



Factors Influencing Teachers' Behavior on Their Pedagogical Success

Wardatul Akifah¹, Sri Kusuma Ningsih^{2*}

Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Prof. Dr. Hamka
e-mail: sri_kusuma@uhamka.ac.id

Abstrak

Perilaku guru penting untuk mengevaluasi kinerja guru dan mengembangkan keberhasilan pedagogis mereka. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi perilaku guru terhadap keberhasilan pedagogikannya. 103 guru EFL dari berbagai sekolah di Indonesia berpartisipasi dalam penelitian ini. Penelitian ini menggunakan metode kuantitatif deskriptif dengan angket emosional untuk guru yang dibuat oleh Frenzel et al. (2016) dan Khajavy et al. (2017). Faktor kesenangan, kecemasan, kemarahan, kebanggaan, rasa malu, dan kebosanan mempengaruhi perilaku guru terhadap keberhasilan pedagogikannya. Hasil penelitian menunjukkan bahwa faktor kenikmatan merupakan faktor tertinggi, dengan 52,4% sangat setuju. Sedangkan faktor terendah adalah kecemasan dengan hasil 30,1% sangat tidak setuju. Penelitian ini dapat membantu guru EFL berhasil di masa depan dan mencapai keberhasilan pedagogis mereka.

Kata Kunci: *Guru EFL, Perilaku Guru, Keberhasilan Pedagogis Guru.*

Abstract

Teacher behavior is important to evaluate teacher performance and develop their pedagogical success. The study aims to find out the factors that influence teacher behavior on their pedagogical success. 103 EFL teachers from various schools in Indonesia participated in this study. This study used a descriptive quantitative method with the emotional questionnaire for teachers created by Frenzel et al. (2016) and Khajavy et al. (2017). The factor of enjoyment, anxiety, anger, pride, shame, and boredom affect teacher behavior on their pedagogical success. The results showed that enjoyment is the highest factor, with 52.4% strongly agree. While the lowest factor is anxiety, which results in 30.1% strongly disagree. This research can help EFL teachers succeed in the future and achieve their pedagogical success.

Keywords: *EFL teachers, teachers' behavior, teachers' pedagogical success.*

INTRODUCTION

The success of teachers' pedagogies is a topic that has to be considered in education. EFL teachers significantly contribute to boosting Indonesia's educational standards, particularly in language classes. However, a teacher's performance is influenced by their actions. According to Toraby & Modarresi (2018), teacher emotions have a significant effect on students' academic performance. EFL teachers generally act properly and serve as positive role models for their students. However, they are not always well-behaved. Some EFL teachers could misbehave in their classes. The factors of gender, age, and

degree of skill students have an impact on teachers' behavior (Akbari et al., 2017).

Successful EFL teachers have pedagogical expertise. They can apply information, strategies, understanding, abilities, and experience in leading their classrooms (Al-Seghayer, 2017). According Telli et al. (2021), understanding the teachers' behavior toward students can determine the quality of the instruction.

Meanwhile, Tabatabaee-Yazdi et al. (2018) revealed that strong qualifications are required for teachers to succeed pedagogically. The qualifications lead to the conclusion that the teacher is key to determining educational success because the behavior of the teacher greatly influences student traits.

Additionally, some teachers' classroom conduct elicited diverse reactions from their students. For instance, the study by Toraby & Modarresi (2018) revealed that when teaching in their classrooms, teachers experience both positive and negative emotions, and both have different perspectives from their students. Similarly, a study by Akbari et al. (2017) discovered that teachers' behavior changed as a result of their students' misbehavior, which led some teachers to conclude that they had poor connections with their students.

According to Misbah et al. (2021), teachers' behavior should be given more consideration because educational innovation is crucial for redefining the roles of teachers and students. However, more recent studies still need to be conducted on teacher conduct's impact on student learning. Therefore, teacher behavior on their pedagogical success is crucial to discuss. Teachers' future success needs to be taken into account in the realm of education for adjustments in teacher achievement. To be successful in their teaching, EFL teachers must consider their behavior because teachers' pedagogical effectiveness might positively affect Indonesia's educational system. As a result, the teachers' behavior toward their students is discussed in this article. It aims to find out the factors that influence teacher behavior on their pedagogical success.

