

วารสารธรรมเพื่อชีวิต

Journal of Dhamma for Life



วารสารธรรมเพื่อชีวิต

JOURNAL OF DHAMMA FOR LIFE

ISSN: 2822-048X

<https://soo8.tci-thaijo.org/index.php/dhammalife/index>

วารสารธรรมเพื่อชีวิต

Journal of Dhamma for Life



Original Research Article

DOI: 10.14456/jdl.2024.4

Current Situation of Teachers' Emotional Support to Vocational Students, Jinshui District, Zhengzhou City

Liang Zefu¹, Pongsin Viseshsiri², and Kesinee Chiwpreecha^{3*}

ARTICLE INFO

Name of Author:

1. Liang Zefu

Educational Administration
Program, Eastern Asia University,
Thailand.

Email: 64441069@stu.eau.ac.th

2. Dr.Pongsin Viseshsiri

Educational Administration
Program, Eastern Asia University,
Thailand.

Email: pongsing@eau.ac.th

Corresponding Author*

3. Dr.Kesinee Chiwpreecha

Educational Administration
Program, Eastern Asia University,
Thailand.

Email: kesinee@eau.ac.th

Keywords:

Blended Learning Environment;
Vocational Students

Article history:

Received: 27/11/2023

Revised: 20/01/2024

Accepted: 22/01/2024

Available online: 27/01/2024

How to Cite:

Zefu, L., Viseshsiri, P. & Chiwpreecha, K.
(2024). Current Situation of Teachers'
Emotional Support to Vocational
Students, Jinshui District, Zhengzhou
City. *Journal of Dhamma for Life*, 30(1),
32-42.

ABSTRACT

The objectives of this research were twofold: 1) to investigate the current state of teachers' emotional support for vocational students, and 2) to propose solutions to address issues identified by students based on the current situation. The research employed quantitative methods with a sample size of 341 students. The primary research instrument utilized was a questionnaire, generating quantitative data encompassing frequency distribution, percentage, average, standard deviation, and content analysis.

The research findings are summarized as follows: In investigating the current situation of teachers' emotional support for vocational students, the overall mean score indicated a satisfactory level of support. Regarding the proposal of solutions to problems based on the current situation perceived by students, the overall mean score indicated dissatisfaction. Specifically, two items, "Be sincere and honest with me" and "Be easy to approach," received dissatisfied ratings. Additionally, one item, "Makes me feel important that I make a difference," received a neutral rating. The 20 students who provided suggestions to address these issues identified a total of 20 distinct concerns. These findings underscore the importance of addressing emotional support gaps in the teacher-student dynamic, particularly in aspects related to sincerity, approachability, and making students feel valued for their contributions.

Introduction

Educational management plays a pivotal role in fostering learners to achieve their goals in alignment with the curriculum, recognizing teachers as the principal administrators of teaching and learning. Teacher emotions are regarded as integral components within a system that both influences and is influenced by student outcomes. This influence extends to students' emotions, cognitions, and behaviours, as teachers and students are mutually embedded in school environments. In order to illustrate this intricate system, the researcher introduces a conceptual framework focusing on the links between teacher emotions and student outcomes, offering potential avenues for future research questions and methodologies.

This conceptual framework moves beyond prior work on teacher emotions, which has primarily concentrated on the appraisal antecedents of teacher emotions (Chang, 2013: 799; Frenzel, 2014: 511), as well as the social, cultural, and political factors relevant to teacher emotions (Fried, 2021: 11). It also surpasses isolated examinations of emotional phenomena like teacher enthusiasm and its effects in the classroom. Instead, the presented conceptual framework delves into the intricate connections between teacher emotions and student outcomes, integrating various psychological processes underlying these links. The research identifies specific challenges within the field and suggests strategies for addressing them. In particular, the researcher proposes that integrating the topic of emotion regulation can advance the field.

The primary objective of this research is to broaden the prevailing unidirectional thinking that has dominated the field so far and encourage researchers to explore teacher emotion, student outcome links from multiple perspectives. To achieve this, a study on the current situation of teachers' emotional support to students at Zhengzhou Information Technology Vocational College is imperative. Consequently, research in this domain is essential to resolve issues and facilitate improvements aligned with the necessary support for the perceived perceptions of the Blended Learning Environment by students.

