Impact of Student Outcomes on EFL Teacher Emotions and their Strategies to Cope with Emotional Responses

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Article information	Abstract
	Teachers' emotions are believed to have a strong impact on teachers' teaching quality. Teachers who are satisfied with their jobs are more engaged in their professions. However, the teaching is not always joyful. Some teachers may see teaching as a source of happiness, but for others, it is a misery. This study aims to explore the impact of students' factors namely emotions, beliefs, motivation, discipline, and performance on EFL teachers' emotions. The study also investigates the strategies EFL teachers employ to cope with their emotional responses. A qualitative approach was employed with in-depth interviews, group discussions, and classroom observations on 12 instructors at two universities in Ho Chi Minh City, Vietnam. The findings bring to the fore a complex tapestry of emotions experienced by EFL teachers in response to the varying trajectories of student outcomes such as accomplishment, fulfillment, and pride that emerged as prevailing emotions when students excelled in their learning journey. Conversely, moments of frustration, disappointment, and self-doubt surfaced when student progress fell short of expectations. A couple of strategies found in the study that teachers often employed to deal with emotional response encompass reviewing and enhancing instructional methods, maintaining their motivation and enthusiasm, strengthening the subject knowledge, creating a supportive and autonomous learning environment, getting closer to students emotionally, adopting self-regulation and upholding a calm demeanor. The study can make some practical contributions by highlighting that teacher emotions are not just reactions to student outcomes but are worth concern in the teaching process.

INTRODUCTION

The teaching profession in Vietnam is a highly respected career and attracts a large number of teachers joining the profession. According to the Vietnam Ministry of Education and Training

(2022), there were 1,404,120 teachers in Vietnam in the 2021-2022 Academic Year, accounting for around 70% of the total full-time workforce in state positions. Teachers in Vietnam are expected to uphold high standards of professionalism and dedication to their students' education. This shows that teaching can be a rewarding profession, but it can also be emotionally challenging (Gkonou & Miller, 2021).

Teacher emotions can affect teachers' job satisfaction, engagement, and effectiveness. Teachers who experience positive emotions from their teaching with students, such as enjoyment and satisfaction, are likely to be more engaged and effective in their work (Burić & Moe, 2020) Conversely, teachers who experience negative emotions, such as frustration and stress, are more likely to be disengaged and less effective in their work (Fix et al., 2020). This indicates that understanding teacher emotions is crucial to identifying today's educational challenges.

Teaching career in Vietnam is often viewed as a secure, respected, and rewarding profession that attracts many young people to join the career due to the country's social, historical, and cultural aspects (Do & Pereira, 2022). However, there has been an alarming increase in teachers' dissatisfaction, burnout, and attrition in Vietnam in recent years. Figures from the educational sector showed that 16,265 teachers in Vietnam left their teaching career in the 2021–2022 academic year, and the figure for 2022–2023 was 9,295 respectively (Bac Son, 2023). Many factors were suggested to justify this teacher burnout phenomenon. Pham et al. (2021), in a qualitative study of 30 high school teachers in Ho Chi Minh City, Vietnam, found that pressure from administrative work, workload, work expertise, students' behaviour, and economic status affected teachers' work motivation and retention. Rhodes et al. (2004) suggested that teachers' morale, job satisfaction, and personal issues were the main factors contributing to teachers' retention, while teachers' resignation was discovered by Dinham (1992) to be closely related to teacher burnout, stress, and displeasure. Tran (2018), in a study conducted on more than 400 teachers in Vietnam, found that income, students' behaviour, relationships with colleagues, facilities, job pressure, teacher status, and educational policies were some of the key factors contributing to teachers' job dissatisfaction.

Frenzel et al. (2021) argued that not only do teachers' feelings impact students' academic achievement, but the opposite is also true. The links between feelings and learning and the apparent emotional overlap between students and teachers highlight the need to research the issue of teacher emotions. Understanding teacher emotions and their implications on teaching practices, job satisfaction, and student outcomes is essential globally, including in Vietnam, where educators may face similar emotional experiences and challenges in their professional roles. However, there has also been a lack of studies on the issues of the impact of students' factors on teachers' emotions, career motivation, and well-being in the context of Vietnam's educational setting. This is the reason why this study was conducted to explore the influence of student outcomes, namely student emotions, discipline, motivation, performance, and belief, on EFL teacher emotions and figure out teachers' strategies to cope with their emotional responses in the context of higher education in Vietnam.

LITERATURE REVIEW

Emotion is a complex psychological state involving physiological, behavioural, and cognitive changes (Lyons, 1999). Events or situations often trigger emotions but can also be caused by internal thoughts and feelings (Cabanac, 2002). The experience of emotions is accompanied by several physiological alterations in human bodies (Sutton & Wheatley, 2003). Emotions have the potential to influence behavioural modifications (Brosch, 2021). The experience of emotions can influence alterations in cognitive processes such as thoughts and beliefs (Kneeland et al., 2020).

Teacher emotions are believed to be affected by students' factors. Studies regarding teacher emotions have received increased interest in the last few years. Positive emotions can be in the integration of desirable outcomes, comprising teaching strategies, teaching enthusiasm (Keller et al., 2016), teaching enjoyment (Russo et al., 2020), and teachers' well-being (Herrera et al., 2022). Otherwise, negative teacher emotions are supposed to link to undesirable outcomes such as teacher burnout (Chang, 2013; Frenzel et al., 2015), work stress (Huynh & To, 2021), and challenging teaching strategies (Seiz et al., 2015).

