

A Study on "Emotion Regulation and Psychological Well-being in Faculty Work Engagement"

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ABSTRACT

In the last few years, there has been an upsurge in interest in positive psychology and its applicability in educational contexts (Stiglbauer et al., 2013; Carmona-Halty et al., 2021). A special focus has been placed on how pleasant emotions influence academic engagement and performance (Pekrun and Linnenbrink-Garcia, 2012; Zhang et al., 2022). Psychological capital is a positive psychological growth condition characterized by efficacy, optimism, hope, and resilience (Luthans et al., 2015). Efficacy relates to having a trusting willingness to embrace and give the required effort to complete difficult jobs.

Developing a positive perception of success is referred to as optimism. Hope is defined as sticking to one's objectives and, when required, altering one's route in order to succeed. Lastly, when faced with obstacles and hardship, resilience means holding on, recovering, and even going above and beyond to achieve achievement (Luthans and Youssef-Morgan, 2017). Although research has examined the relationships between teacher emotion regulation, psychological capital, and work engagement separately, few studies have explored how these variables are related to one another in a single model. The relationships among these constructs are conceptualized based on the extant literature and theoretical frameworks. It is postulated that teacher emotion regulation is directly related to work engagement, as teachers' ability to effectively regulate emotions can impact their emotional experiences and investment in their work (Butakor et al., 2021; Greenier et al., 2021; Deng et al., 2022).

Keywords: achievement, emotion regulation, psychological well-being, relationship

INTRODUCTION

With the recent emergence of positive psychology has come a consideration of how pleasant emotions including optimism, passion, and joy can be utilized effectively in many parts of people's lives (Seligman, 2011; Greenier et al., 2021). Emotion regulation is a notion that has been characterized in several ways since it was first proposed in the late 1990s (Cole et al., 1994). According to Thompson (1994), emotion regulation relates to both internal and external processes that an individual engages in to adjust, understand, or control their emotions to achieve desired goals. On the other hand, Cole et al. (1994) defined emotion regulation as the capacity to react to the various emotions that arise in different situations in a socially acceptable and adaptable manner. Gross (1998) described emotion regulation as a personal effort that involves multiple activities to regulate the experience and expression of emotions in terms of timing and manner.

Work Engagement

Work engagement, conceptualized as a positive and fulfilling work-related state of mind characterized by vigor, dedication, and absorption (Schaufeli et al., 2002), has received increasing attention in organizational and occupational psychology research over the past decade. Work engagement has been found to be associated with positive outcomes such as job satisfaction, organizational commitment, and job performance (Klassen et al., 2013; Karanika-Murray et al., 2015). As a result, investigating the variables that affect work engagement is of great importance for boosting employee well-being and organizational outcomes. One group of employees who may be particularly susceptible to low levels of work engagement are teachers (Hakanen et al., 2006; Perera et al., 2018). Teaching is a demanding and challenging profession, with high levels of emotional labor and job demands that can lead to exhaustion and burnout

(Huang et al., 2022). However, work engagement among teachers is critical for ensuring high-quality education and positive student outcomes (Russell and Barrett, 1999; Rothbard, 2001). As such, understanding the correlates of work engagement among teachers is essential for improving the well-being of teachers and ultimately the education of students.

Work engagement has been described from numerous angles since its inception as a relatively important construct (Bakker and Demerouti, 2008; Greenier et al., 2021; Coelho et al., 2023; Soininen et al., 2023). This construct, according to Kahn (1990), refers to being emotionally, intellectually, and physically immersed in one's profession. Smith et al. (2012) defined work engagement as a person's mindset toward his or her employment, which has a direct impact on his or her psychological availability and involvement throughout role performance. According to Maslach and Leiter (2008), burnout and work engagement are two endpoints of a continuum that an employee might travel along based on his or her level of job satisfaction and participation. They used the Maslach Burnout Inventory (Maslach and Jackson, 1981) to determine an individual's location on the burnout-engagement continuum. In contrast, Schaufeli et al. (2002) provided a definition of work engagement as a constructive state of mind that is linked to one's job and marked by aspects of dedication, absorption, and vigor. This definition emphasizes a positive and satisfying outlook towards work and based on this concept, they then created a new scale for assessing work engagement (Schaufeli et al., 2006). As opposed to burnout, a negative idea that negatively affects one's and others' health and job performance, work engagement is a good aspect of employment that positively influences both people and businesses.

