

## A Study of the Interplay of EFL Teachers' Professional Development, Job Satisfaction and Teaching Commitment by Considering the Mediating Role of Their Job Enthusiasm

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Article information	
<b>Abstract</b>	This study explored how job satisfaction and teaching commitment serve as predictors for professional development among novice and experienced English instructors when taking into consideration their job enthusiasm. The researchers first used purposive sampling to select 134 novice and 115 experienced male and female EFL teachers in various Iranian language schools. Second, through questionnaires, participants were asked to provide information about their professional development, job satisfaction, teaching commitment, job enthusiasm, as well as their demographic data. Lastly, the data were analyzed using structural equation modelling. In terms of predictors for professional development when taking into account the mediating effect of job enthusiasm, the data showed that among experienced instructors, teaching commitment and job satisfaction were significant predictors while among novice instructors, it was job satisfaction and teaching commitment. The results of the study can provide guidelines for general educators, syllabus designers, and language teachers on the role of teacher factors in language instruction.

<b>Keywords</b>	Job enthusiasm, job satisfaction, novice and experienced English teachers, professional development, teaching commitment.
<b>APA citation:</b>	Moazez, T. N., Ahangaran, F., & Pouyan, A. (2025). A study of the interplay of EFL teachers' professional development, job satisfaction and teaching commitment by considering the mediating role of their job enthusiasm. <i>PASAA Journal</i> , 71, 184–214.

## 1. Introduction

Researchers have always been concerned with teacher characteristics in different academic settings (Stevenson et al., 2016). This interest demonstrates the importance of teachers who function as agents, mediating between various pedagogical approaches, techniques, and strategies in learners' knowledge acquisition (Batugal & Tindowen, 2019). Considering the significance of teachers' roles in educational settings, researchers have mainly focused on their diverse characteristics in various fields, including Second Language Acquisition (SLA) (Schiefele, 2017). The examination of recent empirical studies (e.g., Abdollahpoor et al., 2017; Amiri Shayesteh & Baleghizadeh, 2023; Pourbahram & Sadeghi, 2020; Rinantanti et al., 2019; Sarani & Rezaee, 2017) shows teachers focusing on instructional factors. According to Schiefele (2017), the instructional factors that may have a major effect on teaching ability in the context of the classroom include instructors' emotional, cognitive, and personal attributes. Likewise, Shu (2022) pointed out that teachers' innate characteristics may facilitate or hamper language learners' acquisition of the target language.

Among the above-mentioned teacher factors, personal and affective factors have received considerable attention due mainly to the fact that such determinants are likely to exert considerable influence on language teachers' academic performance and language instruction efficacy (Yoon & Kim, 2022). An examination of personal factors shows that teaching experience has been one of the most frequently examined variables (Baroudi et al., 2020). Amoli and Youran (2014) has defined language teaching experience as the number of actual classroom teaching years in diverse academic settings. They explain that the increase in teaching experience among language teachers can influence a number of affective factors including teachers' professional development (PD) (Sancar et

al., 2021; Yoon & Kim, 2022), job satisfaction (JS) (e.g. Esfandiari & Kamali, 2016; Judge et al. 2017), teaching commitment (TC) (e.g. Lu, 2021; Ma, 2022), and job enthusiasm (JE) (e.g. Kunter et al., 2011; Song, 2022), among others. Previous studies have examined the above-mentioned factors individually. Notwithstanding, there is limited research exploring how JE mediates the relationships among novice and experienced EFL teachers' affective factors. The significance of scrutinizing these relationships stems from the fact that doing so can provide EFL teacher educators and teachers guidelines to manage various affective factors. Therefore, this study aims to investigate the interrelationships among novice and experienced teachers' PD, JS, TC, and JE.

Stevenson et al. (2016) noted that language teachers' PD refers to the process through which teachers develop new pedagogical skills and refine their existing ones by continuing their education, participating in formal teacher education programs, and attending a range of language teaching events such as seminars and conferences. An examination of studies on PD in the Iranian EFL context (e.g. Amiri Shayesteh & Baleghizadeh, 2023) shows that prior research has mainly focused on instructors' PD-based impressions while disregarding predictors of this affective teacher factor across different academic settings. Nonetheless, teachers' PD may be strongly correlated with their JS (Nasser et al., 2015). This link shows that investment in teachers' professional growth accelerates the development of their teaching skills, increases their instructional confidence, facilitates their task engagement in their academic settings, and improves their attitudes towards their occupation (Yoon & Kim, 2022). Witt and Nye (1992) defined JS as the extent to which an individual is satisfied with the kind of work that he/she does at his/her workplace. Likewise, Rabanee et al. (2012) stated that English teachers' JS determines their positive feelings of joy and hopefulness in the process of language instruction in their relevant academic settings.

Furthermore, teachers' PD can be associated with their TC (Werang et al., 2015). The relationship between these factors is shaped by the positive influence of teachers' newly acquired knowledge and skills on their self-efficacy, which in turn promotes more effective performance of their academic tasks (Thien et al., 2014). According to Batugal and Tindowen (2019), TC is considered as a decisive teacher factor in teachers' academic performance. As Chan et al. (2008) pointed

out, TC refers to language teachers' attachment to their job, which leads them to prioritize its objectives and encourages them to remain loyal to its underlying principles. In addition, Che Ahmad et al. (2017) pointed out that the interest in this teacher factor stems from the fact that TC influences language instructors' instructional efficacy and may be associated with the other affective teacher factors.

