Degree of Manifestation of Emotional Style Dimensions in Primary School Teachers

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Abstract	Adopting an Emotional Style by the classroom teacher implies the emotional maturity of the personality expressed in emotional skills: awareness of emotional states, emotional balance and discipline, expression of feelings reflected in a style of conduct. The difference between other teaching styles and the emotional one comes from the focus on individual roles. The education of students is directly dependent on teachers, mentors, tutors or coaches, who have a strong influence in their educational journey and a well-defined role in their lives.

Keywords:
resilience, emotional style, didactic style, teachers

Zusammenfasung	Die Annahme eines emotionalen Stils durch den Klassenlehrer impliziert die emotionale Reife der Persönlichkeit, die sich in emotionalen Fähigkeiten ausdrückt: Bewusstsein für emotionale Zustände, emotionales Gleichgewicht und Disziplin, Ausdruck von Gefühlen, die sich in einem Verhaltensstil widerspiegeln. Der Unterschied zwischen anderen Unterrichtsstilen und dem emotionalen Stil liegt in der Konzentration auf die individuelle Rolle. Die Ausbildung der Schüler hängt direkt von den Lehrern, Mentoren, Tutoren oder Coaches ab, die einen starken Einfluss auf ihren Bildungsweg haben und eine klar definierte Rolle in ihrem Leben spielen.

Schlüsselworte:
resilienz, emotionaler Stil, didaktischer Stil, Lehrer

1. Introduction

The main purpose of this study is, by investigating the literature, to highlight the particularities of the development of emotional resilience in primary school teachers and the ways in which the school influences or contributes to the development of their emotional resilience in different areas of human development.

The education system has two major objectives: to *ensure optimal conditions* for the academic progress of students and *to assist the process of structuring* harmonious personalities in students. Mulvey (1997) considers school to be, after the family, the second social system responsible for the socialisation of children and young people. Appropriate socialisation results in access to constructive and socially useful social behaviours. Considering a person's genetic background, family and school have a major impact on the structuring of personality.

Given that the period of compulsory education overlaps with the period of personality structuring, schools (teachers working directly with children) need to rethink, reformulate and redefine their educational roles and goals. "The school is the place where the child's individual life meets social life" (Albulescu, 2005, p.103). Its purpose is to facilitate his or her systematic and methodical integration into social life.

2. Theoretical foundation

Resilience has been described as "relative resistance to experiences of psychosocial risk" (Hirțuleac & Ceobanu, 2015, p. 119; Rutter, 1996). In educational settings teachers are increasingly subject to psychosocial stress, for this reason an improvement in teaching strategies and methods is necessary. We are not born resilient, but we learn over time how to react in certain stressful situations, how to overcome obstacles in our lives or how to improve certain skills needed to successfully overcome difficulties. In this regard, Aquilar (2018) presents us with 12 habits that each teacher can develop to increase emotional resilience:

1. Know yourself
2. Understand emotions
3. Tell stories that mobilise

4.   Build community

5.   Be here now

6.   Take care of yourself

7.   Focus on the bright spots

8.   Cultivate compassion

9.   Be a learner

10. Play and create

11. Riding the waves of change

12. Celebrate and appreciate

The investigative approach preceding the formative experiment itself has the main purpose of ascertaining and verifying the problematic values of the phenomenon of emotional resilience under research, namely to identify the preferences of primary school teachers in terms of adopting a style of managing behavioural problems and mild emotional disturbances of primary school students, their frequency, and the effectiveness of adopting an emotional style to strengthen emotional resilience in students.

At the level of teachers teaching in primary education, the essential directions of investigation involve actions that have a confirmatory role, designed in such a way as to provide us with an overview of the level at which the dimensions that make up Emotional Style are found in teachers teaching in primary education. To this end, the researcher sets the following objectives:

O1. Selection of a sample of primary school teachers in the Municipality of Cluj-Napoca, from both urban and rural areas;

O2. Investigating the extent to which each dimension of Emotional Style is reflected in teachers teaching primary grades;

A first objective is to *identify the level of Emotional Style practiced by teachers in their teaching activity and in their relationship with students*. Also, by means of this questionnaire we want to obtain information about *teachers' opinions on concrete ways of operationally describing the behaviours underlying the* teaching style in educational activity. The description of positive behaviours specific to the teaching style adopted by primary school teachers is another aspect pursued at this stage.

