Income as a Moderator between Classroom Management Style and Emo-Educational Divorce: A Mixed-Methods Study of Iranian EFL Teachers

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Abstract: Emo-educational divorce, a newly-coined concept in language teaching, refers to the loss of emotional involvement in education or a particular course. This study, adopting a sequential mixed-methods design, determines whether teacher income has any moderating effect on the relationship between classroom management style and emo-educational divorce. Moreover, the study aims to explore the teachers' opinions regarding the role of income in the relationship between classroom management style and emo-educational divorce. In doing so, 160 English teachers from secondary schools participated in the study based on criterion sampling, and a pool of six teachers participated in the qualitative phase of the study based on purposive sampling. A number of instruments were employed to measure classroom management style and emo-educational divorce. To analyze the data, the Pearson product-moment correlation, One-way MANOVA, theme-based categorization including inter-coder reliability were conducted. The results confirmed a medium, negative correlation between classroom management style and emo-educational divorce. Moreover, the results showed that income could moderate the relationship between classroom management style and emo-educational divorce. Finally, regarding EFL teachers' reactions to the role of income in the linkage between classroom management style and emo-educational divorce, the results of semi-structured interviews revealed nine common themes, including lack of buoyancy, demotivation, structured classroom, burnout, money, active participation, engagement, the dynamic nature of emo-educational divorce, and time-related issues. Finally, practical implications are suggested for EFL learners and teachers.

Keywords: Income, Classroom management style, Emo-educational divorce, EFL learners

1. Introduction

English teachers have a crucial role in shaping their students' academic progress and achievement via classroom management strategies (DeLong & Winter, 1998; Jalilzadeh et al., 2020). According to Marzano, et al. (2003), a poorly managed classroom is ineffective for both teaching and learning. Ormrod (2003) and Vitto (2003) cite strong classroom management as a critical factor in students' academic achievement. Fehring (1999) explains that teachers' beliefs affect how they manage their classrooms. Indeed, teachers of English in high schools should have a strong desire to succeed since they are responsible for fostering an atmosphere where students are actively involved and inspired to study (Modarresi, 2009). Classroom management, in its broadest sense, encompasses a teacher's attempts to monitor their students while they study, engage socially, and behave in class (Burden, 2005). In this respect, Boeree (2006) maintains that when teachers use behavior management strategies, it is usually in response to, or an effort to avoid, specific student actions in the classroom. Martin, et al. (1998) classification of classroom management into three broad and separate dimensions, including instructional management, people management, and behavior management, is the basis for this study's assessment of teachers' approaches to classroom management. However, when a teacher is not

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enthusiastic about his or her work, it is manifested in his or her interactions with students, colleagues, and other professionals.

Adabi and Ghafournia (2020) and Skaalvik and Skaalvik (2020) discovered that emotionally and mentally exhausted teachers are more prone to quit. When students lose interest in their education or a particular class, Pishghadam et al. (2022) used the phrase emo-educational divorce to describe the phenomenon. Taking a cue from the phrase family divorce, they refer to this as a divorce inside the realm of education. Pishghadam (2022) contended that cognitive pertains to how we view ourselves as people, what we can achieve, what we cherish, our objectives, and our responsibilities. In this framework, the educator is reluctant to dedicate time and effort toward contemplating a particular class and cohort of learners. Recognizing and handling emotions, fostering empathy for others, nurturing constructive connections, taking accountable actions, and dealing with difficult situations are all components of the socio-emotional factor that affects learning and career achievement (Schoon, 2021). Neither instructor puts in effort, emotionally engages and connects with a specific group or activity in a socio-emotional framework. As the conceptual framework, emotional detachment is shown through one's actions. The teacher is maintaining a psychological detachment from a particular curriculum. It became clear through his behavior that he/she might restrict the students' autonomy, inputs, and chances to inquire questions, neither employ creative nor effective activities in his/her instruction. Indeed, teachers who have knowledge of self-regulated learning can make students more motivated in attending the class (Modarresi, 2025). A significant cause of conflict in the classroom is when a teacher's personal life gets in the way. The three primary pillars in emo-educational divorce are behavioral, social-emotional, and cognitive based on MacLean's 1978 Triune Brain model which consists of three interrelated parts. Basma et al. (2020) state that the lower brain controls behavior, the midbrain handles social and emotional processes, and the upper brain controls cognitive activities.

