



www.ijpes.com



How Students Feel at School: Experiences and Reasons

Abdullah Çetin¹, Mustafa Gül², Ahmet Doğanay³

¹Kahramanmaraş Sütçü İmam University, Faculty of Education, Turkey  0000-0003-1118-0740

²Ministry of Education, Teacher, Turkey  0000-000176413256

³Çukurova University, Faculty of Education, Turkey  0000-0002-8482-225X

ARTICLE INFO

Article History:

Received 22.01.2021

Received in revised form

31.03.2021

Accepted 17.04.2021

Available online

21.04.2021

ABSTRACT

The present study aims to investigate the emotions students experience in the school environment and the reasons for experiencing these emotions. This research was conducted using the case study method, one of the qualitative research designs. The study group of this study consisted of 24 eighth-grade students studying at a public school in the province of Kahramanmaraş in 2019-2020 academic year and 11 teachers from different branches. The findings obtained in this study showed that the students experienced positive emotions, such as happiness, excitement, curiosity and wonderful. However, it was observed that students also experience negative emotions, such as stress, sadness, unhappiness, boredom, anger and fatigue. It was determined that students experienced more positive emotions than negative emotions in Turkish, Mathematics and Science classes. It was determined that he experiences negative emotions close to positive emotions in classes, such as Visual Arts, Physical Education, Technology and Design. Students experienced positive emotions when they were active in lessons, solved questions, communicated with their friends, and used different methods and techniques in classes. Students experienced negative emotions when teachers got angry with them, fail, insomnia, had family problems and uncertainty.

© 2021 IJPES. All rights reserved

Keywords:

Positive emotion, negative emotion, school, happiness, student emotions

1. Introduction

Trying to understand human nature by isolating it from the power of emotions does not seem realistic because while people do not only act with the mind, they also use their feelings and senses in their lives. Emotions are one of the most basic concepts of psychology that determine the reactions of individuals in daily life (Alsancak Akbulut, 2018). Emotions contain a dynamic process, are experienced individually, and their effects and indicators are different, which makes it difficult to define emotions (Ataman, 2011; Er, 2006; Er, Hoşrik, Ergün and Şerif, 2008). Therefore, the definitions of emotion and concepts related to emotion are still discussed in the literature (Ataman, 2011). In this vein, Izard (2010) postulates that there is no consensus on a definition of the word "emotion," and that it cannot be defined as a unitary concept. Identifying emotion as "an integral feature of achievement motivation." Elliot and Pekrun (2007) argue that "It is involved in orienting the individual's competence-relevant concerns, sustaining the individual's competence-relevant interest and effort, and influencing the response of the individual to success and failure (p. 57). Accordingly, Park, Knörzer, Plass and

¹ Corresponding author's address: Kahramanmaraş Sütçü İmam University, Faculty of Education, Turkey

e-mail: abdcecin46@gmail.com

Citation: Çetin, A., Gül, M. & Doğanay, A. (2021). How Students Feel at School: Experiences and Reasons. *International Journal of Psychology and Educational Studies*, 8 (2), 232-245.

<https://dx.doi.org/10.52380/ijpes.2021.8.2.388>

Brünken, (2015) conclude that "learners with positive emotional state show better learning outcomes and longer fixation durations on text information" (p. 34). The concept of emotion is defined by the Turkish Language Association (TDK) as "the impression created by a certain object, event or individuals in a person's inner world", Akçay and Çoruk (2012, p. 5) define it as "situations and structured feelings that first appear internally in the face of stimuli from both the inner and outer environment of the individual, and then affect the individual's body expression, posture and behavior."

On the other hand, while Goleman (2003) expressing it with the concept of feeling, he states that emotions are formed by thoughts and impulses that activate this feeling. Emotional state refers to the emotional identity of the person and the emotional climate of the environment where the interaction occurs (Yıldırım & Tabak, 2019). While emotions describe the short-term mood of the individual, they turn into an emotional state over time and create a positive and negative mood in the individual (Barsade & Gibson 2007). Emotions affect the quality of life of the individual and those around them in a wide range of areas. Emotions have a significant place in academic success, job performance, professional achievements, living a healthy long life (Chernyshenko, Kankaraš, & Drasgow, 2018), reactions, decisions, recall of important events (Atman Ece, 2011), communication and interaction (Oğuz & Özkul, 2016), problem-solving, directing vital events and attitudes (Barett, Gross, Christensen, & Benvenuto, 2001), creative and flexible thinking, raising the attention level of individuals and socializing (Grawitch, Munz & Kramer 2003; Hirt, Devers & Mc Crea 2008). At the same time, emotions dominate cognitive processes (Er, 2006). When feelings occur at the wrong time and the wrong intensity, they become a phenomenon that makes human life difficult (Ataman, 2011). When most people feel sad, tense, and depressed, the likelihood of making mistakes increases, their interest in their environment decreases, they process information with less efficiency (Er, 2006), they become distracted (Grawitch, Munz, & Kramer 2003; Hirt, Devers & Mc Crea 2008) and they get tired easily and feel powerless (Ayçiçek, 2012). In fact, emotional state affects people's eating habits and makes them decide which food to consume and how much (Özenoğlu, 2018).

Although emotions are classified in different ways in the literature, they are basically divided into two categories as positive and negative emotions (Bakioğlu, 2014). When the needs, expectations and demands of the individual are met, positive emotions, such as happiness and pleasure are experienced, but when not met, sadness and painful negative emotions are experienced (Baloğlu, 2016). At the same time, factors, such as lack of alternative, indecision, aimlessness, stagnation and uncertainty cause people to experience negative emotions. (Yıldırım & Tabak, 2019). Human emotions change depending on the conditions where they are experienced (Yıldırım & Tabak, 2019). It is seen that much more factors, such as family support for the individual (Kandır & Alpan 2008), peer relationship (Gülay, 2009), environment, school, teacher, media (Taşar, 2019) and nutrition (Özenoğlu, 2018) are effective on emotions. In fact, Akdakin, Şimşek, and Kaplan (2011) concluded in their study on the effect of colors on emotions that the color red is associated with the feeling of anger and excitement, and the dark blue color with the sense of introversion and seriousness. Studies show that the areas where emotion is influenced and emotion influences are quite wide. One of the significant areas that can be counted in these domains of influence is education. In this context, research on emotions in education is crucial.

