



Teacher Emotions, Energy, and Time Perspective in Teacher Success: A Mixed-Methods Study

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Abstract The current study, following a mixed-methods design, aims to determine the possible predictors of teacher success in teacher emotions, teacher energy, and teacher time perspective. The study also explores the role that teacher emotions, teacher energy, and teacher time perspective perform in teacher success. In so doing, a number of 234 secondary school teachers participated in the study based on criterion sampling, and a pool of seven teachers participated in the qualitative phase of the study based on the data saturation method. The results obtained from the Pearson correlation coefficient confirmed a significant relationship between teacher emotions, teacher energy, teacher time perspective, and teacher success. Moreover, the results of Multiple Regression revealed that the possible predictors of teacher success were teacher emotions and teacher time perspective. Following inter-rater and inter-coder reliability, the commonalities elicited from teachers' responses to the interviews yielded six codes. Finally, the study offers some practical implications for teachers.

Keywords: *Emotions, Energy, Time-related management, Teacher education, Teacher success*

1. Introduction

Teachers, the most powerful force in education, possess a range of psychological qualities that influence their effectiveness in the classroom. According to VanPatten and Williams (2007), openness to ideas from different disciplines leads to new ways of thinking about language teaching. This is because it brings new relevance to teaching challenges and unique models of practice. Meanwhile, current research aims to focus on psychological variables. Teachers ensure that classrooms and schools are efficient for students (Wong et al., 2014).

The concept of teacher energy, introduced by Pishghadam et al. (2022), relates to the amount of energy, sensory and emotional involvement, and time that teachers spend in the classroom, teaching, and overall student performance, and indicates concern for students. Likewise, in this age of speed and connectivity, time is essential to many aspects of our lives. Teacher success depends on their ability to connect with their students and maintain their attention throughout the lesson (Pishghadam et al., 2022). Furthermore,

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teachers may believe that they are enthusiastic to teach, but students may disagree, or the classroom environment or subject may be boring. In this case, there is a disagreement between the teacher and the student about their feelings. If not discovered in time, anti-emotion can lead to irreparable harm and ignorance.

Bergadaa (1990) argues that time is a social construction inherently relative at both the group and individual levels. Levine (1997) argues that time is a social construct since the norms and idea of time in a given culture might reflect that society's fundamental value system. However, time is a psychological factor, and individuals have varying responses to it (Francis-Smythe & Robertson, 1999). As a result, the psychological foundations are made up of time-related changes in various components. Since then, other theories have been proposed to explain the passage of time (Naji Meidani et al., 2019). There are many different ways to see time, but some of the most common include timeliness, attitude, style, intellect, and viewpoint.

The existing literature shows that positive emotions are more prevalent than negative ones (Chang, 2009). Actually, the mood of the classroom affects teachers' dispositions. Specifically, Keller et al. (2014) found that although good emotions mitigate burnout, negative emotions exacerbate it. In the same vein, Carson's (2006) research showed a similar pattern. Frenzel (2014) proposes a mutual model of emotional cause and effect, in which motivations and emotions mutually affect one another. Consequently, classroom dynamics may vary depending on the motivations of individual teachers. However, these connections are obscure since they were not investigated in prior research. The nature of potential connections may be better understood by delving into their underlying dynamics.

Recent studies show that teachers quit when they become mentally exhausted and dissatisfied with their work (Adabi & Ghafournia, 2020). In this regard, educational effectiveness is a multifaceted concept with many facets. Effective teachers are able to meet the course objectives, provide the learning environment, have knowledge and enthusiasm about the subject, apply appropriate strategies, and map macro-strategic framework in light of brain-based language learning (Carson, 2006; Khosravany Fard & Amirian, 2023; Modarresi et al., 2020). According to Nguni et al. (2006), happy teachers show more passion and interest in devoting more work and time to helping their students achieve their academic goals. Professionals in English teaching and learning have ignored the fact that a teacher's energy level can have a significant impact on how a teacher views time and teaches emotions such as joy and anger. There are few studies dealing with this topic (Kokkinos, 2007; Peeters & Rutte, 2005; Skaalvik & Skaalvik, 2009). Indeed, teacher emotions influence not only classroom performance and satisfaction but also their interaction and performance with students (Keller et al., 2014). Teachers in the L2 context may have overlooked the connection of their emotions, time perspective, and energy with their success in the classroom. For this reason, the present study mainly aimed at examining the association of teacher emotions, teacher energy, teacher time perspective, and teacher success to fill the gap in the field of teacher education.

