

Influence of classroom conditions on emotions of prospective Teachers: Mediating role of learning assessment

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Abstract: Prospective teachers' positive image of teaching practice does not always come reality. The emotions of prospective teachers need to be examined to enhance understanding of the dynamics of emotional experiences through classroom conditions with the mediation of learning assessment. The study used a quantitative correlational survey design involving 123 prospective teachers. The research data was measured using classroom condition scale, learning assessment scale, and emotion scale. Structural Equation Modeling analysis showed that learning assessments increased happy emotions and decreased anxious and angry emotions; learning assessments perfectly mediated the influence of classroom conditions on prospective teachers' emotions. Classroom conditions indirectly predicted happy, anxious, and angry emotions through learning assessments. Prediction of classroom conditions on teachers' emotions depended on learning assessments. Non-formal internship interventions before formal teaching practice are needed to maintain prospective teachers' mental health in the classroom teaching practice.

Keywords: Classroom Conditions; Emotions; Learning Assessment; Prospective Teachers



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Introduction

Teaching practice is a key element of the prospective teachers education program; a compulsory subject for all teaching students; the practical application of knowledge, skills, and emotions acquired by prospective teachers in teaching practice activities; and an essential part of the prospective teachers professional development process. Prospective teachers apply the theories and methods they have learned during their studies to real classrooms to improve their teaching skills before becoming successful teachers (Köksal & Genç, 2019; Lawson et al., 2015).

Research findings are inconsistent. Some studies describe prospective teachers as perceiving teaching practice positively. For example, Kakazu and Kobayashi (2023) shows that prospective teachers across various countries and teacher education systems evaluate teaching practice positively. Other

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studies show the opposite. The effectiveness of teaching practice programs in schools is rated low by lecturers at various universities (Perla & Agrati, 2023). The impact of the level of support received and its alignment with the choice of teaching program varies significantly on actual learning (Mok & Staub, 2021). Prospective teachers' high expectations regarding teaching practice are not always met (de Zordo et al., 2019). Prospective teachers experience negative emotions, stress, and resignation (Sjølie & Østern, 2021; Mahmoudi & İzkan, 2016). Prospective teachers who experience unsuccessful teaching practice at schools are in line with the dropout rate (Becker et al., 2025).

The mental health of prospective teachers during teaching practice needs to be examined. Motivational-affective processes during teaching practice need to be examined to reduce dropout rates. Examining prospective teachers' motivational-affective processes during teaching practice is useful for designing better learning environments. Learning environments that can enhance self-efficacy and career decision-making (Becker et al., 2025). Teaching practices and antecedents of learning success have been extensively researched in relation to other variables (Lawson et al., 2015; Huang & Wang, 2024), but emotions play only a relatively small role in research on teaching practice (Becker et al., 2025).

Teacher education systems and values, as well as prospective teachers' high expectations of their education, play a significant role in teaching practice. Prospective teachers are expected to experience strong emotions during their teaching practice. During teaching practice, prospective teachers are likely or expected to be filled with positive emotions (Timošćuk et al., 2016; de Zordo et al., 2019). Negative emotions, particularly anxiety, influence prospective teachers' assessments of teaching practice. Retrospective appraisal of an event influenced or characterized by intense negative emotional experiences (Timošćuk et al., 2016). Bias in teaching practices negatively impacts career decisions (Krannich et al., 2019). Prospective teachers feel both excited/happy and scared/anxious about taking responsibility for teaching practice classes to gain initial experience as teachers. The experience of peak negative emotions negatively impacts the retrospective assessment of an experience as a whole (Alaybek et al., 2022).

Empirical literature has documented that prospective teachers who undertake unsupervised teaching practice experience feelings of overwhelm. Many prospective teachers who participate in initial teacher preparation programs experience negative emotions during their teaching practice. Most prospective teachers feel unmotivated after their teaching practice, with approximately 15% even questioning or doubting their ability to persist in their chosen career as a teacher (Becker et al., 2025). On average, 20% to 85% of prospective teachers drop out of college (Porsch & Reintjes, 2023).

Previous research has not included assessments of the classroom conditions faced by prospective teachers during their teaching practice and has focused too much on retrospective self-report assessments of emotions. There is a gap, how specific situational factors such as classroom conditions and their influence on emotional experiences, are still not well understood. The situational evaluation approach in this study aims to expand the findings of previous research with the aim of evaluating situational (conditional) demands more objectively, and; enhancing comprehensive understanding of the psycho-emotional dynamics of prospective teachers in teaching practice tasks. Increased understanding will contribute to the design of interventions and support structures for teacher education programs so

that prospective teachers can better prepare themselves during their teaching practice. The application of knowledge and skills acquired during teaching practice remains the focus of prospective teacher training models. The emotional experiences of prospective teachers continue to be neglected in the assessment process (Ji et al., 2022). According to the componential model of emotions, emotions are multi-component. Emotions are different from moods. Emotions focus on events (Scherer & Moors, 2019).