Turkey has not achieved the desired success in education. One of the most significant indicators of this situation is the PISA reports. According to a preliminary report of PISA 2018, Turkey is seen to remain below the OECD average in all areas "reading, mathematics and science " (Ministry of Education [MoNE], 2019). At the same time in the centralized exams held in Turkey, thousands of students have low scores. Besides the low academic achievement, violence in schools is among the critical issues and individuals experience permanent destruction both physically and emotionally due to violence (Tatlilioğlu, 2016). In the survey conducted by PISA in 2015 on the well-being of students, the findings showed that 19% of the students in Turkey was exposed to bullying at least a few times each month; Taşar (2019) concluded in her research that one out of every two students was involved in the violence as a bully victim or bullying tyrant. Given that individuals have emotions that shape their behaviors, studies on emotions in education can be effective in solving various problems in education and improving the system.

Although emotions have a crucial place in the science of psychology, it has been neglected as a research subject for reasons, such as very challenging to define (Ataman, 2011; Er, 2006; Er et al., 2008) and the importance given to objectivity and observability in science (Er, 2006). This is especially striking in education (King &

Chen, 2019). Therefore, studies and information in this field have been limited. The review of the existing literature shows that most of the research was conducted with a focus on the effects of students' emotions on math performance and metacognitive skills (Efklides & Petkaki, 2005), emotions in students' scholastic development (Pekrun, 2007), students' emotional experiences in the classroom (Ahmed, Werf, Minnaert, & Kuyper, 2010), students' experience in online and classroom participation and exams (Stowell, Allen, & Teoro, 2012; Doğan & Ağçam, 2020; Öztüre, Fidan, Bakır, Uslu, & Usluel, 2021), emotions in the students' learning (Noyes, Darby & Leupold, 2015; Pekrun, 2014; Meşe & Dursun, 2018), students of the relationship between consumption habits and emotional experiences in college (Arboleda & Alonso, 2017). However, it seems that these topics are not adequately addressed in Turkey. This situation was evaluated as a deficiency by the researchers and it was decided to investigate the subject. This study focused on the emotions of 8th-grade students. The fact that 8th-grade students will take the entrance exam to high schools and experience the adolescence period makes the research even more significant concerning experienced emotions.

For emotional regulation and healthy emotional development, it is necessary to investigate which emotions the individual has and which emotions emerge when and how. Lack of emotion regulation causes many psychopathologies to emerge and continue. This causes people to encounter problems in cognitive, physical and behavioral areas in daily life (Alsancak Akbulut, 2018). At the same time, the individual can develop a positive or negative attitude towards facts and people by transforming into effect as a result of experiencing a similar emotion for a long time (Yıldırım & Tabak, 2019). This situation can be explanatory concerning the attitudes students develop towards lessons and teachers. The emotions experienced by the students have critical importance in their academic success, learning, motivation, performance, identity development, and health (Schutz & Pekrun, 2007). Therefore, the feelings students experience in the school environment and the reasons for experiencing these feelings should be described. In this context, this study aims to investigate the feelings and reasons students experience in the school environment. The following questions were sought in this research.

S1. What are the emotions that students experience in lessons in different branches?

S2. What are the emotions that students experience in extracurricular environments in the school area?

S3. What are the reasons for students to experience their emotions?

S4. What are the teachers' suggestions for students to experience positive emotions more often?

2. Methodology

2.1. Research Model

This research, which aims to investigate students' feelings and reasons for living in the school environment, was a case study. Case studies are studies that are conducted to understand a complex social phenomenon (Yin, 2004), preferred in applied fields, such as education (Merriam, 2013), in-depth information about current events or facts related to real life is collected, and the situation is described (Creswell, 2014). This research focused on the emotional states of students in the school environment. In other words, the emotions students experience inside and outside the classroom in the school constituted the case of this particular study. More specifically, this study investigated in which classes they experienced positive and negative emotions as well as the reasons why they experienced particular emotions in these classes.

2.2. Participants of this Study

The study group of the study consisted of 24 eighth-grade students studying in one of the official secondary schools in Kahramanmaraş province in the 2019-2020 academic year and 11 teachers from different branches who attended their classes in the same year. While forming the study group, the criterion sampling method, which is one of the purposeful sampling methods, was used. While determining the participant students, all of the students in a grade at the eighth-grade selected in accordance with the purpose of this study were offered to work together in the research and 24 students who accepted and were willing were determined as participants.

The participant teachers were chosen among the teachers attending the classes of these students on a voluntary basis. Eight of the teachers were female and three were male. The branches of teachers were Mathematics,

Science, Turkish, Social Studies, English, Religious Culture and Moral Knowledge, Technology Design, Music and Visual Arts. Purposeful sampling is a sampling method that is suitable for the purpose of the research, rich in information and enables in-depth research (Patton, 2014; Teddlie & Tashakkori, 2015). In this research, the researchers have the role of first-order data collection and reporting.

2.3. Data Collection Tools and Data Collection

Case studies require detailed information about the situation using multiple sources of information, such as questionnaires, observations, face-to-face interviews, audio and visual materials, documents and reports (Merriam, 2013). Multiple data collection tools were used in this study to eliminate the limitations of the data obtained by a single method and reach a rich data set and data diversity that can confirm each other by eliminating biases (Creswell, 2014).

In this study, data were collected using a student diary and semi-structured interview form. Data collection tools and data sources were diversified in this study. "Student Diary Form (SDF)" has been prepared according to the weekly course schedule. In the SDF, the field where the lessons and extracurricular environments of the day in the program to be kept by the student is filled, and there is an empty space titled "my feelings" for them to write down their feelings and "reasons" for them to explain their reasons. SDF distributed all students in a class of 32 students at the eighth-grade level. Students kept a diary for one month (22 working days) in December 2019. In this study, 27 students voluntarily filled in and submitted these forms and five students did not give feedback. Three students were excluded from the data set because they did not keep the diaries properly. Data of 24 students were used in this research. Data from the teachers were collected using a semi-structured interview form developed by the researchers. The literature was used in the preparation of the semi-structured interview form, and the final form was given to the interview form in line with expert opinions (two faculty members from Kahramanmaraş Sütçü İmam University and Çukurova University). Interviews with teachers were held in December 2019 and January 2020. Interviews with the teachers lasted about an hour.