Lastly, teachers' PD may be linked to their JE (Kunter et al., 2011). This relationship arises from the fact that teachers' satisfactory PD enhances their motivation to teach the target language, instills a sense of accomplishment, and leads to positive emotional experiences in the process of language instruction. Baloch and Akram (2018) noted that language teachers' JE refers to their willingness to attend their workplace and to carry out their job-related tasks in an effective manner. They concluded that there is a need to determine how JE affects the interrelationships between other teacher factors. In other words, relevant studies must closely examine how EFL instructors' proclivities for performing their pedagogical tasks in their academic settings are likely to affect the relationships among their JS, TC, and PD.

Knowledge about the key factors that predict EFL teachers' PD can provide EFL teacher education course developers with guidelines on the overhaul of their current education courses. Moreover, it may facilitate revisions to instructor manuals.

## **2. Literature Review**

### **2.1 Teacher Factors**

In the field of SLA, researchers have increasingly paid attention to teacher factors as variables that are likely to have direct and indirect effects on language teachers' pedagogical efficacy and language learners' learning experiences (Richards & Farrell, 2005). The concentration of related studies on teacher factors shows that language teachers' experience (e.g. Yang et al., 2019), PD (e.g. Nguyen & Ngo, 2017), JS (e.g. Baroudi et al., 2020), TC (e.g. Thien et al., 2014), and JE (e.g. Kunter et al., 2008; Lazarides et al., 2021; Song, 2022) have been closely examined in the field of SLA.

Thien et al. (2024) pointed out that the teaching experience of language instructors refers to their classroom teaching years in different language instructional settings including school and institutional settings. As they pointed out, instructors' teaching experience does not depend on their education and training and may influence both their pedagogical efficacy and affective factors including their PD.

Furthermore, Nasser et al. (2015) has defined language teachers' PD as the degree to which teachers can develop more efficacious pedagogical skills and are able to refine their current skills by means of diverse educational courses or events. As they explained, a large number of English teachers attempt to improve their skills by continuing their language-related studies. Moreover, teachers attend different international and national teacher education courses to develop more effective teaching skills that may improve their instruction. Most studies of teachers' PD (e.g. Sancar et al., 2021) have mainly focused on its development patterns over time. However, such studies have not examined the predictors of this affective teacher factor in different academic settings.

De Vries et al. (2013) stated that language teachers' PD is refined by three main types of academic activities including reflective activities, updating activities and collaborative activities. As they explained, reflective activities empower teachers to substitute ineffective teaching practices with more effective ones. Furthermore, updating activities help teachers to use state-of-the-art teaching strategies and approaches that are informed by the current theoretical discussions. Lastly, collaborative activates enable teachers to improve their instructional techniques with the help of their peers' comments and feedback.

In addition to PD, teachers' JS has been a recurrent line of research in SLA (Akiri, 2014). Ahmad et al. (2014) noted that language teachers' JS is likely to affect their psychological well-being and their academic performance. According to the authors, JS is the degree to which language teachers are pleased with different aspects of their job in their relevant academic settings. As they explained, teachers' low levels of JS may stem from different contextual factors and can negatively influence their instruction in their classes. Studies of JS (e.g., Esfandiari & Kamali, 2016) have mostly examined its relationships with teacher burnout without considering its relationships with other teacher factors such as PD.

Moreover, Weiss et al. (1967) have argued that teachers' JS involves two underlying components: intrinsic and extrinsic components. As they noted, intrinsic JS encompasses teachers' contentment with their profession. On the other hand, extrinsic JS refers to teachers' contentment with the conditions of their occupation such as their income and their relationships with their colleagues.

In addition to JS, TC has been a recurrent variable in studies of teacher factors. Werang et al. (2015) noted that TC affects their performance in a noticeable way. As they have explained, TC refers to teachers' attachment to their occupation, learners, and workplace and determines the degree to which teachers strive to perform their pedagogical tasks in an appropriate way. In fact, teachers' TC determines the degree to which they assume responsibility for improving learners' acquisition of the target language and prompts them to take advantage of efficacious language teaching practices and techniques for addressing learners' language learning problems in their classes (Werang et al., 2015). As Thien et al. (2014) noted, TC reflects the instructors' tendency to take responsibility for their language learners' problems. In addition, TC determines how instructors deal with various issues in their academic setting and make an effort to perform their professional and pedagogical tasks in an acceptable manner. Studies of EFL teachers' TC (e.g., Lu, 2021) have examined its role in their learners' success. However, they have disregarded the impacts of this factor on other affective teacher factors.

The above-mentioned teacher factors may be influenced by language teachers' JE. According to Cui et al. (2017), JE refers to enthusiasm in teaching and is expressed by instructors' use of various gestures, body movements, facial expressions, and humor. As they explain, this teacher factor is considered to be a variable that has a noticeable effect on learners' motivation and task performance. Similarly, Kunter et al. (2011) stated that language teachers' JE comprises their subject enthusiasm and teaching enthusiasm. That is, subject enthusiasm refers to teachers' eagerness to focus on second language in their classes while teaching enthusiasm refers to the enjoyment that language instruction gives to language teachers in their professional settings. Studies focusing on EFL teachers' JE (e.g., Kunter et al., 2011; Song, 2022) have investigated its context-specific nature and its impact on students' boredom. Notwithstanding, these studies have not

examined the degree to which this affective factor influences the interrelationships among various teacher factors.

These discussions of language teachers' PD, JS, TC, and JE highlight the possibility of their conceptual interactions. More specifically, the discussions of teachers' PD indicate that it can be predicted by their JS, owing to the fact that skill and knowledge development can foster teachers' sense of instructional competence, improve their language teaching confidence, and create career growth opportunities (Zangani et al., 2021). Moreover, instructors' PD can be linked to their TC, as satisfactory PD improves their motivation to teach the target language, strengthens their professional identity, and enhances their engagement in their academic tasks (Thien et al., 2014). Lastly, teachers' PD can be associated with their JE since PD is likely to improve their career prospects, and may boost their resilience in the process of language instruction (Song, 2022).

