Exploring the Influences of Teacher Professional Identity on Teachers' Emotion Among Vietnamese Secondary School Teachers

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Abstract

Education for sustainable development recognizes the ways, in which teachers improve education, by utilizing their skills to the fullest extent and reconsidering the conditions of the teaching profession. The relationship between teachers' professional identity and teachers' emotions is an issue that needs to be studied as a basis for improving the effectiveness of their professional activities. Thus, a standardized questionnaire was used to describe the characteristics of Vietnamese secondary teachers and the influence of teacher professional identity (TPI) on working emotions. The study was conducted in Vietnam using two survey instruments aimed to determine the role of TPI contribution in the different dimensions of teachers' emotions (anger, fear, joy, love and sadness). Findings revealed that a higher level of TPI social dimension was among participating Vietnamese teachers, and a lower level was towards career with negative emotions such as anger, fear and sadness. In addition, higher levels of the institutional dimension of TPI were associated with lower levels of teachers' feeling of joy in their career; and when the level of the personal dimension of TPI was higher, teachers' sense of love towards their profession was higher. Three implications of the study are proposed to help promote teacher identity, in ways that contribute to positive emotion in executing their teaching task. In other words, when teachers had a higher

motivation, satisfaction, and commitment, they could perceive teaching as a noble job and be full of positivity. This made teachers ready for professional development in compliance with sustainability education goals.

Keywords: Institutional, personal, teachers' emotion, teacher professional identity, social.

Introduction

Quality education is one of the 17 targets of the Sustainable Development Goals (UNESCO 2017). To achieve this goal of education for sustainable development, the most important thing is to determine the essential role of teachers in schools. Accordingly, many factors related to teachers have been investigated, including professional development, professional identity, and the impact of these factors on education quality and sustainability education (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Cabaroglu, 2014; Darling-Hammond, 2000; Kovalcikiene & Buksnyte-Marmiene, 2021; David, 2014; Huy et al., 2018; Trede et al., 2012). Since professional identity formation is an important component of sustainable education (Kovalcikiene & Buksnyte-Marmiene, 2021), professional identity and factors that influence it have attracted attention of many researchers and educators (Hamman et al., 2010; Trent, 2011). In empirical research by Živković (2013), the results showed a statistically significant correlation between factors of teachers' professional identity and professional development factors, and they might point to a pronounced internal connection of motivation and willpower for teachers' professional development with teacher professional identity. Moore and Hofman (1988), Day (2002), and Nias (1997) found that teacher professional identity was related to a clear critical view of working conditions and had a relationship with how teachers had responded to educational reforms. Nevertheless, the academic literature has identified that teacher identity is hard to understand due to its unstable concept as it is commonly referred to well-being, self-efficacy and resilience. Despite the complexity of this term, some related aspects have been identified that are widely applicable.

It has been shown that self-efficacy, which was first introduced by Albert Bandura (1995), is essential to any career. Self-efficacy is understood as the belief in one own's ability to complete a task in a specific situation. Also, there is evidence for a good relationship between teachers' motivation and students' well-being and achievements (Thoonen et al., 2011). A study that conducted an empirical investigation of teachers' professional competencies has proposed a model that includes the essential roles of cognitive and emotional-motivating traits and beliefs in teaching, learning, content subject, motivation, and self-regulation (Blömeke & Delaney, 2012). Also, previous evidence has shown that knowledge related to education is an essential latent trait of teaching competence. In addition, beliefs, motivation, and self-regulation are critical for teaching competence (Schleicher, 2016).

Moreover, the literature has shown a connection between professional identity and teacher emotion, in which emotion plays a role in forming and developing teacher identity and career practice (Golombek & Doran, 2014; Hargreaves, 1998; Hayik & Weiner-Levy, 2019). The findings reveal that the conflicting socio-cultural context generated strong emotions that influenced identity construction (Hayik & Weiner-Levy 2019). Emotions can help the teacher to reduce things that bother them. Feelings also allow teachers to examine their teaching identities and contexts. Teacher identity has

been shown to influence their cognitive and affective perception of an event (Dang, 2013). Given these influences, teacher identity has been seen as primarily the result of the ongoing interactions with students, parents, and colleagues (Zembylas, 2003).

Although the concepts of teacher professional identity and teacher emotion (TE) are heavily used in educational and theoretical literature, their essential relationship with each other has been relatively rarely investigated. In Vietnam, the wave of educational reforms in the global and domestic contexts identified the teachers' role nowadays as comprising four fundamental social roles: educators, socio-cultural specialists, lifelong learners and researchers (Dung, 2015). Studies of teachers in the current system have also revealed that the young generation of Vietnamese teachers is ready to absorb new ideas about teaching and teacher identity (Thi Lan Huong et al., 2018; Nguyen, 2016). Hence, despite the fact that there are emerging studies on teacher and teacher development, their limited number indicates that there is still a need for more studies in Vietnamese teacher professional identity and particularly on the relation between teacher professional identity and emotion.

