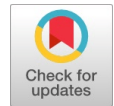




Influence of Positive Emotions on Leadership Learning and Development

Diyani Balthazaar, Radna Andi Wibowo



Abstract: Purpose: The project is a qualitative, descriptive study of the nexus between students' positive emotional experiences in academic leadership courses and self-reported learning in leadership. **Design/Methodology/Approach:** The research team conducted a qualitative study of 298 comment entries collected in post-course surveys. These were the sentiments of students who completed leader-development academic courses over three years of academic studies. The surveys asked respondents to identify the prevailing emotions they often experienced in the classroom and how these emotions enhanced or hindered their learning during the semester. **Findings** -The findings reveal that students have identified their positive emotional experiences in a leadership course as having a significant impact on their leadership education and involvement in the course. Overall, the student commentaries indicate that positive emotions were triggered by their active participation in the course, and the three most frequently mentioned emotions were interest, joy, and serenity/contentment. The participants perceived these affective states as increasing their desire to attend classes, engage in classroom activities, deepen their understanding of leadership subjects, and transfer their learning about leadership outside the classroom. **Originality/Value** - Although educational research has long recognised the importance of emotions, their application to leadership-oriented classes has not been studied adequately. This is the first of its kind, as it explains the relationships between emotional responses to the leadership classes and students' learning behaviours, revealing the major processes that help youths gain leadership skills through formal studies in academic institutions.

Keywords: Positive Emotions; Broaden and Build Theory; Leadership Learning; Student Emotions; Qualitative Research.

I. INTRODUCTION

In the course of their academic process, students experience a wide range of emotions-affective states that are both varied and complex, and include both the good and the bad. Furthermore, a student's personality, learning environment, and learning patterns significantly impact these emotions (Pekrun et al., 2017) [22]; Schmidt, 2020) [29]. Emotions in academic life have generally been attributed to changes in motivation, learning strategies, and the provision of, etc.

The cognitive resources, self-regulation, and general academic performance were involved in this research study (Algoe, S. B., 2019) [1]. The results showed an interesting correlation between positive affect and improved learning outcomes [24]. Another characteristic of this research is that different positive emotions are a consequence of diverse settings, instructional strategies, teacher-learner relationships, and student outcomes (Algoe, S. B., 2019) [1]; Rowe, Fitness, and Wood, 2015 [26]; Schmidt, 2020 [29]; Trigwell, Ellis, and Han, 2012 [30]; Charmaz, K. (2014 [2]; White, 2013 [32]; Wolfe, 20 Nevertheless, few studies have been carried out to examine how the emotion of students in courses related to leadership can determine self-reported learning in the context of postsecondary leadership development [31]. The problem in question is especially relevant because leadership courses regularly include socially interactive and experiential activities. Jenkins (2012) [15] suggests using discussions, games, group projects, and icebreakers as the common practise in such courses, where people tend to feel more than when they are performing more passive activities, like taking notes during the lecture.

We could shed light on many of the learning processes peculiar to leadership courses by examining the influence of these emotions. Therefore, this research aims to bridge a gap in the literature on leadership education by examining how emotions affect students' learning and growth in leadership courses. The feeling can either help or hinder the learning process. Negative affective states such as fear and frustration tend to undermine or disrupt the learning process, whereas positive ones such as joy and interest may help initiate and sustain learning (Schmidt, 2020; Trigwell et al., 2012; Charmaz, K. (2020) [3]). In particular, both joy, as happiness arising from success, and interest, as the focus on an event or object, have been associated with improved students' memory, attention, and communicative effectiveness when communicating with other students (Rowe et al., 2016) [27].

In addition, such feelings are associated with high academic performance and overall academic outcomes (Algoe, S. B., 2019; Trigwell et al., 2012; White, 2013). Therefore, teaching professionals have an opportunity to enhance student engagement and achievement by fostering positive emotions. Engaging classrooms have been shown to affect students' emotions in relation to their perceived mastery of learning experiences and their appraisal of the classroom milieu (Algoe, S. B., 2019). The emotional states of students in the academic environment may be triggered by various external and internal factors that are not under instructors' control. If studies reveal that students' emotional experience is strongly linked to deep learning, then leadership teachers should strive to elicit the most desirable emotional response in their leadership development programmes.

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Several academics have emphasised the roles of course content, course structure, and instructional practises in the development of emotionally supportive learning environments for students. Indicatively, Algoe, S. B. (2019) opines that autonomy can be fostered by using the following strategies: First, they indicate that inviting students to take charge of the learning process is one of the ways of fostering autonomy; second, adopting a growth-mindset view of feedback provision; and third, fostering collegial and supportive classroom interactions.

