



# Exploring The Link Between Teacher Enthusiasm And Effectiveness Among Secondary School Teachers

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## Abstract:

The quality of education in any society is significantly influenced by teacher effectiveness. This study examines the relationship between teacher effectiveness and enthusiasm among secondary school teachers in Rohtak district, Haryana. Teacher effectiveness encompasses skills like subject knowledge, instructional strategies, and classroom management, while teacher enthusiasm involves passion, energy, and emotional commitment.

A sample of 800 secondary school teachers was selected using multi-stage random sampling. The study found a strong, positive correlation between teacher enthusiasm and effectiveness. Teachers with high enthusiasm were significantly more effective than those with lower enthusiasm. Although gender didn't directly impact effectiveness, enthusiastic female teachers slightly outperformed their male counterparts.

The study suggests that teacher enthusiasm is crucial for effective teaching and should be fostered through professional development and supportive environments. Educational policies and teacher training programs should emphasize both pedagogical skills and affective dimensions of teaching. By nurturing teacher enthusiasm, schools can enhance teacher performance, student engagement, and overall education quality.

**Keywords:** Teacher Effectiveness and Teacher Enthusiasm.

## ➤ Introduction

Education plays a vital role in shaping individuals and societies, with teachers at the forefront. Effective teachers are not just knowledge transmitters, but facilitators, motivators, and guides. Two crucial factors influencing education quality are teacher effectiveness and enthusiasm, which significantly impact student learning and classroom dynamics.

Teacher effectiveness encompasses a range of competencies, including subject knowledge, instructional strategies, and classroom management. Effective teachers inspire students, adapt to diverse learning styles, and create a positive learning environment. Research has shown that teacher effectiveness is a key factor in student achievement. Teacher enthusiasm, characterized by energy, passion, and positive emotional expression, is contagious and fosters student engagement, motivation, and a dynamic classroom environment. Enthusiastic teachers use innovative techniques, maintain student interest, and create a supportive atmosphere. The relationship between teacher effectiveness and enthusiasm has gained attention in recent years. While effectiveness is often evaluated through student performance and teacher evaluations, enthusiasm is observed through behavioral indicators like tone, facial expressions, and classroom demeanor. It's hypothesized that high enthusiasm contributes to teaching effectiveness. This study explores the relationship between teacher effectiveness and enthusiasm among secondary school teachers. By understanding this link, findings may inform teacher training, professional development, and educational policy-making, ultimately enhancing education quality.

## ➤ Need and Justification of the Study

Education is a dynamic process where teachers play a pivotal role in shaping students' academic, emotional, and social development, particularly during the critical secondary school years. Teacher effectiveness and enthusiasm are crucial for improving student learning outcomes and fostering a positive classroom environment.

Teacher effectiveness involves planning, instructional delivery, classroom management, and student engagement, while teacher enthusiasm reflects the passion, energy, and emotional involvement in teaching. These attributes are interconnected, and enthusiasm can enhance teaching effectiveness by creating a stimulating learning atmosphere, promoting innovative strategies, and building better student rapport. Despite the theoretical assumptions, there's limited research in Indian secondary schools exploring the link between teacher enthusiasm and effectiveness. This study aims to bridge this gap, providing insights for policymakers, administrators, and educators to enhance teacher training, professional development, and educational outcomes.

The study's objectives are to:

- Investigate the correlation between teacher enthusiasm and effectiveness
- Inform teacher training and professional development programs

- Highlight the importance of psychological and emotional components in teaching
- Support interventions for improving teacher morale and job satisfaction

This research is justified academically and practically, aiming to improve teaching standards and student learning at the secondary level..