The teacher-student relationship has also been found to make an impact on the classroom environment and affect teachers' job satisfaction, classroom management, emotional exhaustion, stress and burnout, and influence students' behaviour, learning motivation, and academic performance (Jones et al., 2014; Näring et al., 2011; Richards, 2022). Some other studies found that poor teacher-student rapport can provoke teachers' negative moods, negatively influence teaching quality (Emmer & Stough, 2001), reduce teachers' self-efficacy (Sutton & Wheatley, 2003), or increase students' misbehaviour (Osher et al., 2010). Furthermore, De Mesquita (1992) suggested that emotions significantly affect human cognition functions, such as perception, attention, learning, memory, reasoning, and problem-solving.

Teacher as an expert norm has been repeatedly examined (Welker, 1991). However, it has rarely been considered that emotional-motivational factors influence teachers' actions. This study employs the conceptual framework by Frenzel et al.'s model (2021) of the relationship between teacher emotions and five factors of student outcomes, which explains how emotions are elicited through the appraisal theoretical perspective (Moors et al., 2013; Weiner, 1985). This theory postulates that there are not just events or situations causing an emotion but also individuals' judgments of those events and situations. Chang and Davis (2009), in their study of teacher emotions in teacher-student relationships, found that teachers faced emotional exhaustion and compassion fatigue, while in a survey conducted on 610 teachers at elementary, middle- and high school levels, Tsouloupas et al. (2010) found a significant connection between students' misbehaviour and teachers' emotional exhaustion and turnover intentions.

Frenzel et al.'s model (2021) suggested five primary student outcomes: emotion, belief, motivation, discipline, and performance that impact teacher emotions. This theory postulates that there are not just events or situations causing an emotion but also individuals' judgments of those events and situations. It was extended as a reciprocal conceptual framework to understand the link between teacher emotions and student outcomes. Emotions' intra and

interpersonal functions are implied to describe the relations in the model. This study adopted Frenzel et al.'s model to explore how five factors of student outcomes affect teacher emotions and explore teachers' strategies to cope with their emotional responses in the field of English Language Teaching (ELT) in the context of higher education in Vietnam.
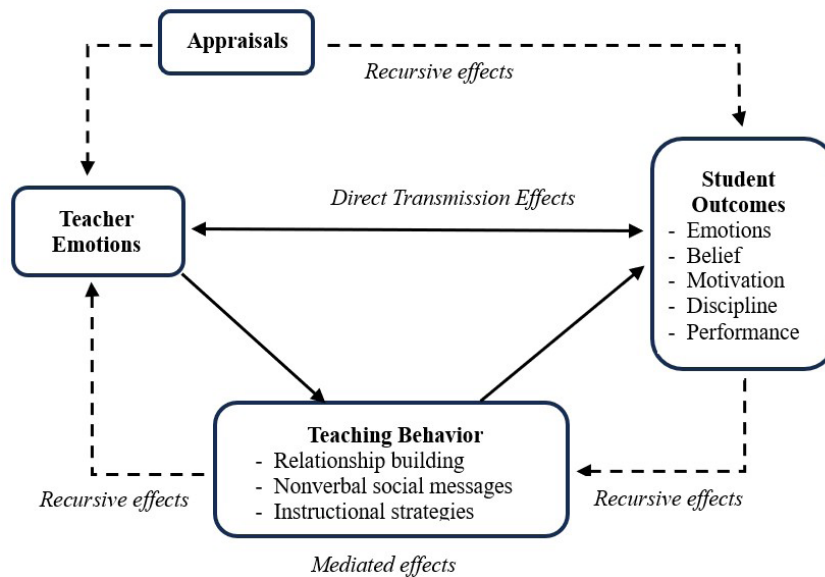
Figure 1 Frenzel et al.'s framework of the relationship between teacher emotions and student outcomes

Emotions have inter- and intrapersonal processes. The intrapersonal functions play a crucial role in understanding the impact on individuals with a subjective sense of themselves (Sutton & Wheatley, 2003). These functions are referenced in Frenzel's model to illustrate the recursive effects of teacher behaviour on teacher emotions. The model proposed by Frenzel et al. (2014; 2020) provides a comprehensive analysis of reciprocal causal reasoning within the context of teacher emotions. Based on this theoretical framework, it is posited that several factors within the classroom environment, such as student performance, motivation, discipline, and relational conduct towards the instructor, may exert influence on the emotional experiences of teachers. Consequently, these emotional experiences of teachers have the potential to be associated with student results.

METHODOLOGY/MATERIALS

The research design used for this study is qualitative. The qualitative method, according to Creswell (2012), can provide an insightful understanding of the research phenomenon and comprehend what, why, and how an issue takes place. The qualitative method was applied in this study to explore the effects of students' outcomes on teachers' emotions and help the study search for a comprehensive understanding and full explanation of the research issue. The use of three main approaches in data collection, in-depth interviews, classroom observations, and group discussions, to shape many aspects and perceptions of teacher emotions due to the fluctuation of emotions.

1. Data collection

The participants comprised twelve instructors from two universities in Ho Chi Minh City, Vietnam, including one private and one public university. The research informants consisted of three males and nine females. The participating lecturers were teaching English to English-major and non-major students at the two universities.

Before collecting the data, an invitation email requesting support was sent to fifteen participants. Twelve out of fifteen participants agreed to join the research as volunteers. Their years of teaching experience range from two to twenty years. This variety of teaching tenure helps the study to gain a broad understanding of the feelings of the teachers, both inexperienced and well-experienced in the ELT educational profession. Participants with different characteristics can provide diverse data according to different cases and circumstances with many years of experience.

