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RESEARCH ARTICLE

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Effects of Teachers' Emotional Support on Students' Classroom Participation

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Abstract: Education demands innovation and new strategies in the teaching-learning process. The teacher's instructional material and support for the students enhance the level of motivation, performance, and students' participation in the classroom. Teachers play an important role in students' growth and development. Objectives of the present study were to: find teachers emotional support level for students, find the level of students' participation in the classroom, find the differences in male and female students participation in the classroom, and find the relationship between teachers' emotional support and students' participation in the classroom. The study was correlational in nature. The target population of the study was only two universities that were located in Lahore: the University of Management Sciences and the Punjab University. A simple random technique was used to select a sample size of 200 students who were recently enrolled in the 8th semester. The reliability of the instrument was measured through Cronbach's alpha, and the value was 0.967. The data were interpreted through descriptive and inferential statistics. The results show that the teachers' emotional support is strongly correlated with students' participation in class. Findings further concluded that teachers focus more on emotional intelligence for students' participation.

Keywords: Teachers Emotional Support, Students Participation, Classroom Control

Introduction

Teachers' teaching and learning promote high-quality learning for students at every stage of the learning process. Teachers' emotional support is essential for higher-quality learning. Teachers play a comprehensive, effective teaching role for students' learning. Teachers play a vital role in the educational system for students' success. They provide the self-direction and motivational support that students need to gain success. As well, teachers also need to be enthusiastic, motivated, and provide multiple supports to be productive. Teacher morale and teachers' emotional intelligence also play a role in student performance and student achievements. Teachers have high expectations of themselves professionally and to meet educational demands, meet deadlines and requirements of the profession, or due to a change in leadership or policies. Teachers' emotional intelligence is highly acknowledged and appreciated. By improving teacher morale and teachers' emotional intelligence, teachers show their emotions, and students get the motivation for their learning. Teachers, morally and professionally, help students maintain a positive attitude, focus on their studies, and be happier in the classroom (Govindarajan, 2012).

Teachers' emotional intelligence means the teacher's care, the teacher's demonstration of deep interest for the students, respect for their students, and desire to understand the feelings of the students in terms of understanding the emotions of the students. Emotionally supportive teachers are seen in the teacher-student positive interactions in the classroom. Teachers provide a positive climate and share positive thoughts with the students. Students' motivation is the external or internal factors that push them to do something positively

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(Ruzek et al., 2017). Students' motivation factors are also very important; if they are motivated, they may participate in the classroom (Amjad et al., 2026). As well, their performance is also a better indicator that is enhanced by the motivation and classroom participation of the students. The majority of studies indicate that teacher emotional support enhances student interactions, which is key to teachers' provision of and enhances self-reported motivation and engagement of students in the classroom.

Teachers' classroom management and strict control have reduced students' autonomy. (Amjad et al., 2026). Teachers' autonomy-supportive environment for the students is closely related to students' mental health and students' psychological well-being. Positive learning and students' achievement show the positive development of learning in the classroom. Students' autonomy is also a positive emotion (Habib et al., 2024).

Objectives of the Study

The objectives of the research study were to;

- 1. Find the teachers' emotional support level for students.
- 2. Find the level of students' participation in the classroom.
- 3. Investigate the differences in male and female students' participation by gender.
- 4. Find the relationship between teachers' emotional support and students' participation in the classroom.

Problem Statement

The higher-level institutes have multiple centers for students' mental and physical support. At the higher level of learning, students could not come to centers due to study pressure and other academic stress. At the higher level of learning, it was found that teachers may help students in their classrooms. The study indicates that students' participation in the classroom. Students are getting emotional support from the teachers, and they are motivated in the classroom. The current study indicates how teachers show emotional support for students, how students get motivation in the classroom, and how they participate in the classroom.