2.4. Data Analysis

Content analysis was used to analyze the data in this research. Patton (2014) states in case studies that researchers may encounter very intense data and in this case, content analysis technique is appropriate. Therefore, all data should be gathered and organized before analysis (Merriam, 2013; Patton, 2014).

In this research, first of all, the raw data were arranged in a computer environment and made ready for analysis. Then, coding of the data, creation of themes from the codes, tabulation of codes and themes, presentation and interpretation of the findings were carried out (Creswell, 2016; Strauss & Corbin, 1990; Yıldırım & Şimşek, 2011). The main purpose of content analysis is to bring together similar data under certain concepts and themes to provide comfort to the reader (Yıldırım & Şimşek, 2013).

2.5. Validity and Reliability Studies

To ensure validity and reliability in qualitative research, the research must first be conducted in an ethical manner (Merriam, 2013, p. 199). In this study, firstly, to conduct the present study, the ethics committee report and ethical approval were obtained from the university where the researchers worked. Before starting this research, the participants were informed about this research and the volunteers were included in this study. The identities of the participants were kept secret, but codes, such as S1, were given instead of their real names.

To ensure validity and reliability in this study, four strategies, namely persuasiveness, transferability, consistency and confirmation were utilized stated by Lincoln and Guba (1985). *Persuasiveness*: To ensure credibility in qualitative research, triangulation, detailed and deep data collection, participant confirmation, expert review and the role of researchers should be explained (Creswell, 2014; Merriam, 2013; Patton, 2014; Yıldırım & Şimşek, 2013). In this research, data and source diversification was made using the student diary and teacher opinions. The accuracy of the research was confirmed by presenting the data to the participants. Participating students in the study kept a diary for as long as a month. This research was conducted in line with expert opinions, which were presented to expert opinion at every stage of the research. *Transferability*: It is not possible to generalize the results in qualitative research (Merriam, 2013; Patton, 2014; Yıldırım & Şimşek, 2013). Transferability is the task of leaving the readers to interpret the results of a study to what degree or

scope it will be applied to similar studies (Merriam 2013, p.218; Yıldırım & Şimşek, 2013). To ensure transferability in this study, as Lincoln and Guba (1985) suggested, all stages of the research were described in detail, the reports included direct quotations from the participants' views and diaries, the findings were tabulated and an understandable language was used for the readers. *Consistency*: Since social sciences include a dynamic process and human behavior is constantly changing, research results are not expected to be repeated in the same way. However, the results of the research are expected to be consistent (Merriam, 2013). To increase the consistency in this research, the processes followed in the research were explained in detail, supported with relevant documents, and the research was conducted systematically and reported. To ensure consistency in the data analysis of the research, the coders coded separately at the same time, blindly. The items with consensus and disagreement were revealed, and it was determined that the agreement rate between the coders was 0.87 in the calculations made using the formula [Reliability = Consensus/Consensus + Disagreement X 100] of Miles and Huberman (1994, p. 64). If the harmony ratio between coders is higher than .70, it is assumed that the reliability of their coding is sufficient (Akay & Ültanır, 2010, p. 80). *Confirmation*: The research is open to external audit (Creswell, 2014). In this research, documents related to all stages of the research are stored in computer environment to ensure confirmation.

2.6. Ethical

This article is an original study. It has been reported by paying attention to publication ethics. This research was found ethically appropriate in accordance with the decision of the Kahramanmaraş Sütçü İmam University Ethics Commission dated 08.06.2020 and numbered 2020-15.

3. Findings

3.1. Findings related to the Emotions Students Experienced in Different Lessons

The first sub-aim of this research was to investigate the feelings students experience in different lessons. For this purpose, the findings obtained from the student diaries regarding the emotional state of the students in the lessons are given in Table 1.

Table 1. Emotions Experienced by Students in Lessons

Lessons	Positive Emotions							Negative Emotions																		
	Happiness	Peace	Feeling good	Excited	Curious	Fun	Wonderful	Total	Stressful	Nervous	Sad	Unhappy	Bored	Angry	Confusion	Fear	Anxiety	Disgust	Nötr	Fatigue	Shame	Hatred	Bad	Offended	Total	
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
TURKISH	170	5	8	6	2	3	2	196	2	2	17	18	6	5	7	2	2	0	16	12	1	0	0	0	0	90
MATH	131	0	4	9	2	1	2	149	5	1	15	27	15	13	0	5	5	1	18	9	1	1	1	2	2	119
SCIENCE	79	1	3	9	1	0	0	93	6	0	5	8	12	6	3	3	1	0	5	18	0	0	0	0	0	69
HISTORY	96	2	2	4	1	5	0	110	3	0	6	7	19	2	1	0	4	0	4	2	0	0	1	1	1	50
ENG	77	0	3	3	2	2	2	89	1	1	8	9	14	11	0	3	3	4	5	1	0	0	2	0	0	62
PHYSICAL	37	0	0	2	0	0	1	40	1	0	3	12	2	6	0	0	0	1	6	4	0	2	2	0	0	39
T.D.	26	0	0	1	0	9	1	37	1	0	0	4	15	9	0	1	1	1	0	5	0	3	1	3	0	43
MUSIC	31	0	2	3	0	0	5	41	2	1	2	5	9	3	0	2	2	0	4	1	0	0	1	0	0	35
ART	24	0	4	2	0	0	0	30	1	1	3	10	10	11	1	3	1	0	0	2	0	0	2	0	0	45
Total								785																		552

