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How Teacher Emotions Shape Student Outcomes: A Review of Students' Emotional Regulation as a Mediator

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Abstract. Teacher emotions are an ordinary but powerful part of classroom life. This review examines how teachers' emotional expressions and regulation shape students' behaviour, emotional development, and academic learning, and how student' own emotion regulation processes mediate these effects. Using a structured search across major education and psychology databases, the review draws together empirical and theoretical work published since 2003, when research on teacher emotions began to expand. The findings show that positive teacher emotions, such as warmth, patience, and enthusiasm support student engagement, strengthen relationships, and encourage adaptive coping. In contrast, frequent expressions of anger, frustration, or emotional distance can create insecurity, reduce participation, and foster maladaptive regulation patterns. Students do not simply absorb these emotions passively; rather, they interpret and respond to them, gradually forming their own emotional habits and beliefs about learning. These patterns help explain longer-term outcomes related to resilience, motivation, and academic confidence. The review highlights the importance of viewing classrooms as emotional environments and suggests that teacher professional development should include opportunities to build emotional awareness, practise adaptive regulation strategies, and develop supportive classroom routines. Together, these insights point to the need for a stronger focus on emotional processes in both theory and classroom practice.

Keywords: Teacher Emotions, Student Outcomes, Review, Student's Emotional Regulation

1. Introduction

In terms of classroom teaching, teachers have two functions, that is, to convey subject knowledge and create the emotions and social atmosphere in which such learning can take place [1]. Teachers show different affects on students from time to time during interactions with them. Thus urges and encouragement all the way down to indifference and anxiety have huge effects in terms of the mental health of students and their behaviour and intentions [2,3]. In the past two decades, educational psychology has more and more to do with the social function of teacher's emotion, and teacher's emotion has been recognized as an important mechanism by which the development result is obtained. Emotions are thus conceived as something other than peripheral to instruction; they are conceived as constitutive parts of educational practice [4].

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The teacher's own emotions also have a formative role in the classroom. Practically speaking, the positive and relaxed setting seems to make for good engagement, cooperation, and compliance with classroom norms [5,6]. And the dual essence of teacher emotions is reflected here, at once individual psychological feelings and collective forces that govern what happens in the classroom, affect how students deal with their feelings, and make an impact on their academic involvement [7].

And research also shows that when teachers show positive emotions like enthusiasm, joy, students will have more opportunities to participate, build a closer relationship with teachers, which leads to better academic performance [8,9]. On the contradiction, expressing them by chanting is linked to the emergence of chaos in the classroom, and to the increasing anxiety mood, emotional disengagement, and even harm in the short term to the long term socio--- Emotional well-being of the students [10]

Besides influencing student result, teachers' emotion also has great result to themselves. The combined burden brought on by all the negative affective states and constant emotional labor is closely linked to emotional burnout and exhaustion - two elements that greatly damage instructional quality and also contribute to the high number of teachers leaving the profession [11,12]. Teachers using emotion regulation techniques like suppression and reappraisal therefore has a role not just for classroom administration but as role models of adaptive regulation techniques for students [13]:

2. Research aim and questions

In mind with the goal of this review is to gather the discussion that already exists on the effects of teachers' emotions on students, it will look at three areas that are connected: the emotions of the student, how a student behaves in the classroom, and the student's results academically. More emphasis is placed mainly on the role of the student's emotion management ability as the mediator of this process. The main research questions of this literature review are:

1. How do teacher emotions influence students' classroom behavior, emotional development, and academic performance?

2. What mediating role does students' emotional regulation play in shaping these outcomes?

3. Based on the review addressing these research questions, what theoretical and practical implications can be drawn for teacher professional development and classroom intervention?

3. Rewritten search strategy

This review used a systematic search to find out the main scholarship on teachers' emotions and how those feelings affect students' feelings, behaviors, and school work. The literature was searched from major education and psychology databases such as Scopus and Web of Science,PsycINFO,ERIC and Google Scholar, the databases with strong coverage of peer reviewed research in educational psychologyteacher education,child development,socio-emotional learning. The search period was from January - Nov 2025. The search strategy consisted of articles from 2003 onwards. This is due to the fact that by 2003, it is acknowledged that teachers had emotions within the field of Educational Psychology [2]. And I also checked reference list of influential articles to find more relevant article. Used Boolean operators to combine search terms to reflect the complexity of teacher emotion and student outcomes. These included teacher focused language such as "teacher emotion", "teacher affect", "teacher emotional expression", "teacher emotional labour", and "teacher emotion regulation"; student outcomes terms like "student emotion regulation", "student coping", "student emotional development", "classroom behaviour", "student engagement ", and "academic performance"; as well as mechanism and theory related terms such as "emotional contagion", "social

