



Teacher-Learner Emotional Dynamics and Learner's Learning Outcomes: Basis for an Intervention Plan

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Abstract: Emotional interactions between teachers and learners play a crucial role in shaping the learning environment and influencing educational outcomes. Specifically, it sought to determine 1. the level of teacher-learner emotional dynamics, 2. the level of learner's learning outcomes, and 3. the significant relationship between teacher-learner emotional dynamics and learner's learning outcomes in the selected district of Lanao del Sur I Division during the School Year 2023-2024. A descriptive correlational research method was used in the study to explore the teacher-learner emotional dynamics and learner's learning outcomes among the one hundred ninety (190) Grade 6 public elementary school teachers and three hundred eighty (380) Grade 6 learners. The researcher used stratified sampling procedure, and adapted and modified questionnaires were employed as the main data-gathering tools in identifying and establishing the relationships between and among the variables. The researcher used statistical tools such as mean, standard deviation, and Pearson Product Moment Correlation (r) to determine the significant relationship between teacher-learner emotional dynamics and learner's learning outcomes. The findings of the study revealed that teacher-learner emotional dynamics were Very High. It also showed that the level of learner's learning outcomes was High. Moreover, the level of teacher-learner emotional dynamics and the learner's learning outcomes have a significant correlation. It was concluded that the interconnectedness of instructional strategies, trust, and beliefs is essential for maximizing learning outcomes and fostering a thriving educational environment. The study recommends that the proposed Intervention Plan on Teacher-Learner Emotional Dynamics should be utilized to equip teachers and learners with the skills to recognize, understand, and manage their own emotions as well as those of others.

Keywords - teacher-learner, emotional dynamics, learning outcomes

I. INTRODUCTION

In the realm of education, the dynamics of emotional interactions between teachers and learners play a pivotal role in shaping the learning environment and influencing students' academic outcomes. The relationship between teachers and students extends beyond the mere transmission of knowledge; it encompasses emotional connections, trust, and support, which significantly impact students' learning experiences and achievements. However, there is a significant gap in the current literature about teaching and emotional interactions to learners and their implication on teaching and learning outcomes in the Lanao del Sur I Division. There is relatively limited research that provides a detailed understanding of a range of emotions in relation to empathy, trust and emotional support and how these impacts learning outcomes in relation to the individual's emotion, beliefs, motivation, discipline and performance. Furthermore, inadequate emphasis has been placed on developing multicomponent intervention strategies that are derived from empirical research.

In the classroom, a positive relationship between the teacher and the learner is defined as an endeavor to have each other's trust and respect. Building a stronger relationship with learners can get to know them better, giving them options, and motivating them to learn more every day. With this, educators are courteous, respecting the uniqueness of each kid, and demonstrating value to them. In addition, making the classroom safe with welcoming space for everyone, and a good relationship with learners can help them succeed in the classroom (Monteiro, et al., 2021).

Student- teacher relationships have displayed many advantages in the classroom. Students who share a positive relationship with their teacher develop stronger social-emotional skills. Furthermore, these students are more likely to absorb an increased amount of academic knowledge (Positive teacher-learner relationships have cascading benefits, 2021). The result of a strong student-teacher

relationship is that it allows students to feel confident through exploration and taking risks in their academic tasks. In short, students who have a positive student-teacher relationship demonstrate a stronger performance in the classroom (Positive teacher-learner relationships have cascading benefits, 2021).

Nonetheless, the creation of a respectful environment is one of the most significant effects of good student-teacher interaction. Clearly defining learning objectives and expectations in a constructive way is one way a teacher may develop a solid relationship with a student. For individual pupils or for groups of students, this can appear differently. Because of their tight relationship, teachers will be able to monitor their students' progress and modify their expectations and learning goals as necessary (Anne C. Frenzel, et al., 2021).

The research identifies a notable gap in the current understanding of teacher-learner dynamics and learner's learning outcomes within the Lanao del Sur I Division. Existing literature lacks a detailed exploration of the specific emotional dynamics, including empathy, trust, and emotional support, and how these factors influence learning outcomes in terms of emotion, beliefs, motivation, discipline and performance. Additionally, limited attention has been given to the formulation of a comprehensive intervention plans based on research findings. By filling these gaps, the study is conducted to contribute valuable insights that can inform educational practices and interventions, fostering positive teacher-learner relationships and elevating the overall quality of teaching and learning in elementary schools.