Abbreviations in Table 1; TURKISH: Turkish Lesson, MATH: Math Lesson, SCIENCE: Science Course, HISTORY: T.R. History of Revolution and Kemalism, ENG: English, PHYSICAL: Physical Education Lesson, MUSIC: Music Lesson. ART: Visual Arts Lesson, T.D: Technology Design Class f: frequency (frequency of repetition)

According to Table 1, the positive emotions experienced by the students in the lesson were happiness, peace, well-being, excited, curious, fun, wonderful while negative emotions are stress, tense, sad, unhappiness, boredom, irritability, confusion, fear, anxiety, disgust, fatigue, embarrassment, hate, reproach, feeling bad and resentment. Students experienced more positive emotions (f: 785) than negative emotions (f: 552). Students

experienced both positive and negative emotions in the same lesson. While they experienced positive emotions more in some lessons (Turkish, Social B...), they experienced more negative emotions in some lessons (Design, Visual Arts...). Since the students wrote their feelings directly on the form, the frequency table was created and direct quotations were not included. For example, the student wrote "happiness" under the title of my emotions.

3.2. Findings regarding the Emotions Experienced by Students in Extracurricular Environments in The School Area

The second sub-aim of this research was to investigate the feelings students experienced in the school area outside of the classroom. For this purpose, the findings obtained from the student diaries regarding the emotional state of the students in extracurricular environments are given in Table 2 and the findings obtained from the teachers' opinions are presented below.

Table 2. Emotions experienced by students in extracurricular environments

Environment	Positive emotions							Negative emotions														
	Happiness	Fun	Peaceful	Good	Excited	Curious	Total	Stressful	Unhappy	Tired	Repulsive	Pessimistic	Bored	Angry	Sad	Nötr	Hatred	Anxiety	Fear	Confusion	Total	
	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
Unspecified field	70	2	3	2	2	1	80	10	25	5	5	5	13	22	12	18	3	5	2	3	128	
In the garden	9	0	0	0	0	0	9	0	1	0	0	0	5	0	0	0	0	0	0	0	6	
In the corridor	5	1	0	1	0	0	7	0	1	0	3	0	8	1	1	0	0	2	0	16		
In the canteen	7	0	0	0	0	0	7	1	1	3	0	0	8	1	0	0	0	0	0	14		
During the breaks	89	1	0	0	1	0	91	0	14	2	0	0	6	7	9	17	0	2	2	1	58	
At the ceremony	4	0	0	0	0	0	4	0	1	0	0	0	1	0	0	0	0	0	0	2		
Total							198														224	

As shown in Table 2, it was seen that students experienced less positive emotions (f: 198) than negative emotions at school in extracurricular environments. When the table was analyzed, it was seen that students experience positive emotions, especially during breaks. However, they experienced more negative feelings than positive emotions anywhere in the school, in the corridors and the canteen. Students experienced more positive emotions than negative emotions during breaks, in the garden and at the ceremony. Since the emotions experienced by the students were written directly on the form, the frequency table was created and direct quotations were not included. For example, the student wrote "stressful" under the title of my emotions.

3.3. Findings regarding the Reasons for the Emotions Students Experienced in the School Environment

The third sub-aim of this study was to investigate the reasons why students experienced emotions in the school environment. Findings related to the reasons why students experienced positive emotions from student diaries and teachers' opinions are given in Table 3, and the reasons for experiencing negative emotions are given in Table 4.

As shown in Table 3, it was seen that the factors that caused students to experience positive emotions were student, teacher, school, environment and lesson. As seen in Table 3, students mostly solved problems (f: 100), passed exams (f: 60), read (f: 55), communicated with friends (f: 54), used different methods and techniques in lessons. (f: 45).... they experienced positive emotions. S14 said, "We solved many questions in the Turkish lesson today. Since I'm going to take the exam, I need to solve a lot of questions. I feel happy as I solve questions."; S18 said, "Today, our teacher would explain the exam results in the lesson. I was so excited. I worked hard and was expecting the reward of my hard work. The exam result made me feel great. Do I need to mention the result of the exam? Of course, it is 100." S7 explained how s/he feels about reading, "Reading makes me feel good. The feeling I feel during reading time is definitely peace. I wish we had more reading hours"; S20 said, "We, a few girls, get along very well. We always

share our secrets with each other. We do jokes. We come together and have fun every break. These girls are the most important reason for my happiness at school." S4 expressed the feeling he experienced when different methods and techniques were used in the lesson as "Today we experimented in the first hour of the science lesson and I was very happy because experimenting is very fun," and S9 stated, "Today, in the History of the Revolution lesson, we organized a panel in the hall of the school where other classes in the school were also watching. Seeing my friends on the stage and asking questions made me feel very different. I think I felt both excited and happy."

Table 3. Reasons Students Experiencing Positive Emotions in the School Environment

Theme	Codes	Student G. Frequency	Teacher G. Frequency
Student	Success in exams/lessons	60	1
	Willingness to learn/curiosity, learning	46	
	Love the teacher	35	1
	Understanding the lesson	17	
	Product creation	8	
	Love the subject	7	
	Communicate with the teacher	5	1
	Do nothing	3	
	To feel free	0	1
Teacher	Good lecture	11	
	Making the lesson fun	10	
	Chatting with students	9	
	Having a smiling face	5	1
	Giving humor	4	
	Be energetic	4	
	Guiding	4	
	Motivating students	3	
	Problem-solving	2	
	Having an argument	2	
	Giving feedback	1	
Learning Environment	Problem-solving	100	
	Reading	55	
	Using different methods and techniques	45	
	Fun environment	44	
	Active participation in the lesson	16	1
	Revision	6	
	Silence	6	
	Receiving an award	2	
Suitable environment (heating)	1		
Lesson	Efficient course of the lesson	20	
	Interesting lesson	6	1
	Loving the lesson	0	1
School	Communicating with friends	54	
	Having free lessons	34	
	Playing	19	
	Peaceful environment	16	
	Being in the garden	11	3
	Having the last class	8	
	Playing sports (Football-Volleyball)	7	1
	Getting guidance	5	
	Food	3	
	Resting	2	
	The last day of the week	2	
	Being in the library	1	
No queue in the canteen	1	1	

According to teachers' opinions, students experienced positive emotions when they were in the garden (f: 3), when they loved the teacher, when they communicated with the teacher, when they loved the lesson, when they found the lesson interesting, and when they actively participated in the lesson. T8 mentioned that he attributed the positive emotions of students to loving the lesson and the teacher "If he likes the lesson and the teacher, the student becomes happy in that lesson. This happiness reflects on me as well, then I am also happy during the lesson. Students are very happy, especially in the garden, going out makes them relax." T4 said that the students' participation in the lesson made them happy, "They are happy when interactive lessons are given, but I observe that our students get bored when the lesson becomes monotonous." T5 expressed, "Students are happy when they feel that they can achieve something in the lesson. The happiest place for children is the garden because they are free."

