

REPUBLIC OF TURKEY
FIRAT UNIVERSITY
Institute of Education
Department of Educational Sciences
Division of Curriculum and Instruction



**TEACHER EMOTION SKILLS AND TEACHING
STYLES OF PROSPECTIVE TEACHERS IN GHANA**

Master's Thesis

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Elazığ – 2020

REPUBLIC OF TURKEY
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This master's thesis entitled "Teacher Emotion and Teaching Styles of Prospective Teachers in Ghana" was prepared by Jafaru Basing ADAMS under the able supervision of Prof. Dr. Murat TUNCER has been deemed successful and presented on the 10th Day of June, 2020, in the presence of the Chairman of Juries Prof. Dr. Hasan Güner BERKANT at the Institute of Educational Sciences.

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This thesis is accepted by the decision (.....) of the Board of Education of the Institute of Educational Sciences.

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Director of the Institute of Educational Sciences

DEDICATION

“Wa Rabbaka fa kabbir”. Alhamdulillah. I dedicate this piece of academic work to my lovely family, especially, Mr. Oko Adam Wilson, my late father on sixth anniversary since departing this world. May Allah continue showering His mercy on him.



ACKNOWLEDGEMENT

Alhamdulillah! My genuine gratitude goes to my most revered supervisor, Prof. Dr. Murat TUNCER, for offering me the opportunity and encouragement of further studies in the most difficult of times, in addition creating a conducive environment for me to have on hands practice in teaching at the highest level through his mentorship. Drawing me closer to himself is really helping my development in a steady manner. I would ever be grateful. I love you so much Hoca. Secondly, the whole my family, especially, my lovely wife, Iman Mohammad Zeedabu and my beloved children, Amatullah and Muhammad. Not forgetting all the lecturers in the Educational Science Faculty Prof. Dr. Mehmet Nuri Gömleksiz, Assoc. Prof. Dr. Ibrahim Yaşar Kuzu, Assoc. Prof. Dr. Hilal Kuzu, just to mention a few. Equally, I am very grateful to Yunus Doğan (PhD) and Ömer Noyan Bey in Elazığ for accepting and accommodating me throughout the programme. That was really crucial to my studies. I ask Allah's blessings upon you all for making me feel at home. I also thank everyone in the university especially my colleagues during my study at the Faculty of Educational Sciences and the officials at the Institute of Education. Finally, to all those on the streets of Elazığ who in one way or other helped and to those who didn't even know they were supporting. The result of all has generated in this piece of work. Thank you all.

Jafaru Basing ADAMS

Elazığ-2020

ABSTRACT

Master's Thesis

Teacher Emotion Skills and Teaching Styles of Prospective Teachers in Ghana

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Institute of Educational Sciences

Department of Educational Sciences

Division of Curriculum and Instruction

Elazığ, 2020; Pages: XII+90

This research work was submitted in partial fulfilment of the requirement for a Master in Educational Science at the Firat University, Elazığ – Turkey. The topic of thesis is “Teacher Emotion Skills and Teaching Styles of Prospective Teachers in Ghana”. The aim of this study is to establish the relationship between the dependent variables of gender, age and departments of prospective teachers and teacher emotion skills and teaching styles. The scope of study was conveniently limited to the final year students of three Teacher Colleges of Educations in the Ashanti Region of Ghana. The number of prospective teachers who volunteered their time to be part of this were 264 in total from the three Colleges of Education. The essence of this study to was to investigate teacher emotion skills and teaching styles of prospective teachers in Ghana on certain dependent variable including but not limited to their gender, ages and departments. It will measure the weight of teacher emotion skills and how that pans out in the teaching styles these prospective teachers adopt in teaching. The final year prospective teachers from Colleges of Education in Ghana from different departments gave their verdicts on scales regarding teacher emotion skills and teaching styles by giving responses to set of scaled questions developed form the works Fumiko et al., (2014) and Frenzel (2018, pp. 609-618). The analysis employed after data gathering were Non-Parametric Test (Kruskal-Wallis), Independent Sample test and Pearson Correlation using SPSS v. 22. The results showed

that generally there exist a correlation between teacher emotions and teaching styles. The correlation between teacher emotion and teaching styles was concluded that teacher emotion skills scales however showed a significantly negative relationship with the scales of teaching styles. In the case of gender on teacher emotion skills scales and teaching styles scales were not statistically significantly between males and females per the data collected and backed by previous research by van Uden (2014, pp. 21–32) and Taxer et al., (2015, pp. 78–88). The dependent variable of age showed that the younger teacher exhibited little emotion skills during teaching than their elderly compatriots which wasn't different from the conclusion of Yin (2005, pp. 1-23). Departments of prospective teachers do not have any effect on the teacher emotion skills and teaching styles exhibited by these teachers. It is recommended that; a more pragmatic way is used to collect data from more than half of the Colleges of Education in Ghana so that a more reliable data will be collected to make meaningful inferences. The work will come in handy especially for teachers in Ghana as the first of its kind to bridge the gap of attention given to teachers and students. This work will serve as a Launchpad for further studies in the field to further understanding the teacher emotion skills and teaching styles of prospective teachers and all teachers in the service.

Key Words: Teacher Emotion Skills, Teaching Styles, Prospective Ghanaian Teachers.

ÖZET

Yüksek Lisans Tezi

Gana'da Öğretmen Duygu Becerileri ve Öğretmen Adaylarının Öğretim Stilleri

Jafaru Basing ADAMS

Fırat Üniversitesi

Eğitim Bilimleri Enstitüsü

Eğitim Bilimleri Bölümü

Müfredat ve Öğretim Anabilim Dalı

Elazığ, 2020; Sayfa: XII + 90

Bu araştırma, Elazığ – Türkiye Fırat Üniversitesi Eğitim Bilimleri Yüksek Lisans Programı şartının kısmen yerine getirilmesi amacıyla yapılmıştır. Tez konusu "Gana'da öğretmen adaylarının öğretmen duygu becerileri ve Öğretim stilleri" dir” Bu çalışmanın amacı, öğretmen adaylarının cinsiyet, yaş ve bölümlerinin bağımlı değişkenleri ile öğretmen duygu becerileri ve öğretim stilleri arasındaki ilişkiyi ortaya koymaktır. Çalışmanın kapsamı, Gana'nın Ashanti bölgesindeki üç öğretmen Eğitim Kolejinin son sınıf öğrencileri ile uygun bir şekilde sınırlıydı. Bu çalışmanın özü, Gana'daki öğretmen adaylarının öğretmen duygu becerilerini ve öğretim stillerini cinsiyet, yaş ve bölümleri dahil ancak bunlarla sınırlı olmamak üzere belirli bağımlı değişkenler üzerinde incelemektir. Öğretmen duygu becerilerinin ağırlığını ve bu öğretmen adaylarının öğretimde benimsedikleri öğretim stillerinde nasıl ortaya çıktığını ölçecektir. Gana'daki Eğitim Fakülteleri'nin farklı bölümlerinden gelen öğretmen adayları, Fumiko et al., (2014) ve Frenzel 'in (2018, s. 609-618) çalışmalarından oluşan ölçeklenmiş sorulara yanıt vererek, öğretmen duygu becerileri ve öğretim stilleri ile ilgili ölçekler konusunda karar vermiştir. Veri toplandıktan sonra kullanılan analiz SPSS v. 22 kullanılarak parametrik olmayan Test (Kruskal-Wallis), Bağımsız Örneklem testi ve Pearson Korelasyon idi. Sonuçlar, genellikle öğretmen duyguları ve öğretim stilleri arasında bir korelasyon olduğunu göstermiştir. Öğretmen duygu ve öğretim stilleri arasındaki

korelasyon, öğretmen duygu becerileri ölçeklerinin öğretim stilleri ölçekleriyle önemli ölçüde negatif bir ilişki gösterdiği sonucuna varılmıştır. Öğretmen duygu becerileri ölçekleri ve öğretim stilleri konusunda cinsiyet söz konusu olduğunda, van Uden (2014, ss. 21–32) ve Taxer et al (2015, s. 78-88) önceki araştırmaları tarafından toplanan ve desteklenen verilere göre ölçekler erkekler ve kadınlar arasında istatistiksel olarak önemli değildi. Bağımlı yaş değişkeni, genç öğretmenin öğretim sırasında yaşlı vatandaşlarından çok az duygu becerileri sergilediğini ve Yin'in sonuçlarından farklı olmadığını gösterdi (2005, s. 1-23). Aday öğretmenlerin bölümleri, bu öğretmenlerin sergilediği öğretmen duygu becerileri ve öğretim stilleri üzerinde herhangi bir etkiye sahip değildir. Gana'daki Eğitim Kolejlere yarıyılından fazlasından veri toplamak için daha pragmatik bir yol kullanılması önerilir, böylece anlamlı çıkarımlar yapmak için daha güvenilir bir veri toplanacaktır. Çalışma, özellikle Gana'daki öğretmenler için, öğretmenlere ve öğrencilere verilen dikkat boşluğunu köprüleyen türünün ilk örneği olarak kullanışlı olacaktır. Bu çalışma, öğretmen duygu becerilerini ve öğretim stillerini daha da anlamak için aday öğretmenlerin ve hizmetteki tüm öğretmenlerin alandaki daha ileri çalışmalar için bir Launchpad görevi görecektir.

Anahtar Kelimeler: Öğretmen Duygu Becerileri, Öğretim Stilleri, Gana'da Öğretmen Adayları.

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CHAPTER ONE

I. INTRODUCTION

1.1. Background

Learning channels involves all the five senses of the human system. Even though three are actively involved in the teaching and learning processes. These in most cases are affected by the state in which teachers delivering the lessons find themselves and the teaching styles that have adopted. The role of emotion cannot be overemphasised in everyday dealings with people we come across. This is evident in the overwhelming surge in the number of researches in the field. As a result of this, there has been a little more attention and deliberations have given the subject of Emotional Intelligence (E.I). Emotions are the main driving force in communication and especially learning in areas of cognitive psychology (Bahia et al., 2013, pp. 275-292; Day, 2011, pp. 441-457) and educational philosophy (Cherubini, 2009, pp. 83-99).

Hargreaves (2005, pp. 11-16) puts it in plain words that, the importance of emotions and its trickling effects on teaching styles is enormous. In spite of the sporadic increase in the number of people dedicated to researching into emotions and teaching styles, majority of the researches has to do with qualitative methods (Hassard et al., 2017, pp. 860-870) though there is inadequacy of development and teaching skills (Scott et al., 2009, pp. 151–171; Neville, 2013, pp. 3-23; Rosenfeld et al., 2000, pp. 205 – 226). Again, Hargreaves (2000, p. 811 & 2005, pp. 11-16) stresses on the importance of keeping close relations among old and new teachers enable and foster the appropriate understanding existing emotions with the students. Saunders' (2013, pp. 303–333) research established that teachers do not easily find their feet in relation to students, making them susceptible in falling out with the students.

This affects the maintenance of an enabling environment effective teaching and learning (Saunders, 2013, pp. 303–333). The current development in the field education has given some sort of attention to teacher emotions and how it is important to impact on

the delivery of the prospective teachers and their frame of mind (Scott et al., 2009, pp. 151–171; Uitto et al., 2015, pp. 124–135; Yin et al., 2017, pp. 907-923). The works of Reddy (2015, pp. 513–533) and Opdenakker et al., (2016, pp. 1-21) showed some discrete constructive emotions such as cheerfulness, superiority, satisfaction, likes, and love have the capacity to widen how to people react, respond and organise their thoughts to the benefit of all, while negative emotions diminishes them. Schutz et al., (2006, pp. 343–360) have stated emphatically why it has become so crucial to phantom or seek the comprehension of the natural occurrence of emotions amongst teachers, vis-a-vis the school as emotions of teachers is viewed a single entity which can hardly be put apart in the process of teaching and learning, especially now that it is evident the teacher emotion has influence in all senses on teaching and learning (Schutz, 2006, pp. 343–360). John Dewy (1993) states that, “... there is no education when ideas and knowledge are not translated into emotions, interest and volition”.

Many researchers including (Pekrun, 2006, pp. 315-341; Fried, Mansfield, & Dobozy, 2015, pp.415-441; Hargreaves, 2001, pp. 1056-1080; Uitto, Jokikokko, & Estola, 2015, pp. 124–135) in the field of education, however, in unity have unequivocally stated that the aspect of teacher emotions has been left unattended to for so long a time compared to other areas like educational psychology, effective classroom management, just to mention a few. In some countries like China and Hong Kong efforts have been made in recent times, including altering of policies to realise that education must be entrenched towards learner centred approach and thus teacher emotions cannot be left aside in this realisation despite the scanty works done in the light of this subject in most developing countries (Tan et al., 2015, pp. 686-704; Cheng & Mok, 2008; Lee, Huang, Law & Wang, 2013, pp. 271-287).

In the last two decades, conscious efforts have been made to unravel the most efficient factors that will improve in totality the efficiency of the educational systems (Sullivan at al., 2010, pp. 133-142 and Tang, 2017, pp. 150-161). The perception of specialised advancement of teachers has been the talk in the circles of education from the middle of the 20th century to affect positively all the changes in the educational system. The results of the researches and appraisals made relating to educational systems have had significant stake in championing the advent of this concept. It points out that "teacher" has a shared role in realising educational changes. It can also be said, the "teacher" is the

pivotal agent of changes in the educational system and other times they are the root of educational reforms (Silinskas et al., 2016, pp. 53-64). As a result, teachers are specially trained to meet certain goals: professionalisation (focusing on teachers without quality), increasing teachers' capability (inducting teachers to take new responsibilities or going head-on with new items in the curriculum), conducting in-service and personal development programmes to increase the knowledge base of teachers with respect to trending conditions and teaching methods (McCoy, 2006, pp. 77-91; Philipp, 2007, pp. 257-315).

Teaching styles (which in most cases mirror teachers' perceptions on teaching and learning and their choice of behaviour) have also been given a huge measure of thoughtfulness by researchers for a couple of decades now in educational writings. It can be substantiated that teaching styles play a crucial function in the interpretation of the influences of teachers on student accomplishment (Rogers, 2002; Marsh et al., 2004, pp. 320-341). Teachers who do not relent on evaluating their discernments and their accompanying essentials or nitty-gritties have greater chances to enhance their capacity to relate in most appropriate ways with students of various background. (Linnenbrink – Garcia et al., 2011, pp. 1-3).

The quintessential way to asserting a firm foot on discipline amongst the students is to create a conducive and free flowing interaction with all the students on grounds of mutual reverence and understanding (MacLeod et al., 2015, pp. 508-528; Rosenfeld et al., 2000, pp. 205 – 226; O'Connor et al., 2011, pp. 120-162). It takes a lot, including publicly displaying respect to our students and dealing with them in an absolute gracious way that make them feel loved and respected. Under no circumstance should a student be whipped into order by creating fear and anarchy within the educational setting. The teacher should as much as possible restrain from using denigrating words that in the long run malign or belittle any student who seeks to build their reputation in an enabling educational environment. When the teacher makes conscious effort to create a loving environment, the students' sense of good feeling, trust and reverence peaks and the teacher on the other hand is able to stamp his or her authority on the students to help develop in totality.

In this study, teaching skills has been defined in relation to five (5) factors based in the work of Fumiko et al., (2014). These factors including learning process participation, experience, climate building, learner centred and personalised instruction.

(Sherin, 2002, pp.119 – 150; Scott et al., 2009, pp. 151–171; Muijs et al., 2005). As Stipek et al., (2001, pp. 213-226) point out, the relationship between teachers and students are not independent of one other but are inspired by one another's anticipations and comportments. Common discussion of anticipations, expectations and the manner in which both parties act can lead to an increased appreciation of teacher-learner relationships that breeds a very good environment conducive for learning. Genuine openness regarding the things that are valued amongst both teachers and students create room for the learning to grow in the society. Consultations amongst the society, teacher and the student can in the long run help improve self-scrutiny of the individual stakeholders and the community at large because a good teacher builds relations with students mostly on trust and open mindedness.

Saunders (2013, pp. 303–333) depicts the nature in which learners feel about the teachers' relationship to good-performing and poor-performing students. Students who are tagged as poor performers get most of the demeaning feedbacks and teacher regulations, they are given more assignments to complete compared to good-performing students. On the contrary, those associated with as good-performers are most expected to achieve bigger things and offered with many opportunities. Over the years, researches have shown that students' performance has been on and around what teachers expect of them in terms output and development and strive to achieve them. The bond that exists amongst the teacher and students is capable of being stretched along a gamut from strict to casual and callous to heartfelt.

Findings indicate that hospitable or warm-hearted and encouraging atmosphere is indispensable to the efficiency of the teacher and also for supporting students to play a part in the courses. Sympathetic teachers who are encouraging, friendly and spearhead the activities with students without strictness instigate a rise in cognitional and emotional realisation amongst students. However, teachers who are unpredictable, fickle and discontented trigger less cognitional and emotional success (Frenzel et al., 2018, pp. 609-618). Frenzel (2018, pp. 609-618) and Pekrun (2006, pp. 315-341) stated that students possess and display more development in growth in individual and social learning in accommodating circumstances. When the interactions between teachers and students are positively inclined, they have an effect on the student's character towards everything about school.