Knowledge about prospective teachers' emotions during teaching practice needs to be expanded, as it is a crucial element of initial teacher training. The first teaching experience, during teaching practice, is a core opportunity for prospective teachers' professional development. Teaching is an emotional practice. Teacher emotions are an integral part of a teacher's career. Teacher emotions influence the quality of teaching, student learning behavior, and academic performance (Ji et al., 2022).

Teaching practice is fraught with emotion. The most important ethical qualities in a teacher's professional ethics still rest on passion, love, compassion, and the like. Interest, creativity, joy, enjoyment, challenge, and similar emotional factors are expected to be inherent in good teaching. Teaching involves a range of emotions, from joy to anger. Teaching is emotional work (Frenzel, 2014).

Prospective teachers gain real-world teaching experience in schools through teaching practicums. Students in regular schools experience different emotions when interacting with new teachers or new teaching styles. Emotions are the lifeblood of teaching (Ji et al., 2022). Empirical literature has documented that teacher emotions are an important focus of research in mental health. Researchers have demonstrated scientific evidence that emotional dimensions need to be considered for teacher well-being (Nwoko et al., 2023; Hascher & Waber, 2021; Fried et al., 2015); job satisfaction (Dreer, 2024); teaching effectiveness (Burić & Frenzel, 2023; Fried et al., 2015); teacher professional confidence (Fried et al., 2015); quality of teaching and learning (Chen, 2019), and; desire to change jobs (Lee, 2019). Teachers' emotions can have an impact on teaching behavior and student learning outcomes (Frenzel, 2014).

The emotion of joy/happiness is inherently related to teacher motivation and can strengthen prospective teachers' commitment to their chosen profession (Li & Yao, 2022). Unmet high expectations, disruptions, and challenges to authority in the classroom trigger anger (Chang, 2013) and negatively impact the overall performance of teaching practice (Chen, 2019). Anxious emotions arise in challenging, unfamiliar, uncontrolled situations during teaching practice, reducing short-term teaching effectiveness and undermining long-term career choice determination (Agyapong et al., 2022).

Stimuli are both the cause and trigger of emotions. Stimulus evaluation is based on their significance and cognitive appraisal of controllability. Cognitive evaluations then trigger physiological reactions. Physiological reactions trigger behavioral tendencies. Behavioral tendencies trigger motor expressions. All contribute to subjective emotional feelings (Becker et al., 2025). In general, teachers strive to achieve high academic achievement, increase student motivation, strengthen classroom discipline, and build positive relationships with students. Classroom conditions are correlated with high academic achievement, increased student motivation, strengthened classroom discipline, and increasingly positive teacher-student relationships with students, all of which are relevant to evoking positive teacher emotions. Teachers often refer to students' relational or social-emotional behaviors as classroom

conditions relevant to teachers' positive-negative emotional reactions, including hostility toward teachers or aggression toward peers, low discipline, and positive interactions such as friendly chatter or sharing jokes (de Ruiter et al., 2019). Cognitive assessments of various events that occur in the classroom contribute to the emotions of prospective teachers (Schmidt et al., 2017).

Student motivation, whether engagement or avoidance, largely reflects atypical student behavior. Students who demonstrate achievement behavior—for example, understanding learning material after initial difficulty, or achieving good grades—are associated with positive emotional experiences for teachers. Empirical literature has shown that teacher anger and stress are primarily driven by student misbehavior, and teachers experience joy and pride in students who succeed in learning (Frenzel, 2014; Pawłowska, 2020). Emosi adalah konstruksi sosial yang harus dipahami dari perspektif guru dalam konteks tertentu (Pawłowska, 2020).

Classroom conditions are not the stimulus for emotional responses, but rather the interpretation of classroom situations by prospective teachers that stimulates emotional responses. Empirical literature has shown that teachers' emotions are influenced by classroom conditions, with dimensions of situational interest (emotional engagement) and dimensions of disciplinary behavior (Becker et al., 2015; de Ruiter et al., 2020). Cognitive assessments that are most closely related to emotions involve assessing the level of conduciveness to learning and the potential to overcome learning problems (Becker et al., 2015); control of actions and outcomes (learning control), and; the value of actions and outcomes (teaching competence) (Becker et al., 2025).

Previous studies measured emotions generally or retrospectively. According to emotion theory, emotions are situational, emerging in response to specific events. Globally measuring emotions can obscure true cause-and-effect relationships. The relationship between classroom conditions and teacher emotions is not yet well understood because previous research designs have not been able to separate objective conditions from subjective appraisals. Actual classroom conditions need to be distinguished from teachers' interpretations of those conditions.