Significance of the Study

The study checked the teachers' level of emotional support in the classroom for the students. This study will be helpful, especially for students, for their moral and emotional support, and this study is also helpful for teachers to get good results from the students and also for professionalism. Teachers may benefit from improving the teaching-learning process in the classroom and also benefit from active instruction, classroom management, and classroom control. This study is also helpful for students to improve future learning and outcomes of the current study. This study is helpful for all higher educational institutes and for all higher-level teachers. The present study is also helpful for future research from a qualitative perspective. It is also helpful for teachers in the classroom for motivating students and for participation in the classroom.

Limitations of the Study

The following are the limitations;

- 1. Only Lahore City
- 2. Only two universities in Lahore City
- 3. University Teachers of higher level

Table 1

Conceptual Framework of the study

Teachers Emotional Intelligence	Students Participation
Emotional Control	Active engagement
Empathy/Kindness	Questioning and participation
Self-Awareness/Control	Cognitive participation
Self-Motivation	Discussion
Social Skills	Collaborative/Behavioral Participation

Theoretical Framework of the Study

The psychologist Goleman's Emotional Intelligence theory (1995) supports the teacher's emotional intelligence effects on the students' performance and outcomes. The theory indicates the teacher's self-awareness and the teacher's motivational level for the students. The theory indicates the students' learning, motivation, and participation in the classroom. The theory relates to the teacher's emotional and moral indicators that support the students' motivational factors and behavioral factors. This theory elaborates learning and motivation, which are key factors of teachers' emotional and moral intelligence and also teachers' well-being. The theory also describes the students' motivational learning and students' participation.

Literature of the Study

Teachers' emotional support is very crucial for students' performance and learning outcomes. The majority of researchers indicate that teacher effectively manage their emotions in the classroom. An emotionally intelligent teacher effectively solves his/her classroom problems; he/she is more successfully able to understand students' discussions and problems. Teachers' emotional intelligence directly helps them understand different cultures and languages and adopt multiple factors to understand students' backgrounds. Teachers' social skills and cultural awareness also support emotional support. Teachers have strong moral values, as they are professionals. At the higher level of learning, the teachers' first moral duty is to give excellent instruction to the students. Teachers with high moral values and emotional intelligence enhance professionalism and foster deep thinking among students. This thinking creates critical thinking among students and motivates them to study (Serwer et al., 2026).

Emotionally intelligent teachers have the ability to control classroom management in an effective way. With a high level of emotional intelligence, teachers express his/her own feelings and emotions in front of the classroom effectively. Emotionally strong teachers can effectively manage students who have very weak emotions and who are emotionally weak. Emotionally strong teachers effectively manage students' emotional needs with empathy, patience, communication, self-control, and supportive behavior. Teachers' emotional intelligence positively influences students' classroom participation, students' performance, and interaction with peers. Effective classroom participation increases the level of students among students, academic engagement, confidence, critical thinking, and also increases the performance of the students. Teachers' emotional intelligence also includes the teachers' psychological well-being, emotional control, transformational leadership styles, teachers' job satisfaction level, and teachers' job commitment. Teachers' emotional intelligence and emotional support show a positive impact on students' learning. The current study also investigated that the teachers' emotional support helps the students' participation in class. The study also found the level of teachers' emotional support at a higher level. The higher-level professional demands are very high. At the higher-level stage, teachers fulfill their studies and face some academic pressure; due to this pressure, they neglect the students' help and moral support. This study checks the effects of teachers' moral support and teachers' emotional intelligence on students' participation (Li et al., 2024).

Research Methodology

The current study was conducted at higher educational level institutions. For the present study, the quantitative approach was used. The correlational type of research was used for the study.

Population

All public and private sector universities in Lahore were the target population of the study. Only one public (Punjab University) and only one Private (University of Management and Technology) were the accessible population.

