

**TEACHERS' PERSPECTIVES ON MANAGING STUDENTS'
NEGATIVE EMOTIONS IN BANGLADESHI SECONDARY
SCHOOLS**

By

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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing a degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Dedication

*I dedicate this paper to my beloved parents and my best friend Mehmur Jabeen Prioty for
supporting the entire journey.*

Acknowledgement

Firstly, I would like to thank the Almighty Allah and the shower of His blessings to make me stronger and attentive to accomplish my thesis paper without any obstacles.

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Abstract

The importance of English for education and career prospects is emphasized due to its global communication role, especially in fields like science, technology, commerce, and exams. However, students often struggle with communication, leading to emotional challenges in the classroom. These emotions vary, ranging from positive to negative, exerting a considerable influence on their educational experiences within the school environment. Continuous exposure to Negative emotions can hinder effective studying. The government of Bangladesh consistently undertakes various initiatives to enhance students' English communicative skills. However, despite a twelve-year curriculum, students still struggle to attain proficiency in English. So, understanding the reason behind students' negative emotions in the classroom is crucial for maintaining a smooth teaching and learning environment. This research aims to elucidate these causes. This research is intriguing as it not only identifies the triggers of students' emotional challenges but also offers insights into how teachers can manage these situations effectively. Basically, the study identifies the reasons why children experience negative feelings and gives teachers' advice on how to address and handle these circumstances. Overall, this study is a useful tool that will be especially helpful to educators as it clarifies the causes of negative emotions that arise in the classroom and provides solutions for managing and preventing them.

Keywords: Negative Emotions, Student Emotions, Classroom Management, Teacher Strategies, Bangladesh Education, Emotional Well-being

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List of Acronyms

SEL= Social-emotional learning

CHAPTER ONE: Introduction

1.1 Background of the Study

Emotions are important factors in determining the overall learning experience in educational settings because it influences classroom dynamics and cognitive processes .In recent years, much emphasis has been placed on differences between mental states and achievements because emotions affect motivation, interest, and a learner's capacity to memorize and apply knowledge. It appears that a student's emotions may have an impact on his or her ability to pay attention in class and even to receive new information which is why it performs a very important role in a learner's learning journey. While schools across the world are gradually moving toward addressing students' emotional well-being alongside academic performance, many education systems in Asia, including those in Bangladesh, fail to consider students' emotional needs. The conventional education system still existing in Bangladeshi schools is highly conductive teacher centered usually emphasizing discipline and academic performance without much consideration for the students' emotional health. As the value of social-emotional learning becomes more widely recognized, it is essential to understand how Bangladeshi teachers address students' negative emotions, especially in the context of secondary education where academic pressure and competition is intensely high.

1.1.1 Understanding Emotions

Emotions are complicated psychological phenomena encompassing subjective experiences, physiological reactions, and behavioral manifestations. In educational

environments, emotions may be triggered by multiple reasons, such as the complexity of academic material, social interactions with classmates, or even the manner in which they are being taught by the teacher. Emotions can be categorized by depending on the stimulus as pleasant emotions (joy, interest, enthusiasm) or unpleasant ones (fear, frustration, anger, anxiety). Positive emotional states include: joy, interest, or pride enhance learning and academic achievement, while negative emotional states include: fear and boredom cause disengagement among students (Pekrun, 2018). Since emotions affect cognitive functions like attention, memory, and problem-solving—all of which are critical for academic success—teachers must have a thorough understanding of emotions in the context of learning.

1.1.2 Defining Negative Emotions

Negative emotions in a classroom can be referred to as emotions that elicit feelings of unhappiness, stress, or that inhibit students' ability to study and excel. Pekrun (2018) similarly points to the effects of negative emotions in diminishing the amount of cognitive resources students can devote to completion of learning-related tasks and in raising their tendency to disengage. Some of the negative feelings of the students in Bangladesh are examination stress, stress of failure, stress of difficult subjects, and stress arising from social relations. These emotions can be attributed to family, cultural, and pressure from the education system due to its rigidity in imparting knowledge. If the negative emotions are not dealt with appropriately, they may cause detachment and destructive behaviors, as well as long-term psychological disorders. The teachers in Bangladesh should try to find out how to identify and how far these emotions can be

addressed so that the students can deal with and can perform in their learning processes effectively.

1.1.3 Significance of Emotional Management in Education

Emotional management is turning into another significant area of education in Bangladesh. In the past, education has concentrated on the academic aspect of learning, whereas the need to attend to the emotional health of the learners is now being acknowledged. Self-regulation of emotions has a beneficial effect on students and enables them to cope with academic-related demands, increase their coping abilities, and be involved in the learning process. If children are able to cope with feelings of anger, frustration, or disappointment, then they are more likely to stay on task, eager, and willing to learn in class. This is especially relevant in the Bangladeshi setting since academic pressure does result in stress and various forms of emotional disorders (Rahman et al., 2022). Teachers in Bangladesh are the ones who specifically help in handling the emotions of the students most of the time, especially in the class where high-standard education pressure is present. The role of a teacher in relation to students' emotions is either a mobilization or immobilization of their difficulties. Facilitators who understand the emotional state of a learner can assist learners to adopt strategies that will counteract the effects of negative emotions like fear, anxiety, or anger. A study proves the same by revealing that teachers who encourage students to freely talk and who are trusted by their students make the learners comfortable to talk about how they feel and where they can get help when overwhelmed (Brackett & Rivers, 2014).

1.2 Statement of the Problem

Teachers in Bangladesh now face a great deal of difficulty in controlling their student's emotions in the classroom, particularly in secondary schools where there is a lot of academic pressure. According to studies, students are experiencing more and more emotional problems, which can disturb the learning environment and frequently take the form of stress, anxiety, frustration, or disengagement (Fried, 2021). This means that when students feel these emotions in class, teachers struggle to manage their classroom, and teach their students well given that exams, parents and society set the standard of learning in schools. However, one of the main areas of concern is that most of the Bangladeshi teachers may not have adequate preparation for dealing with issues related to the emotions. There is still a vacuum in teacher education programs, which tend to concentrate more on material delivery, behavioral control and classroom administration than on emotional regulation, despite the fact that emotional management has been acknowledged as a critical component of modern education (Cross, Chowdhury, & Khan, 2022). Teachers may feel unprepared to deal with emotional outbursts or disengagement if they are not given enough training, which may further hamper learning. The aim of this study is to investigate how Bangladeshi secondary school teachers deal with their students' negative emotions and the methods they employ to create a supportive learning environment. The study is to provide light on the difficulties teachers encounter and the coping strategies they use in order to improve classroom emotional management and, therefore, students' academic achievement and emotional health.

1.3 Research Questions

This whole research will be conducted based on the following research questions:

1. What types of negative emotions do teachers observe among students of secondary schools in Bangladesh?
2. What strategies or techniques do teachers use to manage and address these negative emotions in the classroom?
3. How do cultural or social factors influence the way teachers respond and handle students' negative emotions?

1.4 Limitations of the Study

The current research has the following limitations. First, it deals with a specific segment of secondary school teachers in Bangladesh only, but might not be generalizable to other educational settings. Furthermore, the study uses self-reported data, which could be biased. This research also fails to address the role of positive emotions, which are also fundamental in the learning process. Lastly, because of the studies timeframe, the research fails to assess the impacts of emotional management on the success of students in the long-run.

1.5 Significance of the Study

This research is very significant because organizations, policy makers and individuals in Bangladesh seldom pay much attention to Emotional management as a part of education. This study is important in enhancing the emotional atmosphere in classrooms since the ability of teachers in handling students' negative feelings determines better educational outcomes, and also the wellbeing of the students. The implications of this study will be useful for teacher training practices, promoting the set of skills to meet emotional demands without personal loss.

Teachers' Perspectives on Managing Students' Negative Emotions

Furthermore, this study has underscored the significance of enhancing the education system in Bangladesh, by incorporating mechanisms that can also support the students emotionally other than focusing on their academic performance only.

CHAPTER TWO: Literature Review

2.1 Historical Perspectives on Emotional Management in Education

This literature review aims to review the literature regarding the difficulties teachers have in addressing the negative emotions of learners in educational settings specifically in the basis of Bangladesh. Now, before thinking about the solution to the current problem experienced by teachers, it is crucial to focus on the history of managing emotions within learning environments. While the educational philosophy and psychology theory was evolving and in the process of changing, the teacher's approach to students' emotions changed too. This section intends to unfold how these developments have influenced the educational practices of today's world by evaluating early oriented approaches, implementation of emotional intelligence, and its presence in Bangladesh.