Following the application of the questionnaire we expect that the main information obtained will relate

to the identification of the extent to which each dimension of Emotional Style is found in teachers teaching primary classes, to the assessment of the socio-emotional climate of the whole class, as well as to concrete ways of improving the emotional traits and dispositions of students and ways of optimizing and forming a teaching style adapted to the needs of the current student and the current educational context affected by the Coronavirus pandemic. The information obtained around these aspects is able to give us a real picture of the current situation faced by teachers, of the teaching style adopted as a result of the changes that have occurred in the classroom, both at the level of the activity of teaching scientific content and at the level of the form of organization in the educational reality. Also, from this information we find the existence of weaknesses, behavioural problems or emotional disturbances intensified as a result of major changes in the educational system, and how to overcome them by improving our own Emotional Teaching Style adopted in the classroom in order to improve students' emotional resilience.

Starting from the premise that the existing information in the literature is only partially relevant to the existing situation in schools and the effects of the pandemic on students are beginning to manifest themselves in the immediate educational reality, we consider it necessary to question primary school teachers in advance about the level of manifestation of Emotional Style in the classroom in order to improve the mild emotional traits and dispositions of students.

3. Research methodology

For the purpose of ascertainment, the *Emotional Style Questionnaire (24 items - teachers' version)*, a research instrument adapted for teachers, is administered to the present sample of teachers in order to identify the extent to which each dimension of Emotional Style is present. The questionnaire was translated from English by Valentin Vidu and adapted by drd. Ms. Florina Mora, after Davidson and Begley (2020), according to the educational, professional and chronological age peculiarities of the subjects intentionally selected in the research, i.e. teachers who teach primary school classes using the manner of formulating the items, modifying or replacing certain words without changing their meaning. Respondents receive a questionnaire in an adapted format containing 24 items. The items are reformulated, adapted and modified according to the school context and age level applied and illustrate behaviours that teachers adopt in their teaching activity. Subjects are

asked to express the extent to which they identify with these behaviours by choosing one of two options, namely True (A) when they identify with the behaviour and False (F) when they do not identify with the behaviour, drawing on their personal experiences related to their teaching activity. Each dimension of Emotional Style - *resilience, perspective, social intuition, self-awareness, context sensitivity and mindfulness* - is matched by 4 statements out of the 24 presented in the content of the questionnaire.

Therefore, we submit for analysis and reflection the following condensed statistical data after the 50 primary school teachers completed the research instrument in the format adapted by the researcher *Emotional Style Questionnaire* and we summarize in the table below, the values measured by using the following methods: counting, grouped classification and reporting to the sample considered as one hundred for the answers given to the items of the questionnaire addressed to primary school teachers.

4. Results

Table 1. Summary presentation of the data recorded for each item of the Emotional Style Questionnaire administered to primary school teachers

Items	Valid answers	Absolute frequencies (f)	Frequencies relative to 100 (fi)	Valid percentage (p)	Cumulative frequencies (fc)
1. When something small but unexpected and positive happens to me, the positive mood evaporates within minutes.	True = 0 points	28	56%	56%	56%
	False = 1 point	22	44%	44%	100%
	Total	50	100%	100%	
2. If I try a new teaching method and find that it doesn't work, and the results aren't satisfactory, it ruins my whole day.	True = 0 points	38	76%	76%	76%
	False = 1 point	12	24%	24%	100%
	Total	50	100%	100%	
3. When communicating with students, I often notice subtle social cues about their emotions.	True =1 point	31	38%	38%	62%
	False = 0 points	19	62%	62%	100%
	Total	50	100%	100%	
4. I am strongly oriented to the outside world and rarely aware of what is going on inside my body.	True = 0 points	26	52%	52%	52%
	False = 1 point	24	48%	48%	100%
	Total	50	100%	100%	
5. Sometimes I was told that I behaved in a socially inappropriate way.	True = 0 points	33	66%	66%	66%
	False = 1 point	17	34%	34%	100%
	Total	50	100%	100%	
6. If I decide to focus my attention on a particular task, I find that I can usually do it.	True = 0 points	15	30%	30%	70%
	False = 1 point	35	70%	70%	100%
	Total	50	100%	100%	
7. When I wake up in the morning I can think of a pleasant activity, and this thought gives me a good mood that lasts all day.	True =1 point	21	42%	42%	58%
	False = 0 points	29	58%	58%	100%
	Total	50	100%	100%	
8. If I make a mistake at work and get reprimanded for it, I can put it in perspective and take it as a learning experience.	True = 0 points	32	64%	64%	64%
	False = 1 point	18	36%	36%	100%
	Total	50	100%	100%	
9. I'm not particularly good at reading people's emotions.	True = 0 points	26	52%	52%	52%
	False = 1 point	24	48%	48%	100%
	Total	50	100%	100%	

