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The Role of Job Satisfaction in Predicting Teacher Emotions: A Study on English Language Teachers

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Abstract

This study aimed at investigating teacher job satisfaction as a predictor of teacher emotions. To this end, in a mixed method study, data were collected via the Job Satisfaction Survey and Teacher Emotions Inventory from 2,013 English language teachers across Turkey in addition to qualitative data collected from 145 teachers. By conducting statistical correlation and regression analysis, the findings revealed that job satisfaction correlated positively with teacher emotions, including negative ones. Also, contrary to the common understanding, it was found that job satisfaction is a predictor of negative emotions in terms of sadness, anger, and fear, indicating that schools as the workplace of teachers cause interplay of emotions under similar conditions. Negative emotions, particularly the fear dimension, exhibit a bidirectional feature in motivating teachers to a certain extent, thus increasing job satisfaction. It is concluded that job satisfaction involves not only positive but negative emotions, too since they are experienced in a temporal way.

Key words: Teacher emotions, Job satisfaction, Prediction, English language teachers, Negative emotions

Introduction

The teaching activity is regarded as a domain involving emotions on the part of the teachers (Šedová et al., 2017), making emotions ubiquitous in education (Trigwell, 2012). Thus, teachers' emotions are seen at the very center of any teaching activity (Chen, 2019a). There have been several definitions of the term "emotions" due to the complex nature of emotions (Chen, 2019a; Ersan & Tok, 2020; Fried et al., 2015; King & Chen, 2019). As Pekrun et al., (2002) explain, emotions can be regarded as sets of psychological processes which are interrelated and are the feelings that an individual experiences towards certain stimuli. In addition to being an individual domain, emotions are also socially bound, but experienced personally based on each person's judgment of the context. Thus, social constructs as well as the cultural aspects influence the way people experience emotions (Chen, 2019a). Although there are some variations, emotions have certain features, as clarified by Šedová et al. (2017). These features may be summarized as follows: emotions have a beginning and an ending (episodic), are intentionally created to achieve something, based on appraisal, and related to changes in the body.

Regarding the classification of emotions, they are based on four domains: affective, cognitive, motivational, and expressive. To clarify, an emotion is accompanied by thoughts, physiological variations in the body, action preferences, and expressive behaviors, in addition to feelings of affection (Frenzel et al., 2016). According to Pekrun et al., (2007), emotions are dynamic and involve all these multicomponent domains. From a general point of view, emotions are divided into two major categories, positive and negative. Based on this view, joy, satisfaction, pride and excitement fall into the positive category while anger, frustration, anxiety and sadness are negative emotions (Chen, 2016). However, in a more comprehensive classification there are six basic emotions, encompassing surprise, love, fear, joy, sadness and anger (Chen, 2019a; Hagenauer et al., 2015). Thus, emotions vary based upon their classification, ranging from positive to negative, and basic emotions consisting of happiness, anger, sadness and fear as well as the ancillary ones such as frustration and disgust, as expressed by different theories from different perspectives in terms of evolutionary, cognitive appraisal or socio-cultural feelings (Akan & Barışkın, 2018).

The act of teaching and teachers' emotions towards this act are dependent on each other rather than being different constructs. As Pekrun et al., (2002) clarify, various teaching conditions may create different emotions,

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creating a link between emotions and all teaching and learning activities. The joy or pleasure of teaching is expressed by teachers as arising from student interaction and cooperation to aid learning or receiving support from colleagues or managers. As a positive emotion, love of teaching involves student growth and achievement in addition to receiving social respect. At the same time, student misbehavior, rule violation, inattentiveness, and lack of support from colleagues and students' parents as well as work-related conditions are known to create negative teaching emotions in teachers (Chen, 2016; Trigwell, 2012). Thus teachers experience various emotions in the workplace connected mainly with the act of teaching as well as the students, classroom atmosphere, school administration, colleagues and students' families (Chen, 2019b).

Teacher Job Satisfaction

One of the aspects that teacher emotions are linked with is their satisfaction with the teaching activity (Fried et al., 2015). According to Locke (1976, p.1304 as cited in Pepe et al., 2017) satisfaction is "an enjoyable or pleasurable emotional state which is the result of the valuation of work or employment experiences of a person." In a general sense, job satisfaction is the emotional state, attitude and appreciation that a person attributes to their job (Crisci et al., 2019; Saiti & Papadopoulos, 2015; Spector, 1997). According to Spector (1997), job satisfaction is the extent to which individuals enjoy the components of a job. Spector (1985, 1997) explains that there are nine facets of job satisfaction and these are pay, promotion, supervision, fringe benefits, rewards, operating conditions, co-workers, nature of work and communication; which this study also takes as the base for teacher job satisfaction. Job satisfaction is thus a multi-faceted issue and various factors including the job and working conditions, colleagues and administration affect an individual's satisfaction with their job.

Teachers' job satisfaction is linked with a number of aspects in educational settings. From the work-related aspect, job satisfaction influences teacher retention, cohesion at school, increasing the status of teaching as a profession (Nalipay et al., 2019; Tabancali, 2016; Toropova et al., 2020), administrative control and organizational culture (Pepe et al., 2017). In terms of the teaching process, job satisfaction on the part of the teachers contributes to effectiveness and efficiency in teaching, the well-being of both teachers themselves and their students in the classroom environment (Baluyos et al., 2019; Sahito & Vaisanen, 2020; Toropova et al., 2020), teaching competence, quality and job performance (Toropova et al., 2020) as an indicator of student success, school success and overall educational quality (Crisci et al., 2019; Li et al., 2018; Pepe et al., 2017). Also, job satisfaction creates a positive working environment for all teachers in the same school; this increases their dedication to teaching, i.e. job commitment and organizational performance (Pepe et al., 2017). Teaching programs or educational reforms may require teachers who show willingness to change and cooperate with others to revise the curriculum or school system; this is found to be dependent on teacher satisfaction (Saiti & Papadopoulos, 2015). Considering all these constructs, it is apparent that teachers' job satisfaction is crucial for their overall teaching performance and educational standards. Commitment to the job indicates decreased rates of leaving the profession, student achievement, and organizational well-being.