Teacher conduct refers to how teachers behave when instructing students. According to Toraby & Modarresi (2018), behaviorism significantly influence to students' actions and results for assessing a teacher's success. One aspect of a teacher's success in the classroom is their behavior. Building interactive relationships between teachers and their students is the goal of teaching that concerns how teachers communicate concepts and traits to their students and engage them in the learning process. Unruly student behavior in their class seriously contributes to negative emotions. Effective teacher behavior is required because it can aid in students' development. Therefore, teacher behavior significantly impacts student behavior to determine how successful teachers are in the future.

Sánchez-Rosas et al. (2016) revealed that student motivation and self-efficacy are impacted by teacher conduct, which has a positive effect on learning outcomes and social academic participation. Teacher conduct can greatly impact how well students learn and improve their achievement. However, teachers' behavior can affect their students positively and negatively. Good teachers can

impact students' cognitive functions, perceptions, emotions, and learning results. As a result, teacher behavior matters in the learning process because it impacts student motivation. Good behavior occurs when the teacher is enthusiastic about their students, which improves the class's effectiveness and enjoyment. At the same time, teachers' poor attitudes can impact students' behavior cause hinders students' ability to study and hurt their learning outcomes and might traumatize students during the learning process, which makes learning ineffective.

There are six teaching practices that teachers in classrooms engage in: fostering a learning environment, managing the classroom, engaging students in learning, being clear with instructions, differentiating instruction, and learning methods. The learning environment that can fully support student learning is called the learning climate, which adopts a respectful attitude toward students, encourages student confidence and develops positive relationships with students. Class management refers to allocating instructional time to students in accordance with their activities; for students to understand the lesson, teachers need to clarify about learning objectives and the advantages of the session, giving students knowledge and improving their skills actively helps them understand the lesson's purpose, differentiation refers to the tasks and methods that educators use to aid in educating their students, teaching with a learning strategy helps students become more capable of mastering lessons (van de Grift et al., 2014; Maulana et al., 2016; Telli et al., 2021).

Sivan & Chan (2022) discovered that teacher behavior has two dimensions: influence and proximity. The teacher makes influence, namely the choice to direct the students' activity that concerns student responsibility/freedom, kindness, understanding, and leadership behavior. Teacher leadership involves organizing the classroom, drawing students' attention, and engaging them in conversation to promote learning. Meanwhile, friendly and helpful behavior is linked to the teacher's concern for the students to encourage them to learn. Students feel joyful and like the class because of the teacher's understanding behavior, which is related to how well the students understand their teacher. Additionally, taking the initiative, being accountable, and working are aspects of students' freedom and responsibility behavior.

In contrast, Students who pay less attention to the lessons become agitated, which makes them fearful when the teacher yells at them. Students become uncomfortable, fearful, and depressed due to reprimanding actions, scolding, and penalizing students. Punishing students for being unruly in class is an example of negative behavior. Additionally, behavior associated with indecision, failing to make decisions, and failing to complete duties causes students to feel unsatisfied with the teacher. According to Hagenauer et al. (2015) revealed that proximity was the best predictor of pleasure caused by students in class participation and discipline in their classroom. As a result, effective teacher behavior exhibits pleasure, as seen in the teachers' enthusiasm when instructing their students.

Because teacher behavior has an impact on students, teacher behavior and pedagogical achievement are related. The academic achievement of teachers and students is directly correlated. According to Thoraby & Modarresi

(2018), Teachers with knowledge, conviction, and enthusiasm for learning will succeed in their educational efforts. Teachers' performance is correlated with their knowledge, abilities, effective behavioral patterns, attitudes, concerns, and expectations (Pishghadam et al., 2021). The positive attitudes of EFL teachers and their professional attitudes are factors that affect their pedagogical success. Student achievement and successful classrooms are the strongest factors of teacher success (Pishghadam et al., 2019). Teachers' pedagogical success is a place that motivates them to increase their knowledge, accomplishes their objectives, support students' learning, and provide rules for the learning process. According to Tabatabaee-Yazdi et al. (2018), teacher's success is needed to improve student performance and support teachers' ongoing professional development.

Chu et al. (2021) revealed that interest-oriented teaching, widening knowledge, supporting diverse teaching, and creating positive teacher-student interactions and a positive learning environment are the EFL teacher's excellent pedagogical content. Successful teachers can plan, run classes, communicate, and help their students. Behavior, competence, responsibilities, and student interaction are indicators of a successful teacher. The capacity to educate, provide content, conduct classes, and interact with students are considered to be aspects of a teacher's pedagogical success. The class becomes effective and disciplined as a result. Successful teachers help their students succeed. As a result, teachers should continue to develop their pedagogical success.