Literature Review

Teacher Professional Identity

Identity is intersectional (Block & Corona, 2016). Teacher identities are correlated with other identities, such as professional, social, political, and cultural identities. Several identities in other fields of work and relationships contribute to teachers' professional identity. The professional background often includes networking, partnerships and collaborative activities within and between schools, communities and across systems. In other words, a teacher professional identity is dependent on both the person and the context. As Song (2016) described, the teachers in his study experienced transformative moments through their contemplation of external experiences rather than only personal experiences. They understood their feelings, identified their origins, and understood their effects on their teaching.

In the literature, teacher professional identity develops through continually interpreting and reinterpreting experiences. Beauchamp and Thomas (2009) argue that teacher identity is an extended dynamic process as teachers gain experience. There are essential links between the professional identity of teachers and the quality of education at the institution. Teachers, therefore, need to be active in enhancing their knowledge and skills. Individual and collaborative internships are made effective through learner activity (Coldron & Smith 1999). The quality of the school is, therefore, linked to individual and collective effectiveness as well as the well-being of teachers. As Samar et al. (2011) maintain, "Teachers, in the course of their practice in educational institutions, grow a sense of attachment to their affiliated institutions".

Despite slight variations in the conceptualization of TPI, from an extensive review of existing literature, it was found that a teacher professional identity may consist of three core aspects: personal, social, and institutional. The definition of teacher professional identity has shown the critical components of teacher identity, which were put forward by Day et al. (2006), Klimenko et al. (2018), and Samar et al. (2011). Day et al. (2006) noted from a literature review that those identities included personal biography, culture, social influence, and institutional values. In terms of an individual component, Day suggested that personal identity consisted of five interrelated parts, including self-image, self-esteem, job motivation, task perception, and future

perspective. Therefore, to maintain self-esteem or self-efficacy and a commitment to and a passion for teaching, it is essential to have a positive sense of identity with the subject, relationships, and roles (Day, 2004).

The social context is essential for a TPI. A quantitative study conducted through a survey of 618 Russian public-school teachers found that the pattern of Russian TPI was made up of loyalty and social dynamics and their level of social adaptation and professional diffuseness (Klimenko & Posukhova, 2018). This study also demonstrated the visible social effects on teachers' professional identity. The overwhelming administrative volume and high social demands for teachers' performance in a country's worsening economic situation create risks for maintaining a positive professional identity for teachers and, consequently, negative consequences with social integrity. Additionally, in a study by (Qi et al., 2020), it is found that elements such as teachers' professional incompetence, low academic status, lack of professional interactions with colleagues, professional insecurity, absence of teaching autonomy and inadequate economic compensations are regarded to have a negative impact on teacher professional identity. Therefore, it is essential that teacher professional identity is acknowledged and valued to promote the implementation of sustainable development in education system.

Based on the possibility of a direct relationship between the two concepts – teacher identity and teacher efficacy –, Samar et al. (2011) proposed the notion of Social Identity Theory. Thus, the researchers assumed that institutional identity could be addressed by examining the teacher's primary positioning in their institution. Moreover, it was decided that the following seven factors were comprehensive enough to capture the institutional essence of teachers; they were: self-categorization, context, de-personalization, commitment, choice, subject matter, and people.

Teacher's Emotion

For centuries, the emotion has been conceptualized as a mysterious human phenomenon that encompasses most of the dynamic qualities that underlie human activity (Hopfl & Linstead, 1993; Schutz et al., 2006). Schutz et al. (2006) define emotions as socially constructive, internally formed ways of existence that emerge from conscious/unconscious judgments about the success of achieving goals or sustaining goals, and beliefs in relationships in specific socio-historical contexts. This definition of emotion is based on the belief that teachers' emotions are the inside feelings derived from the connection feelings with others and the environment (Chubbuck & Zembylas, 2008). Therefore, teachers' emotions are not simply internalized feelings, since these cannot be separated from the relationship and interaction with others; in schools, this means students, colleagues, and parents and the school and its system as well as the subject (Farouk, 2012, p. 491). Teachers' emotions do not exist independently (Schutz et al., 2006).

