



## **Emotional Feelings of Iranian Novice and Experienced EFL Teachers Toward Colleagues, Educational Staff, Professional Networks and Student's Progress**

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Received: December 06, 2022

Accepted: May 01, 2023

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### **Abstract**

The purpose of this article was to study the emotional feelings of Iranian novice and experienced EFL teachers. A group of 63 experienced and novice language teachers (33 men and 19 women) were selected by a purposeful sampling from the statistical population (77 people). The Persian version of the TES questionnaire was used to measure the emotional feelings of the participants toward their professional lives. About 80% of the novice teachers reported having the first stage of emotional feeling: fantasy. They described various fantasies about their students, the parents, and the school staff and the pleasant or unpleasant environments they think they will have in their future classrooms. This stage (unrealistic positivism) seemed quite pleasing to them since students and their parents respected them for their hard work, and no one wanted to misbehave. Moreover, 79% of novice teachers reported experiencing the "survival" stage, in which they fought for their professional identity and a sense of worth among students and colleagues, and 92 % reported a sense of failure when their students failed their classes.

**Keywords:** Emotional feelings, Iranian EFL teachers, novice teachers, experienced teachers

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### **INTRODUCTION**

The life of an EFL teacher entails relationships with language learners, colleagues, parents, and many other people related to educational settings. A teacher's professional development may cover all these relationships as he or she tries to predict and remove possible educational challenges and use better classroom skills. However, research on teacher education and training only focused on pedagogical and cognitive aspects of novice teachers (Free-man & Richards, 1996) and there seem to be

rare publications on how relationships of experienced teachers with other people in the educational workplace can affect this professional development. According to Fried, Mansfield, and Dobozy (2015, p 26): "research in the field of emotion has focused chiefly on student emotions." However, several studies have mainly focused on teachers and their feelings (Keller, Chang, Becker, Goetz, & Frenzel, 2014; Taxer & Frenzel, 2015). Teachers can experience various negative emotions such as anxiety, anger, and boredom and positive emotions such as enjoyment and pride in their teaching profession (Frenzel, 2014).

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## REVIEW OF LITERATURE

Various studies show that teachers experience positive emotions in their classrooms more common than negative ones (Chang, 2009) and this may affect other affective variables. According to Keller, Chang, Becker, Goetz, and Frenzel (2014), positive emotions negatively affect burnout, and negative emotions are the main factors that lead to burnout (Carson, 2006; Makhwathana, Mudzielwana, Mulovhedzi, & Mudau, 2017; Kim, Williams, Childers, & Kemp, 2013).

In light of the above discussion, significant studies on emotions and teacher development have been done in general education only and not within EFL settings (Cowie, 2011). All aspects of an EFL teacher's profession, including language competence, language skills, and interactions, involve students, colleagues, parents, and many others related to their educational institutions. So, various studies have been implemented, but it seems that few of them have focused on experienced teachers. Although the study of the emotional feelings of teachers seems to be essential for its own sake, the effectiveness of teachers and teaching experience, necessary research on teacher emotions, and his/her teaching environment have been slow to emerge and there has been no discussion about the emotional feelings of novices as compared to experienced EFL teachers toward their professional lives, which is the subject of the present thesis.

Since teaching in general and teaching a foreign language, in particular, is essentially an emotional activity (Hargreaves, 2000, p. 812), it is pretty natural for EFL teachers to experience specific professional anxieties and excitement. This study was done to assist EFL teachers' development programs and administrators in how understanding EFL teachers' emotional feelings may contribute to novice teachers' development and training. The study's results would contribute mainly to a better understanding of various aspects of teachers' professional lives, where communication among student-teachers, colleagues, mentors, supervisors, and school principals is of great importance. The present study's findings should also help the policymakers and teacher trainers, both at the

micro and macro levels, to better understand similar relationships and their impacts on the learning-teaching process. Another important thing is that major educational plans in the Ministry of Education in Iran are mainly concerned with educational objectives and outcomes, and little or no attention has been allocated to teachers' emotions and feelings. Moreover, there seems to be a little data concerning EFL teachers' emotional lives (Farrell, 2007).

## Research Questions

*Q1. What are the primary sources of negative and positive emotional feelings of experienced and novice Iranian EFL teachers in their interactions with students, colleagues, and educational staff?*

*Q2. What are the emotions of experienced and novice Iranian EFL teachers concerning their students?*

*Q3. What are the emotions of experienced and novice Iranian EFL teachers towards their colleagues and other language teachers?*

*Q4. What are the emotions of experienced and novice Iranian EFL teachers concerning their institutions and educational staff?*

*Q5. What are the emotions of experienced and novice Iranian EFL teachers towards professional networks?*

*Q6. What are the emotions of experienced and novice Iranian EFL teachers concerning their student's progress?*

*Q7. What are the emotions of experienced and novice Iranian EFL teachers towards their identity?*

## METHODOLOGY

### Participants of the study

Since the study aimed to investigate the emotions of experienced and novice school EFL teachers, 63 language teachers were selected through random cluster sampling and the Cochran formula from among a population of 82 people. From among them, 44 EFL teachers were experienced (12 male and 32 female) with more than five years of experience in teaching English and 19 novice teachers ( 8 male and 11 female ) with less than five years of experience in teaching English with various

social and cultural backgrounds and various working conditions such as full-time and part-time and state(public ) and private schools, as well as university and colleges ( N=63). The experienced participants, along with the novice teachers, were mainly recruited by the ministry of education, private institutes, and universities in Hamadan province in the west of Iran. The mean age of the experienced teachers ranged between 27 and 35 (SD = 4.76), and the age range of novice teachers was, on average, 26.22 years old (SD = 4.76). The rationale behind choosing experienced teachers was the level of awareness and more than five years of experience in teaching; it is anticipated that experienced teachers have developed a sense of awareness concerning their teaching job, which, in turn, helped them articulate their beliefs and emotions towards their careers. To protect their privacy, participants answered the questions without revealing their names and their teaching experience. They all answered the questionnaire and interview questions in Persian (see Appendix A for a list of items).