10. I am usually very aware of my feelings, both in my mind and in my body.	True =1 point	28	56%	56%	56%
	False = 0 points	22	44%	44%	100%
	Total	50	100%	100%	
11. I have sometimes encountered setbacks at work or had a fight with a friend because I was too friendly when a friend was in pain.	True = 0 points	38	76%	76%	76%
	False = 1 point	12	24%	24%	100%
	Total		100%	100%	
12. I find it easy to talk to someone in a crowded atmosphere.	True = 0 points	27	54%	54%	54%
	False = 1 point	23	46%	46%	100%
	Total	50	100%	100%	
13. I think the next ten years will be better for me than the last ten.	True =1 point	30	60%	60%	60%
	False = 0 points	20	40%	40%	100%
	Total	50	100%	100%	
14. If I organise an activity with a colleague and she refuses me in the future, this puts me in a bad mood.	True = 0 points	28	56%	56%	56%
	False = 1 point	22	44%	44%	100%
	Total	50	100%	100%	
15. I am sensitive to the emotions of others.	True =1 point	29	58%	58%	58%
	False = 0 points	21	42%	42%	100%
	Total	50	100%	100%	
16. I am not good at identifying my own feelings.	True =1 point	24	48%	48%	52%
	False = 0 points	26	52%	52%	100%
	Total	50	100%	100%	
17. When people close to me ask me why I treat someone badly, I don't agree that I have done so.	True = 0 points	29	58%	58%	58%
	False = 1 point	21	42%	42%	100%
	Total	50	100%	100%	
18. I find that if I sit still even for a few moments a wave of thoughts fills my mind.	True = 0 points	32	64%	64%	64%
	False = 1 point	18	36%	36%	100%
	Total	50	100%	100%	
19. When things are bad, I find it hard to believe that they will eventually work out.	True = 0 points	28	56%	56%	56%
	False = 1 point	22	44%	44%	100%
	Total	50	100%	100%	
20. I recover quickly when things don't go my way.	True =1 point	21	42%	42%	58%
	False = 0 points	29	58%	58%	100%
	Total	50	100%	100%	
21. I can sense when something bothers a person just by looking at them.	True =1 point	28	56%	56%	56%
	False = 0 points	22	44%	44%	100%
	Total	50	100%	100%	
22. I don't usually pay attention to what's going on in my body.	True = 0 points	35	70%	70%	70%
	False = 1 point	15	30%	30%	100%
	Total	50	100%	100%	

23. Often when other people think something is inappropriate, they disagree.	True = 0 points	28	56%	56%	56%
	False = 1 point	22	44%	44%	100%
	Total	50	100%	100%	
24. If I get distracted by something, it takes me a long time to refocus.	True = 0 points	35	70%	70%	70%
	False = 1 point	15	30%	30%	100%
	Total	50	100%	100%	

Based on the answers given by primary school teachers, we aim to concentrate the results presented in the table above so that it is possible to sum the scores recorded for each subject surveyed and for the whole sample of teachers surveyed. Thus, we structure the results obtained in the form of a table containing specific items for each dimension of Emotional Style. Each dimension is assigned 4 items that describe and measure specific behaviours of the teacher related to his/her educational activity. The scores recorded for each of the six dimensions describe a continuum and indicate the extent to which a person falls on one or other of the extremes of this continuum, while some people fall somewhere in the middle. The combination of where a person falls in each of the six dimensions describes the Emotional Style that person has at that moment. We interpret teacher tendencies according to the following parameters: for each column a score of 30 points or more means a high score, a score of 20 points means a medium score, and a low score of 10 points or less means a low score.

