



Search information

Received 03/02/2024

Accepted 11/09/2024

Printed ISSN: 2352-989X

Online ISSN: 2602-6856

***Emotional Effort towards Students and its
Relationship with the Inclination towards the
Teaching Profession among Primary
Education Teachers***

Badia Boualli^{1*}

Imen Bentoumi²

¹ **University of Oum El Bouaghi (Algeria),
boualli.badia@univ-oeb.dz.**

² **University of Oum El Bouaghi (Algeria),
imenbentomi@gmail.com.**

ABSTRACT

This study aimed to explore the relationship between emotional effort towards students and the inclination towards the teaching profession among primary education teachers. It also sought to identify differences in emotional effort and inclination towards the teaching profession based on gender. The researchers employed a descriptive methodology, applying a questionnaire on emotional effort and another on the inclination towards the teaching profession to a sample of 91 teachers. To analyze the study data, the SPSS statistical package was used.

The findings of the study revealed:

- There is a correlational relationship between emotional effort towards students and the inclination towards the teaching profession among the sample.
- There are no statistically significant differences in emotional effort towards students and the inclination towards the teaching profession among the sample attributed to gender.

Keywords: Emotional Effort, Inclination Towards the Teaching Profession, Primary Education Teachers.

1. Introduction:

The primary education teacher is a fundamental pillar in continuing the guardians' journey to ensure proper education, in addition to their primary role of teaching. The selection methods for teachers, or rather the lack of a clear concept that takes into consideration the way teachers are chosen to carry the torch and form a generation complete in its psychological and educational build, have been overlooked by those in charge of educational affairs.

This is evident through the inability of many teachers to manage their emotions in the classroom and their disregard for the feelings and emotions of students. This is clearly reflected in the incidents of violence and school problems that occur occasionally between teachers and students in our Arab societies.

In recent years, attention has turned to conducting numerous studies on the affective aspects of education, referred to by education experts as emotional competencies, which represent the key to a teacher's success in their educational role and in fostering and revitalizing noble human values. Additionally, the emotional aspect of teachers aids in developing the emotional intelligence of learners at the same time.

Emotions drive individual behavior towards improvement as they are linked to feelings, since emotions enrich the learning experience with much enjoyment and excitement for knowledge, as indicated by Carol's (2011) study, which stated that emotions aid in the representation of scientific materials through gestures and words, thus creating a learning environment that attracts students' attention and helps them participate, understand, and pay more attention to the lesson.

Among the most important elements of affect, a new term known as emotional effort has emerged. Emotional effort during teaching helps in building emotional intelligence for the learner and also represents an important element in producing emotional knowledge for students, assisting them in developing their emotional apparatus further, as indicated by Leter's (2006) study.

Additionally, the emotional effort of teachers is an attempt to understand and recognize students' emotions and their causes, predict them, and deal with them. However, before this, a teacher must be able to understand, interpret, and regulate their emotions inside the classroom. Another element that reflects a form of the affective aspect, due to its significant importance on teachers' performance and their professional giving, is the inclination towards the teaching profession.

This inclination is the force that attracts a teacher to the profession, making them more prepared, happy, and satisfied with their teaching tasks. This is the barrier that stands against obstacles and difficulties to achieve success and strive for professional

excellence. The inclination is a trait present within the teacher's personality, representing an important element of the affective aspect, achieving satisfaction and comfort during the performance of the teaching profession, and instilling enthusiasm, desire, and passion, as per Dakhel's (2016) study.

These concepts, which have been occupying an important space in Western psychological and educational research and studies, are still scarce in our Arab world. This has led us to attempt, through this research paper, to unveil the reality of the affective aspect of primary education teachers through their emotional effort towards students and their inclination towards the teaching profession, trying to answer the following questions:

1.1 Study Questions:

- Is there a correlational relationship between emotional effort towards students and the inclination towards the teaching profession among the sample?
- Are there statistically significant differences in emotional effort towards students among the sample attributed to gender?
- Are there statistically significant differences in the inclination towards the teaching profession among the sample attributed to gender?