According to Dinham and Scott (2000), teachers are most satisfied with their immediate supervisor and work atmosphere, but they are least satisfied with their pay and opportunities for promotion. In different cultural and national contexts, these findings remain consistent. According to Fenech (2006), several factors make early education instructors unhappy. These issues include low pay, heavy workloads, and poor working conditions, unjust demands from management, low professional status, internal strife, and limited decision-making freedom. Effective educators are also subject-matter experts who are enthusiastic about their work and can adapt their teaching styles to match the needs of their students (Hosseini & Modarresi, 2015). This research aims to provide more comprehensive findings in a second language context by investigating the moderating effect of teachers' income on the relationship between classroom management style and emotional-sensory divorce in the Iranian context.

According to Wang et al. (1994), classroom management has a more significant impact on students' learning than their inherent ability. Nguni, et al. (2006) found that when instructors are happy, they are more likely to put in extra effort to assist their pupils succeed in school. So, looking at everything that might affect teachers' happiness on the job is crucial. Their motivation stems from several sources (Tziava, 2003; Abbasian & Modarresi, 2022); motivated educators report higher levels of job satisfaction, while happy educators report higher levels of motivation among their students. Research on the elements that influence EFL teachers' classroom management and teaching style has been limited, even though these aspects contribute to effective language teaching (Brown, 2001). Teachers who report feeling unsatisfactory in the job may be less likely to give their students their all (Ostroff, 1992). A teacher's management style should reflect their pedagogical goals, the activities they plan to use in class, and their students' traits. The complex interaction between various kinds of classroom management and students' individual learning goals might be better understood with further research on other important factors such as job income (Allen, 2010; Modarresi & Jalilzadeh, 2020).

More studies on emo-educational divorce in Iran are necessary since many teachers are leaving the field. Teachers may experience short-term demotivation if they emotionally detach from their work (Pishghadam et al., 2022). If the teacher feels emotionally drained by the rules and regulations of the workplace, he may stop talking to his coworkers about things that are important to him at work. Few studies have examined teacher job satisfaction in Iran, and there is evidence that it has steadily declined in several nations (Klassen & Anderson, 2009; Hessamy & Kheiri, 2013). Whereas today the focus on the use of technology in the classroom is increasing and creative teaching practices including other

resources are sufficient, students may still be demotivated because of the teachers' demotivating and uncommunicative behaviors inside and outside the class. In an EFL context, this research aims to demonstrate how teacher income could moderate the association between classroom management style and emo-educational divorce.

2. Literature Review

2.1 Classroom Management Style and Teaching English Language

The existing literature acknowledges that classroom management expertise is crucial to teacher professional success so that further training in this regard would benefit teachers and younger ones (Merrett & Wheldall, 1993). Wang et al. (1994), in their long-scale study on teaching success, concluded that classroom management was the most critical component influencing student learning. Evertson (1989) focused on elementary school teachers to find out whether seminars on classroom management at the start of the year would be helpful for more seasoned teachers and concluded that good classroom management is essential for successful instruction. According to Sutherland and Wehby (2001) and Modarresi and Nezakatgoo (2024), transformative classroom management involves teachers establishing a rapport with their students and then motivating them to achieve their objectives. Evertson and Weinstein (2006), in their comprehensive review of the research and classroom practice, arrived at a list of traits shared by effective classroom managers through which teachers can think critically about their management practices and identify areas for improvement. Bolkan and Goodboy (2009) concluded that teachers who treat each student as an individual are more likely to be energetic and inspiring in the classroom. Wong and Wong (2009) argue that managing one's classroom well is the most critical part of being a teacher. To them, to foster a positive learning environment, teachers should focus on managing rather than disciplining students. Burkett (2011), focusing on 151 high school teachers, found that that transformational leadership was associated with two aspects of personality (openness and conscientiousness) and effective classroom management. Taghdisi and Modarresi (2024) found that teachers who create rich positive stroke environments in the class can involve the students more effectively.