The teaching practice of prospective teachers differs from that of professional teachers. Prospective teachers are still in the early stages of developing teaching competency. The classroom setting for teaching practice is more unpredictable, with a lower sense of control and higher anxiety. During teaching practice, prospective teachers are observed, assessed, and provided with feedback by mentors. This situation increases emotional stress not always experienced by experienced teachers. Prospective teachers are still developing their professional identity, self-efficacy, and career beliefs. Experienced teachers have generally passed these stages. Theories and findings developed by experienced teachers may not necessarily apply to prospective teachers.

Basic appraisal theory needs to be tested in the context of teaching practice. Teaching practice is a unique phase in teacher education: highly complex, full of expectations, evaluation-intensive, and often engendering stress, anxiety, and professional uncertainty. Prospective teachers' emotions during teaching practice remain relatively under-researched compared to those of professional teachers. If it is not the situation itself that directly elicits emotions, but rather the individual's interpretation of that situation, then a distinction needs to be made between classroom conditions (distal antecedents) and cognitive

appraisals (proximal antecedents). Research on emotions in teaching practicum is limited, and emotions have not received the same attention as research on self-efficacy, professional identity, or learning outcomes during teaching practice. Basic appraisal theory is well-established in the teacher emotions literature. Student teachers have not been widely tested. Anxiety is frequently experienced by prospective teachers, but is unrelated to classroom conditions. Previous theories and findings have been largely developed from experienced teachers. When applied to prospective teachers, some patterns remain; however, others change, particularly related to anxiety. Testing appraisal theory in teaching practicum is necessary because the emotional mechanisms of prospective teachers are not entirely identical to those of experienced teachers.

This study focuses on classroom events (classroom conditions) experienced by prospective teachers, emphasizing factors that can be observed within a limited period of teaching practice. This study aims to enhance understanding of the dynamics of prospective teachers' emotional experiences through classroom conditions mediated by learning assessments. The results of this study can practically assist teacher education programs in designing interventions and structures needed to better prepare and support prospective teachers mentally during teaching practice. This study proposes the following hypotheses: Classroom conditions directly influence emotions of happiness, anxiety, and anger (H₁); Classroom conditions influence learning assessments (H₂); Learning assessments influence emotions of happiness, anxiety, and anger (H₃); and; Learning assessments mediate the influence of classroom conditions on emotions of happiness, anxiety, and anger (H₄).

Method

The study used a correlational quantitative research survey design. Participants were students of At-Tahdzib Islamic College Jombang, Elementary Madrasah Teacher Education and Arabic Language Education Study Program; had completed 6 semesters of lectures; male and female; aged 21 to 24 years; currently taking the Field Work Practice course teaching practice in formal schools; did not/never had teaching experience in formal or non-formal schools, and; lived in Indonesia. Following Rahman's (2023) suggestion, the sample was taken using a purposive sampling technique (non-probability sampling) with technical considerations: all participants could be involved; data could be obtained in a shorter time, and; with lower financial investment. The researcher developed a less complicated model involving 3 variables. Following Kline's (2016) suggestion regarding sample size, the researcher took 123 participants in the period of 2023, 2024, and 2025.

Prospective teachers' emotions during their teaching practice classes were measured using a 12-item scale. The scale was developed from the dimensions of teacher emotions that most frequently emerged in the classroom (de Ruiter et al., 2019; Bach & Hagenauer, 2022), namely: Happy emotions (feelings of joy, goodness, happiness, and enthusiasm). Example of items, "Saya merasa praktik mengajar di dalam kelas memberikan pengalaman yang menggembirakan;" Anxious emotions (feelings of tension, worry, fear, and panic). Example items, "Di dalam kelas, saya merasa waswas gagal melaksanakan praktik mengajar;" Angry emotions (feelings of anger, disappointment/annoyance, irritation, and frustration). Example items, "Saya memendam perasaan marah (geram) saat berada di dalam kelas praktik mengajar." Each indicator is measured with a 1-item scale on a 5-point continuum, ranging from always to never.

Construct validity was tested with Confirmatory Factor Analysis (CFA) using the Root Mean Square Error of Approximation (RMSEA); Comparative fit index (CFI); Tucker-Lewis index (TLI); Standardized Root Mean Squared Residual (SRMR), and; Chi-square/df (or Minimum value of the discrepancy function C [CMIN/df]) as a goodness-of-fit criterion. RMSEA is highly recommended by MacCallum dan Austin (2000) because it shows sensitivity to less detailed models; can be used as a precise guideline for interpreting conclusions about model quality; and; provides confidence intervals that provide important information about the accuracy of model fit estimates that are not available in almost all other fit indices. RMSEA estimates <.01 very good fit; .01–.05 good fit; .05–.08 acceptable fit; .08–.10 marginal fit; >.10 poor fit (Browne & Cudeck, 1993). CFI $\geq$.9. CFI moves from 0 to 1. CFI approaching 1 indicates goodness of fit (Bentler, 1990). TLI $\geq$.9. TLI is between 0 and 1, but not limited to the range of 0 and 1. TLI approaching 1 indicates goodness of fit (Bollen, 1989). SRMR < .08. If it is in the range of .08 to .10, it is still acceptable (marginal fit) (Hu & Bentler., 2009). CMIN/df $\geq$.05 and $\leq$ 2 (Marsh & Hocevar, 1985).