### Materials and Instruments

The researcher used the Persian scale of EFL teachers' emotions (Khajavy, Ghonsooli, Hosseini Fatemi, 2016) to elicit and analyze the research questions. The whole questionnaire was made of 22 items with a six-point Likert from strongly disagree to agree strongly. The purpose of this questionnaire was to measure different levels of emotional experiences during teaching. According to Frenzel (2016), the lack of accurate tools for measuring abstract features, such as emotions, causes researchers to use so-called self-expression tools. Frenzel (2014) introduced six primary emotions among teachers: enjoyment, anger, anxiety, pride, shame, and boredom. However, she measured only three factors since finding an accurate tool for measuring other emotions was challenging. So, Khajavi. et al. (2016) designed and validated a questionnaire to measure the emotions of pride, shame, and boredom. Their scale included items from previous studies and new items developed by the researchers.

The researcher used the Persian version of the TES for reliability, internal and external

validity, and cross-language equivalence. The original validation study (Farnzel et al.,2013) and confirmatory factor analysis done by Iranian researchers (Khajavy et al., 2016) supported the internal validity by showing that six-factor models (enjoyment, anger, anxiety, pride, shame, boredom) were superior to single-factor, two-factor (positive vs. negative affect) or three-factor models as for reliability.

To test the validity of the Persian scale of EFL teachers' emotions TES (Khajavy et al., 2016), some exploratory and confirmatory factor analyses were performed. As for the reliability of the TES, Cronbach alpha values were calculated. Results of exploratory factor analysis showed that the six factors showed 62.76% of the total variance. The confirmatory factor analyses showed a good fit for the data and confirmed the six-factor structure of the TES. The TES Cronbach alpha values were between 0.69 and 0.68, and 0.81 for the whole TES. Results of data analyses indicated that the factor structure of the TES was in good fit and the internal reliability was in an acceptable range.

### Data Analysis Procedure

To analyze the data obtained from the Likert questionnaire, SPSS 18 software was used. Rasch Model analysis in Winsteps software was used to evaluate the one-dimensionality of the questionnaire.

During the present research study, the Teacher Emotion Scale (TES) of Frenzel (2016), which was validated and revised by Khajavy, Ghonsooli, and Hosseini Fatemi (2016), was employed as the primary tool of the study. Frenzel, Pekrun, & Goetz (2013) developed a questionnaire including three emotions of joy, anger, and anxiety. However, other neglected items such as Pride, shame, and fatigue were also included and studied according to the study done by Khajavy, Ghonsooli, and Hosseini Fatemi in 2016. Moreover, the present study was done based on the research studies and instruments used by many researchers in the field (e.g., Hargreaves, 2005; Lee & Yin, 2011; Schutz & Zembylas, 2009), the related instrument review (Csikszentmihalyi & Larson, 1987; Eaton & Funder, 2001; Gumora & Arsenio, 2002; Trigweel, 2012), and using a content

validity procedure (Beck & Gable, 2001). A two-stage content validity procedure, the developmental stage and the judgment stage, were employed to establish the content validity in this study (Haynes et al., 1995; Lynn, 1986). During the judgment stage, item validity and emotions domain validity was done using the ideas and experiences of some professional experts, including some psychologists and university professors.

Since the existing instruments were mainly developed in Western contexts and teacher emotions are regarded as context-dependent, developing an instrument in the Persian context might be practically and theoretically sound. They used two methods of Classical test theory and Item Response Theory, along with Exploratory factor analysis and Confirmatory factor analysis. As for Item Response Theory, Rasch analysis was employed. Frenzel et al. (2016) designed the Teacher Emotion Questionnaire to measure the three emotions of pleasure, anger, and anxiety, each with a subscale of four items. The revised TES by Khajavy, Ghonsooli, and Hosseini Fatemi (2016) consists of a six-point scale (from 1 strongly disagree to 6 strongly agree), including six emotions: enjoyment, anger, anxiety, Pride, shame, and boredom. The 6-item TES model encompassed two positive factors (Enjoyment and Pride) and four negative factors (Anxiety, Anger, Shame, and Boredom). The emotion of enjoyment (consisted of four items) focused on teachers' enjoyment resulting from their classroom preparation, teaching motives, positive interactions and support they received from their students, colleagues, and recognition from school staff and managers where they worked. Anger emotion (likewise four items) referred to teachers being annoyed about unfair blame from the public, shifting pressure from school and education bureaucracy, ignorance of students and their

efforts, unfair recognition or reward, and students' or other colleagues' unfriendly attitudes. Anxiety (consisted of 4 items) mainly referred to the anxious condition teachers experienced in their teaching to learners, their anxiety of not having successful teaching, their preparation for teaching in the classroom, students' problems, competition among colleagues, parents' over-high expectations, and imbalance of life and work. Teachers' primary sources of Pride and emotion were seeing their learners' progress, their prestigious teaching techniques, and talking proudly of their teaching method and general knowledge of English to other teachers and colleagues.

