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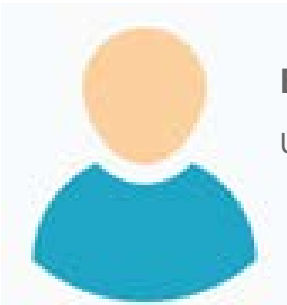
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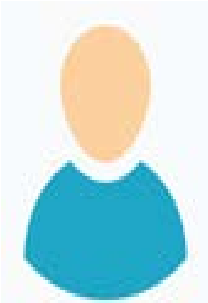
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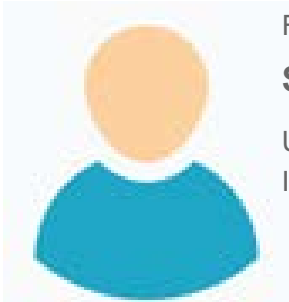
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Scrutinizing EFL Teachers' Emotions in the Indonesian Context of Bandung

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Abstract

This study aims to investigate the most dominant emotions experienced by EFL teachers in the Indonesian context. Two kinds of questionnaires, which were adapted from the Teacher Emotion Scale by Frenzel et al. (2016), were employed in this study. Employing a quantitative descriptive method, this research involved participants of Bandung English Teachers. They were 72 EFL teachers who participated in the general scale of phase 1 and 68 EFL teachers who joined the specific scale questionnaire of phase 2. Three dimensions of emotions were explored in this research to know the level of emotions faced by teachers. In addition, positive and negative emotions were explored in this paper. The descriptive findings from two studies show that enjoyment is the most frequently experienced, and anger is the lowest dimension of emotion preferred by EFL teachers. The research analysis shows that there is an insignificant difference between the two studies and both of them have a very close resemblance.

Introduction

In recent decades, emotions have emerged as one of the important issues that affect the behavior of teachers in educational environments. Indeed, research on teacher emotions has been a trend in this century and many research tried to figure out what was an attitude favorable to learning, in particular regarding the work of teacher emotion in English as a Foreign Language (EFL) context (Chen et al., 2020; Huang et al., 2020; Sarıçoban & Kırmızı, 2020; Toraby & Modarresi, 2018). The profession as a teacher at present and in the future has very complex challenges. Not only should teachers have several academic competencies such as mastery of subject matter,

expertise in designing, managing, and evaluating learning with various cutting-edge methods, as well as using teaching aids and learning media, but they also must have maturity in terms of identity construction. One of the aspects of the teacher identity construction is teachers' emotions. (Balanescu, 2019; Kerr & Brown, 2016; Liu, 2016).

Indeed, in this twenty-first century, there have been many reforms and restructuring of the education system that have had an impact on teacher managerial optimizing the responsibilities of teachers in schools (Chen, 2019b; Lee & Yin, 2011; Peng, 2015; Saunders, 2013; Tsang, 2015). This results in greater teacher performance burdens and reduced free time that makes teachers less able to enjoy their work. In the end, there will be more teachers in many places feeling stressed, tired, vulnerable, depressed, dissatisfied, unhappy, discouraged, and isolated (Canga Alonso, 2015; Lasky, 2005).

Research on emotions in education has become popular in the area of teacher identity (Chen, 2019b; Hong et al., 2018; Huang et al., 2020; Keller et al., 2014). Some experts generally argue that emotions tend to work before the human brain thinks rationally (Balanescu, 2019; Christen & Grandjean, 2013). Humans must be in consciousness, control all of their lives and thoughts and also control their emotions (Chen et al., 2020; Toraby & Modarresi, 2018). In current studies, emotion is one dimension of the affective state that is different from other dimensions such as sensation because emotion involves feelings about something that is said, understood, and realized (Lee & Yin, 2011; Schutz, 2014).