1.2 Study Hypotheses:

- There is a correlational relationship between emotional effort towards students and the inclination towards the teaching profession among the sample.
- There are no statistically significant differences in emotional effort towards students among the sample attributed to gender.
- There are no statistically significant differences in the inclination towards the teaching profession among the sample attributed to gender.

1.3 Study Objectives:

- To explore the relationship between emotional effort towards students and the inclination towards the teaching profession.
- To identify differences in emotional effort towards students and the inclination towards the teaching profession according to gender.

1.4 Significance of the Study:

- The study is scientifically significant as it sheds light on an often overlooked aspect, namely the affective aspect of teachers, especially emotional effort and the inclination towards the teaching profession.

- Its significance also stems from the relative scarcity of study variables within the knowledge of the researchers.
- It aims to direct the attention of specialists and decision-makers to the importance of considering the affective aspect, represented in emotional effort and the inclination towards the teaching profession, as a criterion for eligibility to join the teaching profession alongside other criteria.
- The importance of the emotional effort exerted by primary education teachers and its direct impact on both the learner's and the teacher's performance at the same time.

2. Defining the Study Concepts:

2.1 Definition of Emotional Effort for Primary Education Teachers:

Emotional effort among teachers represents the teacher's ability to use rational messages and hints to influence the learner and their behavior, and it also involves managing, organizing, and monitoring their emotions to create a positive educational environment. (Menasria, 2015, p. 124).

It is the awareness of the emotions required during the performance of the teaching profession, and the strategies used to express these emotions within the classroom, whether these emotions are genuine or not. Essentially, it is the emotional energy expended by the teacher towards their students to achieve educational goals, which may be emotions displayed through reactions or hidden for specific purposes.

2.2 Definition of Inclination:

○ Linguistically:

In the dictionary, "inclination" implies leaning towards a place or having a desire and love for a thing or person, and to incline someone is to persuade and win them over. Inclination is the act of leaning towards something, and its plural is inclinations. (Abu Harb, 2007, p.1015).

○ Terminologically:

Defined by (Abdel Kadem, 2010, p.185) as "a readiness or emotional psychological feeling that calls for attention and interest in a certain subject. Or it is an individual's readiness for a certain activity, or a dynamic readiness that influences an individual's behavior."

2.3 Operational Definition of Inclination Towards the Teaching Profession:

It is an affective feeling, an attraction, and a desire felt by the individual for a long period and uninterruptedly, towards practicing the teaching profession in which they find pleasure and enjoyment, suited to their abilities and capabilities, leading to continuity and satisfaction with the profession for as long as possible.

3. Literature Review:

The researchers decided to present some of the previous studies related to the research topic in a critical manner in an attempt to identify research gaps and critique them.

3.1 Studies on the Emotional Effort Variable:

Study by Manal, Chaaban (2020) aimed to reveal the manifestations of emotional effort exerted by a sample of teachers of gifted students, and the differences in emotional effort manifestations according to the type of sector, academic qualification, and years of experience, conducted in Jeddah on a sample of 93 female teachers. The researcher used the emotional effort scale following a descriptive methodology and concluded that the level of emotional effort among teachers of gifted students is very high, with no differences attributed to sector type, academic qualification, and years of experience.

Study by Al-Jubouri and Hassan Al- Shajeri (2018) aimed to uncover whether there is emotional effort among first-grade primary teachers in Babylon (Iraq) and to discover the differences in effort according to gender variable. The emotional effort scale was applied to a sample of 442 male and female teachers, concluding that there is emotional effort by first-grade primary teachers with no statistically significant differences in emotional effort according to gender.

3.2 Studies Related to the Inclination Towards the Teaching Profession:

Study by Al-Qarni et al. (2017) aimed to find the relationship between the inclination towards the teaching profession and achievement motivation among science teachers, conducted in Saudi Arabia on a sample of 119 male teachers. Using the correlational method, the inclination towards the teaching profession scale and the achievement motivation scale were applied, concluding a very strong positive correlation between the inclination towards the teaching profession and achievement motivation among primary, middle, and high school science teachers.

Study by Majed, Matar (2011) aimed to find the relationship between teaching inclinations and the cumulative GPA with the teaching performance of students specializing in Arabic language and Islamic education, conducted in Jerusalem on a sample of 160 students. The study tested the following questions using the teaching inclinations scale and observation card and employed the descriptive analytical method, concluding no statistically significant relationship between teaching inclinations and teaching performance, cumulative GPA, and the interaction effect between teaching inclinations and cumulative GPA on teaching performance.