METHODOLOGY

A descriptive quantitative research methodology was employed in this study to find out the factors that influence teacher behavior on their pedagogical success.

Participant

103 EFL teachers from different school levels took part in this study. Participants consisted of men (35.0%) and women (65.0%) with ages under 20 (1.9%), ages 21-30 (43.7%), ages 31-40 (17.5%), and ages over 40 (36.9%). They have B.Ed. (88.3%) or M.Ed. degree (11.7%) in teaching English. Each of them has less than five years of experience teaching languages (49.5%), 6-10 years (15.5%), and more than ten years (35.0%). They have very good English skills (14.6%), good (64.1%), adequate (21.4%) with English teaching level/grade SD/MI (38.8%), SMP/MTs (35.0%), and SMA/SMK/MA (26.2%).

Instrument

This study used two questionnaires, namely the emotional questionnaire for teachers created and validated by Frenzel et al. (2016), to assess enjoyment, anxiety, and anger. Meanwhile, Khajavy et al. (2017) developed pride, shame, and boredom. This questionnaire has 24 items on six scales from strongly disagree, disagree, slightly disagree, slightly agree, agree, and strongly agree with high validity results ($\alpha=.879$). It aims to determine the factors of teachers' behavior on their pedagogical success.

Procedure

Data were collected from 103 EFL teachers for four weeks. Researchers came to various schools in Jakarta to ask for permission to conduct research at

these schools. Then, the researcher explained teacher behavior and the research purpose, which is the potential to develop the pedagogical success of English teachers. After that, the researcher gave the teacher's emotion questionnaire to the English teacher. Researchers explain teachers' various behavior factors, including enjoyment, anxiety, anger, pride, shame, and boredom. Then the researcher gave the google form to the English teachers to answer the questionnaire within the specified time. After that, the data were analyzed with SPSS 26.

RESULT AND DISCUSSION

This study examines teacher behavior toward their pedagogical success. The results were obtained from the teacher's responses to the questionnaire. There are six subscales in this study, namely enjoyment, anxiety, anger, pride, shame, and boredom. Based on table 1, the research found that the highest enjoyment factor was in the first item, which stated that teachers enjoyed teaching their students to obtain results of 52.4% strongly agree. Meanwhile, regarding the happiness of the teacher and teacher preparation in teaching in the second item, the score of 46.6% agree. The teacher's reasons for being happy when teaching in four item obtained a result of 46.6% agree, and the statement that the teacher taught enthusiastically in three item obtained the lowest score with a result of 44.7% strongly agree.

Table 1. Percentages of Respondents' Factors Influencing Teachers' Behavior on Their Pedagogical Success

No	Items	Frequency and percentage		
		Agree	Strongly Agree	Mean
1	I generally enjoy teaching.	40 (38.8%)	54 (52.4%)	5.41
2	I generally have so much fun teaching that I gladly prepare and teach my lessons.	48 (46.6%)	40 (38.8%)	5.22
3	I generally teach with enthusiasm.	44 (42.7%)	46 (44.7%)	5.30
4	I often have reasons to be happy while I teach.	48 (46.6%)	39 (37.9%)	5.18

Based on table 2, it was found that the highest factor of anxiety was in the eighth item which stated that the teacher was uncomfortable when thinking about teaching to obtain 30.1% results which strongly disagree and disagree. Meanwhile, the teacher was tense and nervous when teaching the fifth item, the result was 29.1% disagree. On the seventh item, preparation for teaching often makes the teacher worry about getting the results 23.3% strongly disagree and disagree, and regarding the teacher's worries when teaching is not going well get the lowest score with the results 18.4% disagree.

Table 2. Percentages of Respondents' Factors Influencing Teachers' Behavior on Their Pedagogical Success

No	Items	Frequency and percentage		
		Strongly Disagree	Disagree	Mean
1	I generally feel tense and nervous while teaching.	27 (26.2%)	30 (29.1%)	2.65
2	I am often worried that my teaching is not going so well.	17 (16.5%)	19 (18.4%)	3.30
3	Preparing to teach often cause	24 (23.3%)	24 (23.3%)	2.97

	me to worry			
4	I feel uneasy when I think about teaching.	31 (30.1%)	31 (30.1%)	2.50

Based on table 3, it was found that the highest factor of anger was in the twelfth item which stated that teaching frustrated the teacher, obtaining a result of 51.5% strongly disagree. Meanwhile, the teacher often feels annoyed when teaching the tenth item, the result is 38.8% strongly disagree. Teachers often have reason to be angry when teaching on the ninth item obtaining a result of 36.9% strongly disagree, and the teacher is very angry when teaching on item eleven obtaining the lowest score with a result of 34.0% strongly disagree.