Table 2. Organized summary table for recording primary school teachers' scores for each dimension of Emotional Style

Column I Self-awareness	Column II Context sensitivity	Column III Perspective	Column IV Social intuition	Fifth column Attention	Column VI Resilience
item 4r =	item 5r =	item 1r =	item 3 =	item 6 =	item 2r =
item 10 =	item 11r =	item 7 =	item 9r =	item 12 =	item 8 =
item 16r =	item 17r =	item 13 =	item 15 =	item 18r =	item 14r =
item 22r =	item 23 =	item 19r =	item 21 =	item 24r =	item 20 =

Each dimension describes a continuum with two extremes, which in most cases reflect high or low activity in brain circuits. Emotional Style also describes the type of emotional states that teachers experience in the school environment, as well as their intensity and duration. Like any other complex behavioural traits, emotional variations along the six dimensions are explained on the one hand by

hereditary and genetic inferences, and on the other hand by teachers' experiential factors in educational work.

In what follows, we aim to sum the totals obtained by the teachers for each dimension in order to obtain a final score for each column in Table 2, i.e. the level reached for each dimension of Emotional Style by the subjects surveyed. The numerical data obtained from this approach are interpreted and processed by mathematical and statistical methods, materialised by analytical and evaluative approaches, for the items corresponding to each column or each dimension that make up the Emotional Style.

Table 3. gives an overview of the teachers' sample with regard to the level of manifestation of each dimension, according to the four items distributed by columns.

Table 3. Statistical data on the frequency of teachers' level of self-awareness

Column 1 items	Valid answers	Absolute frequencies (f)	Frequencies relative to 100 (fi)	Valid percentage (p)	Cumulative frequencies (fc)
4	False = 1 point	24	26%	26%	57%
10	True = 1 point	28	31%	31%	83%
16	True = 1 point	24	26%	26%	100%
22	False = 1 point	15	17%	17%	

From the above table we can see that teachers have an average level in terms of Self-awareness, the percentages obtained in the items describing the specific behaviours of this dimension are at an average level. With a percentage of 17% are teachers who have some difficulty in recognizing their own emotions, requiring a longer time to identify them. For the other items, the percentages are very similar, in the middle of the Self-Awareness Spectrum, 31% and 26%

respectively. These individuals most often recognize and identify their emotions and feelings and are attuned to the messages their bodies are sending them. Thus, we can deduce from the answers given by the teachers, according to the score obtained for each item that there is an average level of Self-Awareness.

Figure 1. Histogram, frequency polygon and distribution curve for the data corresponding to the Self-awareness dimension at the teacher level
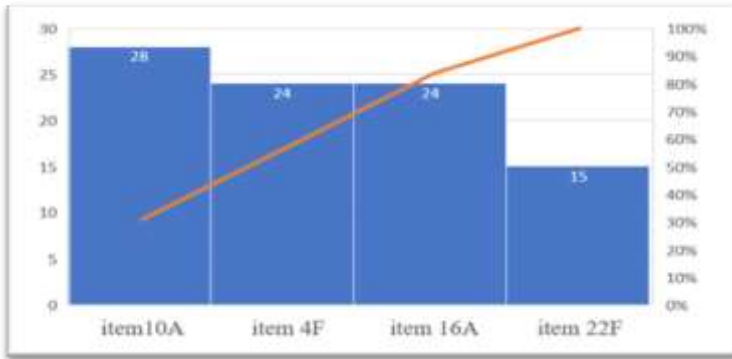
In the case of this dimension, the curve shows a roughly symmetrical distribution of measured values, with most of the recorded frequencies being polarized in the middle of the Emotional Style rating chart. Studying the numerical data and the percentage expressions in Figure 1., we observe that the majority of the teachers with a cumulative percentage of 83% achieved an average level of Self-Awareness towards a high level, summing up average scores (20►29). For three of the analyzed items, regarding the recognition of own thoughts and feelings a medium level score is obtained, only 17% of them, register low scores (0►19) on the item regarding the extent to which the respondents recognize their emotions according to body cues.