A review of the literature has shown that teachers' emotions have attracted researchers' concerns globally. There are many ways to classify teachers' emotions based on different criteria, including dichotomy and multidimensional theory (Chen 2016). For contradiction (taking a binary perspective), Chen cited from many research studies the idea that teacher emotion included positive and negative emotions. Positive emotions often include joy, satisfaction, pride, and excitement, and negative emotions include anger, disappointment and anxiety. Parrott (2001) describes emotions in a tree

structure in which the primary emotions are broken down into secondary emotions, which are then subdivided into smaller orders. The six primary emotions included in the first level are love, joy, surprise, anger, sadness and fear. The second level contains more emotions in each of the main emotional groups. Love, for example, is followed by affection, lust, longing as secondary emotions. Each emotion from the secondary emotional group has a third-degree division. Parrott's contribution providing the list of many different layers of emotions is vital in the literature of vigorous research. Parrott's Emotional Tree Structure delivers a theoretical framework for analyzing teacher emotions in Chen's (2016) study on developing teacher emotion measurement tools. This study provides a teacher's emotion model that includes five dimensions: Joy, Love, Sadness, Anger and Fear.

Teachers' understanding of their feelings and becoming more aware of the students' feelings are prerequisites for their practice and professional development (Bahia et al., 2013). On the other hand, the ability to process emotions in various situations will enhance the dynamic environment in the classroom. Moreover, the teacher can provide the urgency to help students develop their feelings (Meyer & Turner, 2007). According to Meyer and Turner (2007), teachers showed various emotions correlated with school and society.

It is also essential to understand that personal life might impact professional life. Chen's study (2016) shows that the teachers have expressed a fear of their life balance. It is imperative to investigate personal and social aspects of emotions simultaneously to understand a teacher's life and emotional experiences. Nonetheless, Jakhelln (2011) argues that feelings are ignored at schools and not involved in developing teaching and learning.

Regarding teachers' emotions and students in high schools, Zembylas (2005) revealed in a study among American teachers that teachers' emotional rules in teaching were dependent on a teacher's history. Their emotions were influenced by social power relationships and social-cultural values. Cross and Hong (2012) investigated teacher emotions using a case study of two primary school teachers in the United States. The study found that teachers could gain positive and negative emotions from students; parents and colleagues tended to be impacted by their beliefs, professional identity, or curriculum and rules at school. In Asia, Lee and Yin (2011) investigated teachers' emotions in the educational reform with 25 high school teachers. The study showed that Chinese teachers believed that positive emotions could motivate students to learn and improve teaching. Seven emotion-modulating strategies used by teachers were found in this study: pretend, restrain, focus, practice, review, release and flush.

Resources, support, training, recognition, autonomy and participation are some challenges teachers encounter as educators. Teacher professional identity and emotions can suffer from these challenges as teacher emotions and teacher professional identity influence each other reciprocally. Based on past research (Zehang et al., 2022; He et al., 2022; AlHarbi & Ahmad, 2020; Day, 2018), there are some possible ways in which a teacher professional identity, which is the sense of who a teacher is, and teacher emotion, which is the affective response to one's teaching context, can determine and mediate each other and influence teacher's goals and actions that stem from their identities:

    i.   How one perceives and interprets the teaching situation can be influenced by one's values, beliefs, practices, and experiences concerning teaching and learning, which shape one's professional identity. It can determine one's emotions in the classroom. For instance, a teacher who values student

autonomy may feel frustrated when faced with a passive or dependent class. In contrast, a teacher who loves student discipline may feel satisfied when faced with a compliant or obedient type.

ii.   How one regulates and expresses one's emotions in the classroom can be influenced by one's beliefs about the role of emotions in teaching, which are part of one's professional identity. It can mediate one's feelings in the classroom. For instance, a teacher who believes emotions are unprofessional may suppress or hide one's emotions, while a teacher who believes emotions are human may acknowledge or share one's feelings.

iii.   One's self-image, self-esteem and self-efficacy as a teacher can be affected by one's emotions in the classroom. It can influence one's professional identity. For instance, a teacher who experiences positive emotions such as joy, pride, or gratitude may develop a more positive and confident professional identity. In contrast, a teacher who shares negative emotions such as anger, fear, or shame may develop a more negative and insecure professional identity.

iv.   One's motivation, commitment and satisfaction with teaching can be affected by one's emotions in the classroom. It can also influence one's professional identity. For instance, a teacher who experiences positive emotions such as enthusiasm, interest, or curiosity may develop a more motivated and committed professional identity. In contrast, a teacher who shares negative emotions such as boredom, anxiety, or disappointment may develop a more demotivated and dissatisfied professional identity.

v.   One's goals and actions that stem from one's professional identity can influence and be influenced by one's emotions in the classroom. For instance, a teacher who identifies as a learner may set goals and take actions that promote one's professional development, such as attending workshops, reading journals, or seeking feedback. A teacher who identifies as a career may set goals and take actions that promote students' well-being, such as building rapport, providing support, or creating a safe environment. A teacher who identifies as an innovator may set goals and take actions that promote creativity and change in teaching, such as experimenting with new methods, integrating technology, or challenging conventions.

