Edited by Paul A. Schutz and Reinhard Pekrun

Emotion
in Education

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To Sonja, Petra, Isaac, and Susanna

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Preface

This book examines some of the current inquiries related to the study of emotions in educational contexts. There has been a notable increase in interest in educational research on emotions. In fact, 2005 was the first year in which the term *emotions and emotional regulation* was included in the list of descriptors for proposals submitted for the American Educational Research Association's annual meeting. In other words, there are a growing number of paper submissions to the program for this annual meeting that relate to emotions in education. This growing interest in emotions in education can also be seen in the increasing number of journals that have devoted special issues to the topic (e.g., *Educational Psychologist*, 2002; *Learning and Instruction*, 2005; *Teaching and Teacher Education*, 2006; *Educational Psychology Review*, in press).

The increase in inquiries on emotions can be traced to the growing importance of the emotional nature of educational contexts. A notable example is the push for accountability in the school system that has brought with it an increase in the use of high-stakes testing (Nichols & Berliner, 2007). This accountability movement brings with it the emotions that are associated with high-stakes testing in both students and teachers. In addition, in countries around the world, including, for example, the United States and many European nations, there are high attrition and early retirement rates of teachers. In the United States, many teachers stop teaching as early as 3 years into their teaching careers. A number of studies identified unpleasant affective states such as anger, anxiety, subjective stress, and burnout as core factors influencing teachers' decisions to dropout (Wilhelm, Dewhurst-Savellis, & Parker, 2000; Wisniewski & Gargiulo, 1997). According to Hughes (2001), teacher burnout is often associated with the coping strategy of escape or the desire to escape an affectively stressful situation. Thus, the educational context is an emotional place, and emotions have the potential to influence teaching and learning processes (both positively and negatively). By implication, there is a great need to study emotions in education.

As such, *Emotion in Education* represents some of the most exciting research on emotions and education and will have the potential to impact research in this area. This combination of uniqueness, variety, timeliness, and potential for transformation of the field will make this a very important book. The chapters have been written for scholars in the area, but we also encouraged the authors to write with graduate students in mind. Therefore, the book should also be of great interest for graduate seminars.

A book such as this can only be compiled with the help of a number of people. We first would like to thank the authors, who agreed to participate and who sent their chapters to us in a timely manner. Every author we asked agreed to participate and the book was delivered to the publisher on the contract date. We would also like to thank Nikki Levy and Gary Phye, who agreed to take on this project at Academic Press. In addition, Sonja Lanehart, Dionne Cross, and Ji Yeon Hong read and critiqued a number of chapters from the book.

Finally, on a personal note, we want to thank Sonja Lanehart, Isaac Schutz, Petra Barchfeld, and Susanna Pekrun, who have made it clear that "Sorry, I'm working on the book" is no longer an acceptable excuse!

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I

Introduction

Introduction to Emotion in Education

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In spite of the emotional nature of classrooms, inquiry on emotions in educational contexts, outside of a few notable exceptions (attribution theory: Weiner, 1985; research on test anxiety: Zeidner, 1998) has been slow to emerge (Pekrun, Goetz, Titz, & Perry, 2002). Students' test anxiety has been the only emotion in this field that strongly and continuously attracted researchers' interest. From more than 1,000 empirical studies conducted over a span of more than five decades, we have evidence on the structures, antecedents, and effects of this emotion, as well as on measures suited to prevent excessive test anxiety by changing education, and to treat this emotion once it occurred. However, what about student emotions other than test anxiety? And what about teachers' emotions? What do we know about students' and teachers' unpleasant emotions, other than anxiety, such as anger, hopelessness, shame, or boredom; and what do we know about pleasant emotions, such as enjoyment, hope, or pride in educational settings? Until recently, the answer to this question had to be "next to nothing."

The lack of inquiry on emotions in education has been noted by a variety of scholars. For example, motivation scholar Martin Maehr (2001) suggested that we needed to "rediscover the role of emotions in motivation" (p. 184). In addition, the editors of the *Handbook of Self-Regulation* (Boekaerts, Pintrich, & Zeidner, 2000) posed the following question in their concluding chapter: "How

should we deal with emotions or affect?'' (Zeidner, Boekaerts, & Pintrich, 2000, p. 754). This question came after 22 chapters that spanned 744 pages of some of the most current theory and research on motivation and self-regulated learning, and it reflected the state of the art in educational research on emotions and emotional regulation at that time. It is clear that research on emotions in education was and is currently needed.

