



The First Decade of Asian Research on School Leadership in a Global Context 拾載以來的全球脈絡亞太學校領導研究

Teacher Emotions in Their Professional Lives: Implications for Teacher Development

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This study aimed at understanding teacher emotions through interviewing 25 and surveying 1,492 primary teachers in China using a mixed method. Content analysis was employed to analyze the data using the five nested ecological systems - microsystem, mesosystem, exosystem, macro-system, and chronosystem. Statistical techniques such as mean score, Multivariate analysis of variance, Univariate analysis, and effect size were used to deal with the quantitative data. Qualitative results show that 25 teachers described 65 emotions including 33 positive and 32 negative emotions. The number of emotions that teachers reported decreased as the distance from the teachers increased. The quantitative survey comprised 14 positive and 17 negative emotion items. Given the powerful role that emotions and relationships play in education, the discussion was made with regard to classroom management, emotional display rules, and teacher vulnerability. The implications for teacher development and well-being were provided accordingly.

Keywords: Teacher emotion, Chinese education, teacher education, mixed method