Emotion is a person's internal state of being which is typically associated with physiological and sensory feelings concerning a person's psychological and physiological conditions (Butler, 2021; Christen & Grandjean, 2013). Nevertheless, emotions will become a strong and independent force in the affairs of life that affect perception, color memory, bind people through attraction, so that a person becomes self-separated because of hatred and guilt, shame, or pride. Emotion was defined as a multidimensional phenomenon consisting of affective, cognitive, physiological, expressive, and motivational components. Further, Frenzel & Stephens (2013) defined emotion as a "multidimensional constructs comprising affective, psychological, cognitive, expressive, and motivational components" (p. 5)

In the context of achievement, emotions can be classified into four categories, namely positive activating emotions, such as enjoyment, hope, and pride; positive deactivating emotions, such as recovery and relaxation; negative activating emotions, such as anger, anxiety, and shame; negative deactivating emotions, such

as saturation and despair (Balanescu, 2019; Chen, 2019b; Chen et al., 2020; Christen & Grandjean, 2013; Keller et al., 2014).

There are two reasons why educators need to understand emotional studies; first, a teacher interacts with one another in which the emotional dimension will emerge. As a human being, a teacher is a creature endowed with mind, heart, and passion by God. Second, emotions and learning activities contain system elements, namely the cognitive or assessment system, the autonomic nervous system (ANS) or affection, the system monitor (affection), and the motor system (Christen & Grandjean, 2013; Hong et al., 2018; Schutz, 2014).

There are some principles that teachers can do to manifest positive emotions to support his or her mission in the classroom. First, they can transform conventional learning approaches, such as a monologue memory model into a learning approach that fosters trust and positive assessment of students. They can do this by providing constructive input and opportunities for them to learn from errors, as well as fostering independence or autonomy support and applying the cooperative and collaborative learning model. Second, the teacher makes an effort to create an atmosphere that enables students to feel confident and participatory in learning. Third, learners' emotions have something to do with learning theories of self-regulation and social construction. Fourth, the teacher stimulates students to get or find strategies for controlling negative emotions. Teachers can create a school or educational environment that is conducive to the development of positive emotions (Mevarech & Maskit, 2015; Nalipay et al., 2019).

Happiness, in other words enjoyment, is one of the main positive emotions that humans experience. In particular, teachers experience happiness when meeting students in class, chatting with peers, discussing with parents about the development of students and the achievements they have achieved. Indeed, being teachers is an inseparable part of their daily activities. This is a sign of well-being and pleasure that result from events anticipatory joy or engage in enjoyable activities that result in happiness (Frenzel, 2014). Thus, the satisfaction and happiness come from events experienced by a teacher. Happiness can be considered as one of the most tangible emotions that teachers experience while teaching a language class (Keller et al., 2014). English teachers also experience positive emotions, especially happiness, for example when they find out that their students can speak fluently in front of the class when students play an active role in class discussions discussing positive activities that students do at home during online learning activities, and when a teacher succeeds

in taking a new approach to learning in a classroom that tends to be textbook oriented.

From a researcher's point of view, it is very common to take samples from a teacher's diary or reflective journal to find out the level of happiness experienced by an English teacher (Frenzel, 2014; Lestari, 2020). The profession of a teacher is a very noble ideal and is different from other professions. It is socially recognized as a job is that is not easy, and there is a dynamic there. Emotionally English teachers hope that they enjoy the teaching process in class and care for all students without exception.

Teacher might experience anger. Anger is a complex type of emotion that can be addressed personally or by others (Frenzel et al., 2016; Nalipay et al., 2019). Frenzel (2014) explained that the most important determinant of anger is the responsibility. For instance, a person usually throws his anger out when he or she can be blamed for an unwanted incident. Moreover, anger that appears in an individual can be caused by trivial things or things that make us hurt, such as being angry because others insult us, or being angry at ourselves because we feel unable to solve problems. Nevertheless, Chen (2019b) expressed that being angry is a perfectly normal and healthy feeling. Indeed, it is very important to distinguish between anger, aggression, and violence which often refer to the same concept (Suh & Kang, 2020). Thus, anger is a potential behavior, namely the emotions that are felt in a person. Meanwhile, aggression or violence is behavior that arises from certain emotions, especially anger. Furthermore, anger does not have to lead to aggressive behavior. Anger that is managed properly will lead to behavior that is acceptable to social norms such as assertive behavior, but if anger is not able to be managed properly, then anger can harm the emergence of aggressive or violent behavior that is not accepted by social norms (Frenzel, 2014; Suh & Kang, 2020).