Work engagement is crucial in the EFL context as it directly impacts teachers' motivation, job satisfaction, and overall effectiveness in promoting language learning and students' academic success (Dai and Wang, 2023). Several studies have investigated factors influencing work engagement in EFL teaching, establishing significant positive relationships between self-efficacy and work engagement (Han and Wang, 2021; Xiao et al., 2022), as well as between proactive personality and flow and work engagement (Dai and Wang, 2023). Additionally, research has revealed associations between growth mindset and teaching enjoyment with work engagement and teacher grit (Liu et al., 2023), and documented the positive effects of a loving pedagogy and creativity on work engagement (Derakhshan et al., 2022). Furthermore, studies have shown positive links between reflective teaching, academic optimism, and work engagement (Li et al., 2023).

Emotion Regulation

Emotion regulation (ER) can be defined as the collection of techniques that individuals employ to manage their emotional states, which encompasses their moods, feelings, stress, and particular emotions (Koole, 2009; McRae and Gross, 2020). ER is especially important in second language classrooms, as instructors must continually manage their emotions owing to a variety of problems and disappointments (Zheng et al., 2022). It appears that second language (L2) instructors cannot establish a welcoming and effective learning environment in their teaching settings unless they can control their emotions, particularly their unpleasant ones (Richards, 2022; Namaziandost et al., 2023). It has been claimed that emotions are constantly altered by circumstances rather than being intrapersonal occurrences. In this sense, the instructor's emotions can be affected by a variety of factors, ranging from their own experiences and connections with coworkers, pupils, and supervisors to the immediate cultural, political, and social settings where they are work (Smith and King, 2018).

Moreover, psychological capital is hypothesized to mediate the relationship between teacher emotion regulation and work engagement (Cheung et al., 2011; Gyu Park et al., 2017). Emotionally regulated teachers may possess higher levels of self-efficacy, hope, optimism, and resilience, which, in turn, contribute to increased work engagement (Gong et al., 2019). The mediating role of psychological capital represents a theoretical mechanism through which emotion regulation is associated with work engagement, offering a comprehensive understanding of the underlying processes involved. As such, to shine new light on the relationship between these variables, the aim of this study is to explore the relationship between teacher emotion regulation and work engagement in English as a foreign language (EFL) teachers and whether psychological capital mediates this relationship. The findings of this study are of significant importance for EFL teachers, who encounter unique challenges, and further investigation into the factors contributing to work engagement among EFL teachers is highly warranted.

Relationship between Emotion Regulation and Teacher Work Engagement

Numerous studies in the literature have explored the relationship between emotion regulation and teacher work engagement. For example, Mérida-López et al. (2017) examined a number of 288 Spanish instructors from various grade levels who worked in public schools to predict instructors' work engagement using occupational stress and emotional intelligence indicators. The findings indicated that, first, emotion regulation was favorably related to work engagement, but uncertainty about roles and role conflict were adversely related to vigor and devotion aspects. Second, when an instructor's experience with uncertain roles was higher, emotional intelligence was found to raise work engagement. In a similar vein, in research with 941 instructors at schools in Croatia, Burić and Macuka

(2018) investigated the bidirectional relationship between instructors' emotions and work engagement, as well as the probable influence of self-efficacy on both feelings and work engagement. The findings revealed that instructors with positive feelings had greater degrees of work engagement, whereas those with more negative emotions had lower levels of work engagement. Higher engagement levels resulted in some participants reporting fewer negative and more pleasant feelings. It was also shown that instructors with greater self-efficacy had fewer unpleasant and more favorable emotions, as well as higher work engagement. Runhaar et al. (2013) conducted two separate but related studies to investigate the impact of two professional resources, instructors' relationships with students and their relationships with human resource practices, on instructors' work engagement. Results of both studies revealed that positive interactions with students were associated with higher levels of work engagement, and human resources procedures were closely linked to vigor and devotion dimensions of work engagement. In a cross-cultural research, Greenier et al. (2021) showed that both individuals' work engagement and emotion regulation were positively associated with their psychological well-being.