Table 4. Reasons for Students to Experience Negative Emotions in the School Environment

Theme	Codes	Student G. Frequency	Teacher G. Frequency
Student	Failure	32	
	Insomnia	29	1
	Not loving the teacher	28	
	Fatigue	22	1
	Not loving the lesson	21	
	Negative peer relationships	20	
	Illness	13	
	Not understanding the lesson	10	
	Not doing homework	10	
	Bad weather conditions	7	
	Not loving the school	4	
	Being hungry	3	
	Puberty	0	2
Teacher	Angry with the student	41	1
	Monotonous lesson	23	
	Being indifferent to students' requests	21	
	Dislike for his/her style / attitude	20	1
	Being angry	11	
	Threatening	9	
	Not being fair	9	
	Teasing students	5	
	Being ill	2	
	Intensive tutoring	2	
	Solving the question incorrectly	1	
Not noticing the student	1		
Learning environment	Noise	19	1
	Monotony/Not using different methods	8	2
	Change of location	6	
	Inability to actively attend the course	6	
	Homework control	5	
Lessons	Writing a lot	2	
	Test solving	30	
	Examination	29	7
	Having the same lesson three courses in a row	24	1
	Believing that the lesson is unnecessary	17	1
	Boring activities	14	
	First lesson on the day	11	
	Thinking the lesson is difficult	8	
	Having classes	4	
	Reading	2	
	Density in corridors/classroom	27	2
	Negative communication with friends	18	5

School	Having fights	11	
	Queue in the canteen	9	
	Inability to go to the school garden	9	
	Taking outside the building	7	
	Not having classes	9	
	Rude behaviours of students	7	
	First day of the week	4	
	Short breaks	4	
	Ceremonies	3	
Family	Family pressure	0	4
	Family problems	0	4
	Family's expectation/future anxiety	0	2

As shown Table 4, it was seen that the negative emotions of students at school arose from several factors, such as themselves, teachers, learning environment, lessons, school and family. Students mostly experienced negative emotions when teachers were angry with them (f: 41), when they experienced failure (f: 32), when they took a test (f: 30), when they were sleepless (f: 29), when there was an exam (f: 29). S12 said that s/he experienced negative feelings when the teacher was angry with him, *"I'm afraid. Our teacher is already angry and I think we talked a little too much in this lesson. The teacher shouted very badly and said that if those who did not take notes bring their pictures next week, he will give everyone zero. Let's wait with fear what will happen next week."* expressed in the form of sentence. S16 said that he was sad about solving tests, *"I pray that the eighth-grade is over and I can get rid of solving tests. Sad, sad, sad..."* S12 expressed his disappointment about the failure *"I was very sad today because I could not understand the lesson."* S23 expressed exam stress *"I am very stressed today because there is a trial exam."* S11 told the negative effects of insomnia *"I just got out of bed and came to school immediately. I was always sleepy in class, and that's why I felt sad during the lesson."*

According to teachers' opinions, the reasons for students to experience negative emotions were family problems (f: 10), examinations (f: 7), negative friendship (f: 5), adolescence (f: 2), monotony in lessons (f: 2), noise, crowd, fatigue and belief that the lesson was unnecessary. T1 mentioned that *"Difficulty of exams and subjects, crowded classes can cause children to get bored. In addition, parents' pressure can make students unhappy. For example, one day I came across a child crying when he saw his parent at the door of the classroom. I talk to children who were unhappy during my duties and they usually say that they are unhappy due to family problems."* T5's opinion about thinking that the lesson was unnecessary was that *"Students care about the lessons for exams, but they do not care about our lessons. This is why they are very reluctant to attend classes. This causes them to experience negative emotions, such as boredom and unhappiness."*

3.4. Teachers' Suggestions for Students to Experience Positive Emotions in the School Environment

The fourth sub-aim of this study was to investigate the teachers' suggestions for students to experience positive emotions more intensely in the school environment. Findings obtained from teachers' opinions are given in Table 5.

According to Table 5, the frequency of repetition of the suggestions of teachers for increasing the intensity of positive emotions experienced by students were: Classroom sizes should be reduced, opportunities (e.g., tools) should be increased, the teacher should increase communication with the students, social and sports activities should be increased, and the teacher should be sincere, respectively. T2 said, *"The most important problem of our school is that the school and the classes are too crowded. This student size must be reduced below 30, when this is achieved, we can communicate with our students."*; T4 expressed his/her ideas related to the students' being idealist and the diversity of methods and techniques *"To create positive emotions in students, first of all, teachers should do their work with love. They should be idealistic and behave close to children. Schools should have better facilities and more student-oriented method techniques should be used in lessons. When these are provided, we can see happier students in schools."* T7 emphasized the discipline in increasing the positive emotions of the students *"If there is a discipline*

in schools, children will be unhappy first, but then they will be happier. Discipline is absolutely required to create a positive mood. "; T6 focused on the effects of teachers' communication with the students, "It is very important for us to communicate with the student. For this, we must get to know the student. I address my students by name, which makes them happy. I often talk one to one about their families, goals, and feelings. I can see the happiness in the students after this communication."