2.2 Emo-educational Divorce and Teacher Education

Married individuals who live together but do not see one other as partners often experience emotional divorce, which goes unrecognized (Bastani et al., 2010). Indeed, their marital harmony is disrupted because they struggle to communicate and express their emotions (Zahrakar et al., 2019). Similarly, teachers are less likely to suffer from burnout when they trust their students (Van Maele & Van Houtte, 2015; Rahimi & Modarresi, 2023). Pishghadam (2022) who developed the idea of emo-educational divorce depicted the picture of a teacher who wants to be a teacher but is unsure whether they are qualified for a particular class since they do not care about the subject matter or their students. The teacher may experience emotional distancing and a lack of interest in dealing with pupils, whether in or out of class. According to Parvaz et al. (2019), a little increase in psychological flexibility and the use of constructive metacognition will lessen emotional divorce. To Pishghadam (2022), teachers would refrain from discussing job-related issues with his colleagues because they see no need in doing so and finds the rules and regulations of their job emotionally taxing. Actually, the absence of numerous elements in the classroom, such as instructional aids, novel concepts, and useful, real-world resources, even if they are relevant in nature, frequently causes such demotivation. Just recently, Khorsand and Modarresi (2023) found that the best predictor of academic achievement was teachers' emotions.

2.3 Teacher Income, Job Satisfaction, and Emotional Disengagement

Historically, multiple efforts have been made to define job satisfaction in the last few decades (e.g., Giese & Cote, 2000; Okaro et al., 2010) who typically cite Locke's (1976) description of a pleasurable state arising from the evaluation of one's job experience. The literature witnesses that although there is no agreement on how to define job satisfaction, teacher income is a key factor in this regard (Monyatsi, 2012). Spector (1997) maintained that teachers' levels of satisfaction generally fluctuate

depending on their salary. According to Lambert, et al. (2002), job satisfaction is characterized by feelings that reveal fulfilling one's requirements and the extent to which those needs have been fulfilled including their salary. According to Evans (1998), job satisfaction is a mental state that includes all the feelings controlled by how much a person believes their job-related needs have been met. Money is a crucial component in measuring job satisfaction so that its symbolic value goes beyond its monetary power and may indicate respect, success, or failure (Mau et al., 2008). Similarly, expectancy theory (Vroom, 1964) views pay as an incentive to meet or exceed teachers' expectations. Research has shown mixed results when it comes to pay for teachers. Some studies found a positive influence (Tickle et al., 2011), while others saw a negative one (Akiri & Ugborugbo, 2009). For example, the two-factor theory (Herzberg et al., 1959) argues that increasing pay might decrease worker dissatisfaction. In addition, Abd-El-Fattah (2010) found that primary school teachers in Egypt were not happier with their jobs, whether they got a raise or not. Therefore, it would not be easy to draw broad conclusions from these studies since they were conducted in different countries with different cultural traditions. Cultural norms around the importance of money vary, but for dissatisfied teachers, financial compensation may take on more significance (Miner, 2007). Meanwhile, Michaelowa (2002) found that teachers' happiness at work is directly related to their salary. Malik and Naeem (2009) outlined several motivators for teacher job satisfaction including a safe place to live, a steady income, a promotion, and a sympathetic support when dealing with personal problems. Following the guidelines suggested by Deci and Ryan's (2000) self-determination theory, income as an essential nutrient can improve teachers' internal emotional and motivational sources and well-being. According to Vansteenkiste et al. (2020), lack of emotion and involvement which may come from external sources can have maladaptive consequences such as passivity and ill-being on the part of teachers. According to Ryan and Deci (2000), some goals are more consistent with satisfying an individual's basic needs than others and one of them is income which is positively related to well-being and job attitudes.

Point taken, to examine whether teachers' classroom management is related to their lack of emotional attachment to teaching including their financial problems, the following research questions are posed by the study:

1) Does teacher income moderate the relationship between classroom management style and emo-educational divorce for EFL teachers?

2) What are the EFL teachers' opinions regarding the role of income in the relation between classroom management style and emo-educational divorce?

3. Methodology

The study made use a mixed-method designs entailing both quantitative and qualitative techniques. This research included a mainly correlational design complementing with a semi-structured interview, which could remarkably increase the internal validity of the study (Dörnyei, 2007).

