

A Comparative Study of Adjustment Problem, Emotional Regulation and Self-Compassion among School and College Teachers

^{*1}Iram Naz

²Kinza Akhtar

³Maria Azam

^{*1}Assistant Professor, Department of Psychology, University of Gujrat.

²MS in Psychology Student, Department of Psychology, University of Gujrat

³MS in Psychology Student, Department of Psychology, University of Gujrat

^{*}iram.naz@uog.edu.pk, ²kinzaakhtar1318@gmail.com, ³mariaazamo49@gmail.com

Abstract

This study explored the differences in adjustment problem, emotional regulation and self-compassion among 200 school and college teachers using a cross-sectional quantitative comparative design. Standardized scales were used to measure all the variables. The results indicated that school and college teachers significantly differ on the adjustment problems ($t(143.86) = -2.72, p = .007$) and self-compassion ($t(158) = -2.30, p = .023$). However, there wasn't a difference in their emotional regulation ($t(62.91) = 0.83, p = 0.409$). Overall, the findings highlights that college teachers experience greater psychological adjustment issues compare to school teachers. Further, college teachers also demonstrate stronger self-compassion. The results emphasize the need of targeted support groups to improve the adjustment and emotional well-being, especially for educators.

Article Details:

Received on 10 Nov, 2025

Accepted on 08 Dec, 2025

Published on 09 Dec 2025

Corresponding Authors*

Iram Naz

Introduction

In one's life, education is critical. It is the key towards a prosperous future and opportunities. People can be benefited from education in various ways. For instance, education enlightens a person's mind and thought. It helps the students prepare themselves for a job or for further studies by acquiring a university degree. People who are educated in a particular field more effectively can think, feel, and act in ways that facilitate their success and optimize community and personal happiness (Al-Shuaibi, 2014). Similarly, teachers contribute to education; most importantly to the lives of the students they teach in the classroom. A teacher is characterized by his or her ability to teach students and have a positive effect on students. In general, the role of a teacher in education is more than just teaching. Teaching has many aspects in the modern context, and a teacher needs to play the role of an external parent, mentor, counselor, model, and so on (Exeed College, n.d.). But unfortunately, the education sector, in general has drawn comparatively less attention in Pakistan, let alone the recruitment of skilled teachers. Due to this, Pakistan has one of the lowest literacy and quality education rates (Farooq, 1990). Few professions have a greater influence than teaching. The next generation, who will determine the future, is being shaped by teachers. However, this admirable endeavor is not without difficulties. Many teachers have difficulties both within and outside of the classroom, which frequently makes the profession seem overwhelming (Hegwood, 2023). Teachers faced many problem while teaching in an educational sector so here we will be focused on their adjustment issues ,along with that how they regulate their emotions and self-compassion among them .

Adjustment Problem

In the 1930s, the notion of “adjustment” became well recognized in psychology, partly due to Shaffer’s landmark book *The Psychology of Adjustment* (Shaffer, 1936). It is define as the process of adjustment that enables each individual to adopt some suitable ways to handle the surroundings or culture (Ghosh, 2020). Whereas adjustment problem is defined as problems or obstacles people face when attempting to adapt to their surroundings. These issues can have a big impact on a person's creative growth, affecting how they react to various stimuli and circumstances (Wisdom Library, n.d.).

Another study explain a significant feature of the educational environment that affects both teachers and students relationship, teacher's quality of life and adjustment. The complex relationship between a teacher's capacity to adjust to their workplace and the subsequent impact on their general quality of life was examined in this study (Rao & Umadevi, 2023). Another research on teacher adjustment suggest that they won't be able to teach successfully if encounter adjustment issue. The ongoing endeavor to gain a deeper understanding of the student was a part of the teacher's professional adjustment. A person who genuinely wants to work as a teacher at a school or college should have a desirable positive attitude, interest, healthy values, strong motivation, patience, and the ability to modify. Teacher who made the decision to become a teacher would have a higher degree of job satisfaction and better professional adjustment. Individual and societal growth and development are only possible when a teacher is satisfied (Ghosh, 2020).

