

NOVICE LANGUAGE TEACHERS' EMOTIONS IN TEAM-TEACHING PRACTICE: A HIGHER EDUCATION CONTEXT

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Article Info	Abstract
Article History Received: March 2025 Revised: June 2025 Accepted: September 2025 Published: October 2025	<i>Since its presence, team-teaching becomes one of most preferable methods used in language teaching, particularly in higher education context. This current study aims to explore novice language university teacher emotions during the practice of team-teaching in higher education level. By inviting four novice lecturers in one of public universities in East Java, Indonesia, the data were obtained using an in-depth interview. Through several data analysis, dominant emotions and the source of it are identified. Dominant positive emotions were found like relaxed and confidents as the consequences of team-teaching. As for negative emotions, worried, boredom, and confusion appeared as the dominant negative emotions in the obtained data analysis results. Further, the source of positive emotions came from several events, for instance, the sufficient coordination with the team partner, the absence of team partner in the class, and the clear as well as equal distributions of the work inside and outside the class. Negative emotions' sources, on the other hand, appeared in some events and sources, including the generation gaps between novice teachers and senior teachers as main teachers in the class, joining class without no participation, impromptu questions given by team partner, and the outdated teaching materials and methods. From the analysis, this research is able to give broader and detail context on the teacher emotions in higher education in team-teaching nuances. Finally, the findings from this current research also provides implications and suggestion to the future researchers.</i>
Keywords Teacher emotions; Team teaching; Higher education; Language teachers;	
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INTRODUCTION

Teaching, especially in the emotional aspects, in some literature is said to be never be neutral (Liu, 2016). Several studies stated that the teaching and learning process will be influenced by emotions, both positive and negative (Richards, 2022). This needs to be a concern because previous studies have found that emotions, especially in teachers, are able to influence various aspects, such as the quality of teaching (Klussman et al., 2022), assessment (Myrsky et al., 2020), the relationship between teachers and students (Hascher & Hagenauer, 2016), and even the life of teachers (Parkinson et al., 2005). Therefore, knowing how the sources as well as the way to regulate the emotions by teachers is considered an important aspect of their professional competence, as reflected in the core models of teacher competence, both at the school and university levels.

Furthermore, as emotions are embedded in everyone's lives, they often arise in the context of social interactions between individuals (Becker et al., 2015). In this sense, the emotions of teachers in some literatures are often associated with the interaction between teachers and students (Vangrieken et al., 2015), which is understandable given the intensity of

interaction during the teaching and learning process. Although the role of learners as emotional triggers cannot be ignored, their interactions are not the only cause of emotions experienced by teachers. In recent times, collaborative teaching practices, such as team teaching, have been increasingly considered beneficial for teachers and learners (Baeten & Simons, 2014, 2016; Muehlbacher et al., 2022). In this collaborative context, classroom interactions and teachers' emotional lives become more complex, as the spectrum of interaction intensity is not only limited to teachers and students but also extends to interactions between teachers or peers in team teaching practices.

Teachers' emotions in team teaching are interesting to examine further, particularly in understanding whether teachers experience and regulate emotions in the same way as emotions triggered by students. Additionally, when discussing emotions in teaching, the teacher-student bond receives more attention than team teaching practices (Werang et al., 2021). In fact, team teaching, as a form of collaborative teaching, is implemented at several levels of education, particularly in higher education.