3.1 Participants

The sample comprised 160 secondary school English teachers (males: n=93, 58.1.%; females: n=67, 41.9%; Mean age=41.15 SD=4.54) in Bojnord, the capital of Northern Khorasan Province, Iran. The latter three years of elementary school in Iran are considered middle school. The selection was based on a specific criterion sampling through which the teachers recruited held BA academic degree in English Language Teaching, had at least five years of teaching experience, and their salaries were between 15 to 30 million. According to Hwang et al. (2020), experienced teachers have at least five years experiences. Moreover, in the Iranian context, the normal income for teachers with five years experiences ranges between 15 and 30 million. Written informed consent was obtained from all participants prior to their participation in the study. Teachers' income was gathered based on nominal data dividing the teachers' income as follows:

Table 1. Nominal variable for teacher income

Teachers' income in million	Nominal variable
15-18	1
19-22	2
23-26	3
27-30	4

The qualitative phase of the research included eight teachers (males: n=5, 62.5%; males: n=3, 37.5%; Mean age=38.84; SD=2.77) who were selected based on purposive sampling and the information was collected until no additional data was provided. Moreover, the sample size appeared to be suitable because, as stated by (Dörnyei, 2007), an interview study involving a sample size of six to 10 could be effective.

3.2 Instruments

To measure the teachers' classroom management orientations, the BIMS inventory developed by Martin and Sass (2010) was used. The BIMS includes 24 items rated on a six-point Likert scale, where participants must express their opinions ranging from "strongly agree" to "strongly disagree". The inventory consists of two constructs that focus on elements of classroom management, namely behavior management (12 items) and instructional management (12 items). The reliability index of the instrument was estimated as 0.89 by means of Cronbach's Alpha. The teachers replied to the scale in English language.

To measure emo-educational divorce, the scale developed by Pishghadam et al. (2022) was utilized which includes three core components: cognitive, socio-emotional, and behavioral. Each of the 18 items was scored on a 5-point scale, with 1 meaning "never" and 5 meaning "always". Cronbach's alpha indicated a reliability estimate of 0.88 for the scale. The scale was developed in the Iranian context and the teachers replied to the scale in English language.

Finally, semi-structured, including a set of interview questions developed by the researchers to determine the teachers' perspective on the role of income in the relation between classroom management style and emo-educational divorce. The questions are cornered around the familiarity of the teachers with the concept of emo-educational divorce, the components of classroom management styles, and the extent to which their income could have influence on their classroom management and their attachment to or distance from the emotional and educational aspects of teaching. The content validity of the questions was assessed by two specialists who are associate professors of applied linguistics.

3.3 Procedure and Data Analysis

During the academic year starting in March 2024 and ending in May 2024, the researcher gathered the necessary data with the participants' prior agreement from the secondary schools North Khorasan province. The schools were also selected based on cluster sampling through which the researchers first divided the schools into separate groupings, and tried to include different schools such as the gifted schools, exemplary schools, and public schools from different regions of the city. During the first step of the study, the classroom management style inventory was distributed to the teachers while the authors explained to them the components of the questionnaire and instructed them how to reply to the items precisely. In the second step of the study, the emo-educational divorce scale was distributed to the teachers. The first part of the scale consisted of questions on the respondent's gender, age, education level, employment history, and monthly income. The researcher explained the components to provide

the participants with a clear overview of its structure and goals. Finally, during the third step of the study, the researchers held the interview sessions with the participants to elicit their perspectives of the role of income in the relation between classroom management style and emo-educational divorce. They were free to express their opinions either in English or Persian language.

To address the first research question of the study, the researchers ran multiple regression was ran and to provide the answer to the second research question, the researchers used Dörnyei's (2007) theme-based categorization to categorize the teachers' responses to the semi-structured interview questions. Next, following the guidelines by Braun and Clarke (2006), the principles of inductive thematic analysis were employed to explore the data. In so doing, the second author first translated the entire dataset into English, including eight narrative frames and eight interviews. Next, the researchers pondered on and delved into the data to establish the codes. Then, information from each source was systematically coded inductively after thoroughly understanding the emotional and educational concerns faced and experienced by the teachers and their effects on their classroom management. The inter-coder reliability of the common themes was also taken care of following the guidelines suggested by Campbell et al. (2013) through which two coders analyzed the data, who were the authors of the present study.

4. Results
4.1 Classroom Management Style and Emo-Educational Divorce with respect to Income

As for the first research question of the study regarding whether income could moderate the relation between classroom management style and emo-educational divorce, the researchers performed one-way MANOVA. The participants were divided into four categorical groups based on their income. Before running MANOVA, the assumption of multivariate normality was checked by the researcher. In so doing, Mahalanobis distances was calculated using the regression menu. The highest value recorded in the output was 10.57, and because this value did not exceed the critical value of 13.82, there were no multivariate outliers (Tabachnick & Fidell, 2001). Moreover, the correlation between the two dependent variables including classroom management style and emo-educational divorce was -0.39 which was between 0.30 and 0.90, therefore, there was no violation with regard to multi-collinearity. The Box's significant value was .07; therefore, there was no violation.

