

Chinese EFL teachers' desire to attend professional development programs: Exploring the role of job satisfaction and organizational commitment

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ABSTRACT: The influence of teachers' inner forces and factors in professional development (PD) has been highlighted in the past decades. However, little is written about the interplay of English as a foreign language (EFL) teachers' desires to attend PD programs and their perceived job satisfaction and organizational commitment. To fill this gap, this study used three questionnaires to inspect the relationships among these three constructs. It also aimed to showcase whether Chinese EFL teachers' desire to attend PD programs is predicted by their job satisfaction and organizational commitment. Adopting a random sampling technique, a sample of 357 EFL teachers was recruited from different colleges and universities in China. The results of Structural Equation Modeling (SEM) and correlation analysis revealed a positive and strong correlation between teachers' job satisfaction, organizational commitment, and their desire to attend PD programs. Moreover, it was found that both job satisfaction and organizational commitment could collectively predict around 73% of changes in teachers' desire to attend PD programs. The results are discussed and implications for the theory and practice of second/foreign language (L2) education in light of psycho-affective factors are enlisted.

Keywords: EFL teacher, professional development programs, job satisfaction, organizational commitment, SEM analysis

El deseo de los profesores de inglés como lengua extranjera (ILE) chinos de asistir a programas de desarrollo profesional: Explorando el papel de la satisfacción laboral y el compromiso organizacional

RESUMEN: En las últimas décadas se ha destacado la influencia de las fuerzas y factores internos de los profesores en el desarrollo profesional (DP). Sin embargo, se ha escrito poco sobre la interacción entre el deseo de los profesores de inglés como lengua extranjera (ILE) chinos de asistir a programas de DP y su percepción de satisfacción laboral y compromiso organizacional. Para llenar esta brecha, este estudio utilizó tres cuestionarios para inspeccionar la relación entre estos tres constructos. También tuvo como objetivo mostrar si el deseo de los profesores de inglés como lengua extranjera (ILE) chinos de asistir a programas de desarrollo profesional está predicho por su satisfacción laboral y compromiso organizacional. Una muestra de 357 profesores de ILE participaron en la encuesta. Los resultados

del Modelo de Ecuaciones Estructurales (SEM) y el análisis de correlación revelaron una correlación positiva y fuerte entre la satisfacción laboral de los profesores y su compromiso organizacional, y su deseo de asistir a programas de desarrollo profesional. Además, se encontró que tanto la satisfacción laboral como el compromiso organizacional podrían predecir conjuntamente alrededor del 73% de los cambios en el deseo de los profesores de asistir a programas de desarrollo profesional ($\beta = .73, p < .002$). Se discuten los resultados y las implicaciones para la teoría y la práctica de la educación en segundo/idioma extranjero (L2) a la luz de los factores psicoafectivos.

Palabras clave: profesor de inglés como lengua extranjera (EFL), deseo de asistir a programas de desarrollo profesional, satisfacción laboral, compromiso organizacional, psicología positiva, análisis de SEM

1. INTRODUCTION

Language teaching is a complex task, which involves several factors and layers (Derakhshan, 2022; Derakhshan *et al.*, 2023). Such complexities and changing needs of the second/foreign language (L2) community demand teachers to constantly attend professional development (PD) courses to boost their teaching qualities and abilities to tackle identity challenges (Canaran & Mirici, 2020; Ghiasvand *et al.*, 2023; Mehdizadeh *et al.*, 2023). Teacher professional development (TPD) courses are voluntary or sometimes requested activities that are offered formally and informally in different educational contexts (Borg, 2014). TPD is defined as an ongoing process in which teachers learn different aspects of teaching practice in the classroom (Richards & Farrell, 2005). It is a central factor in successful educational systems that provides tangible teaching techniques and practices for teachers to expand their pedagogical knowledge and skills (Dayoub & Bashiruddin, 2012; Hashimoto & Nguyen, 2018). TPD is both an individual practice and a social and collective need of teachers, which can take different forms such as workshops, conferences, short courses, action research, and reflective teaching (Avalos, 2011; Bailey *et al.*, 2001). It can be a praxis or forum for developing teaching and learning performance in academia (Faryabi *et al.*, 2023). TPD courses in L2 education are no longer prescriptive and passive but negotiated and teacher-led practices (Borg, 2018).