In another study, Deng et al. (2022) conducted an investigation into the realm of EFL teachers, uncovering a noteworthy and affirmative correlation between language teacher emotion regulation and both teachers' self-efficacy beliefs and work engagement. Additionally, the study revealed that effective emotion regulation was associated with improved management of teachers' anger—an important finding in the context of emotional dynamics within the teaching profession. Turning our attention to another study by Keleynikov et al. (2022), they ventured into the realm of preschool teachers to explore the potential impact of a mindfulness-based intervention aimed at nurturing compassion and emotion regulation. The outcomes were indeed remarkable, as teachers who participated in the intervention reported lower levels of emotional distress, while simultaneously exhibiting higher utilization of adaptive emotion regulation strategies, culminating in elevated levels of work engagement. These findings offer a promising avenue for promoting well-being and engagement among educators through targeted interventions.

Positive Psychology

Sutton and Harper (2009) propose that emotion regulation serves two purposes: the up-regulation of emotions to intensify feelings and the down-regulation of emotions to regulate and control specific emotional experiences. Emotion-regulation tactics are commonly utilized by instructors in the teaching profession, which is tied to recurring instances of teacher-student interactions. In this regard, instructors can either up-regulate their emotions to boost the effectiveness of instruction and effectively manage educational activities, or they can down-regulate their emotions to avoid any negative impact on pupils' involvement, achievement, or inspiration (Gong et al., 2013). Two types of emotional regulation tactics commonly utilized by instructors were proposed by Gross (1998): response-focused strategies and antecedent-focused strategies. Instructors employ antecedent-focused strategies such as cognitive transformation, context selection, context manipulation, and attention deployment prior to the onset of emotional arousal phases. Response-focused strategies, in contrast, pertain to behavioral and physiological reactions as well as emotional expression and are engaged after the starting point of the emotional arousal phases.

The emotion regulation idea has been extensively explored, assisting in the identification of its potential associations and effects, since its inception. Katana et al. (2019), for instance, used regular diary writing to assess the 89 nurses' well-being, perceived tension, and emotion regulation in Switzerland. According to the results of the content analysis, cognitive reappraisal increased the feeling of positive emotions, which was also favorably related with greater levels of subjective well-being and adversely associated with perceived stress. Resistance, on the other hand, which was effective for preventing the expression of negative emotions, was not substantially connected to feeling stressed or frequent well-being. Jiang et al. (2016) explored instructors' emotions and their application of emotion regulation tools from the perspectives of the instructors and their pupils in a different investigation. The research included four Finnish professors and 53 of their pupils. Questionnaires and interviews were used to collect the necessary information. Data analysis revealed correlations between the students' perceptions of instructors' emotions and teachers' views on their emotion self-regulation. Furthermore, it was found that regulating emotions after they arise (i.e., response-focused) was less effective than regulating emotions before they occur (i.e., antecedent-focused), and that changing the meaning of the situation (i.e., reappraisal) was more effective than suppressing emotions in reducing negative emotions and increasing positive emotions.

REVIEW OF LITERATURE

Moreover, Sutton et al. (2009) analyzed a number of publications in a review article on how instructors strive to manage the duration and strength of their emotions and how they display their feelings in the classroom. Following a review of these articles, two major results appeared. Initially, instructors tended to engage in emotion regulation in an effort to improve classroom discipline and administration, as well as their interactions with pupils. Second, instructors were more effective at transmitting good emotions to their pupils than they were at preventing negative emotions, and they used a variety of preventative and reactive emotion regulation tactics in the classroom. In another study, Ghanizadeh and Royaei (2015) investigated the dynamic relationship between emotion regulation, emotional

labor methods, and instructor burnout among EFL instructors teaching at several private language institutions in Iran. According to the findings of the study, both emotion regulation and emotional labor techniques may be responsible for the feeling of teacher burnout, although negatively.

Arizmendi Tejeda et al. (2016) conducted a qualitative study to explore the strategies employed by five inexperienced EFL teachers in a southwestern Mexican city to regulate their negative emotions. The researchers collected data through semi-structured interviews and observations and used micro and constant comparative analyses to analyze the data. The results suggested that novice instructors were apprehensive in class owing to a lack of expertise in teaching and low self-esteem. When certain students did not consider them the class authority, they were dissatisfied or upset. Instructors reported using different responsive and preventative emotion-regulation tactics such as cognitive change, adjusting one's emotional expression, choosing settings, and changing one's emotional experience to manage such unpleasant emotions in the instructional environment. Additionally, Chahkandi et al. (2016) sought to identify the aims and tactics used by competent EFL teachers to manage their own and their pupils' emotions. The analysis of interview data from EFL instructors as well as diary writing extracts indicated that their aims for regulating positive emotions were to demonstrate impartial instructor behavior and to retain power in the classroom, and their aims for controlling negative emotions included fostering teacher-student connections, maintaining their own and pupils' mental health, and reinforcing instructors' image as moral mentors.

