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A study of the job satisfaction of reading teachers in three Asian countries

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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.