The primary sources of shame among teachers were:

- being inefficient in answering their students in and out-of-class questions
- being unable to express their intentions to the students when teaching
- not having a practical and enjoyable teaching experience

As for boredom, teachers' primary sources of fatigue were: teaching old-fashioned and dull textbooks, students being inattentive to their teaching, and not receiving encouraging support from the students, their parents, and education staff. All item loadings were greater than .58, which indicated that the items were related to each other as separate factors in the model (see Table 1). The inter-correlations between the five factors ranged from .23 to .76 with an average value of .34 (see Table 4). These correlations indicate that the six factors had something in common but varied in sufficient ways. The correlations also reveal that the same kinds of emotions (i.e., enjoyment and Pride; negative emotions: Anxiety, Anger, and boredom) were positively and highly correlated with each other but negatively and weakly correlated with the different kinds of emotions.

**Table 1**  
*Factor loadings from confirmatory factor analysis*

Scale and item	Factor Loading
<b>Scale 1. Enjoyment</b>	
I generally enjoy teaching.	.87
I generally have so much fun teaching that I gladly prepare and teach my lessons.	.86
I often have reasons to be happy while I teach	.87
I generally teach with enthusiasm	.79

<b>Scale 2. Anger</b>	
I often have reasons to be angry while I teach	.78
I often feel annoyed while teaching	.81
Sometimes I get really mad while I teach	.79
Teaching generally frustrates me	.78
<b>Scale 3. Anxiety</b>	
I generally feel tense and nervous while teaching	.83
I am often worried that my teaching isn't going so well	.85
Preparing to teach often causes me to worry	.80
I feel uneasy when I think about teaching	.79
<b>Scale 4. Pride</b>	
I'm proud of my teaching	.88
I feel proud of my students' progress	.86
I talk to my colleagues about my good teaching in the classroom	.87
I am proud of my knowledge in teaching	.81
<b>Scale 5. Shame</b>	
I feel ashamed of my teaching	.79
I feel ashamed when I cannot answer the students' questions	.80
I feel ashamed that I cannot express myself well while teaching	.82
I feel ashamed because I cannot have quality teaching in the classroom	.78
<b>Scale 6. Boredom</b>	
I find teaching boring	.86
I spend so much time teaching in the classroom that I constantly look at the clock	.88
Books and educational resources have become boring to me	.87
The students and the classroom environment are boring for me	.86

Factor loading is the correlation coefficient for the variable and factor. Factor loading shows the variance explained by the variable on that particular

factor. In the SEM approach, as a rule of thumb, 0.7 or higher factor loading represents that the factor extracts sufficient variance from that variable.

**Table 2**  
*Scale means and SDs for novice and experienced teachers*

<b>Scale</b>	<b>Mean Novice Teachers</b>	<b>Mean Experienced Teachers</b>
Enjoyment	5.88	4.85
Anger	4.33	5.36
Anxiety	5.79	4.22
Pride	4.66	5.88
Shame	5.82	4.28
Boredom	4.89	5.15

Table 2 also demonstrates the descriptive statistics for six factors of Enjoyment, Pride, Anger, Shame, Boredom, and Anxiety. It can be seen that novice teachers often endorsed the emotions of Enjoyment (M 5.88) followed by emotion of shame (M 5.82), Anxiety (M 5.79), Boredom (M 4.89), emotion of Pride (M. 4.66) and gave least frequency to the emotion of boredom (M 4.33).

Significant findings of the study show that EFL teachers who participated in the study experienced greater joy (Enjoyment) and also experienced more job satisfaction and remarkable professional accomplishment. The emotions of anxiety and Anger were positively correlated

with all the dimensions of work burnout, indicating that the more negative emotions a teacher experiences, the higher the probability of developing this syndrome or one of its dimensions. These results are under Chang's (2009) study that, according to appraisal theory, teachers' evaluation of their own work experiences affects their felt emotions (for example, discrete emotions, such as Anger and anxiety) and that, in turn, these emotions are related to burnout, since they demand that teachers use their emotional resources. The negative relationship was stronger between positive emotions and low self-satisfaction and professional accomplishment, which is under findings from the



validation by Frenzel et al. (2016). The researcher also found that higher levels of joy are associated with less frustration while teaching. Novice teachers reported more frequent emotions of enjoyment (5.88), anxiety (5.79), and shame (5.82) than their experienced participants. However, experienced teachers reported that they experienced Anger (5.36), pride (5.88), and boredom (5.15) more frequently than novice teachers. However, future studies are highly recommended to investigate the association between the items. This research revealed that novice EFL teachers used different emotional strategies to regulate their negative emotions than experienced teachers.

### **Emotional Stages of novice teachers**

Ryan (2007) believed that teachers go through four emotional stages: fantasy, survival, mastery, and impact. The first two stages mainly concern novice teachers.