### ➤ Objectives

**O1.1:** To study the main effect of Teacher Enthusiasm on Teacher Effectiveness of Secondary School Teachers

**O1.2:** To study the main effect of Gender on Teacher Effectiveness of Secondary School Teachers

**O1.3:** To study the interaction effect of Teacher Enthusiasm and Gender on Teacher Effectiveness of Secondary School Teachers

### ➤ Hypothesis

**H1.1:** There exists no significant main effect of Teacher Enthusiasm on Teacher Effectiveness of Secondary School Teachers

**H1.2:** There exists no significant main effect of Gender on Teacher Effectiveness of Secondary School Teachers

**H1.3:** There exists no significant interaction effect of Teacher Enthusiasm and Gender on the effectiveness of Secondary School Teachers

### ➤ Variables of the Study

#### **Dependent Variables**

- Teacher Effectiveness

#### **Independent Variables:**

- Teacher enthusiasm

### ➤ Tools Used

- Teaching Effectiveness (Prof. (Dr.) Madhu Gupta, Ms. Gunjan Verma)
- Teacher enthusiasm (Dr. Madhuri Hooda & Anu Sharma)

**Patel & Shah (2018)** explored the impact of teacher effectiveness on student achievement in science, highlighting the critical role effective science teachers play in building students' scientific knowledge and inquiry skills. Their study sheds light on teachers' direct influence on student success in this key subject area. The findings could inform targeted professional development programs for science teachers, equipping them with strategies to enhance student learning outcomes and foster a lifelong passion for science.

**Samal & Samal (2023)** made a significant contribution to teacher effectiveness research by developing and validating the Teacher Enthusiasm Scale. This reliable and standardized tool enables precise measurement of teacher enthusiasm, facilitating research into its relationship with student engagement, motivation, and achievement. By quantifying enthusiasm, the scale opens up new avenues for understanding its role in shaping effective teaching and learning environments, informing educators and policymakers.

### ➤ **Research Design**

**Correlation between Teacher Effectiveness and Enthusiasm:** A central focus of this study lies in examining the potential positive association between teacher enthusiasm and their perceived effectiveness in the classroom. It is hypothesised that teachers who exhibit higher enthusiasm – with passion, energy, and genuine excitement for their subject matter and the learning process – will be perceived as more effective by their students and colleagues. This hypothesis is grounded in research suggesting that enthusiastic teachers create more engaging and stimulating learning environments. Their passion and energy can be contagious, sparking student curiosity, motivation, and active participation. Enthusiastic teachers are also more likely to employ innovative and interactive teaching methods, fostering a deeper level of student engagement and understanding. Through careful data collection and analysis, this study aims to quantify the strength and direction of the relationship between teacher enthusiasm and effectiveness. By examining this correlation, the research will shed light on how much enthusiasm contributes to a teacher's overall impact in the classroom. The findings will have important implications for teacher training and professional development, emphasising cultivating and sustaining teacher enthusiasm as a critical component of effective teaching practice.

### ➤ **Population and Sample**

In this study on teacher effectiveness, enthusiasm, sense of humour, and occupational stress among secondary school teachers in Rohtak, Haryana, India, a sample of 800 teachers was selected using a multi-stage random sampling technique. This approach involved randomly selecting one district (Rohtak) from the six divisions in Haryana, followed by the random selection of schools within Rohtak, and finally, the random selection of teachers within those schools. This multi-stage approach, coupled with stratification based on gender and location, ensured a representative sample that reflects the diversity of the secondary school teaching population in Rohtak. The sample size of 800, although slightly smaller than initially intended, is considered adequate for the descriptive correlational analysis employed in this study and provides a solid foundation for drawing meaningful conclusions about the relationships between the variables under investigation.



### ➤ Statistical Analysis

The data will be analyzed using both **descriptive** and **inferential statistics** to address the research questions and test the hypotheses.

#### Descriptive Statistics

- Measures of Central Tendency and Dispersion: Mean, median, mode, standard deviation, and range will be computed for all variables (teacher effectiveness, enthusiasm, sense of humour, and occupational stress).
- Frequency Distributions: Frequency tables and histograms will be used to visualize score distributions.

#### Inferential Statistics

- Pearson Correlation: To assess the strength and direction of relationships among variables, with correlation coefficients ( $r$ ) and significance levels ( $p$ -values).
- Multiple Regression Analysis: To evaluate the predictive influence of teacher enthusiasm, sense of humour, and occupational stress on teacher effectiveness, while controlling for demographic variables (age, gender, experience, subject, school type, and location). Model fit ( $R^2$ ), beta weights, and significance levels will be reported.