2. Theoretical Framework

2.1. Teacher Emotions

Researchers employ hypothetical viewpoints on emotions from various disciplines and traditions, such as physiological, philosophical, historical, sociological, feminist, authoritative, anthropological, and spiritual (Oatley, 2000). Interestingly, when Fried et al. (2015) looked at the literature on teachers' emotions, they discovered a connection between teachers' emotions and other distinguishing features. Hosotani and Imai-Matsumura (2011) say that these research findings show how significant teacher mood may be in the classroom. More specifically, Meyer and Turner (2006), Farsad and Modarresi (2023), and Khorsand and Modarresi (2023) all found that teachers' and students' emotional states are highly correlated. Researchers have identified a favorable correlation between teacher and student well-being in the classroom (Frenzel et al., 2013), supporting the notion that the student-teacher relationship is vital (Hargreaves, 1998).

Newberry (2010) argues that in order for teachers to develop meaningful connections with their pupils, they need training and assistance. Students are more likely to flourish and succeed in school when

teachers and classmates maintain a positive mood (Yan et al., 2011). All these accounts center on the concept that emotions have a purpose in people's daily lives. Emotional regulation is integral to process management. For instance, anger may cause others to cower, motivate a person to attack or defend, and create physical distance between combatants (Masuyama, 1994). Some scholars (e.g., Yan et al., 2011; Yariv, 2009) contend that teachers' emotions should be considered alongside those of their students and other school staff members in a school setting. For instance, a sense of emotion might guide a teacher's approach to a particular pupil (Winograd, 2003).

2.2. Teacher Energy

The theoretical framework adopted in the study refers to the levels of teacher energy suggested by Pishghadam et al. (2022), which includes five important parts (see Figure 1). Figure 1 displays the new classification of teachers based on their energy that accounts for their levels of concern and their levels of emotioncy. That is, the amount of energy, sensory, and emotional engagement that the teacher invests in the class shows his/her concern for the students.

Figure 1

Levels of Teacher Energy

Thinking \ Feeling	Antipathy	Apathy	Sympathy	Empathy	Metapathy
	Energy Killer	Energy Drainer	Energizer	Energy Booster	Energy Creator
Misengagement	Misvolver	-----	-----	-----	-----
Disengagement	-----	Avolved	-----	-----	-----
Underengagement	-----	-----	Exvolved	-----	-----
Engagement	-----	-----	-----	Involved	-----
Overengagement	-----	-----	-----	-----	Metavolved

As explained by Pishghadam et al. (2022), some trainers are energy creators with a high level of emotion. This means that we care deeply about our students and make every effort to attend classes with as much enthusiasm as they need while considering their future and their potential for change. The students are warmly cared for by energy boosters. Therefore, they strive to involve students in various ways, engage them in the classroom, and value student empathy. Energizers don't care about their students; they only sympathize with them. Energy drainers don't care about their students or their own health. As a result, not only do they not produce good energy, but they drain students' energy with their teaching methods and attitudes. With their actions, this group of teachers kills the enthusiasm of the children and undermines their motivation. They feel compelled to teach and take little pleasure in teaching.

2.3. Teacher Time Perspective

Several studies have looked at the correlation between certain periods and specific mental health issues. Studies have linked pessimistic outlooks on the past to mental health issues such as depression, anxiety, discontent, poor self-esteem, and relationship issues (Stolarski et al., 2011; Zimbardo & Boyd, 1999). Contrarily, research by Zhang and Howell (2011) shows that a focus on one's strengths and achievements is connected with elevated levels of self-assurance, vitality, satisfaction, and pleasure in the present. People with future vision are more likely to achieve future goals and show predictive behavior and confidence in things; "activity is guided by the search for future goals and rewards" (Zimbardo & Boyd, 2015, p. 26). Actually, teachers with future vision are more positive and perform better academically (Zimbardo & Boyd, 2015).