In addition, anger has often been experienced by English teachers in studies that explored the different frequencies and emotional experiences among teachers of learning in a foreign language classroom (Ghanizadeh & Royaei, 2015; Lestari, 2020; H. Li, 2020; Liu, 2016). Many teachers experience feelings of anger when they are not fully accepted into the classroom (Edwards, 2016). In language classes, EFL learners often reject them because of students' unwillingness to learn in class. This can be identified as the most prominent emotion and this finding is supported by both qualitative research and narratives about teachers' emotions (Saunders, 2013). Teachers can be angry with themselves and others, for instance, if they are not satisfied with how to design learning, experience failure of lesson plans due to

unfavorable class conditions, encounter a low level of student enthusiasm when learning in class. Teachers can also get angry with their students when students make mistakes and disobey the teacher's recommendations. Ultimately one of the most common reasons for anger among teachers is when English language teachers experience rejection in secondary and middle school classes simply because students are reluctant to learn English (Esmail et al., 2015).

Many studies have been conducted on anxiety in EFL classrooms, with the majority of studies focusing on student anxiety (Ajmal & Irfan, 2020; Arindra & Ardi, 2020; Hartono & Maharani, 2020; Kurniasih et al., 2020; Lubis, 2020). In contrast, only a few studies have investigated teacher anxiety (Frenzel et al., 2016; Huang et al., 2020; Keller et al., 2014; Kralova & Tirpakova, 2019). This is surprising considering that teacher anxiety is one of the negative emotions experienced by teachers at school (Frenzel, 2014). Anxiety usually arises when people are exposed to uncertainty and threats, and when they perceive their potential to overcome those threats as low. Furthermore, teacher anxiety often arises due to a lack of preparation of teaching in a classroom and this often occurs in novice teachers and student teachers (Chen, 2019a; Nalipay et al., 2019). It is clear that anxiety is one component of teacher emotions which is also relevant to be explored in research in the field of English teaching. For instance, in some qualitative interview studies, teachers reported feelings of anxiety or fear, for example when they were dissatisfied with their teaching performance (Toraby & Modarresi, 2018). Likewise, anxiety also arises when English teachers do not see themselves capable of developing in terms of teaching activity and classroom performance. Additionally, feelings of anxiety can also be triggered by a lack of preparation for teaching and discipline problems in the classroom. Several researchers found that teaching anxiety was most pronounced among pre-service teachers and young teachers due to nervousness in front of students and a lack of speaking skills and confidence in front of the class (Lestari, 2020; Sarıçoban & Kırmızı, 2020).

Furthermore, several studies have provided evidence of the importance of emotion on the quality of education in schools. Teacher emotions are closely related to the development of teacher professionalism (Carrillo & Flores, 2018; Chen et al., 2020; Lee & Yin, 2011; Liu, 2016; Poirel et al., 2019; Saunders, 2013). Besides, regulation of teachers' emotions significantly influences the success of classroom management (Chen, 2019a; Lee & Yin, 2011; W. Li & Tian, 2019). In addition, research indicated that teachers with good regulation of emotion support the effectiveness of teaching in the

classroom (Chang, 2013; Ghanizadeh & Royaei, 2015; Suh & Kang, 2020). Indeed, the positive emotions of teachers are directly proportional to the tendency of teachers to adapt and create innovative teaching methods (Mevarech & Maskit, 2015; Nalipay et al., 2019; Tsang & Jiang, 2018). On the other hand, teacher professional development is also supported by a stable emotional management and opportunities for them to gain new knowledge through participation in professional development activities including subject teacher deliberations (Liu, 2016; Saunders, 2013; Yin & Lee, 2011). Overall, these studies showed that investigating teachers' emotions have a significant role in developing the effectiveness of teaching and learning at schools.