Table 1
Distribution of research participants

Participant No.	Gender	Age	Working Tenure	Institution Type
01	Male	late 20s	4 years	Public
02	Female	early 30s	8 years	Private
03	Female	late 20s	2 years	Private
04	Male	late 30s	10 years	Public
05	Female	early 30s	4 years	Private
06	Female	mid 30s	6 years	Private
07	Female	late 30s	16 years	Public
08	Male	early 30s	8 years	Private
09	Female	late 20s	3 years	Private
10	Female	late 30s	18 years	Public
11	Female	late 20s	2 years	Public
12	Female	mid 40s	20 years	Private

The data collection process for this case study involved a multi-method approach, incorporating individual semi-structured interviews, group discussions, and observations. These methods were carefully designed to comprehensively understand teachers' experiences, perspectives, and insights regarding students' emotions, motivation, discipline, performance, and beliefs. By combining individual semi-structured interviews, group discussions, and observations, this study captured a broader range of perspectives, delved into more profound insights, and uncovered new dimensions that may not have emerged through individual interviews alone (Hennink et al., 2020). This multi-method approach offers a unique platform for collaborative sense-making, knowledge sharing, and collective exploration, ultimately enhancing the comprehensiveness and richness of the research findings.

1.1 In-depth interviews

Twelve EFL teachers participated in individual semi-structured interviews to explore their personal experiences, beliefs, and practices related to student engagement and learning (Edwards & Holland, 2013). The interviews were conducted either online or face-to-face at the informants' convenience in a private and comfortable setting, followed by a set of predetermined questions while allowing flexibility for participants to elaborate. Each conversation took 30-45 minutes, depending on the informants' answers. The interviews were audio-recorded for accuracy and analysis with the consent of the research informants.

The interviews included open-ended questions. A scripted explanation of the study's purpose and a list of questions were provided to the interviewees. The focus of the in-depth interviews and discussions was on the impact of student outcomes on the informants' emotions and their strategies to deal with their emotional responses. Based on the responses of the participants, follow-up questions were probed to gain a full explanation of the answers. (e.g., the intensity of emotions such as anger or enjoyment, and the duration of these emotions). Teachers were also asked to clarify their reactions to specific classroom events they had observed, including the consequences of these events and the solutions or teaching strategies they employed in response The conversations aimed to uncover how teachers reacted to specific classroom events and any consequences, and solutions taken place to deal with these incidents.

1.2 Observation

Observations were conducted to collect data on teachers' reactions and students' gestures and behaviour during their usual classroom activities through student discipline and emotional factors. Before the observations, an email was sent to seek teacher consent for the classroom observation. The observation session occurred from March 6, 2023 to April 14, 2023. Observations took place in two classes, with four different sessions in each class.

The observation provides an authentic setting for capturing students' behaviour in their regular learning environment. During the implementation phase, the author actively observed the teacher's reactions, gestures, and emotions while engaging in classroom activities. Observational data were systematically recorded and noted on teachers' and students' interactions and emotions. These notes served as one of the primary sources of data for later analysis and interpretation. This method allows for a deeper understanding of teachers' emotional experiences and their potential effects on student outcomes, ultimately contributing to enhancing teaching and learning experiences

1.3 Group discussions

An invitation email requesting support was sent to all participants. Eight out of twelve participants agreed to join group discussions. Finally, six participants joined and were divided into two groups. The group discussion section was designed to analyse how teachers think about the effect on emotions, the diversity of viewpoints and ideas, and the inconsistencies and variances that occurred in a specific community regarding beliefs and experiences. During

the discussions, the interviewees discussed some structured questions and freely agreed or disagreed with each other's opinions. The group discussion section was designed to analyse how the two groups of teachers think about the effect on emotions and the diversity of viewpoints and ideas. more coping strategies for teacher emotions were also suggested. The researchers facilitated and guided group discussions while allowing participants to contribute and explore topics of interest. The group discussions took about one and a half hours and were also audio-recorded to capture the dialogue and ensure accuracy in data analysis.

2. Data analysis

Thematic analysis in this study was employed to identify recurring themes, patterns, and insights emerging from data employing the techniques suggested by Mishra and Dey (2022). Themes were initially constructed through the literature research. Key concepts of the relationships between teachers' outcomes and students' factors were highlighted. During the data analysis process, general sense and nuances were also identified in the open coding process by thoroughly interpreting interview transcripts and observational notes. In the second phase of the coding, initially generated themes were reviewed and categorized into the core categories. Themes were cleaned and removed if being detected as similar to other themes. In the final stage of thematic analysis, emergent themes were compared and contrasted with key themes generated through the literature research. This step also helped the researchers to retain the coherence and consistency of the study. Throughout the investigation, all the convergent themes were used for the final analysis.

Data collected in this study was analyzed employing 6 steps suggested by O'Connor and Gibson's (2003). This included data organizing, data categorizing, theme building, data validity and reliability checking, justifying the findings, and making conclusions. To ensure reliability, the observation process was meticulously documented. This tactic involved establishing clear guidelines and recording detailed field notes to capture observed behaviours and emotions. Furthermore, the findings were also discussed with the participants to obtain participant feedback from them (Maxwell, 1992). The data from interviews and discussions is then analysed based on records of information relevant to the study. The best way to collect the group data is to record the complete session; it can be a video or audio recording (Pirie, 1996). Hence, the data collection was analysed using the O'Connor and Gibson's model to interpret the results obtained from interviews and discussions and to get at the meaning of the data more efficiently.