Given the essential role of TPDs, several studies in the past decade have focused on stakeholders' perceptions/beliefs about TPD and the features of successful programs across contexts (Liu & Phelps, 2020; McChesney & Aldridge, 2018; Sancar *et al.*, 2021). Previous studies mostly revolve around the characteristics, models, dimensions, practices, and consequences of TPDs for L2 education (e.g., Bett & Makewa, 2018; Korthagen, 2017). A gap in this area, however, is insufficient research on factors affecting English as a foreign language (EFL) teachers' PD. It has been asserted that TPD is affected by teachers' desires, needs, cognitions, beliefs, emotions, attitudes, teaching experience as well as contextual variables (Aliakbari & Malmir, 2017; Zhiyong *et al.*, 2020). Nevertheless, the influence of professional and work-related factors in EFL teacher's TPDs has remained overlooked, so far. Two such factors that are shaped by teachers' desires include teachers' perceived job satisfaction and organizational commitment without which TPDs may not incur their intended goals. Teachers' job satisfaction concerns their perceived pleasure and gratification in their profession and how they feel about teaching (Werang *et al.*, 2017). The concept is inspired by positive psychology and enhances teachers' competencies and psycho-affective states (Han,

2022). Teacher job satisfaction is a multidimensional construct whose fulfillment depends on an interplay of numerous factors rather than being the outcome of a single cause (Fathi *et al.*, 2020). Both internal and external factors determine a teacher's perceived satisfaction with his/her profession (Escardibul & Afcha, 2017). The absence of job satisfaction leads to negative emotions in teachers and hampers students' learning as well (Lee, 2017).

Empirical studies on EFL teachers' job satisfaction have just focused on its determinant factors (Toropova *et al.*, 2021), educational consequences (Fathi *et al.*, 2020) and correlations with other psycho-affective constructs such as well-being, resilience, commitment, self-efficacy, and burnout (e.g., Han, 2022; Rastegar & Moradi, 2016; Skaalvik & Skaalvik, 2011; Soleimani & Bolourchi, 2021). The relationship between teachers' job satisfaction and organizational commitment has also been reported in the literature (e.g., Anari, 2012; Ostad *et al.*, 2019). The construct of organizational commitment refers to the degree and depth of one's attachment and affiliation with a workplace (Greenberg & Baron, 2008). In teaching, it refers to teachers' perceived affiliation and identification with an academic context (Zhu *et al.*, 2011). Such teachers constantly try to improve their practices to make learners and schools succeed (Dong & Xu, 2022). Research demonstrated that EFL teachers' organizational commitment affects students' emotions and achievements (Dong & Xu, 2022; Lee *et al.*, 2011). It has also been positively related to EFL teachers' self-efficacy, optimism, and work engagement (Dong & Xu, 2022; Gao, 2022). The presence of this quality in EFL teachers can also shape their professionalism (Fazlali, 2022). However, the interaction between EFL teachers' organizational commitment and job satisfaction and predictive power concerning TPD have been ignored. To fill the gaps, this study examined the relationship between these two constructs and their predicting role in Chinese EFL teachers' PD.