Research conducted by Balanescu (2019) in the context of Romania secondary teachers indicated that teachers' emotions influenced the teacher performance, learning outcomes, and the motivation of the students in the learning activity. Likewise, Saunders (2013) in her study revealed that teachers involved in her study experienced a variety of emotions while following their professional development as teachers, and their responses to the action research directly contributed to the new learning process. Recently, Sarıçoban and Kırmızı (2020) researched the relation between pre-service English teachers and their approach to teaching and concluded that the most emotional experience among pre-service English teachers was fear and the most important approach was the knowledge transmission approach. The findings also show that sadness was closely related to knowledge transmission approaches. The current study attempted to scrutinize the most dominant emotions which include enjoyment, anger, anxiety experienced by EFL primary, middle, and high school teachers in the Indonesian context. To obtain the data, researchers employed the Teacher Emotion Scale (TES) developed by (Frenzel et al., 2016) and adapted it into the context of EFL teachers in Indonesia.

Scrutinizing EFL teachers' emotions was beneficial for some reasons. On teachers' emotion research, a previous study (Balanescu, 2019) investigated teachers' emotion employing a qualitative method approach, which indicated commonly applied scientific studies and reports. The current researchers took a slightly different approach because there was a need for validity, reliability, and reasoned quantitative instruments to investigate teacher emotions. Further, research on the teachers' emotion particularly English teachers in the Indonesian context require significant contributions and extensively findings. In essence, research concerning teacher emotions is a fresh and emerging field of research. In the context of the Indonesian education context, research on teacher emotions, particularly among

primary and secondary English teachers in Indonesia, is still limited and has not been explored in depth. Therefore, it is necessary to conduct research on teacher emotions among English teachers and adapt existing research instruments on teacher emotions contextualized to English teachers in Indonesia. To fill in the gap in the literature, the current researchers conducted a small-scale study aiming to examine the emotions of primary, middle, high school EFL teachers in the Indonesian context. Specifically, the current researchers addressed the following research question:

What are the most dominant emotions experienced by EFL teachers during the 2020/2021 academic school year in the Indonesian context?

Research Methodology

The study aimed to investigate EFL teachers' emotions during the academic year of 2020/2021 in the Indonesian context. In other words, this study aimed to reveal the level, dimensions, and general types of emotions experienced by the primary, middle, and high school EFL teachers in Bandung. Nonprobability sampling was used by researchers to select the participants of this study. The whole population of EFL teachers in Bandung is around 500 teachers. However, considering the time limitation and accessibility to collect the data, the researcher only selected seventy-two EFL teachers during the academic year of 2020/2021. The participants came from different levels of the school starting from the primary, middle, and high school and all of them have been experienced teaching English for more than 3 years.

In collecting data, an open-ended questionnaire was used as the main research instrument. The researchers employed Teacher Emotion Scale (TES) questionnaire which was composed by Frenzel et al., (2016). This questionnaire was a valid instrument for measuring teachers' emotions. It had proven to be a very reliable and valid instrument to investigate teachers' emotions because the previous researchers already examined TES in their country (Alpaslan & Ulubey, 2017). The TES questionnaire consisted of 12 close-ended questionnaire items. Likert Scale items were used by the participants to answer a closed-ended questionnaire consist of "1-strongly disagree", "2-disagree", "4-agree", "and "5-strongly agree". The researchers also added demographic items to be answered by participants in the Teacher Emotion Scale questionnaire.

In the data collection procedure, first, the researchers asked permission from the chairman of the English Teacher Association (henceforth called MGMP) in Bandung to distribute the questionnaire and collect the data. The researchers shared

the link of the questionnaire through WhatsApp messages. The participants responded to the questionnaire through Google Form on their mobile phones or computer. In the questionnaire, the researchers gave an overview of the purpose of the study and the ethic of the research.