Emotional Regulation

The ability of an individual to influence one or more of their emotions is known as emotional regulation. There are two types of emotions: Explicit emotion regulation requires the utilization of strategies such as learning to interpret situations differently in order to manage them better, shifting the focus of an emotion. As for example, anger in a manner likely to lead to a more constructive outcome, and becoming aware of how various behaviors can be utilized

to accompany a particular emotional state. Implicit emotion regulation alters the intensity or duration of an emotional response without awareness; it operates without conscious monitoring. Across the life span, emotion management tends to improve. Also referred to as the emotion regulation process model (American Psychological Association, 2018). Teachers can control their emotions during adjustment difficulties. By utilizing behavioral and physiological tactics like mindfulness, deep breathing, and asking for help from coworkers or administrators, as well as cognitive strategies like reframing negative thoughts. Negative emotional reactions can also be avoided by using proactive tactics, such as planning the schedule to incorporate constructive interactions. As the theory of emotional labor states that in order to educate effectively, teachers must control their emotional expressions in line with professional standards (Glomb & Tews, 2003). According to a recent study, emotions have a significant impact on teachers' well-being and classroom efficacy, underscoring the importance of emotions in the teaching process (Wang et al., 2023). Additionally, emotions have a significant impact on cognitive, regulatory, and problem-solving techniques (Pekrun & Perry, 2014). In particular, negative emotions might prevent persons from using deep cognitive processes that require complex and in-depth information processing (Pintrich & Linnenbrink, 2000) and force teachers to use rigid and uninspired teaching methods. If we explain specifically the term emotional regulation, an adaptive skill that impacts people's functioning, quality of life, and physical and mental health is emotion control. So, teachers can regulate their emotions in order to adjust in new teaching environment and to regulate their thinking patterns that can disturb their daily functioning. Next we will discuss about the self-compassion among teachers while working in a stressful environment.

Self-Compassion

In psychology, self-compassion refers to showing empathy for oneself when one feels inadequate, unsuccessful, or generally unhappy. Self-compassion is turning around and treating yourself with the same empathy that you would naturally extend to a friend when you're having difficulties or feeling low about yourself. It entails offering encouragement when you encounter difficulties in life, feel unworthy, or make a mistake (Neff, 2003). Teachers need to give themselves permission to be self-compassionate for the stress they're under. According to her, the practice is a means of controlling our inner critic and substituting it with a voice of compassion, understanding, and support Zakrzewski (2012). Further, explained the Neff three elements of self-compassion, the first ingredient of self-compassion is self-kindness, or treating oneself with the same consideration as a loved one. Acknowledging our shared humanity is the second element of self-compassion. Put another way, it's beneficial to keep in mind that everyone must endure life's problems and that we are all in this together. The third and last part of self-compassion is mindfulness, or being aware of our thoughts and feelings in the current moment. According to study, instructors who engage in mindfulness techniques are more likely to have a good mental state and are less likely to suffer from melancholy and unpleasant emotions Zakrzewski (2012).

Difference between School and College Teachers

All teaching positions bear different levels and sources of stress. For instance, studies have indicated that school teachers, especially those at the secondary level, are more likely to face work-related stress because of a number of factors that include workload, student misbehavior, time pressure, and resource constraints (Kavita & Hassan, 2018).

College instructors should be better informed on contemporary educational technology and it is colossally indifferent in innovative strategies and experimentation on the school educator (Ahmed & Aziz, 2007).

School teachers face multiple challenges. Some of the general challenges which school teachers in Pakistan have to go through include low motivation due to poor salaries, political interference, frequent transfers, heavy workloads, lack of teaching resources, and limited professional development opportunities. In addition, they face negative school culture, inadequate accommodation, and low community support (Saeed.et.al, 2022).

These challenges differ from those of college teachers, whose stressors are more related to research, administrative duties, and student evaluations, indicating a variation in adjustment and emotional demands across educational levels.