In practice, especially at the university level, novice teachers are often introduced to the teaching environment and prepared for independent teaching through team teaching. These novice teachers are paired with senior teachers as co-teachers in the same class. From a structural perspective, the process has no binding rules and is more inclined toward an agreement between the two parties. Such interactions, whether inside or outside the classroom, inevitably increase the intensity of interaction, which can trigger both positive and negative emotions. However, this topic has not been widely explored, although studies by Widodo et al. (2022) and Reeves et al. (2017) have addressed related aspects. In the Indonesian context, however, this issue has not received significant attention. In fact, examining emotions in team teaching practice can provide insights into this practice through the affective lens of teachers, particularly novice teachers. Therefore, this study aims to explore the emotions of novice teachers toward team teaching practices in higher education. Ultimately, the findings of this study will contribute to understanding how emotions, both positive and negative, develop in the process of practical teaching. Furthermore, the information collected can serve as emotional preparation for future novice university teachers. For such purposes, the research questions are presented as follows:

1. What are dominant emotions felt by novice language teachers in university level during team-teaching?
2. What events or sources underlay their emotions during team-teaching?

Literature Review

Team Teaching Practice

Team teaching practices are seen to be able to provide benefits to several parties such as students, teachers, and institutions (Vangrieken et al., 2015). Therefore, this collaborative teaching model is widely applied in several teaching practices. Studies show that these collaborative practices can improve their professionalism and motivation as well as reduce workload and stress levels (Vangrieken et al., 2015; Wolgast & Fischer, 2017; Haas & Neurauter, 2017). In its practice, team teaching can be seen as a condition where there are two teachers responsible for planning, teaching, evaluating, and assessing the same group of students in the same subject (Krammer et al., 2018; de Zordo et al., 2019). Departing from this concept, practice in the classroom is very dependent on several agreements, such as one teaching – one observing, one teaching – one helping, and group teaching.

Furthermore, in determining who partners with whom, a study by de Zordo et al. (2019) reveals that there is a desire to be able to determine who is a teaching partner in the classroom. However, due to the limitations of institutional rules, it is often not possible to choose a teacher partner to be a teaching partner. As a result, teammates may be incompatible

and have different views on collaboration in team teaching practices, which to some extent, can pose emotional challenges within the team.

Previous Research

In the discussion of previous research, emotions in teaching focused more on the emotions of teachers and students, both from the effects and implications. For example, Romano et al. (2021) conducted an SEM analysis with 205 respondents from the high school level on focus to examine the relationship between academic resilience, emotional support felt from teachers, and involvement in school. From the research, it was found that emotional support from teachers had a positive effect on students' academic resilience. So, at a certain stage, the emotional bond between teachers and students is something that needs to be considered to achieve student readiness. Furthermore, in the context of teaching colleagues, the bond is not talked about much. However, Chen and Rong (2019) found that in collegiality, teachers experience high pressure with processes involving competition between teachers and pressure between teachers. In fact, it was emphasized that novice teachers, in this case young teachers, reported feeling emotions, particularly negative emotions, more often than more senior teachers. This may be due to their lack of emotional competence or lack of understanding of the reality of the teaching profession (Chen & Rong, 2021).

Examining from the two previous researches above, it can be assumed that the teacher's emotions are central to the teaching stage. Furthermore, the interaction between teachers and fellow teachers received less attention because the emotional effect of teachers was more emphasized on the effect, the extent, and the result with the object being the student. Meanwhile, in terms of the relationship between teaching colleagues in team teaching, it is less discussed in more depth. Therefore, the research aims to explore the emotions of teachers, especially novice teachers in team teaching practices in the higher education context. This is important because in higher education, especially in Indonesia, the implementation of team-teaching practices is still a tendency to create collaborative teaching, within the scope of teachers. In addition, team teaching is often carried out to prepare beginner teachers at the beginning of their careers. With this research, the data obtained to a certain point is able to prepare a group of data about any events in the context of team teaching that is able to trigger both positive and negative emotions. In the end, it is able to provide not only pedagogical preparation but also emotional preparation, especially for beginner teachers.