The data collected from the questionnaire was conducted into two phases and consisted of two studies including two different kinds of questionnaires. The first questionnaire was about the general variants and the second was about the specific variants of the TES questionnaire. In the first phase, the participants were asked to answer the general scales of TES began with a general description ("This questionnaire aims to scrutinize the dimensions of emotions which include enjoyment, anger, anxiety experienced by EFL teachers in the Indonesian context. To obtain the data, researchers used the Teacher Emotion Scale (TES) developed by (Frenzel et al., 2016). In this survey, the researcher is interested in learning more about your thoughts, feelings, and attitudes related to teacher emotion in the virtual or physical classroom. When answering these questions, please consider your current experience in teaching during this semester. Your answers will be used in aggregate and the researcher will not be evaluating individual responses. This survey is written in English.")

In contrast, in the second study which consisted of specific variants of TES, the participants were introduced with statement: ("When answering the items below, please think of the particular students in your class this year . If you teach more than one class, please think of your typical Tuesday morning. Envision yourself teaching in the zoom or google meet in your first class on Tuesday morning and think of the students in this particular class when answering the following items. The items in the Teacher Emotion Scale are in the form of a 4-Likert type and the participants ask to report the responses to items as strongly disagree (1), disagree (2), agree (3) and strongly agree (4).") There were several steps to analyze the data. The quantitative data from the online surveys were analyzed using Microsoft Excel and IBM SPSS 25 software package. Then researchers conducted descriptive analysis and frequencies. Also, the data were categorized into several themes including the dimensions of emotions related to anger, enjoyment, and anxiety were analyzed. After that, the score of each item in the questionnaire was calculated individually and on average. The maximum score on the Likert scale was 4 and the minimum score was 1.

The converted scores of the frequency were presented in Table 1 below.

Table 1: The Converted Score of the Frequency

Frequency	The converted Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

The score ranged from 1 to 4. Here is the formula, as follows:

$$Score = \frac{\sum[(F.1) + (F.2) + (F.3) + (F.4)]}{\sum N}$$

Notes:

F   : The number of teachers based on the degree of frequency

$\sum N$: The number of total participants

The questionnaire items were classified into two and three categories of the TES items. The first analysis was differentiating the items into two categories namely positive emotion (Items 1, 2, 3, and 4) and negative emotion (Items 5, 6, 7, 8, 9, 10, 11, and 12). The second analysis categorized the emotion into three different types namely joy (items 1, 2, 3, and 4), anger (items 5, 6, 7, and 8) and anxiety (Items 9, 10, 11, and 12). The researchers also asked demographic items of participants in the TES questionnaire.

Findings and Discussion

Findings

Some worth findings were found and discussed in this part based on the distributed questionnaire. Firstly, the researchers reported the demographic information of the participants. The information started with gender, experience in teaching English, education level of teaching, institution, their experienced joining training/seminars about Regulation of Emotion as a teacher, and their willingness to participate in the next survey on phase II. The information on the study group was provided in Table 2 below.

Table 2: Demographic information of the participants in this study

Demographic information		f	%
Gender	Male	20	27.78
	Female	52	72.22
Years of English teaching experience	Less than 1 year	14	19.44
	1-3 years	18	25.00
	3-5 years	11	15.28
	More than 5 years	29	40.28
Education level of teaching	Primary School	20	27.78
	Middle School	25	34.72
	High School	27	37.50
Institution	State	25	34.72
	Private	47	65.28
Participation in training or seminars about Teachers' emotion or regulation of emotion in teaching	Yes	17	23.61
	No	55	76.39
Willingness to participate in the next survey on phase II	Yes	68	94.44
	No	4	5.56
Total		72	100.00

As we can see in table 2, the majority of the participants are 52 female EFL teachers and the rest are 20 male EFL teachers. The second piece of information is about the English teaching experience in school. The researchers asked how long they have been teaching English in primary, middle, or high school. The table shows that 40.28 % of the participants have been teaching English for more than 5 years. Then, followed by 25 % of the participants have been teaching English for between 1-3

years. Next, 19.44 % of the participants have been teaching for less than 1 year. It means that 14 participants are considered pre-service EFL teachers. Then, 15,28 % of the participants have been teaching English for about 3-5 years. The high number of senior teachers will affect the minimum number of the negative emotion scale.

