

Demographic Differences in Teachers' Emotion Regulation, Emotional Labor, and Positive Psychological Functioning at Work

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ABSTRACT

Teachers' emotional competencies play a crucial role in promoting effective instruction, professional well-being, and positive workplace functioning. This study examined demographic differences in teachers' emotion regulation, emotional labor, and positive psychological functioning at work among public central school teachers in the Division of Zamboanga City. Employing a quantitative descriptive-correlational research design, data were collected from 276 teachers selected through simple random sampling using standardized instruments measuring emotion regulation, emotional labor strategies, and positive psychological functioning. Descriptive and inferential statistics, including Mann-Whitney U, Kruskal-Wallis, and Spearman's rho, were used to analyze the data. The findings revealed that teachers demonstrated high levels of cognitive reappraisal, deep acting, expression of naturally felt emotions, and positive psychological functioning, while expressive suppression was moderately high and emotion termination was moderate. No significant differences were found according to teaching experience; however, significant gender differences emerged in emotion regulation and emotional labor, whereas positive psychological functioning did not significantly differ by gender. Furthermore, emotion regulation, emotional labor, and positive psychological functioning were significantly and positively correlated. These findings underscore the interconnected nature of teachers' emotional competencies and psychological resources, highlighting the importance of strengthening emotion regulation and emotional labor skills through professional development initiatives to enhance teachers' resilience, well-being, and long-term effectiveness within educational settings.

Keywords: *emotion regulation, emotional labor, positive psychological functioning, teachers, psychological capital, educational psychology*

INTRODUCTION

Teaching is increasingly recognized as an emotionally intensive profession in which educators are expected to navigate not only instructional responsibilities but also the complex interpersonal and psychological demands of the classroom. Beyond delivering curriculum, teachers continually regulate their emotional responses while fostering positive learning environments, managing student behavior, responding to diverse learner needs, and maintaining productive relationships with colleagues, parents, and school administrators. These emotional demands have become more pronounced as educational systems confront rapid curricular reforms, increasing accountability measures, and growing concerns surrounding teacher well-being and retention. Consequently, contemporary educational research has

shifted from viewing emotions as peripheral to teaching toward recognizing them as integral to instructional effectiveness, professional commitment, and school success. Empirical evidence demonstrates that teachers' emotional experiences significantly influence classroom climate, student engagement, instructional quality, and occupational well-being, highlighting the need to better understand the emotional processes that sustain effective teaching practices (Frenzel et al., 2009; Taxer & Frenzel, 2015). More recent scholarship likewise emphasizes that teachers' capacity to manage emotional demands contributes not only to their professional performance but also to the development of psychologically supportive learning environments that promote both teacher and student success (Aldrup et al., 2024; Doyle et al., 2024).

Central to this emotional dimension of teaching are the intertwined processes of emotion regulation and emotional labor, both of which shape how teachers respond to the affective demands of their profession. Emotion regulation refers to the strategies individuals employ to modify their emotional experiences and expressions in response to situational demands (Gross, 1998), whereas emotional labor reflects the management and display of emotions that conform to organizational and professional expectations (Hochschild, 1983). Within educational settings, these processes operate simultaneously as teachers reinterpret emotionally challenging situations, regulate frustration, demonstrate empathy, and project enthusiasm despite experiencing personal stress or fatigue. Research consistently suggests that adaptive regulation strategies, particularly cognitive reappraisal, facilitate more constructive forms of emotional labor such as deep acting and authentic emotional expression, whereas reliance on expressive suppression is more frequently associated with surface acting, emotional dissonance, and psychological exhaustion (Burić & Frenzel, 2020; Donker et al., 2020; König et al., 2023; Ma et al., 2023; Yin et al., 2017). Rather than functioning as isolated psychological constructs, emotion regulation and emotional labor represent complementary mechanisms through which teachers negotiate the emotional expectations of their profession, making them fundamental to understanding teachers' professional functioning and long-term well-being.