II. RESEARCH METHODOLOGY

This study employed the descriptive correlational method of research. This involves utilizing surveys to assess teaching behavior and measure the levels of empathy, trust, and emotional support within the teacher-learner dynamic. Through statistical analyses, particularly Pearson's Correlation Coefficient, the study aims to reveal meaningful relationships between emotional dynamics and teaching behaviors. The study aims to identify specific emotional dynamics that are correlated with positive or negative learner outcomes, providing targeted insights for the development of effective interventions.

This research design, centered on questionnaires, provides a structured and efficient means to comprehensively explore the connections between teacher-learner emotional dynamics and learner outcomes in Lanao del Sur I.

Prioritizing ethical issues, the research design formally seeks clearance to safeguard participants' rights and privacy. The DepEd offices, school administrators, teachers and students in education are the intended receivers of the research findings. The ultimate goal of this study approach is to improve the learning environment in the area by offering useful recommendations for educational practices and legislation.

2.1 Population and Sample

The respondents of the study were the one hundred ninety (190) Grade 6 public elementary school teachers and three hundred eighty (380) Grade 6 learners in the selected district of Lanao del Sur I Division, for the 2023-2024 school year. The researcher used a stratified sampling procedure. Moreover, not all Grade 6 learners were involved in the study. Only those who took part in a ratio of 1 teacher to 2 learners. The respondents were distributed across the thirty-one (31) selected districts.

2.2 Data and Sources of Data

In this study, the first part of the questionnaire was adapted from Bowlby's Attachment Theory while the second part was from the study of Frenzel, Daniels, and Burić (2021) on teacher emotions in the classroom and their implications for students.

2.3 Theoretical framework

This study was anchored on the notion in Bowlby's Attachment Theory, which hugely provides a sturdy framework within which to look at relationships and the deep influence of teacher-learner emotional dynamics on the attitudes and behaviors of students. This theoretical framework that the study adopts is what rings true in trying to explore how empathy, trust, and positive role modeling work. It offers a lens through which we can look at how these emotional exchanges affect students' performances in their academics.

Attachment Theory suggests that secure emotional attachments between those involved in any relationship, for example between a teacher and a student, form the basis for learners' well-being and learning. During the course of teaching, positive teacher-learner emotional dynamics in terms of trust, emotional support, and empathy may provide for an environment of secure attachment. Learners who comfortably are free to engage in learning, to take risks, and to explore new ideas. It will show the role of emotional dynamics occurring between teacher and learner in shaping an emotional classroom climate, which in turn will affect student motivation.

2.4 Statistical tools and econometric models

After gathering and recording the data for this study, the researcher used various statistical tools: descriptive statistics like mean, standard deviation, and Pearson Product Moment Correlation (r) to describe the study's variables. For Problems 1 and 2, the mean and standard deviation were used to assess the level of teacher-learner emotional dynamics and the learner's learning outcomes. For Problem 3, the Pearson Product Moment Correlation (r) was employed to find the significant relationship between teacher-learner emotional dynamics and the learner's learning outcomes.

2.4.1 Descriptive Statistics

In this study, descriptive statistics were used to summarize and describe the main features of the collected data. Percentages, frequencies, means, and standard deviations were employed to provide simple summaries about the sample and the measures. These tools helped the researcher understand basic patterns in the data, such as how common certain values were, the average value, and the variability of the data. By using descriptive statistics, the study's findings were presented in a clear and straightforward way, making it easier to communicate the results and draw meaningful conclusions.

III. RESULTS AND DISCUSSION

3.1 Table 1: Level of Teacher-Learner Emotional Dynamics

| Variables | Teacher Respondents | | | Learners Respondents | | | Overall | | |
|-------------------|---------------------|-------------|---------------|----------------------|-------------|---------------|-------------|-------------|------------------|
| | Mean | SD | Description | Mean | SD | Description | Mean | SD | Interpretation |
| Empathy | 3.69 | 0.48 | Always | 3.66 | 0.49 | Always | 3.68 | 0.49 | Very High |
| Trust | 3.71 | 0.47 | Always | 3.73 | 0.45 | Always | 3.72 | 0.46 | Very High |
| Emotional Support | 3.56 | 0.60 | Always | 3.54 | 0.61 | Always | 3.55 | 0.61 | Very High |
| Overall | 3.65 | 0.52 | Always | 3.64 | 0.52 | Always | 3.65 | 0.52 | Very High |