About 80% of the novice teachers who participated in the study, who have not yet seen or experienced the classroom, reported having the first stage: fantasy. They described various fantasies about their students, the parents, and the school staff and the pleasant or unpleasant environments they think they will have in their future classrooms. This stage (unrealistic positivism) seemed quite pleasing to them since students and their parents respected them for their hard work, and no one wanted to misbehave. Moreover, 79% of novice teachers reported experiencing the "survival" stage, in which they fought for their professional identity and a sense of worth among students and colleagues. 92 % reported a sense of failure when their students failed their classes. According to Ryan (1986), during this stage which mainly occurs during the first year, teachers are confronted with a problem that they cannot ignore or blame someone else for. Thus, they can either choose to try another profession or confront the problem and struggle to succeed.

About 96 % of the experienced teachers (and only 25 % of novice teachers) who participated in the study reported the "mastery" stage in which they gradually learned to master the craft of teaching, and it complied with the study of

Ryan (1986, p. 14). It is in this stage that self-confidence and hope grow. Experienced teachers realize that their actions have positive effects and receive good attitudes from their students, parents, and colleagues and rarely personal failure. 98 % of the experienced teachers reported positive experiences during their teaching practice (the "impact" stage) as they reflected more on their job and knew what to do in different situations. So, it can be deduced that the novice teachers in this study experienced more nervousness during their initial teaching years than experienced teachers, possibly because of a lack of confidence and experience. Moreover, they reported anger and frustration because some students did not seem to respect them as the authority in the classroom as they had expected. So, to manage these negative emotions, these novice EFL teachers appear to have employed both preventative and responsive emotional regulation strategies, including selecting situations, a cognitive change, modifying their emotional experience, and modifying their emotional expression.

The novice teacher's choice of *a situation strategy seemed* to have been influenced by the image they had of their professional identity. Having low self-confidence regarding teaching or language ability, they tried to avoid working with students of a certain age and language level to avoid feeling challenged or even threatened by the students, parents, or colleagues. It seems that teachers with more than five years of experience in teaching were more likely to experience some negative emotions such as Sadness, Anger, and boredom than their peers with less than five years of teaching experience. In contrast, teachers with less than five years of teaching experience reported experiencing some positive emotions, such as Love, Enjoyment, more frequently than their peers.

### **DISCUSSION**

Hopefully, this study was designed to assess Iranian novice and experienced EFL teachers' emotional feelings regarding their students, colleagues, and educational staff. It encompassed six dimensions, Enjoyment, Anxiety, Pride, Anger, Shame, and Boredom. EFL teachers (novice and experienced) who participated in

the study mainly reported some positive (enjoyment, pride) and negative (anger, shame, anxiety, and boredom) emotions in their interactions with students, colleagues, staff, and parents. The primary sources of enjoyment for EFL teachers were the positive feedback they got from their interactions with students, parents, and colleagues, understanding and recognition from school, family, and the public, and stability of the nature of the teaching job. However, they received negative emotions regarding unpleasant feedback and unfair treatment, competition among other colleagues, imbalance of work and lives, and pressure or frustration from society, policies, and educational changes. It seems that most pleasant emotions are related to the classroom atmosphere and collegial interactions, whereas the unpleasant ones are due to educational policies, changes, and imbalances in teachers' lives.

Based on the results obtained, it can be seen that Iranian EFL teachers at times enjoyed positive interactions with their students and colleagues and educational staff. They sometimes received understanding and recognition from the school, student's families, and the public, and were happy with the stability of the nature of the teaching job, but experienced negative emotions regarding unfair treatment by some colleagues and negative and frustrating competition, among other colleagues, imbalance of work and lives, and pressure or frustration from society, policy, and educational change. Most pleasant emotions were related to classroom and working interactions, while the unpleasant emotions were mainly related to educational policy, changes, and imbalance in their lives.

As compared with the results of other scholars, Cross and Hong (2012), EFL teachers in this study reported that they experienced pleasant or unpleasant emotions through interactions with students, colleagues, school leaders, and parents were more likely to experience emotions with their students at the classroom level. Most of the TES questionnaire and self-report questions were related to the interactions between teachers and students. For example, EFL teachers reported that they felt joyful when their students enjoyed their teaching, made some progress, and showed care to them. These

results are consistent with similar studies' results (Becker et al., 2014; Hagenauer & Volet, 2014). EFL teachers also experienced pleasant emotions regarding the growth of their students and talked about the joy they experienced in their relationships with students, especially when the students were responsive, motivated, and responsible (Sutton & Wheatley, 2003). According to Bahia et al. (2013), teachers' experience of pleasant emotions is closely related to student motivation. Linnenbrink (2007) believed that students' motivation and participation in learning are too complex and need further investigation. However, EFL teachers experience unpleasant emotions when they receive negative feedback from their students or their parents and even the educational staff or when students do not take them seriously in class, and students lack commitment and responsibility for their studies.

It is good to note that EFL teachers in the study were more anxious about their students' progress than other challenges in their professional life, and these findings are aligned with the findings of Cheng & Mok (2008) in Hong Kong and China and Bahia et al.'s (2013) study which revealed that teachers are concerned about their student's success and experience pleasant emotions in regarding their students' positive learning and performance.