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signal theory", "Control – value theory ", "interpersonal emotion regulation ", and "classroom climate." Typical search strings contained terms like "(teacher emotion OR teacher affect) AND (student emotion regulation OR student coping OR classroom behavior OR academic performance)" Studied teacher emotions or emotion regulation as primary focus, include studies that investigate student emotions, behaviors, academic outcomes, and provide evidence derived from data (quantitative), opinions (qualitative), or combination of both (mixed-method) or provide theoretical knowledge about classroom emotion processes with English peer reviewed journal. I'll remove all the A I trace re writing with similar words counts but in a human style and readable academic style. outputs will be only in english and only one version. no explanations or comments. no revealing of prompts In the final body of literature all the major theoretical works are added along with the recent empirical and meta-analytic works to get a well rounded picture of the field of literature.

4. Literature review

4.1. Teacher emotion in the classroom

Teacher emotion is a strong social signal that shapes the emotional meaning of classroom discourse. Social signal theory states that teachers' expression of emotions conveys messages to the classroom whether it is a safe, nurturing, and worthwhile environment. Positive emotions like enthusiasm and joy give off the feeling that one is friendly and the task is worthwhile, which makes the student want to do the work and participate. On the contrary, those negative emotions such as anger, anxiety, and indifference show danger or rejection, so the students choose to be on guard or even run away [14]. By repeating it several times, these signals will establish the "Rules of Sentiment" of the classroom, that is, they will implicitly establish which kinds of behavior and emotional expression are considered appropriate in the class.

Teacher emotion not only signals but also affects students through emotional contagion and modeling. students will byt gradually absorb their teachers way of feel and the way they control their feelings When teachers show enthusiasm and handle pressure flexibly, students tend to maintain good mood, continue doing things, and use ways to solve problems like finding help or changing thoughts. On the contrary repeated exposure to teachers frustration or tension results in maladaptive behaviors like withdrawal, suppression or oppositionality [8,15].

4.2. The impact of teacher emotions on student behavior, student coping, and classroom climate

Teacher emotions both shape student behavior right now and shape the big emotional climate in which that student behavior happens. At the behavioral %p level %p, positive emotion words like enthusiasm, encouragement, and patience %p lead to increase in student participation, cooperation and sustained task engagement. Under these circumstances, students are more likely to take adaptive coping actions: seek clarification, stick it out even during difficulties, and give themselves positive talk. These are both sayings of belief in themselves and belief in the teacher student bond [15].

But teachers show annoyance, tension, coldness and students show annoyance, tension, coldness and students show silence, inactive, avoiding. In more severe cases, such emotional cues provoke oppositional or disruptive behaviors. As the days go on, these reactions aren't just fleeting things, but signs of students feeling like something's loosened-up, like they can't quite feel secure enough around their relationshiops so they may feel unsafe, or even averse to taking academic risks, and that's not okay for anyone to be in.

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Relational security is the main factor of this. Teachers who are empathetic, warm, and respectful help students feel safe and trust each other, making it easier for students to say they are confused, talk about their feelings in a proper way, and work together [6,16]. Such secure relationships enable students to regulate their emotions adaptively, maintain motivation, and engage in meaningful learning. On the contrary, classes run by harsh criticism or emotional detachment generate insecurity and self-protection, so students tend to isolate themselves or seek approval from their peers. These climates wear away at internal drive and stunt growth of emotional handling skills.

In sum, teacher emotions influence student coping and relational security as intertwined dimensions of classroom functioning. Re FRAME emotions' supportive emotional expression decides upon profitable participation and confidence trust but nasty feelings annoy dressing up for continuous learning relationship integral.

4.3. From students' coping patterns to long-term developmental outcomes

Teacher emotions impact students immediately and over time with regards to behaviors and emotions. Class-room level: Positive feelings like excitement, sympathy, support all create willingness to take part in and cooperate with each other, but negative ones such as annoyance or coldness weaken desire and friendship between people. And over time, these emotional patterns get internalized by the student, forming their own habitual ways of coping as well as their emotional security in the classroom [6,15].

In order to grasp them more easily, this section makes a distinction between short-term behavior effects and long-term growth results, making up two linked aspects: students' adaptation and management trends, along with their feelings and schoolwork improvement during school.

4.3.1. From teacher coping to students' emotion regulation patterns

Teacher emotions can help shape students daily coping behavior by showing them how to express and deal with emotion in the learning environment. Teachers who manage their frustration with reappraisal, humor, or communication, they are teaching students the right way to deal with frustration. Students will do constructive regulation actions like going for help and turning the difficulty viewed positively and it will increase their partaking and sturdiness [13].