Although teaching is inherently characterized by emotional demands, not all teachers respond to these challenges in the same manner or experience similar professional outcomes. Increasing attention has therefore been directed toward the positive psychological resources that enable teachers to remain engaged, resilient, and effective despite persistent occupational stressors. Rooted in positive organizational psychology, positive psychological functioning at work encompasses an individual's capacity to sustain adaptive psychological states, commonly reflected in self-efficacy, hope, optimism, and resilience (Luthans et al., 2007). These psychological resources enable teachers to approach instructional challenges with confidence, persevere toward professional goals, maintain positive expectations, and recover from setbacks that inevitably arise in educational practice. A growing body of evidence suggests that teachers possessing stronger psychological capital demonstrate higher work engagement, greater instructional effectiveness, stronger organizational commitment, and lower levels of emotional exhaustion than those with fewer psychological resources (Han et al., 2021; Luthans et al., 2017). Likewise, self-efficacy has consistently been associated with effective classroom management and instructional quality (Zee & Koomen, 2016), while hope, optimism, and resilience have been identified as protective factors that enable teachers to adapt to organizational change, demanding workloads, and increasingly complex educational environments (Einav et al., 2024; Hascher et al., 2021). These findings collectively suggest that positive psychological functioning represents not merely an individual disposition but a critical professional resource that enables teachers to sustain both their effectiveness and well-being over time.

Rather than operating independently, emotion regulation, emotional labor, and positive psychological functioning appear to constitute an interconnected system through which teachers navigate the emotional realities of professional practice. Emerging empirical evidence indicates that adaptive

emotion regulation strategies are associated with more constructive emotional labor patterns, which in turn contribute to stronger psychological functioning and occupational well-being. Teachers who frequently employ cognitive reappraisal are more likely to engage in deep acting and authentic emotional expression, thereby reducing emotional dissonance and fostering greater resilience, optimism, and professional engagement (Donker et al., 2020; Ma et al., 2023; Yin et al., 2017). Conversely, persistent reliance on expressive suppression and surface acting has been linked to emotional exhaustion, diminished work engagement, and weakened psychological resources (Burić & Frenzel, 2020; Yin, 2019). Although these associations have received increasing empirical support, existing investigations have largely examined these constructs in isolation or through pairwise relationships, offering only a partial understanding of how teachers' internal emotional regulation, external emotional performance, and positive psychological functioning collectively shape professional experiences. Consequently, a more integrated examination of these constructs is necessary to advance a comprehensive understanding of teachers' emotional and psychological functioning within contemporary educational settings.

Despite the growing body of scholarship on teachers' emotional functioning, important conceptual and contextual gaps remain. Existing research has predominantly examined emotion regulation, emotional labor, and positive psychological functioning as independent constructs or has explored only their pairwise relationships, providing limited understanding of how these variables collectively shape teachers' professional experiences. Moreover, much of the empirical evidence has been generated within Western and East Asian educational systems, where institutional expectations, cultural norms surrounding emotional expression, and organizational practices differ substantially from those found in developing educational contexts. Although recent studies have highlighted the influence of emotional competencies on teacher well-being and instructional effectiveness (Han et al., 2021; König et al., 2023; Ma et al., 2023), relatively few investigations have examined whether these emotional and psychological processes vary across demographic characteristics that may influence teachers' professional experiences. Variables such as sex and teaching experience remain inconsistently examined despite their potential to shape emotional regulation strategies, emotional labor practices, and psychological resources throughout teachers' professional careers. Consequently, localized evidence is needed to determine whether these emotional processes operate similarly within culturally diverse educational settings such as the Philippine public school system.

Addressing these gaps, this study examined demographic differences in teachers' emotion regulation, emotional labor, and positive psychological functioning at work among public central school teachers in the Division of Zamboanga City. Specifically, the study determined the levels of teachers' emotion regulation, emotional labor strategies, and positive psychological functioning; examined whether these constructs differed according to sex and teaching experience; and investigated the relationships among these variables within the context of professional teaching. The study was anchored on the complementary perspectives of Gross's (1998) Process Model of Emotion Regulation, Hochschild's (1983) Emotional Labor Theory, and Luthans et al.'s (2007) Psychological Capital Theory. Collectively, these theoretical perspectives conceptualize teachers' emotional functioning as an interconnected process in which individuals regulate emotional experiences, manage emotional expressions in accordance with professional expectations, and draw upon positive psychological resources to sustain effective performance in the workplace. Viewed together, these frameworks provide a comprehensive lens for understanding how teachers' emotion regulation and emotional labor strategies relate to their positive psychological functioning while recognizing that these emotional processes may vary across demographic characteristics such as sex and teaching experience.