Related Literature on Job Satisfaction and Teacher Emotions

Teacher emotions have been linked to several factors and some research has been carried out regarding these aspects. Initially, it is shown that teachers' emotions have an obvious effect on students and their learning (Hagenauer et al., 2015; Rodrigo-Ruiz, 2016; Stephanou et al., 2013). Rodrigo-Ruiz (2016) found that teachers' positive emotions influence students in a positive way while emotions to the contrary cause adverse effects on students in terms of their mood, motivation, learning and social behaviour. According to Pekrun (2002), emotions in education trigger affective, cognitive, physiological and motivational aspects both for the students and teachers. This relationship between teachers' and learners' emotions is also highlighted by King and Chen (2019), who state that the learners' attention and learning process were triggered by emotions they had experienced. It was also reported by Rodrigo-Ruiz (2016) that students' attention and positive learning experiences were enhanced by instructors' positive emotions while teaching. Similarly, Frenzel et al. (2016) and Hagenauer et al. (2015) emphasized that teachers' emotions contributed positively to classroom management, student engagement in activities, and the teacher-student relationship. Thus, it is evident that students' learning processes and achievement were activated by teachers' emotions (Frenzel et al., 2016; Rodrigo-Ruiz, 2016; Saunders, 2012). Next, from the teaching perspective, emotions are seen to influence teachers' performance and teaching efforts (Tabancali, 2016), their behaviours in the teaching process, and teaching practice in terms of student-centeredness and teacher-centeredness (Chen, 2019a; King & Chen, 2019; Saunders, 2012; Šedová et al., 2017; Trigwell, 2012).

According to Saunders (2012), teachers' emotions direct their thought processes and act as a mediator in their teaching behaviors. Similarly, Rodrigo-Ruiz (2016) also highlighted that emotional competence has to be incorporated into teacher education programs since teachers' emotions have a clear effect on the student-teachers' understanding, and regulation of their own emotions has the possibility of decreasing burnout, and increasing job satisfaction and classroom efficiency. One of the most surprising findings regarding teacher emotions was found by Šedová et al. (2017). They found in an intervention study to change teachers' teaching practices that teachers experienced emotions different from each other, yet the most interesting finding was that negative emotions were not necessarily linked to negative teaching practices. Instead, although positive self-esteem and self-image were connected to positive emotions in the change process, negative emotions fuelled the change. Thus, negative emotions could trigger changing teaching practices for the better.

Apart from the above examples, research shows that teacher emotions contribute positively to the effectiveness of educational reforms (Saunders, 2012), their well-being (Frenzel et al., 2016; Nalipay et al., 2019), and teacher identity (Schutz & Lee, 2014; Kocabaş-Gedik & Ortaçtepe Hart, 2020). For these reasons, research into teacher emotions has attracted special attention, especially in the last 20 years (Chen, 2016, 2019a; Fried et al., 2015) but this is still limited and slow (Frenzel et al., 2016). As explained by De Costa et al. (2019), constructs such as anxiety and motivation were extensively studied, but the blossoming of interest in researching teacher emotions started around the 2000s, particularly for language teachers. In terms of language teacher emotions, there is a quite limited number of studies in the literature despite the fact that teaching a foreign language is a challenging task, turning this job into an emotionally demanding profession.

In the related literature, job satisfaction and teacher emotions were found to be correlated constructs (Atmaca et al., 2020; Judge & Bono, 2001; King & Chen, 2019; Nalipay et al., 2019; Parveen & Bano, 2019). Teachers' positive emotions in teaching are reported to be pertinent to job satisfaction (Atmaca et al., 2020). In the field of education, teachers may regard their profession as satisfying or unsatisfying, rewarding, frustrating and fulfilling in various aspects (Demirtaş, 2010). Based on this, teachers' positive or negative emotions have a mediating role in terms of teachers' satisfaction or dissatisfaction with teaching as a job (Parveen & Bano, 2019). Although performance in teaching is dependent on job satisfaction (Baluyos et al., 2019), studies have generally focused on job satisfaction based on teacher emotions as an independent variable or teacher emotions have included satisfaction only as a subcategory (Atmaca et al., 2020; Nalipay et al., 2019; Rodrigo-Ruiz, 2016; Paul A. Schutz & Lee, 2014). However, as Collie et al. (2016) explain, work and workplace-related issues intervene in teachers' psychology and work engagement. Accordingly, it is acknowledged that various circumstances stemming from the workplace may cause fluctuations in the work-related emotions of the individuals (Bledow & Schmitt, 2008).