3. Ethical considerations

A couple of measures suggested by Nneoma et al. (2023) have been employed to ensure the study's ethical considerations, maintain the research integrity, sustain participant respect, minimize harm, and enhance transparency and accountability. Before conducting the data collection process, all the informants were sent an invitation letter to communicate the research goals and methods. Informant rights were clearly explained to participants prior to in-depth interviews and classroom observations. The informants were also asked to confirm their voluntary participation by signing informed consent. Participants' personal information and

identities were anonymized to maintain the informants' confidentiality and privacy. Debriefings were offered at the end of the observations to guarantee the research's transparency and maintain clear communication with the research informants. A welcoming and appreciative environment to foster a comfortable information exchange during the interviews. All the informants are university instructors as well as researchers. They are all familiar with the research ethics. This makes the data collection more open and reliable. All the potential unforeseen circumstances could be well communicated.

FINDINGS

1. Student emotions

Student emotions are a crucial component of the educational process and are considered prerequisites for long-term learning processes (Gläser-Zikuda & Fuß, 2008). These emotions and expressions can affect teachers' emotions during their lessons. This study revealed diverse emotional responses among teachers to their students' emotions, with positive and negative feelings. Two participants, #8 and #11, reported the same feeling that they felt "*appreciated, motivated, and pleased*". One described:

> The most influential factor for me is student emotions. It is overwhelming when my students show empathy towards me ... and how students participate in my lectures is also how I self-reflect; I find it more exciting and well-prepared to be more engaging with the students. Their emotional participation affects my mental health much to be more attentive in tutoring.

This result shows that teachers feel "*respected and valued*" when they witness their students' excitement and joy during learning. These positive reactions from students can significantly impact teachers' emotional well-being and professional satisfaction.

In another situation, Participant #2 reported strong adverse effects on her mood in the first semester of her career when one of her first-year students expressed their feelings for her.

> It was shocking and would lay the groundwork for my later skill development. I also felt sad, desperate, embarrassed, and afraid at the same time. It took me a few months to overcome those feelings. I had to tell myself that this was the first semester and take this as motivation for the future. I also tried to think positively and considered it a failure and a lesson for me to learn.

This instructor experienced "*sadness and disappointment*" partly due to the student's perception that she was a biased and unserious teacher. The instructor admitted that these negative feelings were linked to unrealistic expectations and misunderstandings among her students, which were exposed through their attitudes and insights toward the teacher. Besides, the root of feelings of "*shame and anxiety*" was found because the teacher was afraid that her superiors could evaluate her performance based on students' expressions.

The study also found out the feelings of being "*concerned, worried, and confused*", which were agreed upon by the group discussion with participants #4, #7, and #12. Students' personal feelings affect teachers' emotions, and teachers' behaviour and attitudes can be influenced by these emotions and expressed through interactions in the learning process (Gläser-Zikuda & Fuß, 2008). Participant #4 revealed that he had felt "concerned" when the students were not paying attention to his lectures and activities. He reported that he also felt "worried" if his students showed boredom and tiredness in his lessons, partly because the lessons could be difficult, or the topics were not appealing to students. This directly affected his mood while teaching. The teacher thought he had not conveyed enough knowledge to students and did not make students feel excited about his lessons. This made him review his teaching methods.

Observational findings reinforce the teacher's gestures and verbal reactions to students' emotional states during classroom activities. When students engage in positive relationships, the teacher exhibits increased enthusiasm and more reciprocal exchanges. Furthermore, during observation, it was noted that students exhibited signs of exhaustion and diminished concentration, which consequently distracted the attention of teachers. The emotional experiences of teachers in the classroom are dependent upon the emotional states of their students, just as the emotional experiences of students are reliant on the emotional states of their teachers (Frenzel et al., 2021). Moreover, it is aligned with reciprocal emotion transmission between teachers and students, demonstrated by Frenzel's research; this means that when students are experiencing positive emotions, it can lead to teachers feeling more positive as well. In contrast, if students are experiencing negative emotions such as frustration or disengagement, it can negatively impact teachers' emotional well-being. If students are sad, moody, and bored, teachers are weary about their learning and lose focus when teaching (Frenzel et al., 2009).

2. Student motivation

Student motivation is most easily accessed through engagement and disaffection in a classroom setting (Skinner & Belmont, 1993). The degree and emotional quality of students' involvement in planning and carrying out learning activities are called engagement and disaffection in school. People constantly meet five basic needs, from the most basic (lowest) to the most complex (highest) (Hoffman, 1990). Interview data on student motivation was analysed from various circumstances. When being asked about how motivation can affect teacher emotions, Participant #9, with three years of experience, shared her disappointment with the situation while teaching first-year English non-English-major students:

> I felt disappointed at the beginning of teaching. When students said they did not understand, they were disinterested because it was not their expertise. It affected my mood tremendously; I felt uncomfortable and unmotivated to teach in class. It took me a while to understand students' circumstances and got used to it.

The teacher's assertion underscores the perception that learning English is often regarded as a minor subject or merely a prerequisite for non-English-speaking students to access more substantial academic disciplines. Many of these students lack a strong English background,

which can lead to a decreased sense of motivation in their English language studies. Indeed, for some students, the intrinsic value of acquiring proficiency in a language they rarely use in their daily lives remains elusive, and they consequently struggle to find personal interest in language courses.