Boyd and Zimbardo (2005) argue that a healthy temporal perspective strikes a nice balance between the past, the present, and the future. Moreover, Drake et al. (2008) found that those who see time more holistically report higher levels of happiness and self-awareness. Multiple studies have shown a correlation between having a healthy perspective on time and being emotionally and mentally well (e.g., Stolarski et al., 2011; Zhang et al., 2013). Clemens and Darlyrmple (2005) brought up the notion of temporal intelligence for the first time to highlight the importance of time-related aspects in leadership.

Later, Doyle and Francis-Smythe (2008) perceived temporal intelligence as consisting of both time personality (self-referenced) and follower-referenced temporal practices.

2.4. Teacher Pedagogical Success

In traditional teacher-preparation models, teaching practice is usually viewed as an occasion to employ previously learned theory (Carlson, 1999), and lectures appear to be taken as an appropriate form of teaching about teaching. However, this theory-to-practice approach to teacher education is progressively being questioned because of its many limitations and shortcomings. Bowen and Marks (1994) mentioned that pedagogically successful teachers are those who conduct research on their own teaching practice, and they become better informed about the strengths and weaknesses of their teaching performance. Among the many facets of education that the reform movement of the past several decades has impacted is the definition of what makes a good teacher (Ellett & Teddlie, 2003; Pishghadam et al., 2015).

Despite some research on what makes a good teacher (e.g., Alexander, 2001; Swank et al., 1989), an agreed-upon definition of what constitutes a successful teacher still needs to be constructed. For example, Weiner (2000) has explored educational achievement as a complex entity with many possible interpretations. Hence, several definitions are appropriate, according to Pishghadam et al. (2016), since different learners have their own experiences and responses to pedagogical instructions. Taking into mind the philosophy of applied ELT (Pishghadam, 2011), teachers are now responsible for incorporating real-world situations into their lessons to help their students grow as whole-person learners.

The present study focuses on three major variables: teacher energy, teacher time perspective, and teacher emotions, which have been underrated in the field of SLA, and it tackles the success of the teachers. In this regard, the study mainly aims at 1) examining the relationship between teacher emotions, teacher energy, teacher time perspective, and teacher success, 2) identifying the potential predictors of teacher success in terms of teacher emotions, teacher energy, and teacher time perspective, and 3) exploring teachers' perspectives of the role that teacher emotions, teacher energy, and teacher time perspective can perform in their success.

3. Methodology

The current study used a sequential mixed-methods research design (Johnson & Christensen, 2012) with a qualitative phase (a semi-structured interview "that can greatly enhance the study's internal validity" (Dörnyei, 2007, p. 173) to improve previous research. The obvious advantage of using a mixed-method approach is that by adopting both quantitative and qualitative research methods, the researcher could benefit from the strength of both (Riazi, 2017). Indeed, the researchers used a mixed-methods design to obtain more in-depth information on the role that teacher emotions, teacher energy, and teacher time perspective can play in their success by means of semi-structured interviews.

3.1. Participants

The survey included 234 secondary school teachers of English (females: $n = 139$, 60%; males: $n = 95$, 40%; Mean(age) = 39.54, $SD = 1.46$) from Bojnord and Quchan cities, located in Khorasan Province, Iran. The participants were selected from different groups based on the schools they were teaching. The sampling procedure was not random but a criteria-based selection procedure. In this strategy, the researchers establish the criteria necessary to achieve their research goals and seek individuals who meet these requirements (Le Compete & Preissle, 1993). In addition, robust research is context-dependent, and researchers should select participants who contribute significantly to finding specific, well-organized answers to questions (Kairuz et al., 2007). Criteria established at this stage included: a) being an EFL secondary school teacher, b) having at least a BA degree in English language, and c) having at least three years of teaching experience. Additionally, seven of the teachers (females: $n = 4$, 58%; males: $n = 3$, 42%; Mean(age) = 31.57, $SD = 6.26$) were selected to participate in the qualitative phase of the study based on the data saturation method.