This study assumes that job satisfaction predicts teacher emotions; however, there is no comprehensive study in educational research regarding this aspect. There is therefore a need for a comprehensive study to analyze teachers' job satisfaction in predicting teacher emotions considering the impact of teacher emotions in the field of education. Since teacher emotions involve joy, love, sadness, anger, and fear (Chen, 2016), elucidating how these emotions are predicted by teachers' job satisfaction has so far been largely under-researched. This gap creates a need for a study such as ours, given the demanding nature of teaching as a profession (Daniels & Strauss, 2010). In particular, the context of teaching "English as a Foreign Language" (EFL), where students may not have a positive attitude towards learning the language, makes this profession a very challenging one (Anyiendah, 2017; Songbatumis, 2017) with less satisfied teachers vulnerable to experiencing various emotions in teaching. Thus, this study analyses English language teachers' job satisfaction as a predictor of teachers' emotions based on joy, love, sadness, anger, and fear of teaching based on the teacher emotion inventory developed by Chen (2016).

Method

This study makes use of mixed method research whereby both quantitative and qualitative methods were incorporated to collect and analyze the data to gain an in-depth understanding of complex phenomena (Creswell, 1999; Schoonenboom & Johnson, 2017). The quantitative part involves a descriptive-correlational survey design; in which the purpose is to identify and analyze the relationships between the dependent and independent variables to define the state of nature at a point in time (Koh & Owen, 2000), and to put forward the affecting and affected variables by also explaining the degree of the total variance (Fraenkel, Wallen & Hyun, 2012). The independent variable of the study was teacher job satisfaction and the dependent variables were teacher emotions. In the qualitative part, English language teachers were asked for their opinions and experiences

regarding job satisfaction and their teaching emotions to obtain an in-depth understanding of how teachers' job satisfaction predicts their teaching emotions to support the quantitative data.

Participants of the Study

The participants of this study, chosen through convenience sampling, were composed of 2103 Turkish teachers of English language working in state schools across Turkey, 145 of whom also participated in the qualitative part.

Table 1. Distributions of demographic variables

Variable	Frequency	Percentage
Gender		
Female	1430	68
Male	673	32
Age		
21-25	185	8.8
26-30	480	22.8
31-35	511	24.3
36-40	415	19.7
41-45	278	13.2
46-50	133	6.3
50+	101	4.8
Graduation		
English Language Teaching	1555	73.9
English Language & Literature	374	17.8
American Language& Literature	52	2.5
Linguistics	31	1.5
Translation Studies	25	1.2
Other	66	3.1
School Type		
Primary	276	13.1
Secondary	980	46.6
High School	813	38.7
Public Education Center	12	.6
Other (Science Art Education Center)	22	1
School Location Type		
Village/Town	294	14
County	868	41.3
City	941	44.7
Region		
Marmara	564	26.8
Central Anatolia	380	18.1
South-Eastern Anatolia	276	13.1
Eastern Anatolia	243	11.6
Mediterranean Region	224	10.7
Aegean Region	229	10.9
Black Sea Region	187	8.9

The demographic data in Table 1 shows that 68% of the participants were female ($n=1430$) and 32% ($n=673$) were male. Among these teachers, those between 31-35 years of age ranked the highest in percentage (24.3%) and this was followed by teachers between 26-30 years of age (22.8%). Only 4.8% of these actively working teachers were 50 years old or more. In terms of the department from which they graduated from university, a great majority of them were English Language Teaching (ELT) graduates (73.9%, $n=1555$), followed by English Language and Literature (ELL) graduates with 17.8% ($n=374$). The rest of the teachers graduated from departments such as American Language and Literature (ALL) (2.5%, $n=52$), Linguistics (1.5%, $n=31$), Translation studies (1.2%, $n=25$) and other departments, for example, classroom teaching (3.1%, $n=66$). Regarding the school at which they worked, secondary school teachers ranked first (46.6%, $n=980$) and teachers working in high schools ranked second (38.7%, $n=813$) while primary school teachers comprised 13.1% ($n=276$). A great majority of the participants worked in cities (44.7%), counties (41.3%), and 14% of them worked in rural villages. As the final demographic variable, the participant teachers in this study were employed in all seven geographical regions across Turkey (Marmara Region, 26.8%, $n=564$; Central Anatolia, 18.1%, $n=380$; South-Eastern Anatolia, 13.1%, $n=276$; Eastern Anatolia, 11.6%, $n=243$; Aegean Region, 10.9%, $n=229$; Mediterranean Region, 10.7%, $n=224$; and Black Sea Region, 8.9%, $n=187$).

Data Collection Tools

The quantitative data used in this study were gathered via a job satisfaction survey and teacher emotions inventory. The qualitative data were gathered using an opinion form. Firstly, to collect participant data, a teachers' personal and professional information form was constructed (see variables in Table 1). Next, to assess the level of teachers' satisfaction with teaching English as a profession, the Job Satisfaction Survey (JSS) developed by Spector (1985) was administered in English. On this scale, there are 36 items to assess nine facets of job satisfaction. In addition to measuring these nine facets, the survey was also designed to reveal overall satisfaction with their job. The JSS is utilized in many fields of work life but it is also preferred in the field of education to measure teachers' job satisfaction since it encompasses not only the major facets but also detailed facets of work life in terms of satisfaction. The JSS contains 19 negative items and 17 positive items which offer six response choices ranging from "Disagree very much" to "Agree very much" (Spector, 1997).

To collect data regarding the participant teachers' emotions, the Teacher Emotion Inventory (TEI) developed by Chen (2016) was used. The 26-item TEI involves 5 factors of teacher emotions consisting of two positive emotions including joy (7 items) and love (4 items) and three negative emotions of sadness (4 items), anger (4 items) and fear (7 items) (Chen, 2016, 2019a). Items in the inventory were evaluated based on a 6-point frequency response scale ranging from "never" to "almost always". Atmaca et al. (2020) clarified that the TEI is a promising data collection tool to be used regarding education in Turkey. Thus, it was used in this study as a valid and reliable data gathering tool to measure English language teachers' emotions.