#### Statistical Software

Analysis will be conducted using **SPSS** or equivalent software for accurate computation and interpretation.

### ➤ Effect of Teacher Enthusiasm and Gender on Teacher Effectiveness

In this section, main and interaction effects of teacher enthusiasm and gender on teacher effectiveness have been studied. This section has been divided into four sub-sections:

- 4.1.1 The first sub-section deals with the homogeneity of variance by using Levene's Test.
- 4.1.2 The second sub-section deals with ANOVA for 2x2 factorial design for teacher effectiveness with respect to teacher enthusiasm and gender.
- 4.1.3 In third sub-section, the main effects of teacher enthusiasm and gender on teacher effectiveness have been studied.
- 4.1.4 In fourth sub-section, an attempt has been made to study the double interaction effects of teacher enthusiasm and gender on teacher effectiveness of secondary school teachers.

It was decided that at the 0.01 and 0.05 level of significance, the hypotheses would either be rejected or kept. To make the results easier to grasp, the factors have been statistically compared and graphically displayed.

#### 4.1.1 Levene's Test for Homogeneity of Variances

Firstly, the investigator considered it essential to test the assumption of homogeneity of variance at first as Two Way (2x2) ANOVA is quite sensitive to heterogeneity of variance. This was tested by Levene's test of homogeneity of variance.

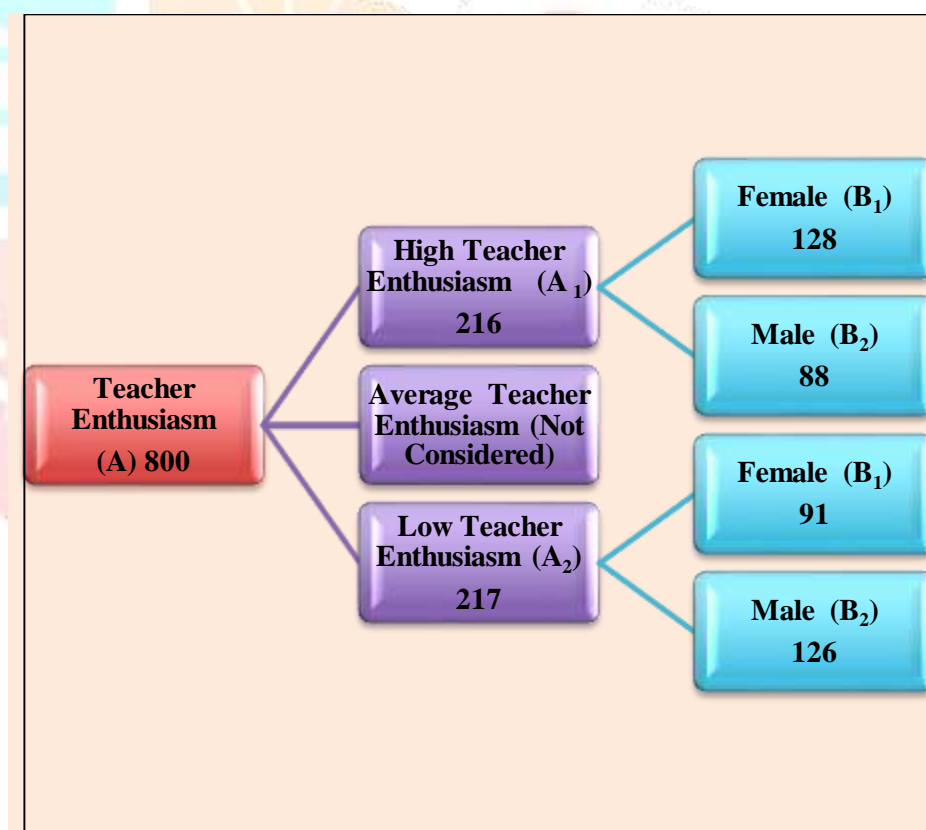
**Table 4.1**  
**Levene's Test for Homogeneity of Variances**

