

Summary

Emotions and Affective Styles in Tuition

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The paper focuses on three variables: affective styles, students' emotions and efficacy of tuition. The term *affective style* is new in domestic and international literature. It describes three types of emotional reactions: a) affective impulsiveness, b) equilibrium or balance, and c) affective inhibition. The author has found that balance presumes positive emotions in tuition, and affective inhibition negative ones. This was shown by multiple regression results. An exceptionally important finding of this study is that the intensity of tuition reduces positive and increases negative emotions, whereas the end of the lessons has the opposite effect. Emotions were recorded through the method of 'emotional puncturing', using an 'emotions thermometer' on which students were asked to indicate four emotions, happiness, sadness, fear and satisfaction, at the beginning, in the middle and at the end of a lesson. Emotions were recorded and their level (intensity) correlated with the efficacy of the lesson which was recorded on the instrument *Efx* measuring the intensity and quality of the students and teachers' activities in the classroom. Following observation, lessons were classified under categories of: a) low efficacy, b) poor efficacy, c) efficacy, and d) good efficacy. The highest level of emotions was found to accompany category b) - poor efficacy. The cause can probably be found in the traditional nature of tuition where cognitive concentration which is present in high efficacy lessons reduces positive emotions, whereas the teacher's lower expectations result in relaxation and greater level of positive emotions.

The paper is important in that it encourages more research in the field.

Key words: affective style, emotions, academic hesitance, tuition efficacy, emotional puncturing, emotions thermometer.