To sum up, emotions have great potential to reinforce interpersonal relationships with experience in the classroom and the broader context and create opportunities for learning and teaching in different situations (Bahia et al., 2013). This review provides empirical data to enhance a teacher's theoretical knowledge of emotions, which offers practical implications for teacher's emotional adjustment and develops teacher's emotional intervention. Our study will also contribute to global dialogues regarding teaching improvement through relating dimensions, helping to improve teaching improvement materials and providing meaning for teacher development.

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Methodology

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Measurements

The study aimed to determine whether TPI would significantly contribute to different dimensions of teachers' emotions. This study used survey methodology as suggested by Fraenkel and Wallen (2002) to describe the characteristics of Vietnamese secondary teachers in terms of the influence of TPI on working emotions.

This study had two questionnaires: the TPI and the teacher emotion inventory. The TPI questionnaire was developed by Belay et al. (2019), whereas the teacher emotion inventory was developed by Chen (2016). The TPI was translated into Vietnamese and then it was translated back to English to ensure the correctness of the questionnaire translation (Neuman et al., 2004). Subsequently, the questionnaires were validated by experts. The questionnaires were validated by checking whether they were understood in the local context, establishing whether questions were understood by everyone. Targeted respondents volunteered to answer. This questionnaire was developed with the consent form. This informed consent means that the teachers joined the research voluntarily with full information about what it meant for them to take part, and that they gave consent before they joined the research. There were two distinct stages to an informed consent process for the teachers, firstly, giving information to the teachers who were under no pressure to respond to the researcher immediately. After obtaining consent, the questionnaire was sent to the teachers. The data collection procedures were conducted online (Fraenkel & Wallen, 2002).

The TPI Questionnaire

The TPI questionnaire consists of three constructs with 37 items. In this questionnaire, the three constructs of TPI are personal, institutional and social. Social TPI is social stigmatization, which refers to the social recognition of occupational prestige (Klimenko & Posukhova, 2018). Personal TPI refers to their perception of their own professional identity through the following indicators: motivation, satisfaction and commitment to work (Day et al., 2006). Institutional TPI refers to a circle of meanings for realizing actions and attitudes to the institutional members (Samar et al., 2011). Institutional TPI aims to view and categorize one as a member of a particular group. It also refers to the tendencies of administrators' engagement with teachers' work in the schools, known as an institutional identity.

Table 1 shows examples of items that represent three TPI constructs.

Table 1
TPI Constructs

TPI constructs	Examples of items
Personal	I am passionate about the teaching profession.
	I always make every effort to improve my career.
Institutional	The school encourages me to conduct action research.
	The performance evaluation in my school is helpful in my career development.
Social	The community values experienced teachers.
	Teaching is considered a high-status profession by society.

A reliability test of the TPI questionnaire used in this research was conducted, and its results indicated that the alpha Cronbach index for each construct exceeded more than a cut-off point of 0.7 (Table 1). Therefore, it can be concluded that the TPI questionnaire is reliable for the current research (see Table 2).

Table 2
TPI Construct Reliability

TPI constructs	Number of items	Reliability index
Personal	14	0.981
Institutional	14	0.983
Social	9	0.967

The Teacher's Emotion Inventory

The teacher's emotion inventory consists of five dimensions: joy, love, sadness, anger Huong and fear. Joy and love are categorized as positive emotions, whereas sorrow, anger and anxiety are harmful. Table 3 shows examples of items that represent the five dimensions of teacher's emotion.

Table 3
Dimensions of Teacher's Emotion

Dimensions	Examples of items
Joy	I feel proud when I see my students make progress. I am glad that my students enjoy my teaching.
Love	I love my teaching job because it is a profession that could obtain respect and recognition from society. I love my teaching job because it is stable.
Sadness	I feel disappointed when I do not get what I should get as a teacher. I feel disappointed when my school leaders ignore my efforts and contributions.
Anger	I feel angry when mistreated as a teacher (i.e., workload arrangement, salary level). I am dissatisfied when society and/or the public blame our teachers without any evidence.
Fear	I feel pressured about an imbalance of work and life. I feel pressured when I suffer from a shortage of time with too much work.

A reliability test of the teacher emotion inventory was conducted; it found that the alpha Cronbach value was more than 0.7. Thus, it can be inferred that the teacher's emotion inventory is reliable for the research.

Table 4
Teacher's Emotion Dimensions

Teacher's emotion dimensions	Number of items	Reliability index
Joy	3	0.891
Love	3	0.875
Sadness	3	0.963
Anger	3	0.946
Fear	4	0.977

Data Collection

Technological development has offered many opportunities for designing and developing user-friendly web-based questionnaires (Fleming & Bowden, 2009). In another study by Cobanoglu et al. (2001), they discovered that, compared to mail and fax-based survey methods, the online survey method was superior regarding response speed, costs, response rate, and variable costs. As the data collection process was online, the questionnaires used in this study were transformed into an online form using the Google Forms application. Google Forms is a cloud-based data management tool used for designing and developing online questionnaires (Vasantha Raju & Harinarayana, 2016). The anywhere-anytime-access and other advantages (unlimited surveys, 100 % free) have made Google Forms a popular product in online survey research. Another significant advantage is that the respondents' data are available in a format suitable for analysis, thus minimizing the data coding error.