<b>F</b>	<b>df<sub>1</sub></b>	<b>df<sub>2</sub></b>	<b>Sig.</b>
<b>2.157</b>	<b>3</b>	<b>429</b>	<b>.092</b>

Table 4.1 reveals that  $F_{Levene}$  is 2.157 with degree of freedom 3 and 429 ( $p = 0.092$ ) which does not fall in the critical region this mean to acceptance of  $H_0$  ( $\sigma^2A = \sigma^2B = \sigma^2C = \sigma^2D$ ). Therefore, it is reasonable to believe that the variance of four groups is homogenous i.e. groups are assumed to have similar or equal variances.

#### **4.1.2` ANOVA For 2X2 Factorial Design for Teacher Effectiveness of Secondary School Teachers with Respect to Teacher Enthusiasm and Gender**

To study the main and interaction effects of teacher enthusiasm and gender on teacher effectiveness among secondary school teachers, data were subjected to analysis of variance (ANOVA) of a (2x2) factorial study with a randomized group design. The independent variable such as teacher enthusiasm coded as (A) and further categorized as High Teacher Enthusiasm ( $A_1$ ), Low Teacher Enthusiasm ( $A_2$ ) & gender coded as (B) and divided into two categorized – Female ( $B_1$ ) and Male ( $B_2$ ).



**Fig. 4.1 Schematic Layout of 2x2 Factorial Designs for Effect of Teacher Enthusiasm and Gender on Teacher Effectiveness**

Table 4.2

Mean's and SDs of sub-samples of 2x2 Design for Teacher Enthusiasm and Gender of Teachers with respect to Teacher Effectiveness

Teacher Enthusiasm	Gender (B)	N	Mean	SD
High(A <sub>1</sub> )	Female (B <sub>1</sub> )	128	234.56	57.315
	Male (B <sub>2</sub> )	88	224.57	64.703
Low(A <sub>2</sub> )	Female (B <sub>1</sub> )	91	132.55	60.870
	Male (B <sub>2</sub> )	126	132.59	58.607

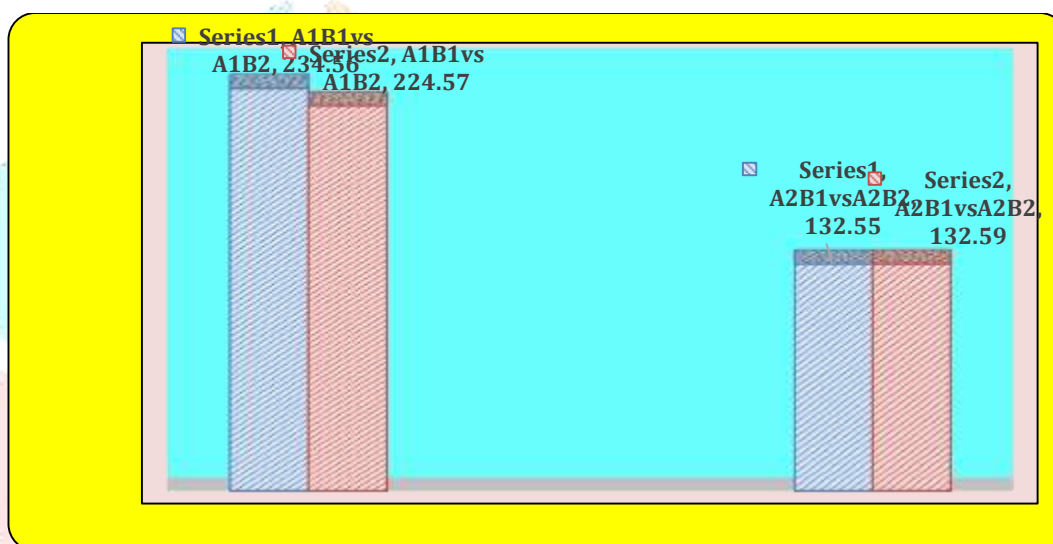


Fig. 4.2 : Mean Scores of sub-samples of 2x2 design for Teacher Effectiveness of Teachers with respect to Teacher Enthusiasm and Gender