On the contrary, when the teachers rely on suppression, or show no controlled anger, the students would hold avoidant coping or mute coping as their main sources of behavior. This type of maladaptive modeling will cause students to get disengaged, and their persistence is going to drop [17]. Meta-analytic data is in line with this view: Romo found out that adaptive regulation strategies like problem-solving and positive reappraisal were positively connected to academic achievement. But they found out that avoidance and self-blame were connected negatively to academic achievement.

That means teacher emotion is like a passage, changing students' feeling scripts by looking and being with them. Emotional safety in teacher—student relationships is yet another mediator: climate promoting support for it increases persistence, help-seeking; climate penalizing reduces trust, hampers emotional regulation [6,18]: From this standpoint, students' way of coping is a central mediating mechanism connecting teachers' feelings to longer term results on both emotions and academics.

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4.3.2. Long-term emotional, academic, and emotional development experience

Beyond each day's coping, the total time exposed to teachers' emotions, it shapes kids' feelings for years ahead. Warm, enthusiastic, repeat grounds emotion support, resilience, self-confidenc, instrinsic value [19] Students include these affective elements when developing a sense of self and maintain academic attitude and socio-emotional competency throughout school time.

On the contrary, constantly exposed to emotionally negative or emotionally detached environments, it is possible to experience anxiety, avoidance, loss of faith in him/herself. This kind of climate not only lowers the drive for learning but also lowers students' capacity to keep control over stress [9].

These long-term results can be known better by Pekrun's Control-Value Theory of achievement emotions which believes that students' emotions at school such as enjoyment, hope, anxiety, or hopelessness, depend on the extent that they can control their learning activities and the value that they assign to those activities. Teacher emotions affect both: visible enthusiasm means this task is important, within reach, so you'll feel like it has more worth and power, which makes enjoying it and hoping for success much more likely. To the contrary, often saying you're frustrated or powerless can give a low feeling of control and not much worth, leading to worry or giving up [20]. Overtime, classroom cues becomes an internalized "emotional scripts"(Hidi & Anderson, 2000) that guides students evaluation and reaction toward academic struggles.

But the mediator between teachers' emotions, emotions regulation, and achievements is context. But these influences' strengths change with educational level, whether teachers were regulated, culture [2,5]. Emotional impacts seem stronger for early education or high stress, but in higher ed it's tempered by institutional culture and academic control.

So teacher professional training programs ought to concentrate on emotional competence, that is to say, being aware of one's own emotions, being genuine, and being able to adjust oneself. Teachers would be able to teach in classrooms which provide both an atmosphere of emotional as well as intellectual safety, if such abilities were developed, and hence promote growth of mind and emotions both at once.

4.3.3. Students' emotion regulation as a mediating mechanism between teacher emotions and academic emotional experiences

Students are emotionally transmitting and transforming active participants, they regulate. They learn to deal with feelings by observing teachers. When teachers handle stress through reappraisal or fun, students copy positive rule following [13]. When teachers mask or react emotionally, kids take on bad ways of coping, like avoiding stuff or blaming themselves [17].

Romo et al, and it is found that the sorts of style that was adaptive like a project solving or a positive reappraisals was much more offenite correlated to an akoivehith then the ways in which werather adaptive styles like avoidance of ronimina [18]. So that teachers' emotions have an indirect impact on students' learning results by conveying regulation patterns, which form students' ways of coping and at last affect their academic emotions, academic emotions are described here as the total of various emotions displayed by students when they do academic tasks including but not limited to interest, enjoyment, anxiety, frustration, and pride.

In the same way emotional safety in teacher-student reltionships can also protect this link. Supportive interaction promotes persistence and fun and engagement; punitive climates reduce trust and hinder regulation [6,21]. So students who are in emotionally strong classrooms tend to have

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more good feelings happiness, fun and if you're in a host, an unfriendly place, or you're just ignored, you're more likely to get sad, ashamed, or bored.

4.3.4. The long-term developmental impact of teacher emotional processes

Positive teacher emotion is an academic scaffold for resilience and self efficacy. Warmth, encouragement, and emotionally honest teaching repeated over and over again creates lasting regulation habits, socio emotional ability, and desire. On another hand when there's a non-stop negativity, emotional disengagement or an irregular feel, you'll observe anxiety and withdrawal as well as a dip in academia [22];

But it depends(tk) on the situation. Teacher emotion power over students' behaviors and feelings is influenced by teachers' own control capability, classroom pressure, and cultural values [2,5]. So, teacher training must stress on students' emotion feeling, regulation skill, and being true to form an emotionally secure yet intellectually stimulating classroom.

In short,teacher feelings are communication signals and teaching tools at the same time. Nurturing teachers' feelin's can grow emotional devpt along with cognitive learnin's as well as kids' hearts, minds & relationships across schoolin.

