This study examined the job satisfaction of reading teachers in China, Korea, and Japan and the combined impact of teacher self-efficacy and emotions on their job satisfaction. The researchers employed survey methodology and 157 reading teachers participated in the study. Teachers’ Career Satisfaction Survey (ISEEA, 2011), Teachers’ Sense of Efficacy Scale (TSES) (Author et al., 2015; Tschannen-Moran & Hoy, 2001), and Achievement Emotions Questionnaire-Teachers (AEQ-T) (Author et al., 2014; Frenzel, Pekrun, & Goetz, 2010) were administered to collect data on teacher job satisfaction, self-efficacy, and emotions respectively. We performed descriptive statistics to measure the mean scores of the three variables and also regression analysis with job satisfaction as the dependent variable, and self-efficacy and emotions as predictor variables. Findings showed that Asian reading teachers’ job satisfaction was better predicted when both self-efficacy and negative emotions (anger and anxiety) were used as predictors. Self-efficacy alone is not enough to ensure Asian reading teachers’ job satisfaction, and affective experiences should also be counted as essential aspects of job satisfaction.