RESEARCH METHOD

Research Design

This study adopts a qualitative approach using a qualitative descriptive design to generate rich, practice-near accounts of novice teachers' emotions during team-teaching in higher education. Rather than imposing pre-existing theoretical categories, qualitative description privileges participants' words, everyday meanings, and contextual detail, yielding an accessible, low-inference portrayal of the phenomenon (Magilvy & Thomas, 2009). This orientation suits an exploratory aim where emotional experiences may be dynamic, ambivalent, and situationally contingent. Data will be gathered through semi-structured interviews, reflective journals, and post-lesson debriefs, complemented by document notes on course structures to anchor interpretations in setting-specific realities. Analysis will follow iterative, inductive coding, constant comparison, and peer debriefing to produce thematic summaries while safeguarding credibility and dependability through audit trails and member checks. By privileging descriptive adequacy over theory building, the design ensures that the findings remain closely tied to participants' lived experiences, thereby generating practical implications for mentoring and collaborative teaching development.

Participants

This study followed several stages, including participant selection. The participants consisted of novice university teachers from a public university in East Java, Indonesia. A purposive sampling technique was applied to select four novice university teachers from various departments, each teaching different courses and various background of education. Their selection was based on their experience in conducting team teaching for a full semester. To sum, the criteria are 1) teaching less than 1 year in the university 2) engaged with team-teaching practice 3) feasibility and willingness of involving in this current study 4) different background of education. It was necessary to establish the criteria since the suitability of the participants would highly yield an expected outcome and the related finding in line with the sub-population can be achieved (Andrade, 2021). In addition, it is necessary to note that the participants agreed to join this current research without any reinforcement or it could be said they joined this based on voluntarily joining process. Also, this research followed ethics from the affiliation where the researchers from. Tabel 1 depicts the details of the participants.

Table 1
Participants' Details

No	Name (Pseudonym)	Department	Educational Background	Teaching Experience in University Level (in years)
1	Abe	Department of English	M.A in Applied Linguistics	One year (cumulatively)
2	Boni	Department of English	M.A in Linguistics	Two years (cumulatively)
3	Clyde	Department of Indonesian	M.A in Indonesian Literature	One year (cumulatively)
4	Dexter	Department of Mandarin	M.A in Mandarin Education	Four years (cumulatively)

Data Collection

Data collection served as a central process in this study. In-depth interviews were conducted with participants to gather relevant data. The research employed an interview guide designed to explore aspects of team teaching, particularly emotions and emotion regulation. Prior to that, 28 list emotions taken from (Richard, 2022) were provided. Positive emotions include feelings such as these: confident, curious, engaged, enjoyment, enthusiastic interested, amused, glad, grateful, happy, joyful, passionate, pleased, proud, satisfied. As for negative emotions include: angry, annoyed, anxious, bored, concerned, depressed, disgusted, dissatisfied, exhausted, frustrated, jealous, mad, nervous, sad, stressed, tense, uneasy, worried. Participants were requested to circle the emotions they might feel during team-teaching. It is necessary to note that there were no minimum and maximum emotions taken by the participants. After choosing the emotions, an in-depth interview was conducted in which the average of each participant least for 20-27 minutes. A semi-structured interview model was used to assist researchers exploring the responses from the participants.

Data Analysis

Once data collection was complete, the next stage involved data analysis. This study applied thematic analysis to identify and examine themes related to participants' emotions. The emerging themes were grounded in relevant theoretical frameworks from the literature. To ensure data validity, this study incorporated a member-checking process. Participants received interview transcripts to verify their accuracy against their statements. This step aimed to confirm that the analyzed data accurately reflected participants' experiences and perspectives. The results of member checking said no issues for the transcribed recording. Thus, data analysis was granted for the next phase which was eventually followed by data

presentation. Data analysis was started by finding and sorting participants' excerpt which related with the big theme. The excerpt then merged into several sub-big related themes. A connection between them merged into two major findings which eventually were used to answer the research questions including 1) the dominant emotion and 2) the source of emotions felt by the participants.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

This section is intended to show the results of the analysis. Two major findings based on the research questions are presented 1) the majority emotions felt by the participants and 2) the events which trigger their emotions. After presenting the findings, the related existing literature are provided to gauge the current research findings with the previous studies discussion in the nuance of teachers' emotions, in particular in team teaching practice for higher education context.

