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# The Influence of Emotion Regulation Strategies on Teachers' Job Burnout

XiangRui Sun<sup>\*(Corresponding author)</sup>, NanNan Zhang

Ikh Zasag International Universit, Ulaanbaatar, 13360, Mongolia

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**Abstract:** This study examines the impact of emotional regulation strategies on teacher job burnout, with the aim of understanding how different strategies affect teachers' professional lives. This paper introduces the background of the problem, establishes the theoretical basis through systematic literature review, and puts forward the corresponding countermeasures. By analyzing the literature, this study reveals the different effects of positive and negative emotion regulation strategies on job burnout and emphasizes the importance of effective emotion management. In addition, the study provides directions for future educational practices and policies and recommends strengthening the cultivation of emotional regulation skills in teacher training to improve teachers' career satisfaction and overall education quality.

**Keywords:** Emotional Regulation Strategies; Teacher Job Burnout; Emotion Management

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## 1. Introduction

Teacher job burnout, a prevalent issue in the education system, involves emotional exhaustion, depersonalization, and reduced personal accomplishment, impacting teachers' mental health and career satisfaction<sup>[1]</sup>, and potentially degrading education quality<sup>[2]</sup>, including student motivation and academic performance<sup>[3]</sup>. Emotional regulation, crucial for teachers, involves managing emotional challenges like student interactions, teaching pressures, and expectations. Effective emotional regulation strategies can enhance teachers' well-being and reduce burnout risks.

Research shows that emotional regulation can mitigate stress and enhance productivity<sup>[4]</sup>, but studies on its impact on teacher burnout are limited. Existing work often examines a single strategy like cognitive reappraisal without considering the integration and relative effects of multiple strategies. This study aims to fill these gaps by comprehensively exploring various strategies' impacts on teacher burnout. It seeks to provide empirical guidance for educational leaders to improve teachers' emotional health, job satisfaction, and educational quality, addressing crucial research questions in this area. The research will focus on the following key questions:

RQ1: Which emotion regulation strategies are most frequently used in teachers' professional life, and explore the motivation behind them?

RQ2: How these different emotional regulation strategies specifically affect teachers' job burnout levels, including their psychological and behavioral effects?

RQ3: What specific emotion regulation interventions can be developed to effectively reduce teachers' job burnout and enhance their mental health and work effectiveness?

Through the detailed answers to these research questions, this study is expected to provide a solid theoretical basis and practical guidance for the formulation of effective psychological intervention measures for teachers.

## 2. Literature review

### 2.1 Method

Systematic Literature Review (SLR) was used in this study. SLR is a popular research method designed to identify, evaluate, and synthesize the results of all relevant studies within a particular research area<sup>[5, 6, 7]</sup>.

### 2.2 Result analysis

This study systematically analyzed the latest literature, covering 59 articles in various disciplines, including psychology (21 articles), education and educational research (11 articles), and environmental science and ecology (7 articles). In terms of research methods, quantitative research dominated, with 23 papers, while qualitative research and mixed methods were less, with 2 and 3 papers respectively. Research has focused on exploring the relationship between emotion regulation strategies and teacher job burnout, as well as evaluating the effectiveness of

interventions aimed at alleviating teacher job burnout. However, there are significant gaps in existing research, especially in the diversity and adaptability of emotion regulation strategies, studies of long-term effects, and in-depth qualitative analysis. These findings highlight the need for future research and point to potential research directions to parse the complexity of teacher emotion regulation and its application more fully in educational practice.

### 3. Research design and methodology

#### 3.1 Research problems and objectives

Based on the above three questions, three core research questions will be discussed in depth in this section, aiming to comprehensively analyze the influence of emotion regulation strategies on teachers' job burnout and its mechanism. First, RQ1 focuses on the emotion regulation strategies commonly used in teachers' professional life and the motivations behind them. The goal is to identify and analyze the frequency and motivations of these strategies, to reveal the psychological and environmental factors of teachers' choice of specific emotion regulation strategies. Second, RQ2 aims to assess how these strategies specifically affect teachers' job burnout levels, including psychological and behavioral effects, and determine which emotional regulation strategies are effective in alleviating burnout through quantitative analysis. Finally, RQ3 explores specific interventions based on emotional regulation and how they can be implemented to effectively reduce teacher burnout and improve their mental health and work effectiveness. Through this systematic research design, this study not only aims to understand the application of emotion regulation in the professional life of teachers, but also hopes to promote the development of effective interventions to optimize teachers' professional well-being and teaching quality.

#### 3.2 Construction of theoretical framework

This study will explore the interaction between emotion regulation theory<sup>[8,9]</sup> and burnout theory<sup>[10]</sup>. In particular, the study will analyze how specific emotion-regulation strategies employed by teachers affect various dimensions of burnout. For example, cognitive reappraisal strategies may help teachers reframe stressors in a more positive way, thereby reducing emotional exhaustion and increasing personal accomplishment, whereas emotional suppression may exacerbate feelings of burnout. By integrating these two theories, the study aims to uncover the potential mechanisms by which emotion regulation strategies mitigate teacher burnout and how to optimize teachers' emotional regulation skills through educational practice and policy improvements.

This study examines the integration of emotion regulation and burnout theories, focusing on teachers' management of their emotions and burnout experiences. It utilizes Gross's model of emotion regulation, which highlights processes like situation selection, attention transfer, and cognitive reappraisal, to analyze the effectiveness of these strategies in managing professional emotional stress. Additionally, it incorporates Freudenberg's burnout model, which describes emotional exhaustion, depersonalization, and decreased personal accomplishment, to assess the impact of occupational stress on teachers' efficiency and mental health. The study explores how specific emotion regulation strategies, such as cognitive reappraisal, can reduce emotional exhaustion and enhance fulfillment, while emotional suppression may exacerbate burnout symptoms. By combining these frameworks, the research aims to demonstrate how emotion regulation strategies can reduce teacher burnout and suggest improvements in educational practices and policies to enhance teachers' emotional well-being.

### 4. Future work

The theoretical framework and conceptual model established in this study provide a solid foundation for future research and point out several key research directions. First, empirical research should verify the impact of emotion regulation strategies on teachers' job burnout, using cross-sectional or longitudinal design, combined with structural equation model or multi-level regression analysis to analyze the data. Secondly, cross-cultural research needs to explore the differences between emotional regulation and job burnout in different cultural contexts to understand how culture affects teachers' emotional regulation practices. In addition, interdisciplinary research will contribute to a comprehensive understanding of these phenomena from psychological, pedagogical and sociological perspectives, including combining neuroscience or information technology to study the physiological basis of emotion regulation and its monitoring tools. Future research should also adopt qualitative and quantitative methods to conduct in-depth analysis, to ensure the diversity of data collection and the comprehensiveness of research results.

### 5. Conclusion

This study explored the influence of emotion regulation strategies on teachers' job burnout and clarified the specific effects of different strategies on each dimension of burnout. The study found that cognitive rerating strategies significantly reduced teachers' emotional burnout, while emotional suppression strategies may exacerbate burnout. These results not only validate and extend existing theories, but also provide important guidance for educational practice, especially for the design and implementation of teacher training and career development strategies and emphasize the necessity and urgency of emotion regulation education.

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