Literature Review and Theoretical Framework

The provision of emotional support by teachers to students is a crucial aspect of the educational experience, influencing students' well-being, academic success, and overall development. This literature review delves into existing research related to the current situation of teachers' emotional support to vocational students in the specific context of Jinshui District, Zhengzhou City.

Emotional Support in Educational Settings

Numerous studies highlight the importance of emotional support in educational settings. Hamre and Pianta (2001) emphasize that positive teacher-student relationships, characterized by emotional support, contribute significantly to students' academic engagement and socioemotional development. In the realm of vocational education, the need for emotional support is particularly crucial. Research by Hughes and Cao (2018) emphasizes that vocational students benefit significantly from supportive teacher-student relationships, positively

impacting their motivation, self-esteem, and overall satisfaction with their learning experiences.

Teacher-Student Relationships in Chinese Educational Contexts

Considering the specific context of Jinshui District, Zhengzhou City, it is essential to acknowledge cultural nuances that may influence teacher-student relationships. Studies by Wang and Eccles (2012) emphasize the importance of positive teacher-student relationships in Chinese educational contexts, highlighting the impact on students' academic achievement and well-being. While recognizing the importance of emotional support, research also sheds light on challenges faced in its implementation. Correia, et al, (2020) discuss challenges in providing emotional support in Chinese vocational education, such as large class sizes and limited resources. Understanding these challenges is crucial for developing effective strategies tailored to the local context. Several studies emphasize the direct impact of teacher emotional support on various student outcomes. Wang, Selman, Dishion, and Stormshak (2019) highlight the connection between teacher support and students' emotional well-being, emphasizing the need for interventions to enhance emotional support in educational settings.

Local Initiatives and Best Practices

Exploring local initiatives and best practices within Jinshui District is crucial for understanding the specific dynamics of teacher emotional support in vocational education. Local case studies or reports may provide insights into successful strategies implemented by educators in the region. Research by Li et al. (2017) emphasizes the role of emotion regulation in teacher-student relationships. Investigating the incorporation of emotion regulation strategies in teacher training programs can provide valuable insights into enhancing emotional support practices among vocational educators. In conclusion, understanding the current situation of teachers' emotional support to vocational students in Jinshui District, Zhengzhou City, requires a comprehensive examination of existing literature. This review highlights the significance of positive teacher-student relationships, cultural considerations, challenges faced in implementation, and potential strategies for improvement. Future research should aim to bridge gaps in the literature, providing context-specific insights to inform effective interventions and policies in vocational education within the region.

Theoretical Framework

The research on the current situation of teachers' emotional support to vocational students in Jinshui District, Zhengzhou City, is grounded in a theoretical framework that centers on Teachers' Emotional Support. This framework incorporates key theoretical perspectives to provide a comprehensive understanding of the dynamics involved the Social Support Theory. The Social Support Theory, rooted in the work of Cobb and Social Support Theory, provides a lens through which to understand the supportive networks available to teachers. This framework explores the role of colleagues, administrators, and professional communities in fostering teachers' emotional well-being, which, in turn, influences their ability to provide emotional support. By integrating these theoretical perspectives, the framework aims to capture the intricate interplay between teachers' emotional experiences, their

perceptions of stressors, and the emotional support they extend to vocational students in Jinshui District, Zhengzhou City. This holistic approach acknowledges the reciprocal nature of teacher-student interactions and emphasizes the significance of teachers' emotional well-being in creating a supportive educational environment.

The Investigate the current situation of teachers' emotional support to vocational students.

- Teachers' emotional support

The propose solutions to problems according to the current situation perceived by students

- The current situation perceived by students

Figure 1 The theoretical framework based on The Social Support Theory

Objective

1. To investigate the current situation of teachers' emotional support to vocational students.
2. To propose solutions to problems according to the current situation perceived by students.