Following the quantitative analysis of the JSS and TEI data collected from 2103 participants, a set of both open-ended and semi-structured questions addressing English language teachers' job satisfaction and their teaching emotions was pooled, and after consulting three experts in the field of foreign language education in three different universities in Turkey, a total of 13 questions were selected in the final step.

Data Collection Procedure and Data Analysis

For gathering the quantitative data, initially, the questions in the personal and professional information form and the items in the JSS and TEI were transferred to a digital platform and with the help of the Ministry of National Education (MoNE), the online tool was distributed to every school across the country in the fall term of 2019-2020 teaching year. The process of data gathering took place around three months and at the end of December 2019 the process was completed.

For analysis of the data, an initial reliability check for the data collection tools was conducted and the reliability coefficient for the JSS was found to be .89 and for the TEI, Cronbach's alpha coefficient was .78, which showed that both tools were reliable. Next, the normality of the distribution of data was checked making use of Skewness and Kurtosis coefficients (See Table 2). Since data were normally distributed, further analyses were conducted. To measure teachers' job satisfaction levels in predicting their teaching emotions, Pearson product-moment correlation coefficient was run to find out if there was a relationship between the independent and dependent variables. Other than this, taking each emotion type into account, 5 different models were created and tested making use of regression analysis in SPSS 20.

The survey form distributed to the teachers had a question which asked participants whether they would also participate in the qualitative part, and 145 teachers who agreed to participate were sent an online opinion form with 13 open-ended and semi-structured questions. The qualitative data were analyzed utilizing theoretical coding consisting of open, axial, and selective coding. The data were coded, thematically grouped, and common themes and categories were identified and formulated as specified by Kolb (2012).

Findings of the Study

Depending on the analysis of the quantitative data, the total sum of teachers' job satisfaction and each teacher emotion type (joy, love, sadness, anger, fear) were computed for correlation at .01 significance level, as seen in

Table 2. The relationship between job satisfaction and teacher emotions

Variables	Mean	Std.			1	2	3	4	5	6
		Deviation	Skewness	Kurtosis						
1. Job Satisfaction	121.20	23.01	-0.02	0.43	-	,110**	,228**	,290**	,274**	,381**
2. Joy	27.50	3.04	-1.34	1.26	-	,552**	-,142**	-,171**	-,120**	
3. Love	26.99	3.02	-1.18	1.19		-	-,153**	-,154**	-,083**	
4. Sadness	9.43	3.74	0.87	0.66			-	,636**	,471**	
5. Anger	9.44	3.58	0.86	0.75				-	,494**	
6. Fear	14.72	5.22	0.34	-0.07					-	

Table 2 contains descriptive statistics for the variables used in the study (average, standard deviation, Skewness and Kurtosis). Pearson correlation analysis was applied to test the relationship between these variables. According to the correlation analysis result, there is a statistically significant and positive relationship between job satisfaction and some teacher emotions, namely, joy ($r=0.110$, $p<0.01$) and love ($r=0.228$, $p<0.01$). In terms of the relationship between job satisfaction and negative teacher emotions, it is surprisingly to see that there is a statistically significant and positive relationship between job satisfaction and sadness ($r=0.290$, $p<0.01$), anger ($r=0.274$, $p<0.01$) and fear ($r=0.381$, $p<0.01$). This is one of the most significant findings of this study; showing that English language teachers' job satisfaction levels are positively related to negative teacher emotions.

There is a positive relationship between joy and love ($r=0.552$, $p<0.01$), a negative relationship between joy and sadness ($r=-0.142$, $p<0.01$), anger ($r=-0.171$, $p<0.01$) and fear ($r=-0.120$, $p<0.05$). A statistically significant and negative relationship exists between love and sadness ($r=-0.153$, $p<0.01$), anger ($r=-0.154$, $p<0.01$) and fear ($r=-0.083$, $p<0.01$). There is a statistically significant and positive relationship between sadness and anger ($r=0.636$, $p<0.01$) and fear ($r=0.471$, $p<0.05$). Finally, a statistically significant and positive relationship was found between anger and fear ($r=0.494$, $p<0.05$).

In order to check whether job satisfaction predicted teacher emotions significantly, a stepwise multiple regression analysis was used; the results of which are shown in Table 3 below. Stepwise regression analysis aimed at determining which emotion types were significantly predicted by job satisfaction and how much these variables explained the total variance. In the analysis, five different models were created and tested for job satisfaction predicting joy, love, sadness, anger, and fear.

Table 3. Regression analysis results about job satisfaction predicting teacher emotions

Model	Joy	B	SE	β	t	p	R	R ²	F	P
1	Stable	25.739	.356		72.367	.00	.11	.01	25.265	.00
	Job Satisfaction	.014	.003	.110	5.026	.00				
2	Love									
	Stable	23.362	,346		67.582	.00	.22	.05	114.350	.00
	Job Satisfaction	,030	,003	,228	10.693	.00				
3	Sadness									
	Stable	4.279	.405		10.565	.00	.27	.07	168.479	.00
	Job Satisfaction	.043	.003	.274	12.980	.00				

		Anger								
4	Stable	3.727	.421		8.861	.00	.29	.08	190.742	.00
	Job									
	Satisfaction	.047	.003	.290	13.811	.00				
		Fear								
5	Stable	4.235	.568		7.461	.00	.38	.14	353.771	.00
	Job									
	Satisfaction	.087	.005	.381	18.809	.00				

In the stepwise regression analysis, models consisting of teacher emotions were added to the existing one and a total of five models were tested. As Table 3 shows, the initial stepwise analysis was run to investigate the extent to which English language teachers' job satisfaction predicted "joy" as the teacher emotion. According to the results, the established model is statistically significant ($F=25.265$; $p<0.01$) and teachers' job satisfaction accounted for 1% of the total variance in terms of teacher emotions based on joy ($R=0.11$, $R^2=0.01$). Thus, findings show that job satisfaction significantly predicts "joy" as a teacher emotion ($t=5.026$, $p<0.01$).