3.2. Instruments

3.2.1. Emotions Questionnaire for Teachers (EQT)

The Emotions Questionnaire for Teachers (EQT), including 24 items, developed and validated by Frenzel et al. (2013), was utilized to measure enjoyment (e.g., I generally enjoy teaching), anxiety (e.g., I generally feel tense and nervous while teaching), and anger (e.g., I often feel annoyed while teaching). Moreover, Khajavy et al. (2016) developed items for pride (e.g., I am proud of my teaching), shame (e.g., I am generally ashamed of my teaching), and boredom (e.g., teaching sounds boring to me). Each emotion was measured by four items on a six-point Likert-type scale ranging from 1 (strongly disagree) to 6 (strongly agree). The questionnaire enjoyed a high estimate of internal consistency ($\alpha=.85$).

3.2.2. Teacher Energy Scale

The Teacher Energy Scale developed and validated by Pishghadam et al. (2022) was used to measure teacher energy. The validated questionnaire included 30 items using structural equation modeling; however, to promote the goodness of fit, a second CFA model was constructed to improve the fit of the model; 18 questions were removed, and the scale was reduced to 12-item in Likert scale, measuring a teacher's energy level by taking into account their degrees of worry and emotioncy. The overall reliability of the Teacher Energy Scale, along with its factors, was over .80, which is considered acceptable.

3.2.3. Zimbardo's Time Perspective Inventory (ZTPI)

To measure teacher time perspective, the Zimbardo's Time Perspective Inventory (ZTPI) was employed as the most frequently used instrument in temporal perspective studies. There are 56 items divided into 5 subscales: negative past (10 things), positive past (9 things), hedonistic present (15 things), fatal present (9 things), and future (13 things) (Zimbardo & Boyd, 1999). On a five-point Likert scale, the respondents were asked to indicate how representative each statement is, from very uncharacteristic (1) to very characteristic (5). The Cronbach alpha reliability factor for the instrument was 0.71.

3.2.4. Characteristics of Successful Iranian EFL Teachers

To measure teacher success, the questionnaire on the characteristics of successful Iranian EFL teachers developed by Pishghadam and Moafian (2009) was utilized. The questionnaire has 48 items on a 5-point scale. The overall reliability of the questionnaire was very high (Cronbach's alpha = .94).

3.2.5. Semi-Structured Interview Protocol

The final tool used in this study was a semi-structured interview protocol regarding the role of teacher energy, teacher time perspective, and teacher emotions in their success (Appendix A), based on a topic-based process to categorize student responses (Dörnyei, 2007). As such, qualitative data obtained from open-ended interviews was analyzed using common qualitative analysis techniques and specific interview analysis approaches. First, the results of the responses were transcribed and then structured and categorized according to topic-based taxonomy methods. Transcription was used to structure complex data. Transcripts were classified by removing repetitions and inconsistencies, and the researchers became confident that they had all the information to answer the research question.

3.3. Procedure

3.3.1. Data Collection

Data was gathered from 234 secondary school teachers who responded to the questionnaires over six sessions from December 2021 to February 2022 by prior arrangement between the researchers and the participants. In the first session, the researchers administered the teacher emotions questionnaire to the teachers and explained the way they had to answer it. In the second session, the researchers collected data in terms of teacher time perspective. Various parts of the questionnaire were explained, giving them an idea of the purpose of the study and its basic characteristics. In the third session of the study, teacher energy data were collected from the same participants. In the fourth session, the researchers

gathered the data for teacher success, administering the relevant questionnaire to the participants. Finally, during the fifth and sixth sessions, to collect participants' responses to interviews regarding the role that teacher emotions, teacher energy, and teacher time perspective can play in their success, the researchers asked questions in English, and they were asked to reply to the questions. Finally, the data were entered into the SPSS software version 22 for further analysis.