Moreover, EFL teachers' interactions with colleagues and school staff affected their emotions. Although the teachers' perceptions of the institutions that they worked for were mostly (92 %) positive, their emotional state was sometimes negative due to some administrative regulations and the procedures dictated by upper high-ranked policymakers and the educational system regarding the textbooks and recurrent updates and revisions made to them and, teaching methods. This is consistent with the findings of Erb (2002). However, ever-increasing competition and sometimes unhealthy between EFL colleagues were reported to be the primary source of teachers' anxiety and stress. Unfortunately, Iranian EFL teachers reported being silent in their interactions with school staff and criticized bureaucracy relating to leadership styles (e.g., fairness, rewards). According to Scott and Sutton (2009), teachers'

unpleasant emotions concerning school leaders were triggered by educational change, and teachers' emotions become intense when they are required to change their practices. The increasing bureaucratic workload and professional identity dilemma arising from the change are other factors leading to teachers' growing professional vulnerability (Kelchtermans, 2005, 2011). This is aligned with the findings of a study done along teachers in Hong Kong and Mainland China experiencing 'bottle-neck syndrome effects' due to the continuous reforms (Cheng, 2009) and teachers in Mainland China experiencing professional dilemmas about rebuilding their professional identity and educational beliefs during the educational reforms (Gong et al., 2013; Lee et al., 2013). Lee and Yin (2011) introduced Chinese secondary teachers' emotions during the so-called "curriculum reform." To the subjects of their study, expressing their inner feelings was relatively unimportant since they tended to control their emotions carefully and were obedient to the reform policies and aims. These findings align with other studies by Bahia et al. (2013) and Flores and Day (2006).

EFL teachers in this study also reported various positive and negative emotions regarding the student's parents and the feedback they sometimes received from society as language teachers. It seems that some of their emotions were influenced by factors such as parents' socio-cultural status, the political system in Iran, teachers' moral purposes, teachers' notions of professionalism, decisions made by Iranian policymakers, and the frequency of their contact with parents and this somewhat consistent with the findings of Chen and Wang (2011).

EFL Teachers of the present study reported having positive emotions in cases where parents were responsible, supported their efforts, and respected their professional judgments and decisions but were sometimes angry with some parents' high expectations, interference in their professional practice, unreasonable blame from parents and society and this complies with the findings of Lasky's study (2005) and Chen and Wang (2011).

However, in the Iranian educational setting, EFL teachers are under the ever-increasing

pressure of the decisions of policymakers and politicians and high expectations of families for their children's education and progress, which exerts more responsibility on their shoulders. Zembylas (2005a) showed that teachers' emotional roles in teaching are historically contingent and teacher emotions are influenced by social power relations and values of social culture. This is also consistent with the findings of other studies (Bahia et al., 2013; Jeffrey & Wood, 1996).

Participants of the study reported increasing pressures from heavy workload, unprepared working conditions, increased accountability with low income an unchanged educational system. They also reported personal and family challenges, including marital problems and dire financial situations. Most EFL teachers are under the pressure of the educational system whether to teach or not cultural elements of the new language in the traditional Iranian system of education which has remained unchanged for many years. The factors that significantly create tensions and dilemmas in teachers' lives increase threats to teachers' professional practice, identities, and sense of professionalism and risk the loss of their commitment (Schutz, 2014; Taxer & Frenzel, 2015). In other studies, done by Sutton and Wheatley (2003) argued that these may be caused by the open-ended nature of teaching, increased accountability, and personal perfectionism. According to Bahia et al. (2013), Portuguese teachers reported intense personal and professional frustration. Another study by Lee and Yin (2011) in China reported unpleasant emotions against a reform background. Day, Sammons, Stobart, & Kington (2007) maintained that teachers' personal and professional life balance would lead to teacher effectiveness. Therefore, supporting teachers to enjoy a balance between their personal and professional life should be of great importance to policymakers, school leaders, and teacher trainers.

Research on the emotions of teachers in general and language teachers, in particular, shows that they experience various negative and positive emotions (such as happiness, satisfaction, anxiety, anger, disappointment, sadness, and shame). These emotional experiences affect



teachers' health, satisfaction with teaching, the risk of burnout, quitting the job, and staying in the teaching profession (Chang, 2009). So, recognizing and reducing negative emotions by developing emotional competence among teachers, facilitating friendly, warm relationships among EFL teachers with their students and their colleagues, and developing specific teaching strategies, curriculum selection, and the lesson planning will finally lead to better and more efficient teaching and learning processes.

The EFL teachers' emotional experiences are affected not only by their reality (the teacher) but also by the social interactions they may have with others (teacher-student interaction, teacher-teacher interaction, teacher-parent interaction, and by the broader socio-political context. So, the quality of teaching depends on the emotions and the emotional relationship teachers develop with their students and colleagues (Hargreaves, 2005).

The present study's findings show that teaching is a valuable profession because of its intrinsic value and the motivation to teach, which creates feelings such as enthusiasm and that all EFL language teachers need to benefit from the professional development training to develop and train themselves for future language activities. School administrators and higher education policymakers should design specific in-service training programs to create in teachers' specific emotional capabilities. Collaborative teaching or teamwork should be supported to enhance novice teachers' skills and strategies in their professional life. Moreover, both novice and experienced teachers themselves should be open to up-to-date language as well as emotional skills in the field of teaching English (Mahmoudi, 2015).