The Broaden-and-Build theory, originally posited by Fredrickson (2013), stands as a valuable source of insights into the potential interplay between emotion regulation and work engagement. According to this theory, positive emotions play a transformative role in an individual's cognitive and behavioral responses, enhancing their capacity for flexible and creative thinking (Fredrickson, 2013). Furthermore, positive emotions act as fundamental building blocks, nurturing the development of enduring psychological resources like resilience, optimism, and self-efficacy. Emotion regulation assumes a pivotal role in generating and sustaining these positive emotions, empowering individuals to adeptly manage negative emotional experiences while enhancing positive emotional states (Tugade and Fredrickson, 2007).

Within the context of teachers' work engagement, proficient emotion regulation holds the potential to contribute significantly to the accumulation of psychological resources, thereby bolstering their overall well-being and levels of motivation (Sutton and Harper, 2009; De Neve et al., 2023; Gkonou and Miller, 2023). Through effective emotion regulation, teachers gain a better capacity to navigate the emotional demands intrinsic to their profession, leading to decreased emotional exhaustion and burnout (Fathi et al., 2021). As a result, teachers can preserve their invaluable psychological resources and channel them effectively into their work-related endeavors, fostering heightened levels of work engagement. Emotion regulation emerges as a critical catalyst in nurturing work engagement among teachers, as it underpins the development and continuity of positive emotional experiences and psychological resources amidst the multifaceted challenges and stressors encountered in the teaching profession (Chen et al., 2022). In essence, by cultivating adept emotion regulation, teachers can forge a path toward sustained engagement, emotional well-being, and professional fulfillment in their noble pursuit of imparting knowledge and shaping the future of their students.

The related literature has reported that emotion regulation is a significant variable affecting positive outcomes in various areas, including work engagement (Mérida-López and Extremera, 2020; George et al., 2022; Namaziandost et al., 2023). In teaching contexts, successful emotion regulation is of significant importance, since instructors might encounter a variety of emotional demands in their profession, including managing student behavior, dealing with challenging parents, and handling workload pressure (Sutton et al., 2009; Xie, 2021; Bing et al., 2022). Teachers who are better able to regulate their emotions more appropriately are more likely to experience pleasant emotions and reduce negative ones (Zhang et al., 2019; Freire et al., 2020), resulting in better job satisfaction, lower burnout, and higher levels of engagement (Viseu et al., 2016; Greenier et al., 2021).

Taken together, the role of emotion regulation in nurturing work engagement among teachers is of paramount importance. Via effectively managing their emotions, teachers gain the emotional resilience needed to navigate the challenges and demands of the ever-changing teaching profession. Developing proficient emotion regulation empowers teachers to sustain their engagement, emotional well-being, and sense of professional fulfillment, which in turn positively impacts the holistic development and growth of their students. As the field of education continues to evolve, recognizing the impact of emotion regulation on work engagement remains crucial in promoting the overall well-being of educators and fostering a nurturing and supportive learning environment for future generations.

The Hypotheses

The theoretical framework underpinning this research draws from the Conservation of Resources (COR) theory proposed by Hobfoll (1989), providing a comprehensive lens for understanding individuals' behaviors and responses to stressors across diverse contexts, including the workplace. The COR theory posits that individuals actively strive to acquire, protect, and build resources, and the availability of these resources significantly influences their well-being,

motivation, and engagement (Hobfoll, 2002). Within the context of teachers, the demands of the profession can be emotionally and cognitively taxing. Effective emotion regulation serves as a pivotal mechanism to prevent resource depletion by reducing emotional exhaustion and burnout, thus enabling teachers to conserve their valuable psychological resources (Arizmendi Tejada et al., 2016). Consequently, this conservation process contributes to the development of higher levels of psychological capital, encompassing dimensions such as self-efficacy, optimism, hope, and resilience. Emotion regulation can thus be perceived as an active resource investment strategy, wherein teachers proficient in emotion regulation are more likely to experience positive emotions and mitigate negative emotional experiences (Sutton et al., 2009). These positive emotional encounters serve as a catalyst for the accumulation and investment in psychological capital, ultimately enhancing teachers' well-being and fostering their work engagement.