Sampling and Sample Size Procedure

A simple random technique was used to select the sample. After selection of two universities, Punjab University and University of Management and Technology, through convenient sampling techniques, four departments were selected randomly. After selection of the departments, 100 students who were enrolled

in the 5th semester were selected from each university. A total of 200 students were selected as a sample for the study. The total number of students in each department are given in the tables.

Table 2

Sampling

Sr.No.	Punjab University Students	UMT Students
	602	398
Total	1000	

Table 3

Sampling and Sample Size

Sr. No.	Department	Number of Students
1	Department of Pharmacy	50
2	Department of English	50
3	Department of IT	50
4	Department of Mathematics	50
Total		200

Research tools

The self-constructed tool was administered to all university students. The research instrument was validated by 5 expert opinions from different universities. The researcher conducted the pilot-testing procedure for the reliability of the instrument and applied the test of Cronbach's alpha for the reliability of the instrument, and the value of the test was 0.962, which shows the instrument was consistent.

Data Analysis and Interpretations

Descriptive Statistics of Scale

Table 4

Descriptive Analysis of Demographic Variables

University	F	N	% Student
Punjab Univesity	50	100	50
UMT	50	100	50
Total	100	200	100

The table shows that the descriptive analysis of the scale: the University of Punjab has 50% of the students, and the University of Technology and Management has 50% of the students. A total of two universities were selected. The number of departments was four. The total number of students was 200. The Punjab University students were 100, and the University of Management and Technology students were 100.

Figure 1

Percentage of Students among Universities

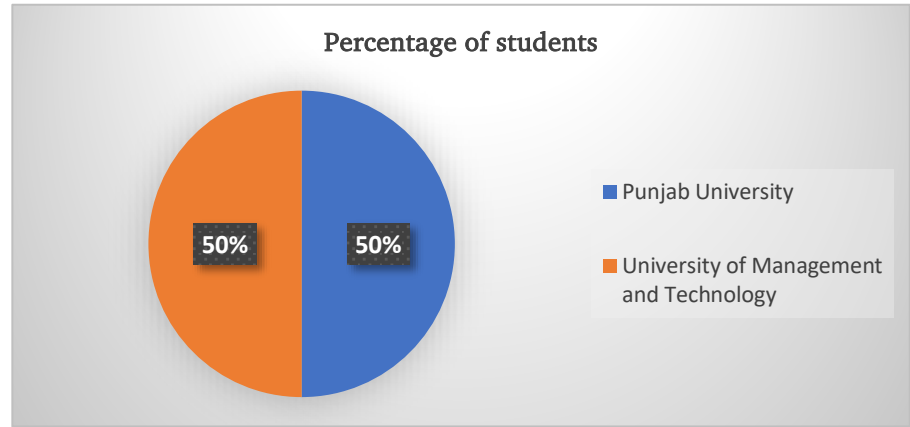
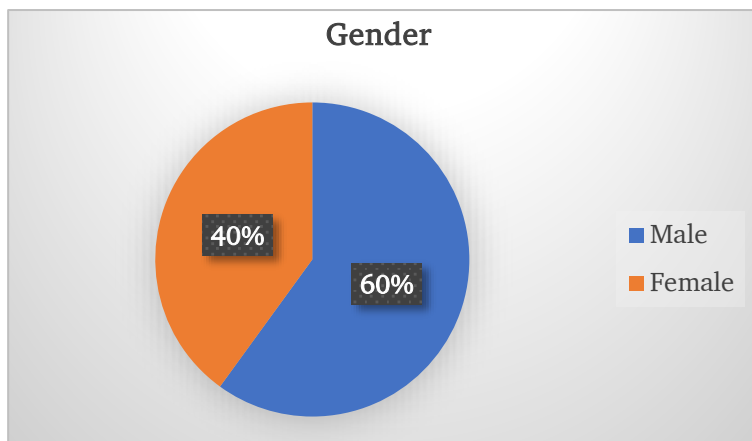


Table 5*Descriptive Analysis of Demographic Variables*

Gender	% Students	N	Punjab University	University of Management Technology
Male	60	120	64	46
Female	40	80	36	54
Total	100	200	100	100

Table 5 shows the descriptive analysis of the instrument; the percentage score of male students was 60%, and the percentage score of female students was 40%. The University of Punjab had 64 male students and 36 female students. As well as the University of Management and Technology, male students were 46 and female students were 54.