Students with good emotional thoughts of their teachers as highly motivating and encouraging have good records of attendance to school, lesson activities and do their best to stay away from falling into trouble (Rosenfeld, Richman, & Bowen, 2000, pp. 205 – 226). Chen (2016, pp. 68-77) stated that teachers are not only held accountable for mental and cognitional development of the students but they must also be careful about their moral, social and emotional growth and give credence to the emotional efficiency of education they deliver. Going by the past works done in the field of educational psychology on the relationship of teacher emotions and their effect on teacher's teaching style, the actual motivation of this piece of research is to examine the relationship of teacher emotions on their teaching styles. How the alterations in the behaviours of teachers before, during and after lessons impacts the development and progress of students' learning (Costello et al., 2005, pp. 1-9). The intent of emotional tweaking is to help the researcher identify the feelings; both positive and negative emotions and intentionally recommend remedies especially for the negative feelings and their effect on the learning process (Cuban, 2007, pp. 1-29).

1.2. The Problem Statement

Over the years, education has taken a different perspective from the knowledge we were used to traditionally. In times past, education had been limited to the transfer of knowledge from a teacher, who is seen as a superior in a downward manner to the student in the capacity to receive, thus he or she is expected to subject himself or herself to whatever is being taught (Hassard et al., 2017, pp. 860-870; Kelchtermans, 2011, pp. 65-84). The aftermath of this method of transfer of knowledge has affected how most of the curricula has been designed for most disciplines in schools across the globe (Cheng, 2009).

Most often than not, knowledge imparting is done mainly on the notion that, the one imparting it is self – sufficient in the field in which they are offering the training on. This method has been very good to training others (Fernandez – Cano, 2016, pp. 494-519). However, it has not been sufficient or enough to address all the issues that arise in training as especially when it comes to the training of personnel to be teachers. Before, if one has a knowledge of a subject, it was enough to teach that subject to others to become

experts in those areas. This was usually done in a hard way, as the factors were not taken into consideration. Some of these factors generally had to do with those involved in the teaching and learning process. But for long, a lot of works have done to cater for only one half of the equation to the neglect of the other (Cross et al., 2012, pp. 957-967). Emotions and strategies in the field education have centred on the student for so long a time to the neglect of the teacher (Hofstede, 2011, pp. 1-26).

As a result of this neglect, the potential of many educationists and researchers seeking to achieve better performances in academia has fallen short. It has fallen short of vital ingredient like the teacher to an extent the teacher has relinquished all the powers in the training institution to the student. The results are obvious and can be seen by all; as the moral fabric of every society is falling to the ground. However, this will not be focus of this study and the researcher will leave this for other researchers, probably in the near future for more investigations (Philipp, 2007, pp. 257-315).

The researcher however believes that when due attention is paid to teacher as well, the gap will be bridged to some extent. The results of this study will also make many enrols in the already prevailing works in the field and some attention will be given to the teacher too. Going forward, the teacher's situation will help complement the effort of workloads around the students in order to achieving a near perfect system.

1.3. Objectives

The objective of this work is to bridge the gap in the research work already done in the field and also serve as an opening concept in the future comprehension teacher emotions skills and teaching styles. The knowledge of the emotional skills teachers and their teaching styles will help the teachers, first and foremost to understand themselves and bring the best out them in order to train students in best of ways. The results of this work would in the long run assist teachers in many ways to deal with their emotions in a way that would have positive effects to the development of teaching and student learning (Trigwell, 2012, pp. 607–621).

It is the ardent hope of the researcher that, this piece of work would be a source of reference for policy makers in higher institutions of governments, school leaders, and researchers to create the right strategies which would motivate teachers to make good use

and effectively manage their emotions to realise the best quality of teachers' practice (Schutz & Zembylas, 2009; Yin, Huang, & Wang, 2017, pp. 907-923).

1.3.1. General objective

The general objective of this research is to investigate teacher emotions skills and teaching styles of the teachers in terms of some variables. Following research questions are answered in the context of this objective:

1.4. Research questions

- I. What is the effect of gender variable on Ghanaian prospective teachers' emotion skills and teaching styles?
- II. What is the effect of age variable on Ghanaian prospective teachers' emotion skills and teaching styles?
- III. What is the effect of department variable on Ghanaian prospective teachers' emotion skills and teaching styles?
- IV. What is the correlation between teacher emotion skills and teaching styles of the Ghanaian prospective teachers?
- V. What is the rate of teacher emotion skills explaining the variance of teacher styles?

1.5. Significance of the Study

This study is designed to explore teachers' emotional skills and teaching styles in the educational sector of Ghana specifically the emotions teachers are likely to exhibit in the course of preparation for and delivering of lessons and when they come into contact students of any grade within the jurisdiction of the definition of basic education. Furthermore, it will measure the effect these changes in attitudes or emotions of prospective teachers have in comparison to the teaching styles of the teachers in the learning environment. The timing of this study has been crucial and necessary as the competition is highly heated up in the educational sectors of Ghana why all stakeholders are interested in seeing a better performance in the country. This has stirred a quick demand for change amidst an unpredictable learning environment calling for various

teaching styles and methodology to produce brilliant students in schools and productive leaders for the societies in the future. Stakeholders like governments, school proprietors/director, teachers and also parents demand rapid changes and making use of the available technology at hand in this twenty – first century to improve teaching skills across all areas of education to achieve high-performing students. These demands don't come so easy for any of the stakeholders and the students too.

Teachers especially must constantly be on top of their game. The results of this study will reveal the nature of the teaching styles of teachers in the educational setups in Ghana is affected by teacher emotions. This information will help managers and policymakers of the educational system of Ghana understand how to effectively and strategically align their internal and operational processes to enhance the operational efficiency of the teacher to advance their teaching skill irrespective of the changes in their emotions to produce a high calibre of students for the competitive of industries in real life work.

1.6. Limitations of the study

The restrictions encountered for this study included the lack of time and the wherewithal to expand the sample population because the researcher's dependence on his colleagues in the various Colleges of Education which didn't come easy and the researcher had travel down to Ghana from Turkey. Also, because it was only the final year students who could adequately give information to realise a better research work, additional efforts were made to get them because they were dispersed across the various towns in the region. It would have been easier if they had returned from the out-teacher practicum service. Furthermore, the data collected would have been significantly impacted the study if it was open to other teachers in the field to incorporate their experiences over the years and as against the inexperience final years still under training. Thus, the outcomes of the study were not the representative of the general situation in the Teacher Training Education of Ghana as it was not all Teacher Colleges of Education in Ghana that were used for the study.

Also, subjective methods of assessment were used to assess the teacher emotion skills and teaching styles which may be susceptible to bias from the respondents.

However, care was taken to reduce the bias as much as possible. Specifically, intentional efforts were put into the work to find literature of previous works regarding teacher emotion skills and teaching styles against gender and age especially in Ghana. None was readily available to the researcher. Thus, limited to first and foremost materials written elsewhere in the world in English language, and a few others in Turkish. The research thus, was mainly around these key constructs; teacher emotions skills, teaching styles, prospective teachers, and Ghanaian students though not limited to them. The researcher would however acknowledge too, that, other intersecting concepts made up for the work and influenced the analyses.



CHAPTER TWO

II. LITERATURE REVIEW

Chapter 2 purposely concentrated on the literature. The views reviewed include, teacher emotions and teaching skills, and the characteristics of robust and effective teaching skill in the turn advancement in the 21st century.

2.1. The Educational of System of Ghana

Before 2017, Ghana defined basic education from kindergarten up to Junior High School, however, due to the ever-changing systems aimed at achieving efficiency in the educational section has led to the addition of Senior High School in Ghana in the basic education category. The addition of Senior High School to the basic education of Ghana has caused a ripple effect on the whole education sector. Teacher Training Colleges were rebranded as Colleges of Education affiliated to the traditional state – owned universities (Acheampong, 2002, pp. 11 – 30). The Colleges of Educations will now award degrees in basic education as opposed the diploma in basic education before. The Ghanaian education system is centralised by the Government of Ghana, planned and funded like most countries do. There are three key stages of education ladder in Ghana before a student gets to the tertiary level (Acheampong, 2002, pp. 11 – 30).

The three key stages of the educational ladder of Ghana are known as primary, junior high and senior high school. Until 2017 only the primary and junior high schools which comprises of nine (9) years of education in Ghana were compulsory and free by an act of constitution. As part of a political campaign promise fulfilment, the other three years in senior high school has also made free. Ghana uses 6 – 3 – 3 system (Aboagye, 2008). In Ghana pre-schools are not compulsory as the age for compulsory education begins at 6. The educational programme in senior high schools in are rendered in two categories, general senior high schools and technical/vocational schools (Asare et al., 2012).

After the basic education, students continue their tertiary education in areas of their interest. In Ghana, it is three years in the training and two sandwiched years or four years for regulars in the universities. Ghana has made all teacher training programmes like any tertiary education programme in the country four years after the approval from the Parliament of Ghana was passed (Adu – Darkoh, 2014). Comparing with other countries it can be seen that Turkey’s teacher education programme like any other is four years after the prospective teacher candidate has successfully completed high school years, France has 3+2, South Korea 3 years, and Germany 3 years. England too has 3 – 4 years + 1 year (Ayküz, 2012).

The concurrent education model commonly used in Germany and Turkey. France has a consecutive education model. Ghana and England apply both models of education types of training the teacher candidate. In Ghana, for instance, the concurrent model is applicable to those who from the onset, after their senior secondary certificate examination decide to enrol in teacher training and universities of colleges of education (Acheampong et al., 2013, pp 272 – 282). Meanwhile, those who decide later after earning degrees in various fields of their study during the university education in a non-education programme from the university used the consecutive model. These students are required to take education programmes especially in pedagogical formation to earn the statuses of professional teachers (Agbeko, 2007, pp. 73 – 80).

In the case of Ghana, a student should have passes in six (6) papers including English, Mathematics and Integrated Science in the West African Secondary Certificate Examination (WASSCE) organised by West African Examination Council (WAEC). On average the total aggregates of the candidate’s best six should not exceed twenty-four (24). This is not different from other countries like Turkey, South Korea, Germany and England. For example, in Turkey, for a student to be accepted into the teacher education programme, the student must have passed the central examination (University Entrance Exam – the Student Selection Examination/Öğrenci Seçme Sınavı – ÖSS) conducted by the Turkish Council for Higher Education (Yüksek Öğretim Kurulu, YÖK) (Ayküz, 2012).

In other countries, for instance Germany, before a student is admitted into the initial teacher training college s/he is required have an Abitur (diploma) upon graduation from a high school and Hochschulreife (a pass to enrol in the university). In South Korea,

an additional test is required after the graduating from high school (Chung & Choi, 2016, pp. 215-235). In England, high school graduate must have a grade not less than a “C” in Mathematics, English and Science in Certificate of Education at Advanced Level (GCE). France’s consecutive model of education means that all students must have entered a three-year Diploma in Bachelor of Arts (Baccalaureate). Ghana has targets of providing high qualification to students in all fields especially teacher education. These include students’ personal development, students’ advancement in scientific and technological skills. The basic objective is how to train teachers to act as facilitators to students and acquire better classroom management abilities, be able to empathise for every students’ uniqueness, effectively use the methods and techniques in teaching, and encourage group works. It does not really matter which country it is (Agboka, 2000).

Every country wants the best for their citizen as well as been viewed as the best when it comes to what the country has to offer. According to Zembylas et al., (2014, pp. 69-80) all that is expected from the teacher after graduation is to impact lives by bridging the distance between theories and practice almost invisible to bring the best out of their students. Aside the eight (8) core courses which are compulsory for all students in the colleges of education in Ghana; these specialisations in the Ghanaian teacher training education programme are categorised into two areas; namely science-based and vocational based programmes.

The science inclined programmes are further categorised into five areas of specialisation. These are mathematics, general science (which comprises of biology, chemistry and physics), agricultural science, technical skills and physical education. The vocational inclined programmes include English language, French, social studies, life skills and vocational skills. The emphasis of teacher training education programmes is mainly to serve the teacher demand in the basic schools in Ghana (Anamuah – Mensah et al., 2008). The subjects that are given credence in the programme are basic mathematic, basic science, agricultural studies, education, cultural studies, English language, Ghanaian language (Depending on the geographical location on the school), and physical education.

In addition, the courses in education entails the following; Trends in Education, Guidance and Counselling, Psychology in Education and Research methods. Due to the nature of how basic schools are run, a teacher needs knowledge in all of these areas to be

effective in their delivery. As such any teacher who has desire to teach in the senior high school is therefore required to take up top-up programmes leading to degree in a specific field of study (Anamuah – Mensah et al., 2008).

On the contrary, in certain countries like Turkey teacher training education programmes are run by universities in the faculty of education. The content is such that teachers are given specialised training in particular fields. This specialised training allows the teachers to fit into teaching high schools as well as middle schools and primary schools. Usually the composition of the faculties of education is made of departments (Aykiüz, 2012). The common ones are computer and instructional technology department, fine arts department, educational sciences department, mathematics and science teacher department, social sciences and Ghanaian language department, basic education or primary teacher department, foreign language department, just to mention but a few. The composition is dependent on the university and the capacity to roll out those specialised programmes.

The content of the curriculum for the various departments are so varied that, they have very few subjects or courses in common. The common courses are introduction to education, introductions to computer, educational psychology, measurement and evaluation, classroom management, research methods, guidance and counselling, etc. The curriculum of Ghana teacher education programme could be compared to an extension of the senior high school until recently when changes have been made to transform them into tertiary schools to meet the global standards (Anamuah – Mensah et al., 2008). Aykuz (2012) argued that in order to get teachers teaching at the highest level of quality, teachers should not deviate from a particular form. In the Ghanaian Colleges of education teaching methodologies are emphasised, teachers have a higher stake in deciding the kinds of methodologies and which educational materials to use. However, the modes of examinations, evaluation of education in colleges of education in Ghana still out of control of the teachers even after the current reforms that has given the Colleges of Education the tertiary status (Acheampong, 2013, pp. 272 – 282). All teachers must adhere to gaining some basic method of delivering lesson a consistent but innovative manner.

The variations come in when the Colleges of Education in Ghana get into the picture. Before, the whole assessment was primarily the responsibility of the Institute of

Education of the University of Cape Coast. A committee of examiners would set examination questions for all the Colleges of Education to be tested on at the same time across the country. Prospective teachers have to pass these examinations as well as score good marks in the external teaching practice to be considered for postings even though if a student fails any exam during the period, it doesn't affect their placement process except that they have to retake those courses (Aboagye, 2010, pp. 100 – 109). Nonetheless, with the current development where Colleges of Education have been granted the Tertiary status though without autonomy. They have been distributed over the traditional Government – owned universities as affiliates and so the assessments of students would be relayed to the tutors or lecturers in the various Colleges of Educations with supervision from the affiliate universities (Awuku, 2000, p. 35).

2.2. The Concept of Teacher Emotions

Emotions are perceived as mental circumstances (Hargreaves, 2000, p. 811) and generally comprehended as comprising of many components (Sutton & Wheatley, 2003, pp. 327–358), encompassing changes in systems, a collection of intellectual, functional or bodily and communicative components. They are characteristically associated to and affected by outlooks (Philipp, 2007, pp. 257-315; Yao, 2015, pp. 12505-12517). Like emotions, attitudes are apparent through deeds and they efficiently expose one's thoughts, views or temperament. Nonetheless, emotions have the tendency to change faster than they are expected to be. The consequences of the emotional changes are deeply felt and well – thought – out to be “less cognitive than attitudes” (Philipp, 2007, pp. 257-315). The concept of teacher emotions is basically related to movement and changes very often. Emotions are “socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts” (Schutz et al., 2006, pp. 343–360). Emotions are very important in the teaching and learning institution (Cross et al., 2012, pp. 957-967; Fried et al., 2015, pp. 415-441; Hargreaves, 1998, pp. 835-854; Nias, 1996, pp. 296-306; Schutz et al., 2006, pp. 343–360).

Certainly, enjoyment is seen as a constructive emotion and it is the idiosyncratic feeling of goodness associated to a precise endeavour. Enjoyment is well thought – out as feelings that emanate of being in a dominant position over certain circumstances that are also adequately treasured and fascinating (Pekrun, 2006, pp. 315-341). There are enormous benefits associated with teachers' enjoyment of teaching for their classroom instruction and environment (Frenzel et al., 2018, pp. 609-618). The relevance of acquiring the knowledge of emotions with regards to education cannot be neglected as it is the pinnacle of teaching and learning. Emotions determine the teachers' cognitive behaviour as supported by many cognitive and social psychologists (Sutton & Wheatley, 2003, pp. 327–358). As such, the enthusiasm of teachers depends on their emotion (Pekrun et al., 2002), worthiness, principles and ambitions (Kaplan et al., 2002, pp. 191-211). Likewise, the emotion of teachers affects their retention, concentration and class (Sutton & Wheatley, 2003, pp. 327–358).

