the variance in motivation when entered at Step 5, $R^2 = .237$, F = (5, 1926) = 119.347, $p < 0.000$. The combination of student cohesiveness, teacher support, involvement, investigation, task orientation and cooperation was able to account for 26.6% of the variance in motivation when entered at Step 6, $R^2 = .268$, F = (6, 1925) = 117.453, $p < 0.000$. The combination of student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation and equity was able to account for 28.3% of the variance in motivation when entered at Step 7, $R^2 = .286$, (7, 1924) = 109.857, $p < 0.000$. At Step 7, the β results revealed that task orientation (β =.228, ρ < 0.001), cooperation (β = .196, $p < 0.001$), and equity (β =.163, $p < 0.001$) were positive and significant predictors of high school students' motivation. Investigation (β = -.094, $p < 0.00$) and involvement (β = -3.769, $p < 0.001$) were negative and significant predictors of high school students' motivation.

Based on the results, the adjusted R-square increased from .067 to .283 with the addition of subsequent sets of variables. The multiple R^2 was .283, which means that the total contribution by the combined set of classroom emotional climate accounted for approximately 28.3% of the variance of motivation. Thus, the collective relationship between motivation and the set of predictor variables can be characterized as moderately strong. The β results showed that involvement, investigation, task orientation, cooperation, and equity were key predictors on motivation. However, student cohesiveness and teacher support were not significant predictors on motivation (see Table 11).

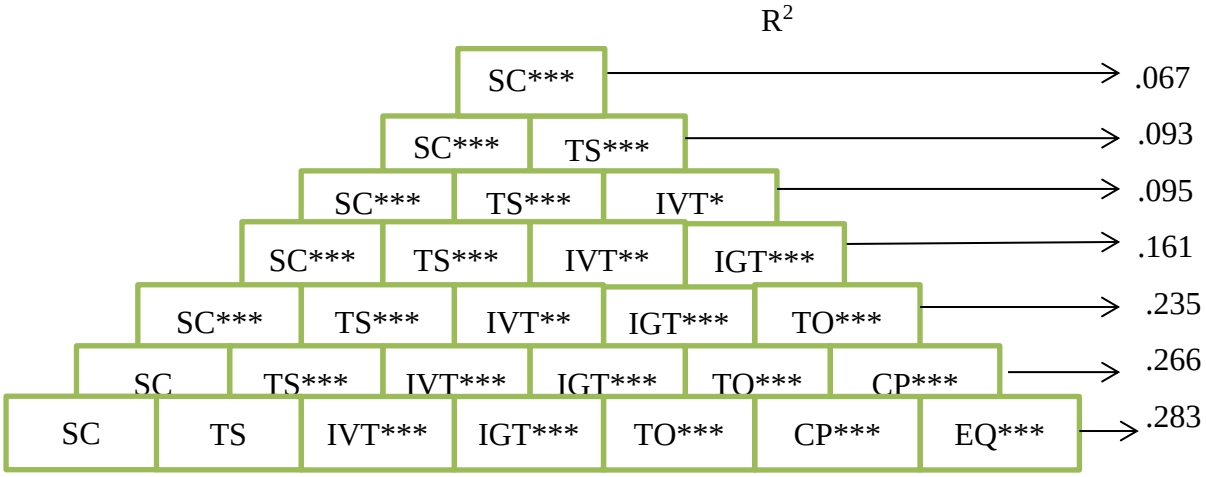

Figure 2. Predictive Models of Components of Classroom Emotional Climate on Motivation of High School Students

Predictors of Motivation of High School Students

To identify the best model for predicting the high school students' motivation and moral maturity, simple linear regression analysis was conducted. Regression analysis revealed that model significantly explained the high school students' motivation; $F = 558.795$, $p = .000$, R^2 for

model was 0.225 and adjusted R^2 was 0.224. Table 15 displays the intercept, unstandardized regression coefficient (*B*), and standardized regression coefficient β for model. According to the result, classroom emotional climate contributed 22.4% variance to motivation of high school students.

Table 12. Regression Analysis for Prediction of Motivation

Variable	*B*	β	*t*	*R*	R^2	Adj R^2	*F*
Predictor of Motivation	*107.126*		*36.770****	*.474*[a]	*.225*	*.224*	*558.795****
Classroom Emotional Climate	*.329*	*.474*	*23.639****				

***p < .001

Motivation = 107.126 + 0.329 Classroom Emotional Climate

Conclusion

In this study, there were significant differences in classroom emotional climate, and motivation by regions and states. Female students were higher in classroom emotional climate, and motivation than male students. There was a significant difference in motivation by classroom emotional climate levels. The result of correlation showed that classroom emotional climate was positively correlated with motivation. Teacher support, involvement, investigation, task orientation, cooperation, and equity were key predictors on motivation. However, student cohesiveness and teacher support were not significant predictors on motivation. It can be predicted that students who possess high classroom emotional climate have more motivation in learning. This finding is consistent with the results of Guivernau and Duda (2002).

When a classroom climate is characterized by warm, respectful, and emotionally supportive relationships, students perform better academically in part because they are more motivated in learners. Teachers who create a positive emotional climate for learning demonstrate that the classroom is a safe and valuable place to be and are enthusiastic about learning. The study recommends that Teachers should ensure that the classroom emotional climate should be supportive for the development of adolescents' motivation. The classroom atmosphere is crucial role for motivation in adolescents.