Once all the questions had been set up in Google Forms, a Web URL was generated for the questionnaire and the researchers sent the link to 88 Vietnamese secondary teachers who taught at public schools in three provinces of Vietnam, Hanoi Nghean and Hanam. The online questionnaire was open to be responded from June to August 2020. Responses from the 88 participating Vietnamese upper secondary school teachers were recorded in the online spreadsheet exported to IBM SPSS software.

Data Analysis

Multiple regression analysis was performed to test whether TPI constructs were significant predictors of different types of teaching emotions. For the analysis, three TPI constructs (personal, institutional and social) were classified as predictors for other dimensions of the teacher's emotions. In this study, there were five dimensions of emotion: anger, fear, joy, love and sadness.

Thus, five series of multiple regression analysis were conducted, each applying the multiple regression test to investigate whether the three TPI constructs were significant predictors of one of the five dimensions:
1. Series 1: anger;
2. Series 2: fear;
3. Series 3: joy;
4. Series 4: love;
5. Series 5: sadness.

Before these five series of multiple regression analyses were carried out, a preliminary investigation examined several assumptions: the tolerance and VIF values,

Mahalanobis distance, Cook's values, and Normal Probability Plot (Pallant, 2011). It was found that the tolerance value was less than 0.1 and the VIF value was not more than ten, which indicated that there was no issue of multicollinearity between the predictors – personal, social, and institutional. Analysis showed that the Mahalanobis distance did not exceed the critical value of 16.27, suggesting an absence of outliers in the data. Moreover, the result of Cook's Distance of less than 1 supports the assumption that there were no outliers in the analysis. The visual output of the Normal Probability Plot (P-P) showed that the plots laid in a reasonably straight diagonal line from the bottom left to the right. Therefore, it can be concluded that there were no serious violations of the assumptions for multiple regression tests for this study.

Results

The first multiple regression was conducted to investigate whether the three TPI constructs significantly predicted teachers' feelings of anger. The R square value indicated that the model explained 9.7 % of the variance. It was found that only the social dimension of TPI contributed significantly to the emotion of anger (Beta= -0.62, $t(87) = -2.23$, $p<.05$). The result of the Beta coefficient indicated that the higher the mean of the social dimension of TPI, the lower the mean of the feeling of anger (see Table 5).

Table 5
Pearson Correlation Analysis

	Anger
Anger	1.000
Institutional	.208
Social	-.274
Personal	.189

Table 6
Multiple Regression Analysis to Determine the Significant Predictors and the Nature of the Relationship

	Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.914	1.157		13.752	0.000
	Personal	0.104	0.103	0.323	1.009	0.316
	Institutional	0.019	0.107	0.057	0.174	0.862
	Social	-0.277	0.124	-0.620	-2.225	0.029

a. Dependent Variable: Anger

The second multiple regression was performed to investigate whether the three TPI constructs significantly predicted teachers' feelings of fear. The R square value indicated that the model explained 14.7 % of the teachers' sense of fear variance. It was

found that only the social TPI construct contributed significantly to the emotion of fear (Beta= -.34, t (87) =3.40, p<.05; see Table 8 below). The result of the Beta coefficient indicates that the higher the mean of the social dimension of TPI, the lower the mean of the fear.

Table 7
Pearson Correlation Analysis

	Fear
Fear	1.000
Personal	0.081
Institutional	0.084
Social	-0.285

Table 8
Multiple Regression Analysis to Determine the Significant Predictors and the Nature of the Relationship

	Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.881	1.537		12.284	0.000
	Personal	0.191	0.372	0.442	0.515	0.608
	Institutional	0.042	0.372	0.095	0.112	0.911
	Social	-0.206	0.061	-0.344	-3.398	0.001

a. Dependent Variable: Fear

The third multiple regression analysis investigated whether the three TPI constructs significantly predicted teachers' feelings of sadness. The R square value indicated that the model explained 5.7 % of the variance in the teachers' feelings of sadness. It was found that only the social dimension of TPI contributed significantly to the emotion of sorrow (Beta = - .72, t (87) = -2.60. p<.05; see Table 10). The Beta coefficient result indicates that the higher the mean of the social dimension of TPI, the lower the mean of the feeling of sadness.