In the second model, love as a teacher emotion was added to Model 1 and the variance in teachers' job satisfaction predicting teacher emotions rose from 1% to 5% ($R=0.22$, $R^2=0.05$). It is also seen that Model 2 is statistically significant ($F=114.350$; $p<0.01$), and the beta coefficient value, t value and significance level of the independent variable show that job satisfaction significantly predicts the "love" factor as a teacher emotion ($t=10.693$, $p<0.01$). This is also shown in the correlation analysis, which reveals a positive relationship between job satisfaction and the love aspect among teacher emotions ($\beta=0.228$).

In the third model, sadness as a teacher emotion was added to the previous models as predicted by teachers' job satisfaction. The results of this model show that the variance in predicting teacher emotions increased from 5% to 7% ($R=0.27$, $R^2=0.07$). Based on these results, a significant regression equation was found ($F=168.479$; $p<0.01$) which shows that the established model is statistically significant. Also, considering the beta coefficient value, t value and significance level of the independent variable, job satisfaction significantly predicts sadness ($t=12.980$, $p<0.01$). There is a positive relationship between job satisfaction and sadness, and this was supported by correlation analysis ($\beta=0.274$).

In model 4, job satisfaction predicting anger as a teacher emotion was tested. Based on the regression analysis, the established model is statistically significant ($F=190.742$; $p<0.01$). As the beta coefficient value, t value and significance level of the independent variable show that teachers' job satisfaction is statistically significant in predicting anger as a teacher emotion ($t=13.811$, $p<0.01$), which was also shown in the correlation analysis, suggests that a positive relationship between job satisfaction and anger exists ($\beta=0.290$). Added to the previous models, Model 4 yielded an R^2 of 0.08, accounting for the total variance.

In the 5th and final model, how much job satisfaction predicted fear as a teacher emotion was examined. When the regression analysis results are investigated, it is seen that Model 5 is statistically significant ($F=353.771$; $p<0.01$). It is also evident that job satisfaction predicts fear as a teacher emotion in a positive way ($\beta=0.381$). $t=18.809$, $p<0.01$). In fact, nearly 14% of the total variance of teacher emotions was explained by teachers' job satisfaction ($R^2=0.14$) when fear as an emotion was added to the previous models.

Qualitative Findings of the Teacher Opinion Form

In order to explain and gain an insight into teachers' job satisfaction in predicting teacher emotions, participant teachers were asked in the opinion form used as a data collection tool for the qualitative part what factors increased their satisfaction with their job and which emotions they felt under certain circumstances. The data collection form was in Turkish so that the respondents would express their emotions and satisfaction related cases as much and clearly as possible. Their responses were analyzed, and recurring themes and categories were identified, as Table 4 shows below.

Table 4. Factors affecting teachers' job satisfaction and associated emotions

Theme	Categories	%	n	Associated Emotions-Positive	Associated Emotions-Negative
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	Student learning/growth	91.7	133	-happiness -satisfaction joy -love -motivation -excitement	-disappointment -frustration -sadness -anger -fear
Factors increasing and decreasing teachers' job satisfaction	Teachers' feeling of efficacy	75.8	110	-happiness -love -joy -surprise	-disappointment -sadness -anger -fear
	Working conditions	63.4	92	-love -joy	-sadness -fear -anger
	Concerns regarding administration, families and society	55.8	81	-happiness -love	-anger -sadness -fear -disappointment

As Table 4 shows, the factors affecting teachers' job satisfaction were grouped under four major categories based on their responses in the opinion form. It is worth emphasizing here that these factors are associated with both positive and negative emotions, as reported by the participants as seen in Table 4.

Regarding the factors that job satisfaction was linked with, the most commonly mentioned aspects by the participants (91.7%, n=133) were students' learning and growth. Teachers' job satisfaction was heavily influenced by their students' attitudes, willingness, and endeavors to learn the language. A great majority of the participants (72.4%, n=105) stated they especially loved the teaching profession upon students' interacting with them and their peers in English in the classroom. Yet it was also reported that students' negative attitudes towards learning the language, as well as their negative relationships with the teacher, caused dissatisfaction with their job. To exemplify, "when my students are reluctant or resistant to learn English, I feel unmotivated to teach. In such cases, I feel helpless and this deteriorates our relations with the students." (T3). Some teachers (29%, n=43) also claimed that classrooms where disruptive students outnumbered the supportive ones made them feel dissatisfied and reluctant to teach in such classes. On the theme of student learning/growth, positive emotions included happiness, satisfaction, joy, love, motivation and excitement while the negative ones were disappointment, frustration, sadness, anger and fear. Regarding this, teachers explained that they could feel these emotions quite often in an interchangeable way within one day at school, which is among the significant findings of this study showing that teachers' emotions vary considerably from positive to negative within a day at school. To illustrate, T13, T43 and T80 stated that when a class with high achievers makes them happy and motivated for teaching, combined with love, a class with disruptive students caused anger and fear. T13 said that "I am satisfied with my job and love it... Although I feel sadness in a class with mostly unsuccessful students, when an unsuccessful student accomplishes a task successfully, this suddenly makes me very happy. The same is also true for high achieving classes." This shows that teachers experience both positive and negative emotions frequently depending on the students in different classes and their emotions are mostly transitory.