Moreover, as we can conclude from Table 2 that the number of the teaching education level of the participants is evenly distributed from primary, middle, and high school. However, the highest number education level of teaching is high school EFL teachers which valued 37.50%. Next, the majority of the participants are from private schools and followed by EFL teachers from a state school.

Furthermore, the researchers asked if they have already known about teachers' emotions or regulation of emotion. The majority of them (76.39) said that they have not experienced training or seminars about teachers' emotions or regulation of emotion. It indicates that it implicates the high opportunity for researchers or lecturers to share about teacher's emotions and management of emotion for EFL teachers in Indonesia, particularly in Bandung. Then, to conduct phase II in the next study the researchers asked them if they are willing to join to fill out the next survey or not. The result shows that 94.44% of participants are willing to participate in the second questionnaire of this study. It indicates that the majority of the participants are curious and aware of the researchers' issue on teacher emotion.

Positive and Negative Emotions

In this study, the researchers analyzed the questionnaire namely TES (Teacher Emotion Scale) developed by Frenzel et al. (2016). This questionnaire was used to determine the dimension of emotions experienced by EFL teachers. The result of the study is presented as follows:

Table 3: Positive and Negative Emotions

TES on Phase 1: General Scales					
	N	Minimum	Maximum	Mean	Std. Deviation
Positive Emotions	72	1.00	4.00	3.50	0.56
Negative Emotions	72	1.00	4.00	2.07	0.86

TES on Phase 2: Specific Scales refer to a particular group of students					
	N	Minimum	Maximum	Mean	Std. Deviation
Positive Emotion	68	1.00	4.00	3.41	0.59
Negative Emotion	68	1.00	4.00	2.05	0.81

*TES refers to Teacher Emotion Scale
**N refers to the number of participants

In this research, there were two kinds of questionnaires used to collect the data. 72 EFL teachers joined the General TES and 68 EFL teachers participated in the Specific TES. Table 3 illustrates some interesting facts about the dimensions of emotion from two different questionnaires. It allows comparisons between the number of negative and positive emotions in each result. Negative emotions consisted of 8 questions in the survey and covered two dimensions of emotions which are anger and anxiety items. However, positive emotions only covered a single dimension of emotions which is enjoyment questionnaire items (4 questions).

As shown in Table 3 Positive emotion values the highest dimension of emotion experienced by participants both in general scales survey and specific scales survey which valued 3.50 and 3.41. The result still has consistency in both studies. Based on the findings of the study, positive emotions become prevalent. Therefore, the researchers conclude that most EFL teachers experience a high degree of positive emotion during the academic year of 2020/2021.

These results supported the findings that positive emotions will create innovative learning and a good atmosphere in teaching (Mevarech & Maskit, 2015; Nalipay et al., 2019; Tsang & Jiang, 2018). Not only that, stable emotional management including

positive emotion will be beneficial for the teacher's professional development ((Lee & Yin, 2011; Liu, 2016; Saunders, 2013). In my context of the study, the majority of the EFL teachers have been teaching for more than 5 years. It indicates that they already have stable emotional management and they will be able to manage positive emotions professionally. These arguments are supported by the results from the survey that the majority of the EFL teachers experience positive emotions and have a low score in negative emotion in both studies (Phase 1 and Phase 2).