METHODS

Research Design

A quantitative descriptive-correlational research design was used to examine the levels of teachers' emotion regulation, emotional labor strategies, and positive psychological functioning at work, as well as the relationships and demographic differences among these variables. The descriptive component was used to characterize the variables of interest, while the correlational approach determined the strength and direction of their associations without establishing causality. Comparative analyses were likewise performed to determine differences based on sex and teaching experience. This design is appropriate for studies examining relationships among naturally occurring variables using standardized instruments (Creswell & Creswell, 2018; Fraenkel et al., 2012).

Research Locale

The study was conducted among public central schools within the Division of Zamboanga City, Philippines. These schools serve as the primary instructional and administrative centers across the Division and operate under relatively similar organizational structures, workloads, and policy environments. Focusing on public central schools provided a more homogeneous educational context for examining teachers' emotion regulation, emotional labor strategies, and positive psychological functioning.

Population and Sampling

The target population comprised 883 permanent public-school teachers assigned to the twelve public central schools in the Division of Zamboanga City. Using Slovin's formula with a 5% margin of error, a sample of 276 teachers was determined. Respondents were selected through simple random sampling, ensuring that each eligible teacher had an equal opportunity to participate. To achieve proportional representation, the computed sample was allocated across the twelve schools according to their respective teacher populations.

Research Instrument

Data were collected using three standardized self-report instruments. Emotion regulation was measured using the Emotion Regulation Questionnaire (ERQ) developed by Gross and John (2003), consisting of six items for cognitive reappraisal and four items for expressive suppression. Emotional labor strategies were assessed using the Teachers' Emotional Labor Strategy in Classrooms (TELSC) developed by Ma et al. (2023), which measures surface acting, deep acting, expression of naturally felt emotions, and emotion termination. Positive psychological functioning was measured using the Psychological Capital Questionnaire (KKaPsy) developed by Lipińska-Grobelny and Zwardoń-Kuchciak (2021), which assesses self-efficacy, hope, optimism, and resilience. The instruments employed their respective original Likert-scale response formats.

The adopted instruments possess established psychometric properties reported in previous studies. The ERQ (Gross & John, 2003), TELSC (Ma et al., 2023), and KKaPsy (Lipińska-Grobelny & Zwardoń-Kuchciak, 2021) have demonstrated acceptable evidence of validity and reliability. Prior to the main data collection, the instruments underwent expert review to establish contextual appropriateness for the local setting and were pilot-tested among teachers excluded from the final sample. Internal consistency was assessed using Cronbach's alpha, with coefficients of 0.70 or higher considered acceptable for research purposes (Creswell & Creswell, 2018; Fraenkel et al., 2012).

Data Collection and Analysis

After obtaining the necessary institutional approvals and ethical clearance, the questionnaires were administered online through Google Forms to selected respondents. Participation was voluntary, and informed consent was secured prior to data collection. The collected data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics (frequency, percentage, mean, and standard deviation) were used to describe respondents and determine variable levels. Inferential statistics were employed to examine group differences according to sex and teaching experience, while correlation analysis was performed to determine the relationships among emotion regulation, emotional labor strategies, and positive psychological functioning.

Ethical Considerations

The study adhered to established ethical standards for research involving human participants. Approval to conduct the study was obtained from the Schools Division Office of Zamboanga City and the Research Ethics Office of Western Mindanao State University. Participation was voluntary, with informed consent obtained from all respondents prior to data collection. Confidentiality and anonymity were maintained throughout the study, and all electronic data were securely stored in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). The researcher likewise upheld academic integrity by ensuring accurate data reporting, transparency, and the disclosure of any potential conflicts of interest.

RESULTS

Research Question 1. *What is the level of teachers' emotion regulation strategies in terms of cognitive reappraisal and expressive suppression?*

Table 1: Level of Teachers' Emotion Regulation Strategies in Terms of Cognitive Reappraisal and Expressive Suppression

Emotion Regulation Strategy	N	Mean	SD	Interpretation
Cognitive Reappraisal	276	5.88	1.008	High
Expressive Suppression	276	4.50	1.398	Moderately High

Legend: 6.15–7.00 = Very High; 5.29–6.14 = High; 4.43–5.28 = Moderately High; 3.57–4.42 = Moderate; 2.71–3.56 = Moderately Low; 1.85–2.70 = Low; 1.00–1.84 = Very Low.