The results of construct validity and reliability tests show that the CFA of happy emotions (ES) $\chi^2 = .936$; df = 2; e = .00, and; RMSEA = .000; CFI = .93; TLI = .91; SRMR = .06, and; CMIN/df = 1.12. All indicates that the empirical data strongly supports the theoretical model. Factor loadings = .61–.82 (figure 1). Construct Reliability/Composite Reliability, CR = .792 (good reliability). CFA of anxious emotions (EC) $\chi^2 = 1.435$; df = 2; e = .00, and; RMSEA = .000; CFI = .91; TLI = .9; SRMR = .04, and; CMIN/df = .12. All indicates that the empirical data strongly supports the theoretical model. Factor loadings = .68–.86 (figure 2). CR = .872 (very good reliability). CFA of angry emotions (EM) $\chi^2 = 3.917$; df = 2; e = .00, and; RMSEA = .089; CFI = .96; TLI = .95; SRMR = .07, and; CMIN/df = .17. All indicates that the empirical data sufficiently supports the theoretical model. Factor loadings = .71–.86 (figure 3). CR = .865 (very good construct areliability).

Figure 1
CFA happy emotions, RMSEA = .000

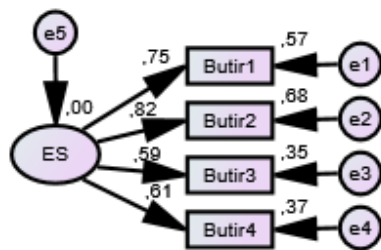


Figure 2
CFA anxious emotions, RMSEA = .000

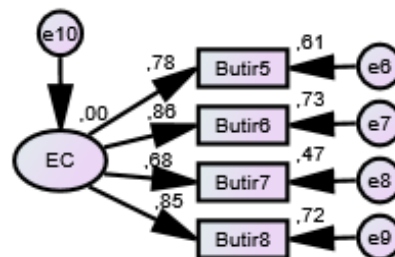
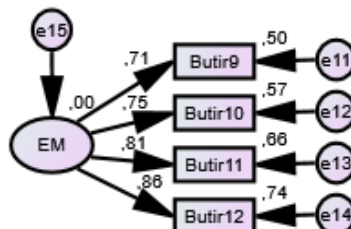


Figure 3
CFA angry emotion RMSEA = .089

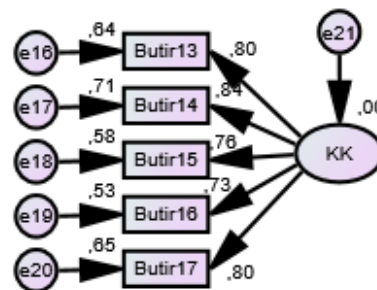


Classroom conditions were measured using a five-point scale. The scale was developed from classroom conditions with dimensions of student engagement (student interest in the lesson, student

concentration on the lesson, and student enjoyment of the lesson) (Kelly & Abruzzo, 2021), and; classroom discipline dimensions (minimal disruption in the classroom, and effective use of time) (Becker et al., 2015; Becker et al., 2025). Each indicator is measured with a 1-point scale on a 5-point continuum. The scale continuum type adapts to the content of the statement item, namely from very large to almost none; from very strong to very weak; from enjoying very much to not enjoying at all; from very often to never; and from very much to not enjoying at all. Example items, “Dengan mempertimbangkan kegiatan di dalam kelas, seberapa banyak waktu terbuang sia-sia?” (Reverse score). The results of the construct validity and reliability test show that the CFA of class conditions (KK) $\chi^2 = 7.151$; $df = 5$; $e = .00$, and; RMSEA = .059; CFI = .92; TLI = .91; SRMR = .05, and; CMIN/df = .11. All indicate that the empirical data supports the theoretical model. Factor loadings = .53–.71 (figure 4). CR = .891 (very good construct reliability).