Notwithstanding, empirical research on the aforementioned teacher factors have disregarded their conceptual interrelationships. More specifically, studies of PD have either focused on instructors' PD-based impressions (e.g., Amiri Shayesteh & Baleghizadeh, 2023) or have examined the effect of this construct on their teaching strategies (e.g., Zangani et al., 2021), and have disregarded its probable predictors including teachers' JS, TC, and JE. In addition, these studies have not scrutinized the mediating role of teachers' JE in the relationships between their PD and their JS and TC. Lastly, these studies have not determined how teaching experience can influence the interactions between teachers' PD and their JS, TC, and JE.

These research gaps indicate that the present study is both timely and necessary, given that identifying the roles of teachers' JS, TC, and JE in the prediction of their PD is likely to enhance their teaching quality and may improve language learners' academic outcomes in classroom contexts. In addition, specifying the mediating role of teachers' JE in these interrelationships can determine the measures that need to be taken to prevent teacher burnout and attrition, which negatively influence their PD.

## 2.2 The Present Study

Key studies on teacher factors have disregarded some of major issues. More specifically, the majority of studies on teaching experience (e.g., Harris et al., 2009) have attempted to specify the impact of years of teaching on teachers' pedagogical performance. In addition, studies of PD (e.g., Zangani et al., 2021) have tried to show the degree to which PD affects teachers' pedagogical practices. Moreover, studies of JS (e.g., Akiri, 2014; Aldridge & Fraser, 2016; Lester, 1987) have tried to specify the degree to which JS influences teachers' self-efficacy in their relevant academic settings. Furthermore, studies of TC (e.g., Donuk & Bindak, 2022; Dumay & Galand, 2012) have tried to determine the relationship of TC with teacher burnout in their workplace. Lastly, empirical studies of JE (e.g., Song, 2022) have made an effort to determine the effect of JE on language learners' boredom in classroom contexts.

Notwithstanding, these studies have disregarded the correlations between these variables. That is, they have not determined how EFL instructors' JS and TC predict their PD. In addition, these studies have not scrutinized the mediating role of instructors' JE on the relationships between their JS, TC, and PD. Finally, pertinent studies have not examined the effect of teaching experience in the above-mentioned teacher factor interrelationships.

Likewise, in the EFL context of Iran, EFL teachers' PD has largely been disregarded. Amiri Shayesteh and Baleghizadeh's (2023) study constitutes one of the few studies that have focused on Iranian EFL teachers' PD. Their study attempted to specify teachers' perceptions of PD by developing and validating a questionnaire of teachers' PD perceptions. Nonetheless, the researchers did not determine the extent to which these teachers' PD was influenced by other factors such as their TC, JS, and JE.

This study aims to address these issues in Iran. That is, it addresses these questions:

1. Do novice EFL teachers' JS and TC significantly predict their PD when considering the mediating role of their JE?
2. Do experienced EFL teachers' JS and TC significantly predict their PD when considering the mediating role of their JE?



Considering these questions, these null hypotheses were formulated:

1. H01: Novice EFL teachers' JS and TC do not significantly predict their PD when considering the mediating role of their JE.
2. H02: Experienced EFL teachers' JS and TC do not significantly predict their PD when considering the mediating role of their JE.

### **3. Methodology**

#### **3.1 Design**

The researchers used predictive correlational design in order to collect the data. They used this design since it was compatible with Structural Equation Modelling (SEM), which serves as the data analysis procedure of this study. SEM informs this design by providing a framework for developing and examining the models that indicate the interrelationships among the examined variables (Nevitt & Hancock, 2004). In other words, SEM incorporates theoretical assumptions about these relationships into pertinent models and empowers researchers to examine their predictive power (Nevitt & Hancock, 2004).

Creswell and Creswell (2017) stated that predictive correlational design enables researchers to determine the extent to which a number of independent variables explain the variance on a dependent variable. Moreover, as they pointed out, this design helps researchers examine how mediating variables influence relationships between the independent and dependent variables. Nonetheless, as they pointed out, this design does not establish causality. In other words, causal inferences cannot be drawn from this design.

Accordingly, in this study, researchers examine how Iranian novice and experienced English instructors' JS and TC predict their participation in PD when the mediating effect of their JE was taken into consideration. Moreover, the researchers used SEM to perform the data analysis. They took advantage of this analysis procedure due mainly to the existence of multiple predictor variables that had various sub-components along with the existence of a mediating variable in the developed model.

#### **3.2 Participants**

Considering the above-mentioned aims, purposive sampling was utilized in this study. This sampling technique was mainly used due to the study's focus on

EFL teachers who had degrees in English Language Teaching and who had taught general English courses at language institutes. These characteristics were compatible with the aims and conceptual framework of the study owing to the fact that, in general, graduates of English Language Teaching are more concerned about their PD compared to teachers who have university degrees in other majors. Moreover, in the context of Iran, language institutes offer their teachers more PD opportunities compared to other settings, including schools. Lastly, the researchers focused on institutes in Urmia (Iran) since the relevant institutes recruit a larger number of English Language Teaching graduates compared to institutes in other cities.

Accordingly, the researchers informed the managers of 27 language institutes in Urmia about their research aims and received contact information of 126 male and 138 female EFL teachers whose characteristics were compatible with the sample selection criteria of the study. The inclusion criteria of this study involved teaching English at a language institute in Urmia (Iran) and having a B.A., M.A., or Ph.D. degree in English Language Teaching. On the other hand, those who taught English in other academic settings (e.g., schools) in Urmia, and those with degrees from other university majors were excluded.