Table 1 describes the summary of the level of teacher-learner emotional dynamics as perceived by respondents with an overall mean of 3.65 (SD=0.52) interpreted as Very High. The mean overall score for teachers-students emotional facilitation is very high which confirms that teacher-learner emotional dynamics are highly performed. As seen, these high rates of emotional dynamics demonstrate faculty's ability to be supportive and appreciable to learners, which is key to their achievement and growth. These findings have important implications and underscore the need to maintain high levels of emotional caring or support and close or warm teacher-student relationships in schools. Positive emotional involvement can make students more focused, enhance their performance, and polish their social-emotional development when their teachers are warm towards them. Schools should continue to foster and even improve positive relations in these aspects. Research supports the significance of teacher-learner emotional dynamics in the educational context. A study by Frenzel et al. (2021) found that positive teacher-student relationships and emotional support were associated with higher levels of student engagement and motivation. Furthermore, another study by Sadoughi and Hejazi (2021) highlighted the importance of emotional support from teachers in promoting positive student outcomes, including improved academic achievement and social-emotional development.

Moreover, the variable trust obtained the highest mean score of 3.72 (SD=0.46) interpreted as Very High. This result indicates that learners perceive their teachers as trustworthy individuals who create a safe and supportive learning environment. This implies a high level of trust between teachers and learners contributes to students' well-being. This high mean for trust explains the great importance of trust within teachers and students. This is deemed to be one of the most important components of teaching and learning as it is the basis of all interactions. It can be seen from the above example that when students have faith in their teacher, they are more comfortable in class and willing to learn more. This trust creates a psychological climate where students feel comfortable to ask questions, to raise hands for help, or even to take a poor academic risk without any criticism. Based on the results of this study, it can be warranted that these school personnel should maintain and improve the efforts that foster and strengthen the trust between teachers and students. In developing trust reciprocate positive communication; be dependable and truthful while showing concern towards the students.

These points can be addressed through professional development programs, which are important in helping teachers acquire the skills to foster trustful relationships with the students. Zheng (2022) emphasizes the importance of trust. When students trust their teachers, they feel supported, valued, and respected, which enhances their overall emotional and social well-being. Trust creates a sense of belonging, leading to increased motivation, engagement, and a positive attitude towards learning.

Furthermore, trust in the teacher-learner relationship promotes positive classroom dynamics. It fosters a collaborative and inclusive environment where students feel comfortable expressing their thoughts and opinions, engaging in meaningful discussions, and building positive relationships with their peers. Trust contributes to a positive classroom climate that enhances social interaction, cooperation, and a sense of community among students (Li et al., 2024).

On the other hand, the indicator emotional support obtained the lowest mean of 3.55 (SD=0.61), interpreted as Very High. This means that emotional support as perceived by the learner, even as the lowest sub-variable, indicates that learners perceive their teachers as emotionally supportive individuals who create a nurturing and caring learning environment. This implies that emotional support from teachers plays a crucial role in promoting students' well-being and academic success. When teachers provide emotional support, they acknowledge and validate students' emotions, create a safe space for expression, and foster positive teacher-student relationships. The high mean score for the trust supports the findings of the study elucidating that trust is an influential factor in the teacher-student relationship. Teacher credibility is therefore a key factor that defines quality teaching and learning. This means that whenever students believe on their teachers, then they will be more secured and hence they will embrace the process of learning. This kind of trust creates a psychological safety climate that allows the students to share their ideas or seek assistance occasionally or take academic risks that they consider necessary without fear of being rejected or criticized.

These findings have implications for schools and teachers to maintain and develop such practices that foster and maintain trust between the teachers and the students, patience, open-mindedness, always keeping your word, being honest, and expressing concern for the students. It is possible to develop training programs aimed at these components of trust so that teachers can gain the knowledge and skills to enhance the established trust between them and students. Furthermore, Shao et al. (2024) stated that emotional support fosters a positive classroom climate. When students perceive that their emotional needs are valued and supported, it promotes a sense of belonging, trust, and mutual respect among students and between students and teachers. This positive classroom climate enhances collaboration, cooperation, and a sense of community, leading to improved peer relationships and overall well-being.

3.2 Table 2: Level of Learner's Learning Outcomes

| Processes/Variables | Mean | SD | Interpretation |
|---------------------|-------------|-------------|----------------|
| Emotion | 3.23 | 0.83 | High |
| Beliefs | 3.46 | 0.71 | High |
| Motivation | 3.37 | 0.74 | High |
| Discipline | 3.43 | 0.72 | High |
| Performance | 3.43 | 0.70 | High |
| Overall | 3.38 | 0.74 | High |

Table 2 presents a summary distribution of the perceived level of learner's learning outcomes with an overall mean of 3.38 (SD=0.74) interpreted as Agree. This indicates that learners generally perceive their learning outcomes as being in alignment with their own expectations. This means that learners believe they have achieved the desired learning outcomes and have a positive perception of their own learning and progress. This finding implies that when learners agree with the perceived level of their learning outcomes, it can enhance their motivation and self-efficacy. When learners believe they have successfully achieved the intended learning outcomes, it boosts their confidence and encourages them to further engage in learning activities (Bedi, 2023). This positive perception can lead to a cycle of continuous learning and improvement.