Research Methodology

The researcher determined the date and time to collect data directly from a sample of 341 students were handed face-to-face to Zhengzhou Information Technology Vocational College in Jinshui District, Zhengzhou City, Henan Province. This research used quantitative analysis, questionnaires were to collect data. The descriptive statistics used to analyze the data collected consisted of frequency, percentage, mean, and standard deviation. and content analysis of information suggestion.

Research Scope of content were Teachers' Emotional Support to Students. Scope of area was The Zhengzhou Information Technology Vocational College in Jinshui District, Zhengzhou City. Scope of time was March – August 2023. Scope of population was the population used in the research was 2,750 students.

Result

1. The Investigate the current situation of teachers' emotional support to vocational students.

Table 1 Mean, standard deviation of the Investigate the current situation of teachers' emotional support to vocational students from the overall and aspect analysis.

n=341

Teachers' emotional support	\bar{x}	S.D.	described
1. Pay attention to my feelings and needs	4.53	0.74	Very Satisfied
2. Boost my morale	4.42	0.65	Satisfied
3. Talk to me	4.61	0.49	Very Satisfied
4. Show appreciation for my work	4.54	0.48	Very Satisfied
5. Trust my judgment in making decisions	4.05	0.62	Satisfied
6. Makes me feel important that I make a difference	3.44	0.54	Neutral
8. Consider my thoughts	4.27	0.66	Satisfied
9. Show confidence in my actions	3.78	0.71	Satisfied
10. Give me your full attention when I'm speaking	3.65	0.55	Satisfied
11. Recognize a particular project that I initiated in class	4.12	0.57	Satisfied
12. Show genuine concern for my work	3.84	0.62	Satisfied
13. Respect me as a person.	4.01	0.61	Satisfied
14. Consider me one of the team members	92.3	0.53	Satisfied
15. Be friendly with me	3.58	0.69	Satisfied
16. Be easy to approach	2.46	0.73	Dissatisfied
17. Be sincere and honest with me	2.37	0.77	Dissatisfied
total	3.84	0.62	Satisfied

Table 1 shows that, regarding the current situation of teachers' emotional support to vocational students, the overall mean score was "satisfied" (\bar{x} =3.84, S.D.= 0.62). Students' satisfaction mean score was notably "very satisfied" for items 3, 4, and 1, indicating the highest levels of satisfaction. These items are as follows: "Talk to me" (\bar{x} =4.61, S.D.= 0.49), "Show appreciation for my work" (\bar{x} =4.54, S.D.= 0.48), and "Pay attention to my feelings and needs" (\bar{x} =4.53, S.D.= 0.74), respectively. Conversely, the mean score for students' satisfaction was the lowest for "Be sincere and honest with me" (\bar{x} =2.37, S.D.= 0.77), rated as "dissatisfied," and "Be easy to approach" (\bar{x} =2.46, S.D.= 0.73), also rated as "dissatisfied."

More specifically, students were more often satisfied with 11 items, indicating higher levels of satisfaction with teachers' emotional support. Students with lower levels of satisfaction were still at the "satisfied" level for the following items: item 2 ("Boost my morale") (\bar{x} =4.42, S.D.= 0.65), item 8 ("Consider my thoughts") (\bar{x} =4.27, S.D.= 0.66), item 11 ("Recognize a particular project that I initiated in class") (\bar{x} =4.11, S.D.= 0.57), item 5 ("Trust my judgment in making decisions") (\bar{x} =4.05, S.D.= 0.62), item 13 ("Respect me as a person") (\bar{x} =4.01, S.D.= 0.61), item 14 ("Consider me one of the team members") (\bar{x} =3.92, S.D.= 0.53), item 12 ("Show genuine concern for my work") (\bar{x} =3.84, S.D.= 0.62), item 9 ("Show confidence in my actions") (\bar{x} =3.78, S.D.= 0.71), item 10 ("Give me your full attention when I'm speaking") (\bar{x} =3.65, S.D.= 0.55), and item 15 ("Be friendly with me") (\bar{x} =3.58, S.D.= 0.69).

Finally, one item was rated as "neutral" in terms of satisfaction with teachers' emotional support: item 6 ("Makes me feel important that I make a difference") (\bar{x} =3.44, S.D.= 0.54).