Based on the aforementioned criteria, in total, the participants were made up of 249 instructors. The researchers utilized Bing et al.'s (2022) criterion for distinguishing novice teachers from experienced teachers. Bing et al. (2022) examined a large number of EFL teachers' perspectives on the length of teaching experience that was adequate for a teacher to be considered experienced. Their results showed that almost 92 percent of the participants believed that instructors with five or more years of experience would be considered experienced teachers.

Accordingly, this study assigned male and female EFL teachers whose experience was less than 5 years to the novice group. Teachers whose experience was above 5 years were labelled as experienced. As a result, 134 of the teachers were assigned to the novice group while 115 were assigned to the experienced group. Table 1 and Table 2 provide demographics of the novice and experienced participants respectively.

**Table 1***Demographic Information about the Novice EFL Teachers*

Characteristic	<i>N</i>
Gender	
<i>Male</i>	65
<i>Female</i>	69
Age Group	
<i>25-28</i>	66
<i>28-31</i>	35
<i>32-35</i>	33
First Language	
<i>Azeri</i>	98
<i>Kurdish</i>	22
<i>Persian</i>	14

**Table 2***Demographic Information about the Experienced EFL Teachers*

Characteristic	<i>N</i>
Gender	
<i>Male</i>	51
<i>Female</i>	64
Age Group	
<i>34-38</i>	26
<i>39-43</i>	35
<i>44-48</i>	39
<i>49-53</i>	15
First Language	
<i>Azeri</i>	72
<i>Kurdish</i>	25
<i>Persian</i>	18

The sample sizes of the novice group and the experienced group of the study were acceptable because they were larger than 100, therefore meeting Boomsma's (1982) determined acceptable sample size in standard Structural Equation Modelling analyses.

### 3.3 Instruments

The researchers utilized five Likert-scale instruments in order to gather required data. The instruments' reliability was verified using Cronbach's Alpha (CA). In addition, the researchers used Confirmatory Factor Analysis (CFA) for determining instrument validity. The following section further explains the utilized instruments.

#### 3.3.1 Demographics Questionnaire

The researchers utilized a demographics questionnaire to determine teachers' gender, age, language background, and teaching experience in their relevant academic settings.

#### 3.3.2 PD Questionnaire

In light of the aims, the researchers used De Vries et al.'s (2013) PD questionnaire to examine the participants' PD. This instrument encompasses 40 4-point Likert-scale items (*not applicable* to *fully applicable*). They examine three aspects of language teachers' PD: reflective activities, updating activities and collaborative activities. CA analysis results indicate that reliability of the instrument was 0.89. Furthermore, reliability indices of sub-scales—reflective activities (0.81), updating activities, (0.87), and collaborative activities (0.83)—were satisfactory. Moreover, based on CFA results, the PD questionnaire validity was 0.92.

#### 3.3.3 JS Questionnaire

The researchers used Weiss et al.'s (1967) JS questionnaire in order to investigate male and female EFL teachers' JS at their relevant language institutes. This questionnaire encompasses 20 5-point scale items (*very dissatisfied* to *very satisfied*). They examine two main sub-components of the construct of JS: extrinsic satisfaction and intrinsic satisfaction. CA and CFA showed that the overall reliability and validity indices of this instrument were, respectively, 0.82 and 0.89. In addition, the reliability indices of the sub-scales of extrinsic satisfaction (0.80) and intrinsic satisfaction (0.81) were acceptable.

#### 3.3.4 TC Questionnaire

In the present study, the researchers utilized Thien et al.'s (2014) TC questionnaire for determining the participants' TC. This instrument comprises 17

5-point Likert-scale items (*strongly agree* to *strongly disagree*). They focus on four major TC aspects: teaching, academic setting (school & language institute), students, and profession. The CA analysis showed that its reliability was 0.85. Moreover, reliability indices of the sub-scales of teaching (0.81), academic setting (0.80), students (0.84), and profession (0.81) were acceptable. In addition, CFA indicated that its validity was 0.92.

### **3.3.5 JE Questionnaire**

The researchers took advantage of Kunter et al.'s (2011) JE questionnaire to examine male and female EFL teachers' JE in language institute settings. This questionnaire involves 10 Likert-scale items that are rated on a 5-point scale (*I definitely agree* to *I definitely, do not agree*). The relevant items focus on two underlying sub-components of JS, namely subject enthusiasm and teaching enthusiasm. CA analysis showed that the overall reliability of this questionnaire was 0.87. In addition, the reliability indices of the sub-scales of subject enthusiasm (0.85) and teaching enthusiasm (0.84) were satisfactory. Moreover, CFA highlighted the fact that its validity was 0.93 in Iranian context.