According to Rowe et al. (2015), three main factors that can result in optimal emotional reactions of students are; (1) the content of the courses that is relevant to the students in their real-life experiences and is taught by faculty members with enthusiasm; (2) the positive classroom environment and the bond between the students and faculty members; and (3) student attributes, including achievement orientation, certainty, and learning propensity. In a bid to give students the best chances of succeeding, instructors should strive to create an environment that encourages deep learning, where students make an effort to master the subject by combining concepts with real-life situations and establishing meaningful relationships. Such an approach is associated with more positive emotions and intrinsic motivation, whereas surface learning, which is usually accompanied by fear, elicits negative emotions and reduces motivation (Schmidt, 2020; Trigwell et al., 2012).

Furthermore, the teachers are expected to integrate effective pedagogical methods with an atmosphere that supports students' psychological well-being. Climactic factors in classrooms that lack the level of security students need to take a chance may build barriers to learning and retention. Learning and retention can be greatly enhanced through active learning strategies, such as simulations, role plays, and problem-based learning, in a psychologically safe classroom community (Cletzer, D. A., et al., 2022) [4]. Educators of leadership should make some efforts to combine such practises to ensure the emotional well-being and profound learning of their students. Past studies have established that among educators of leadership who employ collaborative and experiential learning methods, a quarter can establish enabling, psychologically secure learning communities in leadership courses (Guthrie & Jenkins, 2018) [13]; Jenkins, 2020) [16]. There is, however, an important missing linkage. Most studies that have shown a positive correlation between emotions and learning aim to establish which factors contribute to the correlation but fail to establish how those factors affect each other, that is, the how. The current research attempted to establish relationships between emotional experiences and learning outcomes. We asked them to recount their emotional experiences and to describe the direct ways those experiences helped or hindered their acquisition of leadership concepts.

II. THEORETICAL FRAMEWORK

A. Transparency and Openness

We describe our sampling plan, all data exclusions (if any), all manipulations, and all measures in this study, and we adhered to the *Journal of Applied Psychology* methodological checklist. The study involved no

experimental manipulations. No data were excluded from the analysis.

B. Data, Code, and Materials Statement

The anonymized, qualitative comment data (N = 298 entries) analyzed in this study are not publicly available due to participant confidentiality, as the comments contain sensitive, personal reflections on emotional and learning experiences. The post-course survey instrument, the qualitative codebook based on Fredrickson's (2013) [10] ten positive emotions, and a de-identified, aggregated data table (frequency counts of emotion categories, as presented in Table 2) are available in Tables 1 and 2. Data were analyzed using manual qualitative coding and thematic analysis procedures, as described in the Method section, without the use of specialized statistical software.

The study's design and its analysis were not preregistered. This was an exploratory, qualitative analysis of existing course evaluation data.

In our research, we evaluated the emotional experience of students who completed a leadership course at one of the higher educational institutions, using the concept of positive emotions. The broaden-and-build theory of Fredrickson broadens the view, making people open-minded and thus more susceptible to new ideas, different views, and new relationships. Thus, such positive experiences lead to the formation of social, emotional, and psychological resources, which, in turn, can be used in further activity, resulting in well-being, success, and personal development. The outcome of this process is a positive feedback loop that supports the long-term health, happiness, and strength of humans, achieved through the accumulation of these resources (Fredrickson, 2018) [11]. Positive and negative emotions are interpreted either consciously or unconsciously. Even such cognitive evaluations may occur without external stimuli.

That is, the triggers of cognitive appraisals may be real things, such as the happiness of having one of the journal articles published, or internal things, such as the happiness of remembering a promotion announcement. An emotion is simply a reaction to something. According to Corbin, J., & Strauss, A. (2015) [6], this process is called the appraisal. The appraisal arouses a range of response dispositions across different systems, including subjective experiences, facial expressions, and physiological changes (Corbin, J., & Strauss, A., 2015). Also, positive emotions differ from positive moods. In most cases, emotions are transient, occasioned, and in the spotlight of consciousness (Corbin, J., & Strauss, A., 2015), whilst moods are more uncertain and never in the background.

The difference between positive and negative emotions lies mainly in the valence of the assessment of events, situations, or memories. As long as an individual perceives his present situation as bad, the ensuing emotions are negative; on the other hand, when the appraisal is positive, positive emotions are experienced. The positive emotions, which are chosen by natural selection over thousands of years, increase the survival ability of a certain person (Fredrickson, 2013) by momentarily broadening the awareness of a person, thus creating a larger consciousness implying a larger range of thoughts, actions, and



perceptions (Fredrickson, 2013). Positive emotions have a more lasting impact on survival than negative emotions, which elicit an immediate survival reaction in the form of a fight-or-flight response. Therefore, in the short run, positive emotions expand our state of mind and enable the discovery and formation of new knowledge, the building of new social ties, and the acquisition of new skills. These are the resources that, once developed, will have a positive effect, take people in the desired direction, and equip them for other positive experiences. Thus, a positive cycle will arise, enhancing the person's chances of survival and health and well-being (Fredrickson, 2013) (see [Figure 1](#)).