Table 2. Multivariate tests for classroom management style and emo-educational divorce

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Wilks' Lambda	.94	1.47	6.00	310.00	.04	.02

As shown in Table 2, the value was 0.94 and the significant level was .04. Since the significance level was less than .05, it was concluded that there was a difference between the four groups of income. It means that income could moderate the relation between classroom management style and emo-educational divorce for EFL learners. The effect size was .02 that was a small effect size, based on Cohen's (1992) guidelines: .01=small effect;.06=moderate effect; and .14=large effect.

Table 3. Test of between-subjects effects for management style and emo-educational divorce

Source	dependent variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
income	Classroom management style	79.04	3	26.35	.28	.831	.00
	Emo-educational divorce	318.63	3	106.21	2.76	.014	.04

As displayed by Table 3, the results of test of between-subject effects indicated that one of the independent variables (i.e., emo-educational divorce) recorded significance values since it was less than our cut-off so that the groups differed on emo-educational divorce.

4.3 Results from Students' Responses to the Interviews

As for the second research question of the study regarding the students' thought about the role of income in the linkage between classroom management style and emo-educational divorce, the researchers using content analysis held interview sessions with the participants following the data saturation method. Once the interviews were transcribed, the researchers reviewed them multiple times, marking and noting significant recurring themes. Initially, they asked the participants to introduce themselves. The main themes extracted from the interviews are reported below. One of the teachers said:

> When I think about how teachers manage their classes, one aspect that comes to me is how much time they spend assisting students and ensuring they have enough opportunities to participate in class activities, I think that we should not waste the class time because of our financial problems since these issues are not from the students' side.

Indeed, teachers should distinguish between the problems that come from the educational policy and the ones that come from the students. They also revealed that their relationships with their colleagues, the positive feedback from administrators, students' endeavor to do the assignments, and their own experiences with emotional sides of the job are all factors that contribute to effective classroom management. Another teacher said:

> I feel that emotion and education are intertwined, another educator said, adding that educators and society should examine this relationship. Through this action, I aim to reduce the prevalence of emotional disengagement and disengagement from educational objectives among educators.

Actually, emo-educational divorce is a new concept mainly concerned with demotivation and burnout; on the other hand, teaching English as a second language may be much more exciting since it involves interacting with a different culture. The students mentioned that in the teaching profession shared that the most influential educators always look to improve their skills and make good use of their time in the classroom. Another teacher mentioned:

> For years, some educators feel they have not gotten enough respect from their students, and we emphasize the need for teachers to consider their pupils' emotional, cognitive, and behavioral development. Despite this, few teachers choose to further their education for reasons like intrinsic motivation and a genuine love of learning that will help them advance to higher degrees and be more effective educators in the classroom. I think the main reason for lack of motivation and burnout refers to teachers' low salary.

Indeed, few teachers have even written and published useful textbooks and articles. The interviewees emphasized that teachers seem to suffer from demotivation, burnout, and less effort due to poor salaries compared to other employment and lack of work satisfaction. The low compensation and long teaching hours might make some instructors emotionally and intellectually detached from their jobs. There needed to be more confidence in their critical thinking and research abilities, and many thought their academic achievements needed to be more appreciated. On of them said:

> To tell the truth, I had some inner satisfaction with learning and teaching the English language, and I had been fond of teaching synonymous words, but recently I feel that teaching does not bring enough money to get by.

What my family expects from me at work and how much money I bring in are significant concerns of mine. Most significantly, I have kids who are not interested in studying and stare at me as if the entire idea of education wastes time. The idea of emo-educational divorce originated from educators, who understand that students who put in more work will be more creative and thrive in the long run due to their ability to change their viewpoint. Another teacher shared the following thoughts:

> The issue of classroom management, like any other concept or entity, is personal and there is no unanimous agreement on its definition, it can be regarded as dynamic and a matter of strictness or openness. I am in favor of being systematic and hard regulations since the

students have not capacity to be easygoing. Moreover, understanding the components of the emo-educational divorce construct would help me be more concerned about the outcomes. We can better consider the final goals of teaching if we approach this idea with a constructive and hopeful attitude. The final goal is to help students be accepted in good universities and be knowledgeable enough to have good job.