### **3.4 Procedure**

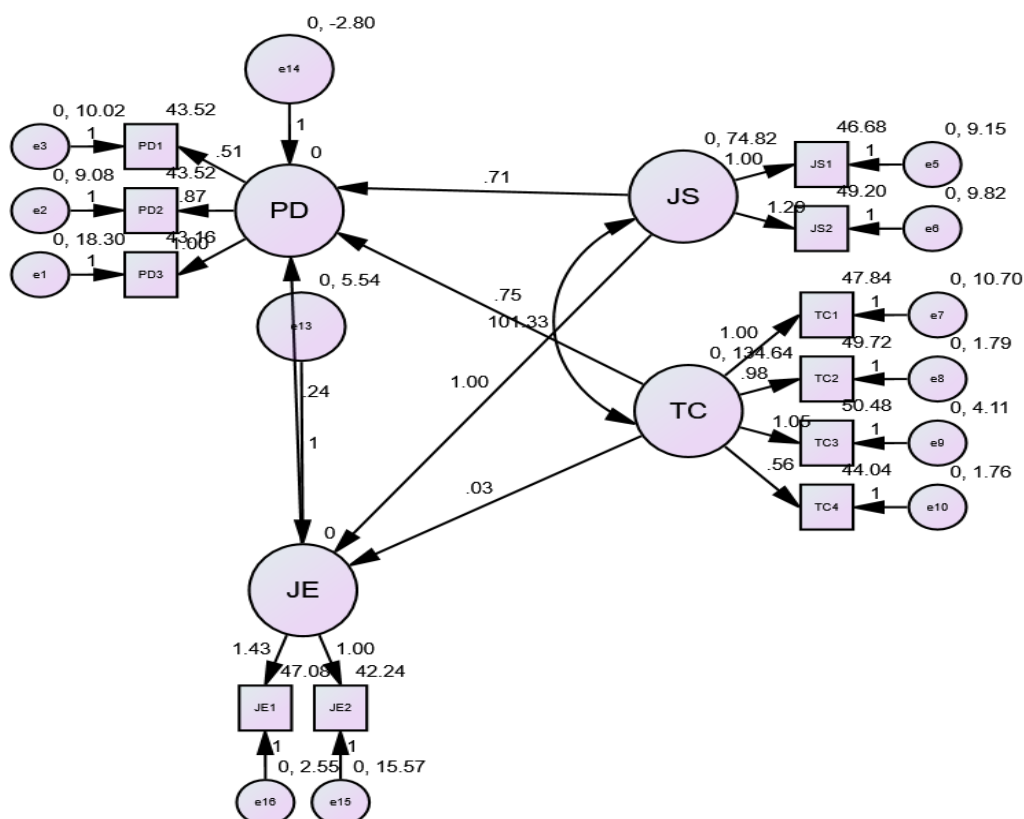
The researchers first contacted the EFL teachers for this study within two weeks. Three of the male and two of the female instructors did not answer the researchers' calls. Furthermore, seven of the male and three of the female teachers did not take part in the data collection for various reasons including scheduling conflicts, among others. Therefore, 116 male and 133 female instructors (134 novice & 115 experienced) at various institutes in Urmia were selected as participants using purposive sampling. These teachers gave their written informed consent to the researchers. Second, the researchers administered a demographic information questionnaire, De Vries et al.'s (2013) PD questionnaire, Weiss et al.'s (1967) JS questionnaire, Thien et al.'s (2014) TC questionnaire, and Kunter et al.'s (2011) JE questionnaire to them over a two-week period. The participants completed these questionnaires and returned them over a three-week period. In the meantime, the researchers sent reminder emails and phone messages to the participants to prompt them to complete their questionnaires in due time. Lastly, SPSS 24 and Amos 22 were utilized in data analysis.

### 3.5 Data Analysis

This study attempted to determine Iranian English instructors' JS and TC as predictors of their PD and took into account of the mediating role of their JE. Considering the design and the objectives, the researchers used SEM to perform the data analysis and to answer the research questions of the present study. Accordingly, the researchers used Nevitt and Hancock's (2004) criterion for determining the sample size. Nevitt and Hancock (2004) pointed out that SEM models with many parameters need at least 200 or more participants. Therefore, in this study, the researchers selected 249 English instructors as participants. Moreover, CFA was performed before SEM was used to confirm model fit. More specifically, the researchers first specified a hypothesized model by indicating that the participants' performances on the PD, JS, TC, and JE questionnaires, respectively, indicated their PD, JS, TC, and JE as latent factors. Accordingly, they defined the probable relationships between the novice and experienced teachers' PD and their JS, TC, and JE along with the relationships between their JE and their JS and TC. Second, the researchers identified the ideal model by estimating the model's parameters, including factor loadings, variances, and covariance values (Nevitt & Hancock, 2004). Third, researchers obtained data on novice and experienced instructors' PD, JS, TC, and JE, analyzed the data using Amos 22, and determined the model's parameters. Fourth, this study used the Comparative Fit Index (CFI) to examine model fit. Based on the results, the CFI value (0.97) was satisfactory (Nevitt & Hancock, 2004), indicating that the model fit was good and the researchers could proceed to SEM analysis.

### 4. Results

Research Question 1 aims to specify how novice instructors' JS and TC predicted their PD when the mediating role of their JE was taken into consideration. SEM was utilized in data analysis. Figure 1 shows the model of the predictors of novice instructors' PD.

**Figure 1***Model of the Predictors of Novice EFL Teachers' PD*

The researchers examined the regression weights of novice EFL teachers' JS and TC and took into account the mediating effects of their JE to specify how these variables predicted PD of this group of language teachers. Table 3 shows these results.

**Table 3***Regression Weights of Novice EFL Teachers' PD Model*

Correlations			Estimate	S.E.	C.R.	P
JE	<---	JS	.204	.065	4.861	.000
JE	<---	TC	.335	.075	5.040	.000
PD	<---	JE	.238	.032	3.717	.001
PD	<---	TC	.446	.023	2.198	.004
PD	<---	JS	.307	.049	2.161	.006

According to Table 3, novice EFL teachers' JS and TC were significant predictors of their JE and PD (C.R. > 1.96;  $p < 0.05$ ). Therefore, the researchers

examined the standardized estimates to determine the most significant predictor of their PD by considering the mediating role of their JE. Table 4 shows these results.

**Table 4**

*Standardized Estimates of Novice EFL Teachers' PD*

Correlations			Estimate
JE	<---	JS	.925
JE	<---	TC	.443
PD	<---	JE	.132
PD	<---	TC	.512
PD	<---	JS	.362

As shown in Table 4, novice EFL teachers' TC (0.512) and JS (0.362) were respectively the first and the second most significant predictors of their PD when considering the mediating role of their JE. Therefore, the researchers examined the model fit. Table 5 provides the relevant results.