When you look at the literature, you will come across two major propositions, the broaden hypothesis and the build hypothesis. According to the broaden hypothesis, positive emotions temporarily broaden the repertoire of thoughts and behaviours among individuals, contributing to the creation of new ideas, enhancing creative thinking, and, among others, the feeling of generosity. Many studies have supported the broadening effect. In such studies, positive emotions were revealed to expand action urges (i.e., people were more willing to act and experience more), easier holistic processing (i.e., focusing on the big picture, higher-order thinking, and perceiving overall patterns), and it was found that positive emotions expanded the extent of attentional flexibility (i.e., the ability to switch attention between two or more objects or levels of focus) (Johnson, Waugh, and Fredrickson, 2010) [17], broadened the scope of visual attention (Wadlinger and Isaacowitz, 20). Also, positive emotions have been reported to increase the urge to act (Fredrickson & Branigan, 2005) and promote holistic processing. The hypothesis argues that positive emotions foster social, emotional, intellectual, and psychological resources in a person, which can be tapped in the future (Fredrickson, 2013). Through such experiences, a reservoir of resources is created that can help individuals cope with other emotional difficulties they might encounter. Empirical literature has a plethora of support on this assertion (Diener, E., Oishi, S., & Tay, L., 2018) [7]; Dirks, K. T., et al 2017 [5] [8]; Dunn, J. R., & Schweitzer, M. E. 2019 [9]; Gable, P. A., & Harmon-Jones, E. 2018 [12]; Guthrie, K. L., & Jenkins, D. M. 2018. In his work, Fredrickson (2013) has outlined the top ten positive emotions that occur in everyday life. These emotions are love, joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, and awe in that order of frequency. Each discrete emotion can be activated with specific appraisal patterns, such as the abovementioned cognitive evaluations.

In determining whether a particular situation is beneficial or harmful to a person's overall well-being, theorists often use appraisal theories, as described by Immordino-Yang, M. H., et al. (2019) [14] and Jenkins, D. M. (2020). When these evaluations are turned on, or some emotions are aroused, those emotions, in turn, stimulate patterns of thought and action commonly called thought-action repertoires. Such repertoires control the scope of perceived actions that people choose to take. In addition, these emotional conditions lead to the amassing of long-term physical, intellectual, social, or psychological resources. As an illustration, the emotion of interest is evoked in contexts perceived as both safe and enticing. When exposed to ambiguous or uncomfortable issues, people say they are interested but not overwhelmed,

which places the stimulus in an intermediate threat-reward range. Interest in response is then a motivation to explore, learn, and engage in new experiences, thereby enriching the individual. The information and knowledge obtained through this process are converted into permanent assets, which are enduring resources. [Table 1](#) (See the annexure) summarises the top ten positive emotions and the relevant cognitive appraisals that can cause them.

The increased cognitive-behavioural repertoire an individual possesses, and the long-term resources that can be developed as a by-product thereof, constitute the theoretical context of our investigation. With the help of this framework, we developed a study that aims to investigate the self-reported effects of students in leadership-focused classrooms and determine the extent to which such affective experiences affect their learning outcomes. Research questions in continuation of the available literature that defines positive emotions as central to the learning process, and acknowledging the applicability of the broaden-and-build theory in a field where there is a dearth of discourse in learning, we aimed to explain how positive affect experience correlates with the classroom learning activity on the part of students. Based on this, two main questions have guided our inquiry: (1) How do students experience positive emotions when enrolling in a post-secondary leadership course, and (2) in what ways do students project positive emotions onto their learning experiences in a leadership context? Methods: Sample, population and data collection. The data were all based on a large, research-intensive sample, obtained over six semesters from Fall 2020 through Spring 2022.

The respondents were students who had enrolled in courses aimed at leadership development, such as Foundations of Leadership, Leadership in Groups and Teams, and Leadership Communications, which were open to students from any discipline. A post-course qualitative survey was administered to participants every semester. It included items assessing learning outcomes, leadership skill development, and experiences with various aspects of the course, including the instructor, peers, assignments, and other incidental factors. Two of the open-ended affective probes were incorporated in the survey: (a) Reflect on your emotions in the course; what do you feel? Moreover, (b) How do you think these emotions affected your learning about leadership? Our total number of completed responses was 298 in the six semesters. It is also possible that some respondents made multiple entries, which may be associated with different sets of classes attended across different semesters—data analysis procedures. Initially, two members of our research group used temporary coding terms for the 298 responses to the two affective prompts, the ten prototypical positive emotions identified by Fredrickson (2013), as love, joy, gratitude, serenity, interest, hope, pride, amusement, inspiration and awe.