3.3.2. Data Analysis

To address the first objective of the study, the Pearson correlation coefficient was used to examine the association between teacher emotions, teacher energy, teacher time perspective, and teacher success. To address the second objective of the study regarding the potential predictors of teacher success in terms of teacher emotions, teacher energy, and teacher time perspective, the researchers ran Multiple Regression Analysis. After that, the researchers used the "theme-based classification" (Dörnyei, 2007, p. 245) to classify the responses to the free-form questions to ensure high levels of consensus and consistency in coding the transcripts. Finally, following the inter-coder reliability and inter-coder agreement, the researchers came up with the common factors that emerged from the interviews. It is important to note that for inter-coder agreement, both coders must be able to come to a consensus through conversation (Garrison et al., 2006). For inter-coder dependability, both coders must select the same code for the same unit of text (Krippendorff, 2004). Actually, having coded the data, the first researcher provided the second person with the data to code. The second researcher then coded the replies by eliciting the similarities and came to almost the same conclusions as the first. Both of them reached approximately the same result. To begin, the researchers followed the recommendations made by Campbell et al. (2013) and calculated inter-rater reliability by dividing the number of coding agreements by the total number of deals and disagreements.

4. Results

4.1. Teacher Emotions, Teacher Energy, Teacher Time Perspective, and Teacher Success

The first objective of the study dealt with the significant relationship between teacher emotions, teacher energy, teacher time perspective, and teacher success. To this end, the researchers made use of descriptive statistics and the Pearson Correlation Coefficient because the scores obtained from teacher emotions, teacher energy, teacher time perspective, and teacher success were interval. There were 24 statements on a 6-point scale to measure teachers' emotions, with a minimum possible score of 24 and a maximum possible score of 144. The questionnaire measuring teachers' levels of energy had 12 questions, each with a 5-point range from 0 to 60. There were 56 items on a 5-point scale in the teacher time perspective questionnaire, with a minimum possible score of 56 and a maximum possible score of 280. Last but not least, the 48-item teacher success questionnaire was used on a 5-point scale, with a minimum possible score of 48 and a maximum possible score of 240.

Table 1

Descriptive Statistics for the Variables

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Teacher energy	234	34.11	6.86	-.26	.15	-.85	.31
Teacher time perspective	234	191.83	30.75	.31	.15	-.93	.31
Teacher emotions	234	91.93	13.35	-.12	.15	-1.13	.31
Teacher success	234	166.53	24.65	-.82	.15	-.88	.31
Valid N (listwise)	234						

As shown in Table 1, the researchers initially performed the preliminary analysis to ensure no violation of the assumptions of normality (i.e., skewness and kurtosis, which were between +2 and -2 for the variable). Descriptive analyses revealed the mean and standard deviation for the four variables related to teacher emotions, teacher energy, teacher time perspective, and teacher success, respectively: M = 91.93; SD = 13.35; M = 34.11; SD = 6.86; M = 191.83; SD = 30.75; and M = 166.53, SD = 24.65.

Table 2*Correlations between Teacher Energy, Time Perspective, Emotions and Success*

		Teacher success
Teacher emotions	Pearson Correlation	.39**
	Sig. (2-tailed)	.00
	N	234
Teacher energy	Pearson Correlation	.29**
	Sig. (2-tailed)	.00
	N	234
Teacher time perspective	Pearson Correlation	.40**
	Sig. (2-tailed)	.00
	N	234

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows a correlation between teacher emotions, teacher energy, teacher time perspective, and teacher success, as determined by the Pearson Correlation Coefficient after a preliminary analysis was run to ensure no violation of the assumptions of normality. There was a medium, positive correlation between teacher emotions and teacher success [$r = .39, p < .05$], with higher scores on teachers' emotions being associated with higher scores on teacher success. There was a small, positive correlation between teacher energy and teacher success [$r = .29, p < .05$], with higher scores on teacher energy being associated with higher scores on teacher success. Moreover, there was a medium, positive correlation between teacher time perspective and teacher success [$r = .40, p < .05$], with higher scores on teacher time perspective being associated with higher scores on teacher success, based on the guideline proposed by Cohen (1992). Additionally, there was a medium positive correlation between teachers' emotions and teacher energy [$r = .44, p < .05$], a medium positive correlation between teachers' emotions and time perspective [$r = .30, p < .05$], and a medium, positive correlation between teacher energy and teacher time perspective [$r = .35, p < .05$].