Dominants Emotions during Team Teaching

The dominant emotions felt by the participants were captured by analyzing the emotions chosen from 28 emotions provided previously. Since they were no limited in terms of minimum and maximum emotions, each participant had different number of emotions. The table below summarizes the dominants emotions from each participant.

Table 2
Dominant Emotions Felt by Participants

No	Name (Pseudonym)	Positive Emotions	Negative Emotions
1	Abe	Relaxed; confident	Afraid, worried; bored; unsatisfied
2	Boni	Relaxed	Worried; nervous; anger; confused; intimidated; unsatisfied
3	Clyde	Interested	Afraid; worried; frustrated; bored; stressed
4	Dexter	Happy; confident; excited	Bored; worried

The table reveals distinct and various emotional experiences among participants during the practice of team teaching in higher education context. It highlights mix of positive and negative emotions. For instance, Abe and Boni reported experiencing relaxation, but their negative emotions differed significantly. While Abe felt fear, boredom, and dissatisfaction, Boni experienced a broader range of distress, including nervousness, anger, confusion, and intimidation. This contrast advocates that relaxation did not necessarily mitigate negative emotions and may presumably have coexisted with distressing experiences as captured in the Abe and Boni experiences.

Moreover, Clyde and Dexter displayed more specific emotional patterns. In this sense, Clyde reported interest, a proactive emotional state, yet also experienced frustration, stress, and fear, which could indicate an internal conflict between engagement and pressure. Dexter, on the other hand, exhibited the most intense positive emotions, including happiness, confidence, and excitement, but still experienced boredom and worry as the negative emotions. Their results show that even high levels of positive emotions as captured in the Dexter story, negative emotions were inevitable captured. Besides, the different background as well as the field of teaching may contribute to their emotional experiences since they teach in the different department.

From the participants' finding, it can be said that the diversity of emotions among participants reflects differences in adaptability and perception of team teaching. Some participants experienced a combination of excitement and anxiety, while others reported frustration and uncertainty. Emotional responses were most likely influenced by multiple

factors, including team dynamics, perceived competence, prior experience, and coping mechanisms. Those who reported both positive and negative emotions may have been engaged in the activity but also felt pressure from expectations or challenges within the team structure. Additionally, the presence of relaxation and distress in different participants suggests that the same environment led to different interpretations. Confidence levels and past experiences with teamwork may have shaped these perceptions. Participants with a stronger sense of control may have found the activity engaging and rewarding, whereas those lacking confidence or struggling with collaboration may have perceived it as stressful or intimidating. Finally, these findings shed a light of the importance of strategies that enhance positive emotional engagement and address stress, dissatisfaction, and uncertainty. It is necessary to note that those dominant emotions may take a role in strengthening the team environment, clarify role expectations, and provide conflict resolution skills. It is, therefore, addressing both positive and negative emotions in team teaching can improve motivation, resilience, and learning outcomes.

The Sources of Positive Emotions

Since the positive emotions captured in the previous findings were not varied, this section is intended to elaborate events which trigger dominant positive emotions. Among four participants, seven positive emotions were captured. From that finding, two same positive emotions were found in different participants. For instance, the feeling of relaxed was found in Abe and Boni's experience as well as the feeling of confident as captured in Abe and Dexter's experience. Thus, events related to the appearance of relaxed and confident are emphasized to be elaborated in this section.

Adequate Preparation and Coordination

As a new faculty member, Abe was assigned to teach English skill courses by the department as a part of team-teaching practice. Since this was first experience, she prepared for the whole thing related to teaching so that her materials as well as the lesson plan aligned with the syllabus and course objectives. To achieve such goals, the coordination with the main lecturer was done who gave review and crosscheck. The review process and approval achieved from main lecturer made her confidence to teach the materials. As documented in the interview session, she stated that "relaxed means having materials that match the syllabus and making sure the main lecturer has reviewed and approved them. This gives me a guarantee that what I teach is accurate and appropriate. That is why I feel calm" (Abe/pos/relax).