Table 4. Statistical data on the frequency of the Context Sensitivity dimension among primary school teachers

Column II items	Valid answers	Absolute frequencies (f)	Frequencies relative to 100 (fi)	Valid percentage (p)	Cumulative frequencies (fc)
5	False = 1 point	17	24%	24%	41%
11	False = 1 point	12	17%	17%	70%
17	False = 1 point	21	29%	29%	100%
23	False = 1 point	22	30%	30%	

The Context Sensitivity dimension of educational reality reflects the degree to which the emotional and behavioural responses of primary school teachers take account of the social context. We noted earlier that the dimension of Self-Awareness takes into account tuning with one's own physiological and emotional cues, the dimension of Context Sensitivity reflects teachers' ability to tune to the social environment, more so it involves awareness of the rules of social engagement and their ability to self-regulate according to these rules. From Table 4. we submit to analysis the numerical data and percentage expressions obtained for the measurement of the items corresponding to the dimension of Context Sensitivity at the level of the surveyed teachers. Thus, we observe a decrease in the level compared to the previous dimension, with most of the values being at the lower limit of the average level and towards the low level. For the first two of the items analysed, scores were obtained that fall in the low range of sensitivity to social context (0►19), with teachers obtaining a low score of 12 and 17 points, respectively, and for the other two items the percentages are at a medium level (20►29) with values of 21 and 22 points obtained with regard to teachers' behaviours in relation to others and how they react when another person characterises them in terms of their actions.

Figure 2. Histogram, frequency polygon and distribution curve for the data corresponding to the Context Sensitivity dimension at teacher level

The values extracted from the teachers' responses show an asymmetric distribution, with most of the recorded frequencies being biased to the right side of the diagram, towards the minimum frequency range, so we can infer that the teachers' level of Context Sensitivity is sometimes insufficiently sensitive to the surrounding context and their behaviour towards others may be judged as inappropriate. To a medium to low extent, they know how to modify their responses to the rules and expectations governing different social situations.

According to the numerical data and percentage expressions in Table 5, teachers have a medium to high level when it comes to positive attitude in the classroom. For 3 of the items analysed the percentages

recorded are medium level, 22% and 23%, which can be said that teachers have a fairly good capacity when it comes to maintaining and transmitting positive emotions to students over longer periods of time, and with a percentage of 32% there are teachers who have a high capacity to remain optimistic and sustain positive emotions over time.

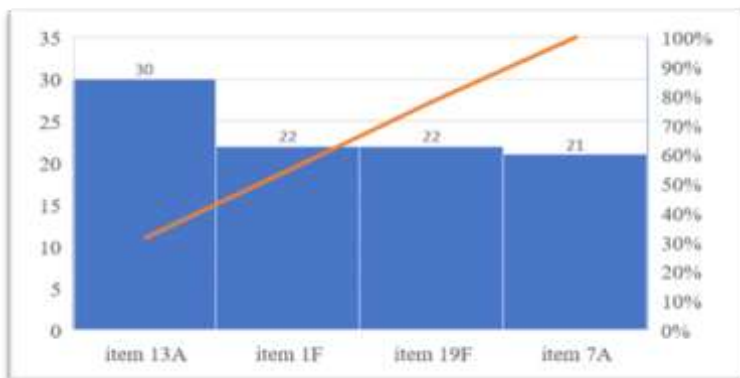Table 5. Statistical data on the frequency of the Perspective dimension among primary school teachers

Column II items	Valid answers	Absolute frequencies (f)	Frequencies relative to 100 (fi)	Valid percentage (p)	Cumulative frequencies (fc)
1	False = 1 point	22	23%	23%	45%
7	True =1 point	21	22%	22%	77%
13	True =1 point	30	32%	32%	100%
19	False = 1 point	22	23%	23%	

Figure 3. Histogram, frequency polygon and distribution curve for the data corresponding to the Perspective dimension at the teacher level


The histogram in Figure 3 shows the roughly symmetrical distribution of teachers' scores on the level of perspective reflected on formal instructional activities in relation to students. With a cumulative frequency of about 76%, teachers record a medium level of values reflecting the maintenance of a positive attitude in school activities, and 32% have a high capacity to maintain positive emotions, being at the high end of the perspective spectrum.