Rationale of Study

There are increasing emotional and professional demands on teachers nowadays, which can lead to adjustment issues and well-being and performance disturbances. Among them, two key psychological resources that allow teachers to cope with the requirements of the stress situation are emotion regulation and self-compassion, but the variables of school and college environments of teaching are completely unexplored. There is very little comparative literature available in studying these variables amongst teachers in Pakistan. As such, the current research was an effort to examine school and college teachers regarding the issue of adjustment, emotion regulation, and self-compassion to bring additional information about what is wrong with their mental health and implement specific interventions.

Objectives

To compare the psychological adjustment, emotional regulation and self-compassion in schools and college.

METHOD

Research Design

This paper has explored the difference in psychological adjustment, emotional regulation and self-compassion between school and college teachers. The research employed the comparative quantitative research. This can be attributed to the sole emphasis of the group differences in the research in order to compare college and school teachers on the research variables. In essence, in comparative research, similar and different aspects of two or more situations are considered- that is all the little. The methodology here is to explain, investigate, and characterize how things are congruent and mismatched (Iranifard & Roudsari, 2022).

Setting of the study

The present research was conducted in Gujrat in both the public and the private educational facilities both as colleges/secondary and schools/primary. To examine the differences between adjustment problems, emotional regulation, and self-compassion at school and college level teachers.

Target population

The term population (target population) is used because it explains a group of people with membership in a specific requirement and who are accessible to participate in a study. It thus consists of all qualified respondents whose findings are generalized in the research (Creswell & Creswell, 2018). The target group of the study was selected as male and female instructors who are currently working in Gujrat public and private schools and colleges

Sampling Technique

The study participants were selected through a convenient sampling procedure. This non-probability sampling approach is also known as opportunity or availability sampling. This sampling method selects the participants by their availability and willingness to participate (Alex, 2024). Study participants were selected in terms of their being conveniently available as well as interested in taking part. The choice of this approach was due to such practical reasons

as accessibility, time constraints, and the voluntariness of participation. There was concerted effort in ensuring the presence at college and school levels.

Sample Size

The sample size entailed 200 teachers as a population with 100 of college/secondary instructors and 100 school/primary teachers. To ensure that there was gender representation, male and female teachers were considered. This was considered an adequate sample size to conduct a comparative and correlational analysis effectively because in most cases, the researchers use the population to select a particular sample size of a population to establish the accuracy, reliability, and externalizations of the research findings (Taherdoost, 2017).

Inclusion /Exclusion Criteria

Criteria for Inclusion

Teachers must have at least one year of classroom teaching experience.

Only primary and secondary school teachers were included.

Educators of any gender that chose to participate on a voluntary basis were included.

Criteria for Exclusion

The administrator staff and university teachers were excluded.

Teachers with less than a year experience were excluded.

Teachers with any mental and physical problems were excluded.

Instruments

Consent Form

A consent form was essential in order to ensure that the participants had been ethically engaged and also be educated on the nature and purpose of the study. It included the information on the purpose of the study, the rights of the participants, confidence, and free participation.

Demographic Form

The demographic data collection collect the personal and professional data of the participants. Some of the questions were age, sex, marital status, education, teaching level (college or school), years of experience and type of institutions (public or private) among others. The variables were utilized to describe the characteristics of the sample and explore any possible differences depending on demographic variables. The anonymity and confidentiality of all of the participants was ensured, and the demographic information was used only to assess the results statistically and comparatively.

Adjustment Scale

Adjustment issues were assessed using Adjustment Scale for Adults developed by Naz et al., (2018) and later validated by Naz et al., (2022). The 48-item scale is further subdivided to form eight subscales, which measure conduct problems, anxiety and depression. Each item is graded on a 3 point Likert scale; the higher the score, the greater are the adjustment problems. Having some of the highest Cronbach's alpha reliability values (.711-.938) and good construct and criterion validity confirmed, the scale was shown to possess excellent psychometric properties (Naz et al., 2018; Naz et al., 2022).