Figure 4

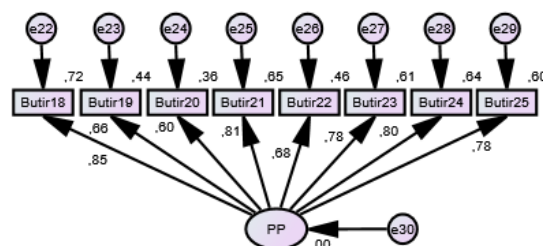
CFA class conditions, RMSEA = .059



Learning assessment is measured using an 8-item scale. The scale was developed based on modifications of the assessments of conduciveness to learning objectives (supportive and contributive) and potential for addressing learning problems (personal resources and optimization) in the Reciprocal Model on Causes and Effects of Teacher Emotions (Frenzel et al., 2009; Frenzel, 2014), and; assessment of learning control (organizing/directivity and control), and teaching competencies (pedagogical and professional) in Teachers’ Self-reported Appraisals (Becker et al., 2015), and Student teachers’ self-reported control and value appraisals (Becker et al., 2025). Each indicator is measured with a 1-point scale on a 5-point continuum, ranging from always to never. Example items, “Perilaku siswa di dalam kelas memberi andil pada pencapaian tujuan pembelajaran.” The results of the construct validity and reliability test show that the CFA of learning assessment (PP) $\chi^2 = 25.260$; $df = 20$; $e = .00$, and; RMSEA = .046; CFI = .93; TLI = .92; SRMR = .05, and; CMIN/df = .14. All indicate that the empirical data strongly supports the theoretical model. Factor loadings = .60–.85 (figure 5). CR = .910 (very good construct reliability).

Figure 5

CFA learning assessment, RMSEA = .046



The research data were analyzed using Structural Equation Modeling (SEM) using Analysis of Moment Structure (AMOS) version 8.

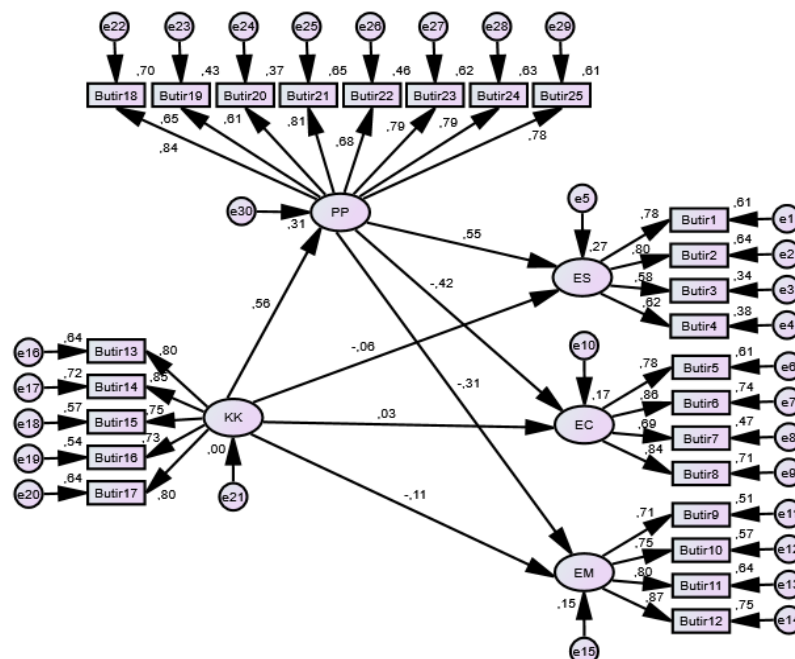
Result

Assessment of Normality with the criteria of critical ratio (cr.) = .597 (<5). The test results show that the skewness value of all indicators is at 0 with c.r. = 0, the data does not show skewness problems. The kurtosis value for each indicator = -1.304 with cr. = -2.952, is slightly above the limit of ± 2.58 , there is a slight deviation from the normal distribution in several indicators. Multivariate kurtosis = 3.958 with c.r. = .597, far below the limit of ± 5 as suggested Bentler (2006) and Kline (2016). The data meet the assumptions of multivariate normality. Maximum likelihood estimation-based analysis can be used appropriately in SEM.

Standardized Regression Weights show estimated loadings ranging from -.423 to .865. There are no loadings > .95, and the Determinant of Sample Covariance Matrix is 6.35, well above. There is no $r > .90$ in the Sample Correlations table. There is no indication of multicollinearity. There are no observations with a p-value < .001 in the Mahalanobis distance table, indicating the absence of multivariate outliers. Scatterplot and standardized residuals examination indicate a linear relationship between variables. The sample size of 123 participants meets the minimum requirements for maximum likelihood SEM analysis. All SEM assumptions are met, and the model is suitable for further analysis.

Figure 6

Structural model, RMSEA = .052



The SEM path diagram displays standardized regression weights (β) on the common factor and on each indicator. Squared Multiple Correlation Coefficients (R^2) describe the number of common factor variants on observed variables. SEM analysis shows the computation of the number of distinct sample moments = 325, the number of distinct parameters to be estimated = 57, and $\chi^2 = 356.814$ with $df = 268$,

and $p = .000$. The analysis results indicate that the exogenous and endogenous latent variables have formed unidimensionality and the goodness of fit criteria need to be tested. The structural model, RMSEA = .052 (figure 6), ; CFI = .92; TLI = .91; SRMR = .07, and; CMIN/df = .16. All indicates a good structural model.