2. Proposed Solutions to Address Issues in Teachers' Emotional Support to Vocational Students

The proposed solutions aim to address issues arising from the current situation perceived by students regarding teachers' emotional support to vocational students. In the context of this situation, students expressed dissatisfaction, particularly with two items: item 17, "Be sincere and honest with me," and item 16, "Be easy to approach." Additionally, item 6, "Makes me feel important that I make a difference," received a neutral mean score. The following outlines the suggestions provided by 20 students to address these issues:

2.1 "Be Sincere and Honest with Me"

Students expressing dissatisfaction with the level of emotional support from teachers emphasize the importance of feeling supported. To address this issue, the following suggestions were analyzed and presented:

2.1.1 Communicate Feelings: Establish an open and honest relationship, choose a suitable time to talk with teachers, and express feelings calmly and honestly.

2.1.2 Provide Examples: Share examples of situations where support is needed to help teachers understand students' perspectives better.

2.1.3 Ask for Feedback: Seek clear perspectives on the situation and open up a dialogue for potential solutions.

2.1.4 Consider Seeking Support: If needed, seek support from a counselor or a trusted adult who can mediate the conversation or provide guidance.

2.1.5 Explore Other Sources of Support: Look for additional emotional support from friends, family, or support groups.

2.1.6 Establish Clear Boundaries: Set clear expectations with teachers about what is expected and ensure that those expectations are being met.

2.1.7 Build Healthy Relationships: Foster healthy relationships between students and teachers.

2.2 "Be Easy to Approach"

Most students suggest addressing the issue of teachers being difficult to approach. Analyzing their suggestions, the following recommendations are presented:

2.2.1 Pay Attention When Interacting: Teachers should pay attention when interacting with students.

2.2.2 Practice Active Listening and Empathy: Cultivate active listening skills and show empathy towards students.

2.2.3 Ensure Access to Counseling Services: Ensure that students have access to counseling services.

2.2.4 Manage Stress and Emotional Well-being: Teachers should manage their own stress and emotional well-being.

2.2.5 Establish Clear Expectations: Clearly communicate expectations and guidelines to students.

2.2.6 Foster Flexibility and Understanding: Be flexible and understanding towards students' needs.

2.2.7 Offer Enrichment Opportunities: Provide opportunities for students to explore and enrich their skills and interests.

2.2.8 Allow Exploration of Interests and Talents: Encourage students to explore their interests and talents.

2.2.9 Promote Critical Thinking: Promote critical thinking and problem-solving skills among students.

2.2.10 Encourage Work-Life Balance: Promote a healthy work-life balance for students.

2.3 "Makes Me Feel Important that I Make a Difference"

This aspect was rated as neutral in terms of satisfaction with teachers' emotional support. General suggestions that may apply to various situations include:

2.3.1 Recognize and Celebrate Achievements: Acknowledge and celebrate students' achievements and efforts to boost their confidence and emotional well-being.

2.3.2 Adapt Teaching Style: Recognize that every student is different and may require different levels of support. Be open to adapting teaching styles to accommodate diverse needs.

2.3.3 Conduct One-on-One Check-ins: Allocate time for one-on-one or small group check-ins with students to discuss concerns or feelings they may have.

Discussion

Based on the research results, two significant issues were identified:

1. The investigate the current situation of teachers' emotional support to vocational students, the overall mean score was at satisfied, which students' satisfied with the highest mean score was at very satisfied "Talk to me." This indicates teachers' enthusiasm for teaching