Table 1 presents the level of teachers' emotion regulation strategies in terms of cognitive reappraisal and expressive suppression. The findings revealed that teachers demonstrated a high level of cognitive reappraisal ($M = 5.88$, $SD = 1.008$), indicating that they frequently employed adaptive cognitive strategies to regulate their emotions. In contrast, expressive suppression obtained a moderately high level ($M = 4.50$, $SD = 1.398$), suggesting a relatively lower tendency among teachers to regulate emotions by inhibiting their emotional expressions.

Research Question 2. *What is the level of teachers' emotional labor strategies in terms of surface acting, emotion termination, deep acting, and expression of naturally felt emotions?*

Table 2: Level of Teachers' Emotional Labor Strategies

Emotional Labor Strategy	N	Mean	SD	Interpretation
Surface Acting	276	3.43	1.056	High
Emotion Termination	276	3.24	0.910	Moderate
Deep Acting	276	3.93	0.727	High
Expression of Naturally Felt Emotions	276	3.98	0.726	High

Legend: 4.21–5.00 = Very High; 3.41–4.20 = High; 2.61–3.40 = Moderate; 1.81–2.60 = Low; 1.00–1.80 = Very Low.

Table 2 presents the level of teachers' emotional labor strategies across four dimensions. Overall, teachers demonstrated high levels of expression of naturally felt emotions ($M = 3.98$, $SD = 0.726$), deep acting ($M = 3.93$, $SD = 0.727$), and surface acting ($M = 3.43$, $SD = 1.056$). In contrast, emotion termination obtained a moderate level ($M = 3.24$, $SD = 0.910$), indicating that it was the least frequently utilized emotional labor strategy among the four dimensions examined.

Research Question 3. *What is the level of teachers' positive psychological functioning at work in terms of self-efficacy, hope, optimism, and resilience?*

Table 3: Level of Teachers' Positive Psychological Functioning at Work

Positive Psychological Functioning	N	Mean	SD	Interpretation
Self-Efficacy	276	4.91	0.825	High
Hope	276	5.00	0.826	High
Optimism	276	5.08	0.791	High
Resilience	276	5.33	0.831	Very High

Legend: 5.18–6.00 = Very High; 4.35–5.17 = High; 3.52–4.34 = Moderately High; 2.69–3.51 = Moderately Low; 1.86–2.68 = Low; 1.00–1.85 = Very Low.

Table 3 presents the level of teachers' positive psychological functioning at work across four dimensions. The findings revealed that teachers demonstrated a very high level of resilience ($M = 5.33$, $SD = 0.831$), while optimism ($M = 5.08$, $SD = 0.791$), hope ($M = 5.00$, $SD = 0.826$), and self-efficacy ($M = 4.91$, $SD = 0.825$) were all rated high. Among the four dimensions, resilience obtained the highest mean, whereas self-efficacy recorded the lowest mean, although all dimensions reflected favorable levels of positive psychological functioning.

Research Question 4. *Is there a significant difference in teachers' emotion regulation, emotional labor strategies, and positive psychological functioning at work when grouped according to teaching experience and gender?*

Table 4: Differences in Teachers' Emotion Regulation, Emotional Labor Strategies, and Positive Psychological Functioning at Work According to Teaching Experience

Variable	χ^2	df	p-value	Decision	Interpretation
Emotion Regulation	1.470	3	.689	Fail to Reject H_0	No Significant Difference
Emotional Labor	2.072	3	.558	Fail to Reject H_0	No Significant Difference
Positive Psychological Functioning	4.373	3	.224	Fail to Reject H_0	No Significant Difference

Legend: $\alpha = .05$ level of significance

Table 4 presents the differences in teachers' emotion regulation, emotional labor strategies, and positive psychological functioning according to teaching experience. The findings revealed that no significant differences were observed across all three variables, with all p -values exceeding the .05 level of significance. Thus, the null hypothesis was not rejected, indicating that teachers' emotional regulation, emotional labor, and positive psychological functioning did not significantly vary according to teaching experience.

Table 5: Differences in Teachers' Emotion Regulation, Emotional Labor Strategies, and Positive Psychological Functioning at Work According to Gender

Variable	U	p-value	Decision	Interpretation
Emotion Regulation	1284.000	.004	Reject H_0	Significant Difference
Emotional Labor	1539.500	.038	Reject H_0	Significant Difference
Positive Psychological Functioning	2145.000	.859	Fail to Reject H_0	No Significant Difference

Legend: $\alpha = .05$ level of significance

Table 5 presents the differences in teachers' emotion regulation, emotional labor strategies, and positive psychological functioning according to gender. The results indicated significant differences in emotion regulation ($U = 1284.000$, $p = .004$) and emotional labor ($U = 1539.500$, $p = .038$), leading to the rejection of the null hypothesis for these variables. Conversely, positive psychological functioning did not significantly differ according to gender ($U = 2145.000$, $p = .859$), resulting in the failure to reject the null hypothesis.