While the background of research on teachers' emotions is continuous, emotional factors in teaching have been largely ignored in schools and higher education. Increasing attention to the quality of teaching worldwide and evidence of the effects of emotions on health and teachers' performance requires a better understanding of the basics and the nature of teachers' and professors' emotions.

## CONCLUSION

As Frenzel (2014) maintains, teachers experience many emotions in their professional lives, from happiness, anger, and pride to pity. Teachers' emotions are examined mainly under two categories, positive and negative, although there is no consensus on this categorization. In the classification of positive emotions, happiness (Frenzel, Lüdtke, Pekrun, & Sutton, 2009; Sutton & Wheatley, 2003), love (Rodrigo-Ruiz, 2016), and pride (Darby, 2008; Sutton & Harper, 2009) are the emotions often referred to while anger (Frenzel, 2014; Sutton & Wheatley, 2003), anxiety (Frenzel, 2014; Sutton & Wheatley, 2003), shame and guilt (Frenzel, 2014) are primarily focused in the category of negative emotions. Factors such as high motivation levels, academic success, and willingness of students to participate in the course contribute to the positive emotions of happiness, love, and pride in teachers. On the other hand, some others as students' failure or inappropriate behaviors, may trigger teachers' emotions of anger, anxiety, shame, and guilt, and these are reported in various studies (Becker, Meller, Goetz, Frenzel, & Taxer, 2015; Frenzel et al., 2016; Sutton & Harper, 2009). Positive or negative emotions experienced by teachers can cause them to feel burnout, encounter emotional load or get excited (Frenzel et al., 2009). These feelings experienced by teachers in their professional lives have the power to influence many variables, such as classroom management, classroom climate, and instructional behaviors (Frenzel, 2014) Recognizing the feelings experienced by teachers and the situations that trigger these feelings, regulating learning environments, and helping teachers to have a healthy professional life are of great importance (Argon, 2015). It can be said that most of the studies that have been conducted in the field of emotions (Bosch et al., 2016; Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007; Goetz, Lüdtke, Nett, Keller, & Lipnevich, 2013; Meinhard, Oudman, Hornstra, Bosker, & Goetz, 2018; Martínez-Sierra & García-González, 2017; Ruiz et al., 2016; Sahla & Senthil Kumar, 2016; Värlander, 2008) focus on emotions experienced by students, teacher's burn out, and the studies examining teacher emotions (Becker et al., 2015; Khajavy,

Ghonsooly, Fatemi, & Frenzel, 2018; Nichols, Schutz, Rodgers & Bilica, 2017; Taxer & Frenzel, 2017; Taylor & Newberry, 2018) are rare and new in the Iranian context and among EFL teachers. Recognizing and treating teachers' emotions is exceptionally vital, as they are likely to affect the emotions of their students, who are in their sphere of influence and take their teachers as their role models.

This study showed a significant positive relationship between positive emotions and knowledge transfer. The results of Tuxer and Frenzel's studies (2015), Becker et al. (2014), Frenzel (2014), Zambylas et al. (2014), and Jan et al. (2011) support the hypothesis of the present study. Hargreaves (2001) emphasized that education is an emotional activity and is an essential part of education and that good teaching is enhanced by positive emotions. He also maintained that successful teachers, by showing their genuine passion for education, create a desire in learners to learn and progress. Another study finding, aligned with similar studies, shows that schools and classrooms are complex emotional environments where teachers are constantly confronted with the emotional demands of their students, co-workers, parents, and administrators. Therefore, emotion management and regulation are essential for teachers to teach successfully. The results also show that teachers express positive (pleasant) and negative (unpleasant) emotions through interaction with their students, parents, colleagues, and school principals and staff.

The greater the interaction between the teacher and the learners, the more positive Two-way positive emotions we have in our school environment and classrooms. Students enjoy their teachers' teaching when their attention is at the highest level. Frenzel (2014) believes that as a positive emotion, teacher pleasure has a positive relationship with the students' enjoyment. In other words, the positive emotions of teachers will contribute to students' learning environment (Zambylas et al., 2014). Recent studies show that teachers' emotions influence their educational behaviors (Tuxer & Frenzel, 2015; Becker, Et al., 2014).

The results also showed a positive relationship

between teachers' positive emotions and student-oriented approaches. Findings of research studies of Tucker and Frenzel (2015), Becker et al. (2014), Frenzel (2014), Zambylas et al. (2014), Jan et al. (2011), and Hargreaves (2001) support the findings of the present study. It is also necessary to note that while teaching is a process-oriented emotional burden for learners, parents, and teachers, the type of educational approach chosen in the classroom may determine the emotions of the teachers and the students.

This study's results showed a relationship between teachers' positive emotions and their interactions with their students. Therefore, it can be concluded that the more positive emotions (enjoyment and love) teachers experience, the more effective interactions they have with their students. Researchers say that emotions are one of the personality factors in any learning process (Lei, Cui & Chiu, 2017). Frenzel et al. (2009) also believed that teachers' emotions are crucial for students' learning, the school atmosphere, and the quality of education. In other words, from an educational point of view, the expression of emotions is considered very important since they affect the learning and development of students. Students' emotions are considered positive when used to achieve educational goals. The findings also show that the students experience many emotions when studying or sitting for exams in the classroom environment. These emotions can be positive or negative and of different intensities. A classroom is an emotional place where many students can experience much excitement. Many students carry much excitement. These emotions can be positive or negative with different intensities. The classroom is an emotional place to be. Those students can experience much excitement. Don's students have much excitement. They carry themselves (like family worries) with them to the classroom, which negatively affects their learning.