Figure 2*Percentage of Gender***Table 6***Frequency Distribution regarding Departments*

Department	F	%	Punjab University	University of Management Technology
Department of Pharmacy	25.0	25	27.30	23.70
Department of English	25.0	25	23.70	27.30
Department of IT	25.0	25	30.90	20.90
Department of Mathematics	25.0	25	19.10	29.30
Total	100	100	100	100

Table 6 shows the frequency and percentage distribution of departments among both universities. The department of Pharmacy was 25%, the department of English was 25%, the department of IT was 25%, and the department of Mathematics was 25%. The department of Pharmacy was 27.30%, the department of English was 23.70%, the department of IT was 30.90%, and the department of Mathematics was 19.10% of the University of Punjab. The department of Pharmacy was 23.70%, the department of English was 27.30%, the department of IT was 20.90%, and the department of Mathematics was 29.30% in the University of Management and Technology.

Descriptive Statistics**Table 7***Percentage of Scale Part I*

Teachers Emotional Support	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Emotional Control	48.0	37.4	1.0	36.5	9.1
Empathy/Kindness	22.4	18.1	6.1	26.1	28.6
Self-Awareness/Control	33.2	23.1	14.9	4.20	2.20
Self-Motivation	54.1	42.2	1.7	5.20	5.10
Social Skills	38.1	21.2	1.3	2.10	3.20

Table 7 shows that the teachers control their emotions in the classroom; they show empathy/kindness; they show self-awareness and control. The majority of students agreed that they are self-motivated and have strong social skills. The range and score of undecided were from 14.9% (self-awareness); those who disagreed ranged from 0% to 36.5% (emotional control); and the score of agreed was from 54% to 18.0% (self-motivation).

Table 8

Percentage of Scale Part II

Dimensions Students Participation	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Active engagement	38.0	23.4	1.0	18.7	22.1
Questioning and Participation	32.4	18.1	4.1	20.1	26.0
Cognitive Participation	29.2	27.1	8.8	16.2	20.0
Discussion	36.1	40.2	6.5	16.2	4.10
Collaborative/Behavioral Participation	64.1	32.2	1.2	4.1	4.20

Table 8 shows the students' engagement, questioning and participation, cognitive participation, discussion, collaborative and behavioral participation in the classroom. The scores for students who were undecided ranged from 8.8% (cognitive participation); the scores for those who disagreed ranged from 4.1% to 20.1% (questioning and participation); and the scores for those who agreed ranged from 18.1% to 64.1%.