Table 9
Pearson Correlation Analysis

	Sadness
Sadness	1.000
Personal	-0.105
Institutional	-0.125
Social	-0.211

Table 10

Multiple Regression Analysis to Determine the Significant Predictors and the Nature of the Relationship

	Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14.744	1.211		12.178	0.000
	Personal	0.141	0.108	0.417	1.305	0.195
	Institutional	0.049	0.112	0.141	0.433	0.666
	Social	-0.337	0.130	-0.719	-2.596	0.011

a. Dependent Variable: Sadness

The fourth multiple regression analysis investigated whether the three TPI constructs significantly predicted teachers' feelings of joy. The R square value indicated that the model explained 18.1 % of the teachers' sense of pleasure variance. It was found that only the institutional construct contributed significantly to the emotion of happiness (Beta = -.98, t (87) = -3.17, p<.05; see Table 12). The Beta coefficient result indicated that the higher the mean of the institutional dimension, the lower the standard of joy. Personal and social dimensions were found not to be significant contributors to the emotion of joy.

Table 11

Pearson Correlation Analysis

	Joy
Joy	1.000
Personal	0.180
Institutional	-0.372
Social	0.182

Table 12

Multiple Regression Analysis to Determine the Significant Predictors and the Nature of the Relationship

	Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.948	0.308		67.979	0.000
	Personal	0.041	0.027	0.458	1.512	0.134
	Institutional	-0.091	0.029	-0.981	-3.173	0.002
	Social	0.025	0.033	0.198	0.754	0.453

a. Dependent Variable: Joy

The fifth series of multiple regression analyses investigated whether the three TPI constructs significantly influenced teachers' feelings of love. The R square value indicated that the model explained 46.2 % of the variance in the teachers' feeling of love. It was found that the personal (Beta = .98, t (87) = 4.00, p<.05) and social (Beta = -1.34, t (87) = 6.29, p<.05) dimensions of TPI contributed significantly to the emotion of love (see Table 14). The Beta coefficient result indicates that the relationship between the Personal dimension and love is indirect. It can be interpreted that the higher the mean of the Personal dimension, the higher the mean of love. On the other hand, it was found that there was an inverse relationship between the social dimension of TPI and love. Thus, it can be interpreted that the higher the mean of the social dimension of TPI, the lower the mean of love.

Table 13
Pearson Correlation Analysis

	Love
Love	1.000
Personal	0.358
Institutional	-0.435
Social	0.565

Table 14
Multiple Regression Analysis to Determine the Significant Predictors and the Nature of the Relationship

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	20.106	0.540		37.255	0.000
Personal	0.192	0.048	0.982	4.000	0.000
Institutional	-0.026	0.050	-0.131	-0.521	0.604
Social	0.363	0.058	1.339	6.288	0.000

a. Dependent Variable: Love

Discussion

Table 15 summarizes the key findings of the five series of multiple regression analyses. Based on the pattern of the results, there are variations in how different dimensions of TPI affect teachers' emotions, depending on whether those emotions are classified as negative or positive.

Table 15
Summary of the Findings

TPI dimensions as predictors	Category of emotion	Emotions as dependent variables	Significance	Type of relationship
Social	Negative	Anger	p< 0.05	Inverse relationship
		Fear	p<0.05	Inverse relationship
		Sadness	p<0.05	Inverse relationship
	Positive	Joy	Not significant	Direct relationship
		Love	p<0.05	Inverse relationship
Institutional	Negative	Anger	Not significant	Direct relationship
		Fear	Not significant	Direct relationship
		Sadness	Not significant	Direct relationship
	Positive	Joy	p<0.05	Inverse relationship
		Love	Not significant	Inverse relationship
Personal	Negative	Anger	Not significant	Direct relationship
		Fear	Not significant	Direct relationship
		Sadness	Not significant	Direct relationship
	Positive	Joy	Not significant	Direct relationship
		Love	p<0.05	Inverse relationship

This study established the relationship between teachers' different emotions and TPI. The results indicated that the social dimension of TPI significantly influenced the negative emotions of teachers. As the social dimension of TPI has several inverse relationships with the three constructs of negative emotions (anger, sadness and fear), it is suggested that the social dimension of TPI can be a coping mechanism for teachers' negative emotions. In this study, the social size of TPI refers to social recognition in terms of occupational prestige (Klimenko & Posukhova, 2018). Turner (2001) further explained that the position of teachers in society was called status (Turner, 2001). Status can also be referred to as position within the social structure characterized by various indicators, based on the individual's recognition and dignity (Parsons, 1967). The degree of value given to teachers' abilities and their recognition in society regarding the working environment, salary, and financial stability are of importance.