It is necessary to be aware of the teacher's emotional state to avoid unwarranted burn – outs of any teacher (Fried et al., 2015, pp. 415-441). Darling- Hammond (2001, pp. 12-17) and Woolfolk Hoy (2013) having agreed to Fried et al., (2015, pp. 415-441) said “the teacher is neither warned about nor prepared for” what they will be forcing as teachers in regard the extent they will be pushed emotionally. Thus, causing a lot of employee turn-over in the teaching realm (Richardson, Watt, & Devos, 2013). A considerable number of researchers have put a lot of effort in order to advance the comprehension of teacher emotion and strength (Day & Gu, 2009, pp. 441-457) and avoid their exit from the profession (Parker, Martin, Colmar, & Liem, 2012). An important theory that contributes to the better understanding of teachers' emotion is the appraisal theory (Frenzel et al., 2009, pp. 705-715). To Chang (2009), appraisal theory assumes the role of cognitive approach when the topic of emotions is raised. Frenzel et al. (2009, pp. 705-716) made significant suggestions that five evaluations basically of which two are primary and the other three, secondary, are the major factors of emotions (Frenzel et al., 2009, pp.705-716).

There are some emotions thronging in the classroom setting. As it is evident that that there are many works of research on teacher emotions. These teacher emotions have strong collaboration to emotional incidents (Ghanizadeh & Jahedizadeh, 2015, pp. 24-39; Vandenberghe & Huberman, 1999). Teachers do go through some sorts emotional

experiences that are usually specific and discrete. These emotions experiences include enjoyment, anger, or anxiety. On the contrary these emotional experiences have not received the needed attention they should have been given in researches (Frenzel, 2014, pp. 148-163; Keller, Frenzel, Goetz, Pekrun, & Hensley, 2014; Schutz & Zembylas, 2009).

2.2.1. Enjoyment

High levels of enjoyment in teaching for a prospective or in – service teacher seems to be related to the kind of particular instructional strategies the teacher has chosen (Stipek et al., 2001, pp. 213-226), a student – centred perspective (Trigwell, 2012, pp. 607–621), and some attitudes, beliefs and practices, including teachers’ own self-confidence of a particular teacher (Stipek et al., 2001, pp. 213-226) and the teacher’s preparedness to take up certain bigger ventures (Trigwell, 2012, pp. 607–621). A combination of such teaching instructions, philosophies and teachers’ enjoyment have the recipe that are vital for improving the quality teaching in any discipline in the education system (Stipek et al., 2001, pp. 213-226).

Looking into previous studies, enjoyment has always played the role of being an indicator for the prospective teacher to be motivated from inside of himself or herself. This brings the enthusiasm of the prospective teachers to bear as without enthusiasm a whole face of the prospective teachers’ competence is eroded (Baumert and Kunter, 2013, pp. 25-38). The prospective teacher’ attitudes, sentiments and concerns go a long way to affect his or her mood of happiness and universal enjoyment (Lohbeck, Hagenauer and Frenzel, 2018, pp. 111-120). With the statement of this fact, it can be hypothesised that enjoyment of teaching of prospective teachers can be related to another crucial portion of effective pedagogy, which is; the readiness of the teacher to incorporate more cognitively requiring activities and decisively, to keep an astronomical level of cognitive demand as work on the activities are unleashed during the lesson (DeHaan, 2008, pp. 133-165).

Demetriou (2009, p. 213) makes a claim it is not enough for teachers to assimilate activities that are eloquent and consequential, sensible and “truly problematic for students”, but the prominence of keeping a very elevated level of cognitive demand throughout student rendezvous with the activity. This doesn’t refer to only the structure

of the activity, the means or methodology by which it is created and used by the teacher in the classroom. When the teacher is able to go through all of these, then to demonstrate that he or she is capable of accepting and rendering support to incapable students without discouraging or dictating the pace for the students to limit the critical thinking skills in carrying out any activity (Sullivan, Clarke, Clarke & O'Shea, 2010, pp. 133-142; Wilkie, 2016).

2.2.2. Anxiety

Anxiety is thought of by prospective teachers in so many varying circumstances that can be said to be as an intricate psychological spectacle caused by many great fluctuations which contribute to the intensity of anxiety people, especially teachers, experience in their job. The intensity of anxiety can be different from an individual to the other as a result of many factors. These factors could be gender, experience, marital status, age, and whether or they work for a private or state institution. A research conducted by Daniel Veronica (2011) indicated that gender produces significant differences in the intensity levels of experienced anxiety. When the results of her investigations were compared with their male opponents, the female endured most from higher level of anxiety and depression.

Also, other works by Klassen and Chiu (2010) unravelled there was a link between the years of experience and challenges academics face on the job. Generally, teachers have always been some of the victims. Anxiety is considered as a stumbling block to teachers. It affects their general instructional process to realise teaching objectives and which would explain a high level of burnout (Frederickson, 2001, p. 218; Kikas et al., 2016, pp. 270-277). Anxiety brings the teachers' performance in teaching to lower levels in the class which, as a result increase the burden in facilitating the process of teaching and successfully achieving the course objectives (Hobson et al., 2009, pp. 207-216).

The levels of anxiety displayed amongst teachers have been proven throughout various studies. The notable ones amongst them are gender, experience, nature of school and its environment, the persons' own self, behaviour of students, teacher's interaction with administration of the school and parent association. Others are the context, financial issues, unproductive alterations in the curriculum and many more affect or influence to

the level of anxiety amongst teachers. Teachers' attitude to their work is influenced by the prevailing circumstances (Shillingford et al., 2012). Referring to the works of other researchers working in the field, Travers outlined the unacceptable basic issues derailing the effort of teaching, put bottlenecks or creates apprehension amongst teachers as impoverished physical working conditions, lack school buildings and necessary facilities, nervous environment, large class sizes and difficulty in creating a silent environment (Travers, 2003).

2.2.3. Anger

Though teaching is said to be very rewarding in most cases. If doesn't come directly in the form of monetary values, the academic development which instituted into the students alone is sufficiently satisfying. On the other hand, teaching can reach extremely frustrating levels. During these times, teaching can extraordinarily be difficult and time consuming. The lack of resources in most educational institutions can overwhelm the teacher to the extent that the teacher is unable to meet their teaching targets and or not being able to cover all students during the lesson the period. This can make the average and very good student to fail to acknowledge the kind of effort some of these teachers are making under constraints. The inability of the system, first and foremost and then the student to appreciate the efforts of the teacher can put the teacher in a frustration situation.

Many psychologists have drawn conclusions from their works that most teachers presume that anger and burn-out amongst teacher is largely due negative emotional conditions, on the contrary, anger is necessary emotion that is usually required to keep people more conscious of problems and devising means to counter such issues (Deffenbacher, 1996). In this section of my research, I will dwell a little bit on anger and explore the causes of anger among teachers and how teachers can use that to motivate themselves and students to achieving the best in the teaching and learning environment.

Anger is an emotional state in a person finds himself or herself when one's aspirations are being curtailed, or the person's feeling is incited, or their personality is being insulted (Spielberger, 1999). An action inflicted upon another person with the motive to cause pain or aggression to the said person or something (Deffenbacher, 1996).

The ability to able to differentiate anger is crucial. It is sometime thought of as being just the apparent display of belligerence. However, in the real essence, aggression is the fundamental cause of emotional anger and also a harbour of other emotional thinking and behaviours. The general understanding of the term anger will guide us appreciate that it can sometimes capitalise on emotion to bring the best out of students (Deffenbacher, 1996).

Deffenbacher (1996) enumerate the main cause of anger as provocation, filters that people use to interpret events and personal pre-provocation psycho-biological state they find themselves. The most common and easily appreciated is the provocation. This is the event that immediately preceded the anger (e.g., students blatantly defying orders of a teacher). Provocation gives people the excuse to be angry. Provocations are not necessary the root cause of anger, otherwise the same events will cause equal levels of anger amongst different people at different circumstances. Fortunately, or unfortunately it is not so. Although provocation is necessary to spark anger in people but levels anger or their intensities are always different.

Anger is mostly influenced by the manner in which actions towards us are interpreted. Some other factors come to play. Our values and experience usually have a strong connection in determining whether we should be angry or not. When people provoke us or make gestures towards us, we take those actions through a lot of interpretation to value the extent to which it was offensive, fair, justified or it was worthy of blame. It the feeling after this scrutiny that ignites anger (Deffenbacher, 1996). Deffenbacher's third cause of anger is the pre-provocation state which basically is the mental state one finds himself before a provocative action was inflict upon him. The conditions which people find themselves is very necessary for them to get angry especially if they were not in a good mood (Deffenbacher, 1996). An example responding rudely to a teacher who allowance has delayed.

Teacher usually get angry at some instances like rude or discourteous students' behaviours, students who intentionally refuse to obey the teacher's commands, provocation from top management of the school and sometimes the content of the subject they teach, just to a mention a few. Researchers have shown anger is not limited to aggressive behaviour like yelling, swearing, hitting and other destructive ways but could be expressed in other forms that would be beneficial and adjustable to situations. It

sometimes makes us conscious of our environment and aids to us to thoughtful actions to confront the wrong (Aarts et al., 2010, pp. 1406 – 1410).

Relationship building in the classroom is very crucial to making the environment adaptive for the teacher and students to be able to attain their teaching and learning goals. Thus, teachers ought to control their outburst on students in a manner it does not ruin their relationship in any form (Aarts et al. 2010, pp. 1406 – 1410; Ford and Tamir 2012, pp. 685-689), our reaction is so much anticipated to a continuing relationship to that is beneficial for the both the teacher and the students (Robertson, Daffern, and Bucks 2015, pp. 74–83). The teacher is expected to assume leadership in the situation and respond to the provocation that leads to the anger in order to reach a position better than before (Van Kleef, Anastasopoulou, and Nijstad, 2010, pp. 1042–1048). Nonetheless, there are instances when the best action to take is to quash the anger, or forgive or even screech our throats out when it is necessary (Goldman and Wade 2012, pp. 604-620).

2.3. Teaching Styles

Teaching styles are basically teaching methods, that are deemed to be the general principles, educational, and management strategies for classroom training. According to Jarvis' (2004) definition, teaching style “embraces the enactment of philosophy; it made up of evidence of beliefs about principles associated with and attitudes toward all the components of the teaching-learning exchange”. “The term itself has no specified and an accepted-by-all explanation. However, those that are most recognised interpretations by the majority of people is referred to it as “a set of teaching tactics” (Yan, 2011, pp. 82–97) “instructional format” (Wilkins, 2009, pp. 23-36).

Teaching styles mirror all of teaching methodology, tactics, and approaches that teachers deploy to teach a certain subject to a particular group of students (Cooper, 2001). Conti also defined teaching styles as “the distinct qualities displayed by a teacher that are persistent from situation to situation regardless of the content” (Conti, 2004). It was until the start of the twentieth century that we began to see different styles of teaching as many researchers have devoted time to instigate alternative ways of teaching and learning (McCoy et al., 2006, pp. 77-91).

As a result of these investigation it become a common knowledge that students had so many differences and so the same teaching style could not be applied to every one of them (Watkins, 2006, pp. 185–204). “The younger generation who are not from the conventional cultural class usually have control of the cognitive styles that are not similar to those promoted in the schools. These inconsistencies can lead to non – appreciation, and culturally inappropriate interaction, assessment, instruction, or discipline. Below par performance, lack of pride, and misbehaviour can result.” (van Uden, 2014, pp. 21–32)

The works of John Locke and Jean-Jacques Rousseau inspired different teaching styles in today’s education across the world (Doherty, 2003). According to Locke, the physical habits of a child must be paramount to every other thing in a quest to the development of the child. Rousseau had the belief that less books should be used in training the child but the entire education should focus on how the child interact with the remaining world (Dupin, 2004). It is important to have varied ways of teaching in order to realise every student’s potential. Unfortunately, the decision of teaching styles largely rests on the school design for its development, the classrooms available, the demographics, the teacher’s educational philosophy and to cap it all, the subject been taught (Barret, 2007).

2.3.1. Types of teaching styles

Teaching styles are determined by a teacher’s educational value system, and stem from the teacher’s philosophy of education. A teacher’s awareness of their own teaching style(s) can help them improve their teaching methods, and inspire more students’ participation and in the long run, the aftereffects of the students. Teaching styles is mostly the pattern of teaching established on most frequent ways to improve the student end results in a manner it was expected (Dolmans et al, 2003, pp. 431-446; Behar-Horenstein, 2006).

Teaching styles refer to the teaching strategies employed and also the application of precise genres of rhetoric. Schneider says in most cases teachers do not know the teaching styles they are using and described it as an “emergent property.” There are five main types of teaching styles and methods to choose from (Barret 2007).

2.3.1.1. The Authority style of teaching

The authority method is universally known and called the lecture method. In this method of teaching students are restricted to strict sitting and listening to what the lecturer has to offer. Usually the topic of delivery is already known to the students. The students pen down vital information from the lecture and try their best to memorise and reproduce to the best of they can. This style of teaching is predominant in schools where the population is large like the universities and some high schools (Tran, 2013, pp. 57–65).

2.3.1.2. The Demonstrator style of teaching

The Demonstrator method of teaching is popularly referred to as the coaching style of teaching. It is somehow similar to the authority style of teaching as this style of teaching also exerts some sort of authority within the walls of the classroom. Nonetheless, the demonstrator style of teaching adds certain element to the traditional verbal instruction like state – of – the – art technology to do presentations, lots of demonstrations and activities to enhance the comprehension of the teaching the topic. The setback to this style of teaching is that it has very little room for student – teacher interactions (Dolmans et al, 2003, pp. 431-446; Behar-Horenstein, 2006).

2.3.1.3. The Facilitator style of teaching

The facilitator style of teaching is an activity – based style of teaching that encourages self – learning through peer – to – teacher learning. This style of teaching is directly opposite to the authority styles of teaching. It affords the teacher instead of providing answers to students' questions, rather the teacher asks questions to the students. This helps the students to develop some deep sense of thinking to enable a better comprehension of the subject through their own discoveries to improve their problem – solving skills. This style of teaching is most appropriate for smaller – sized classrooms because the facilitator needs adequate time and space to get in touch with every student during the lesson (Dolmans et al, 2003, pp. 431-446; Behar-Horenstein, 2006).

2.3.1.4. The Delegate method of teaching

This style of teaching is predominantly used for topics or subjects which are usually done in groups or are laboratory inclined sort of. This style of teaching is mostly seen in a computer science, general science and some language learning classroom settings. The teacher leads and plays the role of a delegator, basically overseeing what the students are doing and encourage peer partnership and student – to student learning. This method is gradually becoming a toast of many as it now been accepted by many teachers in their classrooms. Some teachers are also of the view that this approach to teaching is taking them out of the role as the leader in the classroom (Behar-Horenstein, 2006).

2.3.1.5. The Hybrid style of teaching

The hybrid style of teaching is a mixed teaching style that teachers include private references, individual personalities and explicit interests into their teaching. It mostly common in subject areas where the teacher can easily add extra – curricula knowledge like in arts and science classes. A group of researchers think this style of teaching has a dent on the process of learning as the teacher is seen as the embodiment of all knowledge to the students (Dolmans et al, 2003, pp. 431-446; Behar-Horenstein, 2006).

2.3.2. Teaching style Portfolio

Teaching styles can also be ordered into four groupings with two parameters each: a teacher – centred approach versus a student – centred approach, and high – technology material use versus low – technology material use (Behar-Horenstein, 2006).

2.3.2.1. Student – Centred Approach

The concept of student – centred approach to learning is an approach where teachers and students have equal attention in the lesson and interact equally while the teacher still maintains authority. This approach encourages students to work in groups that are providing an avenue for the students to interconnect and partner one and another,

thus the students benefit. This approach to learning allows students to talk amongst themselves in the class leading to usually a more chaotic class and sometimes difficult for the teacher to stamp his/her authority. Classroom management is a bit difficult.

This approach to teaching draws emotions to the open, asking of students to take more accountability for what their own learning shaped upon, considering learning as a personal activity. Teachers who want to do role plays instead of presentations, or when a subject does not require formal lectures prefer this approach.

This approach is the most preferred way of teaching in the twenty – first century because it allows for interface collaborations and create an evenly conducive active space for learning and succours students to develop their critical thinking and metacognitive skills. Though, not all students are comfortable with this approach as laziness may set in quite quickly and cause irritation in some students.

This style suits best in classroom settings with very few numbers and it is easy to unearth and investigate more effectively while learning than rehearse specifics and taking notes. This approach is evidently clear in social arts like debates, drama and story – telling and science laboratory works.

2.3.2.2. Teacher – Centred Approach

The teacher-centred approach to learning, the teacher gets all the focus from the students, students work in solitary, unaccompanied and interaction is curtailed. This hasten the learning process as a result of the submission mode in which the students find themselves, theoretically, unobtrusive and listening to the teacher while being able to make individual decisions. The side effect is that, students become victims of poor communication skills, usually are not in the capacity to any meaningful question because they have been forced to be in a situation of silence and working in private for so long a time. In addition, this approach to learning doesn't excite the class letting many students to doze off during lesson because they have nothing to offer to the class.

There is little or no use of technology in this approach. The teacher is the boss of within the classroom because of the assumed knowledge they have compared to the students. As a result of this situation students are seen as empty vessels as theirs is to remain quiet, observe and absorb the knowledge that is given out.