4.2. Predictors of Teacher Success in Teacher Energy, Time Perspective, and Emotions

To achieve the second objective of the study concerning the possible predictors of teacher success in the three predictive variables of the study, including teacher emotions, teacher energy, and teacher time perspective, the researchers performed Multiple Regression analysis. Initially, they ensured that the independent variables did not have a connection that was too close (a condition known as multicollinearity). As you can see from Table 2, there is some connection between the dependent and model variables. There was no breach of the multicollinearity condition since the tolerance value for each independent variable was more than 10. The VIF numbers also backed this conclusion since they were far lower than the threshold of 10. Thus, there was no infraction. The Mahalanobis distance was also inspected to see if there were any outliers. Since there were three independent variables in this research, the critical value could not be higher than 16.27, according to the recommendations of Tabachnick and Fidell (2001). The results showed no violation. Model Summary output also indicated that the value was .251. Multiplying by 100 and moving the decimal point to the right yields a value of 25.1%, which indicates that the model (which included scores on teacher emotions, teacher energy, and teacher time perspective) explained 25.1% of the variation in teacher success ratings. The significance of data, which tested the null hypothesis that multiple R in the population equaled zero (0), was next evaluated using an ANOVA test ($F = 25.73, Sig = .00$), which in practice implies $p < .05$, indicates that the model is statistically significant since the p-value was less than 0.05. That is, the model including teacher emotions, energy, and time perspective could predict the dependent variable, which is teacher success.

Table 3
The Possible Predictors of Teacher Success

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	65.55	11.62		5.69	.00
	Teacher emotions	.51	.11	.27	4.29	.00
	Teacher energy	.22	.23	.06	.93	.35
	Teacher time perspective	.24	.05	.30	4.85	.00

As indicated in Table 3, the researchers checked the Beta column under Standardized Coefficients in the output box titled Coefficients to determine which of the included factors contributed to the prediction of the dependent variable. They used the beta values to evaluate the relative importance of each independent variable. The most significant beta coefficient in the Beta column was 0.30, which was for the teacher time perspective. This variable contributed the most to explaining teacher success after controlling for the effects of all other factors in the model. Since the p-value for teacher emotions was smaller than 0.05, the Beta value was also significant, suggesting that teacher emotions also contributed significantly to the prediction of teacher success. Since the p-value for teacher energy was more than 0.05, its Beta value was not significant, and hence, it did not significantly contribute to the prediction of teacher success.

4.3. Content Analysis of Responses Emerged from the Interviews

The last objective of the study explored teachers' reactions to the role that teacher emotions, teacher energy, and teacher time perspective can perform in their success. Data was collected through semi-structured interviews with seven participants and then analyzed and classified using a theme-based approach (Dörnyei, 2007). The researchers reviewed the transcribed interviews frequently, marking critical points with notes and highlights. Initially, they asked the participants to introduce themselves. Then, one of the researchers asked the questions regarding the role of teacher energy, teacher time perspective, and teacher emotions in their success.

The interviews showed that most teachers give the students cognitive feedback to help them improve their performance in class; however, providing teachers with opportunities for emotional feedback also boosts their motivation and energy levels, increasing student motivation. Teachers learn better from instructors who are enthusiastic about their work and who display a wide range of positive emotions throughout the class. The interviews yielded insights into how teachers' values and beliefs about their competence, relationships with peers, encouraging feedback from administration, emotional support from the teacher, and prior experiences with time management all play a role in how they approach and handle time-related issues in the classroom. Interviewees in the teaching profession mostly agreed that efficient use of teachers' time is crucial for various classroom activities, including instruction, evaluation of teachers, assistance, classroom arrangement, promotion of students, and planning and organization.