2.1.1 Early Approaches and Theories

The educational system of the early 20th century focused more on development and achievement of cognitive intellect rather than the psychological well-being of a learner. Teachers punished students and regulated the class climate and behavior with rigidity in line with the cultural expectation of the time. The prevailing thought process was that being social and emotional was out of importance and intelligence was the only thing that mattered. This often led to a situation where students' emotional states were disregarded; it was wrong for a student to feel such negative feelings like sadness or anger and then a student would be punished for it.

Some scholars in this field as Dewey (1938) were already advocating for emotional development education for students, including the logical and emotional sides of the learning process. He said that, 'the function of education is not only to produce scholars but also good citizens for society'. He realized that a teacher must address the emotional demands of his learners so that they can create a better and effective learning atmosphere. His teaching approach did not allow for students to sit in class for hours without actively learning or engaging in something that made them interact with other people or even participate in other practical activities aimed at enhancing social and emotional development (Dewey, 1938).

Regardless of its positivity, such a change of approach established the necessary framework for the future educational practices based on the consideration of an important aspect of learners' development, the emotionality of which has been highlighted above. While Dewey's (1938) research did not suggest that for teachers to develop in students the EQ mentioned by Goleman (1995), there is evidence that the author's works paved the way for the subsequent introduction of social-emotional learning paradigms and the concept of emotional intelligence in the class.

2.1.2 Evolution of Emotional Intelligence in Education

The sociologist Howard Gardner and Daniel Goleman contributed towards making EI a popular concept in the end of the twentieth century. When in the 1980s Gardner introduced the theory of Multiple intelligences, it influenced the field because it came up with a definition of intelligence that was wider than what was offered by academics. From the cognitive point of view, his approach attached paramount importance to the

issues of successful regulation of social interactions and cognition of one's own affectivity (Gardner, 1983). This new outlook shifted focus to factors such as anger and stress management are crucial in determining people's achievement, otherwise, most people assumed it's lacking, most essential in career advancement.

It was further brought to the mainstream by Goleman in his book reporting that the EI is the key to learning and achievement. They argued, and rightly so, that learning entails not only the ability to reason, but also emotional understanding and self-management, along with motivation, concern with one's own and others' feelings, and social competence (Goleman, 1995). Thanks to him, integration of EI into the process of schooling occurred, and he provided important input in the framework of the education process formation. Different programs and curricula that focus on informing and enhancing students' EI were introduced in schools since the skills affecting the work and resultant climate and performance were regarded as crucial to the process of learning. This evolution was in response to the deeper concept of education that involved producing scholars who are emotionally intelligent to address life issues.

2.1.3 Integration of emotional intelligence in Bangladesh

Bangladesh's education system historically prioritizes academic achievement over emotional development, but recent initiatives signal a shift towards integrating emotional learning into the curriculum. Pilot projects in select schools have introduced programs focused on developing emotional intelligence qualities like self-awareness, self-regulation, and empathy (Kabir et al., 2020). These initiatives aim to foster a holistic solution to education that supports learner's mental health well-being alongside academic

success. Despite these positive steps, significant challenges persist. A critical issue is the shortage of trained educators proficient in delivering emotional management education (Ahmed, 2018). Also lacking in resources for this part of one's education are below standard, which has negatively impacted on the rollout of effective emotional learning across the country. Failure to execute effective program delivery strategies highlights the issues that require investment in professional development for the teachers that will teach the students and investment in resources required for the effective delivery of programs. Furthermore, collaboration with international organizations, such as UNESCO, offers valuable insights and best practices for integrating emotional intelligence into educational frameworks ((UNESCO International Bureau of Education, 2024)).

2.2 Concept of Students negative emotion in English classroom

Emotion, as a spiritual state, induces visible physical changes and encompasses consciousness, marked by specific physiological shifts, behavioral cues, and self-awareness of feelings. According to Andries (2011), negative emotions are brief, fluctuating in intensity, displaying passive or active responses, often with limited self-awareness, and can trigger sudden, involuntary conduct accompanied by physical manifestations. This suggests that negative emotions experienced by students during English learning exercises might lead to daydreaming and a lack of attention. Such unexpected emotions significantly influence one's viewpoint and behavioral responses, impacting students' perceptions of the English language while studying. Moreover, for students tackling English as a secondary language, it's perceived as a challenging and time-consuming subject. Izard (2009) notes that negative emotions typically follow a predetermined and brief course, manifesting suddenly and unconsciously through specific behaviors. Fear, anger, sadness, and guilt—classified as negative emotions—are linked to

reactive responses triggered by immediate events (Sutton, 2007). These emotions, like anxiety, fear, shame, anger, sadness, and stress, each with distinctive traits, are briefly outlined in the following paragraphs.

2.2.1 Anxiety and fear

The exploration of anxiety and fear in the setting of language learning has been a main focus in psychological studies. Ledoux (2012) said that fear often arises in response to perceived danger, eliciting defensive reactions, while Sandhu and Asrabadi (1994) associate fear with a sense of insecurity in unfamiliar situations. In the realm of language acquisition, students frequently grapple with fear. Similar to fear, anxiety serves as a mechanism to alert us about potential threats and dangers. Within the field of psychology, anxiety is generally described as a psychosomatic concept, manifesting as a blend of anxiety, fear, and a vague sense of apprehension associated with an object or phenomenon (Hilgard, Atkinson, & Atkinson, 1979). In the context of language acquisition, anxiety becomes an inevitable and spontaneous companion for many learners. Horwitz (2001) sheds light on how this reaction detrimental influences the language-learning process, marking it as a pivotal aspect within the psychological facets of education. Thus, a comprehensive understanding of the emotional landscape associated with language acquisition becomes imperative, offering insights into the challenges students encounter and, subsequently, strategies to ameliorate the negative impact of fear and anxiety on language learning.

2.2.2 Anger

Anger, a potent emotion encompassing irritation, displeasure, or hostility, can be triggered by external factors or genetic predispositions. Among school children, it often leads to aggressive and bullying behaviors, exhibited through tantrums and physical actions like hitting, pulling, and pushing (Anderman & Anderman, 2009). Mismanaged, this anger can cause internal conflict, impeding the learning process. Students prone to anger tend to struggle academically, exhibit disruptive behavior, and lack motivation, such as being off-task or neglecting homework, in contrast to their non-aggressive peers (Anderman & Anderman, 2009).

2.2.3 Stress

Stress and its relevance to human functioning are discussed as complicated processes in scholarly discourse. McEwen and Gianaros (2010) define stress as the body's genetic reaction to threats perceived within one's environment; a reaction interlinked with various aspects of the environment. Turning our focus to the broader spectrum of mental health, Defeyter et al. (2021) emphasize the significance of mental well-being, encompassing aspects such as happiness, effective stress management, satisfaction and mental functioning. This conceptualization provides a nuanced understanding of positive psychological health beyond the absence of psychic illness. Acknowledging the physiological underpinnings of stress, McEwen (1998) said that the physiological changes induced by stress can be construed as a defensive mechanism, priming individuals to effectively respond to impending danger or threats. This perspective sheds

light on the adaptive nature of stress responses, urging a nuanced understanding of stress beyond its negative connotations.

2.2.4 Sadness

Sadness has a complex effect on learning. Forgas' (2013) research on the effects of weather across Australia shows that people experience better memory, fewer judgment biases, increased motivation, and interpersonal skill when sad. Forgas (2013) enlightens that; negative stimuli such as sadness help to pay more closer and undivided attention hence leading to increased perseverance and effective communication. He regards sadness as an indicator, which means that when people experience this feeling, they try to alter their undesirable conditions. Nonetheless, as it will be seen, sadness can be detrimental to students as well as beneficial to them. As per the American Psychological Association (2021), it is pivotal to understand that the aspect of sadness matters with the indication that the students in high school have poor performance and achievement. Moreover, for learning it is deleterious to have problems such as substance abuse, low energy levels, and problems with social withdrawal which are the results of sadness.

2.2.5 Shame

Shame is a well-discussed category in the psychological literature with increasing focus on discovering its occurrences when learning or using a second language. Shame has been described by Tracy and Robins (2007) as a form of discomfort together with negative self-evaluation, tendencies of one wanting to avoid attention and feeling of discomfort, inadequacy and a feeling of insignificance. To some extent, in learning or

using a second language particularly in Asian countries for example Japan (Doyon, 2000) shame manifests itself in terms of shyness and hesitance to practice speaking the target language. This reluctance is however, complemented with feelings of embarrassment as pointed out by Garrett & Young (2009) making the learners stay away from the use of the language because of perceived fear of being judged. This avoidance behavior is rooted in the fear of prejudice, the prejudice factor being mainly a result of the belief that they do not measure up to the standards or would not be able to meet or cope up with what native speakers or other personnel with better English proficiency would expect of them. Such cases maintain the feelings of shame in a cycle which ultimately affects the process of learning language and writing, as well as delays the process of formation of successful communication skills.