2.3.2.3. High – Tech Approach

The global advancement of technology across the globe in the twenty – first century has redefined most of the curricula and even how most subjects has been taught in schools. These recent developments have led to high – tech approach to learning. The products of high – tech approach to learning include the flipped classroom, inquiry – based learning, game – based learning, personal learning, expeditionary learning just to mention a few.

The flipped classroom is a product of high – tech learning developed in 2007 by a couple of teachers. They did this by putting their lessons into recording and making it available to students in various homes, completed their assignments before they met in the class for the actual lessons. One disadvantage of the flipped classroom that might cripple the high – tech approach to learning is slow internet connection or lack of it. However, the approach is really a breakthrough if the students having willingness to work at their own pace.

The expeditionary learning is also a high – tech approach learning that is moulded around a project for the student to embark to bring development and some sort of exposure for the schools, communities and lives through expeditions and discoveries. The expeditionary learning encourages students to develop the thinking skills to be able solve real life issues. The Google suit is an important tool that is used to carry out the expeditionary learning.

Inquiry – based learning is a kind of learning and a high – tech approach to learning where students are presented with problems to do thorough research or inquiry about the problem and produce their revelations and findings in slides or on web pages.

Comparative personalised learning fairly recent style of teaching where lessons are moulded to the personality of the student by considering the student's precise preferences and capabilities. The backbone of the personalised learning is built on the choices the student makes and the student's self – direction. The progress of the students is based on their mastery of the instantaneous topic irrespective of the level in school. This personalised learning is not restricted only the topics or subjects in the class but also the professional choice of career of the student, monitored a superior to aid the development of the student.

Last but not the least, game – based learning creates an environment for a student to improve their mastery on a particular knowledge instead of worrying about making the grades cut. The student improves their problem – solving with consistency on the particular problem until perfection or near perfection is achieved through experimentation with different activities. Just as it plays out in games, any achievement made by the student earns stars and new ranks.

2.3.2.4. Low-Tech Approach

Just as the benefits of modern – day technology has enhanced the understanding of many activities in school especially the lessons in the classroom, many schools from different walks of lives in the world are unable to match the demands of these new technology because they lack the funds to start with. However how poor these schools might have found themselves, they would be left of the new trends in technology. As a result of this, they resort to a teaching approach that requires less of technology. The teaching approach they resort to known as hands – on learning or known in other circles as kinaesthetic learning. Kinaesthetic learning is a kind teacher – centred approach to learning that makes use multiple intelligence concept. Multiple intelligence is the perception that every student has stronger understanding and perform well in some subjects than others. In this kind of learning approach, students' strength dwells more on physical activities than lectures. Even though this approach to teaching is not wide spread, it is acknowledged that, this style of teaching is cheap and uses less of technology to develop the strength of students.

Low – tech approach to learning also uses the differentiated instruction method. This is a student – centred teaching style which is objectively structured to be consistent with the development of all students by the teacher. It is wide spread amongst student with special needs. Some students are too weak or intelligent to for the grade they find themselves. Teachers have to device their own ways to give equal access to these students. Differentiated assignments are assigned to these students in various subjects according to their abilities and monitored keenly to track their progress. This is a low – tech approach to learning because it is orthodox and easy to adapt and most importantly it does not need the use of technology.

2.3.3. Technology Versus Teacher/Student Centeredness

The learning approaches can show graphically as below in Figure 2.1 when contrasted with the level of technology that goes into any of them during the contact period of the lesson. The Direct Instruction is the most teacher centred and the least in terms of use of technology. Kinaesthetic Learning approach is though, a bit adrift the teacher centeredness approach to learning but still uses very little technology. It can be seen that Differentiated Instruction is found in the quadrant towards the student centeredness but a little more use of technology compared to the Direct Instruction and Kinaesthetic Learning approaches. Expeditionary Learning get moderately high use and of technology and so much student centred.

The upper segment of the figure shows that Inquiry-based Learning is inclined towards student centeredness and a considerable of use of technology though, less than it is used in Game-based Learning. Flipped Classroom approach to learning uses a lot of technology but the teacher plays a big role. Personalised Learning is the most student centred and the approach that uses technology the most. Most of these approaches have their pros and cons, however the approach that is most favoured would be the Personalised Learning.

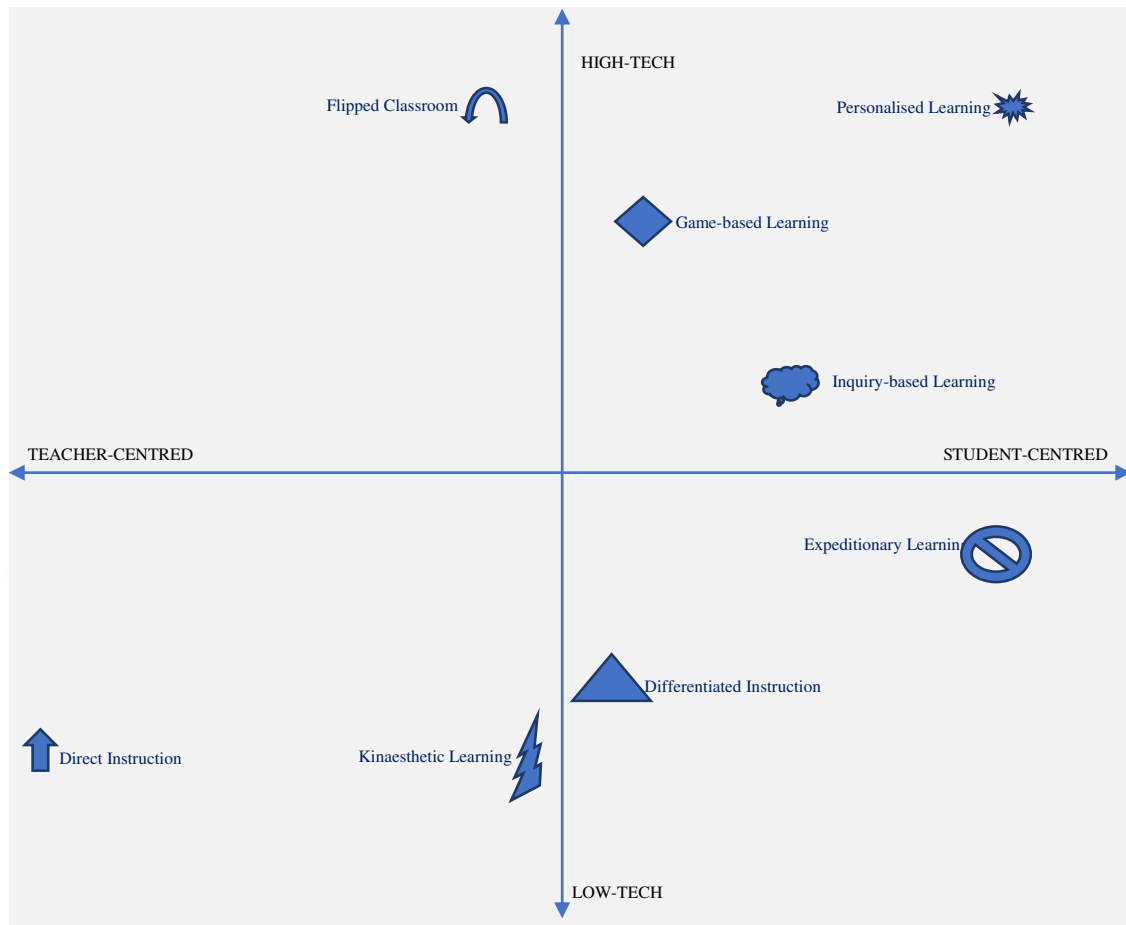


Figure 2.1. Teaching Styles Crossed Referenced.

2.3.4. Teacher Participation in the Learning Process

It is a general consensus amongst researchers that teachers and teacher participation in the learning process is brought to the frontline evidently by exerting their styles of teaching are undeniably one school-based asset in the formative of students' future academic success and lifetime outcomes which cannot be done away with (Rockoff, 2004, pp. 247–252; Rivkin et al., 2005, pp. 74–83; Chetty et al., 2014, pp. 2633–2679). This ideology has led to so much resources being pumped into the development of teachers' teaching styles to enable their participation in the learning process to improve students' learning in general (Goe, 2007).

Other researchers have defined teacher participation in learning by the development in student learning, usually based on students' standardised assessment results (Chetty et al., 2014, pp. 2633–2679) have shown that most efficient teacher

participation in the learning process had a higher tendency to induce love in students for learning and proceeding to seek further studies in colleges and universities, have more returns in salaries and wages, reside in premium neighbourhoods, have capacity to invest in their retirements, and had almost chance of being involved in adolescence vices of various degrees.

This capacity of a high effective teacher participation in the learning process to significantly enhances their teaching styles to improve and make a difference in the lives of their students has compelled most researchers and policymakers to thoroughly understand the underlying factors that contribute to a teacher's participation in the learning process. However, there will be elaboration on the relationship between specific teacher characteristics in participation in the learning process and student achievement (Wayne and Youngs, 2003, pp. 89–122).

2.3.5. Teacher Experience on their teaching styles

Teacher experience is basically how long or the number of years that a teacher has moderated lessons as a classroom teacher. These number of years comes with total improvements in the teaching methodology and styles of the teacher as well the content of knowledge the teaching is imparting. A considerable number of researches have demonstrated that there are positive relationships between teacher involvements and their teaching styles (Wayne and Youngs, 2003, pp. 89–122).

Rice (2003) established that the relationship that exist between teacher experience over the years and the improvement in their teaching styles was most prevalent for teachers across the basic school level in Ghana. Other research works conducted on schools, mostly in the in the United States of America by Wiswall (2013, pp. 61–78), Papay and Kraft (2015, pp. 105-119), and Ladd et al., (2017, pp. 241-279), and another in the Netherland by Gerritsen et al. (2014), also showed that teacher experience had a transformative consequence on their styles and the general performance of the students.

On the contrary, many other researches have had varied results to show that there is no enough statistical significance relationship between teaching styles and teacher experience (Hanushek and Luque, 2003, pp. 481-502; Wilson and Floden, 2003; Blomeke et al., 2016, pp. 21-50; Gustaffsson et al., 2016; Luschei and Chudgar, 2011, pp. 507-

533). Another group of researchers have the view that teacher experience on their teaching styles is only significant during the early years of the teacher on the job, the same cannot be said during the later parts of their years in teaching (Rivkin et al., 2005, pp. 74–83; Boyd et al., 2006, pp. 176-216; Staiger and Rockoff, 2010, pp. 97-118).

In the first few years of a teacher's career, accruing more years of experience seems to be more strongly related to student achievement (Rice 2003). Rockoff (2004, pp. 247–252) revealed that, when comparing teacher experience to student test results, teacher experience was positively related to the general performance in the educational sector especially the that of students. The research work of Phil and Leana (2009) adds additional nuance; they showed that students' performance in the school was greatly enhanced by teachers' experience in the same stage over long periods of years, if the teacher doesn't change classes over those periods.

2.3.6. Climate Building

Climate building is highly necessary to have all students improving. Though the onus lies on the teacher to create an atmosphere in the class that is warm enough to enable student build their capacities in whatever field they find themselves. The teacher must foster an environment that encourages student collaboration in the aim of developing every one of the students (Sanacore, 1992, pp. 295 – 303). Every prospective teacher must involve their student, whether experience or inexperience, to enhance and build their capacity in the right direction (Brown, 1997).

The school climate could most of the times be full of intoxicating behaviour from other colleague teachers and most often by students. Some senior students especially in the boarding schools make it their habit to bullying the juniors and weaker students. This intoxicating behaviour can kill the morale of student to learn properly when in school. Some other toxic climates are teacher outburst, severed students, unplanned wreckage and untidiness, and cultural and socio-economic differences, among others. Research works in these areas have shown that the antidote most of these issues is a positive school climate.

Research also shows that positive climate building decreases absenteeism drastically, reduce the cases of suspensions, minimise substance abuse amongst students

and teachers and kills bullying, in effect it does increase students' academic performance and the general performance of the school, more and more students are encouraged to learn, and psychological well-being of both students and teachers are highly improved. A good climate built has the ability to alleviate the negative effects of self-criticism and socioeconomic status on academic success. In addition, working in a climate that well managed and built mitigates teacher burnout while increasing retention.

2.3.7. Learner – Centred Activities

The thought of learner-centred teaching pre-dates history. It was captured in Plato's Socratic dialogue, where the teacher used specific questions to help the student construct their own knowledge. The earliest publication of learner – centred teaching was in the eighteenth century by Rousseau Emile (Darling, 1994). In that publication, Rousseau advance the idea that both physical and mental alertness was not lacking in children, thus recommending that education should be based on the alertness or activeness of these kids, without forgetting their individual variation to learning and their pace of development. The term Learner – Centred was unequivocally used in 1889, by Friedrich Froebel, a German, who put forward the idea that schooling must organised according to children's stages of development (Chung & Walsh, 2000, pp. 215-235).

Learner – centred teaching philosophies was widely accepted due to Piaget's theory of development of children and the in the use of constructivist approach to learning, which is not the same when a comparison is made between children and adults' way of comprehension and how they see things. Children's view-points is sensible with respect of their current thoughts (Ginsburg & Oppen, 1979). These ideas marshalled a period of constructivist approach to learning especially in the primary schools across the globe (Edwards & Mercer, 1987).

Learner – centred activities have changed the landscape of education across all in nations in the world. Learner – centred activities have helped the rapid development of how the curriculum ought to be, the pedagogy and how established a new relationship between schools and communities have become (Brodie, Elliott, & Davis, 2002). Though learner – centred teaching has strong foundations, it is perceived differently in different regions of the world. Learner – centred teaching in Ghana is perceived as a "messiah to

the educational sector” that will effect total change in the positive direction of school children and the community at large. Policy makers in Ghana are using all the advantages of learner – centred teaching to try their best to make knowledge accessible to all students between the ages of 5 and 19 at no cost to the students nor their parents or guardians. All materials designed to aid the studies of these students must put the students as the primary focus by building the around the strengths of the students in order to achieve the goals of educations in the country.

2.3.8. Personalising Instructions

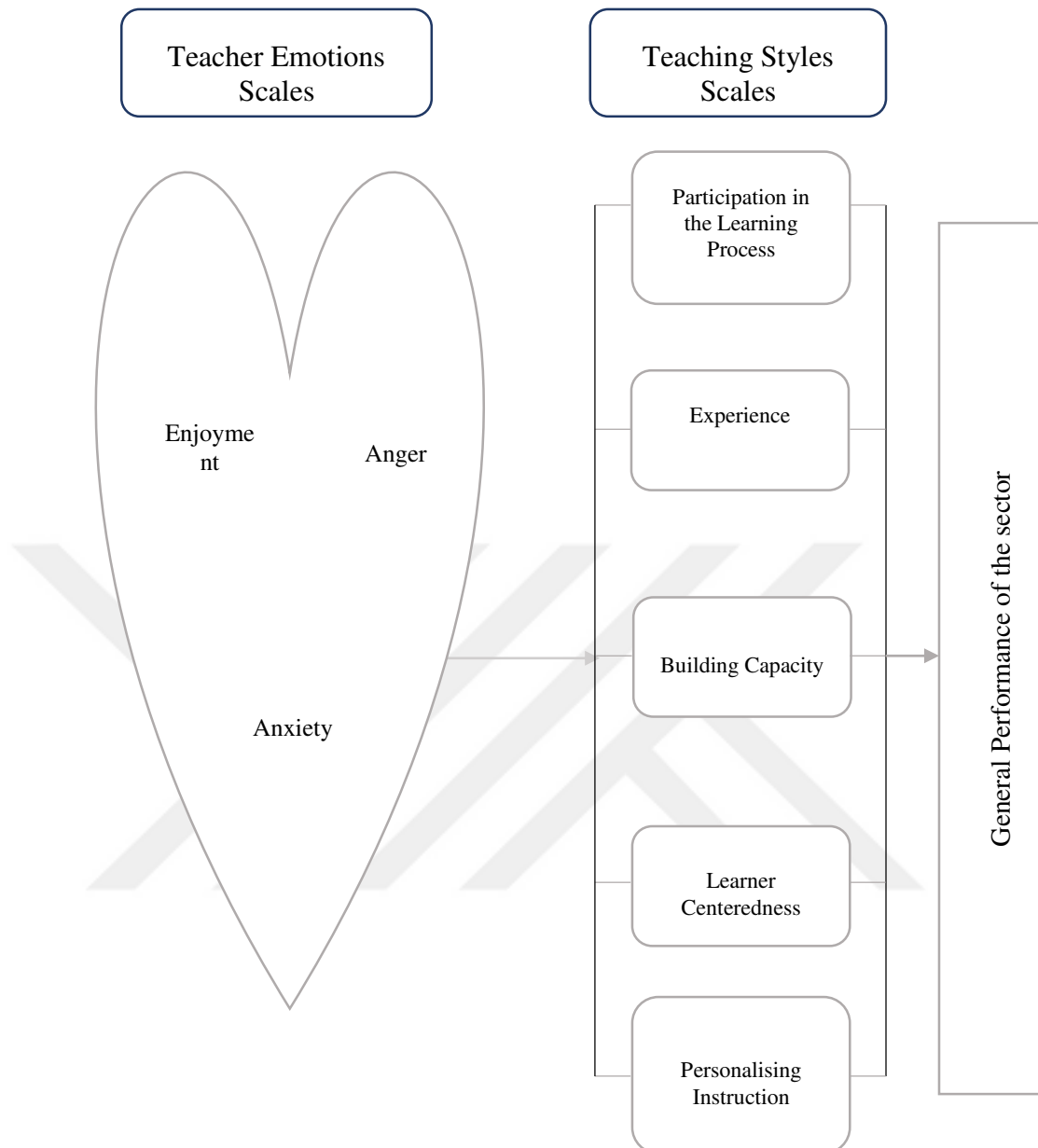
Personalised instruction is a teaching style that uses highly structured and depends on student – centred to be carried out effectively. The works of Keller Sherman was very crucial to the development of this style of teaching in the modern day of education (Keller, 1968; Sherman, 1974). Personalised instruction allows the students to go through the learning process at their own capacity of absorption and pace. Notwithstanding the fact that students have to undergo a summative final examination, they still have to prove beyond all reasonable doubt that they upper in any particular module before they proceed to the next one. Teaching through personalised instructions so heavily depended on text materials. Additional tutoring for students in this kind of teaching is only undertaken for further clarifying and enhancing the understanding of the modules. Personalised instruction urges teachers to be extra innovative and exploratory. Personalised instruction is student centred and afford them to take lessons according to their capacity by different skills and knowledge so each student can have individualised content (Brusilovsky, 2000).