**Table 5**

*Model Fit Summary of Novice EFL Teachers' PD*

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	39	98.654	38	.228	2.296

As shown in Table 5, the model fit was satisfactory ( $p > 0.05$ ;  $CMIN < 3$ ). Moreover, none of the assumptions of SEM were violated. That is, the data distribution of all the variables was normal ( $p > 0.05$ ). Moreover, the model did not suffer from multicollinearity since all of the Tolerance values of the variables were greater than 0.1 and all of the VIF values were less than 10. Finally, outlier, independence of residuals, linearity, and homoscedasticity assumptions were not violated owing to the fact that Cook's distance value was less than 1 with the Mahalanobis distance value being less than 16.27 (Nevitt & Hancock, 2004). Consequently, the researchers examined the baseline comparisons of this model to ensure its fit. Table 6 shows these results.

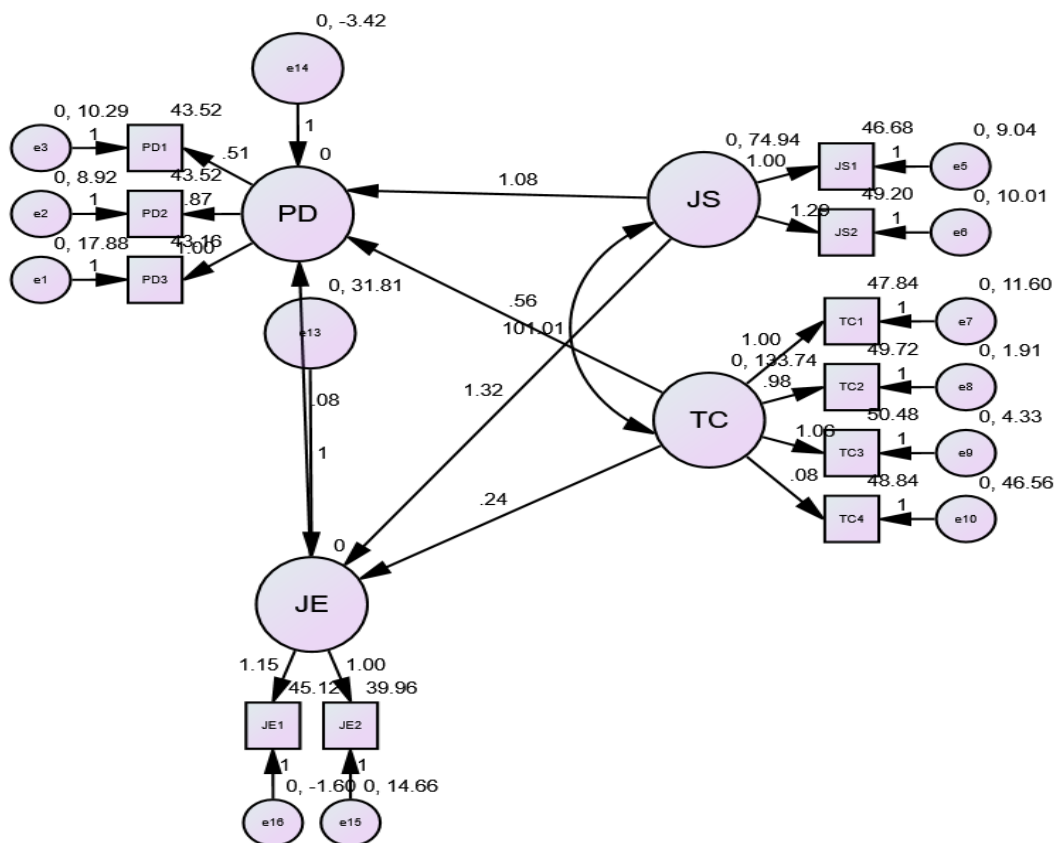


**Table 6***Baseline Comparisons of Novice EFL Teachers' PD*

Model	IFI Delta2	TLI rho2	CFI
Default model	0.984	0.973	0.952

According to Table 6, novice EFL teachers' PD model fit was acceptable (IFI > 0.90; TLI > 0.90; CFI > 0.90). It can be concluded that based on SEM analysis results, novice EFL teachers' TC and JS were respectively the first and the second most significant predictors of their PD.

Research Question 2 attempts to specify the extent to which experienced EFL teachers' JS and TC predicted their PD when the mediating role of their JE was taken into consideration. Accordingly, the researchers used SEM to analyze the data. Figure 2 shows model of predictors of experienced EFL instructors' PD.

**Figure 2***Model of the Predictors of Experienced EFL Teachers' PD*

The researchers looked at the regression weights of experienced EFL teachers' JS and TC and took into account the mediating effect of their JE to specify how these variables predicted PD for this group of language teachers. These weights show the change in dependent variable that is ascribed to a standard-deviation-unit-based change in predictor variables (Nevitt & Hancock, 2004). Table 7 shows the relevant results.

**Table 7**

*Regression Weights of Experienced EFL Teachers' PD Model*

	Correlations		Estimate	S.E.	C.R.	P
JE	<---	JS	.322	.020	2.655	.004
JE	<---	TC	.242	.024	2.159	.006
PD	<---	JE	.079	.121	3.658	.000
PD	<---	TC	.562	.044	4.596	.000
PD	<---	JS	.179	.034	3.951	.000

As shown in Table 7, experienced EFL teachers' JS and TC were significant predictors of their JE and PD ( $C.R. > 1.96$ ;  $p < .05$ ). Consequently, the researchers examined the standardized estimates to determine the most significant predictor of their PD by considering the mediating role of their JE. These estimates predict the changes in the dependent variable for one standard deviation in the predictor variables while controlling for the other variables (Nevitt & Hancock, 2004). Table 8 shows these results.