The Role of Social TPI in Teachers' Positive and Negative Emotions

The research findings indicated that when the teachers strongly believed in how fairly the society regarded them as doing a noble job, they felt less anger, fear and sadness about their profession as teachers. This implies that culture plays a significant

role in regulating teachers' negative emotions. Correspondingly, Dieu and Lan (2014) state that the position of the teacher dramatically affects the development of education and society in Vietnam. In other words, teachers always have positive beliefs about their careers when they see that society values teaching professions.

Although the findings showed that the social aspects of TPI could be a potential coping mechanism for negative emotions, Dieu and Lan (2014) reported that teaching was no longer the highest position in the society. Teachers no longer receive the same rules of greeting and respect from the people as before, nor are they truly appreciated and honored by the society. The global trend from 1960 onwards indicates a similar significant decline in terms of the teacher's social status (Freedman et al., 2008; Hargreaves et al., 2007). The reduction of social status is not the same across countries. The advancement of information technologies, which increases the accessibility of knowledge, can explain the decline of teachers' social standing in recent years. This trend is moving in the opposite direction compared to past years when education was accessible only by a minor part of society, making teaching a well-respected career (Giddens, 2001). It was reported that the mass media might also influence the occupational prestige of the teaching profession and its place in the social hierarchy in Russia. Cyrino (2016) stated that teachers' images are associated with negative issues that arise in education when these are reported in print or electronic media. The regional study by Cyrino showed that 65 % of teachers believed a negative image had been created in modern cinema. Another 48 % of respondents disagreed that Russian media positively represented teachers' work. In England, the media helped reduce teachers' social status, making the teachers' images negative (Hargreaves et al., 2007). In Turkey, the accelerated training programs for pre-service teachers have also led to their unpreparedness to become in-service teachers (Mutluer & Yüksel, 2019). The latter situation may also contribute to the current social image of teachers as being of low social status. As society becomes more educated, teachers may lose their superiority in society. Thus, due to many developments, the community may have different perceptions of teachers' image status. A similar situation can be observed in England, reported by Freedman et al. (2008). The urgency in producing a high number of teachers after the Second World War lowered the rigorousness of the application criteria, thus indirectly deteriorating teacher education quality in England.

As the findings indicated that the social dimension of TPI might play a significant role in coping with the negative emotions of the teachers, Bich (2015) argued that improving the quality of teaching and social expectations for teachers Huong extend the teacher's role in the teaching and learning process. It is essential to develop a teacher training program that meets the minimum standards and supports the pedagogical student to learn and grow to take on a new role in today's social context. The teacher has two roles as a teacher for students inside the classroom and as an educator for students to be functional members of the society. Therefore, a proper training program should be designed for teachers to be equipped with the various skills now demanded by society.

Personal TPI With Job Satisfaction

The findings of the study also revealed that the higher the personal dimension of TPI, the higher teachers' love for their teaching profession. In other words, when teachers have higher motivation, satisfaction and commitment, they can easily perceive teaching as a noble job and be full of positivity. Dieu and Lan (2014) reported that most

of them did not regret choosing this profession. They still wanted to continue to stick with the career for a long time, have passion, and love this hard but noble job. This reveals many teachers' hearts who secretly contribute to "planting humans" for society. Likewise, Okeke and Mtyuda (2017) also concluded that teacher satisfaction was a necessary condition for sustainable social transformation, because recognizing the various contributions that teachers were making to human beings and the society was germane to teacher job satisfaction, which in turn brought a sense of fulfilment and self-actualization, and was the driving force that motivated individual teachers to achieve higher efficiency.

Sharing the same finding with most of the research in Vietnam about the teaching as a career, teachers feel happy with the job (Pham & Nguyen, 2018). The love of the position shown by the teachers' actions and words helps students feel warm and encouraged, creating a healthy learning environment and improving academic achievement for students. Teachers' trust in students will develop students' love for their teachers. As the personal dimension of TPI originated from Vietnamese teachers' conception of TPI, it is argued that the emotional size of TPI can be connected with their job satisfaction. Although there are studies on primary teachers in Vietnam, there are limited studies related to job satisfaction among teachers. The interest in children is the most common reason for becoming a primary teacher (Dinh, 2017). Similarly, (Hoang Doan Huy & Hai, 2023) pointed out in their research that most teachers were satisfied with the working conditions despite their poor conditions. Survey data showed that most primary school teachers chose the profession for various reasons. Although working conditions are not perfect, they are still satisfied. Dung (2005) used the job description index (JDI) of Smith et al. proposed in 1969 to measure job satisfaction under Vietnamese conditions. Research showed such job satisfaction factors as job nature, relationship with leaders, training opportunities – promotion, relationship with colleagues, salary, and benefits. Thus, if not only the teacher feels optimistic about their career and receives strong support from the school administrator, but also the society respects the profession, the teacher will not feel under pressure in their work.