The results of the present study showed a negative relationship between the negative emotions of teachers and knowledge transfer. The findings of Becker et al. (2014) and Linnenbrink-Garcia and Packman (2011) support the present study's findings. Because in the teacher-centered approach, the whole teaching

process is the teacher's responsibility, and there is less intimacy and interaction between the teacher and the learners, positive emotions are not exchanged, and therefore teachers report more negative emotions. Weimer (2002), in his research study, showed that in the teacher-centered approach, there is more maltreatment and aggression among the students, which causes anger and frustration on the part of the teacher. As a result, teachers' focus and attention are diverted from educational goals. Since the negative emotion of anxiety reduces the efficiency of working memory, a teacher with a high level of anxiety is unlikely to be able to solve educational problems and challenges in the classroom. In this regard, Sutton and Whitley (2003) noted that positive teachers produce more educational strategies and ideas, while negative emotions reduce teachers' motivation and increase students' negative emotional experiences. In terms of negative emotions, it is often suggested that teachers' intrinsic motivation is reduced by negative emotions, while positive emotions are a prerequisite for internal motivation.

The results of Becker et al. (2014) and Linenbrink Garcia and Packman (2011) support the present study's findings. It is said that when the educational environment is full of negative emotions and teachers experience more negative emotions in their classrooms, the talented and creative students gradually lose interest, which results in less motivation and low attention to education by students. In the student-centered educational approach, the focus of attention is on facilitating the students' engagement and building knowledge by the individual based on existing knowledge and the development of the learner's understanding. It is worth noting that proponents of this approach believe that students, as independent individuals, need to develop their physical, psychological, emotional, and intellectual dimensions. In other words, the student-centered approach allows the learner to develop analytical skills and improve problem-solving skills, deep learning, self-directed learning, reflective learning, and growth (Fiske, 2019). The teacher-centered educational approach mainly focuses on how students rather than on how to educate the teachers (Weimer, 2002). The greater the use of negative emotions, the

more the student-centered approach loses its impact. Therefore, in order to prevent the occurrence of this educational problem, students should be given opportunities to express themselves.

This study showed a negative relationship between the negative emotions of teachers (sadness, anger, and fear) and the educational approach and the teacher-student interaction. The results of Becker et al. (2014) support the present study's findings. It can be said that the teacher-student interactive educational approach combines the previous two approaches. Suppose teachers use negative emotions in the educational environment. In that case, the interaction between the teacher and the student is interrupted because the learner is afraid to have a relationship with the teacher, and this fear, in turn, will negatively affect teaching and learning. To resolve this issue, numerous and even contradictory educational approaches can be used (Chen et al., 2016). The absence of negative emotions is one of the conditions for entering the educational environment because these emotions hinder educational progress.

The results of the present study showed that only the excitement of pleasure could influence the educational approach, and the emotions mentioned above play no role in predicting the two educational approaches. It can be concluded that teaching and learning methods contribute to the desire to learn and thus lead to the pleasure of learning. In other words, when the teacher enjoys teaching the teaching materials and transfers this pleasure to the students, the students will also enjoy this educational practice. Undoubtedly the experience of the teacher enjoying the teaching and transferring it to the learner's knowledge will cause the learner to learn the issues on his own and even be encouraged.

The analysis data showed that negative emotions would negatively predict educational approaches. This means that the more negative emotions are used in the educational environment, the fewer educational approaches will develop. It can be concluded that research findings show that the use of negative emotions in education has negative effects on educational progress (Frenzel, 2015).

### **Pedagogical implications**

The main implication of the present study is that teachers, in general, and EFL teachers, in particular, need some opportunity to talk to each other about their teaching experiences and emotional feelings in and out of the classroom settings. Another implication of the present study is that policymakers and teacher trainers must acknowledge the importance of emotions among experienced and novice EFL teachers. Winograd (2005) believes that educational institutions need to provide specific strategies and ways to understand the emotional roles of teaching by proposing 'collective naming and examination of emotions' (p. 1). Another implication that is emerged from the present study is that Iranian EFL teachers need to participate and enter the professional forums of language teachers and even students to discuss and share their work experiences and to create friendly and warm interactions with students and their colleagues, and to discuss significant disciplinary and methodological challenges in their profession. As Roberts (2003) maintains, since teachers have many different reasons for teaching and staying in this job, there is an ongoing search for a "professional self" and identity, which is another crucial finding and implication of the present study. It can be argued that emotions are an inevitable vital part of any teaching profession. Teachers need to know about whom they teach, whom they work with, and where they work are all instrumental in creating and reconstructing their teaching identity (Cowie, 2011). However, some emotions are natural and acceptable in education and teaching (Hochschild, 1983), and anger is not one of them. Teachers need to understand that they are not allowed to use their anger against students, their parents, colleagues, and institutions where they work in a 'functional' way (Winograd, 2006). Teachers should be trained to focus their emotional energy on creating friendly relationships with students and colleagues and try to be kind and caring moral guides for them. As to the collegial and institutional issues, they need to be aware of value differences and unequal or poor working conditions.