This perspective has far-reaching implications, not only for students but also for English teachers. Teachers typically hold high expectations for their students, envisioning them progressing in their English language skills and ultimately achieving fluency. However, when confronted with students who do not share the same enthusiasm or perceive the immediate utility of English, it can be emotionally challenging for educators. Maintaining their own motivation and enthusiasm becomes an ongoing battle as they strive to bridge the gap between their expectations and the reality that some students may not fully embrace the importance of English language acquisition.

Participant #3 also reported her negative feelings about lecturing unmotivated students. She felt like it was one-way lecturing, like learning alone; sometimes, she felt "*helpless*", and her teaching became meaningless. She found herself doing something that was going nowhere. Similar expressions are also found in the interviews under the student motivation theme, such as "*frustrated and disrespected*", as reported by a couple of other teachers.

The perception of teaching as a potentially meaningless endeavour often derives from the profound sense of purpose and dedication that teachers invest in their profession, as indicated by the participants. For those who have chosen teaching as their calling, their commitment to fostering the intellectual and personal growth of their students forms the bedrock of their identity and vocation. Consequently, when students display a noticeable lack of motivation, it can engender a deep sense of frustration among the teachers who have dedicated their careers.

It is well established that when students are motivated to learn, it makes teachers feel "*energised and polished*", which was claimed by Participant #1. A student who is motivated to learn and succeed will bring positive energy into the classroom, which will, in turn, positively affect the teacher's emotions. However, motivated students were found not always to be positively linked with teachers' positive feelings. Research informants also experienced mixed feelings when the students possessed high motivation. An instructor shared her various feelings on this issue, saying that low-motivated students make her "*very irritated*". However, highly motivated students make her feel "*pressured*" as it requires her to put in more effort in teaching.

As students with high motivation tend to ask more questions in class, this causes stress for teachers, who are expected to know all the answers. It also makes the teacher sometimes feel "*tense*" with the knowledge they impart. The coping strategies were also found; the teacher suggested that strengthening the knowledge base was a long-term improvement in her career. This result aligns with the suggestion of problem-focused coping, which aims to address the perceived problem or take action to change the source of stress (Lazarus & Folkman, 1984). With years of experience, the teacher reported that it is inevitable that emotions are always

dominated, and it answers the question of how students' motivation impacts teachers' emotions. Teachers frequently adapt their teaching approaches based on the motivation exhibited by their students (Cleary & Zimmerman, 2004).

Besides the agreement among the participants, from the group discussion results, Participant #1 indicated the necessity of managing students' emotional adjustment to student motivation instead of responding negatively to students. Participant #9 suggested that teachers should understand students' circumstances and make it challenging to learn and improve from them, as well as help students recognise the importance and benefits of education. Also, to avoid being upset by the student motivation factor, Participant #11 recommended providing a neutral standard that all students could adapt to and did not put high expectations, which can cause pressure on teachers.

3. Student performance

Academic success comprises various elements, one of which is academic accomplishment (Masud et al., 2019). Most students prioritise passing exams throughout their academic careers (Saeed & Mohamedali, 2022), and numerous research investigations have shown that this ambition correlates with teachers' feelings and job satisfaction.

The data presented highlights how student performance can significantly impact teacher emotions. When students perform well, teachers may experience feelings of pride and satisfaction. On the other hand, when students struggle or show a lack of progress, teachers may feel frustrated, disappointed, or even inadequate (Richards, 2022). Both negative and positive responses were recorded during the interviews. Participant #2 shared that when she was grading papers that did not work the way she wanted them to, she also wondered if she was really good at teaching, so she had to review her teaching style. When marking the essays, the level of "*frustration and disappointment*" she had was relatively high, and she felt more "*angry*" than "*sad*". Participant #6, with six years of experience, reported that when her second-year students made too many small mistakes on their final exam, which was carefully instructed by the teacher, thereby she felt "upset", though she would look back at why the students could not avoid it. She wondered if the students misunderstood somewhere or if she delivered the lesson vaguely.

The research participants also reported their positive moods in the situation of students' good performance. Participant #7 said students' high results made her "very happy and impressed", which was the biggest source of encouragement in her teaching profession. She found her lectures effective. She also inspired students to keep going and study with good performance. Participant #3 also revealed the same positive feeling; she was "very impressed" that her students did well, and she was "happy and excited" when students applied what she taught.

The findings are consistent with existing literature studies on teacher emotions and the impact of student performance on their emotional well-being. Previous studies have shown that teachers experience a range of emotions in response to student achievement, and their emotional responses can influence their teaching practices and interactions with students

(Frenzel et al., 2016; Nias, 1996). Also, numerous research investigations have shown that student performance correlates with teachers' expectations. Many of these research findings have demonstrated a connection between teachers' expectations and students' achievement. According to Lawler (1973), expectation is the person's assessment of the probability that, given the circumstances, he would carry out the intended performance.

In group discussions, a group of three teachers shared their support strategies, adding time to assist students and fostering a collaborative learning environment, exploring ways to enhance student absorption of knowledge, or reaching out to students privately to address performance gaps and provide the necessary support. They believed prioritising their students' well-being is the reciprocal way of developing teacher-student relationships and remaining steadfast in their commitment to teaching.