Overall, the shared experiences of the teachers showed that paying close attention to the management style in the classroom would boost student motivation, engagement, and problem-solving skills and empower them to take charge of their education. According to them, it is up to the instructors' expertise and imagination to keep their pupils' attention throughout the class so they do not experience all learning possibilities. They claimed that instructors would have more energy and enthusiasm if resources were used correctly and that students would be more engaged and inspired by teachers' presentations of the material and their command of the subject matter.

Subsequently, the researcher evaluated the inter-coder reliability of the information gathered from the interviews held with the students, particularly about their viewpoints on the role of income in the relation between classroom management style and emo-educational divorce. After carrying out the coding procedure, the primary author shared the coded data with her supervisor, who was the second author. Afterward, the second author coded the replies by detecting shared features and arrived at mostly similar results, albeit with minor disparities. By the recommendations proposed by Campbell et al. (2013), the authors initially computed the ratio of coding agreements to the total number of agreements and disagreements. Eight recurrent themes were discovered, with at least one author specifying a code to each. Therefore, the inter-coder dependability would have been 72% (based on 8/11). Some of excerpts, accompanying the themes, from which the codes were elicited are reported below: demotivation, lack of buoyancy, burnout, money, engagement, active involvement, the ever-changing nature of emo-educational divorce, and time-related concerns.

4.3 Discussion of the Findings

The results of the study are inspiring and informative. The results showed that income could moderate the relationship between classroom management style and emo-educational divorce. The results of the interviews revealed that many factors are determining in the teachers' perspectives of emotional and educational issues and among which eight themes were most frequent. Studies have shown that financial stability plays a significant role in shaping teachers' emotional engagement and commitment to their educational practices. Teachers' financial concerns, particularly in low-income settings, contribute to stress, burnout, and disengagement, affecting their emotional commitment to teaching (Lortie, 2020). Research has shown that higher salaries and financial security are associated with lower burnout among educators, as teachers in higher-paying roles report lower emotional exhaustion and greater job satisfaction. Conversely, teachers with financial insecurity are more likely to experience stress and burnout, which can lead to emotional detachment (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2010).

The results corroborate those of Mertler (2002), who also found a correlation between satisfaction in one's work and subsequent success. The results of the study are in line with those of Karsli and Iskender (2009), who surveyed 400 Turkish educators and found that more-motivated instructors reported higher levels of job satisfaction than their less-motivated colleagues. Sargent and Hannum (2005) found that when educators are happy in their roles, they are more invested in their students' success and the success of their school. This study found that teacher success significantly reduces emo-educational divorce and increases job satisfaction; however, there are many ways in which teachers' salaries affect their job happiness, as concluded by Spector (1997) including intrinsic drive, work satisfaction, and income. Financial security has been identified as a key factor in preventing teacher burnout. Teachers who feel financially secure tend to report higher levels of job satisfaction, emotional well-being, and lower levels of stress, which in turn positively affects their teaching engagement (Bentea, 2017). Likewise, Martin and Sass (2010) consider classroom management as a catch-all phrase for teachers' efforts to control student conduct, participation, and knowledge acquisition in the classroom. The results of the interviews are in line with the study by Modarresi and Ghoreyshi (2018) who found that individuals who assess their performance success are more motivated to engage in learning.

Although some studies have linked money to happy educators (Kearney, 2008; Tickle et al., 2011), others have shown the opposite to be true (Akiri & Ugborugbo, 2009). The results of this study contradict those of Monyatsi (2012) who found no correlation between job satisfaction and pay and no correlation between teachers' job dissatisfaction and compensation. Furthermore, Abd-El-Fattah (2010) found that primary school teachers in Egypt were satisfied with their work despite getting a pay boost. They were still delighted with their jobs even after receiving a raise. Teacher salaries and perceived financial security have been shown to influence teachers' classroom management styles. Teachers who report lower levels of financial stress are more likely to employ positive classroom management strategies and demonstrate greater emotional investment in their students (Beltman, Mansfield, & Price, 2011).