Emotions can be looked at, from so many different perspectives, more especially *an efficient incentive*. It has social and cognitive dimension. The research work will take into consideration the following definitions of emotion as “social construct, individualist reactions to spontaneous emergence of emotions as a result conscious and non-conscious giving of verdicts or judgements towards shaping our successes and keeping the standard of beliefs in everyday interactions”. Teachers’ emotional skills is said to be teachers’ experience of both pleasant and unpleasant emotional feeling emanating from some aspects of their work (Kyriacou, 2001). In this piece of research work we made of the

Teaching Emotional Skills (TES) and Teaching Styles (TS) scales to further understand the what the prospective teachers go through especially in the case of Ghana teacher educational institutions. This research will us to the appreciation of the various emotional skills these prospective teachers are like exhibit given during circumstance, i.e. in the course of preparing to go and teach and during the main lesson delivery. In addition, the how these same emotional skills play out when the prospective teachers engage a particular group of students. What is the aftermath of these emotional skills, do they impact the teaching the teaching styles?

The framework was built upon the works of Frenzel et al., (2016, pp. 148-163) Teaching Emotions Scales and Fumiko et al., (2014) Teaching Styles Scales. The research selected these models among several other models for teacher emotional skills and teaching styles due to the capacity to measure and further enhance the understanding of teaching emotional skills and teaching styles in the Ghanaian educational sector. For the assessment of the teacher emotional skills and teachers' teaching styles amongst prospective teachers, Frenzel & others' model represents a demonstration on the use of the three basic emotions to illustrate the teachers' emotional skills in field of education in where it gives more comprehension into the topic (Hill & Jones, 2007). The assessment of teaching styles of prospective teachers in the study dwelled on many approaches involving constructs such as teachers' participation in the lesson, experience, climate building, learner or student centeredness and teacher's personalising instruction.

It is therefore compelling to have a good comprehension of these constructs and how they affect students' performance is required for determining the progressiveness of an educational sector in Ghana and the ways by which schools can improve and enhance their competitive advantage (Lawson et al., 2015, pp. 392-407). From this, it is safe to argue that schools' comprehension of these constructs provides them with tremendous academic intelligence about their environment and the strategic arsenals available to them in order to succeed in the sector. The strengths of this conceptual model lie in its underlying assumption of a zero-sum game in finding approaches by which educational institutions can enhance their operation and effectiveness within educational sector (Dess et al., 2005).



Source: Research own construct (2020)

Figure 2.2. Conceptual Framework of the Study

The design of the conceptual framework shows the teacher emotions scales in an emotion-like figure, a heart. In the heart – like figure the scaled factors which include enjoyment, anxiety and anger are illustrated showing the emotions teacher teachers go through. The Teaching styles serve as filters for the emotion scales. The emotions go through the filters of the teaching styles to determines the general output of the teacher and the performance of the student.

CHAPTER THREE

III. RESEARCH METHODOLOGY

The issues presented in this chapter include the model of the research, the population and sample, data collection and tools and preliminary data analysis. These concepts in the study are presented in a more detailed and explanatory manner that bring clarity to the research process.

3.1. The Model of the Research

A quantitative research design was employed for this study. Primarily, the research established teacher emotional skills and teaching styles in the case of Ghana within the basic educational setup. For this purpose, the case study approach was used by the researcher where the researcher identified and selected Teacher Colleges of Education in the Ashanti Region of Ghana. The research model is the overall strategy chosen to merge the different parts of the study in lucid and reasonable way, thereby, guaranteeing the effective dealing with the research problem; it involves the blueprint for the collection, measurement, and analysis of data. (De Vaus, 2001).

The researcher chose to use already developed scales items of emotions and teaching styles. The questions were coiled from the scaled items that were used to solicit teacher emotion and teaching styles and so were two folds. The first, which teacher emotion scales was adopted from the work of Frenzel et al., (2016, pp. 148-163) and the second that touched on teaching styles scale was adopted from Fumiko et al., (2014). To procedures were followed to acquire the permission through e-mail correspondence.

3.2. The Population and Sample

The subject matter of this study is very technical and therefore information resides with just a handful of the students at the four institutions. Therefore, the respondents used

were the key and relevant in the various schools with the requisite knowledge and information needed to achieve the objectives of this study. According to Potter (2003) there are two key criteria for sampling which include access and relevance. The selection of the three teacher educational institutions across the country was done to ensure that the institutions are representatives of other educational institutions in Ghana. The purposive sampling technique was adopted since information sought required sampling the views of a target population.

A sample of 264 respondents mostly the final year students from these schools were drawn for the study. The sample size of the respondents for these four educational institutions were Wesley College of Education (78), Mampong Technical College of Education (139), and St. Monica's College of Education (47). A structured scaled – seeking responses was used to collect data on the prospective teachers on the kind of emotions they usually exhibit or feel of themselves when preparing for a lesson and during the teaching process, the emotions they have towards particular groups of students and how these impact on their teaching skills. A written permission was taken through the Director of Institute, Educational Sciences Institute, Firat University (Appendix 1). The data analysis was done with SPSS version 22 software. The averages of all the scaled items were taken to allow for the frequencies to be summarised according to the scaled items. A Sample T-test was done the resulting averages to get the means and standard deviations. Non – Parametric Independent test (Kruskal – Wallis) and Correlation was also run to get the Ranks of the various departments according to the scaled items and Persons Correlation.

3.2.1. Institutional Profiles of the Colleges of Education

This section presents a brief overview of the profile of the educational institutions that were selected for the study. These educational institutions as stated earlier includes the Wesley College of Education – Kumasi, Mampong Technical College of Education – Mampong, St. Monica's College of Education – Mampong. Their profiles are presented below.

3.2.1.1. Wesley College of Education

The Wesley College of Education is popularly known as WESCO. It was established in 1924, by the Wesleyan ministry. It has trained many clergy men of high reputation in Ghana and abroad. It has nurtured so many, of higher ranks in society, including presidents. In recent times, WESCO is a public educational/ professional institution of first class ranking in Ghana. Each year, the school admits about 400 students including blind persons who use braille system to learn. Educational oriented programmes are run in the school and they include Special science and mathematics, French and General education. The school is adequate equipped with infrastructure. WESCO admits student males and females of all religious background. It is compulsory for students to attend all school gatherings even if it is religious. Muslims are also allowed to say five (5) daily prayers and on Fridays as well. There is residence for all students and they are given three meals a day. (Wesley College of Education, 2018).

3.2.1.2. Mampong Technical College of Education

Mampong Technical College of Education also known as MAMTECH was established in 1967 as a teacher education institution on the premises of the Trade Training Centre was established by the British Colonial Government in 1922. The college was given accreditation to the tertiary level of education in October, 2007. It is located at Ashanti Mampong in the Mampong Municipal in Ashanti. Like other colleges of education, Mampong Technical College of Education houses all of its students. The intake is about 400 students and they are only males. (Mampong Technical College of Education, 2020).

3.2.1.3. St. Monica's College of Education

St. Monica's College of Education was established in 1930. It is referred to as MONICO It was founded in Cape Coast by three sisters with names Sr. Lailla, Sr. Dorothy and Sr. Gertrude. At the request of the then Asantehene, Nana Agyeman Prempeh II the college was moved from Cape Coast to Mampong Ashanti. It started a

three – year Diploma in Basic Education programme in 2004, and was accredited and raised to the status of tertiary institution in October, 2007. The college admits only female students. (St. Monica’s College of Education, 2019).

3.3. Data Collection Tools

The data of the prospective teachers in the various Colleges of Education used in the study was collected using scaled items questions regarding both teacher emotion and teaching styles. The itemised questions were scaled according to the adaptation used for the study was structured in two sections aside the demographics which related to the background of the respondents. These questions included gender, age, current of their study in their various schools. Then, a section A with sub-divided into two, sought to measure the teacher emotion skills.

The scaled items for the teacher emotion had a title “Measuring teachers' enjoyment, anger, and anxiety: The Teaching Emotions Scales (TES)” developed by four authors namely Frenzel, Anne C., Pekrun, Reinhard, Goetz, Thomas et al., (2016). A four-item scaled for three emotions was developed to measure the emotions of teachers that are deemed very necessary for not only the teacher but the students' well-being and performance as well. These emotions are enjoyment, anger and anxiety. These scales turned out to be exceedingly reliable, and confirmatory factor analysis backed internal validity indicating that three- factor models (enjoyment, anger, and anxiety) were superior to single-factor or two-factor (positive vs. negative affect) models. The external validation analyses gave dependable proof for theoretically meaningful relations with teachers' general affect, burnout, job satisfaction, and teacher self-efficacy. The scale-items conducted by Frenzel et al., were reliable and good as the internal consistencies and Cronbach's Alpha range between .70 (anxiety) and .77 (enjoyment). The Cronbach's Alpha for the Teacher Emotion Skills was approximately .90.

Table 3.1. Reliability Statistics for Teacher Emotion Skills

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.784	.786	3

Table 3.2. Item-Total Statistics for Teacher Emotion Skills

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TES_Enjoyment	5.9555	1.542	.633	.442	.698
TES_Anger	5.4801	1.116	.733	.540	.588
TES_Anxiety	6.2784	1.856	.551	.327	.788

After the analysis was conducted for prospective teachers in Ghana, it was the Cronbach's Alpha values for the individual items of the Teacher Emotion Skills (TES) scale ranged between .59 (Anger) and 0.79 (Anxiety) from Table 3.2. The Cronbach's Alpha value of the Teacher Emotion Skills (TES) scale after the study was approaching .784 and standardised item alpha of .786 which also proved to be good values. Hence, it can be stated the data collected for the research work was reliable to work with.

Section B of the scaled questions comprised of questions relating to the assessment of teachers' teaching styles. This was originally developed to measure the teaching styles of Japanese teachers by Fumiko Yoshida, Gary J. Conti, Toyoaki Yamauchi, and Takaaki Iwasaki in 2014. The Teaching Styles Assessment Scale (TSAS) scale had heavy reliance on the Principals of Adult Learning Scale (PALS) as its basis. The PALS measured the teaching styles in relation to adult education literature. Factor analysis and correlation were used to establish the construct and content validity of the new instrument from a national data of 1,111 nursing educators. Cronbach's alpha was computed to establish the internal consistency reliability from the 1,111 responses on the Teacher Styles Assessment Scale (TSAS). This procedure produced an alpha of .68 and a standardized item alpha of .70.

Table 3.3. Reliability Statistics for Teaching Styles

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.509	.484	30

On the contrary, the analysis on the prospective teachers in Ghana gave a Cronbach's Alpha value of .509 and a standardized item alpha value of .484 making the data moderately reliable for any form analysis. According to Kılıç (2016), the scale is an indicator of low reliability. However, these values do not mean that the scale is not reliable.

3.4. Data Collection Process

The data collection process involved a one-time collection of data from the final year students of Wesley College of Education, Mampong Technical College of Education and St. Monica's College of Education on some specific emotion they are likely to exhibit in the cause of preparing for their lessons and while teaching, the kind of emotional feelings they development with particular groups of students and the teaching skills they incorporate to navigate the lessons successfully. The scaled items were grouped into factors relating to teacher emotion and teaching styles. The study design helped the researcher to make inference on the effect of teacher emotions on their teaching skills in the Ghanaian educational setup using the data collected from the selected Teacher Training Institution in the country. The usefulness of case-based research has been explicitly recognised by researchers (Scapens, 1992, pp. 259 – 281).

3.5. Data Analyses

The background of the respondents in the study is shown the Table 3.4 below.

Table 3.4. Background Characteristics of the Respondents

Background characteristics		Frequency	Percent (%)	Response rate (%)
<i>Gender</i>	Male	174	65.9	
	Female	90	34.1	
	Total	264	100.0	100.0
<i>Age distribution</i>	18 - 21 years	65	24.6	
	22 - 24 years	199	75.6	
	Total	264	100.0	100.0
<i>Class</i>	Year 3	264	100.0	
	Total	264	100.0	
	No response	0	0.0	100.0
<i>Department</i>	Technical	49	18.6	
	Science	22	8.3	
	Vocational	47	17.8	
	Visual	44	16.7	
	ICT	51	19.3	
	Mathematics	35	13.3	
	DBE	16	6.1	
	Total	264	100.0	
	No response	0	0.0	100.0

Source: Field Survey (2020)

The itemised scales used for the study collected data on the background of the respondents. As seen in Table 3.4, 65.9% of the respondents were males while the remaining 34.1% were females. With respect to age the age distribution of the respondents, from Table 3.4, it could be seen that just about a quarter (exactly 24.6%) of the respondents were within 18 – 21 years and the majority of them accounting for 75.4% were within 22 – 24 years old.

On the academic year of the respondents presented in table 3.4, it shows that all the respondents are in year 3. This was as result of the fact only the final year students have an out programme of practicum as stipulated in the programme for teacher training in Ghana. Thereby making them only candidates to act as respondents to the sampling questions of this study. With respect to distribution of the respondents according to the departments, Table 3.4 shows that the respondents from the Technical department were

18.6 % of the total, Science department were 8.3%, Vocational department 17.8%, Visual department 16.7% and ICT which recorded the highest number of respondents, almost a fifth (19.3%) of the total respondents. The rest were Mathematics and Diploma in Basic Education departments which gave 13.3% and 6.1% of the respondents respectively.

Analysing and explaining data is a main fragment of research. Any research strategy demands that the analytical method is properly defined (Amaratunga *et al.*, 2002, pp. 17 – 31). The data was analysed using both descriptive and inferential data analysis techniques which were used in studying and assessing the relationship between a number of factors and constructs. The background information of the respondents was analysed for frequency distributions of the responses due to the fact all of them are categorical variables. The variables regarding the teacher emotions and the teaching skills were score using the four and six – point Likert scale respectively in sections A and B. This scoring was done based on the level of agreement of the respondents with the statements that relates to their perception on their personal emotions and of their teaching skills. The code book for this scoring is presented below

Table 3.5. Codebook for Scoring for section A

Response	Score
Strongly disagree	1
Disagree	2
Agree	3
Strongly agree	4

Source: Researcher's Construct (2020)

Table 3.6. Codebook for Scoring for section B

Response	Score
Never	1
Almost never	2
Often	3
Seldom	4
Almost always	5
Always	6

Source: Researcher's Construct (2020)

For descriptive purposes, the frequency distribution of the scores were analysed. These scores were analysed using Exploratory Factor Analysis (EFA) to classify the responses. The latent variables were classified into their respective constructs to be used for regression analysis. As a battery of latent variables were used to measure each of these constructs. These variables were aggregated statistically to represent their respective constructs through exploratory factor analysis. Using the factor loadings from the EFA, a multiple regression analysis was then conducted to assess the relationship between teaching skills and the teacher emotions.

The data was presented through cross tabulation, frequency distribution tables and charts. The data was analysed with the SPSS (Statistical Package for Social Science) statistical software and Microsoft Excel. SPSS was selected for this purpose due to its versatile nature for it offers the researcher the capacity to perform a wider variation of statistical processes (Voelkl and Gerber, 1999, pp. 107-117).

3.6. Ethical Consideration

Consent and confidentiality are ethical issues that have direct effect on this study. These two issues comprise of the individuals and the organisation being studied. I have had the Ethical Committee of the Mampong Technical College of Education, Ashanti-Ghana scrutinise my research proposal and scale items to ensure that they all met the ethical standards and have given the go ahead to carry on with the data collection and the research. A signed letter from the College shown in appendix II. Furthermore, the participants will have the option to withdraw at any point from the research as stated clearly on top the sampling questions paper (see appendix III).

Since the issues assessed in the study were at the core of the personal skills and strategies of the teachers and their relations to the students, there were concerns on the possibility of their teaching skills being exposed especially if they were not proper methodologies. Due to this, there was the need to ensure that the study instrument avoided the use of identifiers such as names and other demographics that can jeopardized the confidentiality of these bits of information. Therefore, the respondents were told not to include their names, names of their schools and other descriptors that will have the possibility of jeopardizing their anonymity.