3.3 Commentary on Literature Review:

The study by Al-Jubouri et al. (2018) agreed with our research in many aspects, as it addressed the emotional effort among first-grade primary teachers, considering them a group that requires more emotional attention and understanding than others. It also considered gender as one of the characteristics of the study sample.

However, this study did not specify the direction of the emotional effort, whether it was towards school administration, colleagues, or students. Instead, the emotional effort discussed in the study seemed to encompass both students and colleagues as inferred from the survey phrases. Our current study, however, focused on emotional effort towards students, considering them the group that benefits most from this effort and is positively affected by it.

The study by Chaaban (2020) focused solely on the manifestations of emotional effort among teachers of gifted students. In contrast, our study was concerned with all primary school pupils, based on the premise that all children under the age of eleven urgently need the emotional effort exerted by their teachers. This study did not consider the gender variable, as the sample included only female teachers, while our study comprised both male and female primary education teachers.

The study by Al-Qarni et al. (2018) aimed to understand the nature of the relationship between the inclination towards the teaching profession and achievement motivation among teachers during the three educational stages (primary, middle, high school), without focusing on the sample's gender characteristics.

Our current study was interested in the inclination towards the teaching profession from the perspective of the study sample's gender and sought to identify the level of inclination towards the teaching profession among the sample members, as well as understanding the nature of the relationship between the two variables (inclination towards the teaching profession - achievement motivation) during the three educational stages.

While the study by Matar (2017) sought to identify the relationship between teaching inclinations and the cumulative GPA with the teaching performance among College of Education students, it managed to explore this relationship through a teaching inclinations scale and observation to determine the teaching performance of the study sample.

4. Field Procedures:

4.1 Study Methodology:

The appropriate method for this study is the descriptive approach, as it aims to study these variables by attempting to describe them as they are in reality and suggests an analysis of phenomena and how facts should be.

4.2 Study Population:

The study population includes all primary education teachers in Ain El-Beida.

4.3 Study Sample:

The study sample was determined to include all teachers of the sixth district in Ain El-Beida, totaling 127 teachers, distributed across 8 primary schools. After distributing the study tools, only 91 were retrieved; thus, the study sample settled on 91 teachers.

4.4 Study Domains:

- **Temporal Domain:** The primary study was conducted during the 2021-2022 academic year.
- **Spatial Domain:** The spatial domain of this study encompasses the primary schools located within the sixth district of Ain El-Beida, Algeria.

4.5 Study Tools:

To achieve the study's objectives and answer its questions, a questionnaire on emotional effort towards students and another on the inclination towards the teaching profession were prepared.

Before applying them to the main study sample, the psychometric properties of both tools were calculated, yielding the following results:

4.6 Psychometric Properties of Study Tools:

4.6.1 Emotional Effort Questionnaire:

The internal consistency validity was calculated after the preliminary questionnaire, which contained 22 items, was tested on a pilot sample. Items (2, 10, 16) were found to be invalid and were excluded. The correlation coefficient for each item with the total score of the questionnaire was recalculated, showing that all items had an acceptable validity level with correlation coefficients ranging from (0.549) to (0.787) at the 0.01 significance level, indicating a high degree of internal consistency. As for reliability, Cronbach's alpha method was used, resulting in a reliability coefficient of (0.755), indicating good reliability.

4.6.2 Inclination Towards Teaching Profession Questionnaire:

It consists of 20 items all revolving around the inclination towards the teaching profession among primary education teachers. The internal consistency validity showed Pearson correlation coefficients between items and the total score of the questionnaire ranging from (0.503) to (0.738), significant at (0.01), indicating a high degree of internal consistency among the questionnaire items, affirming the validity of the questionnaire items.

To calculate the reliability of the inclination towards the teaching profession questionnaire, Cronbach's alpha equation was used, resulting in a reliability coefficient of (0.812), indicating high reliability.

4.7 Statistical Methods:

Several statistical methods were employed to process the data of the main study:

Pearson correlation coefficient, t-test, Cronbach's alpha, arithmetic means, and standard deviations to determine the level.