Table 4.3

Summary of Two way ANOVA (2x2 Factorial Design) for Teacher Effectiveness of Teachers with respect to Teacher Enthusiasm and Gender

Sources of variance	df	Sum of Squares (SS)	Mean sum of squares (MSS)	F-ratios
<b>Main Effect</b>				
<b>A (Teacher Enthusiasm)</b>	<b>1</b>	<b>987716.793</b>	<b>987716.793</b>	<b>274.396**</b>
<b>B (Gender)</b>	<b>1</b>	<b>2601.757</b>	<b>2601.757</b>	<b>0.723 (NS)</b>
<b>Double Interaction Effect</b>				
<b>A x B Interaction</b>	<b>1</b>	<b>2641.471</b>	<b>2641.471</b>	<b>70.734**</b>
<b>Between Cell</b>	<b>3</b>	<b>1043125.18</b>	<b>347708.394</b>	<b>.....</b>
<b>With in cell</b>	<b>429</b>	<b>1544232.158</b>	<b>3599.609</b>	<b>.....</b>
<b>Total</b>	<b>432</b>	<b>2587357.339</b>	<b>.....</b>	<b>.....</b>

**\*\*Significant at 0.01 level NS- Not Significant**

#### 4.1.3 Main effects of Teacher Enthusiasm and Gender on Teacher Effectiveness of Secondary School Teacher

##### Teacher Enthusiasm (A)

The conclusion that teacher excitement has a considerable impact on teacher effectiveness is supported by table 4.3, which shows that the F-ratio (274.39) for the main impacts of teacher enthusiasm on secondary school teacher effectiveness is significant at the 0.01 level. Therefore, the null hypothesis  $H_{01}$ , “There exist no significant effect of teacher enthusiasm on teaching effectiveness of secondary school teachers” is rejected.

Table 4.4

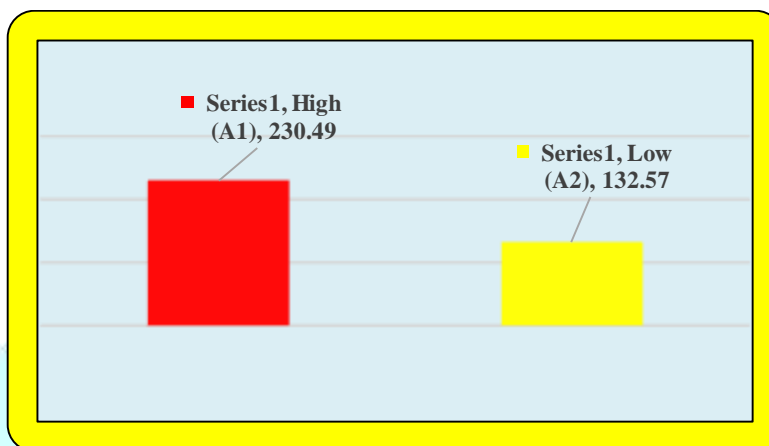
‘t’ – values for the mean score of teacher effectiveness of secondary school teachers with respect to teacher enthusiasm

Teacher Enthusiasm	N	Mean	SD	t-value
<b>High</b>	<b>216</b>	<b>230.49</b>	<b>60.487</b>	<b>17.00**</b>
<b>Low</b>	<b>217</b>	<b>132.57</b>	<b>59.427</b>	

**\*\* Significant at 0.01 level**



A comparative analysis of secondary school teachers' efficacy based on their excitement is shown in Table 4.4. It reveals that at the 0.01 level of significance, the mean scores for teachers with high and low levels of enthusiasm are significant. It is possible to draw the conclusion that secondary school teachers who report feeling enthusiastic about their work (230.49) are far more effective teachers than those who report feeling less enthusiastic (132.57). Fig. 4.3 presents the mean scores of the primary influence of teacher passion on teacher effectiveness