2.3 Factors Contributing to Negative Emotions in Bangladeshi Students

Understanding the root causes of negative emotions among Bangladeshi students is essential for improving their overall well-being and academic performance. These factors can be broadly categorized into personal, environmental, and socioeconomic and cultural influences. Personal factors include academic stress, family dynamics, and individual psychological traits. Environmental factors pertain to the classroom setting and teacher-student relationships. Socioeconomic and cultural influences encompass broader societal norms and economic conditions. This section explores each of these categories, highlighting the unique challenges faced by Bangladeshi learners.

2.3.1 Personal Factors

Negative emotions among Bangladeshi learners are influenced by various personal factors that are shaped by unique socio-cultural and educational contexts prevalent in Bangladesh and broader Asian settings. Students' individual temperament and personality play a crucial role in the manifestation of negative affect. Temperament can be defined as inherited characteristics that are associated with emotional regulation, and that can be noticed from the time when the child is born up to adulthood (Rothbart, Ahadi, & Evans, 2000). For example, the more reactive temperament may mean that a child is going to be more of an anxious, frustrated individual. Self-esteem and self-efficacy are other personality variables that have negative relation with negative emotions (Orth & Robins, 2014). Stress and peer and teacher interactions Intervening Factors These are inherently important factors as they explain how the learners handle stress and relate to fellow learners as well as teachers.

2.3.2 Family Factors in Bangladesh

In Bangladesh, family plays a central role in students' academic and emotional development. Parental expectations for academic success are often influenced by cultural norms emphasizing filial piety and respect for elders (Akter & Biswas, 2022)). Conflicts within the family environment, arising from disagreements over educational choices or economic pressures, can exacerbate stress levels among students. Students who have instability at home for example parental fight, divorce, or neglect are likely to display terrible feelings in class (Cummings & Davies, 2010). In Bangladesh, the extended family system and close-knit community ties can either provide a supportive network or

contribute to familial stress. The presence of a supportive and nurturing family environment can serve as a buffer against these negative emotions, whereas a dysfunctional family setting can exacerbate emotional difficulties. Also, individual cases, for example, traumatic experiences or constant stress, can harm the student's mental health. Previous literature has indicated that ACEs increase the children's risk of having emotional and behavioral issues (Hughes et al. , 2017). Stressors such as these not only impose a negative impact on subjects that are focused on the well -being or emotional health but also in those that encompass features on cognition as well as academics.

2.3.3 Environmental Factor in Bangladesh

Classroom atmosphere serves an essential role in regulating students' emotions. An appropriate student-teacher relationship damps negative feelings and enhances inclusion (Wentzel & Muenks, 2016). In Bangladesh, where traditional respect for teachers is deeply ingrained, supportive interactions can encourage students to open up about their feelings and seek help when needed. Classroom settings that emphasize collaboration, mutual respect, and cultural sensitivity can promote emotional resilience and enhance students' overall mental health. Conversely, a negative classroom environment, where students feel unsupported or misunderstood, can exacerbate feelings of anxiety, frustration, and sadness. In Bangladesh, classrooms are often crowded and resources limited, which can contribute to a stressful learning environment (Ahmed, 2018). Teacher-student relationships can facilitate children's emotional regulation; when teachers are empathetic their students respond more positively and are able to control their emotions better (Gehlbach et al. , 2016). Teachers, who interact with students and

pay attention to them and respond to them and help them; special attention to their informal welfare, make the classrooms more inclusive quantitatively and qualitatively emotionally.

Another aspect that affects the students' emotional health is relations with peers. Positive peer relations can help the students feel that they are not alone in times of confusion whereas negative peer relations such as bullying are likely to cause the students a great deal of emotional upset (Hymel & Swearer, 2015). In the context of Bangladesh, peer dynamics are often influenced by cultural norms that emphasize collective identity and social harmony. Positive social relationships which can be described as a support system help reduce threats of stress and anxiety, increase sense of connectedness and inclusion. But, bullying has been directly connected to quite a lot of negative feelings such as anxiety, depression and low self-esteem. Bullied students have mentioned preferring skipping school due to the negative effects on academic achievements and attendance in addition to emotional problems (Hymel & Swearer, 2015). Possible consequences of bullying are lifelong and can manifest as mental disorders as well as social problems in the affected person's adult life, which cannot be denied when it comes to addressing these issues within school environments.

2.3.4 Bangladeshi Socioeconomic and Cultural Influences

Socioeconomic and cultural aspects serve a crucial part in shaping the emotional experiences of Bangladeshi learners. These influences are deeply intertwined with the unique socio-cultural context of Bangladesh and broader Asian characteristics, impacting students' emotional well-being in various ways. One of the most influencing factors is

socioeconomic status which affects a student's emotional health in Bangladesh. Besides, students who come from low socioeconomic status experience other cognitive and psychosocial stressors that are outside their control for e.g., poverty, inadequate housing, and poor access to educational materials and technologies (Evans & Cassells, 2014). In Bangladesh, the prevalence of poverty means many students come from families struggling to meet basic needs. This financial strain could trigger stress and anxiety, affecting students' ability to focus in class, engage with peers, and succeed academically. According to past studies, people with poor socioeconomic positions are found to experience more stress and anxiety and have poorer mental health profiles compared to individuals with higher socioeconomic status (Reiss, 2013). In Bangladesh, this manifests in higher dropout rates and lower academic achievements among students from economically disadvantaged backgrounds. Reducing these socioeconomic disparities requires focused and goal-directed programs that ensure students receive support not only at school but also at home. Initiatives such as providing free school meals, scholarships, and access to mental health services can help students from low-SES backgrounds get an equal chance in life.

Cultural background also has its factor that defines how Bangladeshi students perceive and desire feelings and moods too. Some of the cultural values that are seen in many Asian countries, such as Bangladesh include family honor, obedience and social order. These culture supplied beliefs affect the imagination of affect display, which may differ across cultures or ethnic populations (Mesquita & Walker, 2003). For instance, in the Bangladeshi culture, people are expected to control their emotions and not show them in any occasion, not to mention in public domains, while it is considered that the opposite

is not allowed is seen as humiliating and disgraceful. Such cultural differences may influence the ways the student deals with stress and his or her relationship with fellow students and instructors. Such cultures can be embraced by the teachers that understand these cultural differences and be culturally responsive in relation to their learner's needs to address diverse manners of perceiving/expressing emotions. The ambition of this particular paper is to make an attempt at proving that education can facilitate the creation of such a culture sensitive classroom that shall welcome students from any culture in question.

2.4 Effects of negative emotion on Bangladeshi students' learning outcomes and behavior

The negative emotions can affect the students' cognitive and behavioral learning in the educational context of Bangladesh substantially. These feelings as for instance anxiety, sadness, and frustration have an impact on the ability to pay attention, to memorize and learn, hence resulting in poor performance. Also, negative feelings mean irritations and such consequences as appearing with difficult behaviors and disconnecting from others, which complicates learning processes in class as well as interactions with peers. It is imperative to understand these effects in order to apply the knowledge that can help with the support and promotion of students' well-being and performance. In this section, an attempt was made to discuss how negative affects influence cognition and behavior, alongside immediate and both short- and long-term results for learning and development with reference to the role of early education to moderate effect.

2.4.1 Cognitive effect

Negative emotions affect the cognitive functions comprehensively including attention, memory and overall learning ability of an individual. From Pekrun (2018), negative emotions like anxiety and sadness will have negative impacts on cognition as a person will focus on emotions rather than academic requirements. This diversion hinders expended mental energy that could be used in learning and other relevant aspects of one's life. Owens et al. (2012) supports this, pointing out that students with high levels of emotional problems have difficulties in focusing their attention or memorizing information, which negatively affects their performance. Additionally, it is a matter of public knowledge that students who are emotionally stressed perform poorly in their studies. According to an analysis of Durlak et al. (2011), learners who were exposed to SEL programs, which seek to teach the students how to manage their emotions effectively, gained 11 percentile points in academic achievement than students who were not exposed to SEL programs. This clearly shows how cognitive-emotional status influences achievements and successes in academic performance hence recommends.

2.4.2 Behavioral Consequences

Negative emotions are often linked to disruptive behaviors in the classroom. For example, students who experience anxiety or frustration may demonstrate some level of aggressiveness, rebellion, or hyperactivity. Such behaviors can interfere with the learning process and not only to the student who has the temper tantrums, but to other students as well. Graziano et al., (2017) found that emotional regulation is highly correlated with behavioral issues that adversely affect the conduct of lessons in the classroom. Social

withdrawal is another major impact that may be evident from the arising negative emotions as people may withdraw from social activities. Some students suffering from depression or anxiety will avoid interacting with their counterparts and will not join group assignments. This withdrawal can in return intensify the feelings of loneliness and exclusion thereby increasing the chances of negative feedback. According to Qualter et al. (2015), students classified as socially withdrawn usually experience difficulties in establishing peer relationships which are significant in the process of Human social development and in doing group projects. The implication of social withdrawal can thus be seen as having a significant influence on class climate since interpersonal interaction within the learning context is disrupted in this way.