2. LITERATURE REVIEW

2.1. Teacher professional development

Throughout their career, teachers require PD courses to develop their understanding and practice so that instructional acts culminate in learning and success (Le Huong, 2023; Richards & Farrell, 2005). There are different definitions for TPD in the literature. It refers to an ongoing process in which teachers willingly perform different actions and activities to improve their pedagogical skills, teaching quality, disciplinary knowledge, and ability to produce learning in learners (Avalos, 2011). TPD is not a one-shot practice, but a lifelong endeavor by which teachers constantly strive to develop their professional identity and pedagogical practice (Amiri & Baleghizadeh, 2023; Borg, 2018; Derakhshan & Nazari, 2022, 2023; Derakhshan *et al.*, 2023a; Estaji & Ghiasvand, 2022). In other words, TPD concerns teachers' learning of how to teach, transform, and transmit their knowledge into effective practices for the sake of learners' achievement (Avalos, 2011). Concerning their configuration, TPDs can be individual and collective practices presented in formal and informal manners (Sancar *et al.*, 2021). Common forms of TPDs in L2 education include action research, short-term training classes, discussion sessions, peer observation, conferences, workshops, and seminars (Borg, 2018; Canaran & Mirici, 2020). While in the past TPDs were prescriptions for compensating teachers' shortcomings and deficiencies, they are now

seen as self-initiated and governed practices done by teachers to constantly improve their careers (Avalos, 2011; Borg, 2014).

These days, TPDs are bottom-up approaches in academic centers in which something is collaboratively done with the teachers instead of passive cultivation of techniques to advance their knowledge and skills (Timperley *et al.*, 2007). They basically intend to produce positive professional growth, socio-emotional development, curriculum innovation, pedagogical awareness, and scientific teaching in teachers and change their thinking, feeling, and doing (Borg, 2018; Guskey & Yoon, 2009; Setiawan & Kuswando, 2020). TPDs are context-sensitive and their efficacy depends on teachers' inner and outer factors (Sancar *et al.*, 2021). They can influence and be influenced by teachers' work-related emotions such as desires, a sense of satisfaction with the profession, and commitment.

2.2. Job satisfaction

Job satisfaction is an emotional state referring to one's reactions to particular work-related features, environment, and conditions (Jin *et al.*, 2022). It is a pleasant feeling derived from work experiences (Escardibul & Afcha, 2017). Concerning teachers, the concept refers to their emotional responses to their profession and professional conditions (Skaalvik & Skaalvik, 2011). Job satisfaction can be general or specific. The former is an overall satisfaction with one's work, while the latter is situational and reflects specific aspects of the job (Castillo & Cano, 2004). Satisfaction with a job is a function of meeting one's needs and desires when comparing them with their actual practices at workplaces (Baluyos *et al.*, 2019). Research shows that teacher job satisfaction has two dimensions, namely intrinsic and extrinsic. The former is the satisfaction that a teacher gains from the very profession itself and its own rights, while the latter concerns the satisfaction a teacher perceives from working conditions (Lopes & Oliveira, 2020).

In another study by Evans (1997), comfort and fulfillment were suggested as underlying components of job satisfaction. Comfort is the degree to which job conditions are satisfactory, while fulfillment concerns one's perceived personal accomplishment in an occupation. Teacher job satisfaction is claimed to be shaped by several factors including organizational policies, working conditions, workplace climate, salary, benefits, teachers' characteristics, cognitive factors, and affective factors (Luthans, 1992; Malinen & Savolainen, 2016). Teacher-related characteristics that influence their job satisfaction include *demographic factors* such as age, gender, teaching experience, academic qualifications, and psycho-affective constructs and *professional factors* like professional expertise, content knowledge, teaching quality, professionalism, etc. (Wu, 2023). It is noteworthy that the presence or absence of teachers' satisfaction with their job is sometimes reliant on the interplay of several such factors rather than a single factor. One possible work-related and organizational factor is teachers' perceived organizational commitment in teaching English, as described in the following section.

2.3. Organizational commitment: The concept and dimensions

The concept of organizational commitment concerns a person's identification with and engrossment in a specific organization (George & Sabapathy, 2011). In the context of ed-

ucation, teachers' organizational commitment refers to their identification, orientation, and involvement in an academic setting (Ni, 2017). The term relates to teachers' positive attitudes towards an academic organization, which connects their identity to that place (Derakhshan *et al.*, 2023b; Fathi & Savadi Rostami, 2018). Organizational commitment is a complex and multi-faceted construct (Figure 1) made up of three dimensions, namely affective commitment, normative commitment, and continuous commitment (McShane & Von Glinow, 2010). The first component concerns teachers' psycho-emotional bond with an educational organization. The second dimension refers to teachers' passion for working for an organization due to moral and ethical concerns. The third dimension pertains to teachers' willingness to stay in an organization given their close connection with others (e.g., learners, colleagues) and the subject matter (Rusu, 2013).