Tabel 1
Standardized Direct Effects

Variables		Standardized regression weight estimates (β)	Unstandardized regression weight	
Endogenous	Exsogenous		CR	p
Happy emotions	<--- Class conditions	-.064	-.525	0.599
Anxious emotions	<--- Class conditions	.028	.230	0.818
Angry emotions	<--- Class conditions	-.114	-.926	0.354
Happy emotions	<--- Learning assessment	.551	4.113	0.000*
Anxious emotions	<--- Learning assessment	-.423	-3.377	0.000*
Angry emotions	<--- Learning assessment	-.314	-2.510	0.012**
Learning assessment	<--- Class conditions	.556	5.621	0.000*

* $p < .01$ ** $p < .05$

Tabel 2
Standardized Direct, Indirect and Total Effects

Variables	Direct effect (Unmediated)	Indirect effect (Mediated)	Total effect (Unmediated & Mediated)
Class condition on happy emotions	-.064	.307	.243*
Class conditions on anxious emotions	.028	-.235	-.208*
Class conditions on angry emotions	-.114	-.175	-.289*

* Total effect > direct effect

Direct Effect Hypothesis Test

Classroom conditions had no direct effect on happy emotions ($\beta = -.064$; Critical Ratio = $-.525$, and $p = .599 > .05$). Classroom conditions had no direct effect on anxious emotions ($\beta = .028$; Critical Ratio = $.230$, and $p = .818 > .05$). Classroom conditions had no direct effect on angry emotions ($\beta = -.114$; Critical Ratio = $-.926$, and $p = .354 > .05$). H_1 was rejected.

Classroom conditions had a positive and highly significant effect on learning assessments. $\beta = .556$; Critical Ratio = 5.621 , and $p = .000$ ($p < .01$). H_2 was accepted.

Learning assessment has a positive and highly significant effect on happy emotions ($\beta = .551$; Critical Ratio = 4.113 , and; $p = .000 < .01$). Learning assessment has a negative and highly significant effect on anxious emotions ($\beta = -.423$; Critical Ratio = -3.377 , and; $p = .000 < .01$). Learning assessment has a negative and significant effect on angry emotions ($\beta = -.314$; Critical Ratio = -2.510 , and; $p = .012 < .05$). H_3 , accepted.

Indirect Effect Hypothesis Test

Direct effect of class conditions on happy emotions = $-.064 < \text{total effect} = .243$. Direct effect of class conditions on anxious emotions = $.028 < \text{total effect} = -.208$. Direct effect of class conditions on angry emotions = $-.114 < \text{total effect} = -.289$. H_4 is accepted.

Discussion

The findings of this study indicate that classroom conditions have no effect on emotions of happiness, anxiety, and anger. These findings indicate that student engagement and classroom discipline do not influence the emotions of prospective teachers. Student interest, concentration, enjoyment of the lesson, minimal classroom distractions, and effective use of time do not stimulate teachers' emotions. This finding is inconsistent with other dimensions of classroom conditions that influence prospective teachers' emotions, namely: student achievement behavior; student misbehavior; teacher-student relationships; and instructional effectiveness. High student achievement can be a source of positive experiences for teachers. A primary source of positive emotional experiences for teachers is student success. Teachers are delighted when students receive good grades. Poor student achievement can be a source of negative emotions in teachers. Teachers become angry if they perceive student failure to be caused by factors beyond the students' control. Teachers' emotions are almost inseparable from the relationships they form with their students. Teachers find the opportunity to engage deeply and personally with students satisfying and rewarding. Commitment and caring can also be a source of difficulty for teachers due to the inherently unequal nature of the teacher-student relationship. Even highly caring teachers may feel guilty when they cannot meet all of a student's needs (Frenzel, 2014). Other findings indicate that student behavior in the classroom impacts teachers' emotional experiences. High-achieving and highly motivated students are sources of positive emotional experiences for teachers. Student motivational engagement is linked to teacher emotions, and regardless of students' cognitive abilities and performance, teachers prefer to teach students who work hard and make an effort (Becker et al., 2015).