**Table 8**

*Standardized Estimates of Experienced EFL Teachers' PD*

Correlations			Estimate
JE	<---	JS	0.746
JE	<---	TC	0.182
PD	<---	JE	0.372
PD	<---	TC	0.384
PD	<---	JS	0.552

As shown in Table 8, experienced EFL teachers' JS (0.552) and TC (0.384) were respectively the first and the second most significant predictors of their PD

when considering the mediating role of their JE. Consequently, model fit was scrutinized. Table 9 shows these results.

**Table 9**

*Model Fit Summary of Experienced EFL Teachers' PD*

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	39	141.135	38	0.178	2.714

As shown in Table 9, the model fit was satisfactory ( $p > 0.05$ ;  $CMIN < 3$ ). As a result, the researchers examined the baseline comparisons of this model to ensure its fit. Table 10 provides these results:

**Table 10**

*Baseline Comparisons of Experienced EFL Teachers' PD*

Model	IFI Delta2	TLI rho2	CFI
Default model	0.950	0.978	0.946

According to Table 10, experienced EFL teachers' PD model fit was acceptable ( $IFI > 0.90$ ;  $TLI > 0.90$ ;  $CFI > 0.90$ ). It can be concluded that based on SEM analysis results, experienced EFL teachers' JS and TC were respectively the first and the second most significant predictors of their PD.

## 5. Discussion

Research Question 1 examined how novice instructors' JS and TC predicted their PD when the mediating effect of their JE was taken into account. Results showed that novice instructors' TC and JS were the most significant predictors of their PD. These findings corroborate the results of Judge et al. (2017), Liu and Huang (2019), Yin et al. (2019), Lee et al. (2020), Lazarides et al. (2021), and Song (2022). The results of all of these studies showed that language instructors' JS and TC significantly improved their PD and acquisition of academic skills in their workplace.

Judge et al. (2017) noted that in their study, language teachers' higher JS levels prompted the teachers to reflect on their instructional strategies, to specify

their pedagogical strengths and weaknesses, and to substitute their ineffective teaching strategies with more efficacious ones in their classes. Likewise, Lee et al. (2020) stated that in their study, instructors whose JS was significantly higher than that of their colleagues tended to collaborate with their peers and their supervisors in order to take advantage of their experience and advice in the process of language teaching in their classes. In a similar way, in this study, novice instructors' JS was a significant predictor of their PD since it motivated them to improve their instructional strategies by taking advantage of reflective practices and by seeking advice from their peers and supervisors.

Furthermore, Liu and Huang (2019) pointed out that in their study, language teachers' TC convinced them that they were responsible for improving their learners' acquisition of the target language and encouraged them to search for effective instructional approaches to ensure their learners' success in their academic settings. Similarly, in the present study, novice teachers' TC significantly predicted their PD due to the fact that it helped them to realize that they played a main role in their students' language acquisition and encouraged them to facilitate their learning by adopting effective teaching approaches.

Lastly, Lazarides (2021) noted that in his study, language teachers' JE made them attentive to their learners' needs and prompted them to tailor instructional practices to relevant needs in an acceptable way. Mirroring this, in this study, novice instructors' JE mediated the relationships between their JS, TC, and PD since it made them cognizant of their learners' needs and assisted them in dealing with their pertinent needs in an acceptable way.

Nonetheless, our findings do not support Akiri's (2014) results, which showed that JE did not influence the interrelationships between teachers' affective factors and their PD. An examination of the sample size in Akiri's (2014) study indicates that it was smaller than 200, which is the requisite sample size for SEM with multiple variables. As a result, Akiri's (2014) results may stem from its small sample size.

Research Question 2 investigated the extent to which experienced EFL teachers' JS and TC predicted their PD when the mediating role of their JE was taken into consideration. Our findings showed that experienced EFL instructors'

JS and TC were the most significant predictors of their PD. At a macro level, these results are in line with results of Kunter et al. (2011), Lee and Shin (2017), Mérida-López and Extremera (2020), Lu (2021), Fazlali (2022), and Ma (2022). These studies reported that EFL teachers' JS and TC significantly influenced their perspectives on the development of effective pedagogical skills in their pertinent academic settings.

In Lee and Shin's (2017) study, their language instructors' JS enabled them to establish constructive relationships with their students and encouraged them to aid their learners' language learning by developing and implementing more effective language teaching strategies. Similarly, in this study, experienced instructors' JS was a significant predictor of their PD since it helped teachers to develop harmonious relationships with their learners in the context of the classroom.

Moreover, Lu (2021) pointed out that in his study, language teachers' higher TC made teachers aware of the fact that their performance influenced the academic performance of their setting (e.g. school or language institute) and had a significant impact on its prestige. As Lu (2021) noted, teachers' understanding of this issue prompted teachers to improve their academic performance by developing effective teaching strategies and techniques that were likely to have a positive effect on their language teaching and their learners' language acquisition. Furthermore, Ma (2022) noted that in his study, language teachers' higher TC made teachers cognizant of the fact that their profession was valued in their society and encouraged to improve their own professional skills. Therefore, in this study, experienced instructors' TC predicted their PD due to the fact that it made them cognizant of their role in the success of their academic settings and helped them to realize that their profession was valued in their society.

Lastly, Kunter et al. (2011) noted that in their study, language teachers' JE increased their instructional enjoyment and prompted them to improve their teaching ability by using up-to-date techniques and strategies. Accordingly, in this study, experienced instructors' JE mediated the relationships between their TC, JS, and PD since it increased their language teaching enjoyment in their classes.

Notwithstanding, our findings do not support Amoli and Youran's (2014) results which reported that JS was not a significant predictor of EFL teachers' PD. A close look at Amoli and Youran's (2014) study reveals that SEM was not used and the study employed multiple regression, which does not take account of the interactions between JS and the other predictor variables. That is, the differences seen in Amoli and Youran's (2014) results may be related to their data analysis process.