METHODS

A sample of 150 Indian teachers participated in this research and completed self-report measures assessing emotion regulation, psychological capital, and work engagement. Structural equation modeling was employed to analyze the proposed mediation model.

RESULTS

The results revealed a positive correlation between instructor emotion regulation and both psychological capital and work engagement. Furthermore, psychological capital emerged as a significant mediator in the relationship between emotion regulation and work engagement.

DISCUSSION

The findings underscore the significance of enhancing teacher emotion regulation and psychological capital to potentially foster work engagement among educators. These results contribute to our understanding of the mechanisms that promote work engagement and have implications for the development of targeted interventions in the educational context.

Introduction

Psychological capital

Psychological capital is a multifaceted psychological resource consisting of efficacy, hope, optimism, and resilience (Luthans et al., 2015; Martínez et al., 2019; Preston et al., 2023). In accordance with Conservation of Resources theory (COR; Hobfoll, 2002), psychological capital (PsyCap) materials have a common theme: a positive evaluation of conditions and chance of achievement based on enthusiastic effort and tenacity (Luthans et al., 2007). In fact, according to COR, hope, efficacy, resilience, and optimism serve as "solid resource reservoir" (Hobfoll, 2002, p. 318). Stajkovic and Luthans (1998) provided a definition of efficacy as an individual's belief or assurance regarding their capacity to activate the motivation, cognitive resources, or actions required to carry out a particular task effectively in a specific context.

In the context of education, it relates to students' assessments of their abilities to attain their educational goals (Honick and Broadbent, 2016; Burhanuddin et al., 2019). Despite character traits and other fixed factors of success (such as IQ or aptitude), efficacy can be learned or acquired (Bandura, 1997). Several aspects of life, involving academic performance, have demonstrated an association between efficacy and performance (Pintrich and De Groot, 1990; Zimmerman et al., 1992). Effective goal-setting is critical for generating the self-motivation, dedication, and tenacity required for academic success (Martínez et al., 2019).

In a similar vein, optimism and hope have been associated with academic achievement (Peterson and Barrett, 1987; Rand et al., 2011). As per the definition provided by Snyder et al. (1991), hope refers to a constructive incentive condition that arises from a synergistic sense of effective goal-directed action (agency) and the planning and execution of strategies to attain those goals (pathways). The desire to achieve one's objectives is referred to as agency. Pathways are the 'way power' or capacity to create alternate roads to attain objectives when the original paths are obstructed by impediments (Snyder, 2000). Optimism is defined as a generally positive future perspective (i.e., anticipating favorable events to occur) along with a positive interpretive style that absorbs happy experiences while externalizing negative ones (Seligman et al., 1998; Carver et al., 2009). Optimism is essential to preserving good expectations of achievement (Martínez et al., 2019). According to Luthans (2002), resilience can be defined as the ability to recover or recuperate from hardship, disagreement, defeat, or even constructive events, advancement, and augmented accountability. In accordance with COR, resilient people maximize their social, personal, and cognitive resources, employing them effectively toward optimal adaptation behaviors and procedures with the goal of overcoming obstacles or risk factors (Masten et al., 2009).

Teacher psychological capital has gained significant attention as an essential concept that can impact several facets of a teacher's work life, including work engagement, job satisfaction, and effectiveness as educators (Demir, 2018; Freire et al., 2020). Teacher PsyCap refers to the collection of psychological resources that teachers possess to cope with the demands and challenges of their profession (Viseu et al., 2016). These resources include their belief in their ability to teach effectively, their optimism about the future of education, their hopefulness for their students' success, and their ability to bounce back from setbacks and adversity. Some studies have investigated the association between psychological capital and different dimensions of teacher well-being, encompassing work engagement, burnout, work satisfaction, and emotional labor. For example, in the study conducted by Joo et al. (2016) found a positive correlation between higher PsyCap and increased work engagement. The research also examined the role of work empowerment as a partial intermediary in the connection between PsyCap and work engagement, and authentic leadership as a moderator in the model. Though authentic leadership did not significantly moderate the relationship between PsyCap and work engagement, the study emphasized the significance of PsyCap in enhancing work engagement.