Limitations of the Study

Firstly, this study only focused on seven possible indicators of classroom emotional climate but literature indicates that there are other factors, such as leadership, community and teacher dedication, which may contribute to the climate within a school. Secondly, that the questionnaire was only administered to students and not to educators and principals as well. Thus only the perceptions of students were identified and this study could have benefited if the educators and the principal were also asked to fill in a questionnaire to obtain a complete account of the classroom climate based on all the views of the parties participating in the school system. Thirdly, the sample size of eighteen classrooms from seven townships may have been too small for this study.

Suggestions

The prime goal of education should be to develop children's morality, rather than to teach them only intellectual knowledge. School climate can be an important element in a school therefore further research is needed into other factors that may be indicators of the climate of a school such as leadership, community involvement, educator dedication and educator efficacy. Furthermore, the future researches should investigate the relationship between classroom emotional climate and other psychological constructs.

Acknowledgements

We would like to acknowledge Dr. Kay Thwe Hlaing (Rector, Yangon University of Education) for her administrative support, inspiration, valuable comments perfect guidance, great support and providing facilities during this study. We would like to offer respectful appreciation to Dr. Pyone Pyone Aung (Pro-rector, Yangon University of Education), Dr. May Myat Thu (Pro-rector, Yangon University of Education), Dr. Khin Khin Oo (Pro-rector, Yangon University of Education) and Dr. Nyo Nyo Lwin (Pro-rector, Yangon University of Education) for their administrative supports, official permission and encouragement.

References

Ambrose, S. A. et al., (2010). *How learning works: Seven research-based principles for smart teaching.* San Francisco: Jossey-Bass.

Argyris, C. (1999). *On Organizational Learning*, 2nd Edition, Blackwell Publishing, Oxford.

Baer, P. E., & Bandura, A. (1963). Social reinforcement and behaviour change-symposium, 1962: 1. Behaviour theory and identificatory learning. *American Journal of Orthopsychiatry, 33*(4), 591-601.

Brackett, M. A., & Rivers, S. E. (2012). Achieving standards in the English language arts (and more) are using the RULER approach to social and emotional learning. *Reading & Writing Quarterly*, *27*(2), 75–100.

Chang, M. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers, *Educational Psychology Review*, *21*(3), 193-218.

Daniel, D. H., & Shumow, L. (2003). Child development and classroom teaching: A review of the literature and implications for educating teachers. *Journal of Applied Developmental Psychology, 23*(5), 495-526. https://doi.org/10.1016/S0193-3973(02)00139-9

Denham, S. A. (2006). Emotional Competence: Implications for Social Functioning. In J. L. Luby (Ed.), *Handbook of preschool mental health: Development, disorders, and treatment* (pp. 23-44). The Guilford Press.

Duncan, T. G., & McKeachie, W. J. (2005). The making of the motivated Strategies for learning questionnaire. *Educational Psychologist, 40(2)*, 117–128.

Finn, J. D., Pannozzo. G. M., & Voekl, K. E. (1995). Disruptive and inattentive-withdrawn behaviour and achievement among fourth grader. *The Elementary School Journal, 95*(5), 421-434.

Fraser et al., (2013). Parental involvement in schooling, classroom environment and student outcomes. *Learning Environments Research, 16*(3), 315–328.

Freiberg, H. J., Huzinec, C., & Templeton, S. M. (2009). Classroom management pathway to student achievement. *Elementary School Journal, 110*(1), 64-80.

Glynn, S. M., Taasoobshirazi, G., & Brickman, P. (2009). Science motivation questionnaire: Construct validation with nonscience majors. *Journal of Research in Science Teaching, 46*(2), 127-146. https://doi.org/10.1002/tea.20267.

Gottman, J. M., Katz, L. F., & Hooven, C. (1997). *Meta-emotion: How families communicate emotionally*. Lawrence Erlbaum Associates, Inc.

Hamre, B. K., & Pianata, R. C. (2005). Can instructional and emotional support in the first grade classroom make a difference for children at risk of school failure? *Child Development, 76*(5), 949-967.

Hamre, B. K., Pianta, R. C., Downer, J. T., & Mashburn, A, J. (2007). Teachers' perceptions of conflict with young students: Looking beyond problem behaviors, *Social Development, 17*(1), 115-136.

Hararvey, S. & Evans , I. M. (2003). Understanding the emotional environment of the classroom. In D. Fraser. & R. Openshaw (Eds.), *Information our practice* (pp. 182-195). Palerston North, NZ: Kanuka Grove Press.

Katz, L. F., & Windecker-Nelson, B. (2004). Parental meta-emotion philosophy in families with conduct-problem children: Links with peer relations, *Journal of Abnormal Child Psychology, 32*(4): 385-98

Mesquita, B., & Ellsworth, P. C. (2001). The role of culture in appraisal. In K. R. Scherer, A. Schorr, & T. Johnstone (Eds.), *Appraisal processes in emotion: Theory, methods, research* (pp. 233-248). Oxford University Press.

Nevid, J. S. (2013). *Psychology: Concepts and applications*. Belmont, CA: Wadworth.

Pajares, F., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. J. Riding & S. G. Rayner (Eds.), *Self-perception* (pp. 239-265). Ablex Publishing.

Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher, 38*, 109-119

Schunk, D. H. (2004). *Learning theories: An educational perspective*. Upper Saddle River, NJ: Pearson Prentice Hall.

Schutz, P, A., & Zembylas, M. (2009). Research on teachers' emotions in education: Findings, Practical implications and future agenda, *Advances in Teacher Emotion Research*, 367-377.

Sutton, R. E. (2000). The emotional experience of teachers. *Annual Meeting of the American Educational Research Association*. New Orleans, LA.

Theobald, MA. (2006). *Increasing student motivation: Strategies for middle and high school teachers.* Thousand Oaks: Corwin Press.