**Fig. 4.3 Mean scores for Main Effect of Teacher Enthusiasm on Teacher Effectiveness of Secondary School teachers**

#### **Gender (B)**

Table 4.3 makes clear that the F-ratio (0.723) for the primary influence of gender on teacher effectiveness is not significant. This indicates that teacher performance is significantly impacted by gender on its own. Therefore, the null hypothesis  $H_{02}$ , “**There exists no significant effect of gender on teaching effectiveness of secondary school teachers**” is accepted. The present result is in tune with the result of biswas& de (1995) who found that there is significant effect of gender on teacher effectiveness of school teachers.

#### **4.1.4 Double Interaction Effects of Teacher Enthusiasm and Gender on Teacher Effectiveness of Secondary School Teachers**

##### **Teacher Enthusiasm (A) x Gender (B)**

A quick look at table 4.3 shows that the F-ratio for the interaction between gender and teacher excitement is 70.734, which is significant and suggests that there is an interaction between gender and teacher enthusiasm with regard to secondary school teacher's effectiveness. Therefore, null hypothesis  $H_{03}$ , “**There exists no significant interaction effect of teacher enthusiasm and gender on teacher effectiveness of secondary school teachers**” is rejected. It is concluded that there is a significant interaction effect of teacher enthusiasm and gender on teacher effectiveness. For further investigation, t-test was employed to find out the significant difference between mean scores of teacher effectiveness for teacher enthusiasm and gender. The results for the same have been presented in the table 4.5

Table 4.5

**‘t’-values for Mean Scores of Teacher Effectiveness of Secondary School teachers for Different groups of Teacher enthusiasm (A) x Gender(B)**

Sr. No.	Groups	N		Mean		SD		‘t’-value
1.	A <sub>1</sub> B <sub>1</sub> vs.A <sub>1</sub> B <sub>2</sub>	128	88	234.56	224.57	57.31	64.70	1.10 (NS)
2.	A <sub>2</sub> B <sub>1</sub> vs.A <sub>2</sub> B <sub>2</sub>	91	126	132.55	132.59	60.87	58.60	0.01 (NS)
3.	A <sub>1</sub> B <sub>1</sub> vs.A <sub>2</sub> B <sub>2</sub>	128	126	234.56	132.59	57.31	58.60	14.03**
4.	A <sub>2</sub> B <sub>2</sub> vs.A <sub>1</sub> B <sub>2</sub>	126	88	132.59	224.57	58.60	64.703	10.66**
5.	A <sub>1</sub> B <sub>1</sub> vs.A <sub>2</sub> B <sub>1</sub>	128	91	234.56	132.55	57.31	60.87	12.51**
6.	A <sub>2</sub> B <sub>1</sub> vs.A <sub>1</sub> B <sub>2</sub>	91	88	132.55	224.57	60.87	64.703	9.80 **