Table 5. Teachers' Suggestions for Students to Experience Positive Emotions more Frequently

Theme	Code	Frequency
Management	Decreasing classroom size	5
	Increasing facilities (e.g., equipment)	5
	Increasing social and sportive activities	4
	Reducing exam anxiety	3
	Increasing school discipline	1
	Playing music at school	1
	Reducing the teachers' pressure on students	1
	Collaboration of school, family, teacher and student	1
	Painting school with vibrant colors	1
Teacher	Increasing communication with students	4
	Being sincere	2
	Loving your job	2
	Guiding students to become aware of their problems	1
	Guiding students to their interests	1
	Reducing students' exam stress	1
	Ensuring that students experience success	1
	Creating a fun educational environment	1
	Making her/his students love herself/himself	1
	Being consistent	1
	Using student-centered methods and techniques	1

3.5. Data Compliance

When the harmony of the findings obtained from different data types in this study was compared, it was seen that the types of emotions expressed by students were similar to those expressed by teachers. Although student diaries and teachers' views supported each other, it was observed that teachers could understand students. It was striking that the points that teachers focused on and the points that students focused on were different in the factors that caused students' emotional state. While students focused more on their goals and needs, teachers focused more on leisure activities and family reasons.

4. Discussion and Conclusion

As a result of this research, the emotions the students experience in the school environment, the reasons for experiencing these emotions, what the teachers' suggestions for them to experience positive emotions more frequently were discussed in the light of sub-goals and findings. The findings obtained in this research showed that the students had positive emotions, such as happiness, peace, good, excitement, curiosity, fun, wonderful and negative emotions, such as stressful, sad, unhappiness, boredom, boredom, anger, confusion, fear, anxiety, repulsive, fatigue, embarrassment, hate, bad and resentful. It was seen that they experienced negative feelings. Er, (2006) identified 72 types of "Emotional Adjective Pairs" that classified the emotions that people could experience in his study. The types of positive and negative emotions obtained as a result of this study were among 72 emotional state adjective pairs.

It was concluded that students experienced positive emotions more than negative emotions, but the frequency of experiencing negative emotions was close to positive emotions. The positive emotions experienced by the students have critical importance in their academic achievements (Chernyshenko, Kankaraš, & Drasgow, 2018; Er, 2006), their learning, motivation, performance, identity development and health (Schutz & Pekrun, 2007;

Ağçam & Ünsal, 2019). In addition, emotions have a critical place in decisions, remembering important events (Atman Ece, 2011), communication and interaction (Oğuz & Özkul, 2016), problem-solving, directing vital events and attitudes (Barett, Gross, Christensen, & Benvenuto, 2001), creative and flexible in thinking, raising the attention level of individuals, socializing (Denham, 1998; Grawitch, Munz, & Kramer 2003; Hirt, Devers, & Mc Crea 2008; Rowe, Hirsh, & Anderson 2007), general interest in school (Ünsal, 2017), peer relationships (Koizumi, 1995). On the contrary, negative emotions experienced by students make their lives difficult and cause vital and behavioral problems. When people feel sad, tense and depressed, or when they are in a depressive mood, the likelihood of making mistakes increases, their interest in their environment decreases, they process information with less efficiency (Er, 2006), and they become distracted (Grawitch, Munz ve Kramer 2003; Rowe, Hirsh ve Anderson 2007; Hirt, Devers ve Mc Crea 2008), their risky behaviors increase (Telef, 2014), get tired easily and feel powerless (Ayçiçek, 2012).

Considering the research findings in the context of courses, while students experience positive emotions more intensely than negative emotions in Turkish, Mathematics, T.R. History of Revolution and Kemalism and Science lessons, positive and negative emotions are experienced very close to each other in English, Visual Arts, Physical Education and Technology Design lessons. A striking result of this research is that even more negative emotions are experienced in some classes like Technology and Design Lessons. The reason for this situation may be that the participants pay more attention to the lessons that will be asked in the exam because they are in the eighth-grade. In addition, the lack of activities in some lessons, the students being passive, the student not paying attention to the lesson or the teacher giving too much meaning to the lesson, the chaos (noise) in the lessons, uncertainty and unplannedness may have caused this result. Another reason for this result may be due to the formation knowledge of teachers. Apart from the Faculty of Education, other faculties are also appointed to teach the courses with intense negative emotions. It was determined that negative emotions experienced by students in extracurricular environments were more than positive emotions. While the students experienced most of the positive emotions during the breaks, they experienced the negative emotions anywhere in the school. The reason for this situation may be due to students' inability to easily meet their basic needs, such as nutrition and rest (Özenoğlu, 2008), not feeling safe (Cui, Morris, Criss, Houlberg, & Silk, 2014; Sabatier et al., 2017) or problems in friendship (Gülay, 2009).

It was concluded that students mostly experience positive emotions when solving questions, succeeding in exams, reading, communicating with friends, using different methods and techniques in the lessons, and when the lessons were effective. It was concluded that factors, such as when students are angry with their teachers when they fail, have exams, when they are sleepy, when there is an exam, when there is noise, when they have food problems, crowded corridors and classrooms, and family problems cause them to experience negative emotions. When the needs, expectations and demands of the individual are met, positive emotions, such as happiness and pleasure are experienced, and when not met, painful and painful negative emotions are experienced (Baloğlu, 2016). At the same time, factors, such as lack of alternatives, indecisiveness, aimlessness, stagnation and uncertainty cause people to experience negative emotions (Yıldırım & Tabak, 2019). In this study, it may mean that students' expectations and needs are met when they experience positive emotions when they solve questions, pass the exam and pass the lessons efficiently. The use of different methods and techniques in the lessons may have enabled the students to experience positive emotions by eliminating the lack of alternatives and stagnation and by providing the student's participation. In addition, Gülay (2009) stated in his study that peer relationships were effective on positive emotions, supporting the results of this research.

The findings obtained in this study show that the emotional state of the students is affected by the attitude of the teacher and the family. The teacher's anger increases the experience of negative emotions while his laughing and joking increase the experience of positive emotions. Argon (2015) stated in his study that teachers' emotional states are very significant in the educational environment and emphasized that education will be shaped according to the teachers' emotional state. When the literature was examined, it was revealed that the family was effective in helping students experience positive and negative emotions and regulate their

emotions, supporting the results of this study (Cui, Morris, Criss, Houltberg, & Silk, 2014; Kandır & Alpan, 2008; Sabatier et al., 2017).