Further, with such structured preparation, Abe entered the classroom with a clear sense of direction. She did not second-guess her approach because she had a solid foundation to rely on. In addition, the approval from the main lecturer assured her that she was on the right track which allowed her to focus on delivering the lesson effectively. Finally, this trigger her to feel relaxed when it comes to teach students with the materials she had.

The Presence of Main Lecturer in The Class

In the different setting, Boni's experience also showed the similar aspects with Abe. Partnering with senior lecturer made her concern about her performance in the class. Particularly, her partner sometimes would be in the class by having a seat at the behind of the class. Her concern was not truly true since she noticed that she held an autonomy by having no interruption of her teaching style. As a fresh and new member, Boni was afraid her teaching style would not match with her teaching partner as a senior teacher. However, the reality contradicts the concern. No interruption or intervention on how she taught her students in the class. As documented in the interview session, she stated that "what makes me feel relaxed is when we [Boni and main lecturer] teach together or are in the same room in class—

it leads to fewer interruptions. So, I was never interrupted. The less I was interrupted, the more relaxed I feel.” (Boni/pos/relaxed)

The experience of no intervention from senior lecturer has almost the similar experience as Abe. However, Abe went a bit extreme. She mentioned that the absence of her team teaching in the class caused her relaxed. Having concern as Boni, Abe was concerned about her teaching style since she is still young and has no big gap in terms of age with her students. Thus, a friendly approach was implemented by Abe. However, to some extent her way of teaching is not preferable by her teaching partner since as a lecturer, there is a need to establish ‘teacher’s dignity’ in the class. A friendly approach combined with jokes sometimes are valued hindering the value of ‘teacher’s dignity’ in the class. Thus, she got warned by her partner of teaching to always establish that sense. It is therefore, the absence of her team-teaching partner made her relaxed since she did not need to worry to be herself. This was found in the data in which she said that “I feel much relaxed when team teaching without senior lecturers in the classroom than when they are present” (Abe/pos/relaxed2).

In conclusion, both Boni and Abe initially perceived senior lecturers as a source of pressure by fearing judgment and restrictions on their teaching styles. However, their experiences challenge these assumptions. In fact, Boni discovered that, despite her concerns, she engaged full autonomy in the classroom without interference from her senior partner. Abe, on the other hand, felt constrained by expectations to maintain a certain level of authority, which conflicted with her preferred teaching approach. Her relief in the absence of senior lecturers raises questions about the balance between professional expectations and individual teaching styles. While both cases reveal concerns about hierarchy in team teaching, they also suggest that perceived pressure may not always align with actual restrictions. To some extent, it highlights the psychological impact of authority in learning settings.

Well-Defined Roles and Responsibilities

Dexter was in partner with senior lecturer with high degree also in this sense she was in partner with a professor in literature in her department. The mixed feeling of excitement and nervousness filled her feeling at the first time. Though it was her first time having a professor as team-teaching partner, their initial discussion sparked an excitement. It was triggered in the preparation time before teaching. Dexter and her partner had carefully planned the entire semester to ensure a smooth and effective teaching experience. They outlined the key topics to be covered in each session. Also, they ensured a logical progression of concepts that would build on one another and established a clear structure for assessments by deciding on the types of evaluations—quizzes, assignments, midterms, and final exams—that would best measure student understanding. Additionally, they divided responsibilities strategically which was done by assigning tasks based on their strengths and expertise. In the interview session, she stated that

“I felt enthusiastic when teaching with my partner. Even before our first meeting, we had a discussion to plan everything in advance. He provided clear guidance on what topics we would cover, how the midterm and final assessments would be structured, and how we would manage the classes. For the first session, we would teach together, and after that, I would have the flexibility to manage the lessons independently. From the beginning, we had a thorough discussion and reached an agreement on how the course would be structured for the entire semester.” (Dexter/pos/confident)

From that point, Dexter expressed a growing sense of confidence in her ability to manage the class throughout the semester. With a clear understanding of the course structure, responsibilities, and expectations, she felt well-prepared to navigate the teaching process. Knowing exactly what to do and having a well-defined division of tasks with her partner allowed her to focus on delivering lessons effectively. As a result, her self-confidence steadily increased.