The interview data also revealed that students are more drawn to lecturers who are not furious. Students learn best when they have a sense of academic and personal acceptance of their professors and when teachers have lower emotional anxiety, creating a more welcoming classroom atmosphere (Modarresi, et al., 2016). The commonalities that emerged from the teachers' responses to the interviews also revealed that the attention to the time in the class would enhance their motivation, elevate their levels of engagement, improve problem-solving techniques, and help them become more successful in their teaching performance, what has been accentuated by Modarresi (2021). To them, it depends on the teachers' knowledge, emotions, and creativity to attract the students' attention during class time and offer more opportunities to work on the teaching tasks and activities. They declared that when they take punctuality and emotional factors into consideration, this would increase their energy and improve their teaching practice, which is directly related to the students' academic achievement and success. Teachers

believe that teachers' cognitions and behaviors are related to time, and time-related management contributes to their development in teaching practice.

There were 17 topics where at least one researcher used a code, and in nine instances, both coders used the same principle. Therefore, 9 out of 17 coders is equivalent to 52% dependability ($9/17 = 0.52$). After discussing the differences, however, they attained 66% inter-coder reliability ($6/9 = 0.66$). Thus, a summary of the interview replies' coding reveals six themes: energy booster, enthusiasm, positive emotions, active motivation, punctuality, and enjoyment. Some of the statements made by the teachers are reported in Table 4.

Table 4
Sample Excerpts Emerged from the Interviews

Participants	Excerpts	Codes
Interviewee A	I think that context gives life to teaching so that I try to make my workplace enjoyable.	Enjoyment
Interviewee B	Teachers who offer positive strokes to the students inside and outside the classroom could help students more effectively.	Positive Emotions
Interviewee C	Those who find themselves more involved in doing the tasks are more eager to accomplish the teaching tasks effectively.	Enthusiasm
Interviewee D	I would like to present the materials flawlessly, so I always take them into due consideration while fulfilling a task.	Punctuality
Interviewee E	Motivation is a central factor in language teaching, and teachers who are actively engaged in teaching are more successful.	Active Motivation
Interviewee F	Actually, teachers who are well-dressed, good-temper, and kind are more energetic in the class and make students more active.	Energy Booster
Interviewee H	In my opinion, teaching is a matter of emotions first of all, and teachers who understand their students are more successful.	Positive Emotions

5. Discussion

The results of the study showed that the association between teacher emotions, teacher energy, teacher time perspective, and teacher success was statistically significant. Moreover, the results of the study revealed that the possible predictors of teacher success were teacher time perspective and teacher emotions since these variables made the strongest contributions to explaining teacher success. However, the best predictor of teacher success was the teacher time perspective. Finally, the results that emerged from the content analysis of the students' responses indicated six common codes.

The findings support those of the previous research by Sargent and Hannum (2005), who found that improved time management led to more extraordinary professional achievement and dedication on the part of the teachers. Similarly, the results are consistent with those of Martin and Sass (2010), who defined "classroom management" as the sum of a teacher's efforts to control the classroom environment, student conduct, and student learning. Likewise, the findings of this study are consistent with those of Fried et al. (2015), who concluded that teachers' emotions impact their cognitive processes and their students' perceptions and feelings. Students' responses showed that their teachers' enthusiasm and positive energy inspired them to study; this suggests that there should be a stronger connection between cognitive processes and affective ones in our educational system. Since Goleman (1995) developed the concept of emotional illiteracy, advocating a new vision for education that would unite the rational and emotional sides of learning.

The findings corroborate those of Fraser (1996), who also observed that effective teachers have been characterized variously as intellectually engaged people who draw personal and contextual meanings from their interactions with the students. The findings are in line with those of Karsli and Iskender (2009), who surveyed 400 Turkish teachers and found that those with higher levels of intrinsic motivation and better time management were happier in their jobs than their less-motivated counterparts. Finally, the findings are consistent with previous research that acknowledges multisensory learning, engagement, stroke, and emotion are all related to the success of language learners (Bahari & Dost Mohammadi, 2023; Modarresi & Shams, 2015; Mohammadi & Modarresi, in press; Pishghadam & Khajavy, 2014; Shirzadeh & Jajarmi, 2023). Similarly, Gardner (2000) explains that motivated

people exhibit effort in achieving future goals, persistence in doing the work required to reach those goals, enjoyment in doing the work required to reach those goals, arousal in seeking those goals, and high expectations for their ability to learn independently.