Based on the analysis of teachers' responses, it is seen that teachers' feeling successful and self-confident in their job contributes to their satisfaction, which was gathered under the theme of teachers' feeling of efficacy (75.8%, n=110). They reported both positive and negative aspects increasing and decreasing their satisfaction. To illustrate, one of the teachers (T5) stated, "My attachment to my job increases whenever I see my contributions to my students' life; for example, if they pass the university exam to become English teachers, I feel successful." Another teacher (T32) similarly added that "if my teaching turns into something useful for my students, my satisfaction increases." On the other hand, factors such as students' failing in exams and not reaching the intended gains were reported to make teachers feel ineffective or inadequate as an aspect decreasing teachers' job satisfaction. In this regard, T10 and T24 reported that they felt satisfied when they could teach something to their students, but students' failures in the courses or their seemingly slow pace of progress made them feel ineffective in their job. When their emotions on this aspect are considered, happiness, love, joy and surprise as positive emotions, and disappointment, sadness, anger, and fear as negative emotions were mentioned by the participants. To exemplify, similar to T5 above, T93 explained in detail that "exams are very important for my students. I feel anxious and fearful that they may fail in the university exam. Thus, I try harder for them and seek new ways to teach better, which also makes me quite happy in my teaching. Their

passing the exams makes me feel satisfied". Thus, it is seen that teachers' job satisfaction is related with their own appraisals of the teacher-self, accompanied with various emotions.

Other than these aspects, teachers' working conditions involving issues such as income, class hours, quality of teaching programs, assessment system, educational policy in Turkey and the physical infrastructure of the school and classrooms were each reported by the teachers as factors affecting their job satisfaction bidirectionally. Containing a number of diverse issues within the theme of working conditions (63.4%, n=92), the data analysis revealed that the teachers' satisfaction with their job was also determined by some unconnected factors which affected the teaching and learning process either directly or indirectly, unlike the previous themes. For example, school infrastructure and teachers' income may not be directly related to each other but separately they increased or decreased their job satisfaction. Specific examples can be provided based on teachers' responses; "My satisfaction with my job decreases when I work in crowded classes, since classroom management is very challenging in such classes. This year I requested to work in rural schools because there are fewer students in rural settings." (T36). Similarly, another teacher stated that "education policies in Turkey change frequently and we as teachers are expected to be flexible enough to adapt to these changes. The idea that we will face new policies in education affects me negatively and makes me feel hopeless." (T11). The emotions for this theme were reported as joy and love for positive emotions, and sadness, anger, and fear for negative ones. Again, in this theme, the temporary feature of teacher emotions was emphasized as a finding. One of the teachers (T102) stated that "I am happy with my job, but I teach several hours a week teaching all levels from 9th to 12th grades and this stresses me out, arousing both anger with the administration and sadness for my situation."

The final theme drawn from the qualitative data for job satisfaction was "concerns regarding administration, families and society". Teachers highlighted in particular that school administration played a central role in the job satisfaction of teachers. Quite a lot of teachers (55.8%, n=81) emphasized that they were not treated equally by their school administrators and this caused reluctance to be fully involved in teaching activities and school tasks. T7 stated that "I enjoy being in the classroom and teaching my students, and I do not want to go out of the class because I feel discriminated in a negative way." Likewise, T31 stressed that "I enjoy being with my students in the classroom, but the school administrations' negative behaviors make me feel nervous. I learned to cope with this emotion, so this does not affect me in terms of job satisfaction." At the same time, teachers also emphasized that the expectations of the students' families from teachers and their attitudes towards teachers affected teachers considerably, nurturing satisfaction or dissatisfaction. Regarding this, "...although I love my profession and have good relations with my students, families have unrealistic expectations and they put pressure on me due to the exam-based education" (T34). Similarly, T25 stated that "the exam system in Turkey keeps all the teachers alert and families expect a lot from us, and this makes me angry." On the other hand, T6 explained that "when I am respected by my students and their families, I always feel good". As the last aspect of this theme, receiving support and acceptance by the community was reported to be a factor influencing teachers' job satisfaction and T15 wrote that "generally, in rural places we are supported by the local people and they value us a lot, which increases my satisfaction, but this is quite the opposite in cities." Teachers reported happiness and love as the positive emotions and anger, sadness, fear and disappointment as the negative emotions in association with the theme of concerns regarding administration, families and society.

All in all, the findings show that teachers' job satisfaction is positively correlated with both positive and strikingly negative emotions. The regression analysis showed that job satisfaction predicts teacher emotions but to a limited extent, only 14% of the total variance. The rest of the variance calls for explanations that require further research. The qualitative data showed that a number of themes were identified with teachers' job satisfaction. Thus, based on the findings as reported by participants, job satisfaction is not associated only with positive emotions because while teachers were satisfied with their jobs, a number of negative emotions were still experienced.

Discussion

Teacher emotions have attracted the attentions of researchers (Atmaca et al., 2020; Chen, 2019b; De Costa et al., 2018) since they are related to various aspects in terms of teacher performance, student success, teachers' personal well-being and communication in the school environment, and so on. Similarly, teachers' job satisfaction, as with teacher emotions, provides increased teacher performance and attachment, more student success, teacher well-being, better organizational outcomes, and other positive outcomes. However, studies generally address a linear understanding for teacher emotions predicting the teachers' job satisfaction. Surprisingly, no studies focused on whether teachers' job satisfaction predicted various teacher emotions. Thus,

this study set out to understand how English language teachers' emotions are predicted by job satisfaction and the findings of the study revealed significant and novel findings which contribute to the literature.