If the Context Sensitivities dimension reflected the teacher's ability to tune in to the social environment, the Social Intuition dimension complements this by reflecting on a personal level and refers to the degree to which a person tuned in to non-verbal social cues. In the table below, we report the numerical data and condensed statistical expressions. According to these measured data, the teachers

obtained approximately equal scores, from 21% to 26% which means that they scored average on the items that make up the Social Intuition dimension, and with a percentage of 28% are the teachers who scored high, which means that they can read nonverbal cues, facial expressions, body language or tone of voice conveyed by students' emotional states, manifested in the school context.

Table 6. Statistical data on the frequency of the Social Intention dimension among primary school teachers

Column II items	Valid answers	Absolute frequencies (f)	Frequencies relative to 100 (fi)	Valid percentage (p)	Cumulative frequencies (fc)
3	True =1 point	31	28%	28%	50%
9	False = 1 point	24	21%	21%	76%
15	True =1 point	29	26%	26%	100%
21	True =1 point	28	25%	25%	

The statistical interpretation of the values obtained from the teachers' responses on the level of Social Intuition leads us to identify a relatively symmetrical distribution of the frequencies recorded. From the histogram shown in Figure 4, we can see that all the values recorded lie to the left of the interval with the highest frequency.

Figure 4. Histogram, frequency polygon and distribution curve for the data corresponding to the Perspective dimension at the teacher level
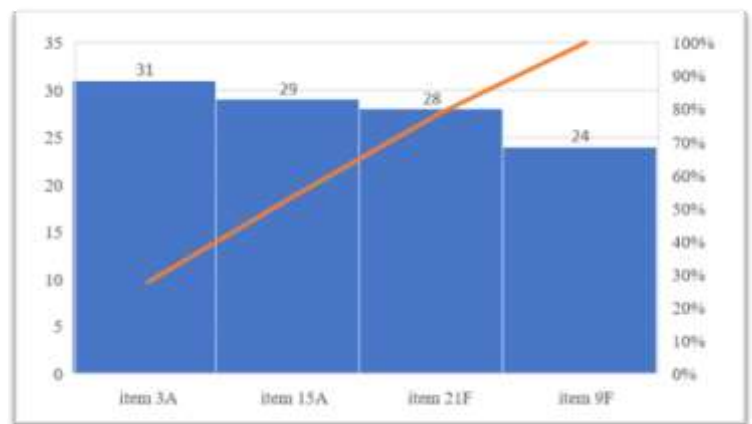
From the figure above, it can be seen that in the case of the first item there was a high score (30►40), with 31 points, and in the case of the other items there were scores u average values, but with a high number of points (20►29), respectively 29 or 28 points, which denotes that teachers have a high sensitivity to the emotional states of students, also show a high level of empathy and compassion towards them, because they

have the ability to decode and interpret their emotional cues.

Table 7. Statistical data on the frequency of the attention dimension among primary school teachers

Column II items	Valid answers	Absolute frequencies (f)	Frequencies relative to 100 (fi)	Valid percentage (p)	Cumulative frequencies (fc)
6	False = 1 point	35	38%	38%	63%
12	False = 1 point	23	25%	25%	83%
18	False = 1 point	18	20%	20%	100%
24	False = 1 point	15	17%	17%	

The Emotional Style of the teacher also includes the dimension of Attention, even though it is considered a cognitive skill that requires the ability to concentrate, because when certain elements in the environment distract our attention, they overlap an emotional layer and can destroy it even more. Since emotional stimuli "largely control our attention, maintaining a stable internal boundary that allows us to focus calmly and resist distractions is an aspect of Emotional Style" (Davidson & Begley, 2020, p. 121).

With a cumulative percentage of 37% of teachers scoring low (0►19), which means that people who recorded these values may be easily distracted and lack the ability to concentrate when there are various disruptive factors. We consider it appropriate to highlight an additional observation concerning the first category of subjects: 38% scored high having a selective attention which implies teachers' ability to focus on certain features in the environment and ignoring others. This ability allows teachers to successfully eliminate sensory distractions and focus on the essential features. Thus, attention and emotion are closely interdependent, and increased attention is associated with greater emotional balance and well-being. People who are distracted by certain impulses or people who have a wandering mind, called by Kilingsworth and Gilbert (2010) is "an unhappy mind". Therefore, we expect the Attention perspective to be closely related to psychological well-being.