Three Dimensions of Emotion

Table 4: Overall Descriptive statistics of TES

	Minimum	Maximum	N	**General TES**		N	**Specific TES**	
				Mean	Std. Deviation		Mean	Std. Deviation
Enjoyment	1.00	4.00	72	3.50	0.56	68	3.41	0.59
Anger	1.00	4.00	72	1.96	0.85	68	2.00	0.79
Anxiety	1.00	4.00	72	2.18	0.88	68	2.10	0.82
Valid N (listwise)			72			68		

After analyzing the positive and negative emotions, the researchers describe the overall results of TES from both studies General and Specific TES. As shown in Table 4, from both studies, all of these scores have the same consistency. The data in Table 4 shows that all research participants in General TES and Specific TES can be categorized as a high level of enjoyment in teaching. From the overall result, the standard deviation is lower than the mean value. It indicates that the result is representative enough and the result will have high consistency among the whole population. From three dimensions of emotions, enjoyment has the highest mean score (3.50 in General TES and 3.41 in Specific TES). The second dimension of emotions most frequently reported by EFL teachers is anxiety which is valued (2.18 and 2.10).

The third position is the anger dimension of emotions achieved the lowest score of 1.96 and 2.00.

Discussions

In the following parts, the researchers discuss three dimensions of emotions including; enjoyment, anger, and anxiety according to the result in the second questionnaire of specific Teacher Emotion Scale. In the second study, the questionnaire items contain specific questions and the participants should think about particular students in their English class during this academic year. The research results of the second phase of the study can be seen as follows:

What are the implications of the data obtained from the enjoyment dimension?

The result of the questionnaire implied that enjoyment is the most marked by EFL teachers in Bandung. As we can see in table 5 that enjoyment has the highest score of 3.41 and the standard deviation is 0.59. Enjoyment in other words happiness is one of the positive emotions that teachers experience in the class. Happiness indicates well-being and pleasure that results from the activities that the teacher hopes can be called anticipatory joy. In other words, a teacher will engage enjoyable activities with students that result in happiness among teachers and students (Frenzel, 2014)

Enjoyment consists of 4 items questionnaire which has the highest average score among other dimensions of emotions. The highest score in enjoyment items is item number Joy_s2 which is valued at 3.44 out of 4. Item Joy_s2 indicates that the EFL teachers experienced much fun teaching with some particular students that they were happy to have prepared the lesson. EFL teachers enjoyed teaching the students and it created a positive atmosphere in class. It means that teaching preparation is

beneficial before they deliver a lesson in class. Likewise, well preparation before teaching will minimize the feelings of anxiety that occur in class (Chen, 2019b; Nalipay et al., 2019). The lowest score is displayed in item number Joy_s1 valued (3.35) and the standard deviation is (0.56). Even though item number Joy_s1 is categorized as the lowest score in this study but the score. Item Joy_s1 contains the teachers' enjoyment teaching to a particular student. Although the item number Joy_s1 is classified as the lowest score in this study, the score is still much higher than some of the questions contained in other dimensions of emotion.

What are the results obtained from the category of anxiety dimension?

Anxiety refers to one of the negative dimensions in teachers' emotions according to Frenzel (2014). Teachers' anxiety often occurs due to less preparation of teaching and often experienced by pre-service and novice teachers (Chen, 2019a; Nalipay et al., 2019). As shown in Table 6 Descriptive Statistics of Anxiety indicates that anxiety placed in the second position according to the TES results with the mean value of 2.10. It means that participants experience anxiety at 2.10 out of 4. In other words, 52 % of the participants experienced anxiety during the teaching process. Furthermore, anxiety usually occurs when teachers are faced with uncertainty and threats, and when they perceive their potential to overcome these problems as very far from expectations. Therefore, it is necessary to take appropriate action and avoid the excessive anxiety of teachers to solve the incidents that arise in the classroom.