**\*\* Significant at 0.01 level; \*Significant at 0.05 level; NS = Not Significant**

**A<sub>1</sub>: High Teacher Enthusiasm B<sub>1</sub>: Female**

**A<sub>2</sub>: Low Teacher Enthusiasm B<sub>2</sub>: Male**

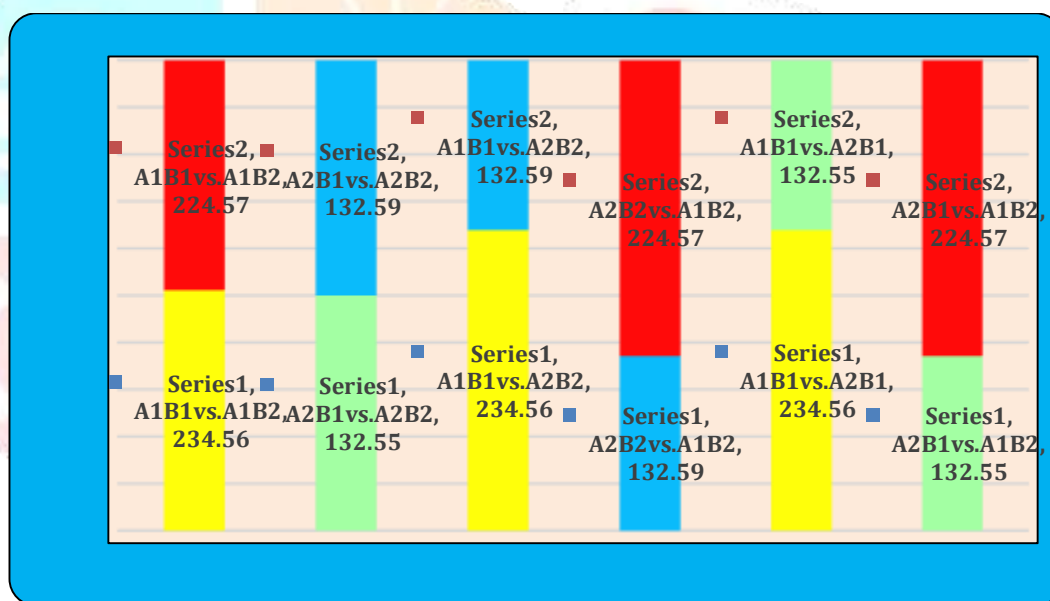
The mean scores for female teachers with high teacher enthusiasm (A<sub>1</sub>B<sub>1</sub>) and male teachers with high teacher enthusiasm (A<sub>1</sub>B<sub>2</sub>) do not differ significantly, according to Table 4.5. It can be inferred from the mean scores that female teachers with high teacher enthusiasm (A<sub>1</sub>B<sub>1</sub>) (234.56) have significantly higher teacher effectiveness than male teachers with high teacher enthusiasm (A<sub>1</sub>B<sub>2</sub>) (224.57). It was discovered that the mean scores of teaching effectiveness of female teachers with low teacher enthusiasm (A<sub>2</sub>B<sub>1</sub>) and male teachers with low teacher enthusiasm (A<sub>2</sub>B<sub>2</sub>) did not differ significantly, with the mean scores of female teachers with low teacher enthusiasm (A<sub>2</sub>B<sub>1</sub>) (132.55) being higher than those of male teachers with low teacher enthusiasm (A<sub>2</sub>B<sub>2</sub>).

Table 4.5 indicates a significant difference between the mean scores of male instructors who belong to the low teacher excitement group (A<sub>2</sub>B<sub>2</sub>) and female teachers who belong to the high teacher enthusiasm group (A<sub>1</sub>B<sub>1</sub>). Furthermore, based on mean scores, it can be deduced that male teachers with low teacher enthusiasm had mean scores of 132.59, which were lower than those of female teachers with high teacher enthusiasm

(234.56). Male teachers with low excitement (A<sub>2</sub>B<sub>2</sub>) (132.59) are less effective teachers than those with strong enthusiasm (A<sub>1</sub>B<sub>2</sub>) (224.57), according to the mean scores from the study.

According to table 4.6, the t-value (12.51) for female teachers in the high teacher enthusiasm (A<sub>1</sub>B<sub>1</sub>) and low teacher enthusiasm (A<sub>2</sub>B<sub>1</sub>) groups is significant at the 0.05 level, indicating a significant difference in the effectiveness of these groups' teachers. In comparison to female teachers with high teacher enthusiasm (A<sub>1</sub>B<sub>1</sub>) (234.56), those with low teacher enthusiasm (A<sub>2</sub>B<sub>1</sub>) (132.55) exhibit lower levels of effectiveness. The table shows that there is a significant difference in the mean score between male teachers with high teacher excitement (A<sub>1</sub>B<sub>2</sub>) and female teachers with low teacher enthusiasm (A<sub>2</sub>B<sub>1</sub>). From the mean scores it can be reported that male teachers belonging to high teacher enthusiasm (A<sub>1</sub>B<sub>2</sub>) (224.57) have significantly higher teacher effectiveness than the female teachers having low teacher enthusiasm (A<sub>2</sub>B<sub>1</sub>) (132.55).