Another remarkable result of this study was some items, such as solving questions (test) and classes without teacher are the reasons for both positive emotions and negative emotions. Although these two situations seem to contradict each other, they are actually due to the heterogeneous structure of the eighth-graders, which is the study group of this study. While some students focus on the exam, for some students, the exam is not very significant. The reason for this result of this study may be related to the meaning that the students attach to the school and the lessons and any event that the students experienced that day.

In order for students to experience positive emotions in the school environment, teachers suggested decreasing the classroom size, increasing the possibilities (e.g., equipment), establishing more and closer communication with the students, and increasing the social and sports activities in the school. Duman et al. (2019), in their study on university students, concluded that supporting the suggestions made by teachers, young people engaging in educational activities and participating in sports activities reduced negative emotions, such as anger. As a result of this research, the following suggestions were made. (i) In order for students to experience positive emotions more frequently, their basic needs and expectations should be met, they should be active in class environments and social activities and they should be given opportunities to succeed and produce products. (ii) In order for students to experience fewer negative emotions, many negative factors, such as excessive class size, noise, fatigue, uncertainty and lack of alternatives, should be reduced.

5. References

- Ağçam, R., & Ünsal, S. (2019). Classroom teachers' views on the use of humour in education process. *Turkish Studies-Educational Sciences*, 14(6), 2803-2818. doi: <https://doi.org/10.29228/TurkishStudies.30260>
- Ahmed, W., Werf, G., Minnaert, A., & Kuyper, H. (2010). Students' daily emotions in the classroom: Intra-individual variability and appraisal correlates. *British Journal of Educational Psychology*, 80(4), 583-597. <https://bpspsychub.onlinelibrary.wiley.com/>
- Akay, C., & Ültanır, E. (2010). Reading-writing (literacy) education teachers' opinions on andragogical based facilitated reading-writing (literacy) education (FLE). *Mersin University Journal of the Faculty of Education*, 6(2), 75-88. doi: 10.17860/efd.8288 <https://arastirmax.com/>
- Akçay, C., & Çoruk, A. (2012). Emotions in professional life and its management: A conceptual study. *Journal of Policy Analysis in Education July*, 1(1), 3-25. <https://ojer.ogu.edu.tr/>
- Aktekin, D., Şimşek, Y. & Kaplan, B. (2011). Effects of colors on emotion. *Maltepe Medical Journal*, 3 (1), 31-33. <https://dergipark.org.tr/tr/pub>
- Alsancak Akbulut, C. (2018). Evaluating emotion regulation processes of depression. *Klinik Psikiyatri Dergisi: The Journal of Clinical Psychiatry*, 21(2), 184-192. <https://doi.org/10.5505/kpd.2018.24855>
- Arboleda, A. M., & Alonso, J. C. (2017). Students' emotional experience at the university: an alternative approach to understanding students as consumers. *Services Marketing Quarterly*, 38(3), 129-141. <https://www.tandfonline.com>
- Ataman, E. (2011). *The role of cognitive emotion regulation strategies in determining the level of depression and anxiety against stressful life events* [Unpublished master thesis, Hacettepe University]. <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Ayçiçek, G. (2012). *Effects of positive and negative emotions on employee's motivation and an application*. [Unpublished master thesis, İnönü University]. <https://tez.yok.gov.tr/UlusalTezMerkezi/>
- Bakioğlu, A. (2014). *Contemporary Classroom Management*. Nobel Publishing.
- Baloğlu, N. (2016). Examining teachers' perceptions of organizational trust in terms of some variables. Beycioğlu, K., Özer, N., Koşar, D., Şahin, İ. (Ed.) In *educational research e-book* (49-71). Ankara: Pegem

- Barrett, Lisa Feldman, James J. Gross, Conner T. & Benvenuto, M (2001). Knowing what you're feeling and knowing what to do about it: Mapping the relation between emotion differentiation and emotion regulation. *Cognition and Emotion* 15(6), 713-724. <https://www.tandfonline.com/>
- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59. <https://journals.aom.org/doi/10.5465/amp.2007.24286163>
- Chernyshenko, O., Kankaraš, M. & Drasgow, F. (2018). *Social and emotional skills for student success and wellbeing: Conceptual framework for the OECD study on social and emotional skills*. OECD Education Working Papers, 173. Paris: OECD Publishing. http://dx.doi.org/10.1787/db1d8e59_en
- Creswell, J. W. (2014). *Research Design: Qualitative, quantitative, and mixed methods approaches* (B. Demir et al., Trans.). Educational Book Publications.
- Cui, L., Morris, A. S., Criss, M. M., Houltberg, B. J., & Silk, J. S. (2014). Parental psychological control and adolescent adjustment: The role of adolescent emotion regulation. *Parenting*, 14(1), 47-67. <https://www.tandfonline.com>
- Denham, S. A. (1998). *Emotional development in young children*. Guilford Press.
- Doğan, A., & Ağçam, R. (2020). Turkish prospective teachers' academic emotions in mathematics and EFL. In O. Zhal, & N. Demirbilek (Eds.), *Theory and Research in Educational Sciences*, (pp. 74-87).
- Duman, R. S., Sanacora, G., & Krystal, J. H. (2019). Altered connectivity in depression: GABA and glutamate neurotransmitter deficits and reversal by novel treatments. *Neuron*, 102(1), 75-90. <https://pubmed.ncbi.nlm.nih.gov/30946828>
- Efklides, A., & Petkaki, C. (2005). Effects of mood on students' metacognitive experiences. *Learning and Instruction*, 15(5), 415-431. <https://www.sciencedirect.com/science/article/pii/S0959475205000514>
- Elliot, A. J., & Pekrun, R. (2007). Emotion in the hierarchical model of approach-avoidance achievement motivation. *Emotion in Education*, 57-73. <https://doi.org/10.1016/B978-012372545-5/50005-8>
- Er, N. (2006). Mood-state adjective pairs list. *Psychology Studies*, 26, 21-44.
- Er, N., Hoşrik, E., Ergün, H., & Şerif, M. (2008). The effects of mood state manipulations on autobiographical memory. *Turkish Journal of Psychology*, 23(62), 1-16.
- Goleman, D. (2003). *Emotional Intelligence (Why it can matter more than IQ)*. Asset Broadcasts.
- Grawitch, M. J., Munz, D. C., & Kramer, T. J. (2003). Effects of member mood states on creative performance in temporary workgroups. *Group dynamics: Theory, research, and practice*, 7(1), 41-54. <https://doi.org/10.1037/1089-2699.7.1.41>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of Qualitative Research*, 2(163-194).
- Gülay, H. (2009). Peer relationships in preschool years. *Balıkesir University The Journal of Social Sciences Institute*, 12(22), 82-93.
- Hirt, E. R., Devers, E. E., & Mc Crea, S. M. (2008). I want to be creative: Exploring the role of hedonic contingency theory in the positive mood-cognitive flexibility link. *Journal of personality and social psychology*, 94(2), 214-230. doi: 10.1037 / 0022-3514.94.2.94.2.214.
- Izard, C. E. (2010). The many meanings/aspects of emotion: Definitions, functions, activation, and regulation. *Emotion Review*, 2(4), 363-370. <https://doi.org/10.1177/1754073910374661>.
- Kandır, Y. & Alpan, U. (2008). The Effects of parental behavior on the socio-emotional development in preschool. *Journal of Social Policy Studies*, 14 (14), 33-38.
- King, R. B., & Chen, J. (2019). Emotions in education: Asian insights on the role of emotions in learning and teaching. *Asia-Pacific Edu Res*, (2019) 28(4), 279-281.
- Koizumi, R. (1995). Feelings of optimism and pessimism in Japanese students' transition to junior high school. *The Journal of Early Adolescence*, 15(4), 412-428.