Figure 1. *The dimensions of organizational commitment*

In a larger domain, teachers' organizational commitment has been classified into four typologies including commitment to school, commitment to the teaching practice, commitment to the teaching career, and commitment to a workgroup or community (Celep, 2000). Commitment is crucial in education as it showcases the inner bond between the teacher and the profession (Chesnut & Cullen, 2014). Since organizational commitment involves teachers' affective states in their job, it can be claimed that their job satisfaction may interact with commitment. However, this interaction has remained unaddressed, especially in EFL domains.

2.4. Previous studies

Given the importance of TPD in L2 education, in the past decade, an increasing bulk of investigations has been conducted on EFL teachers' perceptions and professional practices in different contexts (Bett & Makewa, 2018; Estaji & Ghiasvand, 2022; Korthagen, 2017; Sancar *et al.*, 2021). It has been contended that TPDs are dynamic and contextual practices that promote teaching and learning qualities (Borg, 2018). The existing studies on EFL teachers' PD, however, have been confined to the characteristics of successful TPDs in different settings and their influential factors, models, and outcomes (Borg, 2018; Canaran &

Mirici, 2020; Liu & Phelps, 2020; McChesney & Aldridge, 2018; Setiawan & Kuswandono, 2020). Likewise, the interaction of teacher-related psycho-affective factors and EFL teachers' PD has been overlooked. In their study, Sancar *et al.* (2021) argued that teachers' inner and outer factors influence the process and success of TPDs. An inner factor is teachers' desire to attend such programs. In this regard, Salas (2016) surveyed in Mexico and found that English teachers had different desires and expectations of their profession at different stages of their teaching profession which affected their willingness to attend PD programs and related conventions. Although part of teachers' desires to attend PD programs is shaped by work-related factors, few studies exist on the interplay of TPD and professional variables like job satisfaction and organizational commitment.

In a sample study, Osakwe (2003) maintained that both TPD and job satisfaction influence each other. In case a teacher is satisfied with his/her job, he/she would show more willingness to attend PD programs. Conversely, being enthusiastic to develop teaching expertise via TPDs, may enhance EFL teachers' job satisfaction, too. This close correlation between TPD and job satisfaction is endorsed by Safari and Davaribina (2021), who found a strong positive relationship between the two constructs. Research on EFL teachers' job satisfaction is dominated by correlational studies with psycho-affective factors including wellbeing, resilience, commitment, self-efficacy, and burnout (e.g., Han, 2022; Rastegar & Moradi, 2016; Skaalvik & Skaalvik, 2011; Soleimani & Bolourchi, 2021). Its interaction with organizational commitment to predict teachers' PD is an uncharted domain. Compared to the other two constructs, teachers' organizational commitment is at the outset of its journey as most studies revolve around its conceptualization and constituent dimensions (Fathi & Savadi Rostami, 2018; George & Sabapathy, 2011). Moreover, there is insufficient evidence in EFL contexts regarding teachers' organizational commitment. The majority of studies are done in general education contexts (Chesnut & Cullen, 2014; McShane & Von Glinow, 2010). Additionally, previous research indicates that EFL teachers' organizational commitment improves students' achievements (Dong & Xu, 2022) and positively predicts teachers' self-efficacy, optimism, and work engagement (Dong & Xu, 2022; Gao, 2022). Nonetheless, whether or not organizational commitment affects EFL teachers' professionalism is a fledging line of research (Fazlali, 2022). Another rationale for running this study was that scant research exists concerning the interaction among TPD, job satisfaction, and organizational commitment in light of teachers' desires. To fill these gaps, this study aimed to figure out the relationship between Chinese EFL teachers' desire to attend PD programs, job satisfaction, and organizational commitment. Furthermore, it sought to determine the degree to which the desire to attend PD programs is predicted by teachers' perceived job satisfaction and organizational commitment. The following questions were formulated in this study:

1. Is there any significant relationship between Chinese EFL teachers' job satisfaction, organizational commitment, and their desire to attend professional development programs?
2. To what extent do Chinese EFL teachers' job satisfaction and organizational commitment predict their desire to attend professional development programs?