Prospective teachers in their teaching practice were not affected by classroom discipline, as indicated by minimal disruptions and effective use of class time. This finding is inconsistent with previous research. Student misbehavior and disruptions during class are among the main factors in classroom conditions that elicit negative teacher emotions, particularly anger and anxiety. Negative emotional responses arise when disruptions are perceived as hindering the teacher's classroom goals, or when the teacher feels incompetent in stopping or controlling disruptive students. Teachers become angry when they perceive student misbehavior as intentional. Teacher anger is caused by students' non-compliance with classroom rules. Teachers also experience anxiety as a result of student disruptions in class (Frenzel, 2014). Teachers feel happy and enjoy teaching in classrooms characterized by highly disciplined students. Teachers feel angry and anxious in classrooms with low student discipline. Teaching enjoyment is also predicted by students' ratings of teacher monitoring, elaboration, comprehension, autonomy support, enthusiasm, and support for students. Teacher anger is predicted by students' perceptions of teacher instructional behavior, including elaboration, comprehension, autonomy support, enthusiasm, and support after failure (Frenzel et al., 2009). Students who disrupt lessons and disobey classroom rules negatively impact teacher learning and performance in the classroom, jeopardizing teachers' ability to achieve classroom goals. Student misbehavior can have long-term impacts on teacher well-being and emotional exhaustion.

Student motivation is the strongest predictor of teacher enjoyment. Teachers benefit most emotionally when students are motivated, engaged, and demonstrate personal growth. Teacher anger is particularly associated with undisciplined students. Motivation (student engagement) and classroom discipline, as assessed through aggregate student ratings, are important antecedents of teachers' experiences of enjoyment and anger (Becker et al., 2015).

Teacher emotions are also predicted through other dimensions of classroom conditions, such as instructional effectiveness in terms of cognitive stimulation and teacher motivation, classroom management, and social support. A balance between feelings and cognitions is crucial for effective teaching. Beginning teachers whose students reacted hostilely to test feedback experienced negative emotions, such as frustration and anger. As a result, teachers changed their classroom management strategies, using a highly structured feedback approach to control student interactions. Failure to connect with students can also have negative consequences or pose a threat to teachers. One teacher stated, "I feel like I can't handle a class full of students who don't like me" (Frenzel, 2014).

The differences in the findings of this study compared to previous research likely stem from the research participants. This study involved student teachers. Previous studies mostly involved teachers with prior teaching experience. Experienced teachers possess a high level of sensitivity in assessing daily classroom conditions and outcomes. Attention is a core practice in teaching and a well-established component of teaching expertise. Teachers describe classroom conditions by paying attention (observing, noticing, and attending to) student behavior, student learning, student relationships, student thinking, pedagogy, and curriculum design with a high degree of accuracy (Kelly & Abruzzo, 2021). Prospective teachers appear to be cognitively preoccupied with assessing learning. In their teaching practice, they focus more on: First, ensuring student conduciveness and contributions to support the achievement of learning objectives. Second, realizing their potential to address learning challenges using personal resources and optimization. Third, controlling the classroom learning process through directive arrangements and controls. Fourth, strengthening pedagogical and professional competencies by striving to effectively manage the classroom so that students understand the learning material.

This argument aligns with empirical findings, stating that the more positive the assessment of learning, the more likely prospective teachers experience high levels of happiness and tension. The more negative the assessment of learning, the more likely prospective teachers experience increased anxiety and anger. Student teachers ignore classroom conditions that may be unfavorable, problematic, uncontrollable, and hinder competency achievement. Student teachers address classroom conditions that support learning goals by focusing more attention on cognitive evaluation of student support and contribution to learning goals; increasing personal resources and optimizing them; taking directive classroom responsibility; and assessing competency progress.

The findings of this study indicate that assessment of learning has a positive effect on happiness and a negative effect on anxiety and anger. The more positive the assessment of learning, the more likely prospective teachers experience happiness. The more positive the assessment of learning, the more likely prospective teachers experience anxiety and anger. Positive assessments of learning increase happiness and decrease anxiety and anger. Negative assessments of learning increase anxiety and anger, and

decrease happiness. These findings align with the teacher emotion model from Frenzel (2014). The model explains that teachers, especially beginning teachers, experience anxiety about whether their students like them. Personal doubts about their ability to provide effective instruction can also contribute to negative teacher emotions. Teachers who are unfamiliar with the subject matter they teach feel embarrassed. Beginning teachers are particularly concerned about their ability to maintain classroom discipline, their knowledge of the subject matter, and the corrective actions to be taken if errors occur. Beginning teachers experience anxiety due to their lack of familiarity with the subject matter. Teachers who have teaching efficacy, that is, feel capable of producing desired educational outcomes in their students, are a source of positive emotions (Frenzel, 2014).

The findings of this study indicate that classroom conditions have a positive effect on learning assessment. Classroom conditions enhance learning assessment. This finding means that student engagement and discipline enhance learning assessment. The higher the students' interest, concentration, and enjoyment in the lesson, and the fewer distractions and wasted time in the classroom, the more positive the prospective teachers will be in assessing learning. Classroom conditions, indicated by high student engagement and discipline, further stimulate prospective teachers to improve the conduciveness of learning objectives, the potential to overcome learning problems, control learning, and learning competencies. Classroom conditions characterized by high student engagement and discipline stimulate prospective teachers to strive to involve students in supporting and contributing to the achievement of learning objectives; develop personal resources to prevent things that can hinder learning, and encourage students in the classroom to learn optimally; direct and control students directly to achieve learning objectives, and; improve pedagogical and professional competencies by managing the class effectively and guiding students to understand the learning material.