Furthermore, the informed consent of the respondents was sought for by explaining to them the nature of the study and how their responses will be treated. Throughout the study, the researcher ensured that all ethical principles were adhered to obtain valid and reliable information with minimal bias.



CHAPTER FOUR

IV. RESEARCH FINDINGS

The results and discussions of the data obtained from the study are presented in this chapter. This data was collected using itemised scales. Therefore, all the data presented were collected from 264 respondents from the selected teacher education institutions in Ashanti Region of Ghana. The presentation of the results of the study is organized based on the nature of the specific objectives. For this purpose, the results of the first and second objectives were analysed and presented descriptively while the third objective was analysed and presented explanatorily.

4.1. Comparison for the Gender Variable

High rates of attrition in teaching, coupled with issues of inadequate supply of teachers with specialised field knowledge across all levels basic education especially the senior high school has caused problems for the Ghanaian educational systems especially and in every aspect of education of all nations in all corners of the world. In some the gender of the prospective teacher is enough is to change the dynamics of the entire education educational setup with varying degrees of emotions exhibited and different kinds of teaching styles in their upbringing to the extent of affecting the performance of students they interact with on day to day basis. This is effect is sometimes bore by the attitude of the teacher to the lesson he or she is expected to deliver and the kind of students they have to deal with every day. In the preceding section the researcher will analyse the how the gender of the prospective teacher influences their emotion skills and teaching styles per the data gathered the three prospective teacher colleges in Ghana.

Table 4.1. Group Statistics of T-test for Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
TES_Enjoyment	Male	174	2.93	0.66	0.05
	Female	90	2.84	0.70	0.07
TES_Anger	Male	174	3.41	0.78	0.06
	Female	90	3.31	0.89	0.09
TES_Anxiety	Male	174	2.59	0.56	0.04
	Female	90	2.55	0.60	0.06
TES_Enjoyment_Spec	Male	174	3.05	0.47	0.04
	Female	90	2.96	0.39	0.04
TES_Anger_Spec	Male	174	2.11	0.35	0.03
	Female	90	2.14	0.37	.039
TES_Anxiety_Spec	Male	174	2.13	0.50	0.04
	Female	90	2.05	0.54	0.06
TES_Total	Male	174	2.98	0.56	0.04
	Female	90	2.90	0.63	0.07
TES_Total_Spec	Male	174	2.30	0.28	0.02
	Female	90	2.26	0.29	0.03
TS_Learn_Process	Male	174	4.38	0.37	0.03
	Female	90	4.41	0.33	0.03
TS_Experience	Male	174	4.22	0.50	0.04
	Female	90	4.18	0.57	0.06
TS_Climate_Build	Male	174	4.18	0.49	0.04
	Female	90	4.14	0.52	0.05
TS_Learn_Centred	Male	174	3.55	0.64	0.05
	Female	90	3.66	0.68	0.07
TS_Personalising	Male	174	3.70	0.66	0.05
	Female	90	3.60	0.76	0.08
TS_Total	Male	174	4.06	0.28	0.02
	Female	90	4.06	0.31	0.03

The comparison of the gender variable against the teacher emotion scales and teaching styles scale are presented in Tables 4.1 above and 4.2 below. The table compares the dependent variables of the both teacher emotion scales and teaching styles scales against the gender from the data. The results as displayed show the following entries, the

means, standard deviations and standard Error Means for all the factors of the scaled items gathered from the questions.

Table 4.2. Independent Samples Test for Gender

Dimensions		F	Sig.	T	Df
TES_Enjoyment	Equal variances assumed	1.00	0.32	1.04	262
TES_Anger	Equal variances assumed	3.27	0.07*	0.94	262
TES_Anxiety	Equal variances assumed	0.95	0.33	0.52	262
TES_Enoyment_Spec	Equal variances assumed	2.36	0.13	1.55	262
TES_Anger_Spec	Equal variances assumed	0.39	0.54	-0.52	262
TES_Anxiety_Spec	Equal variances assumed	0.92	0.34	1.30	262
TES_Total	Equal variances assumed	3.84	0.05*	1.01	262
TES_Total_Spec	Equal variances assumed	0.06	0.81	1.06	262
TS_Learn_Process	Equal variances assumed	0.93	0.34	-0.55	262
TS_Experience	Equal variances assumed	1.44	0.23	0.57	262
TS_Climate_Build	Equal variances assumed	0.64	0.43	0.59	262
TS_Learn_Centred	Equal variances assumed	0.83	0.36	-1.29	262
TS_Personalising	Equal variances assumed	3.06	0.08	1.15	262
TS_Total	Equal variances assumed	1.23	0.27	-0.04	262

*p < .05

Comparing the mean total scores of Teacher Emotion Scales (TES) and Teaching Styles Scales (TSS) for males and females, after running the SPSS analyses of data collected on the various scales of teacher emotions scales and teaching styles scales. The frequencies displayed indicated there were 174 males and 90 females. The statistical means of teaching emotions scales for males is 2.9784 and that of the females is 2.9019 which is slightly less than the mean of the males and the means recorded for teaching styles for males is 4.0584 and 4.0600 for the females which slightly more than the mean for the males. The mean which is sometimes referred to as the average is used to determine or derive the central tendency of the data under consideration.

The statistical mean though, sometimes presents some shortcomings as it can be affected by the extreme values. Notwithstanding that, the researcher had to assume these shortfalls do not exist in order to have a credible data. The standard deviations are about equal. The difference is significantly little. This finding resonates with works of Goetz, Frenzel, Pekrum, Hall and Lüdtke that says that the attitudes of person are likely possible

to have a higher value of variance on their gender, and this is attributable to between-domain differences in emotional experiences (Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007).

The Table 4.2 above is the independent t-test results for both teacher emotions and teaching styles with two lines each. To determine which of the two lines to read from in order to tell if we should assume equal variance or assume not equal variance, the researcher had to assume firstly, that the distribution scores for teacher emotions skills scales and teaching styles scales for the males is a similar shape to the distribution scores of the females, otherwise the two distributions are significantly different in shape.

The level of significance for this analysis was done at .05 or 5% significance level. This produced a significant value of .051 for teacher emotion skills scales, which is approximately .05. The inference the researcher can make from this significant value of .051 juxtaposed against the .05 significance level is that the distribution of the scores for teacher emotions scales is significantly different for the males and females. The variances are significantly different and so we assume unequal variance. The significant value for teaching style is however .268. This value is higher than .05, implying that the mean distribution score of the males is similar to the mean distribution score of the females. That makes a lot of sense because if we take a look at Table 4.1 for the standard deviation which is the square root of the variance, it is obvious the two values are very similar.

Now, we have to concentrate on the second line of result because the mean distribution scores for teacher emotions is significantly different, the t-statistic is .937 has 161.77 degrees of freedom and a significant value of .332 which when compared to the level of significance .05, .332 is bigger and so we conclude that the mean scores between the males and female for the teaching emotion is significantly different. The mean difference is obtained by finding the difference between the means of males and that of the females, and so 2.9784 minus 2.9019 is .0765. Also, the t-statistic of the teaching style is -.041 which is less than the level of significance .05. This means that the mean distribution scores males and females for the measure of teaching style is significantly different. This result is similar to what van Uden (2014, pp. 21–32) and Taxer et al., (2015, pp. 78–88), where they stated that, the male teacher in most of the time has courage to vary his teaching style as opposed to the conservative female teacher.

Lastly, the confidence interval is 95% because the level of significance is 0.05. This implies that the study has 95% confidence that the actual difference for the males and females is between -.07880 and .23199 for teacher emotions and -.07858 and .07544. This means that sometimes the males will have smaller teacher emotions and teaching style score compared to the females. There is also a chance that the males could have a higher teacher emotion and teaching style score which is why we cannot say there isn't significant differences because there is chance it could go either way.

The results are in consonance with other researches in the field especially by Frederickson (2005, pp. 120-134) which indicates that teachers are likely to display pleasant emotions like enjoyment three times given four different instances. In other words, the ratio of teachers to display good emotions in class and towards students is 3:1 against the unpleasant emotions like anxiety and anger expressions. The effect of these display of pleasant emotions by teachers towards students in the classroom to a greater extent enhance conducive atmosphere encouraging students' competence and independence in learning (Meyer & Turner, 2007, pp. 243-258). Notwithstanding, the unpleasant emotions that has gotten more space in research works and likely be exhibited by teachers is anger. This is confirmed by the findings of Hosotani and Imai-Matsumura (2011, pp. 1039-1048) and Shapiro (2010, pp. 616-621). They postulate that this is triggered by students' learning process and achievement or in other case, cases to do with the behavioural issues of the students.

4.2. Comparison for the Age Variable

The comparison of the age variable against the teacher emotion scales and teaching styles scale are presented in Table 4.3 below. The table compares the dependent variables of the both teacher emotion scales and teaching styles scales against the age from the data. The results are displayed show the all entries, the means, standard deviations and standard Error Means for all the factors of the scaled items gathered from the questions.

Table 4.3: Group Statistics of T-test for Ages

Group Statistics					
	Age	N	Mean	Std. Deviation	Std. Error Mean
TES_Enjoyment	18 - 21	65	2.89	0.67	0.08
	22 - 24	199	2.90	0.68	0.05
TES_Anger	18 - 21	65	3.37	0.86	0.11
	22 - 24	199	3.38	0.81	0.06
TES_Anxiety	18 - 21	65	2.57	0.64	0.08
	22 - 24	199	2.58	0.56	0.04
TES_Enoyment_Spec	18 - 21	65	3.03	0.45	0.06
	22 - 24	199	3.02	0.44	0.03
TES_Anger_Spec	18 - 21	65	2.08	0.37	0.05
	22 - 24	199	2.14	0.35	0.02
TES_Anxiety_Spec	18 - 21	65	2.11	0.52	0.06
	22 - 24	199	2.10	0.51	0.04
TES_Total	18 - 21	65	2.94	0.60	0.07
	22 - 24	199	2.95	0.58	0.04
TES_Total_Spec	18 - 21	65	2.29	0.29	0.04
	22 - 24	199	2.28	0.28	0.02
TS_Learn_Process	18 - 21	65	4.38	0.38	0.05
	22 - 24	199	4.40	0.35	0.02
TS_Experience	18 - 21	65	4.15	0.55	0.07
	22 - 24	199	4.23	0.52	0.04
TS_Climate_Build	18 - 21	65	4.14	0.49	0.06
	22 - 24	199	4.18	0.51	0.04
TS_Learn_Centred	18 - 21	65	3.58	0.73	0.09
	22 - 24	199	3.59	0.63	0.04
TS_Personalising	18 - 21	65	3.58	0.83	0.10
	22 - 24	199	3.69	0.65	0.05
TS_Total	18 - 21	65	4.03	0.26	0.03
	22 - 24	199	4.07	0.30	0.02

The mean total scores of Teaching Emotion Scales (TES) and Teaching Styles Scales (TSS) for ages 18 – 21 and 22 – 24 show there were 64 prospective teachers between the ages of 18 – 21 and a chunk of them, 199 between the ages of 22 – 24. The total mean of teaching emotions for ages 18 – 21 is 2.9449 is slightly less than that of

ages 22 – 24 which is 2.9548. Meanwhile, the total mean recorded for ages 18 – 21 and 22 – 24 of the teaching styles are 4.0256 and 4.0698 respectively. The standard deviations are .25764 for the first group of ages of 18 – 21 and .30186 for ages 21 – 24.

The table 4.4 above is the independent t-test results for both teacher emotions and teaching styles with respect to the different categories of ages. The determination of whether the researcher should assume equal variance or assume not equal variance depends on the value of the t – statistic of these analyses in comparison with the value of the level of significance. The researcher had to assume firstly, that the distribution scores for teacher emotions scales and teaching styles for the ages of 18 – 21 is a similar shape to the distribution scores of 22 - 24, otherwise the shape of the two distributions are significantly different for both teacher emotions and teaching styles.

		Levene		T	Df	Sig. (2-tailed)
Dimensions		F	Sig.			
TES_Enjoyment	Equal variances assumed	.06	.81	-.13	262	.90
TES_Anger	Equal variances assumed	.40	.53	-.09	262	.93
TES_Anxiety	Equal variances assumed	1.77	.18	-.09	262	.93
TES_Enjoyment_Spec	Equal variances assumed	0	.99	.17	262	.87
TES_Anger_Spec	Equal variances assumed	.76	.38	-1.21	262	.23
TES_Anxiety_Spec	Equal variances assumed	.10	.76	.06	262	.95
TES_Total	Equal variances assumed	.17	.68	-.12	262	.91
TES_Total_Spec	Equal variances assumed	.14	.71	.25	262	.81
TS_Learn_Process	Equal variances assumed	1.8	.19	-.40	262	.69
TS_Experience	Equal variances assumed	.20	.66	-1.10	262	.27
TS_Climate_Build	Equal variances assumed	0	.99	-.50	262	.62
TS_Learn_Centred	Equal variances assumed	2.40	.12	-.12	262	.91
TS_Personalising	Equal variances not assumed	4.63	.03*	-1.00	91.21	.32
TS_Total	Equal variances assumed	.27	.61	-1.06	262	.29

*p < .05

The level of significance for this analysis was .05 with a significant value of .683 for teacher emotion, which is higher than level of significance, .05 implying that the distribution scores for teacher emotions are similar for the ages 18 – 21 and 22 – 24. The variances are approximately equal and so we assume equal variance. The significant value for teaching style is however .605. This value is higher than .05, which indicates that the mean distribution score of the ages 18 – 21 is similar to the mean distribution score of ages 22 – 24.

Due to the fact that, the mean distribution scores for teacher emotions are similar, we read the t-statistic from the Table 4.4 as -.119 with 262 degrees of freedom and a significant value of 0.906 which when compared to the level of significance .05, .906 is a higher value, therefore the mean scores between the ages 18 – 21 and 22 – 24 for the teaching emotion is not significantly different. Also, the t-statistic of the teaching style is -.1061 with a degree of freedom of 262 and significant value of .29 which is bigger than the level of significance .05. This means that the mean distribution scores of the two groups of ages are not significantly different teaching style as well.

Finally, the confidence interval is 95% because my level of significance is .05. This implies that the study has 95% confidence that the actual difference for the 18 – 21 and 22 – 24 is between -.17411 and .15167 for teacher emotions and -.12626 and .03784 for teaching styles. This indicates that sometimes the 18 – 21 – year olds will have smaller teacher emotions and teaching style score compared to those who are 22 – 24. Thus, resonating with Yin (2015, pp. 789-810) that very elderly persons exhibit more emotions in teacher compared to the younger generation.

The Kruskal-Wallis Test is a version of the independent measures (One -Way) ANOVA that is performed on ordinal (ranked) data like the kind I have in this study. The researcher settled on the Kruskal-Wallis Test because the dependent variable is ordinal or it is not continuous. The Kruskal-Wallis Test will allow the researcher to estimate to know if there is any difference between the various groups (departments) using an alpha level of .05. Like most test in SPSS, the researcher has to define the null and alternate hypotheses. In Kruskal- Wallis test, emphasis is to demonstrate that the various departments have similar distributions amongst themselves. The Test Statistics for this analysis is shown the Table 4.6 and the resultant Kruskal-Wallis is displayed in the Table 4.5.