One of the general findings of this study is that teachers' job satisfaction and teacher emotions are related constructs. Atmaca et al. (2020) also found in their study that teacher emotions and job satisfaction were correlated constructs, supporting the findings of this study. The findings of the present study show that job satisfaction is positively correlated, not only with positive emotions, but surprisingly, with negative emotions too. The existing literature has focused on teacher emotions predicting job satisfaction and several studies indicated that positive teacher emotions would have a positive correlation with their job satisfaction (Buonomo et al., 2020; Chen, 2019b; Hagenauer et al., 2015; Ignat & Clipa, 2012; King & Chen, 2019; Nalipay et al., 2019; Rodrigo-Ruiz, 2016). In this respect, it was found that teacher emotions predicted teacher job satisfaction in various aspects (Atmaca et al., 2020). Atmaca and her colleagues (2020) found that positive teacher emotions were linked to higher job satisfaction. In particular, it was found that the love and joy aspects of teacher emotions predicted teachers' job satisfaction in a positive way. Additionally, negative emotions of anger and sadness were not significantly correlated with job satisfaction. In another recent study which focused on teacher emotions and job satisfaction, Buonomo et al. (2020) also indicated that teachers were more satisfied with their jobs when they minimized their negative emotions and adopted positive emotions. Notably, Atmaca et al. (2000) found that fear as a negative teacher emotion predicted job satisfaction in a positive way, which supports the current findings. It can be concluded here that job satisfaction has a relationship with negative emotions, too. However, this needs clarification with further studies. The qualitative findings of this study provide a significant insight into this controversial issue. It was found that job satisfaction is a more constant construct, unlike emotions. Teachers' reports showed that although they were satisfied with their job, they experienced various emotions within the teaching profession. This may be attributed to the dynamic and episodic features of emotions. Based on the finding that job satisfaction predicts both positive and negative emotions, it can be claimed that job satisfaction has a more stable nature, and due to the labile nature of emotions, job satisfaction may predict various emotion types.

When the results of regression analyses are considered, this study revealed that teachers' job satisfaction predicted teacher emotions significantly, explaining various aspects of emotion types. In particular, teacher job satisfaction predicted positive emotions, namely, both the joy and love aspects of teaching. Regarding this, job satisfaction explained 1% of joy and 4% of the love dimension of teacher emotions. The joy aspect is linked with support and positive interactions with students, families, colleagues and the administration. Thus, although statistically significant, job satisfaction contributes comparatively little to the joy aspect of teaching. This can be explained by the fact that the focus of the joy factor among teacher emotions is dependent mostly on teachers' relations with their students (Chen, 2019a). Thus, job satisfaction explains a small proportion of teachers' positive relations with their students or colleagues, which indicates that job satisfaction has little to do with joy aspect. As Rodrigo-Ruiz (2016) states, the joy aspect of teacher emotions is most prevalent in teaching. It is seen that job satisfaction predicts this aspect, but to a very limited degree, indicating that job satisfaction does not necessarily mean teachers have a completely positive relationship with students, families and colleagues. Also, this may be attributed to another factor; the atmosphere in one class may be different in another class, thus a teacher may experience joy in certain classes but not in others.

In terms of job satisfaction predicting the love aspect of teacher emotions, job satisfaction explained 5% of joy and love as teacher emotions. The love aspect consists of issues regarding social acceptance in terms of receiving respect and recognition as well as positive attributions stemming from the nature of teaching and contributing to student growth. Teachers' love of teaching involving these issues is explained by their satisfaction with teaching as a profession. In studies aimed at investigating teacher emotions predicting job satisfaction, it was found that the love aspect predicted teachers' job satisfaction since the prestigious status of the teaching profession contributed to teacher motivation (Atmaca et al., 2020). As pointed out by Atmaca et al. (2020), since teachers in Turkey are extrinsically motivated due to their social status, permanent work contract and off days as well as holiday periods, this contributes to their job satisfaction. As Chen (2019) explained, the love aspect of teacher emotions is related to passion for teaching, and the love aspect of teacher emotions is reflected by their satisfaction with the teaching profession. Thus, this study validates that while positive emotions predict teacher job satisfaction, as supported by other studies (Buonomo et al., 2020; Chen, 2019b; Hagenauer et al., 2015; Ignat & Clipa, 2012; King & Chen, 2019; Nalipay et al., 2019; Rodrigo-Ruiz, 2016), the job satisfaction of teachers also predicts positive teacher emotions, namely, the joy and love dimensions.

One of the most remarkable findings of this current study is that teachers' job satisfaction is a predictor of negative teacher emotions of sadness, anger and fear. These negative emotions were concerned with policy changes, unequal treatment, competition among colleagues and social pressure on teachers (Chen, 2016). In addition, qualitative data revealed that students' failures and disinterest in English also created negative

emotions such as sadness, or the teachers' feelings of inadequacy in teaching caused anxiety. Thus, negative emotions are more influenced by sources stemming from student learning failures, teaching anxiety, workload, system-related restrictions, and more importantly, the pressure and expectations of parents. Based on the findings of the present study, job satisfaction predicts sadness by 7%, anger by 8% and fear by 14%.