4. Student discipline

Research on classroom activities demonstrates the link between various activity kinds, classroom physical attributes, student choice, mobility, student misbehaviour, and the demands imposed on teachers for classroom management (Clunies-Ross et al., 2008; Garrett, 2008; Reinke et al., 2008; Wubbels & Brekelmans, 2005). In Vietnam's educational system, student discipline plays a cultural standard in evaluating student values and training systems. Student behavioural culture is an individual's personality traits expressed through attitudes, behaviours, gestures, and words in social communication.

The Prime Minister issued Decision 1299/QD-TTg approving the "Building a Culture of Behaviour in Schools" Project for the years 2018-2025. This shows that the culture of behaviour in schools is a fundamental issue. This factor substantially impacts teacher emotions because when discipline and behaviour culture is adequately demonstrated, each teacher feels respected and loved, which consequently increases a pleasant emotional foundation in each lesson and increases communication efficiency.

All teachers agreed in the interviews that good feelings come from students' good behaviour. Participant #10 shared her positive feeling that she was strict in student discipline and expected her students to have a polite attitude first. It made her feel "respected" when students came to class on time or asked for her permission when they were late or left early. However, when reminded of the student discipline factor, most interviewees told of their experience with misbehaviour students in several situations, such as inattention, talking while studying, being late in class, distracting other fellows, not responding to the teacher's questions, etc. Participant #2 reported:

> Yes, it affects my feelings. I felt angry and frustrated and wanted to raise my voice to students when they were late for class, but with experience and moderation, I didn't do that. Sometimes, I changed my tone louder but in moderation. I did not shout out at them, but I would let them be aware that I was unhappy.

Participant #10 also claimed:

> I was so frustrated and not in the mood for teaching. I felt that I didn't want to teach anymore and wanted to notify the class I just began my job when they were ready to start the lesson. When students did not pay attention to the lessons and did not respect me, it made me feel angry and sad and wanted to cry because they were disrespectful.

Other negative emotions were also reported, such as "*worried, annoyed, stressed, depressed*" by Participants #1 and #4. The emotions raised during the interview process were also reinforced through the results of the observations. During classroom observations, some expressions of teachers in class include frowning, raising the tone of voice, and forgetting what is being said when being interrupted by students.

When asked more deeply about their negative feelings, the teachers were "*unhappy*" not only because their students were undisciplined but also "*worried*" that it might affect the quality of the lessons and their performance. It becomes apparent that the experiences of the teachers in this study align with the existing research on the impact of student discipline on teacher emotions (De Ruiter et al., 2019). The adverse emotional reactions exhibited by teachers in response to misbehaviour are consistent with the emotional interconnectedness between teachers and students, as well as the influence of classroom atmosphere on emotional experiences. These emotions include "*anger, frustration, and sadness*", which align with the literature review that emphasises the emotional challenges teachers may encounter in response to student behaviour.

On the other hand, Participant #7 with many years of experience, adopted self-regulation and maintained a calm demeanour when dealing with disruptive behaviour. This approach aligns with Bandura's (1977) Self-Efficacy Theory, suggesting that experienced teachers with higher self-efficacy are better equipped to handle classroom disruptions effectively, thereby experiencing fewer negative emotions. Using the authority to enforce class rules and maintain discipline, which can reduce negative responses, was also suggested. The difference in coping strategies between teachers with less and many years of experience can be a suggestion for further research. Moreover, a teacher with lots of experience in managing classrooms believed schools need more stringent disciplinary regulations in order to reinforce teachers' ability to effectively manage their classrooms and ensure the attainment of desired student learning objectives.

The data suggests that teachers employed a mix of authoritative, calm, and balanced strategies to cope with emotions arising from student discipline challenges. These strategies involve setting clear expectations, self-regulation, and adapting responses based on the specific behaviours exhibited by students. By effectively managing their emotional responses and maintaining a structured yet respectful classroom environment, teachers create conducive learning spaces that benefit their well-being and their student's educational experiences.

5. Student beliefs

Student beliefs encompass their perceptions, attitudes, and assumptions about their academic abilities and potential for success (Buehl et al., 2001). These beliefs can be positive or negative, significantly influencing their motivation, engagement, and academic performance. Students with positive beliefs often lead to a growth mindset, where students believe in their capacity to improve and overcome challenges. In contrast, negative beliefs can result in a fixed mindset, where students may feel discouraged and believe their learning abilities cannot be improved. Student beliefs are recognised as influential factors that can significantly affect students' general well-being and academic performance, underscoring their crucial role in educational research.

The data collected from the participants' perspectives shed light on the positive and negative impact of student beliefs on their feelings and teaching methods during the learning process. Participant #6 revealed: "*I was happy to hear that and was motivated to improve myself and my professional skills so that more and more students had the same attitude.*" Participant #7 indicated she felt "*respected and pleased*" and learned much from her students when they shared their feelings with her. They showed the same emotions when they received their students' perspectives on learning English.

The elation experienced by teachers transcends mere student trust; it is also deeply rooted in their own motivation and their empathetic understanding of students' challenges, which, in turn, facilitates improved language learning outcomes. The ability to comprehend students' perspectives is paramount in the pedagogical process, as it enables teachers to craft a tailored approach, guiding learners through incremental stages of knowledge acquisition. In such an environment, marked by support and devoid of intimidation, students naturally find their confidence burgeoning.

This positive feedback loop has a transformative effect, engendering an augmented affinity for the subject matter among students. It underscores the remarkable influence teachers' instructional methodologies wielded on students' attitudes and motivations toward the learning process. When students possess unwavering faith in their own capabilities and harbour a positive outlook toward their educational journey, reverberations are felt within the teacher's emotional landscape. Importantly, these dynamics align harmoniously with extant literature, affirming the intrinsic connection between student beliefs and teacher emotions.