The Source of Negative Emotions

The obtained data analysis revealed that seventeen negative emotions were documented. Comparing to the positive emotions, negative emotions dominated the participants' feeling during the practice of team-teaching. To be exact, worried emerged as the most frequent emotion, followed by boredom. Fear and dissatisfaction appeared twice, while frustration, stress, nervousness, anger, confusion, and intimidation were less dominant. Overall, worried and boredom shaped the emotional experience the most. The following section expands the source of such negative emotions.

Generation Gap

Recalling the background of the participants, their experience teaching in university level can be assumed as minimal. Besides, they are the young generation which is included as less than thirty years old. Comparing to their partner in team-teaching, they are senior, mature, and well-experienced university teacher with countless experiences of teaching. Even though this can be a good strategy for them to learn teaching and related pedagogical activities, the side effects of gap generation between participants and their participants are inevitable, one of which is the raise of feeling worried.

The feeling of worried appeared and identified in Abe and Boni's experiences. In a moment, they must be partnering with the senior lecturers who have significant generation gap. Abe, for instance, must collaborate with senior lecturer with more than 35 years old different who hold beliefs that as a teacher in university, showing teacher's dignity is a must. Consequently, as a young generation, Abe found it difficult to express herself as a friendly and easy-going teacher in front of her students when her partner was in the same class. Such condition leads her to in a situation like walking on the egg shell in which Abe needs to be very cautious on what she did in the class. Eventually, she was worried that her partner would judge her as incompetent and incapable as a university teacher. It was documented in her statement that

"One of my teaching partners is highly experienced and considerably older. I understand that there is a significant generation gap between us. This gap is quite wide, which sometimes affects our teaching styles. I tend to start my lessons with a lighthearted and friendly approach, as I believe in fostering a comfortable learning environment. My teaching philosophy is, "I'm not just a teacher, but also a friend." However, in my partner's perspective, this approach seems inappropriate, as they believe that as a lecturer, a lecturer must uphold dignity and authority in the classroom." (Abe/neg/worried)

Channeling Abe's experience, Boni also had almost similar experience related to the generation gap with her partner. Boni's feeling of worried, however, was not located on her teaching style or what she called as 'teacher's dignity', but the expectation of her partner. During the interview session, Boni mentioned that she was worried about the expectation from her partner, especially from the senior one. Partnering with highly qualified lecturer made her anxious to the quality of her teaching whether or not it is comparable with her partner. Even though her partner never stated their expectation to her, Boni, did self-assumption that her partner expected her to show a good teaching method or at least same as theirs. Having such assumption turns out tiring her as a novice lecturer. To some extent, she might feel insecure to what she had since the topic can be said as new for her. It was found that "I feel most worried when paired with a very senior lecturer—someone with extensive experience.

Sit in

In its implementation, team-teaching in this current research context was conducted in a various way. One of the preferable or perhaps most used is two lecturers in the same room but the one who handle the class is based on agreement schedule. For illustration, teacher A and B agreed that the first half semester meetings are teacher A's job, so teacher B will only

be in the class for sit-in in the back of the class. The previous illustration was experienced by Clyde. Having partners that implemented such strategies gave mixed feelings, one of which was boredom. When it comes to her partner's turn, Clyde only sat at the back of the class with doing nothing, but following the class led by her partner. Instead of doing other things like writing, preparing materials, or simply reading, Clyde did not do these things because she believed that she needed to learn how the material is delivered by her partner and also gave them a respect. Even though her partner sometimes gave her occasion to express or add something related to the on-going discussion, but the materials and discussions had already been delivered by her partner. Consequently, she ended up to not add any points. She stated that