Research Question 5. *Is there a significant relationship between teachers' emotion regulation strategies and their positive psychological functioning at work?*

Table 6: Relationship Between Teachers' Emotion Regulation and Positive Psychological Functioning at Work

Variables	Spearman's ρ	p-value	Decision	Interpretation
Emotion Regulation $\otimes$ Positive Psychological Functioning	0.279	< .001	Reject H_0	Significant Low Positive Relationship

Legend: $\alpha = .05$ level of significance

Table 6 presents the relationship between teachers' emotion regulation and positive psychological functioning at work. The results revealed a statistically significant low positive relationship between the two variables ($\rho = .279, p < .001$). Accordingly, the null hypothesis was rejected, indicating that higher levels of emotion regulation were associated with higher levels of positive psychological functioning among the teachers.

Research Question 6. *Is there a significant relationship between teachers' emotional labor strategies and their positive psychological functioning at work?*

Table 7: Relationship Between Teachers' Emotional Labor Strategies and Positive Psychological Functioning at Work

Variables	Spearman's ρ	p -value	Decision	Interpretation
Emotional Labor Strategies @ Positive Psychological Functioning	0.439	< .001	Reject H_0	Significant Moderate Positive Relationship

Legend: $\alpha = .05$ level of significance

Table 7 presents the relationship between teachers' emotional labor strategies and positive psychological functioning at work. The findings revealed a statistically significant moderate positive relationship between the two variables ($\rho = .439, p < .001$). Accordingly, the null hypothesis was rejected, indicating that higher levels of emotional labor strategies were associated with higher levels of positive psychological functioning among the teachers.

Research Question 7. *Is there a significant relationship between teachers' emotion regulation strategies and their emotional labor strategies?*

Table 8: Relationship Between Teachers' Emotion Regulation and Emotional Labor Strategies

Variables	Spearman's ρ	p -value	Decision	Interpretation
Emotion Regulation @ Emotional Labor Strategies	0.406	< .001	Reject H_0	Significant Moderate Positive Relationship

Legend: $\alpha = .05$ level of significance

Table 8 presents the relationship between teachers' emotion regulation and emotional labor strategies. The results revealed a statistically significant moderate positive relationship between the two variables ($\rho = .406, p < .001$). Consequently, the null hypothesis was rejected, indicating that higher levels of emotion regulation were associated with greater use of emotional labor strategies among the teachers.

DISCUSSION

Teachers generally demonstrated adaptive emotional functioning characterized by high levels of cognitive reappraisal, moderate use of expressive suppression, high engagement in deep acting and authentic emotional expression, and favorable levels of positive psychological functioning, particularly resilience. These results suggest that teachers tend to rely on constructive emotional regulation strategies

that facilitate effective management of classroom demands while maintaining positive psychological resources. Such emotional profiles are consistent with contemporary perspectives that view emotional competence as a fundamental professional resource rather than merely a personal characteristic. In increasingly demanding educational environments, teachers who are able to reinterpret stressful situations constructively and express emotions authentically are more likely to sustain effective teaching practices while preserving their psychological well-being. These findings reinforce previous studies showing that adaptive emotion regulation contributes to healthier emotional functioning and greater professional engagement among teachers (Donker et al., 2020; Hu, 2023; Taxer & Frenzel, 2015).

An equally notable finding was that teaching experience did not significantly influence teachers' emotion regulation, emotional labor strategies, or positive psychological functioning, whereas gender differences were observed in emotion regulation and emotional labor but not in positive psychological functioning. The absence of differences across teaching experience suggests that emotional competencies may develop through continuous professional socialization rather than simply through accumulated years of service. Teachers, regardless of career stage, are likely exposed to comparable institutional expectations, classroom challenges, and professional standards that foster relatively similar emotional management strategies. Conversely, the observed gender differences in emotion regulation and emotional labor may reflect differences in emotional socialization and culturally influenced expectations regarding emotional expression in professional settings, as suggested in previous emotional labor research (Hochschild, 1983; Yin et al., 2019). However, the lack of gender differences in positive psychological functioning implies that despite differences in emotional management, male and female teachers possess comparable psychological resources that enable them to perform effectively within their professional roles.