The present study's findings can be used in teacher training programs, school management,

and educational policy-making projects. One of the significant challenges that teachers today face is recognizing and regulating their emotions, understanding the role of emotions in teaching and the classroom, and integrating emotions into their professional development. Awareness of one's and students' emotions is not only an integral part of any teaching practice but also essential for teacher professional development (Bahia et al., 2013). Developing the capability of handling emotions (emotional competence) in various academic settings will improve the emotional atmosphere of the classrooms, in which teachers could provide scaffolding to support students' emotional development (Meyer & Turner, 2007).

Teachers in this study reported mixed emotions in their interactions with students, colleagues, parents, school staff and leaders, and society. There is a growing necessity to include emotional competence and emotional regulation strategies in teacher training programs and in-service programs for novice teachers (Bahia et al., 2013; Yin, 2016). Darby (2008) believes that new professional training programs will lead to emotional changes among teachers, which will lead to effective instructional practice and student academic achievement. According to Lee & Yin (2011), teachers should not hide or control their unpleasant emotions since the accumulation of unpleasant emotions may result in an imbalance in their personal and professional life.

The findings of this study can be helpful to teachers in understanding their emotions and may also provide a theoretical frame of reference for future teacher education and professional development. First, it is proposed that the connection between emotional and cognitive knowledge and emotional teaching strategies in academic settings be included in pre-teacher training programs and in-service education. To Hoy (2013) teacher educators need to work with and support the development of student teachers and teachers in congruence with a variety of demands from the current classrooms. Moreover, specific programs and courses are required to train and prepare prospective or practicing teachers to fully understand the challenging situation of current teachers' identity and vulnerability.



Novice teachers need to see the professional relevance and value of their emotional experiences. Furthermore, they require support in analyzing those feelings as reflecting their identity and the conditions they have to work in (Kelchtermans, 2005, 2011; Lee & Yin, 2011; Schutz & Zembylas, 2009). Moreover, prospective and practicing teachers must resolve their inter-psychological tensions and modify their domain-specific beliefs and identities to better align with what they would face to deal with the already emotionally charged schooling environment and to incorporate instructional changes where necessary (Schutz & Zembylas, 2009).

Teachers are also encouraged to improve and reduce the challenges and threats of educational lives wisely so that they refocus their thoughts and energy in ways that keep them optimistic and committed to their teaching job and well-developed professional identity (Cross & Hong, 2012). Day et al. (2009) believe that future effective teachers can manage their working lives, sustain their commitment and sense of professional identity and build their capacity for resilience. Teaching is a very demanding job with its rewards and challenges, and it is pretty demanding for novice EFL teachers as they must deal with different situations. Moreover, novice teachers must deal with the unexpected emotional situations that teaching involves, as they do not know how to react when feeling certain emotions in class. Moreover, they must face and regulate their emotions to continue with the class. Therefore, novice teachers should be taught about the emotional dimension that teaching entails. Perhaps more importantly, they should be made aware of the considerable amount of daily emotional labor that teaching involves and how to regulate their emotions when necessary. (Arizmendi Tejada, et al., 2016). If teachers recognize the emotional dimensions of their teaching and the possible emotional regulation strategies, their teaching practice could change and perhaps improve. *Teaching* is a profession that not only requires some academic degrees and knowledge but also requires teachers to regularly regulate their emotions and respond to the emotions of other people working correctly to promote and facilitate learning.

The findings of the present study offer empirical data to advance theoretical knowledge about teacher emotions which will, in turn, provide valuable implications for regulating teacher emotions and developing teacher emotion intervention. Understanding emotions triggered by a vulnerability may constitute an opportunity for teachers to educate in a way that makes a difference to students and teachers' lives and effectiveness (Day et al., 2007; Kelchtermans, 2011). Emotions have great potential to strengthen interpersonal relationships experienced in the classroom and broader contexts and create opportunities for learning and teaching in various situations (Bahia et al., 2013).

There are some implications that this study may have for EFL teacher development: the central idea of creating a friendly and collaborative atmosphere among teachers and their colleagues to talk about their emotions at work freely and encouraging some forums and professional networks so that they can freely express their ideas about teaching in a friendly and stress-free atmosphere. EFL teachers must meet experienced and knowledgeable teachers to share teaching ideas and find solutions to their professional challenges, and only teachers can do this (González Moncada, 2003). As Naysmith and Palma (1998) maintain: cooperative talk is a 'valuable and obvious tool for developing teacher thinking' (p.65). In-service training, e-mail discussion lists, professional forums, and social media are the main institutional channels for developing collaboration among teachers. Another important implication is that the emotional aspect of the EFL profession, unfortunately, has been ignored in both teacher training courses and in-service training programs. According to Winograd (2005), to improve our teaching and learning, we need to foster a 'collective naming and examination of emotions as a catalyst among our future teachers. Ours EFL teachers need to be able to express their emotions (Babad, 2009) or deal with their professions' darker emotions.

In summary, paying attention to the emotional development among novice and experienced teachers may lead to the better development of future teachers. Through emotional intelligence, teachers can detect and manage positive



and negative emotions in educational settings in an optimal way. Developing emotional intelligence among teachers enables them to establish healthy, positive, and valuable relationships between teachers, students, and society.

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