5. Presentation and Discussion of Hypotheses Results:

5.1 Presentation and Discussion of the First Hypothesis Results:

- This hypothesis states: **"There is a correlational relationship between emotional effort towards students and the inclination towards the teaching profession among the sample members."**

To test the validity of this hypothesis, the Pearson correlation coefficient between emotional effort towards students and the inclination towards the teaching profession was calculated.

Table 01: Pearson Correlation Coefficient between Emotional Effort towards Students and Inclination towards the Teaching Profession.

First Hypothesis	Sample	Calculated Value	SIG
There is a correlational relationship between emotional effort towards students and the inclination towards the teaching profession among the sample members	91	0.377**	0.000

** At the significance level (0.01).

Source: Prepared by the researchers based on SPSS outputs.

From Table 01 we observe that the correlation value between emotional effort towards students and the inclination towards the teaching profession equals (0.377**), and since sig =.000, which is less than 0.05, there is a strong correlational relationship

at the significance level (0.01) between emotional effort towards students and the inclination towards the teaching profession.

This matches the results of the second hypothesis and the theoretical aspect of the study, where the study by Mahmoud Matar (2011) indicated that the inclination towards the teaching profession makes the primary education teacher more creative and distinguished in performance, more willing to strive and work harder, and to exert emotional efforts to always offer the best tirelessly.

This confirms the strong correlational relationship between the two variables, and that they both contribute to the emotional aspect of the teacher. The emotional aspect includes emotional affective aspects that are strongly evoked to become an emotional effort related to inclinations, directions, values, and aspects of appreciation, all of which are interconnected and of great importance in education and personality formation (Ali Al-Rashed, 2005, p.216), acquired factors during the active interaction between the individual and their environment from an early age.

A teacher cannot overcome work-related difficulties and feel optimistic and energetic without having inclinations towards the teaching profession, as emotional efforts stem from a person's thoughts, inclinations, and directions, guiding their behaviors towards the desired goal (Abu Riyash et al., 2006, p.209). This also confirms that inclinations and emotions are two forms that reflect the individual's emotional aspect and drive their behavior towards achieving goals more effectively.

The inclination towards the teaching profession is the motivation behind a teacher's greater emotional effort compared to others who do not have an inclination towards the teaching profession, and inclinations are stimuli that induce a response and move emotions towards a positive direction (Jrouan, 2011, p.56).

Through this discussion, it is clear that there is a strong link between the inclination towards the teaching profession and emotional effort towards students. A teacher with an inclination towards the teaching profession finds a driving force towards exerting greater emotional effort, which is confirmed by the hypothesis results stating that there is a correlational relationship between emotional effort and the inclination towards the teaching profession among the sample members.

5.2 Presentation and Discussion of the Second Hypothesis Results:

This hypothesis states: **"There are no statistically significant differences in emotional effort towards students among the sample members attributed to the gender variable."**

To test the validity of this hypothesis, the T-TEST was used to determine the differences.

Table 02: Shows the significance of differences in emotional effort towards students among the sample members for the gender variable

Questionnaire	Gender	Number	Mean	Standard Deviation	T	SIG
Emotional Effort towards Students	Male	18	67.50	5.670	0.947	0.932
	Female	73	66.10	5.628		

Source: Prepared by the researchers based on SPSS outputs.

From Table 02, it is evident that the mean emotional effort towards students for males (67.50) with a standard deviation of (5.670) is higher than the mean emotional effort towards students for females, which is (66.10) with a standard deviation of (5.628).

Considering that the Levene's Test for equality of variances reached a value of $F=0.102$, which is the variance value between the two groups (males - females), and the SIG value=0.932, which is greater than 0.05, there is homogeneity between the two groups. Through Levene's Test, which proved the homogeneity between the groups, it is clear that $T=0.947$ and $SIG=0.346$, a value greater than 0.05, thus "there are no statistically significant differences in emotional effort towards students among the sample members attributed to the gender variable," and we reject the alternative hypothesis that states "there are statistically significant differences in emotional effort towards students among the sample members attributed to the gender variable" and accept the null hypothesis.