2.4.3 Long-Term Academic and Social Outcomes

If negative feelings and emotions are not well contained, it will have an effect on the educational and social life of learners permanently. Hypothetically, studies have found out that individuals who experience difficulties in emotional self-regulation tend to experience prolonged issues at school. For example, in a research done by McLeod et al (2012) it was discovered out that learners with continuous behavioral and emotional problems were likely to perform poorly in academics and have higher dropout rates. The effect of experiencing emotional distress at school leads to the lowering of motivation and self-efficacy which are crucial elements in career progression. Another study by Goodman et al (2011) revealed that individuals who had emotional issues when they were young had issues with their employment in that they had instabilities and or were unemployed most of the time. This underlines how important it is to resolve the

emotional problem for the child at the beginning. Moreover, if the negative emotions are not managed, they shall have implications on social life even after adult life. Studies by Hofmann et al (2012) state that treatments designed to improve emotional self-regulation could therefore have many benefits since early emotions have clearly timed consequences on adult social behavior.

2.5 Challenges Teachers Faced in Bangladesh

Teachers are very important individuals in students' lives since they are responsible for nurturing both their academic and emotional aspects. Nevertheless, regulation of students' stress is a rather complex task, which may also influence the learning process. This section outlines some of the biggest challenges that teachers experience in Bangladesh, and they include; understanding signs of emotional states, addressing the students' academic and emotional concerns, or shortages of resources and assistance. The following are the main challenges that have been identified and to understand them is the first step towards finding viable solutions for the improvement of the teaching profession and the wellbeing of students.

2.5.1 Identifying and understanding emotional cues

The major issue that teachers face is the lack of capacity to identify and decode students' emotional signals. It becomes much harder to tell when a student is experiencing unpleasant feelings when they are bottled up or when they are not verbalized in negative ways. Garner (2010) has argued that to recognise and understand the psychological state of the learners teachers have to become very Emotional intelligence proficient. This includes monitoring signals originating from oral and written word as well as moderating

the use of the empathic reactions. However, this becomes more challenging in this task given that the students display different emotional responses in regard to certain things as influenced by personal characteristics as well as their cultural demeanor (Hall and Chao, 2018). Teachers need to be particularly observant of other signs other than verbal and which might include anger, restlessness or nervousness as students may display signs of anguish or discomfort in ways that may not be very conspicuous. Schonert-Reichl et al. (2017), in their studies pointed out that from time to time instructors themselves need coaching, professional development, or sustained training in this area. By enhancing the capacity of teachers to identify the feelings of students and understand them, teachers' capacity to deal with the social-emotional necessities of the learners will also be effective and enable the students to foster healthy interpersonal relationships among themselves.

2.5.2 Balancing academic and emotional needs of students

Another major concern for educators in modern society is an ability to meet learner's both mental and academic demands. The tendency of grading and academic achievements and testing has made teachers shift their focus towards the curriculum implementation and content knowledge. This can often lead to a neglect of learners' academic needs which are equally as important as their psychological needs (Jones et al. , 2017). On the contrary, research has proven that positive emotions are key ingredients in achieving academic goals. Durlak et al. (2011) for instance has indicated that social-emotional learning (SEL) enhances both positive and academic achievements. Such programs not only facilitate the development of the affective domain of students on top of, but also the cognitive performance and achievement domain as well. Teachers often find themselves

in a context in which they are trapped between the academic reference and other more important affective roles they play in the lives of their learners. Such a dilemma means that teachers ought to divide time and energy between providing academic concepts on the one hand while at the same time providing for the emotional needs of the kids on the other. However, the process is not as easy as it may seem when one considers the differences in emotional reactions and background of the students. One among the several characteristics that teachers should possess understands of students' diversity in terms of emotions, feeling and cultural backgrounds (Yoder, 2014). The child's right to education is closely linked to his right to development and every child should get education to an extent that must take care of their academic as well as emotional needs. This is because learning and development are inextricable. Teachers who have knowledge on how to include social and mental learning into their teaching practices are in a better position of ensuring that the learning environment is conducive and all the learners are encouraged to perform to the best of their abilities.

2.5.3 Lack of Training and Resources

One of the most common problems faced by teachers in Bangladesh is inadequate pre-service training s. Mainly the teachers of Bangladesh and many parts of Asia lack proper professional preparation for handling the emotional aspect of students. Lack of focus on emotional self-regulation as pre-service programs' curricula often focus on what is taught and how it is taught. Ahmed (2022) has recently argued that Emotional Intelligence or EI has barely been taught in Bangladeshi teacher training programs and teachers were found to be ill-equipped in this area. Another critical issue is that schools

do not have sufficient mental health services and facilities available for students. In the context of Bangladesh, there is a severe shortage of school counselors and psychologists that make it very difficult for teachers to recommend learners for professional assistance. Reviewing a report of the Ministry of Education, Bangladesh (2022), it found that many schools have a serious shortage of mental health care specialists. Many schools do not even offer basic counseling services. Besides the shortage of mental health workers, school systems have poor links between educational centers and mental health services. Staff are usually not supplied with apparatus or assistance to deal with severe emotional problems, and as such teachers experience stress and burnout. Rahman et al. (2024) showed that rural based teachers in Bangladesh were overwhelmed by students' emotional demands but they lacked the capacity to attend to these emotional needs because there were no mental health care services available.

Large class sizes compound the problem of students' negative emotions making it even more difficult for teachers to manage them. This means that in many classrooms in Bangladesh, there are far more children enrolled than it is ideal and teachers become overburdened with work and hence cannot attend to children with emotional issues adequately. A report by UNESCO (2020) showed that the size of classes in school in Bangladesh has been comparatively larger than the average international size. In such conditions, students with emotional problems remain undetected or masked, and teachers fail to address the students' emotional regulation. Another study by Rahman et al. (2024) noted that teachers in overcrowded classrooms were always stressed and burned out due to their inability to control the students' behaviors.\

2.6 Strategies for Managing Negative Emotions in Education

This paper gives an outline of the several approaches that have been suggested in the literature in managing negative emotions in educational settings and how they can be established in the socio-cultural context of Bangladesh. There is one intervention strategy that aims to create a favorable learning climate. Building on Broaden and Build theory by Fredrickson (2001), positive emotions were intended to extend participants' thought process and action plans in order to enhance creative and effective problem solving. According to Jennings and Greenberg (2009), effective teacher-student relationships are important to minimize negative feelings and increase the psychological well-being of students, especially in the context of Bangladesh where educational competitive pressure is high and available resources are low. Chang and Taxer (2020) have pointed out reappraisal strategies of teachers: the teachers who use reappraisal strategies can have fewer negative experiences in response to student bad behavior and are less likely to control their initial negative feelings. This is greatly helpful in avoiding the aggravation of conflicts that ensure order in large and resource scarce classrooms of Bangladesh.

Furthermore, Lack of formal teacher training and experience in managing emotions may be a particular issue in the Bangladeshi context, so specific professional development regarding emotional perspective and empathy might help teachers better manage disruption (Evertson & Weinstein, 2006). The primary strategies developed by teachers who foster positive relationships with aggressive students include emotional perspective-taking, use of empathy, and emotion regulation which may be particularly helpful in a country where social pressure and familial demands increases additional pressure on learners (McGrath & Van Bergen, 2019). Teaching students how to regulate their emotions as suggested by the authors such as Brackett et

al., (2019) makes them ready to handle situations. This is crucial precisely in Bangladesh, where learners are exposed to high academic stress and socio-economic problems.

Introducing mindfulness practices in the classroom has also been proved beneficial in countering the negative emotions (Roeser et al. , 2013) and promoting the attentiveness to one's own emotions, and regulation of the same. Given the fact that mental health centers are rare in Bangladesh, integrating mindfulness can be a resourceful and effective way of dealing with stress and other emotional issues in the country. Through the implementation of these strategies, the educators in Bangladesh will be able to foster the positive emotional classroom environment hence ensuring the emotional wellness of the learners besides improving their education experiences. These approaches do not only help the students cope with current emotional issues but also develop strong character and coping mechanisms for their future.