This emotional interplay between teachers and students is the crucible wherein mutual respect is forged, and the overall learning experience is enriched. In a compelling symbiosis, positive emotional expressions emanating from teachers within the classroom foster an upsurge in student interest and motivation, thereby highlighting the profound synergy between pedagogical practices and the emotional states of both educators and learners.

Besides the positive link between teacher emotions and student beliefs, the study also recorded the adverse effects on teachers' feelings. Participants #4 and #12 claimed feelings of "*stress, discomfort, and disrespect*". When asked about the situation, these two teachers shared the

experience of their students' expressing dissatisfaction with the teachers' method and knowledge. They commented about the differences from what they were accustomed to. The lack of trust from students in the teaching approach leads to increasing questioning and skepticism (Asher et al., 2022). As a result, the students pose numerous questions to the teacher, which could indicate their uncertainty and the need for clarification.

The students also believed the subject was complex and unnecessary, contributing to their disengagement and negative attitudes towards it. This emotional response is reflected in the comments made by Participant #12, who felt "*tired, stressed, and disrespected*" in the process. Similarly, Participant #4 also experienced "*stress, discomfort, and a lack of happiness*", possibly due to the challenging task of addressing the students' doubts and navigating their negative emotions. The negative emotions experienced by students and teachers in those situations are likely interconnected. Students' lack of trust in the teaching method and their belief that the subject is complicated and unnecessary can impact their motivation and engagement in learning. They may feel demotivated and disrespected if they perceive the teaching approach as ineffective or irrelevant to their needs (Tran & Moskovsky, 2022). On the other hand, teachers may experience "*stress and discomfort*" in attempting to bridge the gap and address students' concerns. The teachers' emotional responses could be influenced by the pressure to engage these students effectively and create a positive learning environment (Skinner & Belmont, 1993).

Participant #12 shared her experience that caused her "*fear*"; the emotional response arises from the novelty of the major and the expectation to demonstrate expertise in English for non-English major students. The teacher's feelings of inadequacy and uncertainty could be attributed to their limited experience in the different majors, leading to "*self-doubt and heightened stress*". The emotional experiences of the participant in this situation are connected to the perception of her abilities and the pressure to perform in a professional context. The transition from theoretical learning to practical application in the other major may create feelings of insecurity and fear of making mistakes. As a result, teachers may experience stress and lack confidence in their language skills and other industry knowledge.

DISCUSSIONS AND CONCLUSION

The current study's findings align with previous studies suggesting that teachers can experience a variety of emotional responses, including sadness, frustration, and anger (Fenzel et al., 2021). These emotions highlight the emotional connection between teachers and students and emphasise the need for teachers to be aware of and manage their emotions effectively. According to Frenzel (2014) and Keller et al. (2016), teachers experience a variety of emotions during their work. Generally, a teacher's feelings directly relate to their surroundings (Nias, 1996). These emotions are based on many different aspects and represent varied classroom experiences. Teachers feel validated and motivated when students display positive emotions and show appreciation to their teachers (Komlosi-Ferdinand, 2019).

The results assert that students have different learning goals and perceptions that impact teachers' moods in various statuses. According to Achievement Goal Theory (Dweck & Leggett,

1988), students' mastery and performance goals can significantly influence their interactions with teachers, thereby affecting teacher emotions. Additionally, the Self-Determination Theory (Deci & Ryan, 1985) emphasizes the importance of creating environments that satisfy students' needs for autonomy, competence, and relatedness, which is crucial for both student motivation and teacher emotional well-being. Teachers are always willing to improve their teaching methods and content to meet the needs of both unmotivated and motivated students because they are crucial in creating a supportive and autonomous learning environment where students feel emotionally supported (Wang & Eccles, 2013). The results confirm that student behaviour in the context of teacher-student interactions can be crucial to teacher emotions, as suggested by the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984). Understanding student motivation factors and their influence on teacher emotions will have important implications for educational settings, reinforcing the need for effective classroom management strategies (Marzano, 2003) and highlighting the emotional labour involved in teaching (Hochschild, 1983).

The emotional connection between student performance and teacher emotions can positively impact the teacher's overall well-being and job satisfaction. Throughout this study and interview, when students were successful, the teachers felt a sense of fulfillment and pride, which can contribute to higher job satisfaction, similar to the previous study's findings (Nias, 1996). When students perform well and respond positively to the teacher's instruction, it reinforces the teacher's confidence and commitment to the teaching profession. Moreover, the feedback on students' performance is derived from the teachers' inspiration and motivation. Those experiences are intertwined with teachers' perceptions of their teaching effectiveness and their meaningful impact on their students. When teachers feel valued and appreciated by their students, it enhances their sense of purpose and motivation to continue providing effective instruction. This positive emotional response reinforces the connection between teacher and student success, validating the teacher's effectiveness and highlighting the rewarding nature of teaching (Nias, 1996).

The negative emotional responses reported by teachers align with the existing literature, emphasising the significance of addressing student behaviour and cultivating a positive learning environment (Chang, 2013). The data provided shows the emotions experienced by teachers in response to various student behaviours related to discipline and classroom management. Teachers expressed emotions such as frustration, annoyance, anger, sadness, discomfort, and worry when students displayed behaviours like not following class rules, being late, talking loudly, not paying attention, or misbehaving.