The findings of this study indicate that classroom conditions have no effect on emotions of happiness, anxiety, and anger. Classroom conditions have a positive effect on learning assessment. Learning assessment has a positive effect on emotions of happiness, and a negative effect on emotions of anxiety and anger. This finding means that learning assessment perfectly mediates the effect of classroom conditions on emotions of happiness, anxiety, and anger. Classroom conditions indirectly influence emotions of happiness, anxiety, and anger through learning assessment. Without learning assessment, classroom conditions have no effect on prospective teachers' emotions. Without learning assessment, teachers' emotions do not emerge.

These research findings support the postulates of basic appraisal theory. The situation is not the primary factor in the emergence of emotions. It is not the situation (condition) that triggers emotional experiences, but rather the individual's subjective interpretation of the situation (condition). Conversely, subjective interpretations of situational characteristics (conditions) determine emotional experiences. Cognitive appraisal is the primary cause of emotions. Teachers' appraisals of classroom events are at the heart of the reciprocal causal model of teacher emotions. The model of teacher emotions assumes that cognitive appraisals of classroom events (learning appraisals) contribute significantly to teachers' emotions. Momentary events, such as student misbehavior, are perceived and appraised in accordance with the event, and appraisals then lead to appropriate emotional responses. The situation-appraisal-emotion relationship occurs across situations and within teachers (Frenzel et al., 2009). Teachers

cognitively assess their classes. Teachers' emotions are assumed to be the result of assessments related to class goals. Emotions develop through assessments of the situation (condition). If students are well-engaged in class, prospective teachers feel proud because they associate that engagement with their teaching approach. Teachers feel elated because they enjoy observing evidence of positive student development (Frenzel, 2014). This assumption, according to Becker et al. (2015), for teachers, means that classroom conditions, such as student motivation during lessons, should not directly influence teachers' emotions, but rather the influence of classroom conditions on teachers' emotional experiences should be mediated through teachers' subjective assessments.

Becker et al. (2015) confirmed this assumption with research findings showing that motivation and classroom discipline influence teachers' perceptions of conduciveness to learning goals and potential for coping with learning problems. Teachers typically report higher levels of potential for coping with learning problems. Teachers perceive student behavior as more conducive to learning goals in highly motivated and disciplined classrooms. Conduciveness to learning goals and potential for coping with learning problems: fully mediate the effect of student discipline level on teachers' experiences of enjoyment; only partially mediate the effect of student motivation level on teachers' experiences of enjoyment; there is a small, positive direct effect of student motivation on teachers' emotions of enjoyment; fully mediate the effect of student motivation level on teachers' experiences of anger; only partially mediate the effect of student discipline level on teachers' experiences of anger; and; there is a small, negative direct effect of student discipline level on teachers' anger, even when involving teacher ratings.

The mediating role of learning assessment supports previous research. As teachers move from novice to expert, they refine their attention skills and apply richer schemas to their assessments of the class (Hill & Chin, 2018). Assessing the interaction between teacher and students, analyzing and responding, will achieve good teaching results (Barnhart & van Es, 2015). The authenticity and level of cognitive evaluation of questions asked to teachers are positively related to students' interest, concentration, and enjoyment of following the lesson (Kelly & Abruzzo, 2021).

Conclusions

This study examined the dynamics of prospective teachers' emotional experiences through classroom conditions, mediated by learning assessments. Findings indicate that classroom conditions do not directly predict happy, anxious, and angry emotions; classroom conditions enhance learning assessments; learning assessments increase happy emotions and decrease anxious and angry emotions. Learning assessments perfectly mediate the effect of classroom conditions on happy, anxious, and angry emotions. Classroom conditions indirectly predict happy, anxious, and angry emotions through learning assessments. Without learning assessments, prospective teachers do not experience emotions in their teaching practice classrooms, despite the presence of classroom conditions. Through learning assessments, classroom conditions predict increased happy emotions and decreased anxious and angry emotions. The prediction of classroom conditions on teachers' emotions depends on learning assessments.

Teacher education programs are advised to design non-formal internship interventions prior to formal teaching practice. Internship interventions in non-formal schools, or group courses, are expected

to provide initial experience and maintain students' mental health during teaching practice in formal schools. Further research will provide more accurate predictions by dividing male and female participants into separate units of analysis. A larger number of participants from various teaching and education programs would enhance the generalizability of the research results. This study has limitations of cross-sectional; common method bias; self-reporting bias, and; situational specificity.

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