Table 3. Percentages of Respondents' Factors Influencing Teachers' Behavior on Their Pedagogical Success

No	Items	Frequency and percentage		
		Strongly Disagree	Disagree	Mean
1	I often have reasons to be angry while I teach.	38 (36.9%)	25 (24.3%)	2.45
2	I often feel annoyed while teaching	40 (38.8%)	33 (32.0%)	2.17
3	Sometimes I get really mad while I teach.	35 (34.0%)	32 (31.1%)	2.42
4	Teaching generally frustrates me	53 (51.5%)	34 (33.0%)	1.81

Based on table 4, it was found that the highest pride factor was in the fourteenth item, which stated that student achievement in class made the teacher proud of the teaching. They obtained results of 46.6% strongly agree. Meanwhile, the teachers were proud of their teaching on item thirteen, and the result of 45.6% strongly agree. Teachers are proud of their teaching knowledge on item sixteen, obtaining a result of 45.6% agree. Teachers are proud of their teaching on item thirteen, obtaining a result of 40.8% agree, and teachers discussing their classroom teaching techniques with their peers is the lowest score with 36.9% agree.

Table 4. Percentages of Respondents' Factors Influencing Teachers' Behavior on Their Pedagogical Success

No	Items	Frequency and percentage		
		Agree	Strongly Agree	Mean
1	I am proud of my teaching	42 (40.8%)	47 (45.6%)	5.27
2	Achievements my students have made in my classes make me proud of my teaching.	42 (40.8%)	48 (46.6%)	5.30
3	I talk to my colleagues about how well I teach in my classes.	38 (36.9%)	12 (11.7%)	4.12
4	I am proud of my knowledge of teaching.	47 (45.6%)	36 (35.0%)	5.05

Based on table 5, it was found that the highest factor of shame was in the seventeenth item which stated that the teacher was embarrassed by the teaching they were doing, obtaining a result of 35.9% strongly disagree. Meanwhile, the teacher was embarrassed because he could not express himself well when teaching the nineteenth item, which resulted in 23.3% disagree. Teacher are embarrassed because they cannot provide quality teaching in their class, they get results of 20.4% disagree, and teachers are embarrassed when they cannot answer questions students get the lowest score with results of 19.4% disagree.

Table 5. Percentages of Respondents' Factors Influencing Teachers' Behavior on Their Pedagogical Success

No	Items	Frequency and percentage		
		Strongly Disagree	Disagree	Mean
1	I am ashamed of my teaching	37 (35.9%)	31 (30.1%)	2.35
2	When I cannot answer my students' questions, I feel shameful.	10 (9.7%)	20 (19.4%)	3.49
3	I am embarrassed that I cannot express myself well while teaching	16 (15.5%)	24 (23.3%)	3.29
4	I feel ashamed because I cannot provide quality instruction in my class.	17 (16.5%)	21 (20.4%)	3.27

Based on table 6, it was found that the highest boredom factor was in the twenty-fourth item which stated that students and the classroom environment made the teacher bored, obtaining a result of 44.7% strongly disagree. Meanwhile, teaching sounds boring to teachers in item twenty-one, 42.7% strongly disagree. Teaching boring material teachers gets the result of 40.8% strongly disagree, and teachers often look at their watches because the longer time gets the lowest score with result of 36.9% disagree.

Table 6. Percentages of Respondents' Factors Influencing Teachers' Behavior on Their Pedagogical Success

No	Items	Frequency and percentage		
		Strongly Disagree	Disagree	Mean
1	Teaching sounds boring to me.	44 (42.7%)	40 (38.8%)	1.95
2	Because the time drags I frequently look at my watch.	18 (17.5%)	38 (36.9%)	2.75
3	Teaching the Materials is boring to me.	42 (40.8%)	37 (35.9%)	2.07
4	The students and classroom environment make me bored	46 (44.7%)	39 (37.9%)	1.94

This study answers research questions regarding the factors that influence teachers' behavior on their pedagogical Success. The research found that enjoyment behavior obtained the highest results of 52.4% strongly agree that teachers enjoy teaching their students. Teachers display happy behavior in preparing lessons, teach enthusiastically, and often feel happy when teaching. While the anger behavior obtained results of 51.5% strongly disagree shows that the teacher is not easily angry in learning activities. Some teachers do not show anger in front of their students. They also have no reason to be angry and frustrated in teaching their students. Proud behavior results of 46.6% strongly agree shows that teachers take pride in teaching their students. They are proud of their teaching knowledge and get students who excel in their class. The boredom factor obtained a result of 42.7%, namely strongly disagree shows that the teacher feels energized in his teaching activities. They do not often look at their watches when teaching. Students, class environment, and subject matter also do not make teachers bored in teaching their students.