Provisional codes, which are also referred to as predetermined or so-called starter codes, are used to set the first round of coding (Kashdan, T. B., & Biswas-Diener, R., 2015) [18]; Lyubomirsky, S., et al., 2016) [19], are usually based on literature reviews, researcher experience, previous research, or even conceptual frameworks, as in our case. They are very useful, especially when conducting studies that build on

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previous research or study variables (Lyubomirsky, S. et al., 2016) [19]. Based on these tentative codes as a rough cut, we could place each response under one or more positive-emotion types for further analysis. In particular, we coded the answers to the question: "Reflect upon your feelings during the course; what emotions do you have?" The provisional coding process involved a back-and-forth conversation between the two coders, who would act as a reality check for one another [28]. Following a set of interpretative rounds, a third researcher cross-validated the provisional codes to ensure that they conformed to the theoretical definitions of each positive emotion.

Later, we implemented a series of focused, second-cycle codes to examine how the positive emotions the students reported helped them gain leadership knowledge (Miles, M. B., et al., 2019) [20]; Quoidbach, J. et al., 2015) [25]. Every student statement that was given a provisional code was examined alongside their answer to another open-ended question in the survey, "How did these emotions affect your learning about leadership?" The main question we were looking at was whether there were any patterns in the provisional codes (i.e., whether students linked particular emotions to specific learning outcomes of the course). However, we quickly found that most students had not made such links in their remarks. Hence, we transitioned to a broader, more focused coding approach that considered the most significant categories and themes derived from the data (Quoidbach, J. et al., 2015) [25]. The authors' analytical memos and personal debriefings were components of this process and disclosed the authors' views on the codes, categories, and themes they had created. By repeatedly going through the analysis process, the initial codes that were most obvious to them had transformed into the themes they discuss in this paper (Rowe, A. D., et al., 2015).

III. FINDINGS

In a series of coding sessions, we determined the affective experiences of students taking a higher-education leadership course and analysed how these experiences were associated with the learning process. Of the 298 student responses to two open-ended survey items, 249 students identified themselves as mostly in a positive emotional state, and 244 of the emotions were then categorised into the ten positive affective categories proposed by Fredrickson (2013). The negative reports were 21, and the ambiguous with respect to affect items or phrases were 38, including words and phrases such as "growth" or "all emotions". The most commonly reported affective states included interest, joy, serenity, and pride.

Table 2 (See the annexure) presents the number of each emotional category and gives examples of the coded statements. The participants associated the development of all these varied feelings with three common thematic pillars: (1) Gateway to Engagement, (2) Deepening Desire to Learn, and (3) Motivation to Application. Firstly, we overview all the themes in a summarised context with the photo-quote representation. The interspersed quotes with ellipses (...) synthesise the participants' integrative thoughts about their affective experience in the course, as they reflect on how certain emotions arose during the leadership curriculum and how these emotions subsequently affected their learning of

the leadership concepts. A code of the emotion is given in brackets after each quote.

A. Theme One: Gateway to Engagement

Students viewed their positive emotions as necessary steps toward the educational process of attending class, paying attention, and participating in the learning process. Feelings of interest, happiness, calmness, hope, and amusement

Experiences of joy, interest, and excitement were so powerful and perceptible that the students expressed a desire to share them, attributing them mostly to their love of the class. High school students of the leadership course often mentioned it as their favourite subject and the one they considered first when completing their homework. Some people attending the class also linked the coming of a new, collaborative, and welcoming atmosphere to the expectation of "something fun to do" (amusement) as their reasons for participation. One of the students recounted experiencing "engaged, excited, interested" (interest) feelings, which resulted in them being "more invested and excited to come to class and learn" (interest).

The students' environment was made comfortable by the feelings of joy, serenity, and hope, and hence they dared to participate. Many students, in particular, associated joy with their readiness to engage in and be energetic during class activities. Moreover, the students associated tranquillity with their greater willingness and ability to share their ideas during class discussions. It was because of a positive, comfortable atmosphere, being cared for, and witnessing that, and feeling that peers and teachers respected their views. For example, a student said, "It felt very comfortable as all people were welcoming...It helped me open up more and express freely" (serenity), while another one asserted, "I felt welcomed...[which] made it easy to participate" (serenity).