2.7 Gaps in literature

The literature review on the emotional management of learners in schools is getting broader but as yet there is a shortage of information about the specifics of Bangladesh school problems and their solutions, especially those operating under the Bangla-medium education system. Most of the previous studies conducted up to now have focused on learning communities in western countries which have entirely different social cultural circumstances and facilities than that of Bangladesh. For example, schools in Bangladesh have collectivistic values and low resource availability compared to the individualistic environment of western countries that schools offer (Islam and Asadullah, 2018). Such a contrast stresses the need for carrying out context-sensitive studies aimed at addressing Bangladeshi learners' unique emotional and psychological needs. One such gap lies in the absence of dedicated and extensive research on understanding teachers' perspectives and practices regarding students' negative emotions in Bangla medium high

schools, within the culture and socio-economic context. As for general approaches towards regulating negative emotions, some studies exist in the literature (Fredrickson, 2001, Jennings & Greenberg, 2009), although it is still unclear to what extent these ideas could be implemented in Bangladeshi classroom settings. Additionally, there seems to be less evidence concerning the culturally appropriate SEL interventions that have been implemented within the framework of Bangladeshi education. Durlak et al. and Brackett et al.'s works emphasize the advantages of SEL in school settings; however, they fail to capture the linguistic, cultural, and infrastructural realities of the schools in Bangladesh using the Bangla Medium.

The existing gaps are highlighted in a recent study conducted by Himel (2023) on government primary schools in Bangladesh. Himel also observed the problem of teachers' awareness of SEL and acknowledged that teachers often are not provided with sufficient training as well as materials to promote SEL properly. Although this research offers insights, it only addresses elementary students and fails to look into the different factors affecting high school students, where their emotional and psychological needs are vastly different.

This topic was selected by the researcher to address these gaps and give direct relevance to Bangladeshi high school settings. Considering the demographic features and students' experience in Bangladesh, which include high academic stress, overcrowded classrooms, and a lack of mental health support options, it is vital to establish coherent strategies that can fit and be successful in this context (Fatima, 2019; Arusha & Biswas, 2020). As this study focuses on the matters that are relevant to specific Bangla medium high schools, it is expected that evidence-based recommendations will be provided for improving students' condition and overall well-being. This could help inform changes to policy decisions which would ensure the

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environment of educational settings in Bangladesh are healthier from an mental health perspective.

CHAPTER THREE: Methodology

3.1 Introduction

In this chapter, the research methodology will discuss the research design, including the research questions that the investigator developed to carry out the investigation. The chapter begins by outlining the research design. Subsequently, it progressively advances to the steps involved in selecting participants, setting up the study, collecting data, and analyzing that data. It concludes by talking about how the ethical considerations will be upheld during the research.

3.2 Research Design

The research design for this study adopts a qualitative methodology to gather data from participants. Charmaz (2014) claims that qualitative research is especially useful for exploring complex phenomena in depth. This method works well when one wants to have a thorough grasp of the nuances of human conduct, attitudes, and experiences. A proper learning environment depends significantly on effective management of students' emotions in the classroom. The goal of this study is to investigate and understand the difficulties teachers encounter when attempting to manage and navigate the negative emotions of their students. To unravel the complexities of this dynamic interaction, a comprehensive methodology has been designed, incorporating diverse perspectives from experienced educators. To understand the system of these interacting factors, a detailed research strategy has been introduced, which is based on the inputs and experiences of different school teachers.

3.3 Setting

This research was conducted to explore the instructional practices of six teachers of English in four high schools based in Dhaka, Bangladesh. All the participants have direct involvement with teaching general English courses. The goal of this research was to establish more data about strategies, techniques, and approaches used by such educators in their practice. In this study the research aimed at identifying the techniques used by these teachers in order to facilitate learning among their students through interviews, and examining the learning materials used by the teachers. The selection of English language teachers from high schools of Dhaka helped in giving a local perspective for the study and provided a grounded view of the teaching behaviors and practices within the given educational context.

3.4 Selecting the Participants

I purposefully select these individuals for their diverse teaching contexts and their willingness to share insights on managing students' negative emotions. The six chosen participants, consisting of three friends, a roommate, and two colleagues of roommate referred through the snowball sampling technique, will contribute unique insights, enriching the overall understanding of the challenges faced by teachers.

No	Name	Code Name	Gender	Age	Institute Name	English Teaching Experience
1	Mehnur Jabeen Prioty	Miss. Prioty	Female	30	Monipur High School and College.	5 Years

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2	Rafiq Rashid	Mr. Rafiq	Male	33	Monipur High School and College.	4 Years
3	Sifat Hassan	Miss. Sifat	Female	28	Monipur High School and College.	3 Years
4	Faria Noman	Mrs. Faria	Female	28	NAWAB HABIBULLAH MODEL SCHOOL AND COLLEGE	2 Years
5	Mehnaz Orpa	Miss. Orpa	Female	32	ALI AHMED HIGH SCHOOL AND COLLEGE	3 Years
6	Shanjana Shormi	Mrs. Shormi	Female	28	SOUTH POINT SCHOOL & COLLEGE	3 Years

Fig: Profile of the Participants

3.5 Data Collection Procedure

For collecting data in my research, I chose to interview a group of teachers using semi-structured interviews . This method seemed perfect because it promised to give me a deep understanding of the challenges teachers face in handling their students' negative emotions. But I didn't interview them in person, I gave them Google forms to fill up their answers so that they can answer those questions thoughtfully, after that for more information I discussed with them through voice call. I

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used 15 open ending questions. To fill up this form every participant would take more or less forty to sixty minutes. To make sure the interviews went well, I carefully created my Google form and arranged questions. The Google form interview questions had three main parts. First, I wanted to know about the common negative behavior students often show in school. Understanding this was important to get a full picture of how emotions play out in classrooms. Second, I asked teachers about the strategies they use to deal with these emotions. I thought it was crucial to know the different ways teachers handle these situations. Lastly, I explored the difficulties teachers face while trying to navigate and ease their students' negative emotions. This part aimed to uncover the challenges teachers deal with in creating a positive learning environment. To get proper data, I first briefed my participants about what negative emotions are and what is my focus point and then I provided them with the Google forms.

After analyzing their written data, for more information I asked more insight about those interview questions through voice call. I included those responses to my analysis. This was like a goldmine for later analysis, capturing not just the words but also the feelings in the teachers' responses.

3.6 Data Analysis Procedure

After conducting interviews with teachers to explore the challenges they face in managing students' negative emotions, the next step was to analyze the information we gathered. This process involved carefully looking at what the teachers said to find patterns and important points.

Step 1: Transcription

First, I read all the written responses and wrote down everything important. The teachers shared later conversations regarding their response. This is called transcription. It helps us have a written record of what was said during the conversations.

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Step 2: Identifying Themes

Next, we started looking for common ideas or themes in what the teachers wrote about. For example, we paid attention to repeated challenges, strategies used by teachers, and difficulties they mentioned. This helped us organize the information.

Step 3: Sorting Data

We sorted the information into categories based on these themes. This step helped us see the bigger picture and understand the main issues teachers face in managing students' negative emotions.

Step 4: Coding

Coding involves assigning labels or codes to different parts of the data. We marked specific quotes or statements from the teachers with codes related to the themes we identified. This coding process helped us organize the data in a more structured way.

Step 5: Analysis

With the coded data, we analyzed the relationships between different themes. This analysis helped us draw conclusions about the challenges teachers commonly experience, the strategies they employ, and the difficulties they encounter in managing students' negative emotions.

Step 6: Synthesis

Finally, we synthesized the findings by summarizing the key points and connections we discovered. This synthesis provided a clear understanding of the overall challenges teachers face in this context.

3.7 Ethical Considerations

The researcher of this study took account of all the ethical issues while collecting the data. Before taking Google form written interviews, the researcher prepared consent forms for the

participants. After taking consent from the participants, the researcher interviewed the participants through voice call. She also asked for permission before recording the data. During Transcription, coding and discussing the results she gave pseudo names to the participants. In each section, she respected the privacy of the participants.

3.8 Findings

In this section, I report on the findings that I thematically analyzed from the participants' interviews of this study. The main objectives of this research are to investigate secondary level teachers' perceptions about negative emotions management in Bangladeshi classrooms. This part presents the findings and prominent themes aligned with research question 1, 2 and 3 which is related to factors that contribute to the emergence of negative emotions among students in the classroom and how teachers manage these negative emotions.

Ques.1 Can you identify some common triggers or factors that lead to negative emotions among students in your classroom?

The participants identified several common triggers and factors that contribute to negative emotions among students in their classrooms. These are important insights on the study as they are helpful in establishing an overall understanding of the difficulties experienced by the students and reasons leading to their emotional reactions. Five of the six participants stated that academic pressure is one of the root causes of negative feelings. These are stresses from workload pressure, expectations or threats of failure. One teacher stated That Students are; overwhelmed with their tasks, especially the homework and the pressure that they put on the student regarding examinations. This academic stress can lead to anxiety and frustration. Two respondents highlighted the impact of social interactions and peer relationships on students' emotional well-being.