Meanwhile, shame obtained a result of 35.9% strongly disagree shows that teachers are not ashamed of their teaching and can express themselves well when teaching their students. Anxiety gets a result of 30.1% strongly disagree and disagree shows that teachers do not feel anxious when teaching their students. They don't worry while preparing their teaching. They also don't worry

when their teaching doesn't go well. In this case, teachers behave positively and confidently when teaching their students.

Thoraby & Modarresi (2018) conducted this research, which stated that teacher behavior shows that enjoyment can affect teacher pedagogical success. Meanwhile, Khajavy (2017) found that the factors of enjoyment and pride are positive emotions influenced by intrinsic motivation. Similarly, Keller et al. (2014) found that increasing the factors of enjoyment led to lower levels of anxiety and anger. Titsworth et al. (2013) found that students usually report feelings of pride, hope, and pleasure, which are emotional support from their teachers. Teachers who are proud and motivated tend to be less frustrated and pay more attention to what their students are doing in class (Trigwell, 2012). Similarly, Richards (2022) found that teachers feel happy in teaching because there are students in their class. For example, when a student distributes happy autumn greeting cards, which make teachers happy for students' attention to them.

CONCLUSION

Teacher behavior has a significant influence on their pedagogical success. This study aimed to discover the factors that influence teacher behavior on their pedagogical success. There are six factors of teacher behavior toward pedagogical success: enjoyment, anxiety, anger, pride, shame, and boredom. According to the results of the study, enjoyment and pride factors were the highest in the strongly agree category. Meanwhile, anger, boredom, shame, and anxiety were the lowest factors in the strongly disagree category. Therefore, positive teacher behavior is more dominant than negative teacher behavior.

Teacher behavior has a positive impact on their students. Student achievement is the key to teacher pedagogical Success. Teacher pedagogical Success is measured by knowledge, and teachers' behavior needs to be determined in teaching their students. Teachers are noble people who impart knowledge selflessly to their students. Good teachers are teachers who are very happy when teaching their students. They prepare everything with pleasure and voluntarily. They behave friendly, pay attention, help their students, create good relationships with their students, and motivate students to achieve success. Some teachers take pride in their teaching. They are confident in teaching their students. Student achievement in class makes teachers proud to teach their students and can help students succeed in their studies.

The limitations of this research are the respondents, namely only teachers in the Jakarta area. This research suggests that teachers should pay more attention to their behavior. In this case, teachers should think before acting on their students. They can be more selective in determining their attitude toward their students. They can also ask students for correction of their behavior in their class and need intensive communication in every meeting. It aims to create comfortable and effective classrooms for teachers and their students. Future research is expected to investigate the factors of the teachers' behavior toward their pedagogical success in more detail.

DAFTAR PUSTAKA

Akbari, R., Samar, R. G., Kiany, G. R., & Tahernia, M. (2017). A qualitative study