In addition, based on our results, while novice EFL teachers' TC and JS were respectively the first and the second most significant predictors of their PD, experienced EFL teachers' JS and TC were respectively the first and the second most significant predictors of their PD in their academic settings.

Lu (2021) pointed out that an increase in the teaching experience of an EFL teacher makes them cognizant of the high social status of their profession and its advantageous effect on their learners' education and life. That is, Lu (2021) highlighted the fact that higher levels of experience positively influence teachers' JS in their academic settings. Consequently, it can be argued that the difference between the significance of the predictors of novice and experienced teachers' PD may stem from experienced teachers' realization of the beneficial impacts of their profession on various aspects of their learners' education.

Lastly, our findings showed that while novice instructors' TC was the most significant predictor of their PD, experienced teachers' JS proved to be the main factor that significantly predicted their PD in their academic setting. These results support the findings of Altun (2017), Bilač and Miljković (2017), Abate et al. (2018), and Shu (2022). These studies reported that an increase in teaching experience is related to 'satisfaction' being the main factor in their pedagogical motivation in the process of language teaching.

Bilač and Miljković (2017) noted that novice teachers tend to demonstrate high TC in their profession, academic setting, and to their learners due to the fact that the teachers consider themselves as the most significant factor in their language learners' acquisition of the target language. Nonetheless, as they pointed out, over the course of their service years, teachers moderate their beliefs and realize that their own enjoyment and satisfaction help them to improve their

instructional efficacy. Consequently, in this study, novice EFL instructors' TC was the main factor in their PD since they gave their classroom responsibilities priority. On the other hand, experienced EFL teachers' JS was the main predictor of their PD since they prioritized their own needs, wants, and enjoyment.

## **6. Limitations**

This study had a number of limitations since it did not control for the effect of instructors' age, gender, and first language on the results. Furthermore, the study was limited by examining instructors' JS and TC as the predictors of their PD without dealing with other affective factors such as grit, teaching enjoyment, and reflective practices. In addition, the researchers' use of purposive sampling may have negatively influenced sample representativeness and could limit result generalizability.

Future studies should deal with the above-mentioned limitations. To this end, future research should use random sampling in the process of participant selection and should specify the extent to which teachers' personal factors influence the interrelationships among their examined variables. In addition, future research would benefit from considering various emotional characteristics in the prediction of teachers' PD. Moreover, these studies should use mixed-methods designs in order to explain the roles of teaching experience, JS, TC, and JE in the prediction of their PD. Lastly, future studies need to be conducted in various academic settings (e.g., schools and universities) in both second and foreign language contexts.

## **7. Conclusion**

This study examined the main predictors of novice and experienced EFL teachers' PD. Our findings showed that novice instructors' TC and JS were the most significant factors in their PD when the mediating role of their JE was taken into account. Moreover, experienced EFL teachers' JS and TC were respectively the first and the second most significant predictors of their PD when considering the mediating role of their JE in their academic settings.

These results have a number of theoretical implications. The data provide a satisfactory understanding of the significant role of the interactions between instructors' JS, TC, and JE in shaping their PD. That is, they indicate that these

interactions reduce teacher burnout, improve teachers' academic engagement and teacher motivation, improve their educational persistence, increase their creativity and innovation, and facilitate their uses of efficacious teaching practices.

Additionally, the study offers insights into the mediating role of JE in interactions between instructors' PD and their JS and TC. In this way, the results refine and extend existing models of teacher development and teacher motivation. They indicate that teachers' engagement in their tasks and positive emotions have significant beneficial effects on their motivation. In other words, results show that teachers' JS improves their resilience and creativity, and fosters a positive and supportive leaning environment.

Besides these areas, the results highlight the possible differences between novice and experienced instructors and contribute to theories of teacher learning trajectories and career-stage development. That is, they show that an increase in teachers' experience deepens their expertise-based confidence and enables them to develop professional networks. Moreover, higher levels of experience reduce teachers' stress and burnout, provide them with long-term perspectives on their career, increase their autonomy, and result in greater JS in their classes.

In addition, the above-mentioned results may have certain practical implications. First, there is a need to improve English instructor education in EFL contexts. That is, it is necessary to refine the content of instructor education courses and to prompt the teacher educators to discuss teachers' affective factors in these education courses in a satisfactory way. More specifically, these courses mainly focus on language instruction issues and disregard teacher-internal variables including JS, TC, JE, and PD. Therefore, it would be beneficial to supplement course content with content that develops prospective instructors' awareness of the consequential role these factors play in their classes. Moreover, a large number of EFL teacher educators strive to improve teachers' pedagogical capabilities without dealing with the affective factors that directly influence their instructional effectiveness. As a result, teacher educators need to furnish the teachers in their courses with adequate information on the affective factors (e.g., JS and JE) that are likely to influence their PD.



Second, there is a need to overhaul the teacher manuals that have become language teachers' main guide in various language institute settings. Upon examination of the teacher manuals, these manuals assist instructors to teach a specific set of materials, but do not deal with the theoretical aspects of language teaching, including teacher factors. As a result, it would be helpful to add how affective factors (e.g., TC) can help improve their PD in language institutes.

Lastly, it can be asserted that language teachers should recognize the role of emotional characteristics in teaching effectiveness. In this regard, instructors need to pay attention to the findings of recent empirical studies (e.g., the present study) and can attend national and international teacher education events. Furthermore, teachers should consult their peers and supervisors to develop and implement effective strategies for fostering their PD in their academic settings.

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## 9. Acknowledgement

The authors acknowledge the support and resources provided by affiliated institutions, which contributed to the successful completion of this work.

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