According to Eklof and Seregny (2004), teachers were considered a predominant part of the middle class during the Soviet power. The government policy set up a strict administrative system such as acts, decrees, orders, and teachers' instruction to be professional in their careers. Nevertheless, the sense of professional identity among Soviet teachers remained positive. However, compared to the past Soviet period, Soviet teachers lost their previous social and status preferences during the post-Soviet period (Klimenko & Posukhova, 2018). Although the occupational prestige of Soviet teachers was not growing, global studies among OECD countries showed that Russians perceived their professional identity as not low compared to those in other countries around the world.

Institutional TPI With Teachers' Professional Engagement

The research findings also indicated that the higher institutional dimension of TPI makes teachers feel less joy. According to Samar et al. (2011), the institutional extent of TPI includes the tendency of administrators to engage with teachers' work in the schools. Thus, the direction of administrators to engage with the teachers' work may lead to the feeling of less autonomy. Therefore, teachers felt less joy than they should have. Although it seems that the administrators may think that it is their responsibility

to provide an efficient management system for teachers' working environment, teachers may not feel the same if the effort put in by the school administrators is overwhelming. Hang (2017) confirmed that the management culture was the decisive factor in the quality of education in schools today, including, in the order from weak to strong, teacher satisfaction towards leadership relationships, training policies and the nature of the job.

The research results also supported the assertion of Mohammadi and Moradi (2017) that successful professional development should start with teachers and with an acknowledgement of their educational needs, their teaching context in which continuous professional development was implemented within an understanding of the socio-cultural context. These authors argue that another important issue that shapes teachers' professional engagement is the institutional environment and whether educational officials provide adequate support for successful professional development. It is obvious that successful teacher professional development plays a dual role – both as a goal and a means to ensure the quality of education, thus contributing to the sustainable development goal.

Conclusion

The study of teachers' sense of their professional identities focused mainly on what influences teachers' professional identity development (Hamman et al., 2010). Similarly, Moore and Hofman (1988), Day (2002) and Nias (1997) found that teacher professional identity was related to a clear but critical view of working conditions and had a relationship with how teachers responded to educational reform. Teachers' perceptions of their professional identities, including their emotional awareness, can make them better teachers (Hayik et al., 2019). This study used survey methodology as suggested by Fraenkel and Wallen (2002) to describe the characteristics of Vietnamese secondary teachers in terms of the influence of TPI on working emotions. Three constructs of TPI in this questionnaire were personal, institutional and social. The aim of the study was to determine whether TPI significantly contributed to different dimensions of teachers' emotions (anger, fear, joy, love and sadness). As the data collection process was carried out online, the questionnaires used in this study were transformed into an online form using Google Forms. The results of the survey discovered some significant findings that could be used as a basis for finding solutions related to the field of teacher professional development aimed at achieving the sustainable development goal.

Firstly, higher social TPI could cause teachers to feel less anger, fear and sadness. When the teachers' profession was recognized, teachers could cope with negative emotions such as anger, anxiety and sadness as they felt that they were being appreciated and respected by society. Secondly, higher institutional TPI made teachers feel less joy. The tendency of administrators to engage with the teachers' work seemed to have led to their feeling of less autonomy. Therefore, the teachers felt less joy than they should have. Thirdly, higher personal TPI made the teachers love their teaching job. In other words, when teachers had higher motivation, satisfaction and commitment, they could more easily perceive teaching as a noble job and be full of positivity. This made them love their profession.

The first implication of the study is that maintaining the teaching profession as a prestigious career is vital as it can be the mechanism for teachers to cope with negative emotions related to their work. The second implication of the study showed that more

autonomy should be given to teachers with less intervention from the school administrator to make teachers feel joy in their work. The third implication suggests that teachers with positive attitudes will perceive their identity as teachers in more professional ways. The final implication of the study is a theoretical implication that supports the notion that TPI is not a unidimensional concept. Instead, it is multidimensional, with social, institutional and personal dimensions.

This study enhances the new understanding of TPI multidimensionality, indicating that different TPI dimensions act differently towards the teachers' emotions. The personal dimension of TPI as the contributor to a teacher's emotion functions based on the personal meaning associated with a teacher's role. However, the other two dimensions of TPI, social and institutional, can be treated as sociological-type contributors to teacher's emotions. While the personal dimension of TPI influences teacher's emotions intrinsically, the Huong social and institutional dimensions of TPI use the normative values associated with teaching professions as the extrinsic factors in teachers' internalization of their feelings towards their career.

This study indicates that a teacher's emotions can be positive or negative, depending on which TPI constructs as the predictors. A teacher's emotion is one aspect of their mental health, reflecting their affective response to their teaching context. Teachers' mental health can have various impacts on their work performance, such as burnout and emotional exhaustion among teachers, lowering their effectiveness and satisfaction in their work, and decreasing their commitment and engagement in their work.

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