3. METHOD

3.1. Participants

In order to minimize the sample selection bias, this study used random sampling technique to collect participants' data. As put by Dörnyei and Csizér (2012), the random sampling strategy is concerned with “the selection of members of the population to be included in the sample on a completely random basis” (p. 81). An overall number of 390 Chinese EFL teachers took part in the survey. After excluding the problematic data, a finalized sample of 357 respondents was conducted. They were selected from different colleges and universities, with different genders (females = 72%; male = 28%), different majors (e.g., TESOL, Business English, Applied Linguistics, Translation) and different teaching experiences. The ages of the participants ranged from 26 to 66. Before the data were collected, informed consent was given to participants in this survey via WeChat by means of Wenjuanxing, which is a professional online survey tool.

3.2. Instruments

3.2.1. Teacher job satisfaction questionnaire

Bolin's (2007) questionnaire was used to measure Chinese EFL teachers' job satisfaction. It encompasses 26 items under five sub-components of *self-fulfillment* (7 items), *work intensity/load* (5 items), *salary income* (5 items), *leadership relations* (5 items), and *colleagial relations* (4 items). The scale used a 6-point scale ranging from 1 (strongly agree) to 6 (strongly disagree). The reliability of the instrument was re-examined by Cronbach's alpha and the results showed an index of .89, which is acceptable. “*Students and their parents respect me*” is a sample item from the scale.

3.2.2 Teacher organizational commitment questionnaire

Concerning this variable, this study employed Meyer and Allen's (1997) organizational commitment questionnaire, which included 18 items and three components of *affective commitment* (6 items), *continuance commitment* (6 items), *normative commitment* (6 items). A 6-point scale was followed in which 1 represented “completely disagree” and 6 represented “completely agree”. The reliability of this scale was found to be .91, which is high and satisfactory. “*I owe a great deal to my organization*” is an example of the instrument.

3.2.3 Teachers' desire to attend professional development programs

To measure teachers' desire to attend PD programs, Soodmand Afshar *et al.*'s (2017) inventory was employed. It comprised 23 items following a prompt; “*I want to participate in professional development activities to ...*”. It used a 4-point scale ranging from 1 (Not at all) to 4 (Perfectly well). The overall reliability of the inventory was estimated to be .93, as obtained by Cronbach's alpha.

3.3. Data collection

Considering the research objectives, a nationwide questionnaire survey was conducted in China by our research team with the help of Chinese EFL teachers from different colleges and universities. In the first stage of data collection, all the questions were translated into Chinese to ensure the reliability of data collection, and the translated version was scrutinized by two experts in foreign linguistics and applied linguistics. In the second stage, the Chinese version of the questionnaire was sent to 390 participants through WeChat by means of Wenjuanxing. After being informed of the purpose of the survey and the description of the questionnaire, participants gave their consent by signing a consent form, knowing that the questionnaire was anonymous, and the data would be kept confidential. It took each participant about 12-15 minutes to complete the questionnaire. In the end, a total of 357 Chinese EFL teachers successfully and correctly submitted their responses.

4. RESULTS

After measuring the reliability of the scales, the researchers conducted Confirmatory Factor Analysis (CFA) to determine their convergent and discriminant validity, too. To do this, a five-factor model for teacher job satisfaction questionnaire, a three-factor model for teacher organizational commitment questionnaire, and a one-factor model for teachers' desire to attend professional development programs were projected (Figure 2).