Under the broad-and-build emotion theory, we see that the specific evaluation of events such as a well-equipped classroom, feeling more loved and respected than ever by friends and teachers, and the overall joyful culture led students to experience delight, fun, peacefulness, and interest. The incidents and happenings during which these positive emotions arise are the times when students' subsequent behaviours, like regular class attendance, active participation, prioritising coursework, freely sharing thoughts and feelings, and overall engagement in the course, are triggered.

B. Theme Two: Deepening Desire to Learn

Students experiencing emotions such as joy, interest, inspiration, serenity, and pride felt a strong desire and drive to acquire leadership concepts. The students expressed emotional motivation using words such as "curious," "intrigued," "confident," and "happy," among others. One student, for instance, expressed the idea as follows: "Curious, positive. This class was engaging and interesting...These emotions made me want to learn more and kept me motivated to succeed throughout the semester" (interest). Several other students linked the emotion of interest with the desire to learn more deeply or to engage more fully in the learning process. The same thing was expressed in the utterances such as, "new concepts I did not know were part of leading... It made me want to learn as much as I can so that I can lead and follow to the best of



my ability” (interest), “It made me interested and eager to learn more” (interest), and “Visualised, intrigued, curious...I wanted to learn more” (interest).

Some other students linked their joyful feelings to the contributions they made in their group, which led them to “want to learn more about leadership” (joy). Two students expressed the ideas as follows: “Happy and Joy. I think this class focuses on becoming the best person you can be and on creating a great environment...They [instructors] really help my learning because I want to learn more about the topics” (joy) and “Happy, it genuinely made me happy to contribute to a group...They [instructors] made me want to learn more about leadership” (joy). The feelings of pride, serenity, and inspiration were among the factors that indirectly encouraged learning through connections to the teacher’s passion and the empowering classroom environment. For instance, one student stated, “I felt more confident in my leadership abilities... They helped me want to understand leadership more” (pride). Another said, “Creativity and empowering. It made me want to become a better leader...It helped and always made me want to learn more” (inspiration).

According to the broaden-and-build model, the analysis of different appraisals revealed that these patterns mostly drove students’ feelings of pride, inspiration, joy, and interest. Among these patterns were the instructor’s enthusiasm, a creative course of study, the development of new ideas, communication among students, and a liberating curriculum that stressed personal growth. These emotional arousals, in turn, brought about such conduct as intensified longing to understand the material, greater devotion to the course of study, longer retention of the desire to learn, and a stronger drive to succeed in the course.

C. Theme Three: Motivation for Application

Students’ emotions of awe, interest, joy, pride, and inspiration were so intense that not only did these emotions put them in a full immersion state during their leadership course, but they also initiated a chain of thoughts about how these emotions could lead to personal development, changes in conduct, and the application of their learning in diverse and numerous ways. Students were in a state of excitement; they were energetic, open-minded, confident, and thoughtful, and these feelings fuelled the desire to carry the course content beyond the course, make changes in their lives, and become the best leaders they could be. A couple of students’ expressions exemplified this idea perfectly: “Empowered...I felt empowered that I can make good changes as a leader” (pride) and “My mind opened up...I took everything I learned into my personal life” (awe). Several other students pointed out their emotions as the source of their motivation to apply their learning. One of how this was communicated is through the utterances like, “I felt excited to be able to share my voice so easily, openly... I felt excited in a way that moved me to further engage with leadership content within and outside of this course” (joy), “It [the emotions] made me feel contemplative and reflective... It made me really think about how to actually apply these principles” (interest), “Empowered because it makes me want to be the best leader I can... It made me want to pay attention more and apply it to other aspects of my life” (pride) and, “Open-mindedness, confidence, and optimism because I feel stronger and sharper

to lead...I was able to learn material confidently and put it into my everyday actions” (awe).

Certain appraisal patterns within the broaden-and-build model of positive emotions triggered among students’ emotional experiences of awe, interest, joy, pride, and inspiration. These patterns were less visible in the current theme and concerned only students actively sharing their ideas and viewpoints during class discussions. Empowered by such emotional experiences, students could feel self-confidence, empowerment, reflection, and open-mindedness. Moreover, these emotions fuelled students’ urge to apply their concept of leadership in their future roles and to become leaders who continue to evolve.