"So, I was only sitting in—either observing or assisting with administrative tasks. When we entered the class together and I just sat in, that's when boredom set in. I was merely listening, and although I was given a chance to speak at the end, most of materials and discussion had already been taken by my partner, so I decided to not to add anything" (Clyde/neg/bored)

Clyde's experience with sit-in sessions aligned with Dexter's by reinforcing the mixed feelings associated with the role. While Clyde acknowledged the value of observing experienced lecturers and noting key insights, she also shared Dexter's sentiment that passively sitting in class could be monotonous. The opportunity to learn new teaching strategies, particularly in Mandarin instruction, provided some benefits, yet the lack of active participation left a sense of disengagement. Dexter highlighted this feeling while writing reports on class activities helped maintain focus, it did little to eliminate the boredom that came with a passive role.

Impromptu Question from Team-Teaching Partner

Having a sit-in is not merely triggering boredom, but also the feeling of anger. It was captured in Boni's story where she needed to deal with the impromptu question given by her partner of during team-teaching. A distinguish experience occurred in Boni's sit-in. While Clyde and Dexter had nothing to do due to minimal portion given by their partners, Boni faced different situation in which she needed to be ready for questions given by her partner. In this sense, her partner often asked students questions but also redirected questions to her unexpectedly. It was exacerbated by the tone which suggested an implicit expectation that Boni should already know the answer even though these questions were not pre-coordinated before class that also confirmed the approach was entirely impromptu.

At first, Boni made an effort to respond by expecting that it would meet her partner's expectations. However, with each answer, Boni noticed a growing sense of dissatisfaction in her partner's expressions—raised eyebrows, pursed lips. It happened repeatedly, four or five times, each exchange more frustrating than the last. The unspoken criticism weighed on Boni until, finally, frustration overtook restraint. During the interview particularly when discussing the impromptu question's experience, Boni even stated that she would say "Why don't you answer it yourself?" to her partner of teaching, yet, it was an imaginative scenario. Her anger is never spoken.

Obsolete Teaching Method and Materials

Teaching in a well-established department brings some consequences. A well-developed material benefited Abe when the first time they were assigned to teach. The syllabus, materials, and assessment had been prepared by their senior long time ago. Thus, they just need to implement in the classroom context. However, such benefits did not merely bring a joyful and excitement. Abe, for instance, believed that the materials need to be revised or just updated since it has been used for a long time. Not only the materials, but also the instruction method needs to be refreshed.

Further, she highlighted her experience in teaching English skill, particularly reading. The materials and method can be said as outdated and less engaging for students. She noticed that many learners struggled to stay attentive, as the materials relied heavily on traditional text-based exercises without incorporating interactive or modern digital elements. Also, she believed that reading is not merely understanding the context but being critical, thus, traditional text-based along with exercises is no longer relevant. She stated that “The material has been used for a long time and relies solely on one type of literacy model—text, so I often struggle with finding ways to make the course more engaging, may be, adding videos, could help.” (Abe/neg/confused). Therefore, while the existing materials provided a strong foundation, Abe struggled with the challenge of modernizing them. As a result, feeling uncertain about how to enhance student engagement and promote critical thinking in reading became the source of her confusion.

Discussion

This current research aimed at exploring novice lecturers' emotions in language teaching within team-teaching practice. In addition, this current research also sought the events or triggering factors to their dynamic's emotions. Our findings showed that team-teaching is not merely a collaborative approach which is involved two teachers in the class. Beyond than that, it involves various emotions. This emphasized the notion from Liu (2016) that teaching's professional setting would never be a neutral place for teacher, particularly for teachers' emotions. Thus, it is necessary to note that teachers, in any education level, are supposed to be ready in emotional preparations.