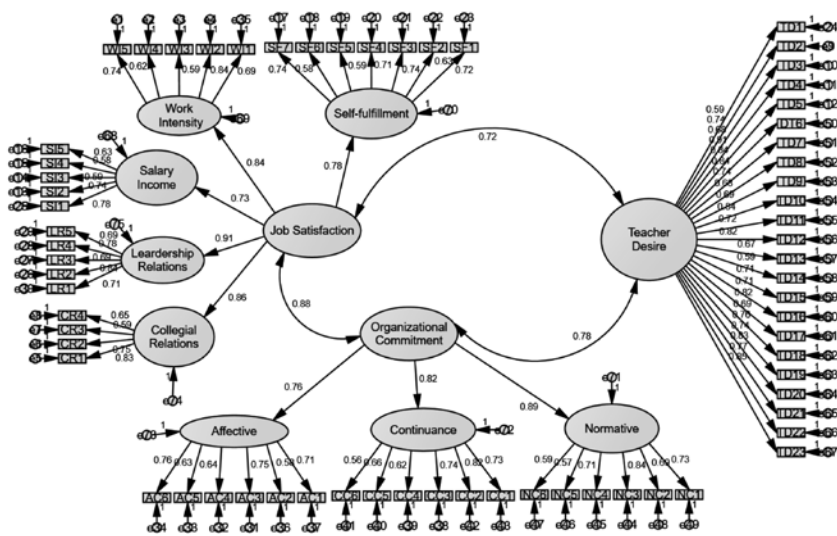


Figure 2. The final modified CFA model with standardized estimates

The initial model represented in Figure 2 showed good fit to the data. Goodness-of-fit indices can be seen in Table 1.

Table 1. *Evaluation of the CFA goodness of fit*

Criteria		Threshold			Evaluation
		Terrible	Acceptable	Excellent	
CMIN	9689.754				
DF	2654				
CMIN/DF	3.651	> 5	> 3	> 1	Acceptable
RMSEA	.072	> 0.08	< 0.08	< 0.06	Acceptable
GFI	.932	< 0.9	> 0.9	> 0.95	Acceptable
CFI	.933	< 0.9	> 0.9	> 0.95	Acceptable
PNFI	.657	< 0.5	> 0.5		Acceptable
TLI	.914	> 0.9	> 0.9	> 0.95	Acceptable

In Table 1, the result indicated that five determiners are ratio of CMIN-DF, goodness-of-fit index (GFI), comparative fit index (CFI), Parsimonious Normed Fit Index (PNFI), Tucker–Lewis Index (TLI), and root mean square error of approximation (RMSEA). The model fit indices are all within specifications. Therefore, CMIN/DF is 3.651 (spec. ≤ 3.0), GFI = 0.932 (spec. > 0.9), CFI = 0.933 (spec. > 0.9), PNFI = 0.657 (spec. > 0.5), TLI = 0.914 (spec. > 0.9), and RMSEA = 0.072 (spec. < 0.080).

Table 2. *Reliability and validity of the variables*

	CR	AVE	MSV	MaxR(H)	Organizational Commitment	Job Satisfaction	Teachers' Desire
Teacher Organizational Commitment	0.91	0.92	0.912	0.856	0.961		
Teacher Job Satisfaction	0.89	0.87	0.912	0.871	0.821***	0.937	
Teachers' Desire to Attend Professional Development Programs	0.93	0.86	0.901	0.825	0.782***	0.736***	0.928

*** It is significant at .000 level

The results of Table 2 indicate that the composite reliability values for all the scales of the questionnaires met the requirement of construct reliability. Moreover, all scales presented AVE values higher than 0.50 that confirm the convergent and discriminant validity of the model. Furthermore, there was a significant, strong, positive correlation between teachers' desire to attend professional development programs and teacher organizational commitment, $r(354) = .78, p < .001$. Teacher job satisfaction and teachers' desire to attend professional development programs were found to be strongly positively correlated, $r(354) = .73, p < .001$. The variables teacher organizational commitment and teacher job satisfaction were found to be strongly positively correlated, $r(354) = .82, p < .001$. The measurement model of the interactions among the three constructs are shown in Figure 3.