This study provides a deeper understanding of the fact that teachers who are involved in teaching practice should have multiple abilities to be successful in the task of teaching, and the results of the study also showed that producing more attractive teaching practice needs knowledge of psycholinguistics issues. As suggested by Bressler and Bressler (2007), teachers should know that good teaching is related to the choice of management style as an aspect of how to convey the effects produced in them when contemplating the process of accomplishing the teaching agenda. The researchers of the current study conclude that working on valuing and managing time would activate the minds of the students to pay attention to different factors and elements while involved in doing learning tasks. Actually, while cognitive psychology has been explored in teacher education, there are many more areas of synergy in teacher competency that arguably deserve further attention.

The study strengthened the idea that teacher success is one of the needs (Ryan & Deci, 2000), and fulfillment of this need leads to the development of higher-order needs involving psychological factors such as energy, better classroom management, emotional factors, social life, and academic success. Actually, the attention to psychological factors contributes significantly to the pedagogical success of the teachers (Pishghadam et al., 2022). Teachers who attribute their lack of energy to lack of time are not helpful to the whole educational system, and language policy must be cautious about the extent to which teachers are successful at school and in the society.

The results of the present study provide compelling evidence for broadening this emphasis and welcoming a perspective based on teachers' characters: their eagerness to be energy boosters, their ability to manage time, and their stroke and emotional reactions. Indeed, the attention devoted to the psychological factors in their second language classrooms is of great value since students can be actively engaged in learning tasks (Kazemy et al., 2022) provided that the teachers can make them incorporate their behavioral, emotional, cognitive, and social engagement into the tasks (Modarresi, 2021). In this regard, language courses such as conversational skills could offer rich interactions for the teachers to have higher energy and positive emotions to attend classes and act as instructional scaffolding, helping students to attend fully in the class while diagnosing their demotivation factors. Indeed, creating a conciliatory look at the teacher's energy, emotions, and time management could add an additional perspective to the contemporary conception of teacher success.

There is a widespread assumption that teachers need time to reflect on their experiences from their past. Naji Meidani et al. (2019) note that most individuals do not assume a metacognitive attitude regarding their own knowledge of the past, present, and future, despite Zimbardo and Boyd (1999) emphasizing this very point. Therefore, there is a need for education and training in temporal perspective consciousness. Newly employed teachers might benefit from pre-service and ongoing training programs focusing on time management. Teachers should improve their positive strokes and emotions in teaching practice, think of the society and the altruistic factors that improve the society, and act as scaffolding for the youth. Students can see them as supportive in their lessons and their lives. Teachers who are more emotive and energetic in teaching practice feel better about their jobs, and they are most likely satisfied with their practice.

The current study does have some limitations. Since the sample is not a typical representation of English teachers at the secondary school level, caution is warranted in generalizing the results. Although it has been documented that measuring mental factors is a demanding task in second language education (Brown, 2014), this study illustrates that focusing on the emotional factors could uncover the intricacy of intellectual and psychological issues in SLA. Finally, as of the relationship between teacher energy, teacher time perspective, teacher emotions, and teacher success, a fruitful area for further research can examine the extent to which these variables can contribute to the development of language proficiency and engagement (Modarresi, 2021, 2022) or the extent to which such factors are related to apathy and transpathy (Pishghadam, et al. 2023). In the end, the door is open for engaged researchers to carry out further research into the role of teacher energy and teacher emotions in enhancing teacher success in

the Iranian context in order to construct a comprehensive picture of mental abilities in reference to teacher education.

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Appendix A

Semi-Structured Interview Questions

1. Do you think that emotions (positive, neutral, and negative) are determining in achieving teaching success? Why?
2. Do you think that teacher energy (being an energy killer, or energy booster as a teacher) is determining in achieving teaching success? How?
3. Do you think that teacher time perspective (time-related issues) is determining in achieving teaching success? To what extent?
4. Which of these factors are more vital in bringing success to a teacher?