Further, the data analysis found that negative emotions dominated the positive emotions in this current context in which relaxed and confident became the majority positive emotions and worried and boredom as the negative emotions. This finding contradicted previous studies where they noticed joy as the majority positive emotions and anger as the negative emotions (Frenzel, 2014; Muehlbacher & Hagenauer, 2024). This contrast highlights the shifting emotional landscape in team-teaching practice. Besides, it sheds a light that emotions are intricate and multifaceted (Savina & Fulton, 2024) in which Keltner et al. (2018) stated that it encompasses physiological, cognitive, affective, expressive, and motivational aspects. These interconnected aspects influence how teachers' emotions are experienced and expressed in different contexts, suggesting that various factors, such as environmental changes, interpersonal dynamics, and situational demands, may contribute to the emotional shifts observed in team-teaching practice, particularly in higher education context.

Discussing the source of their emotions, moreover, may be connected with teachers' itself. Self-assumption as one of participants did in this current research triggering negative emotions like worried, it corresponds with Savina and Fulton (2024) that emotional experience felt by the teacher is presumably caused by self-assessment of what they can and cannot do in terms of skills and capabilities. In a study done by Lohbeck et al. (2018), it was found that strong fundamental in teaching skills tended to experience enjoyment, while those who held a negative self-concept had tendency to experience negative emotions. Channeling to the context of can or cannot aspects in teachers' assumption, teachers' self-efficacy cannot be separated since it shapes academic outcomes and workplace well-being (Barni et al., 2019). In one analysis found by Burić et al. (2020), higher self-efficacy beliefs corresponded with greater joy and pride, while lower self-efficacy correlated with increased anger, exhaustion, and hopelessness which emphasized its impact on teachers' emotional well-being and resilience. Therefore, having a positive mind accompanied with strong self-efficacy is needed for teachers to prevent negative emotions during teaching process, especially in team-teaching.

Relating with the findings, it is necessary to discuss the aspect of collegiality among participants and their partners within team-teaching practice. Noticing the positive and

negative emotions during team-teaching interaction, it emphasized that teacher collegiality as claimed by Shah (2012) would augment the teachers' satisfaction, growth and development as well as professional commitment. Even though teacher collegiality as suggested by Jo (2014) that it "may encourage calculated exchanges rather than emotional links" (p.127), seeing the fact in this current research, it also encourages emotional connections between teachers. It further is supported by Cowie (2011) found that the source of feeling satisfied with the teaching and learning process was underlaid by the relations between teachers. She added that the negative emotions like anger and disappointment were triggered by the different status among teachers and lack of supports. Therefore, it can be claimed that teacher collegiality within team-teaching practice is inevitable. Paying attention to the relations among teachers in any education level can be beneficial to tackle possible upcoming negative emotions.

CONCLUSION

This research found that within team-teaching practice, novice university language teachers experienced dynamic ranges of emotions such as worried, relaxed, confident, confused and the like. The findings of this current research are able to give general and specific landscapes of how team-teaching related with the teacher emotions in higher education context. One of the striking findings as the source of negative emotions is generation gap. It is therefore necessary to address balance distribution and collaboration between fresh and novice teachers and highly experienced teachers in higher education. The pedagogical implications can be presented in the classroom practice in which undesired questions given by partner in the classroom is unnecessary to be presented. This research found that such questions given by the partner with no pedagogical intentions may contribute to the negative emotions. As for theoretical implications, this research adds the nuances of teacher emotions, collaborative teaching as well as teacher collegiality discussions. It magnifies the needs of understanding the interaction between teachers is not merely professional interaction, yet the approach of growing up novice teachers professional and self-development as a teacher in higher education.

This current research was limited by qualitatively exploring the teacher emotions in higher education. Future researchers may expand and enrich the findings by seeking the statistical evidences. By doing so, the results can be varied and had strong fundamentals. Besides, small population used in this research may limit the results. Having a rich and varied background from participants side are needed to extend the solid results.

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