- Ministry of Education [MoNE], (2019). *PISA Turkey preliminary report*. Ankara
- Merriam, S. B. (2013). *Qualitative research a guide to design and implementation* (S. Turan, Trans. Ed.). Nobel Publishing.
- Meşe, C., & Dursun, Ö. Ö. (2018). Oyunlaştırma bileşenlerinin duygu, ilgi ve çevrimiçi katılıma etkisi. *Eğitim ve Bilim*, 43(196), 67-95. DOI: 10.15390/EB.2018.7726
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Sourcebook*. (2nd ed). Sage
- Noyes, E., Darby, A., & Leupold, C. (2015). Students' emotions in academic service-learning. *Journal of Higher Education Outreach and Engagement*, 19(4), 63-84. <https://files.eric.ed.gov/fulltext/EJ1086106.pdf>
- Oğuz, H., & Özkul, M. (2016). A study on emotional labor sociological factors shape the process: The implementation west mediterranean. *Suleyman Demirel University The Journal of Visionary*, 7(16), 130-154.
- Özenoğlu, A. (2018). Relationship between mood, food and nutrition. *Acibadem University Health Sciences Journal*, 9(4), 357-365.
- Öztüre, G., Fidan, A., Bakir, E., Uslu, N. A., & Usluel, Y. (2021). A systematic mapping study on technology and emotion studies in educational context: Definitions, theories, future directions. *Educational Technology Theory and Practice*, 11(1), 20-47. <https://doi.org/10.17943/etku.745236>
- Park, B., Knörzer, L., Plass, J. L., & Brünken, R. (2015). Emotional design and positive emotions in multimedia learning: An eyetracking study on the use of anthropomorphisms. *Computers & Education*, 86, 30-42.
- Patton, M.Q., 2014. *Qualitative Research and Evaluation Methods*. Pegem Academy
- Pekrun, R. (2007). Emotions in students' scholastic development. Perry, R.P. & Smart, J. C. (Ed.) In *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp. 553-610). Springer.
- Pekrun, R. (2014). Emotions and learning. *Educational Practices Series*, 24, 2-31.
- Rowe, G., Hirsh, J.B. & Anderson, A.K. (2006). Positive affect increases the breadth of attentional selection. *Proceedings of the National Academy of Sciences*, 104, 383-388.
- Sabatier, C., Cervantes, DR, Torres, MM, De los Rios, OH ve Sañudo, JP (2017). Emotion regulation in children and adolescents: concepts, processes and influences. *Psicología Desde El Caribe*, 34(1), 101-110.
- Schutz, P. A., & Pekrun, R. (2007). *Emotion in education*. Academic Press.
- Stowell, J. R., Allan, W. D., & Teoro, S. M. (2012). Emotions experienced by students taking online and classroom quizzes. *Journal of Educational Computing Research*, 47(1), 93-106.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research*. Sage.
- Taşar, H. H. (2019). Violence in education and reduce violence. *Journal of Erciyes Communication*, 6 (2), 899-912.
- Tatlıoğlu, K. (2016). Violence and tyranny at schools: Risk factors, services of protect, prevent and interfere: The sample of the Konya. *Bingöl University Journal of Social Sciences Institute*, 6 (12), 209-232.
- Teddlie, C., & Tashakkori, A. (2015). *Fundamentals of mixed method research*. Anı Publishing.
- Telef, B. B. (2014). Examining the relationship between positive and negative emotions and risky behaviors in adolescents. *Kastamonu Education Journal*, 22(2), 591-604.
- Turkish Language Association, (2005). *Spelling guide*. Ankara: Turkish Language Association.
- Ünsal, S. (2017). The secondary school students' alienation from school and factor's of alienation. *Ahi Evran University Journal of Kırşehir Education Faculty*, 18(3), 435-455.
- Yıldırım, A., & Şimşek, H. (2013). *Qualitative research methods in the social sciences*. Seçkin PUBLISHING
- Yıldırım, K. & Tabak, H. (2019). Examining emotions of teacher candidates regarding different classifications. *Bolu Abant İzzet Baysal University Journal of Faculty of Education*, 19(4), 1441-1457.
- Yin K. R. (2004). *Case study research design and methods*. Sage.