Table 4. 4: Kruskal Wallis of the Departments for TES and TS

Ranks											
	Dept	N	Mean Rank		Dept	N	Mean Rank		Dept	N	Mean Rank
TES_Enjoyment	Technical	49	122.53	TES_Anxiety_Spec	Technical	49	115.41	TS_Climate_Build	Technical	49	131.74
	Science	22	158.52		Science	22	151.64		Science	22	90.45
	Vocation al	47	120.59		Vocation al	47	131.53		Vocation al	47	134.83
	Visual Arts	44	153.11		Visual Arts	44	137.49		Visual Arts	44	109.52
	ICT	51	134.3		ICT	51	122.73		ICT	51	141.57
	Mathemat ics	35	119.07		Mathemat ics	35	142.09		Mathemat ics	35	150.7
	DBE	16	129.19		DBE	16	157.84		DBE	16	180.25
	Total	264			Total	264			Total	264	
TES_Anger	Technical	49	117.82	TES_Total	Technical	49	118.66	TS_Learn_Centred	Technical	49	179.31
	Science	22	161.3		Science	22	162.73		Science	22	198.66
	Vocation al	47	123.68		Vocation al	47	121.05		Vocation al	47	147.61
	Visual Arts	44	141.99		Visual Arts	44	145.14		Visual Arts	44	77.43
	ICT	51	132.98		ICT	51	132.23		ICT	51	85.8
	Mathemat ics	35	127.29		Mathemat ics	35	124.19		Mathemat ics	35	126.9
	DBE	16	147.56		DBE	16	151.25		DBE	16	166.34
	Total	264			Total	264			Total	264	
TES_Anxiety	Technical	49	128.22	TES_Total_Spec	Technical	49	118.2	TS_Personalising	Technical	49	188.37
	Science	22	142.61		Science	22	150.23		Science	22	171.45
	Vocation al	47	128.97		Vocation al	47	138.4		Vocation al	47	139.19
	Visual Arts	44	129.48		Visual Arts	44	139.06		Visual Arts	44	107.83
	ICT	51	129.54		ICT	51	118.52		ICT	51	84.9
	Mathemat ics	35	131.26		Mathemat ics	35	136.09		Mathemat ics	35	111.63
	DBE	16	162.53		DBE	16	153.25		DBE	16	153.41
	Total	264			Total	264			Total	264	

TES_Enoyment_Spec	Technical	49	121.2 3	TS_Learn_Process	Technical	49	95.01	TS_Total	Technical	49	153.2 4
	Science	22	177.1 4		Science	22	124.0 7		Science	22	157.4 8
	Vocational	47	129.1 1		Vocational	47	138.6 3		Vocational	47	142.6 5
	Visual Arts	44	152.8 2		Visual Arts	44	146.7 8		Visual Arts	44	92.93
	ICT	51	98.86		ICT	51	143.1 7		ICT	51	109.9 8
	Mathematics	35	155.1 9		Mathematics	35	134.5 3		Mathematics	35	125.6 3
	DBE	16	117.3 1		DBE	16	163.1 9		DBE	16	200.4 4
	Total	26 4			Total	26 4			Total	26 4	
TES_Anger_Spec	Technical	49	129.4 8	TS_Experience	Technical	49	122.3		Technical	49	
	Science	22	115.8 6		Science	22	143.6 8		Science	22	
	Vocational	47	136.8 9		Vocational	47	147.5		Vocational	47	
	Visual Arts	44	131.0 5		Visual Arts	44	121.1 4		Visual Arts	44	
	ICT	51	138.6 9		ICT	51	141.5 9		ICT	51	
	Mathematics	35	119.3 3		Mathematics	35	119.1 4		Mathematics	35	
	DBE	16	164.8 1		DBE	16	135.8 1		DBE	16	
	Total	26 4			Total	26 4			Total	26 4	

This study emphasised on the extremes of discrete emotions (enjoyment, anger, and anxiety) in an academic context to delve deeply into areas yet to be explored in the field of research. In line with the hypotheses, the results indicate that perceived teachers' emotions and students' own emotions are related. Furthermore, teachers' and students' emotions are significantly related. It is also possible that other mediating variables are important for crossover processes of discrete emotions such as teachers' proximity to students (McCroskey, Richmond, Sallinen, & Fayer, 1995) or teacher keenness to achieving classroom goals without stepping the bound (Frenzel, Goetz, Lüdtke, et al., 2009).

H₀: There is no difference in the mean ranks of the department for teacher emotion and teaching styles.

H₁: There is a difference in the mean ranks of the department for teacher emotion and teaching styles.

Table 4.5: Test Statistic for Dependent Variable

	Chi-Square	df	Asymp. Sig.
TES_Enjoyment	9.068	6	0.17
TES_Anger	7.516	6	0.276
TES_Anxiety	3.533	6	0.74
TES_Enoyment_Spec	27.296	6	0.000*
TES_Anger_Spec	5.82	6	0.444
TES_Anxiety_Spec	7.816	6	0.252
TES_Total	8.79	6	0.186
TES_Total_Spec	6.544	6	0.365
TS_Learn_Process	17.724	6	0.007*
TS_Experience	6.073	6	0.415
TS_Climate_Build	20.002	6	0.003*
TS_Learn_Centred	82.673	6	0.000*
TS_Personalising	61.592	6	0.000*
TS_Total	36.062	6	0.000*

*p < 0.05

Using alpha level of .05, the degrees of freedom is 6 since there were seven departments involved in the research. When this α value of .05 is crossed with the df of 6, the critical value is 12.5916. If the χ^2 is greater than 12.59, then, the null hypothesis will be rejected and we will prognosticate that there are significant differences in the mean ranks amongst the various department. If the χ^2 is not greater than 12.59, then the null hypothesis will not be rejected. Comparing the critical value with the chi – square (χ^2) value form Table 4.5.1 for the Total of Teacher Emotion Skills (Total_TES) is 8.79, it shows clearly that the chi – square (χ^2) value is not greater than the critical value, hence, the null hypothesis will not be rejected. This implies that there is no significant difference in mean ranks of the departments for teacher emotions skills. The effect size or the variability in the rank score is accounted for by departments is 3%. This result is line with the findings of the works of Berg and Cornell (2016, pp. 122-139) and Chang (2013), who share similar conclusion that emotions exhibited by teachers mostly has nothing to do with the departments they teach or have majored in.

On the other hand, readings from the same table shows the chi – square (χ^2) value for Total Teaching Styles (Total_TS) is 36.062. This value is far higher the critical value of 12.59 and so the null hypothesis will be rejected meaning that there are significant differences in the mean ranks for teaching styles of the various departments used in the conduct of the research. Calculating the effect size shows that approximately 13.7% of the variability in the rank score is accounted for by the departments.

4.3. Pearson Correlation Amongst Scales Explained

The researcher has decided to use Pearson correlation, r , for this study because they are continuous scaled variables and are normally distributed. They are linear relationship. Any variable correlated with itself is perfectly correlated either positively or negatively. The Pearson Correlations of the teacher emotion scales and teaching styles scales crossed against one another are given in Tables 4.7 below.

Also, throughout the tables the rows for the number of respondents or entries have been intentionally deleted to further compress the table for suitable presentation. Nonetheless the number of respondents or entries has been indicated boldly as **N = 264** under the table for easy readability.

Table 4.6. Pearson Correlation of TES against TS

Correlation	N	Pearson	Sig. (2-tailed)
TES_Total*TS_Total	264	.059	.340
TES_Enjoyment*TS_Total		.026	.679
TES_Anger* TS_Total		.045	.471
TES_Anxiety* TS_Total		.085	.166
TES_Enjoy_Spec* TS_Total		-.005	.937
TES_Anger_Spec* TS_Total		-.093	.131
TES_Anxiety_Spec*TS_Total		-.061	.320
TS_Total*			

The results are displayed show the all entries, the means, standard deviations and standard Error Means for all the factors of the scaled items gathered from the questions. From the Tables 4.7 the Pearson correlation of all the scaled factors have been compared with all other factors and the results indicate for the Teacher Emotion Skills scales for

TES_Enjoyment is .662 against TES_Anger and level of significance is zero which is less than the level of significance (α -value) of .05, then it could be said there is enough evidence to suggest that the correlation observed are positive and does exist for TES_Enjoyment and TES_Anger. A similar conclusion could be drawn for TES_Anxiety and TES_Total against TES_Enjoyment which recorded correlation values more than .05.

On the contrary, TES_Enjoyment had correlation values that suggest there is though positive but of weaker strength against TES_Enjoyment_Specific, TES_Anger_Specific and TES_Anxiety_Specific with records of .004, .003 and .012 respectively with significant values greater than the level of significance, .05. This suggests that TES_Enjoyment has correlation that is not statistically significant compared with Teacher Emotion Specifics. It can therefore be presumed that they occurred by chance.

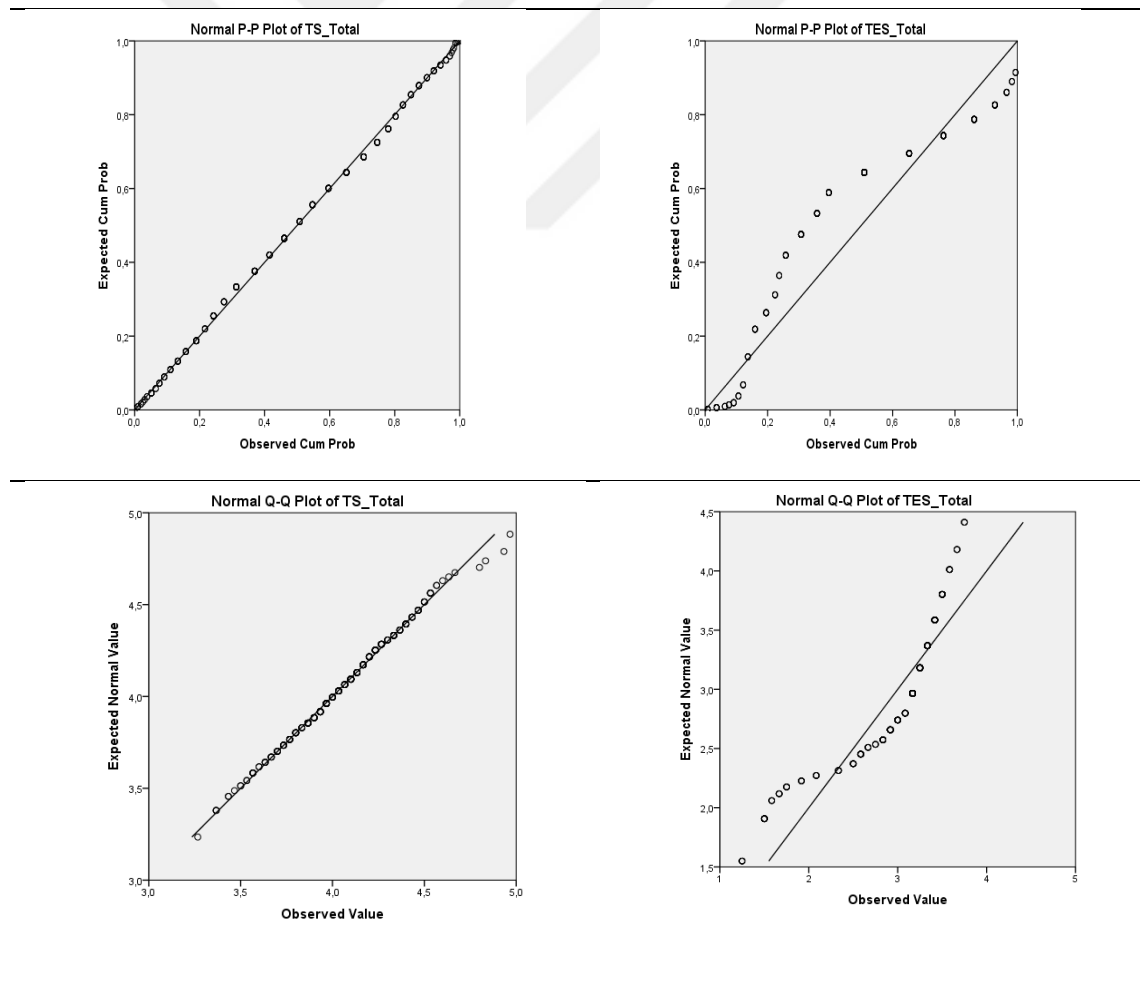
In the case of TES_Anger and TES_Anxiety the Pearson correlation is 0.569 implies a stronger strength and significant value of zero meaning there is a significant relationship between the two. TES_Anger showed weaker strength when measured against the TES_Enjoyment_Specific, TES_Anger_Specific and TES_Anxiety_Specific but the significant values recorded were higher the significance level of .05 hence the test is not significant.

Finally, regression analysis used to better interpret the relationship between TS_Total and TS_Total. However, it was first investigated whether regression analysis assumptions were provided. From these assumptions, it is understood from the result in the correlation analysis that there is no multiple correlation problem. Regarding the homogeneity condition, which is another assumption the skewness and kurtosis coefficients both dependent variables were examined. These coefficients both dependent variables are given Table 4.8.

Table 4.7. Some statistics of TES_Total and TS_Total

		Statistic	Statistic
TS_Total	Mean	4.05	2.95
	Median	4.06	3.16
	Variance	.085	.339
	Std. Deviation	.29	.58
	Range	1.70	2.50
	Skewness	.050	-1.44
	Kurtosis	.215	1.23

As seen in the Table 4.7 the skewness and kurtosis values of both dependent variables are in the range of ± 1.5 . P-Plot and Q-Q diagrams for both dependent variables are as in Figure 4.1.

**Figure 4.1.** Diagrams of TS_Total and TES_Total

When the correlation analysis, skewness and kurtosis values and P-Plot and Q-Q graphs were examined, regression analysis assumptions were provided. Regression analysis results are given in Table 4.9

Table 4.8. Regression analysis

Model	Dep. Var.	Ind. Var.	B	T	Sig.	F	Model (Sig)	R ²	Durbin Watson
1	TS_Total	Constant	3.972	42.743	.000	.914	.340	.003	2.082
		TES_Total	.030	.956	.340				

According to the Table 4.9, the model is not meaningful. R² or the coefficient of the termination or the covariance is the proportion of the variability in TS_Total (Teaching Styles scales) that is explained by the independent variable TES_Total (Teacher Emotion Skills scales) in the model. It can be said the 3% of the Teaching Styles is influenced by the Teaching Emotion Skills.

The Durbin-Watson statistic is used to detect the presence of autocorrelation at lag 1 in the residuals of (prediction error) from the regression analysis. From Table 4.9 the value of Durbin – Watson reads as 2.08. This value is greater than 2 and inferences could be made that successive error terms are negatively correlated. In regression, it means there is an underestimation of the level of statistical significance.

The value of the F statistic from the regression analysis is .914 which means the model has no explanatory power. In other words, the independent variable does not help in any way to predict the dependent variable. The p – value which is shown under the sig is 0.000 Therefore, no statistically significant effect was observed between these two dependent variables.

CHAPTER FIVE

V. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study has been designed to assess the teacher emotions skills and teaching styles of prospective teacher from Colleges of education in Ghana. This is the final chapter of the study and as such contains the discussion, conclusions and recommendations of the research work.

5.1. Discussion

The study sought to answer the research questions raised earlier in the chapter 1 of this work. The researcher in this study tried to explore as much as he could about teacher emotion scales and teaching styles scales with regards to their gender, age, departments in which they study and finally the correlation between the two scales to the development of the of the students and the general advancement of basic education in the Ghana. The discussions are given below with respect to the research questions.

5.1.1. Teacher Emotions Skills and Teaching Styles Scales versus Gender

It was established that the means of the two measurable scales, i.e. the teacher emotion skills scales and teaching styles scales were not significantly different when viewed under the glass of gender. As a similar study, Acar (2001), Gökçe (2006) and Öztekin (2006) reached the conclusion that emotional skills scores of teachers do not differ by gender. However, another result finding from the works of Goetz, Frenzel, Pekrun, Hall and Lüdtke that says that the attitudes of person are likely possible to have a higher value of variance on their gender, and this is attributable to between-domain differences in emotional experiences (Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007). Similarly, Yüksel (2006) found that women's Emotional Skills Score was significantly

higher than that of men, but Petrides and Furnham (2000, pp. 449-461) stated that emotional intelligence scores of men are higher than those of women.

In short the teacher emotion skills scales and the teaching styles scales for the gender of the prospective teacher established that the relationship between the scales, i.e. teacher emotion skills scales and teaching styles scales were not statistically significantly between males and females per the data collected and backed by previous research by van Uden (2014, pp. 21–32) and Taxer et al., (2015, pp. 78–88).

5.1.2. Teacher Emotions Skills and Teaching Styles Scales versus Age

The level of significance for this analysis was .05 with a significant value of .683 for teacher emotion, which is higher than level of significance, .05 implying that the distribution scores for teacher emotions are similar for the ages 18 – 21 and 22 - 24. The significant value for teaching style is however .605. This value is higher than .05, which indicates that the mean distribution score of the ages 18 – 21 is similar to the mean distribution score of ages 22 – 24. Also, the t-statistic of the teaching style is -.1061 with a degree of freedom of 262 and significant value of .29 which is bigger than the level of significance .05. This means that the mean distribution scores of the two groups of ages are not significantly different teaching style as well.

In summary the scales under consideration, which are teacher emotion skills scales and teaching styles scale indicates that sometimes the 18 – 21 – year olds will have little teacher emotions and teaching style score compared to those who are 22 – 24. Thus, resonating with Yin (2015, pp. 789-810) that very elderly persons exhibit more emotions in teacher compared to the younger generation.

5.1.3. Teacher Emotions Skills and Teaching Styles Scales versus Department

The Kruskal-Wallis Test allowed the researcher to estimate to know if there is any difference between the various groups (departments) using an alpha level of .05. It was established that there is no significant difference in mean ranks of the departments for teacher emotions skills. The effect size or the variability in the rank score is accounted for by departments is only 3%. This result is in line with the findings of the works of Berg

and Cornell (2016, pp.122-139) and Chang (2013, pp. 799-817), who share similar conclusion that emotions exhibited by teachers mostly have nothing to do with the departments they teach or have majored in. Similarly, Otacıoğlu (2009, pp. 85-96) conducted a study with music teacher students and he concluded that there was no significant difference in the level of emotional skills according to the class variable; however, Özyalçın, Erdem and Yılmaz (2008) in their study with prospective teachers in chemistry, concluded that 4th grades have higher levels of emotional intelligence than 5th grades. Similarly, Arlı, Altunay and Yalçınkaya's (2011, pp. 1-23) research on prospective teachers enrolled in 2008-2009 at Ege University Secondary Education Teacher Education Master's Programs without Thesis found that students of the Faculty of Science were higher than those of the Faculty of Literature and students of Fine Arts.