The selected responses for items *6, 12, 18 and 24*, using the given quantitative rating scales, show that the highest score recorded is within this dimension, with a very high score (30►40), i.e. 35 points shown graphically in Figure 5. on the left side of the histogram. Most teachers, with a cumulative

percentage of 63% have a high level of attention concentration and have developed the ability to eliminate outside distractions, having a clear focus.

Figure 5. Histogram, frequency polygon and distribution curve for the data corresponding to the Attention dimension at the teacher level

Resilient teachers are characterized by the speed with which they recover from negative events, in the current school context, the Coronavirus pandemic which has led to a restructuring of the educational system, and teachers have had to make a number of changes in the way they teach formal instructional activities. From Table 8., we see that obtaining low scores are associated with good resilience, i.e. good resilience and that person is quick in recovery. A cumulative percentage of 41% of the teachers scored high, which means that they have good resilience skills following negative emotional experiences or traumas, and a cumulative percentage of about 60% are the values obtained by teachers who scored average, reflected by an average ability to bounce back from adverse situations.

Table 8. Statistical data on the frequency of the Resilience dimension among primary school teachers

Column II items	Valid answers	Absolute frequencies (f)	Frequencies relative to 100 (fi)	Valid percentage (p)	Cumulative frequencies (fc)
2	False = 1 point	12	16%	16%	41%
8	False = 1 point	18	25%	25%	71%
14	False = 1 point	22	30%	30%	100%
20	True = 1 point	21	29%	29%	

The values measured for items *2, 8, 14 and 20* of the questionnaire for primary school teachers show an almost normal/symmetrical frequency distribution curve between the medium and low range which, compared to the other dimensions is interpreted

inversely, i.e. high values suggest that a person recovers slowly from negative events and medium or low values are associated with good recovery skills and therefore this person is quite resilient.

Figure 6. Histogram, frequency polygon and distribution curve for the data corresponding to the Resilience dimension, at teacher level
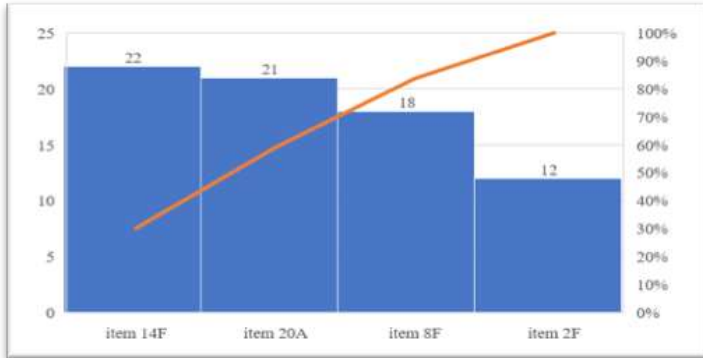
In the comparison diagram in Figure 7. we present the scores for each dimension of Emotional Style obtained by the teachers interviewed. The highest scores are recorded in the fourth column with 112 points, corresponding to the Social Intuition dimension, which means that teachers teaching in primary education are attuned to social cues, showing empathy and compassion towards their students. They are also easily able to read and decode the social cues conveyed through nonverbal language: facial expressions, body language or tone of voice conveyed by students' emotional states, manifested in the school context.

Figure 7. Comparison chart: Numerical expression of the scores obtained for each dimension of Emotional Style, at primary school teachers' level
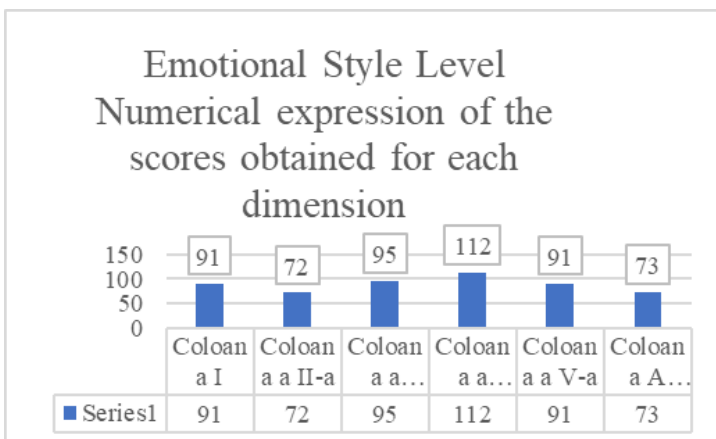