COR Theory

The COR theory further postulates that resources are interconnected and can form a dynamic resource caravan (Hobfoll, 1989). In the context of this study, we anticipate that emotion regulation will exert a positive influence on the development of psychological capital. In turn, psychological capital, functioning as a reservoir of positive psychological resources, is expected to be related with work engagement among teachers. This interplay among resources generates a positive cycle, wherein effective emotion regulation facilitates the accumulation and mobilization of psychological capital, thereby nurturing work engagement.

Stress and negative emotions are regarded as resource losses within the COR theory. Through investigating how emotion regulation can ameliorate the impact of stress and negative emotions on teachers' psychological resources (Moè and Katz, 2021), this study sheds light on the critical role of emotion regulation as a coping mechanism to preserve and enhance psychological capital (Tostert and Toprak, 2017). By understanding the intricate relationship between emotion regulation, psychological capital, and work engagement, this research contributes valuable insights into the mechanisms through which teachers can effectively manage stress and promote their well-being and engagement in the demanding context of the teaching profession. The findings can inform the development of targeted interventions and support strategies aimed at equipping teachers with the necessary emotional regulation skills to navigate the challenges of their profession and thrive in their roles. Moreover, this study aligns with the broader goals of educational research, as it explores factors that influence teacher well-being and effectiveness, ultimately contributing to the enhancement of the educational environment and student outcomes. Against this backdrop, the following hypotheses were formulated:

H1: Teacher emotion regulation is positively related to teacher work engagement.

The existing literature provides compelling evidence supporting the hypothesis that teacher emotion regulation is positively related to teacher work engagement. Numerous studies (Mérida-López and Extremera, 2020; Greenier et al., 2021; Chen et al., 2022; Deng et al., 2022; George et al., 2022; Namaziandost et al., 2023) have highlighted the significance of emotion regulation in influencing positive outcomes, including work engagement. In the context of teaching, where instructors encounter various emotional demands, successful emotion regulation becomes particularly crucial (Sutton et al., 2009; Xie, 2021). Teachers who effectively regulate their emotions are more likely to experience positive emotions and reduce negative ones, leading to higher job satisfaction, lower burnout, and increased work engagement (Ghanizadeh and Royaei, 2015; Katana et al., 2019; Fathi et al., 2021; Greenier et al., 2021). Effectively managing their emotions, teachers can better cope with the challenges and demands of their profession, which ultimately contributes to a more engaged and satisfied teaching experience.

H2: Psychological capital mediates the relationship between emotion regulation and teacher work engagement.

Recent research evidence has shown that effective emotion regulation strategies, such as reappraisal and cognitive reappraisal, positively relate to higher levels of psychological capital (Tang and He, 2022). By managing emotions adaptively, individuals are better equipped to build their resilience, maintain a positive outlook, and develop a sense of self-efficacy and hope (Mónico et al., 2016). Also, numerous studies have demonstrated a significant positive association between psychological capital and work engagement across various professional domains, including education (Joo et al., 2016; Viseu et al., 2016). Teachers with higher psychological capital are more likely to engage in their work, as their positive psychological resources drive them to be proactive, motivated, and invested in their teaching roles (Cheung et al., 2011; Viseu et al., 2016; Çimen and Ozgan, 2018). Concerning the mediating role, empirical research in occupational psychology has shown that psychological capital mediates the relationship between various individual and organizational factors and work engagement (Luthans et al., 2008; Cheung et al., 2011; Gyu Park et al., 2017; Gong et al., 2019). In this case, emotion regulation, as an individual factor, is related with work engagement indirectly through its impact on psychological capital. From this perspective, it is hypothesized that teachers who effectively regulate their emotions are more likely to develop higher psychological capital, which, in turn, fosters greater work engagement.

Methods

Participants

The study sample comprised 150 Indian primary and secondary school instructors from rural and urban schools of India. The mean age of the participants was 36.12 (SD = 9.82), with an age range of 24 to 53 years. Of the total sample, 191 (39.21%) were male, and 295 (60.79%) were female. Among the teachers, 220 (45.3%) had been teaching for over 10 years, while 266 (54.7%) had less than 10 years of teaching experience.