IV. DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This paper demonstrates that students’ multiple engagements are powerful drivers of their attendance, engagement, participation in the classroom, and a sense of agency. Students seem to have a heightened sense of self-concept and greater participation when they express themselves and their ideas to their colleagues and teachers. Unlike these findings, which may not create a new impression among experienced scholars of leadership, they still contribute to the current discourse on effective instructional practices in leadership education. A study of the most common coded emotions reveals that interest, joy, and serenity/contentment were above the other seven affective categories. The number of responses we received using our coding scheme was 75, with students categorised as interested. Interest, as conceptualised by Fredrickson (2013), is a result of the learner experiencing the learning context as a safe, interesting, new, mysterious, and challenging environment, but not overwhelming. Rowe et al. (2015) have identified interest expression among students when they care about the content covered, the classroom environment is positive and pleasant, and the delivery of the curriculum and the instructor’s interactive nature make students active. These relationships are consistent with our findings, though we were not able to fully establish the antecedents that trigger such emotional responses or clearly associate the students’ feelings of interest with the cognitive appraisals that led to their development. The second and third positions in the positive emotions were filled by joy and serenity/contentment. Joy will occur when learners feel safe, known, and surprisingly positive, further inducing engagement and learning (Fredrickson, 2013). Serenity/contentment comes about when individuals are in a state of calm, comfort, and less effort in the situation at hand. These affective conditions seem to predispose one to enjoy the current self-concepts and priorities, as reflected in tendencies toward interest. Unfortunately, our data did not permit us to isolate the appraisal patterns that caused these emotions or the thought-action repertoires they created. This leads to the fact that a broader consideration of these three emotions leaves us with numerous unanswered questions: Why did these three emotions prevail rather than the others? What are the specific curricular or instructional precipitating factors of these affective experiences? What are the ways in which the resources



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provided by these emotions could adjust the course of development of the students when it comes to the field of leadership? Future research which will answer these questions not only will provide useful information to leadership educators, but also will have a place in the growing academic literature on the results of the leadership programmes.

The focus on the themes associated with the warm atmosphere and the sense of being appreciated, amusement, interest, calmness, happiness, and hope created the Gateway to Engagement, as a result of which students experienced the desire to come to the classes and engage in the learning process. Nonetheless, engagement is extremely important, but it is not the only factor. Teachers have to think about whether this interaction can be used to achieve broader course objectives. This brings us to Theme Two. In line with Schmidt's (2020) finding that instructors' role is to arouse students' interest and promote deep learning, our participants associated joy, interest, inspiration, serenity, and pride with the Deepening Desire to Learn. According to the students, these emotions led to a desire to learn the material, complete the tasks, and maintain their enthusiasm for learning. One student went further to write, "These feelings left me desiring to learn more. The shift between engagement and long-lasting motivation is an interesting movement. However, it can also be said that the main emphasis was placed on the learning process rather than memorising specific leadership concepts or skills. This could be partially attributed to the character of our survey question: "How did these emotions influence your learning about leadership?" It could have been construed in different ways (e.g., curricular design, class norms, particular lessons, general attitudes to learning, etc.). The students who participated in our study associated their emotions with the overall experience and participation in the course more than with the particular knowledge of leadership. This is a weakness of the research. With only two open-ended questions, we have not fully covered the contribution of positive emotions to the acquisition and development of concrete leadership notions and skills. A more fine-grained examination correlating specific emotions with student learning outcomes would be an important addition to the current literature, indicating the short- and long-term advantages of experiencing positive emotions. Certainly, the third thematic issue we have is Motivation for Application, which may be the most beneficial in the long term to the study of leadership. Indeed, students who had experienced awe, interest, joy, pride, and inspiration were able to go beyond their immediate experience of the course and imagine how their learning about leadership could influence their decision-making and other experiences in college. We get initial insights into appraisal trends in our data set, which, among other things, appear to elicit positive emotions. They involve instructors' passion, engaging course materials, the introduction of new ideas, peer interaction, classroom discussions, and positive classroom environments. However, to a critical reader, we are not talking here of how these elements come to pass. As an example, what is instructor passion? Does it come from the instructor's high energy, their facial expression, or maybe a sarcastic comment added to the lecture indirectly? Similarly, when students talk of a positive classroom culture, what do they specifically mean? Although

these notions may have been accepted at face value, a more thorough analysis shows that they require further exploration to move beyond the superficial level of assent toward a deeper understanding. The positive feelings developed during these leadership courses might have equipped the students with resources that extend beyond the classroom, thus better equipping them for leadership roles in other life situations in the future. This becomes especially crucial since as the leaders educators we usually ensure that we are more concerned with certain learning outcomes of the course, but also the macro goals of the leadership programmes that are to form future leaders of the world who are ethical, effective, socially responsible and able to address the globally complex issues (Morgan, King, Rudd, and Kaufman, 2013) [21]; Cletzer et al., 2022 [4]; Velez, Moore, Bruce, and Stephens, 2014). These views are also common among us as writers, and we are committed to ensuring that students' growth is positive.