Teachers' emotional responses can be understood through various factors, including their own personality traits, past teaching experiences, and the classroom's emotional climate (Flores & Day, 2006). Additionally, the Emotional Labor Theory (Hochschild, 1983) underscores the emotional toll on teachers as they manage their feelings to maintain a positive learning environment despite student disruptions. Research results in discussion with two groups of teachers showed differences in coping with emotions affected by student discipline. Participant #8 shared her difficulty in expressing unpleasant feelings to students because she believed that the image of a teacher is very important to students, and they can easily film it on social networks. The reputation of teachers and schools can be harmed.

This study's results have shown the significant impact of student beliefs on EFL teachers' emotions, providing insight into how students' perceptions and assumptions about their abilities influence teachers. Teachers expressed feelings of pride, respect, and satisfaction through different situations, reflecting the motivational effect of supportive student beliefs. Such results align with previous literature indicating that when students show engagement, teachers feel a sense of validation and professional fulfillment (Buehl & Alexander, 2001; Deci & Ryan, 1985). Otherwise, teachers' negative emotions are entirely possible when influenced by student beliefs, this aligns with research by Asher et al. (2022). The findings suggest that student beliefs function similarly to student emotions in fostering reciprocal emotional exchanges between teachers and students (Frenzel et al., 2021). This section explores the novelty and complexity of the "student beliefs" factor and its potential impact on the learning environment. These findings highlight how important it is that professional development programs address teachers' coping strategies and give them the resources they need to create a supportive learning environment. By encouraging open communication, adapting teaching methods to student needs, and providing a supportive environment, educators can positively influence students' attitudes and motivation, improving learning outcomes for students who learn English in different fields. The limited exploration of this factor in educational research necessitates collecting additional data from diverse situations to gain a comprehensive understanding of its effects on the overall learning process and student outcomes.

In the realm of education, the dynamics between students and teachers play a pivotal role in shaping the learning environment. The present study delved into the intricate interplay between student learning outcomes and the emotions of English as a Foreign Language (EFL) teachers. Through an in-depth exploration of the experiences of EFL teachers at the two universities, this research aimed to elucidate the impact of five factors of student outcomes on teacher emotions. The journey of this study has traversed through theoretical underpinnings, methodological considerations, empirical findings, and their implications. As the threads of this investigation come together, a comprehensive understanding emerges, revealing the profound influence that student outcomes exert on the emotional landscape of EFL teachers.

The empirical findings presented in this study brought to the fore a complex tapestry of emotions experienced by EFL teachers in response to the varying trajectories of student outcomes. The experiences shared by the informants converged to unveil commonalities in their emotional responses. The feelings of accomplishment, fulfillment, and pride emerged as prevailing emotions when students excelled in their learning journey. Conversely, moments of frustration, disappointment, and self-doubt surfaced when student progress fell short of expectations. These emotions mirrored the intricate relationship between teacher investment in student success and the emotional toll of perceived inadequacies.

Furthermore, the qualitative narratives revealed that teacher emotions were not solely dependent on the results of student learning but were equally influenced by the teaching process itself. The strategies employed by teachers, the rapport they developed with students, and their ability to adapt pedagogical methods all played crucial roles in shaping the emotional landscape. Engaging teaching methodologies and positive student-teacher relationships

appeared to buffer the negative emotional impact of less favourable learning outcomes. The detailed results highlighted the complex dynamics of the emotional relationship between teachers and students.

This research contributes to theoretical and practical dimensions within the field of education. Theoretically, it underscores the significance of emotional dimensions in educational settings. The study underscores the reciprocal nature of the teacher-student relationship, highlighting that teacher emotions are not just reactions to student outcomes but are worth concern in the teaching process. This interplay challenges conventional notions that emotions can be categorized from cognitive and pedagogical aspects of education. By integrating emotions into educational theories, this research enriches the understanding of the holistic nature of the teaching-learning ecosystem.

In conclusion, the symbiotic relationship between student learning outcomes and EFL teacher emotions is a terrain laden with complexities. This study illuminates the need to comprehensively understand teacher emotions in educational discourse, transcending the traditional focus on cognitive and pedagogical realms. As the realms of education continue to evolve, so must our comprehension of its intricate components. The findings of this study beckon educators, administrators, and researchers to embark on a collective journey toward an educational landscape that integrates the emotional dimensions of teaching and learning. Only through such integration can we truly empower teachers to navigate the emotional tides and guide students toward meaningful and transformative learning outcomes.

RECOMMENDATIONS

On a practical level, the findings hold substantial implications for teacher professional development programs. Recognising the emotional journey of EFL teachers can inform targeted interventions that equip educators with emotional coping mechanisms. Workshops and training initiatives can focus on emotional regulation strategies, fostering resilience in the face of setbacks and enhancing the teacher's ability to navigate the emotional peaks and valleys of the profession. Equally important is the emphasis on pedagogical approaches that foster positive student outcomes, ultimately alleviating the emotional strain accompanying perceived teaching inefficacy. The study also suggests further research on the difference between teachers with various years of experience.

LIMITATIONS

As with any research endeavour, this study has limitations that warrant consideration. The case study design, while providing rich qualitative insights, might limit the generalizability of the findings. The focus on two specific universities within a particular context could restrict the applicability of the results to broader educational settings. Additionally, the reliance on self-reported emotions and experiences introduces the potential for biases and subjectivity. Future research endeavours could adopt a mixed-methods approach, incorporating quantitative measures to triangulate the emotional dimensions identified here.

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