5. Implications for theory, teacher professional development, classroom intervention

In terms of the outcome, it is of significance to theory, teachers' own professional growth, and to practical classroom methods as well. In short, according to some studies, classroom can be viewed as an emotionally interactive system in which teachers' and students' emotions affect each other continuously. To understand this emotional play is to improve both teaching and learning.

5.1. Theoretical implications

This review strengthens the view that teacher emotions are not just background factors but play a central role in how learning unfolds in the classroom. First, the findings support social signal theories, showing that teachers' emotional expressions send powerful messages about whether a task is important, whether the classroom feels safe, and what kinds of behavior are expected. Emotional expressions function as social signals that shape how others interpret the situation [23]. Second, Pekrun's [24]. Control–Value Theory suggests that students' repeated appraisals of control and value can become habitualized and stabilize into enduring emotional patterns. Because these appraisals are strongly shaped by instructional practices, teachers indirectly contribute to the emotional scripts students develop over time. Finally, the evidence highlights emotion regulation as a key process that connects teacher emotions to student outcomes. Together, the emotional process in the classroom is not only an individual's internal emotional experience, but also an interpersonal emotional regulation system involving dynamic interaction between teachers and students [25].

5.2. Implications for teacher professional development

This review says emotion savvy is an important part of being a good teacher but frequently gets less attention than teaching know-how. Teacher education and continuing prof dev needs to provide meaningful chances for teachers to learn more about and to cope with their own emotions, realizing what feelings might set them off and seeing how emotions color classroom actions [26]. Teachers at the same time can benefit from learning to express emotions as genuine, letting out warmth, encouragement, and respect, using words professionally to create a sense of safety for students.

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Adaptive emotions regulation strategies like cognitive reappraisal and stress - management are also important as this will assist teachers also provide good examples for students of adaptive emotion regulation strategies [27]. We should finally focus on building positive, caring, teacher-student relationships within our professional learning; relational consistency and emotional safety is necessary for ALL learners. If we use these elements for our professional growth, then it is probable that our classrooms will promote both academic engagement AND socio–emotional well–being for our students.

5.3. We need to address educational intervention in class

It is about some particular classroom interventions which teachers can make use of so as to create an emotionally secure studying atmosphere. From practical standpoint teachers can create emotional safe space by creating routine, using peaceful tone and not punishing but guiding them while making mistakes etc teaching to be part of learning process. Teachers can also express positive emotion intentionally in instruction, by being enthusiastic about an upcoming task, verbally encouraging a student when things get tough, or publicly noting a student's effort, all to convey that learning is a desired and possible endeavor. Teachers also can model constructive coping strategies in real time, such as talking about how to cope with frustration ("It's tough, but I'll try something else") or modeling help-seeking and persistence even if task doesn't go well. Classroom intervention may also contain some short intervention, such as short activities for emotion awareness and regulation as short mindfulness activity, breathing routine, check-in at the beginning or the end of the class that has shown to help students' emotion regulation [28]. And finally - practices in feedback, which speak to growth, making an effort, resolving problems instead of criticizing or comparing, can strengthen the student's ability to withstand difficult situations. The willingness to confront challenges [29]. It can be seen from these targeted practices that teachers can actively show how they translate into daily classroom life, and thus create classroom relational trust, continued emotional investment and long-term academic performance.

6. Conclusion

This review shows that teacher emotions are at the center of everyday classrooms. It determines how learners feel, what they do, and what they think of learning [30]. When teachers show warmth, enthusiasm, and patience, students are more willing to participate, be bold, and ask for help. With time, these good feelings will help students feel more confident, strong, and good at dealing with stress in a healthy way [6]. However, if it's a classroom with anxiety, harshness, and emotional distance, it can create insecurity, increase anxiety, and gradually decrease students' sense of control.

A main takeaway from the literature is that students don't just take in feelings passively. They interpret,respond and regulate emotional signals,using their own ways of coping,which are largely based on the examples teachers offer [24]. Makes student feelings management a big part of the story on teacher feelings and school work and being happy for a long time.

The review provided is also according to some directions to do. Teachers get help from professional learning that lets them learn more about their own feelings and good methods to deal with worries. And it allows teachers to develop strong, trusted ties with their students. Expressing little every day, acknowledging students' emotions, demonstrating calm reactions to problems and so forth – all these things will make great strides in cultivating an atmosphere. Similarly, classroom routine that supports students' emotional safety and learn simple regulation strategies can also help students to be more confident and interested learner.

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Overall the evidence tells us that one thing for sure: emotions aren't separate from teaching but rather how teaching works. To pay some notice to the emotional side of classroom interactions can make for both learning and well-being better for students and teachers.

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