interacts with students' reaction. In case of the teacher's high enthusiasm, students try harder to pay for the teacher's efforts. The respondents thought that the teachers rarely which according to Khani (2019: 1-20) studied on "EFL Teachers' Emotional Intelligence, Emotional Support, and Their Classroom Leadership: A Structural Equation Modeling Approach." This study is aimed to investigate the relationship between teacher emotional intelligence, emotional support, and classroom leadership. To this end, three instruments consisting of emotional intelligence with three dimensions (appraisal and expression of emotion, the regulation of emotion, and the utilization of emotion), teacher emotional support scale with four dimensions (positive climate, negative climate, teacher sensitivity, and regards for student perspective), and teacher classroom leadership scale with seven dimensions (idealized influence, inspirational motivation, individual consideration, intellectual stimulation, contingent reward, active management, and passive management). In the otherwise from the research of Erik, A. R. (2023: 95 -103) found that how teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. Multilevel mediation analyses test whether students' mid-year reports of classroom experiences of autonomy, relatedness with peers, and competence mediate associations between early in the school year emotionally-supportive teacher-student interactions (independently observed) and student-reported academic year changes in mastery motivation and behavioral engagement. When teachers were observed to be more emotionally-supportive in the beginning of the school year, adolescents reported academic year increases in their behavioral engagement and mastery motivation. Mid-year student reports indicated that in emotionally-supportive classrooms, adolescents experienced more developmentally-appropriate opportunities to exercise autonomy in their day-to-day activities and had more positive relationships with their peers. Analyses of the indirect effects of teacher emotional support on students' engagement and motivation indicated significant mediating effects of autonomy and peer relatedness experiences, but not competence beliefs, in this sample of 960 students (ages 11-17) in the classrooms of 68 middle and high school teachers in 12 U.S. schools.

For the Teachers' emotional support "Show appreciation for my work" and "Pay attention to my feelings and needs" was at very satisfied also may be the teachers provided them with opportunities to participate in classroom activities more than often This finding also maintains that teachers of the students with more satisfaction Students' psychological comfort in class is related to their perceptions of classroom atmosphere; students free of stress in class may ask questions more easily.—which according to Lobo, J. (2023: 322) studied on Teacher Emotional Support and School Engagement : The case of Physical Education Teachers and Students in a Prominent Local College A large number of published papers have investigated the relationship between perceived teacher emotional support and students' engagement in school across a variety of subject areas at the primary and secondary levels. However, there are 2 students' satisfied was the lowest "Be sincere and honest with me" and "Be easy to approach" as at dissatisfied. For students' satisfied was as "Be sincere and honest with me" Due to honesty about limits: If there are certain boundaries or limitations, be clear about them. For instance, if the teacher can't change a particular situation, explain why, but express understanding for their feelings. Therefore, this is necessary, guide the student towards resources or professionals who can offer specialized help and care them— which according to Luciano (2019, 1-2) studied on "Emotionally supportive classroom interactions and students'

perceptions of their teachers as caring and just.” Emotionally supportive classrooms represent an important interactional context for the development of positive perceptions of student–teacher relationships. The present study investigated how students’ perceptions of teacher care and justice develop over the upper elementary grades. Moreover, we studied to what degree teachers’ observed emotional support predicts changes in perceptions of teacher care and justice in students with and without risks for academic failure. The study consisted of 1,209 upper elementary grade students who were followed from grade five (T1) to grade six (T2, 1,009 students). Multilevel analyses revealed that, over the year, student perceptions of their teacher as caring decreased in classrooms with low-quality teacher-student interactions in the emotional domain. Moreover, high emotional support from teachers protected students with high academic disengagement from developing negative perceptions of teacher justice. These results suggest a protective function of teacher’s emotional support.