Furthermore, the perceived level of learner's learning outcomes in terms of beliefs obtained the highest mean of 3.46 (SD= 0.71) interpreted as High. It means self-efficacy beliefs influence how students approach tasks; those with higher self-efficacy are more likely to set challenging goals and persist in the face of difficulties. This persistence enhances learning and mastery of content over time. Second, a growth mindset fosters a belief that intelligence and abilities can be developed through effort and strategies rather than being fixed traits. Students with a growth mindset are more inclined to seek out challenges, learn from feedback, and view setbacks as opportunities for growth, thereby promoting continuous improvement in their academic performance. These positive beliefs contribute to students' overall motivation. When students believe in their capabilities and see the value of education, they are more likely to engage actively in learning activities, participate in class discussions, and take ownership of their academic progress. This engagement not only enhances their understanding and retention of knowledge but also cultivates a sense of responsibility and agency in their learning journey.

Honick et al., (2023) study asserts that when students believe in their own capabilities, they are more likely to set challenging goals, persist in the face of obstacles, and engage in effective learning strategies. Positive beliefs about learning outcomes can enhance students' motivation, effort, and overall academic achievement.

However, the perceived level of learner's learning outcomes in terms of emotion revealed 3.23 (SD= 0.83) obtained the lowest mean score, interpreted as High. This indicates that students do not strongly agree that their emotional experiences are positively influenced by their learning outcomes. The result implies that students may not perceive a strong emotional connection to their learning outcomes. This could indicate that they do not feel a sense of excitement, engagement, or satisfaction in relation to their academic achievements. It may indicate that students do not derive a deep sense of emotional fulfillment or satisfaction from their academic achievements. This could lead to a reduced motivation to actively engage with their studies or to pursue learning goals enthusiastically.

Additionally, a weak emotional connection to learning outcomes might imply that students are not experiencing the joy or sense of accomplishment that often accompanies academic success. By fostering environments that support emotional engagement and celebrating students' successes, educators can help cultivate a more positive and rewarding academic experience. Strategies such as providing meaningful feedback, acknowledging progress, and creating opportunities for students to reflect on their learning can all contribute to strengthening the emotional connection to academic achievements. Lin et al. (2019) study highlights that Emotions play a crucial role in learning, as positive emotions can enhance motivation, attention, and overall learning experience. Therefore, a lack of positive emotional engagement with learning outcomes may have implications for students' overall learning experience and motivation.

3.3 Table 3 – Significant Relationship between Teacher-Learner Emotional Dynamics and Learner's Learning Outcomes

| Learner Learning Outcomes | Teacher-Learner Emotional Dynamics | | | | | | Overall | | Interpretation |
|---------------------------|------------------------------------|---------|---------|---------|-------------------|---------|---------|---------|--------------------|
| | Empathy | | Trust | | Emotional Support | | r-value | p-value | |
| | r-value | p-value | r-value | p-value | r-value | p-value | | | |
| Emotions | 0.22 | 0.00 | 0.26 | 0.00 | 0.48 | 0.00 | 0.43 | 0.00 | Significant |
| Belief | 0.18 | 0.00 | 0.24 | 0.00 | 0.35 | 0.00 | 0.34 | 0.00 | Significant |
| Motivation | 0.22 | 0.00 | 0.28 | 0.00 | 0.42 | 0.00 | 0.40 | 0.00 | Significant |
| Discipline | 0.14 | 0.01 | 0.21 | 0.00 | 0.30 | 0.00 | 0.33 | 0.00 | Significant |
| Performance | 0.21 | 0.00 | 0.30 | 0.00 | 0.44 | 0.00 | 0.41 | 0.00 | Significant |

Table 3 presents the significant relationship between the teacher-learner emotional dynamics and learners learning outcomes. The data revealed that the teacher-learner emotional dynamics and learners' learning outcomes (R-value=0.495, p-value=.000) of the

respondents show a significant relationship. This means that there is a significant relationship between the teacher-learner emotional dynamics and learners' learning outcomes, since the $p\text{-value} < 0.05$, therefore, the null hypothesis is rejected. This means that there is indeed a significant relationship between these variables, and the null hypothesis of no relationship is rejected. This inference implies the significant relationship between teacher-learner emotional dynamics and learners' learning outcomes underscores the crucial role of emotional factors in education. Fostering positive emotional climates and strong teacher-student relationships can contribute to improved student engagement, motivation, and academic success. This suggests that by recognizing and leveraging the significant relationship between teacher-learner emotional dynamics and learners' learning outcomes, educators can create more supportive, engaging, and effective learning environments that promote academic success and holistic development.