Teachers' Perspective level is shown in the third column of the chart, with a score of 95 points, meaning that they have a good ability to maintain positive emotions over a longer period of time. In relation to the teaching activity, they have a good ability to create a pleasant atmosphere in the class, to convey positive

feelings of joy, happiness, and to maintain these feelings throughout the educational act. In third place are two dimensions of Emotional Style, with a score of 91 points, namely the Self-Awareness dimension and the Attention dimension. While high values were recorded in the above-mentioned dimensions, the level of the dimensions of Self-awareness and Attention had normal values, recording average scores. Of the six dimensions of Emotional Style, only one of them, i.e. Context Sensitivity, scores low 72 points, which means that, in the educational context, the degree to which the emotional and behavioural responses of primary school teachers take into account the social context is low.

The answers given in the Resilience dimension also score at a medium level. Given that a low score for this dimension indicates a good ability to bounce back from negative events, teachers have an average level of resilience development, so we can infer that they are relatively resilient to risk factors exposed in the school environment.

Figure 8. Areolar diagram: Percentage expression of the frequency of Emotional Style, at the primary school teacher level
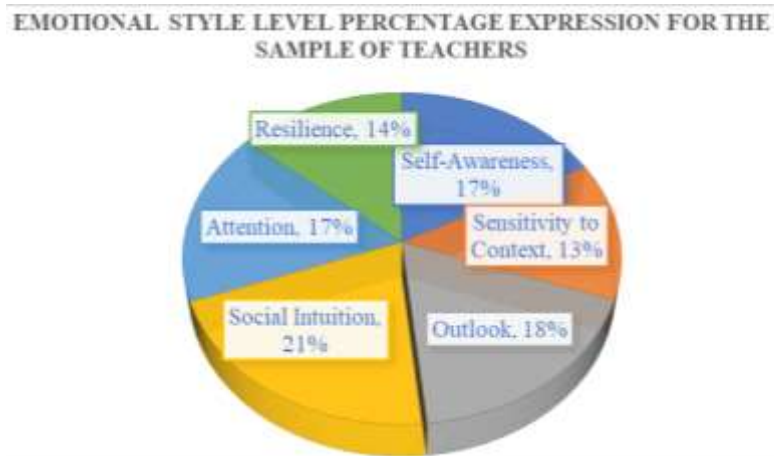
Through the areol diagram in Figure 8. we present an overview of the stratification of the sample of primary school teachers according to the level recorded for each dimension of Emotional Style in relation to formal instructional activity.

5. Conclusions

The high level of teachers' Social Intuition related to the identification and recognition of social cues conveyed by students through emotional states and experiences is identified in 21%, having the highest percentage. The teacher's perspective or ability to induce and maintain a positive attitude during school activities scores 18%. With a percentage of 17%, the teachers who have a medium level of self-awareness, with moderate perception of body signals reflecting

emotions, have a less developed perspective on their emotional life and the level of the Attention dimension, teachers are often distracted by various emotional factors or impulses, which can be an impediment both to the performance of school tasks or to maintaining a balance in the class.

The lowest values are recorded by teachers in the Context Sensitivity dimension, with only 13%. The low level of teachers' sensitivity can be interpreted as a low capacity of teachers to be sensitive to the context. In terms of developing Resilience of teachers, they obtain a medium percentage, having the ability to recover relatively easily after some negative experiences lived at work, either in the teacher-teacher relationship at college level or in the teacher-student relationship. By *developing the specific dimensions of Emotional Style* the teacher improves their *emotional resilience as* well as adopting an effective teaching style so as to influence the socio-emotional climate of the class of students (Seeger & Seeger, 2007).

The teaching of an Emotional Style by the classroom teacher implies the emotional maturation of the personality expressed in emotional skills: *awareness of emotional states, emotional balance and discipline, expression of feelings* reflected in a style of conduct. The emotional experiences conveyed in educational communication have a cognitive, formative and social impact, which is why, as Rime (2007) points out, teachers must competently and professionally expand and amplify both their own emotional spectrum and that of their students. Emotions such as frustration or anger can hinder the teacher from effective classroom management. Also, hesitant teacher behaviour has negative repercussions in relationships with students (Marzano et. al., 2003).

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