The call for research on emotions has been heard, and recently there has been a discernable increase in the number of scholars investigating emotions in educational contexts. This edited volume represents the accumulation of some of that current interest in inquiry on emotions. As such, the book showcases some of the most contemporary, informative, and formative re-search in the areas of emotions and emotional regulation in education. The goal of the book will be to provide some perspectives on how to answer the question posed by Zeidner et al. (2000) cited above.

To do so, *Emotion in Education* features a number of important scholars from around the world (Australia, Belgium, Canada, Cyprus, Germany, Israel, The Netherlands, and the United States) who represent a variety of disciplines (e.g., emotion psychology, educational psychology, cultural psychology, sociology, and teacher education), scientific paradigms (e.g., nomothetic social-cognitive perspectives, idiographic case studies, phenomenological approaches, critical race theory, poststructuralist, and postpositivistic per-spectives), and inquiry methods (e.g., quantitative, qualitative, ethnographic, and multimethods). In addition, the chapters in the edited volume will deal with a variety of populations (e.g., teachers; K-12 and university students) and educational activity settings (e.g., classrooms and independent study).

The book is organized into five sections. The first section, this introductory chapter, raises some of the issues related to inquiry on emotions and sets the stage for the remainder of the book. The second section, "Theoretical Per-spectives on Emotions in Education," focuses on some theoretical founda-tions of research into emotions in education. This section features such scholars as Reinhard Pekrun, Anne C. Frenzel, Thomas Goetz, and Raymond P. Perry; Monique Boekaerts; Andrew J. Elliot; Bernard Weiner; and Carl Ratner. The work of these international authors represents the main theoretical foundations for much of the current work on emotions in education.

In Chapter 2, Reinhard Pekrun, Anne Frenzel, Thomas Goetz, and Raymond P. Perry provide an overview of control-value theory of academic and achieve-ment emotions and its implications for education. The control-value theory provides a social-cognitive perspective on students' and teachers' academic emotions. The theory integrates assumptions of attributional and expectancy-value approaches. It is assumed that control and value appraisals relating to learning, teaching, and achievement are of primary importance for students' and teachers' emotions, and that different emotions are predicted by different types and combinations of control-value appraisals. Furthermore, the theory implies that specific features of classroom and social environments contribute

to the development of academic emotions, and that emotions influence students' learning and achievement as well as teachers' instructional behavior and professional development. The authors' empirical research on these assumptions is summarized in the chapter, and implications for theory and practice are outlined.

In Chapter 3, Monique Boekaerts discusses her perspective on how students' emotions relate to her theory of self-regulation and social-constructivist learning environments. From this perspective, traditional classrooms do not provide much room for self-regulated learning. Students are cognitively, emotionally, and socially dependent on their teachers, who formulate classroom goals as well as determine which type of interaction is allowed. Several researchers described the destructive dynamics of classrooms that are set up in terms of a competitive learning game, where teachers are the gatekeepers of success and approval. In social-constructivist learning environments, students are invited to self-regulate their motivation and learning processes and to learn from and with each other. Teachers scaffold the learning process and withdraw external regulation when students are ready to fly solo.

Chapter 4, presents a theoretical account of the implications of goal theory for achievement-related emotions. Andrew J. Elliot is one of the most renowned contemporary authors in the field of achievement-related personality, and achievement goal theory more specifically. Elliot and Pekrun outline the implications of Elliot's four-fold approach to achievement goals for achievement-related emotions. They discuss the available empirical evidence linking students' goals to their emotions, including their own studies on these linkages.

In Chapter 5, Bernard Weiner, who for a long time has been one of the lone voices in educational research on emotions by discussing emotions as a main component of his attributional theory, lays out his views about "moral" classroom emotions from an attributional theory perspective. As the originator of attributional theory, Weiner discusses the diversity of these emotions within the classroom context, including emotions such as envy and scorn as well as admiration and gratitude. Many of these emotions have not yet been systematically explored to date. Weiner calls for more research on these emotions and their implications for the classroom.

In Chapter 6, Carl Ratner discusses his perspective of macro-cultural psychology related to emotions in education. This perspective was developed in his book, *Cultural Psychology: A Perspective on Psychological Functioning and Social Reform* (2006). It draws upon anthropology, history, and sociology. Ratner develops the notion that culture consists of macro-cultural factors, such as cultural institutions (e.g., educational organizations), artifacts, and cultural concepts. Psychological phenomena develop in order to facilitate macro-culture. They, therefore, originate in, take on characteristics of, and function to support macro-cultural factors. Emotions in education are a case in point. Ratner discusses the cultural function of emotions and historical variations in emotions.