The mean scores of interaction effect corresponding to teacher enthusiasm and gender on teaching effectiveness have been depicted in Fig. 4.4.



**Fig 4.4 :** Mean Scores for interaction Effect of Teacher Enthusiasm and Gender on Teacher Effectiveness of secondary school teachers

### ➤ Findings

The study investigated the effect of teacher enthusiasm, sense of humour, and occupational stress on teacher effectiveness among secondary school teachers. The key findings are:

#### 1. Teacher Enthusiasm and Effectiveness

- Teacher enthusiasm significantly influences teacher effectiveness ( $F = 274.39$ ,  $p < 0.01$ ). Teachers with high enthusiasm exhibit greater effectiveness than those with low enthusiasm. This suggests that an enthusiastic approach to teaching enhances student engagement, fosters

a more dynamic learning environment, and contributes to better academic outcomes. Enthusiastic teachers are more likely to use innovative teaching strategies, encourage active participation, and create a positive classroom atmosphere, all of which lead to improved student learning experiences.

- Enthusiastic teachers often demonstrate higher levels of motivation, dedication, and job satisfaction, which in turn positively impacts their ability to deliver lessons effectively. Their ability to communicate passion for the subject matter helps in sustaining student interest and motivation, making learning a more enjoyable and meaningful experience. The findings reinforce the idea that fostering enthusiasm among educators should be a key objective in teacher training and professional development programs.
- No significant gender difference was found in teacher effectiveness based on enthusiasm. This indicates that enthusiasm benefits teachers equally, regardless of gender, and that both male and female teachers who demonstrate high enthusiasm are equally effective in their teaching roles. The results suggest that enthusiasm is a universally beneficial trait that transcends gender differences and should be encouraged in all teachers through structured training, workshops, and mentorship programs.
- Interaction effects show that female teachers with high enthusiasm outperform male teachers with high enthusiasm, but the difference is not statistically significant. This slight variation may be attributed to differences in teaching styles, communication approaches, or classroom management strategies employed by male and female teachers. While the findings do not indicate a major gender-based disparity, they highlight the need for further research into how enthusiasm manifests differently among male and female educators and whether specific pedagogical approaches enhance the effectiveness of enthusiastic teachers across genders.
- The study emphasizes the importance of cultivating and sustaining enthusiasm in the teaching profession. Schools and educational institutions should implement strategies to maintain teacher enthusiasm through professional development programs, peer collaboration, and a supportive work environment. Encouraging teachers to engage in reflective practices, participate in continuous learning, and receive recognition for their efforts can help sustain high levels of enthusiasm and effectiveness in the classroom.
- Future research could explore the underlying psychological and environmental factors that contribute to teacher enthusiasm, including intrinsic motivation, institutional support, and student feedback. Investigating how different subjects, teaching methodologies, and student demographics influence the role of enthusiasm in teacher effectiveness could provide further insights into optimizing teacher training and educational policies.

## Conclusion

This study explored the impact of teacher enthusiasm on effectiveness among secondary school teachers. The findings revealed that teacher enthusiasm significantly predicts effectiveness, with enthusiastic teachers excelling in lesson delivery, student engagement, and creating a positive learning environment. Enthusiastic teachers demonstrated greater motivation, commitment, and dynamic teaching strategies, leading to better academic outcomes. Notably, the study found no significant gender differences in the impact of enthusiasm on effectiveness, although female teachers with high enthusiasm slightly outperformed their male counterparts. The results suggest that cultivating enthusiasm should be a core component of teacher education and professional development.

The study emphasizes the need for educational institutions to invest in ongoing training, mentorship, and recognition programs that foster teacher enthusiasm and well-being. By supporting teacher motivation, institutions can enhance individual performance and broader educational success. Future research should investigate the psychological and institutional factors that nurture teacher enthusiasm and explore its interaction with subject areas, teaching methods, and diverse student populations. This would inform effective teacher preparation programs and policies to elevate teaching standards and student learning experiences.

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