2. The propose solutions to problems according to the current situation perceived by students on “makes me feel important that I make a difference” was as at neutral of satisfaction with the teachers’ emotional support some general suggestions that may the propose solutions to problems according to the current situation perceived by students apply to a variety of situations including; recognize and celebrate students' achievements and efforts. This positive reinforcement can boost their confidence and emotional well-being, recognize that every student is different and may need different levels of support. Be open to adapting your teaching style to accommodate diverse needs, and take time for one-on-one or small group check-ins with students. This can be a designated time for students to discuss any concerns or feelings they may have. Due to every student is different, and what works for one may not work for another. Being sincere and honest with students is about building a trusting relationship, and that often requires flexibility and understanding. According to Zarina (2019: 1-10) “Examining the Importance of the Teachers’ Emotional Support for Students’ Social Inclusion Using the One-with-Many Design.” The importance of high quality teacher–student relationships for students’ well-being has been long documented. Nonetheless, most studies focus either on teachers’ perceptions of provided support or on students’ perceptions of support. The degree to which teachers and students agree is often neither measured nor taken into account. In the current study, we will therefore use a dyadic analysis strategy called the one-with-many design. This design takes into account of the data and looks at the importance of reciprocity when examining the influence of teacher support for students’ academic and social functioning. Two samples of teachers and their students from Grade 4 (age 9–10 years) have been recruited in primary schools, located in Turkey and Romania. By using the one-with-many design we can first measure to what degree teachers’ perceptions of support are in line with students’ experiences. Second, this level of consensus is taken into account when examining the influence of teacher support for students’ social well-being and academic functioning. And According to the research results of Mehmet, A. (2019: 15-30) studied on “Teachers’ and Students’ Opinions About Students’ Attention Problems During the Lesson.” teachers as well as students easily noticed the psychological characteristics, the behaviors they exhibited and their low academic performance, but the teachers evaluate this situation more as disciplinary problems. The solution suggestions of the teachers who kept the attention problems of the students out of their own sphere and their teaching practices were that passing exams should be harder and discipline regulations should change to facilitate punishment. The students stated that teachers should show more interest towards the

students, approach the students positively and use a variety of teaching methods in accordance with the students' level.

Conclusion

This research encourages teachers to express themselves honestly and aims to make them feel safe and comfortable in sharing their thoughts, even if these might be challenging for the students. It advocates for continued support by regularly checking in with the student, demonstrating ongoing care and concern for their well-being. The research emphasizes the importance of showcasing healthy ways to manage emotions, both through a teacher's behavior and by discussing strategies for handling difficult situations. It advises refraining from passing judgment on the student's feelings or reactions, recognizing that everyone experiences emotions differently, and it's crucial not to label them as 'good' or 'bad'. The research suggests acknowledging and validating the student's emotions. For example, saying, "I can see that this situation is making you feel really frustrated," helps the student feel understood. Additionally, gathering input from the students themselves is considered a valuable step in finding the most effective solutions.

Recommendations

1. For the future research should further explore to Investigation: Teacher Emotional Support and School Engagement.
2. The Importance of Teacher–Student: Teacher Wellbeing:
3. The Instruction and well-being factors for Teachers' emotion regulation and related environmental

References

- Chang, M.L. (2013). Toward a theoretical model to understand teacher emotions and teacher burnout in the context of student misbehavior. *Appraisal, regulation and coping. Motivation and Emotion*, 37(4), 799–817.
- Correia, A. P., Liu, C., & Xu, F. (2020). Evaluating videoconferencing systems for the quality of the educational experience. *Distance Education*, 41(4), 429-452.
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade. *Child development*, 72(2), 625-638.
- Khani. (2019). EFL Teachers' Emotional Intelligence, Emotional Support, and Their Classroom Leadership: A Structural Equation Modeling Approach. *International Journal of Research in English Education*, 4 (3) , 1-20.
- Erik, A. R. (2023, pp. 95 -103)
- Li, Y., Wang, N., Liu, J., & Hou, X. (2017). Demystifying neural style transfer. arXiv preprint arXiv:1701.01036.

-
- Lobo.J. (2023). Teacher Emotional Support and School Engagement: The case of Physical Education Teachers and Students in a Prominent Local College. Available at SSRN 42 (2), 95-103.
- Luciano, G. (2019). Emotionally supportive classroom interactions and students' perceptions of their teachers as caring and just. Elsevier: This manuscript is made available under the Elsevier user license, 1-44.
- Mehmet. A. (2019). Teachers' and Students' Opinions About Students' Attention Problems During the Lesson. *Journal of Education and Learning*, 8 (6), 15-30.
- Wang, M. T., Dishion, T. J., Stormshak, E. A., & Willett, J. B. (2011). Trajectories of family management practices and early adolescent behavioral outcomes. *Developmental psychology*, 47(5), 1324.
- Wang, M. T., & Eccles, J. S. (2012). Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child development*, 83(3), 877-895.
- Zarina. H. (2019). Examining the Importance of the Teachers' Emotional Support for Students' Social Inclusion Using the One-with-Many Design, *Frontiers in Psychology*, 7 (1014) , 1-10.