Table 9

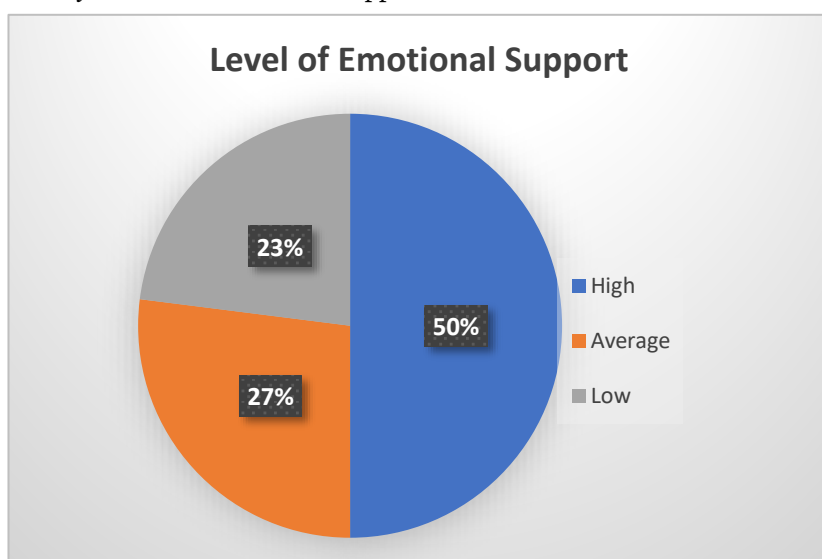
Teacher's Emotional Support level

Variable	N	Mean	Std. D	% High	% Average	% Low
Teachers Emotional Support	200	48.31	1.89	50%	27%	23%

Table 9 shows that the university teachers have a high percentage (50%), 27% was average, and 23% was low, indicating that teachers have provided less emotional support to students in the classroom.

Figure 3

Level of Teachers Emotional Support

**Table 10**

Level of Students' Participation in the Classroom

Variable	N	Mean	Std. D	% High	% Average	% Low
Students Participation Classroom	200	4.78	3.892	56%	25%	19%

Table 10 shows the students' participation in the classroom. The scale indicates that the students' participation in the classroom was at a level of classroom participation. The percentages are (56%) high, (25%) average, and 19% low, indicating that mostly students have good classroom participation.

Figure 4
Level of Students' Participation in the Classroom

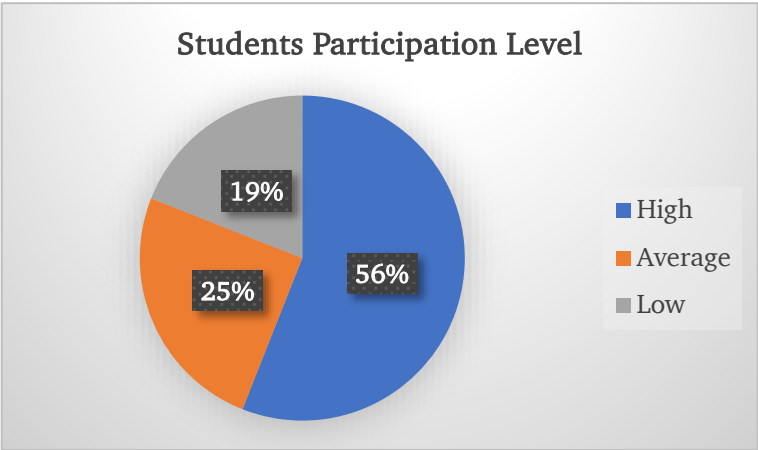


Table 10
Gender-wise comparison of students' participation in the classroom

Variable	Gender	N	Mean	SD	t	p-value
Students Participation in Classroom	Male	120	3.98	1.237	.92	0.003
	Female	80	5.67	1.54		

(significance= 0.05)

Table 10 shows the gender wise comparison of students' classroom participation. A significant difference was found ($p=0.003$). The result shows that male students participated more in the classroom as compared to female students.

Table 11
Relationship between Teachers' Emotional Support and Students' Participation in the Classroom

Study Variable	N	R	p-value
Teachers emotional Support Students Participation	200	.728	0.004

(significance=0.05)

Table 11 reveals that a moderate relationship was found between teachers' emotional support and students' participation. The difference was statistically significant ($p=0.004$). The result shows a moderate relationship. It means teachers need more emotional support for students.

Findings of the Study

1. In the graphic analysis of the scale, the University of Punjab has 50%, and the University of Technology and Management has 50% of the students. The total two universities were selected. The number of departments was four. The total number of students was 200. The Punjab University students were 100, and the University of Management and Technology students were 100.
2. The descriptive analysis of the instrument showed that male students were 60% and female students were 40%. The University of Punjab had 64 male students and 36 female students. At the University of Management and Technology, male students were 46 and female students were 54.