This hypothesis result agrees with the study by Jarad (2013), which found no statistically significant differences at the significance level (0.05) between the mean scores of male and female teachers in the first cycle of basic education in their level of emotional intelligence. It also aligns with our current study and the study by Ziad (2021), which proved that there are no statistically significant differences between individuals' mean ratings for the level of borderline personality, the exerted emotional effort, and the pride in belonging to the university according to the gender variable.

The study by Al-Jubouri (2018), which aligns with our study, found no statistically significant differences in emotional effort according to the gender variable, as this study included first-grade teachers, which also matches the sample of our current study.

What we observe is that most of the emotional effort studies we reviewed arrived at results consistent with our study's finding, which is that there are no statistically

significant differences in emotional effort towards students among the sample members attributed to the gender variable.

5.3 Presentation and Discussion of the Third Hypothesis Results:

This hypothesis states: **"There are no statistically significant differences in the inclination towards the teaching profession among the sample members attributed to the gender variable."**

To test the validity of the hypothesis, the T-Test was utilized to identify differences:

Table 03: The significance of differences in inclination towards the teaching profession among the sample members for the gender variable.

Questionnaire	Gender	Number	Mean	Standard Deviation	T	SIG
Inclination Towards Teaching Profession	Males	18	67.00	5.626	-0.920	0.078
	Females	73	68.82	7.906		

Source: Prepared by the researchers based on SPSS outputs.

From Table 03, it is apparent that the mean inclination towards the teaching profession for males is estimated at (67.00), with a standard deviation of (5.626), which is lower than the mean inclination for females estimated at (68.82), with a standard deviation of (7.906).

The results of the Levene's Test for homogeneity reached a value of $F=3.180$, which is the variance value between the two groups (males-females). Through Levene's Test, which proved that there is homogeneity between the groups, it becomes clear that $T=-0.920$ and $Sig=0.078$, a value greater than 0.05.

Therefore, there are no statistically significant differences in the inclination towards the teaching profession among the sample members attributed to the gender variable. We reject the alternative hypothesis stating: "There are statistically significant differences in the inclination towards the teaching profession among the sample members attributed to the gender variable," and accept the null hypothesis.

Our current study agrees with the studies by Achour (2020), Al-Amayreh (2004), and Al-Rikabi and Mohammed (2002). Several studies addressing professional inclination as a variable have differed from our current study, considering gender differences as one of the personal factors affecting individuals' professional inclination. They suggested that males tend to gravitate towards industrial tasks suited to their physical makeup, unlike females who lean towards manual tasks that match their biological nature. (Salhi, 2016, p.45).

6. Conclusion:

This study has arrived at the following conclusions:

- There is a correlational relationship between emotional effort towards students and the inclination towards the teaching profession.
- There are no statistically significant differences in emotional effort towards students among the sample members attributed to the gender variable.
- There are no statistically significant differences in the inclination towards the teaching profession among the sample members attributed to the gender variable.

7. Study Recommendations:

In light of the findings obtained from our study on the emotional aspect (emotional effort towards students, inclination towards the teaching profession) of primary education teachers, and after reviewing previous studies and the scientific application of the current study, we present the following set of suggestions:

- Conduct further studies to uncover the reality of the emotional aspect of primary education teachers in Algerian schools.
- Develop tests to measure the emotional aspect, emotional effort, and inclination towards the teaching profession, and apply them to candidates for primary education teacher recruitment competitions.
- Develop training programs to enhance emotional intelligence and emotional competence among primary education teachers.

8. Bibliography List:

- Abidi, Y, and Achour, A. (2020). Attitudes of Higher School of Teachers' Students towards the Teaching Profession and its Relationship with their Achievement Motivation, Scientific Journal for Educational Sciences and Psychological Health, Malaysia, Issue (2).
- Abu Al-Azm, A. (2013). Al-Ghani Dictionary, Morocco: Al-Ghani Publishing Foundation.
- Abu Al-Diyar, M. (2014). The Emotional Structure of the Child. 1st Edition, Kuwait: Dar Al-Kitab Al-Hadith.
- Abu Jadoo, S M. (2011). Educational Psychology. 1st Edition, Jordan: Dar Al-Maseera for Publishing and Distribution.
- Al-Ghamdi, H, & Jobran Y, (2012). Emotional and Psychological Abuse, Al-Shorouk Newspaper.