The correlational analyses further demonstrated that emotion regulation and emotional labor strategies were both positively associated with positive psychological functioning, with emotional labor exhibiting a slightly stronger relationship. These findings imply that teachers who effectively manage both their internal emotional experiences and their outward emotional expressions are more likely to develop confidence, optimism, hope, and resilience in the workplace. The moderate association between emotional labor and positive psychological functioning suggests that the ability to display professionally appropriate emotions does not merely satisfy organizational expectations but may also reinforce positive psychological states that sustain occupational well-being. Similarly, the positive relationship between emotion regulation and psychological functioning supports evidence that adaptive emotional regulation strategies contribute to healthier emotional adjustment and greater resilience among teachers (Han et al., 2021; Luthans et al., 2007; Zee & Koomen, 2016). Although the observed relationships ranged from low to moderate in magnitude, they consistently indicate that emotional competencies constitute important psychological resources within the teaching profession.

The study also found a significant moderate positive relationship between emotion regulation and emotional labor strategies, highlighting the interconnected nature of teachers' internal and external emotional processes. This finding suggests that teachers who effectively regulate their emotions are likewise more capable of engaging in appropriate emotional labor within classroom contexts. Such a relationship supports the notion that internal emotional regulation serves as a foundation for the effective management of emotional expressions required by professional teaching. Rather than functioning as separate constructs, emotion regulation and emotional labor appear to operate as complementary processes through which teachers respond to the emotional demands of instruction, classroom management, and interpersonal interactions. Similar patterns have been reported by Yin et al. (2017), who demonstrated that adaptive emotion regulation facilitates more constructive emotional labor strategies, while Hu (2023) likewise emphasized that teachers' emotion regulation significantly predicts their emotional labor and professional resilience.

Collectively, these findings strongly support the integrated theoretical framework underpinning the study. Gross's (1998) Process Model of Emotion Regulation explains teachers' capacity to regulate emotional experiences before or after emotional responses occur, while Hochschild's (1983) Emotional Labor Theory elucidates how these regulated emotions are translated into professionally appropriate emotional expressions within educational settings. In turn, Luthans et al.'s (2007) Psychological Capital Theory provides a framework for understanding how adaptive emotional processes contribute to the development of positive psychological resources, including self-efficacy, hope, optimism, and resilience. The significant relationships identified in the present study suggest that effective emotional regulation facilitates constructive emotional labor, both of which are associated with stronger positive psychological functioning. These findings further underscore the importance of supportive institutional environments, as organizational support systems and intentional faculty development initiatives have been found to foster educators' professional engagement, collaborative workplace cultures, and sustainable teaching practices (Legarde et al., 2025; Wahid et al., 2026; Abam, 2026; Reyes, 2026). Taken together, the findings reinforce the view that teachers' emotional competencies and psychological resources operate as an integrated system that supports professional effectiveness, well-being, and long-term sustainability within the teaching profession.

CONCLUSION

This study demonstrated that teachers generally exhibited adaptive emotional functioning characterized by high levels of cognitive reappraisal, deep acting, expression of naturally felt emotions, and positive psychological functioning, particularly resilience. While emotion termination was practiced at a moderate level, the findings suggest that teachers predominantly relied on constructive emotional strategies that support effective professional functioning. Moreover, teaching experience did not significantly differentiate teachers' emotion regulation, emotional labor, or positive psychological functioning, whereas gender differences were evident only in emotion regulation and emotional labor.

The study further established significant positive relationships among emotion regulation, emotional labor strategies, and positive psychological functioning, indicating that teachers who effectively regulate their emotions are more likely to engage in constructive emotional labor and demonstrate stronger psychological resources in the workplace. These findings underscore the interconnected nature of teachers' emotional and psychological processes and affirm the importance of fostering emotional competencies as integral components of professional effectiveness and well-being.

Overall, the study contributes empirical evidence that teachers' emotional competencies and positive psychological resources function as complementary mechanisms that sustain professional performance in contemporary educational settings. The findings highlight the value of integrating emotion regulation and emotional labor development into teacher professional learning programs, while promoting school environments that strengthen teachers' resilience, optimism, hope, and self-efficacy to ensure their long-term effectiveness and well-being.

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