A severe form of professional burnout known as emo-educational divorce could manifest itself in as little as a single session when the instructor feels emotionally distant and anxious (Pishghadam, 2022). Lastly, the results align with what Fried, et al. (2015) and Rouhani and Modarresi (2023) who found that teachers' emotions impact both their thoughts and their students' emotions and perceptions. Additionally, financial security is linked to emotional engagement, with studies showing that teachers who experience less financial stress tend to be more emotionally engaged and less likely to experience burnout. This engagement has significant implications for classroom management and overall teaching effectiveness (Montgomery & Rupp, 2005; Kyriacou, 2023).

The current research contributed to the literature on the association between teachers' instructional practices and their classroom management styles from a theoretical standpoint. Attention to cognitive qualities like intellect is critical to learning a second language. These considerations impact other variables in second language learning.

5. Conclusion and Implications

The present study concludes that helping students value and manage their classrooms will stimulate their minds to pay attention to various aspects and components while engaging in learning activities. While research into cognitive psychology has made its way into teacher preparation programs, there are plenty of other areas where teacher competence and research may complement one another. According to Bressler (2007) and Khorami Nia and Modarresi (2019), teachers should be aware that effective teaching is connected to the choice of management style as an aspect of conveying the effects produced in them when contemplating the process of accomplishing the teaching agenda. This study adds to the knowledge that teachers should possess multiple abilities to succeed. Additionally, knowledge of psycholinguistics is necessary for producing more attractive teaching practices. Paying close attention to the students' emotional components dramatically impacts the effectiveness of instructors' teaching. Recent studies have shown that effective educators may positively affect their students' academic performance (Leont'ev, 2002), thus demonstrating the centrality of instructors in the educational setting. In addition, instructors from lower socioeconomic backgrounds are more likely to feel discouraged and demotivated, as income is closely correlated to work satisfaction, according to the research. Achievement expectations impact cognitive effects, while emotional responses are influenced by value (Struthers et al., 1998; Modarresi et al., 2021).

Teachers' success is a lower-order need (Ryan & Deci, 2000). Once lower-order needs like payment are met, it leads to the development of higher-order needs involving psychological factors like motivation, improved classroom management, social life, and academic success (Modarresi, 2019). The educational system would suffer if teachers blamed a shortage of time for their disengagement from their work, and language policymakers should exercise caution before reevaluating teachers' place in society and the classroom. When educators feel inspired, they can support kids more effectively. A teacher has the power to influence their pupils and guide them to become the best they can be.

Finally, teachers' professional growth and mental health are inextricably linked to their classroom performance. Policymakers and educational institutions will immediately improve student outcomes and raise the quality of instruction if they prioritize providing educators with both material and emotional support. Teachers can deliver the best instruction possible and effectively impact their students' futures when they feel motivated and appreciated. In addition to imparting knowledge,

teachers serve as mentors who help the next generation succeed. Therefore, a primary goal of educational reform should be to improve teachers' well-being.

EFL Teachers may benefit significantly from the study's substantial practical consequences. EFL teachers can better keep theirs organized and on track by considering the significance of management factors that benefit both the classroom and society. These factors can then serve as a support system for students, making them more reliable and encouraging in class and beyond, which can only boost their motivation. Teachers who care more about making the most of their time in the classroom and who like what they do for a living are more likely to be looked up to by their pupils. They are highly expected to improve their game in the classroom, reflect on the societal impacts of their activities, provide a positive role model for students, and demonstrate self-care and support. Teachers who prioritize addressing issues like stroke in the classroom report higher job satisfaction and professional fulfillment levels. Focusing on the learning activities encourages students to participate actively, which helps instructors make the most of class time via management, and students feel like they have a stake in the learning and self-evaluation process. To support teachers, school administrators, and policymakers should invest in professional development programs focused on emotional intelligence and classroom management, which have been shown to improve teacher satisfaction and student outcomes.

Although the current study includes some suggestions for further research, it does have some limitations. Since the sample is not a typical representation of English teachers at the secondary school level, caution is warranted in generalizing the results. Another study can replicate the study in other academic settings such as university and examine the relationship between classroom management style and emo-educational divorce with respect to university. Another study is needed to find out the moderating role of income in the relation between emo-educational divorce, teaching motivation, and teaching emotion. Further studies can be done to examine the relation between classroom management style and emo-educational divorce with respect to the academic degrees of the teachers at secondary school level. The interactional effect of the gender can be investigated into the association between classroom management style and emo-educational divorce. Future research should also examine how policy changes to improve teachers' salaries and working conditions can reduce emotional burnout and enhance classroom management.

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