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Issues such as bullying, peer pressure, and conflicts with friends were frequently mentioned. One teacher noted that Bullying and conflicts with other classmates are common triggers for negative emotions. These social issues can severely affect a student's mood and behavior. Four participants pointed out personal and family issues, such as toxic environments at home, divorce or personal loss, as causes of emotional distress. One respondent stated that exhaustion and illness are potential causes of negative emotion, thus affecting the ability of students to concentrate and manage their emotions. Another participant mentioned the classroom environment itself can be a potential trigger, emphasizing the importance of creating a positive and inclusive atmosphere.

Ques.2 Have you noticed any cultural or social factors that contribute to how students express negative emotions in the classroom?

When asked whether cultural or regional factors influence how students express and manage their emotions in the classroom, the responses from the six participants provided valuable insights. According to the response, all the six teachers claimed that these factors have a bearing on the behavior among students. Of these, four of the participants said that culture plays a big role in the way learners display their feelings. In some cultures learners are taught to avoid expressing emotions and to stay composed while other cultures accept and encourage the learners to express emotions to certain degrees. One participant noted, "In my experience, students from more reserved cultural backgrounds tend to hold back their emotions, making it harder to identify when they need help." Two participants highlighted that socio-economic factors in different regions

impact students' emotional well-being. Students from economically disadvantaged areas often face more stress and anxiety, which affects their emotional expression and management in the classroom. Participants shared that students from low-income families often come to school with a lot of stress, and it shows in how they handle their emotions. They're more likely to exhibit frustration and anger. One teacher discussed how language and communication styles influence emotional expression. Students who are not fluent in the classroom's primary language may struggle to articulate their emotions effectively, leading to frustration or withdrawal. According to her statement, Language barriers can make it difficult for students to express their emotions clearly. This often results in misunderstandings and increased emotional stress.

Ques.3 How do relationships between students or with teachers affect the chances of students having negative emotions?

The participants highlighted the effect that interpersonal relationships have on the occurrence of negative emotions among learners. The relationship between teachers and students was identified as a very important factor. Five participants noted that students who do not like their teacher or feel that the teacher does not support or understand them are highly going to experience negative emotions, like resentment, disengagement, and lack of motivation. Two respondents mentioned that a lack of interest in the subject matter can also contribute to negative emotions, especially if the teaching style does not engage or resonate with the students. Conversely, positive student-teacher relationships, characterized by trust, respect, and open communication, were seen as crucial in mitigating negative emotions and promoting a positive learning experience. One

respondent highlighted the importance of teacher empathy and understanding in addressing students' emotional needs, suggesting that when learners feel valued and understood by their teachers, they might feel comfortable expressing their emotions and seeking support.

Ques.4 Can you describe a specific incident where you have encountered a student expressing negative emotions in your classroom?

Participant 1 Miss. Prioty- A class six student suddenly started to show anger in class. She acted stubborn and wasn't willing to do the tasks as I said. She didn't care about her marks and the threat of complaining to her parents. I understand I have to handle her differently. I tried to become more friendly and didn't pressure her to finish tasks and lessons. After class I used to have friendly talks with her. In class I gave her freedom. After some time, she started to listen to me attentively.

Participant 2 Mr. Rafiq - One of my students suddenly got angry and started tearing apart the copies. Then after the class I took her in a private space and asked her about the whole situation and she told me Her parents recently got divorced and the whole situation is very pressurizing for her and causing mental issues.

Participant 3 Miss. Sifat - I frequently encounter many incidents relevant with this context. One incident I would like to share is that once one of my students stopped participating in classroom activities, though he was very active before. I tried to figure

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out the reason for that sudden change and came up with the reason that he's feeling down, pissed off because his own classmates started bullying him outside of the classroom.

Participant 4 Mrs. Faria -

Once a student was so stubborn and did not want to learn anything or do any tasks. She was always angry and didn't care about anything. And after sometime she became so quiet and numb. It seemed that she was going through a lot. Later we find out she has bipolar disorder.

Participant 5 Miss. Orpa- I am a class teacher of class 6. A case came to me when one of my students did not like one of his teachers. He started giving negative Emotions in the class by being angry and arguing with their friends. He did not give any response to his teachers, did not pay attention, and did everything in the class by himself. Because he did not like the teacher. Then we come to know that he didn't like the subject, it's hard for him to understand.

Participant 6 Mrs. Shormi- I remember a high school student, Arif, who was visibly anxious as we approached the national exams. These exams are critical in our culture, determining future educational opportunities, and Arif felt immense pressure from his family to perform well. One day, Arif was unusually quiet and withdrawn. When I asked him about it, he admitted he was overwhelmed by the fear of disappointing his parents. The cultural expectation to excel academically had caused him significant stress and anxiety.

Ques.5 How do you usually manage tense situations when students are feeling negative emotions?

Participants were asked about the strategies they typically employ to calm down tense situations arising from students' negative emotions. Five out of participants highlighted the need to hear the students and try to understand them. They mentioned techniques such as validating students' feelings, using calm and supportive language, and acknowledging their perspective. One participant shared, "I try to listen carefully and try to understand how the student feels. I try to hear their emotions and sometimes all they need is for someone to listen. I make sure to understand what it is they are going through." Two participants mentioned providing students with time and space to cool down. This often involves allowing the student to step outside the classroom briefly or offering a quiet space where they can regain composure. It gives them a chance to collect themselves and return to the classroom when they're ready to talk. Two teachers stated that it is crucial to develop trust and create a friendly relationship with the learners. They pointed out that a positive teacher-student relationship can help in avoiding the rise of such issues and manage emotions better. Two participants highlight using visualization or distraction techniques in managing some students' negative tantrums. This may involve displaying a picture that will help to relax the student or distracting the student to something else in the class to shift their attention. One teacher highlighted teaching students problem-solving and conflict resolution skills. This involves helping them to: learn the process of defining the problem, talking about the solutions peacefully, and solving the issue.

Ques.6 How do you create a supportive classroom environment that addresses students' emotional needs while maintaining academic focus?

Participants provided a range of approaches for helping to make a good classroom atmosphere that meets the social-emotional demands of learners and also keeping the students on task. All the participants highlighted the need to be actively listening to the students and be compassionate towards them. Some of the practices that were named included, listening to every student in a class, caring for them, and making yourself available to them among others. One participant stated, "I prioritize building relationships with my students. When they trust me, they're more comfortable sharing their emotions, and it's easier to support them academically." One teacher discussed integrating social-emotional learning practices into daily routines. This includes teaching emotional awareness, self-regulation techniques, and empathy skills through classroom activities and discussions. She shared "I incorporate SEL activities to help my learners understand and control their emotions." Two participants mentioned adopting a flexible approach to accommodate students' emotional fluctuations. One teacher explained, "I adjust my teaching approach based on students' emotional needs. Sometimes that means giving them extra time or providing additional resources so that they can be able to deliver or complete the assignments." Two teachers shared that they included parents and other teachers to support a student emotionally as well as academically. They emphasized open communication platforms to discuss students' emotional well-being and academic progress. It takes team effort to create a nurturing classroom environment.

Ques.7 In what ways do you collaborate with school counselors or support staff to help manage students' emotional challenges?

Participants in the study highlighted several effective strategies for collaborating with school counselors or support staff to manage students' emotional challenges. All six participants emphasized that communication with school counselors or support staff is helpful and should be conducted regularly and consulting. This involves talking about an individual student's needs, describing certain behaviors and asking about the best strategies to use. One of the teachers shared, "I speak with our school counselor at least once a week regarding students' emotional issues or concerns. Then we try to come up with some solutions which will suit that particular student's needs." Three participants mentioned they referred special students to school counselors if needed. Three educators highlighted the role of professional development and training sessions facilitated by school counselors. These sessions enhance teachers' skills in recognizing and responding to students' emotional needs effectively.

CHAPTER FOUR: Discussion

4.1 Introduction

In the field of learning and teaching, where it affects the dynamics of the educational process, it is essential to comprehend students' emotions. Students' emotional states might affect both their receptiveness to the subject and how teachers approach their instruction. There is a contrast between negative emotions like examining the tactics used by despair, disappointment, and sorrow and positive ones like love, joy, optimism, laughter, and hope. Teachers can better manage their courses and deliver materials more smoothly if they are aware of these emotions in advance. In teachers to deal with negative emotions in the classroom, several patterns emerged through interviews and observations. In this chapter the researcher discussed her key findings and she tried to relate those findings with reviewed literature. The study was guided by three key research questions:

R.Q.-1 What types of negative emotions do teachers observe among students of secondary schools in Bangladesh?

R.Q.-3 What strategies or techniques do teachers use to manage and address these negative emotions in the classroom?

R.Q.-4 How do cultural or social factors influence the way teachers respond and handle students' negative emotions?

Discussions are organized based on the themes related to my research questions that are identified from participants' responses.