Regarding sadness, students' underperformance, or not taking responsibility for their learning and tasks as well as activities, is one cause. In fact, Chen (2019) explained that there are three major predictors of teacher emotions: knowledge transmission, student-teacher interaction, and student focus. The sadness aspect is linked totally to knowledge transmission-related issues; thus, when teachers have difficulties in transmitting knowledge to their students, they feel sad, which is also predicted by job satisfaction. This may also be due to teachers' seeking ways to compensate this gap and trying to find new ways of transmitting knowledge to students, which turns out to be a contributor to job satisfaction. As Rodrigo-Ruiz (2016) stated, sadness on the part of teachers has a positive effect on students while being accompanied by anger.

As the findings of this study show, teachers' job satisfaction also predicts another negative teacher emotion, the anger factor, which is related to negative student attitudes and relations with teachers, unfair treatment of the teachers based on pay and appraisal in addition to a public bias towards teachers (Chen, 2019). It seems that job satisfaction predicts the anger factor, accompanied by sadness, both of which are explained by similar percentages in terms of job satisfaction. In fact, the anger dimension of teacher emotions is related mostly to knowledge transmission and student focus. This indicates that in order to maximize teaching efficiency due to student failure, negative attitudes and public bias, teachers feel anger, and this urges them to struggle more for their profession to balance these negative aspects. Contrary to this finding, most studies link anger and other negative teacher emotions with teacher burnout (Fried et al., 2015). On the other hand, Hagenauer et al. (2015) state that it is the quality of the teachers' relationship with their students, namely, closeness, that changes teacher emotions from joy to anger. In some classrooms, teachers may experience joy while they may be angry due to students' attitudes in another classroom. Trying to balance this situation by increasing their devotion to students and student outcomes, teachers' sadness turns into anger, which is reflected in their job satisfaction.

Finally, the most surprising finding of this study is that job satisfaction predicts the fear dimension of teacher emotions. In fact, this finding is valuable and novel in the field of educational research because although fear is regarded as a negative emotion, it seems to have a bidirectional effect acting both as an independent and dependent variable for job satisfaction. In spite of having a negative dimension linked to teacher burnout, fear also has positive consequences in terms of stimulating motivation and invigorating organizational changes and interpersonal relations (Thomas, 2014). This is explained by the projection motivation theory, indicating that individuals in organizations have to cope with sources of fear and change this emotion into a base operating system for the better. However, for fear to be used as a weapon in the workplace, individuals need to have coping strategies which aid chance and motivation (Thomas, 2014). The qualitative data of this study also revealed that teachers applied coping strategies to minimize negative emotions. This may also be attributed to emotion regulation applied by teachers in their profession. It is known that teachers make use of several emotion regulation strategies (e.g., hedonic regulation) to control their negative emotions for increasing teaching effectiveness (Taxer & Gross, 2018). Thus, teachers' emotion regulation strategies may be studied for a deeper understanding of this predictive effect. A similar finding regarding fear is found by the study of Atmaca et al. (2020), which focused on teacher emotions predicting job satisfaction, which tackles the opposite side of the focus of this study. In their study, the fear factor predicted teacher job satisfaction in a significant way; explained by the notion that students' dissatisfaction, family pressure and a higher level of expectations from teachers accompanied by a heavy workload become emotionally demanding for teachers. Indeed, frequent educational reforms and exam-based educational policies in Turkey (Erarslan, 2018) may contribute to teachers' negative emotions, mostly the fear factor, as this study shows. Thus, this study shows that English teachers in Turkey feel stressed and under pressure because of various factors, as the fear dimension exhibits, but this results in a positive aspect regarding job satisfaction. It can be concluded that the fear dimension of teacher emotions may be contributing to their profession, as predicted by their level of job satisfaction.

All in all, investigating job satisfaction as an independent variable in predicting various teacher emotions, this study has a number of remarkable findings. The correlations upon which the regression models are based are statistically significant, but generally weak. Based on the findings, it is possible to conclude in general that job satisfaction is not only correlated with positive teacher emotions, but also with the negative emotions of sadness, anger and fear. Contrary to general expectations, both positive and negative teacher emotions are predicted by teachers' job satisfaction. This may be due to the spiral nature of teachers' emotions (Lavy & Eshet, 2018) stemming from workplace psychology, which may have a ripple effect in terms of teacher emotions. Also, the teaching profession itself and schools as the workspace of teachers can cause various effects on them. Generally, it is thought that schools as educational organizations are shaped by individual attributions of the teachers, yet this study reveals that teachers may also be affected in terms of their emotions by work-related conditions. It is natural that teachers' emotions are affected by students, their parents, attitudes towards teachers and teaching profession, and policy changes in the same vein. Atmaca et al. (2020) also state that the same conditions may be

motivating or demotivating for teachers, and therefore affect teacher emotions. Hence, job satisfaction may also be related with negative teacher emotions. As Šedová et al., (2017) also put forward, negative teacher emotions are observed to trigger teacher performance, and learning could be supported by negative emotions since they stimulate teachers for the better in terms of the efficiency and effectiveness of their profession. At the same time, it can be concluded that teachers' emotions are temporary as experienced at opposed poles within short periods of time in a teaching day. It may be stressed that permanent or long-term positive emotions may predict job satisfaction or negative ones may predict burnout; yet as this study shows, job satisfaction predicts teacher emotions but to a limited extent (14%) due to episodic features of emotions.

Limitations of the Study

This study has a number of limitations. One is the TEI survey factors; the study is limited to five emotions although qualitative data yielded other emotion types. Also, the aim of this study was to reach the highest number of participants who were actively working as English teachers in state schools in Turkey. For this reason, the study is limited to participants working in state schools because it is possible that teachers' job satisfaction and emotions are different from those in private schools, due to working conditions. The study findings are limited to the data collected using quantitative and qualitative means. These limitations may be dealt with in future research studies.

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