

Feeling is Believing: Student Teachers' Expressions of Their Emotions

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ABSTRACT Because teaching is a social activity, student teachers' feelings/emotions during their practicum are expressed in a social context. The aim of this study was to determine the emotional experiences of student teachers when dealing with mentor teachers and learners, in order to support the emotional development of student teachers in the social context of teaching. Data was collected by means of questionnaires. Three theoretical frameworks were used to assess the emotional experiences in the school as a social environment. The emotional experiences of the student teachers were captured while they were doing their practicum at schools. The research revealed positive and negative emotional experiences by student teachers during their practicum at schools. The outcomes of this study may be noteworthy for providers of teacher training programmes. The findings suggest that more in-depth attention should be given to the emotional development of student teachers.