3. The frequency and percentage distribution of departments among both universities. Pharmacy was 25%, English was 25%, IT was 25%, and Mathematics was 25%. The department of Pharmacy was 27.30%, the department of English was 23.70%, the department of IT was 30.90%, and the department of Mathematics was 19.10% of the University of Punjab. The department of Pharmacy was 23.70%, the department of English was 27.30%, the department of IT was 20.90%, and the department of Mathematics was 29.30% in the University of Management and Technology.
4. The teachers control their emotions in the classroom; they show empathy/kindness; they show self-awareness and control. The majority of students agreed that they are self-motivated and have strong social skills. Undecided score 14.9% (self-awareness); disagreed score 0% to 36.5% (emotional control), and agreed score 54% to 18.0% (self-motivation).
5. The student's active engagement, questioning and participation, cognitive participation, discussion, collaborative and behavioral participation in the classroom. Overall percentage of the students regarding scale part II, score undecided 8.8% (cognitive participation), disagreed score 4.1% to 20.1% (questioning and participation); agreed score 18.1% to 64.1%. That shows the students' participation.
6. The scale indicates that university teachers have a high percentage of 50%, 27% average, and 23% low; it indicates that mostly teachers have not provided enough emotional support to students in the classroom.
7. The student's participation in the classroom. The scale indicates the students' participation. The percentage is 56% high, 25% average, and 19% low; it indicates that students have good classroom participation.
8. Table 10. shows the gender wise comparison of students' classroom participation. A significant difference was found ($p=0.003$). The result shows that male students more participated in classroom as compared to female students.
9. A moderate relationship was found between teachers' emotional support and students' participation in the classroom. The difference was statistically significant ($p=0.004$). The result shows a moderate relationship. It means teachers need more emotional support for students.

Conclusion of Research

The conclusion has drawn that, in the descriptive analysis of the scale, the total number of students was 200. The Punjab University students were 100, and the University of Management and Technology students were 100. It was concluded that the male students were 60% and the percentage of female students was 40%. The University of Punjab had 64 male students and 36 female students. As well as the University of Management and Technology, male students were 46 and female students were 54.

It was concluded that the teachers control their emotions in the classroom, they show empathy/kindness, and they show self-awareness and control. The majority of students agreed that they are self-motivated and have strong social skills. Undecided score 14.9% (self-awareness), disagreed score 0% to 36.5% (emotional control); agreed score 54% to 18.0% (self-motivation).

Student's active engagement, questioning and participation, cognitive participation, discussion, collaborative and behavioral participation in the classroom. Undecided Score 8.8% (cognitive participation), disagreed score 4.1% to 20.1% (questioning and participation), agreed score 18.1% to 64.1%. That shows the students' participation in the classroom. It was concluded that the scale indicates that university teachers have a high percentage (50%), an average percentage (27%), and 23% low percentage (23%). This indicates that most teachers have not provided enough emotional support to students in the classroom.

The scale indicates that students' participation in the classroom generally has a very high level. The percentages were 56% high, 25% average, and 19% low. It was concluded that Table 10 shows the gender wise comparison of students' classroom participation. A significant difference was found ($p=0.003$). The result shows that male students more participated in classroom as compared to female students.

It was concluded that a moderate relationship was found between teachers' emotional support and students' participation in the classroom. The difference was statistically significant ($p=0.004$). The result shows a moderate relationship. It means teachers need more emotional support for students in the classroom.

Recommendations Thoughts

The following recommendations are made for the above study.

1. Teachers should create a positive learning environment for the students in the classroom.
2. Teachers should provide individual and group emotional support to students, and she/he should use positive reinforcement in the classroom for the students.
3. 3-Universities and higher-level institutes should provide centers for students' emotional support; teachers should avoid humiliating and insulting students in front of others.
4. Teachers should adopt a trust-based teacher-student relationship; teachers should also provide trust-based and student-based teaching strategies.

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