Moreover, the overall measure, represented by the correlations (r-values) and associated p-values, indicates a consistently significant relationship between teacher-learner emotional dynamics and learner-learning outcomes across all dimensions. The results of the study highlight the critical role that teacher-learner emotional dynamics play in the educational process. Specifically, the aspects of empathy, trust, and emotional support between teachers and learners have been found to have significant positive relationships with various learner outcomes. These outcomes include emotions, belief, motivation, discipline, and performance. Positive emotional connections with teachers can help learners feel more secure, valued, and understood, leading to a more positive emotional state. This emotional stability can reduce anxiety and stress, creating a more conducive learning environment. When learners feel emotionally supported by their teachers, they are more likely to believe in their own abilities and potential, fostering a growth mindset where students are motivated to put in effort and persevere through challenges.

Furthermore, strong emotional bonds can significantly boost learners' intrinsic motivation, encouraging them to engage more deeply with the material and take ownership of their learning. The sense of trust and emotional support also contributes to better discipline, as students are more inclined to respect and follow the guidance of teachers, they feel connected to. Ultimately, these emotional dynamics enhance overall performance, as motivated, confident, and emotionally secure students are better equipped to achieve academic success.

This underscores the importance of fostering strong emotional connections between teachers and learners to enhance the overall educational experience. Li and Zhang (2023) conducted an insightful study that delves into the interplay among teacher-student dynamics, learning enjoyment, and burnout within the context of English as a Foreign Language (EFL) education. The research focuses on the crucial role of emotional intelligence in mediating these relationships. Utilizing Structural Equation Modeling (SEM), the study analyzed data collected from 806 EFL students to uncover the intricate connections between these variables. The implications of these findings are profound. They suggest that fostering emotional intelligence in students could serve as a protective factor against burnout, enhancing their overall learning experience and academic performance. The study advocates for educational interventions aimed at developing students' emotional intelligence, proposing that such initiatives could lead to more resilient and engaged learners. Additionally, the research underscores the importance of supportive teacher-student relationships, highlighting how emotional dynamics in the classroom can significantly impact student outcomes.

IV. ACKNOWLEDGMENT

After years of hard work and sacrifices in her struggle to achieve academic ambition, finally she made it through this unique document. This is a testimony of her fortitude, persistence, perseverance and marks the road that she treaded all throughout her studies.

The researcher expresses her gratitude and appreciation to the following who helped much to the success of this study.

Dr. Braziel L. Ongcachuy, Dean of Graduate Studies PHINMA-COC, for her valuable support and guidance;

Dr. Estrela S. Fernal, her adviser, for the suggestions, comments, support and supervision to make this study successful;

Dr. Gerlinda G. Corpuz, Dr. Rowena H. Para-on, Dr. Carmelita O. Elbanbuena and Dr. Pepa V. Pontillas; the panel members for their helpful critiques, comments and suggestions to improve this paper;

The Schools Division Superintendent, Dr. Sahanie M. Sumagayan, for the approval of the letter of request to conduct the study in Lanao del Sur I Division;

The School Principals in Lanao del Sur I Division, for allowing the researcher to conduct her study in their schools;

The respondents, for their kind cooperation and patience in answering the Questionnaire.

To my ever-supportive husband, NAJER MACAPASIR who stood by me unwaveringly,

To my beloved parents, HADJI MOHAIMEN URANGGAGA and HADJA AMINA NOOR who nurtured my dreams,

To my dear siblings, my sisters Ate Neshrine, Ate Jones and Ate Rain, and my bothers Kuya Abdul, Kuya Jam and Kuya Hakim, my lifelong companions on this journey,

And to my dedicated learners who inspire me to seek knowledge and growth,

Above all, to the Almighty Allah (S.W.T), for his aid and blessings and for answering her prayers especially during all those sleepless nights spent in making this paper. Everything is all through Him.

This dissertation is dedicated to all of you, with profound gratitude and love

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