5.1.4. Relationship between Teacher Emotion and Teaching Styles Scales

The researcher showed that teacher emotion skills scales and teaching styles scales were related amongst themselves. There was enough evidence to suggest that the correlation observed are positive and does exist for TES_Enjoyment and TES_Anger. A similar conclusion could be drawn for TES_Anxiety and TES_Total against TES_Enjoyment which recorded correlation values more than .05. TES_Enjoyment has correlation that is not statistically significant compared with Teacher Emotion Specifics. It can therefore be presumed that they occurred by chance. The data also indicated that TES_Anger showed weaker strength when measured against the TES_Enjoyment_Specific, TES_Anger_Specific and TES_Anxiety_Specific but the significant values recoded were higher the significance level of .05 hence the test is not significant. Lastly, it could be said TES_Anxiety had a stronger strength compared to TES_Enjoyment and TES_Anger but the values of the 2-tailed alpha values were less than the .05 meant there is a significant relationship between TES_Anxiety when crossed against TES_Enjoyment and TES_Anger.

All in all, there were significant positive relationship between teacher enjoyment and anger on all the teaching styles scales. This was a result of good affecting the teaching process for teacher enjoyment, while most teacher used anger to the benefit of classes they handled. Students felt the anger of teachers and did all they could to caught in wrath

of the teacher. Overall, it can be said teacher emotion skills scales however showed a significantly negative relationship with the scales of teaching styles.

5.2. Conclusion

Teaching styles are not engraved in stone, and so teachers shouldn't restrict themselves into pigeon hole without any flexibility. All teachers irrespective of their status or number of years of experience find themselves using one type of teaching style to another, be it from the authoritative expert to the student-centred facilitator and delegator. Teacher experience do not significantly affect the teaching style (Brackett et al., 2010, pp. 406-417; García-Ros et al., 2011, pp. 231-250). It is not so important to know exactly where one falls but it necessary and every teacher must do their best to enable them best put the teaching style in context to know which one best suit the situation and is most appropriate for the development of the students' intellect. The teaching styles of many teachers are compatible with different kind of learning styles of students (Felder et al., 1987)

Most teachers' satisfaction when they come in contact with is exhibited in the manner in which they react to certain attitudes put up by the student (Yin, 2015, pp. 789-810). With reference the three aspects of teaching emotion scales; enjoyment, anxiety and anger when look at against the gender variable, most studies conducted in the area draws a conclusion that teacher emotions are not significantly influenced by gender. A few of studies show the contrary though (Greenglass et al., 1998, pp. 1088-1106; Mearns & Cain, 2003, pp. 71-82; Küçüksüleymanoğlu, 2011, pp. 53-63). Unfortunately, female teachers have must time not been able to restrain themselves with confronted with issues beyond their everyday experiences (Berg and Cornell, 2016, pp. 122-139; Change, 2013). Different results have been found in the literature in this regard. Bhosle (1999), King (1999), Sutarso (1999), Wing (2001) Singh (2002), Katyal, Awasthi (2005, pp. 53-155) examine the differences between emotional intelligence according to gender and women are more fortunate than men, however Chu (2002) found that men were more fortunate in terms of intelligence.

The comprehension of emotion management and teacher emotion outplay is found be influenced by many other elements aside gender. These elements include teaching

experience, classroom management, and age. Age was found to be significantly associated with stress and depression (Bizumic et al., 2009, pp. 171-192), but not linked to differences in emotion management strategies (Brackett et al., 2010, pp. 406-417) which is in consonance the with data reported in this study.

Teaching styles that are in consonance with the learning styles students, thereby prioritising the students' learning and needs, do lead to progressive academic outcomes of the students. Prospective teacher who are conscious of their teaching style, and do re-evaluate every now then, are not afraid or intimidated into taking new challenges. They get feedback from students which helps teachers to improve their teaching nonetheless.

The results of the study present many implications for prospective teachers and for the professionals working with them. In this respect, educational programmes specially designed for teachers must encompass emotion-related content. This should motivate prospective teachers to be consciously aware of the underlying appraisals they give to some student behaviour by way of their emotions, we may enhance their emotional understanding and, where necessary, stimulate a change in their "emotional rules" (Chang, 2009; Zembylas, 2004, pp. 185-201). The route to change is always difficult even for the prepared minds, thus take substantial amount of time to achieving it (Moè et al., 2010, pp. 1145-1153). Teacher inclined educational programmes, conscious efforts are made to enhance the progress of emotion adjustment tactics, when it comes to unpleasant emotions. This has shown positive results in teachers through the improvement of teaching and learning in their classroom (Cowie, 2010; Ishak, Iskandar & Ramli, 2010).

This the same result finding from the works of Goetz, Frenzel, Pekrum, Hall and Lüdtke that says that the attitudes of person are likely possible to high amount of variance on their gender, and this is attributable to between-domain differences in emotional experiences (Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007). Teacher emotion skills scales and teaching styles scales were statistically significantly between males and females per the data collected and backed by previous research by van Uden (2014, pp. 21–32) and Taxer et al., (2015, pp. 78–88).

In the age of the prospective teachers in Ghana, indicates that sometimes the 18 – 21 – year olds will have smaller teacher emotions and teaching style score compared to those who are 22 – 24. Thus, resonating with Yin (2015, pp. 789-810) that very elderly persons exhibit more emotions in teacher compared to the younger generation.

The departmental result of the prospective teachers is in line with the findings of the works of Berg and Cornell (2016, pp. 122-139) and Chang (2013, pp. 799-817), who share similar conclusion that emotions exhibited by teachers mostly has nothing to do with the departments they teach or have majored in, i.e. there no statistical significance between the scales measured and departments.

In general, the data collected was enough to predict the relationship amongst the variables. Therefore, no statistically significant effect was observed between these two dependent variables.

5.3. Recommendations

This study has led the researcher to recommend that teacher training institutions should put in place, the necessary instrument that would motivate researchers, especially tutors within the training institutions to explore more on teacher emotion skills and teaching styles relate to other imperative happenings that are acknowledged to have direct influence on the prospective teachers' emotions skills in the basic schools in Ghana, such as teachers' general content knowledge, their pedagogical know – how, and their predisposition to using cognitively arduous tasks.

It is on record though, that most of these have already been studied (Sullivan et al., 2010, pp. 133-142), that has led to the generation of a decisive assessment of teacher emotion skills and teaching style of prospective teacher within the framework of the prospective teacher in Ghana, and therefore scientifically investigated in higher quantities thereby influencing the content of the teacher training curriculum in Ghana. In order to improve on the works already done in this regard, the researcher advocates that subsequent studies should also look into other factors that do in fact facilitate the spring up matters bordering on teachers' emotional skills and teaching styles.

Finally, the conviction that it is appropriate to keep astronomical levels of cognitive demands for students on general activities is pivotal to quality teaching in any educational jurisdiction (Sherin, 2002, pp.119 – 150; Stein et al., 1996). The effect of this means that educators and policy makers on education must make room for researchers to expand and help bring to those that matter in the educational sector a better understanding

of teacher emotion skills and of teaching styles, because of its importance to the overall development of our education and society (Frenzel et al., 2009; 2018, pp. 609-618).



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APPENDIX

Appendix 1. Firat University Ethical Committee



REPUBLIC OF TURKEY

FIRAT UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

30th October, 2019

Mampong Technical College of Education

P. O. Box 31, New Daaman, Mampong – Ashanti.

The Ethical Committee,

REQUEST FOR AN ETHICAL REPORT FOR MR JAFARU BASING ADAMS

Jafaru Basing Adams is a Master of Art student at the Institute of Educational Sciences in Firat University, Turkey since autumn 2018 semester. Upon a successful completion of all lectures and seminars, he is required to submit a thesis to enable him earned a Master's Degree in Educational Sciences (Curriculum and Instructional Development). His thesis topic is *"Relationship between Teacher Emotions and Teaching Skills of Teachers in Ghana and Turkey"*. He must however submit a graduate thesis proposal and an official ethical report stating clearly that there are no issues regarding his questionnaires form an ethical point of view form an accredited institution from Ghana since the study is primarily carried out on prospective teachers from Colleges of Education in Ashanti Region of Ghana.

We kindly ask you to grant him permission to conduct his thesis by administering his questionnaires without any ethical issues. His research will be completed in Firat University under the supervision of Assoc. Prof. Dr. Murat Tuncer to enable him graduate and earn a certificate from the Division of Curriculum and Instructional Development at the Department of Educational Sciences in Firat University.

Prof. Dr. Ayşegül GÖKHAN

Director of Institute of Educational Sciences

Prof. Dr. Ayşegül GÖKHAN
Enstitü Müdürü

Appendix 2. MAMTECH Ethical Committee Report

 **Mampong Technical College Of Education**
P.O. Box 31 Mampong - Ashanti Tel:03222-22209 Email: mttcnampong@gmail.com

Bankers:
Ghana Commercial Bank

Our Ref: NCTE/ASH/MICE/5/39/105..... Your Ref: Date: 20th Nov, 2019

REPORT ON MR. JAFARU BASING ADAMS

With reference to your letter dated 30th October, 2019. The college management has accepted Mr. Jafaru Basing Adams an MA student of Institute of Educational Sciences in Firat University (Turkey) to conduct his practical work of his MA thesis in the Mampong Technical College of Education

After evaluation of his questionnaire, the college has decided to give him permission to commence his practical work.

Thank you


.....
Mrs Doris Boakye – Ansah
(Principal)




.....
Ms. Perpetua Emma Gyenfie
(Vice Principal)




.....
Mr. Bismark Atwere-Frimpong
(Internal Auditor)



Appendix 3. Survey Form

**REPUBLIC OF TURKEY
FIRAT UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL SCIENCES
DIVISION OF CURRICULUM INSTRUCTION**

Dear Sir/Madam,

**THE RELATIONSHIP BETWEEN TEACHER EMOTIONS AND TEACHING SKILLS
OF PROSPECTIVE TEACHERS CANDIDATES IN GHANA**

This survey is being conducted to collect data for an academic exercise towards an award of a master degree from the above-mentioned University. Your sincerity in volunteering to complete these itemised scaled questions is so much anticipated and will be appreciated. All information will be kept confidential.

Gender: Male () Female ()

Class (Year):.....

Age: Under 18-21 () 22-24 ()

Department (Please Write):.....

SECTION A: TEACHER EMOTION

i) Personal Experiences

Please read the following items and give your answers.

Key: Strongly disagree (1), Disagree (2), Agree (3), Strongly Agree (4).

SN	Variables	Response
1	I generally enjoy teaching.	()
2	I often have reasons to be angry while I teach.	()
3	I generally feel tense and nervous while teaching.	()
4	I often have reasons to be happy while I teach.	()
5	I am often worried that my teaching isn't going so well.	()
6	I generally have so much fun teaching that I gladly prepare and teach my lessons.	()
7	I often feel annoyed while teaching	()
8	I feel uneasy when I think about teaching.	()
9	I generally teach with enthusiasm	()
10	Sometimes I get really mad while I teach	()
11	Preparing to teach often causes me to worry.	()
12	Teaching generally frustrates me.	()

ii) Student – Grouped Specific

Please read the following items and give your answers.

For Answers: Strongly disagree (1), Disagree (2), Agree (3), Strongly Agree (4).

NB: Please consider a particular class you teach if you give lessons to multiple classes.

For example, picture yourself in the Monday early morning class.

SN	Variable	Response
1	Teaching these students frustrates me.	()
2	Sometimes I get really mad at these students.	()
3	Preparing to teach these students often causes me to worry.	()
4	I teach these students with enthusiasm.	()
5	I often have reason to be happy while I teach these students.	()
6	I often have reason to be angry while I teach these students	()
7	I often feel annoyed while teaching these students.	()
8	I have so much fun teaching these students that I gladly prepare and teach my lessons.	()
9	I feel uneasy when I think about teaching these students.	()
10	I feel tense and nervous while teaching these students	()
11	I enjoy teaching these students.	()
12	I am often worried that my teaching isn't going so well with these students.	()

Section B: Teaching Skills

Please read the following items and give your answers.

Key: Never (1), Almost Never (2), Seldom (3), Often (4), Almost Always (5) and Always (6)

SN	Description	Response
Participation in the Learning Process		
1	I allow students to participate in developing the criteria for evaluating their performance in class.	()
2	I allow students to participate in making decisions about the topics that will be covered in the class.	()
3	I have individual conferences to help students identify their educational needs.	()
4	I let each student work at his/her own pace regardless the amount of time available to learn a new concept.	()
5	I help my students develop short-term as well as long-term objectives.	()
6	I plan activities that will encourage each student's growth from dependence on others to independence.	()
7	I help my students identify their own problems that needs to be solved	()
8	I gear my instruction objectives to match the individual abilities and needs of the students	()
9	I allow a student's motive for participating in continuing education to be a major determinant in the planning of learning objectives.	()
Experience		
1	I plan learning periods to take into consideration my students' prior experiences	()
2	I encourage my students to ask questions about the nature of their society	()
3	I organise learning sections according to the problems my students encounter in everyday life	()
4	I help students relate new learning to their prior experiences	()
5	I teach topics about problems of everyday living	()
Climate building		
1	I help students diagnose the gaps between their goals and their present level of performance	()
2	I take students through informal counselling sections	()
3	I arrange the class in a manner to ease students' interactions	()
4	I encourage dialogue among my students.	()
5	I utilise the competencies that most students have to achieve educational objectives.	()
6	I accept errors as natural part of learning process	()

Learner – Centred Activities		
1	I provide knowledge rather than serve as a resource person	()
2	I use lecturing as the best method for presenting my subject material to students	()
3	I use one basic teaching method because I have found that most students have similar learning styles	()
4	I use written test to assess the degree of academic growth in the learning rather than to indicate new directions for learning	()
5	I use methods that foster quiet, productive deskwork	()
6	I use test as my chief method of evaluating students	()
Personalising Instruction		
1	I allow students more time to complete assignments when they need it	()
2	I use different techniques depending on the students being taught	()
3	I allow my students to take periodic breaks during the class	()
4	I use different materials with different students	()

THANK YOU FOR YOUR TIME

Appendix 4. The Originality Report

		FEN BİLİMLERİ ENSTİTÜSÜ 1983		T.C. FIRAT ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ LİSANSÜSTÜ TEZ BENZERLİK RAPORU		FORM 44					
I - ÖĞRENCİ BİLGİLERİ											
Adı ve Soyadı		Jafaru Basing Adams			Öğrenci No: 172401110						
Bilim Dalı		Eğitim Programları ve Öğretim									
Programı		☒ Yüksek Lisans ☐ Doktora ☐ Bütünleşik Doktora									
II - TEZ BİLGİLERİ											
Tez Başlığı (Enstitü Tescilli)		TEACHER EMOTION SKILLS AND TEACHING STYLES OF PROSPECTIVE TEACHERS IN GHANA									
Danışman		Prof. Dr. Murat Tuncer									
II. Danışman											
III - ENSTİTÜ BENZERLİK RAPORU											
Yukarıda bilgileri verilen öğrencimizin tezi, CD ortamında MSWORD ve PDF formatında vermiş olduğu kopyaları kullanılarak aşağıda belirtilen filtreler uygulanmak suretiyle TURNİTİN intihal tespit programında analiz edilmiştir: 1. Kaynaklar bölümü hariç 2. Özet ve abstract dahil, diğer ön bölümler hariç 3. Alıntılar dahil 4. Benzerlik oranı %1 ve üzeri ise dahil İntihal tespit programının üretmiş olduğu rapora göre ilgili tezin benzerlik oranı <table border="1"> <tr> <td>Tez savunma sınavından önce taranan sayfa sayısı (XIII + 117)</td> <td>%16</td> </tr> <tr> <td>Tez Savunma Sınavından sonra taranan sayfa sayısı (XI + 108)</td> <td>%12</td> </tr> </table> değerlerine sahip olup Enstitümüzce uygulanan kabul edilebilir üst sınır %25 dir.								Tez savunma sınavından önce taranan sayfa sayısı (XIII + 117)	%16	Tez Savunma Sınavından sonra taranan sayfa sayısı (XI + 108)	%12
Tez savunma sınavından önce taranan sayfa sayısı (XIII + 117)	%16										
Tez Savunma Sınavından sonra taranan sayfa sayısı (XI + 108)	%12										
Kontrol Personeli		Tez, veri tabanına saklanmıştır ☒			16/04/2020						
Celal YILMAZ		Saklanmamıştır ☐			İmza						
Bilgisayar İşletmeni					M. Ph...						
Sınav Jüri Üyesi		Düşünce:			İmza						
Prof. Dr. Murat Tuncer					M. Tuncer						
(Unvanı, Adı ve Soyadı)											
AÇIKLAMA											
1. Form öğrenci tarafından bilgisayar ortamında doldurulur ve üst yazı ekinde savunma sınavı jüri üyelerine gönderilir. 2. Her bir jüri üyesi bu raporu dikkate alarak Tez Bireysel Değerlendirme Formunda ve bu formda ilgili alanları doldurmalıdır.											
Firat Üniversitesi, Eğitim Bilimleri Enstitüsü, 23119 - Elazığ / TÜRKİYE		http://ebe.firat.edu.tr/			Telefon : +90 424 237 0086 Fax: +90 424 237 0087 e-posta: egtbilens@firat.edu.tr						

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