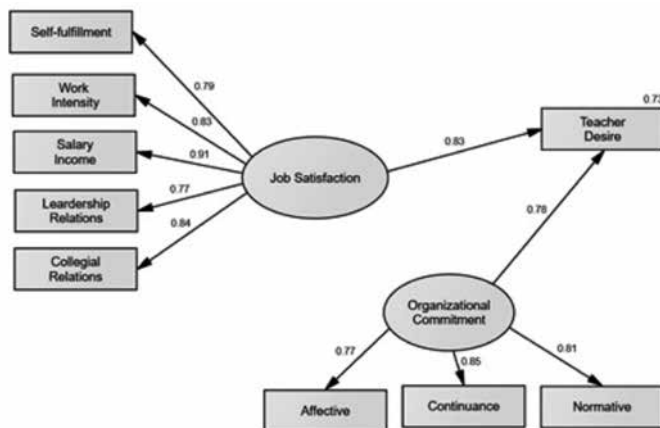


Figure 3. The final measurement model

Table 3. Standardized regression weights of the variables

		Standardized Regression Weights	S.E.	C.R.	P
Teachers' Desire	← Teacher Job Satisfaction	.831	.396	.673	.002
Teachers' Desire	← Teacher Organizational Commitment	.787	.727	.848	.001

The results of testing the direct relationships in the model show that teachers' job satisfaction has a significant positive influence on teachers' desire to attend professional development programs ($\beta = .831, p < .002$). The results of testing the direct relationships in the model also indicate that teacher organizational commitment has a significant positive influence on teachers' desire to attend professional development programs ($\beta = .787, p < .001$).

Table 4. Structural model assessment

Parameter	Estimate	Lower	Upper	P
Teachers' Desire	.733	.002	.100	.002

The results of Table 4 indicate that about 73% of changes in teachers' desire to attend professional development programs can be explained by their job satisfaction and organizational commitment ($\beta = .73, p < .002$).

5. DISCUSSION

This study aimed to examine the correlation among three teacher-related factors, namely job satisfaction, organizational commitment, and desire to attend PD programs in the context of China. It also sought to identify the predicting power of job satisfaction and organizational commitment in teachers' desire to attend PD programs. The results showed a significant,

strong, and positive correlation between teachers' desire to attend professional development programs and EFL teachers' job satisfaction and organizational commitment. This outcome is in line with previous studies that highlighted the influence of psycho-affective factors and emotions on EFL teachers' desires to attend PD programs (Aliakbari & Malmir, 2017; Zhiyong *et al.*, 2020). These studies demonstrated that teachers' inner feelings and forces determine TPD success. Moreover, the results are supported by Anari (2012) and Ostad *et al.* (2019), who reported a positive relationship between Iranian EFL teachers' job satisfaction and organizational commitment. Theoretically, this strong interplay among the three constructs of job satisfaction, organizational commitment, and desire to attend PD programs is consistent with the positive psychology trend, which underscores teacher-related positive constructs including satisfaction and commitment. A reason could be the close bond between TPD and emotional factors. With the development of teacher psychology, TPDs are no longer mere pedagogical courses for improving teaching skills, but they are imbued with psycho-affective aspects of L2 education. The results can be attributed to Chinese EFL teachers' previous experiences of attending PD programs and professional activities like workshops and conferences. Their emotional awareness along with pedagogical content knowledge may have also encouraged them to connect TPD and affective drives.