4.2 Underlying Factors Contributing To The Emergence Of Negative Emotions

Many underlying elements contribute to the development of negative emotions in students. It is clear from our research that these elements are complex and intricately woven into the sociocultural setting of Bangladeshi high schools. The ideas acquired from participant replies, literature, and individual thoughts on these subjects are synthesized in this discussion.

4.2.1 Students' Unstable Emotions

Participants in our study repeatedly mentioned that puberty is the time when learners experience a great deal of emotional instability, which can significantly affect how easily they become stressed out and frustrated. One of the participants, Mr. Rafiq noted, "Students' emotions can be quite unpredictable during adolescence, which affects their ability to cope with academic pressures and social interactions." Another participant pointed out that, "Emotions of students are rarely consistent during their adolescent years, thus, they are hardly capable of handling stress developed from academic activities and handling people." This statement has a similar trend with the study made by Islam and Asadullah (2018) that showed that Bangladeshi students are generally stressed. As a researcher this underlines the importance for educators to not only identify but also moderate these emotional variations within the classroom. It is possible to notice that the solutions like building resilience through cognitive training, including meditation or implementing social-emotional learning (SEL) to the program can be beneficial for learners experiencing these challenges more. Brackett et al. (2019) reveals that students' levels of SEL programs enhance the probability of better outcomes of academic and social behaviors among students. Also, contributing to students' affective domain by

creating an environment that encourages positive emotion display and discourages negative emotions display is crucial. Therefore, educators come to realize that adolescents experience many emotional challenges and by acknowledging and applying worthy treatment, they help facilitate effective learning for such young individuals.

4.2.2 Family Issue

Participants highlighted that family dynamics, such as parental conflicts and financial instability, significantly impact students' emotional well-being. Participant Mrs. Shormi mentioned, "A large number of students attend school with several problems, such as financial breakdown or parental quarrels at home, they have to solve before they can concentrate in school." This observation is in concordance with the research made in managing negative emotions. From a research perspective it becomes pertinent to determine the impact of family background on the emotional well-being of students. The papers argue that the socio-economic status of a family generates a chain of stressors that define a student's mental health and academic performance (Evans & Cassells, 2014). For instance, social and financial risks can result in poor availability of educational materials and, therefore, elevating stress and anxiety levels among learners (Reiss, 2013). These problems are best solved if all stakeholders including schools, families and even the community come together and ensure students who need such support get it for them to be emotionally as well as academically well. It is also consistent with the approach used in social-emotional learning interventions (Durlak et al., 2011) while considering the socio-cultural context of Bangladeshi students and the idea of developing a more facilitating academic climate.

4.2.3 Socio- Cultural Influence

In this research, different cultural norms in Bangladesh emerged as a significant factor influencing students' emotional experiences in the classroom. Some of the participants were able to articulate how these negative cultural practices would only put off any vocal outward shows of emotions from students and this may lead to a rise of negative feelings in students. One of the participants, Miss. Prioty expressed, "Students often feel pressured to express their emotions due to cultural expectations, which can result in developing more anxiety and stress." This is supported by the works of Islam and Asadullah (2018) on how Bangladeshi culture prioritizes academic success more than the proper emotional growth of a child. As a researcher, these considerations raise the awareness of how culturally related factors can be so challenging when one is trying to work in an educational context. Fredrickson's broaden and build theory going by the year 2001 supports this realization stating that if emotions are not expressed they can cause negative consequences such as increased stress and low well-being. To counter these cultures these values need a strong message of support for students' emotional well-being without offending cultural beliefs. Programs like culturally appropriate SEL or even specially designed meditative practices would lend themselves well to the Bangladeshi cultural situation and could assist students with regulating the emotions better. When teachers have respect and knowledge for cultural differences, and are more in touch with emotions, then things will be better for the students in learning.

4.2.4 Fear of Examination

Another common theme found in our study was the overwhelming fear of exams. Academic pressure is very high in Bangladesh that makes students more stressed and anxious throughout their learning process. Some of the concerns brought up by participants were that students often have sleepless nights and panic attacks during exams. As Miss Orpa said, "Sometimes when exams are around, you find students approaching me complaining describing their fear and stress. Some students added that they even experience panic attacks which greatly hinders their performance." This observation is shared with similar studies conducted by Hossain and Shahed (2019) who pointed out that Bangladeshi students are under tremendous pressure to perform well academically. There is always pressure in a cultural way to succeed academically, which is enhanced by elevating levels of stress as reflected during examinations. This pressure not only has socio-emotional outcomes but can also influence the executive functioning and thus academic achievement as other authors have noted by Reiss (2013). To my mind as a researcher, it is important to utilize specific stress-reducing methods to address exam stress. This scenario means that introducing and using relaxation exercises like mindfulness or meditation is useful for students. Next, schools should consider changing the assessment models to lower down high stress levels associated with the exams. For example, continuous assessment and project-based evaluations can divide the pressure evenly throughout the academic year which can reduce the extreme stress that comes with final exams. It is also important to provide psychological support especially during examination times to protect students' psychological state of well-being. Schools can

bring social workers who act as a safety net for the students to report their fears and get directions on how to handle stress.

4.2.5 Peer Relationship

Students' emotional health is greatly influenced by their relationships with their classmates. Participants frequently mentioned negative peer interactions—like bullying—as key anxiety and depression triggers. And one of the participants, Mrs. Faria shared her view, “It is very important for us to notice that bullying is a major problem. Not only does it impact the victim but also the entire class environment negatively.” This demonstrates how bullying affects not just the immediate victims but also the school as a whole. Hymel and Sweater (2015) also corroborated this observation by revealing the impact of bullying on the students' wellbeing. Negative interactions, particularly bullying, foster a climate of distrust and fear that can impair kids' general wellbeing and academic achievement. As a researcher, I think that creating a healthy and encouraging learning environment requires addressing peer connections. By implementing anti-bullying initiatives and promoting an inclusive and respectful community, the negative effects of bullying can be significantly reduced. Studies have demonstrated that thorough the policies of anti-bullying and interventions might decrease the rates of bullying and enhance the learning environment in schools (Hymel & Swearer, 2015). Additionally, educating the students about emotional intelligence and empathy can support the development of more positive peer connections. In conclusion, resolving the state of peer connections and classmates is essential to controlling negative emotions in the classroom. Teachers can establish a more encouraging and emotionally sound

learning environment by encouraging positive peer relationships, enforcing anti-bullying policies, and cultivating an empathetic culture.

4.2.6 Disliking the Teacher and The Subject

One of the teachers, Miss. Sifat shared that students tend to complain when they do not like his or her teacher. Another teacher Mr. Rafiq mentioned that some students hate a particular subject because they find it difficult to understand. And according to him English is one of those classroom subjects that tend to be disliked. When students attend the class or the teacher they disliked, they might end up losing their temper in class and stop focusing on what their teachers are trying to teach them as a result. This resentment can lead to frustration and higher stress levels which in turn influence their performance and emotional state. Such negative sentiments can cause a distortion of the students' perception that, as pointed out by Islam and Asadullah (2018), can substantially affect their attitude and behavior in the classroom. From my point of view as a researcher, awareness of such dynamics calls for establishing supportive relationships between teachers and students and using appropriate teaching approaches that respond to the students' individual differences. It also means that teachers ought to be aware of how they influence students' feelings since this knowledge may reduce detrimental feelings and foster positive classroom conditions conducive to learning. Therefore, the concerns about subject choice, students' motivation, and relationship between teacher and student are very important to make a supportive teaching and learning atmosphere, in which learners would like to participate and teachers could motivate students to learn.

4.3 Diverse Strategies for Handling Negative Emotions

The participants in this study emphasized several strategies for effectively managing negative emotions in the classroom. These strategies, drawn from their direct experiences, highlight the significance of developing an adaptable and supportive learning environment.

4.3.1 Friendly and Positive Classroom Environment

Several participants highlighted the significance of making the class atmosphere positive in their answers. Mr. Rafiq shared his thoughts regarding this matter, “There needs to be order in the classroom, but order that is not intimidating; it’s about making students feel relaxed so that they can concentrate on learning. I think, welcoming atmosphere helps students feel comfortable and reduces their anxiety” This supports the broader-and-build theory by Fredrickson (2001), which contends that positive emotions could increase learners' capacity for adaptive and creative thought while decreasing stress and anxiety. As a researcher, I think that the positive tone that a teacher sets is an essential ingredient of a conducive and successful learning environment. A positive attitude creates an environment where students can participate freely and interactively without having to worry of being corrected or punished.

Furthermore, the acknowledgement of such positive strategies as positivity, healthy communication, and friendliness may reduce such stress factors which contribute to negative emotions in students. It is noteworthy that when teachers make a conscious effort to foster an inclusive classroom environment, not only will students' academic performance improve, but their well-being will be positively impacted as well. The classroom then has evolved into a space where the student is compelled to learn, work

and blossom without added pressure. Thus, building a positive classroom environment is a key strategy for enhancing both emotional resilience and academic success.