The results, which are outlined in the present paper, can be deemed as the stepping stone in the further development of the discipline, more so when it comes to the effects that particular pedagogical tools and affective stimuli have on the intellectual-affective repertoire of a student. If teachers identify their intended results by moving from the specific to the general, they can strategise environmental circumstances that elicit the appropriate feelings that enhance the leadership learning process. To use the case in point, when the intention of the behaviour of students is that they become increasingly more involved in leadership activities, the question to be asked to the instructors might be the following: What feelings do I want to stir in the students in order that they will act upon future leadership opportunities, and how might I most efficiently instigate those feelings? In turn, on a smaller scale, teachers can create situations that evoke astonishment when discussing certain issues, thereby helping them develop new and long-lasting worldviews. This can be accomplished through a powerful quotation, an inspiring story, or a memorable video, which, in addition to opening learners' perspectives, can give them a deeper insight into the problems of leadership. We argue that these intentional emotional intervention strategies extend engagement beyond the current point and are highly beneficial for long-term leadership growth. Even though clear affective states were reported to be more prevalent across subjects, the current study did not present clear-cut differences among discrete emotions, nor did it attempt to measure their respective effects on learning. Current literature is more inclined to categorise positive affective states as having specific effects (see [Table 1](#)). In contrast, these are more diffuse and more difficult to isolate than negative feelings (Fredrickson & Cohen, 2008). Reporting of emotion was obtained only at the end of the semester in the current study, which prevented measurement of long-term emotion curves and the appraisal style underpinning their elicitation. An in-depth insight into student affect and the resulting mental-cognitive ramifications thus requires the use of more comprehensive information-gathering procedures that integrate quantitative and qualitative approaches. Validated measurement tools (modified Differentiated Emotions Scale) (Fredrickson et al., 2003), the

Positive and Negative

Affect Schedule (PANAS) (Watson, Clark and Tellegen, 1988) or the Academic Emotion Questionnaire (AEQ) (Pekrun et al., 2014) [23] must be used in future research to define discrete affective states more accurately. The MDES provides frequency and intensity scores for 20 emotions (10 positive and 10 negative) to produce a granular affective profile. PANAS is more comprehensive in measuring positive and negative affect, with ten items each. The AEQ comprises 80 emotions relevant to the academic context, such as anxiety, boredom, and enjoyment, across the stages of learning and testing. Consecutive intake of these tools over a course, along with students' narrative feedback on the precursors and aftermaths of the influence, would provide a better dataset. Semi-structured interviews or focus groups conducted individually or in small groups, also towards the end of the instruction period, would shed more light on the affective aspects of leadership learning. In addition, future studies should match affective experiences and cognitive-affective repertoires with specific instructional modalities, such as peer interaction, instructor behaviour, and curriculum design, to further explain the effects of positive affect on leadership learning in the short- and long-term. By analysing the puzzles of the appraisal sequences triggered by leadership educators, the resulting emotional reactions, and the respective cognitive-affective repertoires, the organisational results will not only showcase the level of transformation in individuals but also provide the overall picture of leadership development in an academic setting.

V. CONCLUDING THOUGHTS

This paper outlines a research direction for the future regarding the role and importance of the positive effect in leadership pedagogies. The results we achieved will provide initial insight into how emotions can regulate student engagement, maintain motivation, and influence the adoption of leadership concepts, thus revealing new directions for both academic research and implementation. As educators in leadership training, we understand that helping students experience the broaden-and-build process is at the core of our profession. It is not only to attract attention by discussing, interacting with peers, and focusing on the main principles, but also to develop students to be open to new ideas, other viewpoints, and even controversial and disputable themes. The latter, in turn, requires an atmosphere of humility in which students are ready to introspect, consider constructive feedback, and address their weaknesses. The reinforcement of these emotional, social, intellectual, and psychological resources among our students improves our pedagogical effectiveness. We cannot, in all cases, measure these effects with any particularity, but this is nevertheless a portion of our reflective practice, and it is probably this belief in the transformative force of what we do that keeps us enthusiastic. Although this broadening is a very difficult issue to measure empirically, we are assured that our efforts and the experiences we develop are positive, which will help our students attain sustainability in their life paths, not only in terms of successful leadership but also in terms of living a good life. Furthermore, it is unquestionable that belief in the

pedagogical power of positive emotions will not diminish. As experienced practitioners in higher education, we have on numerous occasions experienced the depth of these feelings in the classroom. We have seen how the students' learning activities have evolved in accordance with the designed learning strategies. Learners are more interactive, more responsive to the lesson, courageous enough to engage in challenging discussions, and, finally, they feel the overwhelming sense of gratitude in their hearts when the terms end. We are also convinced that how teachers behave determines the whole process of teaching- learning. As a result, we are proactive in encouraging emotional activation through new knowledge, awe-inspiring videos, provocative questions, icebreakers, and light-hearted and reflective assignments. We have not yet made a direct connection between these pedagogical practices and the broaden-and-build theory of Fredrickson. The study of this framework through empirical investigation has narrowed our approach to teaching, and we are all the more excited about the investigations we plan to conduct on the topic in the future, which will not only enlighten us but also contribute to the field.