The sampling procedure involved randomly selecting schools from the three provinces and sending invitations to participate in the study to the head teachers. Once a school agreed to participate, all teachers in the school were eligible to take part in the study. The sample was diverse in terms of educational levels, with 218 (44.9%) primary school teachers and 268 (55.1%) secondary school teachers. Of the total sample, 378 (77.8%) were married, and 108 (22.2%) were single, divorced, or widowed.

INSTRUMENTS

Emotion regulation

To assess the emotion regulation abilities of EFL teachers, the Emotion Regulation Questionnaire developed by Gross and John (2003) was employed. This questionnaire comprises 10 items, and participants responded on a 7-point Likert-type scale, ranging from 1 (strongly disagree) to 7 (strongly agree). The questionnaire evaluates respondents' tendencies and preferences in regulating their emotions, with a particular focus on two dimensions: Cognitive Reappraisal (CR) and Expressive Suppression (ES). An example item from the CR subscale is: "When I want to experience more positive emotions, like joy or amusement, I deliberately change my thoughts or perspective." On the other hand, a sample item from the ES subscale is: "I tend to hide my emotions from others."

Work engagement

To assess work engagement among participants, the Utrecht Work Engagement Scale (UWES), developed by Schaufeli and Bakker (2004), was employed. This scale comprises 17 items and utilizes a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The UWES encompasses three distinct subscales, each capturing different facets of work engagement:

- 1. Vigour (VI)** subscale measures the degree of resilience and mental strength at the job. An example item is: "At my job, I am highly resilient, both mentally and emotionally."
- 2. Dedication (DE)** subscale gauges the level of inspiration drawn from the job. An example item is: "My job serves as a source of inspiration and motivation."
- 3. Absorption (AB)** subscale assesses the extent to which individuals become fully absorbed in their work, experiencing time passing quickly. An example item is: "When I am working, time seems to fly by due to my deep engagement."

Psychological capital

To assess participants' psychological capital (PsyCap), the PCQ questionnaire developed by Luthans et al. (2015) was employed. The PCQ utilizes a Likert scale with response options ranging from 1 (strongly disagree) to 5 (strongly agree) and measures employees' PsyCap across four key dimensions:

- 1. Self-efficacy (SE)** dimension evaluates individuals' belief in their ability to tackle and overcome challenges. A sample item is: "I am confident that I can effectively solve most problems if I invest the necessary effort."
- 2. Hope (HO)** dimension gauges individuals' positive outlook on their future prospects. An example item is: "At present, I see myself as being quite successful."
- 3. Resilience (RE)** dimension assesses individuals' capacity to bounce back and recover swiftly after facing serious life difficulties. A sample item is: "After experiencing significant life challenges, I tend to recover and adapt quickly."
- 4. Optimism (OP)** dimension measures individuals' optimistic view of the life that lies ahead. An example item is: "I am looking forward to what the future has in store for me."

The PCQ questionnaire has demonstrated satisfactory reliability and validity in previous studies (Lorenz et al., 2016; Antunes et al., 2017), making it a reliable and well-established instrument for assessing participants' psychological capital.

CONCLUSION

Teachers' wellbeing plays a crucial role in fostering high-quality educational environments and positive outcomes for students, teachers, and the educational community. Previous studies show that teachers' emotional regulation strategies, particularly cognitive reappraisal, positively affect wellbeing (Braun et al., 2020). Additionally, work-related factors, such as work engagement and working conditions, also play a significant role. This study explores wellbeing among 443 teachers, examining its relationship with emotional regulation strategies, and work engagement. Data was collected using the Mental Health Continuum (Fonte et al., 2020), Emotion Regulation Questionnaire (Gross & John, 2003), and Utrecht Work Engagement Scale (Sinval et al., 2018). Results showed that teachers exhibit medium-high emotional wellbeing, medium psychological wellbeing, and medium-low social wellbeing. Cognitive reappraisal and work engagement, particularly vigor and dedication, positively predicted wellbeing, while emotional suppression negatively predicted all dimensions of wellbeing. Findings highlight the importance of promoting emotional regulation and work engagement to enhance teacher's wellbeing.

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