- Al-Jubouri, K, A, Al-Shajeri H & Dawood H. (2018). Emotional Effort among First Grade Primary Teachers, Journal of Humanities, Iraq, Issue 04.
- Al-Mubdal, A M. (2012). The Interaction between the Academic Track (Humanities, Science) and Gender (Male - Female) and Academic Achievement (Outstanding, Not Outstanding) in the Professional Inclinations of the Preparatory Year Students at King Saud University, Journal of the Faculty of Education, Al-Azhar University, Issue (127).
- Al-Qarni B, Ben Omair M, et al. (2017). The Relationship between the Inclination towards the Teaching Profession and Achievement Motivation among Science Teachers in Saudi Arabia, International University of Madinah Journal for Educational and Psychological Sciences, Malaysia, Issue 02.
- Al-Rikabi, R Baych, & Taleb M, H. (2002). Attitudes of Life Sciences Department Students in Ibn Al-Haytham College of Education towards the Teaching Profession, Journal of the College of Education, University of Baghdad, Iraq, Issue (4).
- Badawi A, Fawzi M, & El-Sayed M, S. (2019). Challenges of Emotional Education in the Digital Age from the Perspective of Some Faculty Members of Education Colleges, Jordan Educational Journal, Issue 60.
- Barakat, Z. (2021). Borderline Personality in its Reciprocal Relationship with Emotional Effort and the Feeling of Pride in Belonging to the University, Bethlehem University Journal, Palestine, Issue 38.
- Barakat, Ziad, and Kifah, Hassan. (2011). The Educational Competencies of Teachers and their Practice Level and its Relationship with Motivation for Achievement, Open University of Jerusalem Journal for Research and Studies, Issue 24.
- Bouabdallah, N, & Obeid, H. (2018). Addressing the Quranic Verses to Human Emotions and its Impact on Behavior Correction and Achieving Psychological Stability, Oujda Research Journal in Human Development, Issue 09.
- Butros, H. (2006). Predicting the Professional Success of Kindergarten Teachers in Light of Emotional Intelligence Components and the Five Major Personality Factors, Annual Conference: Emotional Education for the Child, Faculty of Kindergarten, Cairo University.
- Chaaban H & Mohammed M. (2020). Manifestations of Emotional Effort Exerted by a Sample of Teachers of Gifted Students, Scientific Journal for Publishing and Distribution, University of Jeddah, Issue 25.

- Demerdash, M, & Sharaf, S. (2017). Managing Emotions: Facts and Illusions, The 7th International Third Scientific Conference, Faculty of Education, Menoufia University, Egypt.
- Haddadi, W, and Aarab, F. (2018). The Emotional Aspect and its Relation to the Effectiveness of Social Communication Campaigns, Research Unit Journal in Human Resources Development, Issue 03.
- Ibrahim Al-Bawi, M. (2009). The Impact of Teaching in Light of Learning Styles Maps on Immediate and Deferred Achievement and the Development of Attitudes towards the Teaching Profession, Karbala University Journal, Issue 04.
- Jilali, S. (2020). Professional Inclinations and their Relationship with the Study Specialization, Psychological and Educational Studies, Issue 1.
- Laamayra H, M. (2004). Attitudes of the Educational Sciences University College / UNRWA Students – Jordan towards the Teaching Profession. Educational Research Center Journal, Issue 25.
- Mehdi H, S. (2015). The Relations between Emotional Intelligence and the Teaching Process, Heritage University College Journal, Iraq, Issue 13.
- Menasria, O. (2015). Emotional Effort in Educational Administration, Published Research in the Journal of Letters and Social Sciences, Farhat Abbas University, Algeria, Issue 21.
- Sweidan M, N. (2010). Measuring the Impact of Emotional Effort Exerted by Service Providers on their Performance Level, Al-Azhar University of Gaza, Humanities Series, Issue 02.
- Toubal, F, and Bekiri, N. (2018). The Emotional Competence of the Teacher and its Relation to Quality of Life in Light of Some Variables, Research Unit and Human Resources Development Journal, Setif University, Algeria, Issue 03.