

Effects on Teacher Attunement in Secondary Schools

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ABOUT THE STUDY

The cost of addressing social issues like bullying and hostility falls under the responsibility of teachers as well. Teachers serve as an "invisible hand" in the everyday management of the classroom, influencing social networks and status systems quietly to lead the class in new interactions and customs. Teachers have a number of opportunities to subtly promote good relationships while averting undesirable social behaviors through network-related practices, attitudes, and beliefs. Teachers must be aware of the social dynamics in the classroom if they are to successfully encourage healthy connections among the pupils.

Spending time with students

Teachers have more opportunity to learn about the social dynamics in the classroom when they more time with their students. As a result, we propose that teacher attunement and the length of time teachers spend with their pupils are positively correlated.

Experience

Experienced teachers may be more sensitive to the social dynamics in the classroom. Despite the fact that Gronlund found no connection between attunement and teachers' experience, it seems sense that attunement is a talent that teachers can master through time. In line with this, van Hattum suggested that because more experienced instructors have been exposed to bullying more frequently, they are better at identifying it. We propose that teacher experience and attunement are positively correlated.

Work wellness

Being a teacher is a hard profession that could eventually cause teachers' health to decline, decreasing their commitment and performance. In contrast to instructors who enjoy their jobs and are generally more involved, teachers who are not feeling well at work may concentrate primarily on kids' cognitive growth, which is the most important aspect of their job. We postulate that there is a correlation between teachers' job-related well-being and their level of teacher attunement.

Effects of attunement

A unique form of emotional connection called effect attunement occurs when the interior moods of two people coincide and match. Both people desire to be with each other to share and lose themselves in the moment when there is a sense of connection or oneness.

The capacity to relate to and learn from one another has lately been claimed to be rooted in affect attunement. We believe that many teachable moments in a classroom occur when both the teacher and the students are emotionally open, in a psychologically safe space, and ready to learn. The components of affect attunement are spontaneous emotional expression, shared concentration, and the sharing of experience and feelings (enjoyment and excitement).

Could theatrical tactics be used in the classroom to promote student-teacher chemistry, and if so, how might it impact students' academic performance? We reasoned that student-teacher attunement enhances student attention to the teacher, interest in the instructional materials, and motivation to maintain the connection with the teacher and materials by allowing students and teachers to emotionally connect and be in the moment with one another. The integration of cognitive, emotional, and multisensory participation might be seen as a comprehensive educational experience in this case. We also thought that being tuned into the teacher could be advantageous for both students with and without learning problems.

CONCLUSION

Examining the degree to which secondary school teachers were aware of which kids were particularly loved, hated, prosocial, aggressive, or acting riskily was the goal of this study. We also looked into whether some professors were more tuned in than others. With regard to the quantity of time instructors spend with their pupils, their experience, and their general well-being at work, we anticipated that teacher attunement would be positively correlated.

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