4.3.2 Building Trust and Open Communication

From the participants' response, researchers found that building trust and encouraging open communication are one of the key strategies in developing a supportive, welcoming and inclusive classroom setting. Mrs. Faria shared, “You know, I always find time to listen to my students and make them feel free to share what they feel”. This practice is important for students' emotional health since it not only reduces negative feelings but also creates a sense of safety and belonging (Jennings & Greenberg, 2009). If a student gets the idea that he or she can speak without restraint, then such student feels confident to openly express themselves, less enclosed and isolated which reduces frustration or anxiety. In my opinion, creating such an environment is empowering. Having students feel that their voice is valued leads to more student involvement and and even excel in their learning knowing that they are protected. It fosters respect and is useful in creating healthy relationships between teachers and students. Teachers can better meet students' emotional and academic needs by encouraging open communication, which will make the classroom a more welcoming environment where all students are treated with respect. This boosts their academic achievement in addition to their mental health. Finally, the classroom, which has adopted this openness, turns into a community in which the learner is able to grow emotionally as well academically.

4.3.4 Integrating Social-Emotional Learning (SEL) Programs

The incorporation of Social-Emotional Learning (SEL) programs emerged as a crucial strategy in managing learner's mental health, as reflected in the findings from the interview. One of the participants, Miss. Priyoty stressed the benefit of SEL practice describing it as follows, "SEL practice in our classroom has really impacted students' stress levels as we embraced the practice of including activities in our teaching." This finding is further supported by other similar studies Durlak et al (2011) and Brackett et al (2019), which affirm that SEL positively improves on the students' socio-emotional learning and also lowers the amount of negative feelings within them. Analyzing the concern from a researcher view-point, having SEL in the curriculum is not a bonus but a necessity especially incorporating them in schools of Bangladesh which are highly stressful. The social norms and academic performance gain higher levels of stress in students, thus it becomes important that they are given the techniques such as awareness of own-self, self-control and the skills to understand the emotions of other people. This makes SEL effective in classroom activities as a way of helping students to manage their emotions thus offering them coping mechanisms necessary in enabling them to handle their emotions to achieve good grades. Therefore, based on the findings, it is clear that integrating SEL into the educational framework is essential for understanding both the emotional and academic demands of learners, providing a more holistic strategy to education.

4.3.5 Flexibility in Lesson Plans and Assessments

Flexibility in teaching methods and assessments was highlighted as another effective strategy for managing students' emotional well-being by the participants. One of the participants, Miss. Orpa noticed, "If I adapt my lesson plans to accommodate students' emotional states, it helps reduce their stress." According to Hills and Peacock (2022), this strategy can greatly reduce the pressure students feel about their academic performance by being accommodating with deadlines and providing alternate options for assessment. Teachers who permit modifications help students better manage their workload, reducing the tension and worry that can accompany rigorous deadlines and inflexible evaluation procedures. If the lessons and tests developed are in consonance with the perceived areas of difficulty of the students in the class, it will be possible for teachers to come up with the best solutions in responding to the assists that are required onto the students. This not only contributes to relief from academic pressure but also makes students more responsible for learning thereby enhancing the overall positive attitude towards learning. It is thereby evident that flexibility is a critical factor in determining students' academic progress as well as their psychological health.

4.3.6 Collaboration and Administrative Support

Collaboration and administrative support were highlighted as essential for managing students' emotional well-being by participants. All the participants noted the difficulties caused by a lack of training and resources. Mrs. Shormi shared, "We often feel unprepared to handle students' emotional issues due to lack of training." This corresponds with Jennings and Greenberg's (2009) observation that managing student's emotions

effectively cannot be done without systemic support, especially in terms of professional development and resources. Teachers should be trained on how to use appropriate emotional self-management techniques and be provided with tools to support their learning. Without this support even the most giving and loving teacher will fail at meeting the psychological needs of learners. Findings from interviewed data are quite convincing that administrative support is extremely important in fostering an educational climate that'll encourage student emotional health. The care of children's emotional conditions should be an organized collaboration between the school-teachers plus the school administrators.

4.4 Chapter Summary

In conclusion, managing negative emotions in the classroom necessitates a multifaceted approach. As a researcher, I believe that creating a friendly and positive classroom environment, building trust and open communication, integrating SEL programs, and maintaining flexibility in lesson plans and assessments are essential strategies. Additionally, collaboration and administrative support are vital to provide teachers with the tools and training they need. By adopting these strategies, educators can better support their students' emotional well-being, ultimately enhancing their academic performance and overall school experience. This holistic approach aligns with the purpose of nurturing not just the intellectual development of learners but also their emotional growth, preparing them to face the complexities of life with resilience and confidence.

CHAPTER FIVE: Conclusion

5.1 Introduction

This research aimed to examine the role of secondary school teachers in Bangladesh in identifying and managing students' negative emotions. The study was conducted by three research questions:

R.Q.-1 What types of negative emotions do teachers observe among students of secondary schools in Bangladesh?

R.Q.-2 What strategies or techniques do teachers use to manage and address these negative emotions in the classroom?

R.Q.-3 How do cultural or social factors influence the way teachers respond and handle students' negative emotions?

The study highlights problems which teachers encounter and techniques or strategies used by the teachers to address positive classroom settings despite excessive academic pressure and competition in Bangladesh education system.

5.2 Key Findings

The identification of data for this study happened in two stages with the use of triangulation to enhance deeper data acquisition. Google Form interviews and online voice call discussions were used to gather all data from various viewpoints of actual classroom teachers. Hence, the present study was designed in a way to better address and understands the implications of regulating the negative emotions in the context of Bangladesh. The research also highlights the possible insight that the ELT specialists may derive from the study, with special reference to effecting

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social-emotional learning (SEL) in a developing country such as Bangladesh. Given the clear need for reforms in our education system, the key findings of this studies are given below:

- Teachers regularly encounter negative emotions like frustration, anxiety, sadness, and anger in students.
- These emotions often arise from intense academic pressure, competition, personal issues, and peer conflicts.
- Negative emotions negatively affect students' academic performance, attention, and engagement in the classroom.
- Teachers use various informal strategies to manage these emotions, including providing one-on-one emotional support, creating a positive and inclusive classroom environment, promoting peer support, and maintaining discipline with empathy.
- Teachers heavily depend on their personal experience and intuition to manage students' emotional challenges due to the lack of formal training in emotional intelligence and social-emotional learning (SEL).
- Cultural and social factors influence teachers' approaches, as the traditional teacher-centered system in Bangladesh emphasizes discipline and academic achievement over emotional well-being.
- Societal expectations often prioritize academic success, which can lead teachers to place less emphasis on addressing emotions in the classroom.
- Some teachers acknowledge the growing importance of balancing emotional support with academic rigor as awareness of emotional health in education increases.
- There is a clear need for more structured support and formal training in emotional intelligence and SEL for teachers to effectively manage students' emotional challenges.

5.3 Contributions of the Study

This study contributes to the growing body of literature on emotional health in education by focusing on a largely under-researched context: secondary education in Bangladesh. Through understanding of how teachers address the negative emotions in students, this study contributes theoretically and practically to the linkage between emotional regulation and academic achievement in an increasingly demanding school system. First, the study helps to reveal what particular ineffective and formal methods teachers use to manage students' emotional difficulties, while school personnel are not prepared and provided with any official resources to work on the students' emotions. Also, the study underscores the impact of cultural and social environment on teachers' ways of handling emotions that is important in appreciating the larger environment that teachers work in.

That is why, the given work carries out significant stress on policy change and professional training in emotional intelligence and social-emotional learning. Structurally, the research echoes that there is a lack of practice in preparing teachers for the role of being emotionally responsive to students and points to the need that teachers be provided with the tools necessary for meeting the children's emotional needs while promoting healthy human development.

5.4 Recommendations for Future Research

While this study has provided important insights, it also highlights several areas for further exploration.

First, future research could explore students' opinions about their emotional states in class and how they understand their teachers' attempts at meeting their emotional needs. This would give a better picture of the feelings within the school setting and could bring out more details of the findings.

Second, it would be useful to study the effectiveness of certain SEL programs/enhancements on students' emotional health and academic accomplishments in the context of Bangladesh. This might explain how formal SEL programs can also address negative emotions within the learning context to produce healthier learning environments.

Finally, further research could look at the parental and community involvement for the emotional wellbeing of children. Since academic success is highly valued in Bangladeshi culture, examining how parents' expectations and societal pressure impact students' emotional experiences can assist educators in developing targeted strategies to promote a healthier balance of the students' emotional and academic wellbeing.

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