- of EFL teachers' emotion regulation behavior in the classroom. *Theory and Practice in Language Studies*, 7(4), 311. <https://doi.org/10.17507/tpls.0704.10>
- Al-Seghayer, K. (2017). The central characteristics of successful ESL/EFL teachers. *Journal of Language Teaching and Research*, 8(5), 881–890. <https://doi.org/10.17507/jltr.0805.06>
- Chu, W., Liu, H., & Fang, F. (2021). A tale of three excellent Chinese EFL teachers: Unpacking teacher professional qualities for their sustainable career trajectories from an ecological perspective. *Sustainability (Switzerland)*, 13(12). <https://doi.org/10.3390/su13126721>
- Frenzel, A. C., Pekrun, R., Goetz, T., Daniels, L. M., Durksen, T. L., Becker-Kurz, B., & Klassen, R. M. (2016). Measuring teachers' enjoyment, anger, and anxiety: The teacher emotions scales (TES). *Contemporary Educational Psychology*, 46, 148–163. <https://doi.org/10.1016/j.cedpsych.2016.05.003>
- Hagenauer, G., Hascher, T., & Volet, S. E. (2015). Teacher emotions in the classroom: Associations with students' engagement, classroom discipline and the interpersonal teacher-student relationship. *European Journal of Psychology of Education*, 30(4), 385–403. <https://doi.org/10.1007/s10212-015-0250-0>
- Keller, M. M., Chang, M. L., Becker, E. S., Goetz, T., & Frenzel, A. C. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom: An experience sampling study. *Frontiers in Psychology*, 5, 1–10. <https://doi.org/10.3389/fpsyg.2014.01442>
- Khajavy, G. H., Ghonsooly, B., & Hosseini Fatemi, A. (2017). Testing a burnout model based on affective-motivational factors among EFL teachers. *Current Psychology*, 36(2), 339–349. <https://doi.org/10.1007/s12144-016-9423-5>
- Maulana, R., & Helms-Lorenz, M. (2016). Observations and student perceptions of the quality of preservice teachers' teaching behaviour: Construct representation and predictive quality. *Learning Environments Research*, 19(3), 335–357. <https://doi.org/10.1007/s10984-016-9215-8>
- Misbah, Z., Gulikers, J., Widhiarso, W., & Mulder, M. (2021). Exploring connections between teacher interpersonal behaviour, student motivation and competency level in competence-based learning environments. *Learning Environments Research*, 0123456789. <https://doi.org/10.1007/s10984-021-09395-6>
- Pishghadam, R., Derakhshan, A., Jajarmi, H., Tabatabaee Farani, S., & Shayesteh, S. (2021). Examining the role of teachers' stroking behaviors in EFL learners' active/passive motivation and teacher success. *Frontiers in Psychology*, 12(July), 1–17. <https://doi.org/10.3389/fpsyg.2021.707314>
- Pishghadam, R., Derakhshan, A., & Zhaleh, K. (2019). The interplay of teacher success, credibility, and stroke with respect to EFL students' willingness to attend classes. *Polish Psychological Bulletin*, 50(4), 284–292. <https://doi.org/10.24425/ppb.2019.131001>
- Richards, J. C. (2022). Exploring emotions in language teaching. *RELC Journal*, 53(1), 225–239. <https://doi.org/10.1177/0033688220927531>
- Sánchez-Rosas, J., Takaya, P. B., & Molinari, A. V. (2016). The role of teacher behavior, motivation and emotion in predicting academic social participation in class. *Pensando Psicología*, 12(19), 39–53. <https://doi.org/10.16925/pe.v12i19.1327>
- Sivan, A., & Chan, D. W. K. (2022). A qualitative study of secondary-school students' perceptions of interpersonal teacher behaviour in Hong Kong.

Learning Environments Research, 25(2), 305–324.
<https://doi.org/10.1007/s10984-021-09372-z>

Tabatabaee-Yazdi, M., Motallebzadeh, K., Ashraf, H., & Baghaei, P. (2018). Continuing professional development strategies: A model for the Iranian EFL teachers' Success. *SAGE Open*, 8(1).
<https://doi.org/10.1177/2158244018764234>

Telli, S., Maulana, R., & Helms-Lorenz, M. (2021). Students' perceptions of teaching behaviour in Turkish secondary education: a Mokken Scaling of My Teacher Questionnaire. *Learning Environments Research*, 24(2), 315–337.
<https://doi.org/10.1007/s10984-020-09329-8>

Titworth, S., McKenna, T. P., Mazer, J. P., & Quinlan, M. M. (2013). The bright side of emotion in the classroom: Do teachers' behaviors predict students' enjoyment, hope, and pride? *Communication Education*, 62(2), 191–209.
<https://doi.org/10.1080/03634523.2013.763997>

Toraby, E., & Modarresi, G. (2018). EFL teachers' emotions and learners' views of teachers' pedagogical success. *International Journal of Instruction*, 11(2), 513–526. <https://doi.org/10.12973/iji.2018.11235a>

Trigwell, K. (2012). Relations between teachers' emotions in teaching and their approaches to teaching in higher education. *Instructional Science*, 40(3), 607–621. <https://doi.org/10.1007/s11251-011-9192-3>

Van de Grift, W. J. C. M. (2014). Measuring teaching quality in several European countries. *School Effectiveness and School Improvement*, 25(3), 295–311.
<https://doi.org/10.1080/09243453.2013.794845>