Moreover, in this study, it was found that both teacher job satisfaction and organizational commitment had a significant positive influence on teachers' desire to attend professional development programs. This result substantiates the claim that TPD is a situated enterprise affected by teachers' inner states (Sancar *et al.*, 2021). In a similar study, Salas (2016) found Mexican English teachers' desires and expectations determinants of attending PD programs and profession-related conventions. The results are partially compatible with Baluyos *et al.* (2019), who argued that teachers' perceived desires and needs shape their job satisfaction. Likewise, the influence of teachers' TPD desires on their satisfaction and commitment is in tune with the affective and continuous dimensions of organizational commitment, which stress out teachers' emotional bond with an academic place, colleagues, and students. The participants' teaching experience and familiarity with working conditions of L2 education might be the reason behind the results. It seems that Chinese EFL teachers' needs, desires, and expectations had been effectively dealt with in their workplaces and TPDs in a way that they experienced satisfaction and a sense of commitment. The connection among several teacher-related emotions may also be a justification in that desires, satisfaction, and commitment are all contagious constructs influencing each other. This claim is supported by positive psychology, which defends the transferability of positive emotions to other domains. The educational system of China can also explain the results in that providing requirements and conditions for EFL teachers to be satisfied with their jobs and feel committed normally enhances their desires to attend PD programs and improve further.

The last result was that both job satisfaction and organizational commitment could predict 73% of changes in teachers' desire to attend professional development programs. The predictive power of job satisfaction here concurs with Safari and Davaribina (2021), who found a strong positive association between job satisfaction and TPD. Similarly, the results echo that of Fazlali (2022), who carried out a study in Iran and reported a positive link between Iranian EFL teachers' organizational commitment and professionalism. The participants' previous experiences in teaching English and satisfied expectations might ex-

plain the obtained predictive power. Additionally, the results can be attributed to the positive and encouraging working environment in Chinese EFL classes/schools that shaped teachers' desires, willingness to professionally grow, satisfaction, and organizational commitment.

Despite these insights, the present study did not examine the mediating role of teaching experience level, gender, age, and student's educational level in the interaction among desires to attend PD programs, job satisfaction, and organizational commitment. It would be interesting to assess whether each of these contextual factors can change the strength and direction of correlations among these variables. Moreover, this study only used three previously developed scales to answer its research questions, while questionnaires suffer from their own shortcomings. Moreover, a pure quantitative design was adopted in this study. The role of demographic factors in mediating the associations was not also controlled. Therefore, this study can be complemented in the future by running cross-cultural, large-scale, and mixed-methods design investigations. The comparison of EFL teachers' novice and experienced teachers is also suggested. The predicative power and correlation among the three constructs can also be tested in time-series analyses and longitudinal studies. Finally, qualitative studies are recommended to extract factors that shape EFL teachers' desires to attend PD programs, job satisfaction, and organizational commitment.

6. CONCLUSION AND IMPLICATIONS

This study reported a positive correlation among EFL teachers' desire to attend PD programs, job satisfaction, and organizational commitment. It also showed that teachers' desire to attend PD programs was predicted by the other two variables. In light of the obtained results, it can be concluded that TPD programs in EFL contexts are no longer detached and isolated practice that only focus on teaching skills, but they are social, emotional, and collective enterprises, which are influenced by teachers' desires and expectations. It is also asserted that teachers' desires to attend PD programs are determined and affected by their perceived sense of satisfaction and degree of commitment/attachment to their occupation. Another conclusion is that effective teaching of English in EFL settings requires positive working climates and conditions. In such contexts, EFL teachers would show more zest and inclination to attend TPD courses that, in turn, increase their job satisfaction and commitment. Likewise, it can be argued that teaching English is surrounded with numerous psycho-affective factors that easily infiltrate into other domains and factors. That is why, Chinese EFL teachers' perceived job satisfaction and organizational commitment predicted their desire to attend PD programs. Hence, the contagious nature of many teacher-related emotions/factors is deduced from the current study.

With these findings, this study contributes to positive psychology in that it connected positive work-related factors to teacher professionalism theories and models. TPD frameworks can also be expanded by considering a psycho-affective aspect alongside pedagogical ones. In practical terms, the results can improve EFL teachers' knowledge of positive work-related emotions and their influence on PD programs. They can also draw on the results and practice techniques that raise their job satisfaction, organizational commitment, and desire to attend PD programs. Teacher educators can develop and present courses in which the connection between psycho-affective factors of L2 education and TPDs are highlighted and cultivated.

Practical strategies and methods can be offered in such programs to EFL teachers so that they can feel satisfied, committed, and willing to professionally grow in their careers.

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