Anxiety contains 4 items in the TES questionnaire. These involve the highest score in item number Anx_s2 which is valued at 2.36 out of 4. The standard deviation of item number Anx_s2 is 0.81. Items Anx_s2 stated that EFL teachers often worried that their teaching isn't going so well with particular students in class. This result is supported by a previous study that stated that teachers are often dissatisfied with their teaching

performance and always thinking about challenging problems that will occur in class (Toraby & Modarresi, 2018). The lowest score displays in table 6 are item number Anx_s4 which values 1.97 out of 4 and the standard deviation is 0.79. Item number Anx_s4 related to the uneasy feeling when EFL teachers think about teaching some particular students. It implies that 49% of the participants experienced an uneasy feeling when think about teaching some particular students. Moreover, item number Anx_s1 stated that teachers felt tense and nervous while teaching particular students. Item Anx_s1 valued 2.03 out of 4. It means that 50% of the EFL teachers felt and nervous while teaching particular students. From the demographic info, 38 of the participants can be classified as novice EFL teachers because their length of teaching is less than 3 years. In line with these facts, the previous study inferred that teaching anxiety was most prominent among pre-service teachers and novice teachers because they were nervous in front of students and lacked speaking skills and confidence in front of the class (Lestari, 2020; Sarıçoban & Kırmızı, 2020).

What can be interpreted about the data from the anger dimension?

Anger refers to a comprehensive type of emotion that can be appeared individually or by others (Frenzel et al., 2016; Nalipay et al., 2019). Moreover, anger has often faced by EFL teachers when they are not fully accepted in the classroom. As shown in Table 7, the average score of anger dimension experienced by EFL teachers is 2.00 and the standard deviation of all items is 0.79. From the overall result anger dimension is the lowest frequently experience by EFL teachers. These involve the highest value in anger dimension in item number Ang_s1 which is valued (2.19) and the standard deviation is (0.90). Item number Ang_s1 stated that teachers have reason to be angry while they teach particular students. In line with this finding, a previous study found that teachers experienced feelings of anger when they are not

fully accepted into the classroom (Edwards, 2016). Moreover, in EFL classrooms students often express unwillingness to learn a foreign language because of the difficulties to learn a foreign language and other factors related to the behavior of students.

Item number Ang_s2 which valued 2.03 stated that teachers often felt annoyed while teaching particular students. The lowest score of anger dimension occurs in item number Ang_s4 which has a score of 1.79 out of 4 and the standard deviation is 0.76. Item number Ang_s4 contains the statement of teaching particular students often frustrates them. Likewise, teachers can be angry with themselves and others, for example, if they are not well prepared in designing the lessons, unsuccessful in implementing the lesson plans and students are not willing to join the class activity with low motivation in learning foreign language classroom (Ghanizadeh & Royaei, 2015; Lestari, 2020; Li, 2020; Liu, 2016).

Conclusion and Suggestions

Teachers' emotion has become an essential affective aspect to engage in the relation to the development of teacher's professionals in the educational environment. This study enriches the educational conversations among researchers who are interested in discussing the current issues in education. Several statements can be concluded after researching teacher's emotions. The most dominant dimension of emotions that EFL teachers in Bandung experience when teaching students is the enjoyment dimension. The TES questionnaire shows that enjoyment gain the mean of 3.41. This result indicates a positive consistency among two studies in the general scale and specific scale that the finding this study is supported by previous research on teachers' emotions that reported enjoyment dimension as frequently preferred by teachers (Shariatmadari et al., 2019). This study also found positive

emotions scoring the highest by EFL teachers. The lowest score of the dimensions of emotions experienced by EFL teachers is anger. Most of the teachers responded to anger with a score of 2 out of 4. It means that 50% of EFL teachers experience angary feeling during the teaching and learning process. The standard deviation among each questionnaire item valued lower than the mean score, and it was consistent among questionnaire items. It indicates that the result of the study has represented the whole population of the study.

The findings of this study offer some suggestions for the next researchers interested in conducting a similar study. They may investigate further investigations about the correlation and relationships of teachers' emotion and its professional development. They may also examine the validity and reliability of the current research instruments related to teachers' emotion and emotion regulation. Further, next research can measure whether the length of teaching affects the regulation of emotions among pre-service and in-service teachers.

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