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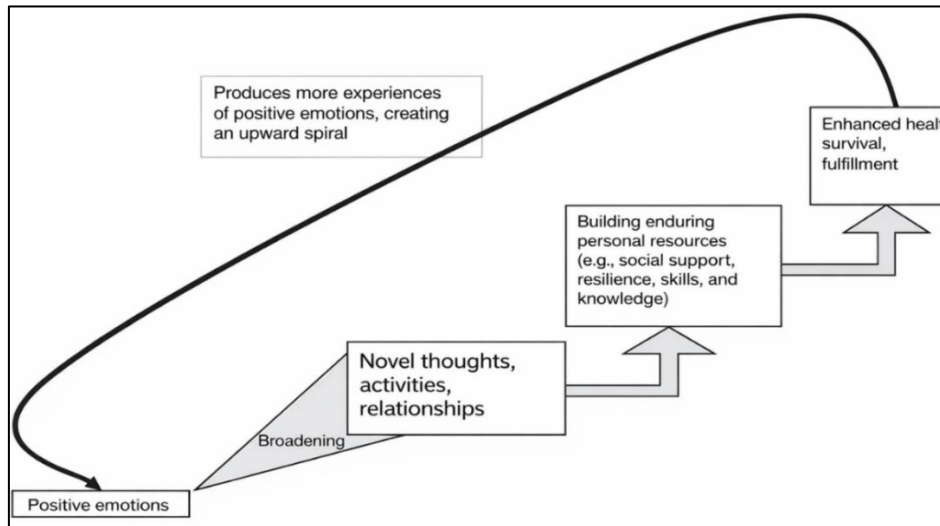


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Annexure-1



[Fig.1: The Broaden-and-Build Theory of Positive Emotions]

Source(s): Adapted from Fredrickson (2013)

Table I: Description of ten Positive Emotions

Emotion	Appraisal that Triggers it	Thought-Action Repertoire, it Sparks	The Durable Resources that it Helps Build
Love	Love, closeness, or trust. Arises when other positive emotions are felt in the context of a safe interpersonal connection or relationship	Any/all of the above, with mutual care	Love, closeness, or trust. Arises when other positive emotions are felt in the context of a safe interpersonal connection or relationship
Joy	Feeling safe, familiar, unexpectedly good. When one's current circumstances present unexpected good fortune	Creates the urge to play or get involved	Feeling safe, familiar, unexpectedly good. When one is in current circumstances present unexpected good fortune
Gratitude	Receives a gift or benefit. When	Gratitude	Receives a gift or benefit. When
contentment	When people interpret their circumstances as right, cherished, at ease, at one with their situation, or satisfying	Save and integrate into new priorities	New priorities, new views of self, a more refined sense of self
Interest	Arises in circumstances appraised	Creates the urge to explore, learn, expand oneself, and immerse oneself in the novelty	Knowledge gained
Hope	Hopeful, optimistic, or encouraged. Arises in circumstances in which people fear the worst yet yearn for better	Plan for a better future	Resilience to adversity, optimism
Pride	Arises when people take credit for socially valued good outcomes or accomplish an important goal	Creates the urge to dream big	
Amusement	Amused, fun-loving, or silly; when people identify their circumstances as involving non-serious incongruity	Creates the urge to laugh and be jovial	Social bonds formed and endured
Inspiration	Inspired, uplifted, or elevated. Emerges when people witness human excellence	Creates an urge to excel or reach personal best	Motivation for personal growth
Awe	Awe, wonder, amazement. Emerges when people encounter goodness on a grand scale	Compels people to absorb and accommodate the vastness	New worldviews

Table II: Positive Emotions Felt by Students in a Leadership Course



Influence of Positive Emotions on Leadership Learning and Development

Emotion	f	Example Student Response
Love	2	Empathy- feeling for others and their experiences
Joy	49	I felt joy from speaking my mind and feeling accomplished
Gratitude	5	Appreciation and gratefulness because this is the most enriching class and teaching I have experienced
Serenity/ contentment	48	I really felt very content, never stressed like most of my other classes. It felt very comfortable, as everyone was welcoming.
Interest	75	Interested. Wanting to know more
Hope	9	Optimistic- I enjoyed coming up with solutions
Pride	35	Powerful, capable: We were able to take on an issue we were passionate about
Amusement	5	I had a lot of fun in this class. Although I was late at times, I am always excited to come to this class.
Inspiration	11	Inspired. After this class, I felt like I could be an effective leader.

Source(s): Table by authors