Emotional Regulation Questionnaire

Gross and John had developed the ERQ in 2003 to determine the manner in which an individual functions in regard to dealing with his/her emotions. It is a basic survey with 10 questions taking into consideration two overall strategies: Expressive Suppression (4 questions) and Cognitive Reappraisal (6 questions). Individuals are required to grade themselves on a scale of 1 to 7; 1 being strongly disagree and 7 strongly agree. It means that the individual tends to exercise this emotional regulation style more, which is evaluated using higher scores. This

ERQ has been tested on a number of groups, and it appears to be able to withstand. Internal consistency of the scale is good ranging .79 to .89 (Gross & John, 2003).

Self-Compassion Scale

Neff (2003) has created the Self-Compassion Scale, a scale of the level of self-compassion in the 26-item 5-point scale, rating between almost never and almost always. SCS investigates six aspects including self-kindness, self-judgment, isolation, mindfulness, over-identification, and common humanity. The SCS is a construct that has been supported by a lot of studies. It is highly construct validity and, additionally, remarkably high reliability with Cronbach's alpha scores of more than 0.90 (Neff, 2003). To summarize, it is an excellent instrument of assessing self-compassion.

Procedure

The researcher informed the study participants which included the schools and colleges in Gujrat and informed them of the purpose of the study and succeeded to take their informed consent after getting ethical approval at the institutional level. We also clarified to them that all their answers would be confidential, and they would be used solely to conduct research. Some of the materials used in the study to collect data included some self-report measures, that is, the Demographic Information Form, the Adjustment Scale of Adults (Naz et al., 2018; Naz et al., 2022), the Emotion Regulation Questionnaire (Gross and John, 2003), and the Self-Compassion Scale (Neff, 2003). A lot of time was provided to teachers to fill out the forms and we urged them to be as truthful as possible. The data collection has been done at regular college/school time after obtaining the consent of the administration.

Statistical Analysis

All data was entered and analyzed by the use of SPSS. Mean and frequencies were run using descriptive statistics in order to form an understanding of the variables and demographics of the study. Then, an independent samples t-test was used to compare the emotions control, self-compassion, and adjustment problems in the two groups.

Result

To test the significance of the variables the independent sample t-test is performed. Table 1 displays the descriptive statistics of both group and Table 2 gives the t-test result.

The demographics results showed that out of 200 participant 129 were female (64.5%) and 71 were male (35.5%), indicating females were higher in the sample. Regarding marital status 97(48.5%) participants were married and 95 (47.5%) were unmarried. In term of job sector, the majority of teachers are working in private sectors (n=128, 64%) while 66(33%) participant were employed in government sector.

Table 1: *Comparison of Primary and Secondary Teachers on Psychological Adjustment, Emotional Regulation, and Social Competence*

Variable	Teaching Level	n	Mean	SD	SE
Psychological Adjustment	School	53	73.11	14.34	1.97
	College	107	80.87	21.31	2.06
Emotional Regulation	School	53	41.51	16.42	2.26
	College	107	39.54	7.48	0.72
Social Competence	School	53	36.15	4.67	0.64
	College	107	38.22	5.63	0.54



Table 2: *Independent Samples t-Test for Group Differences on Adjustment, Emotional Regulation, and Social Competence*

Variable	Levene's Test F	Levene's p	t	df	p	Mean Differences	95% CI Lower	95% CI Upper
Psychological Adjustment (Equal variances not assumed)	6.52	.012	-2.72	143.86	.007	-7.76	-13.39	-2.12
Emotional Regulation (Equal variances not assumed)	8.15	.005	0.83	62.91	.409	1.97	-2.77	6.70
Social Competence (Equal variances assumed)	0.84	.360	-2.30	158	.023	-2.06	-3.83	-0.29

Levene's test revealed that variances weren't equal for psychological adjustment, $F(1, 158) = 6.52$, $p = .012$, and emotional regulation, $F(1, 158) = 8.15$, $p = .005$. For emotional competence, however, Levene's test was not significant, $F(1, 158) = 0.84$, $p = .360$, so it have assumed equal variances. The independent samples t-test showed an obvious difference in psychological adjustment, $t(143.86) = -2.72$, $p = .007$, and in self-compassion, $t(158) = -2.30$, $p = .023$. For emotional regulation, however, there really wasn't a difference found, $t(62.91) = 0.83$, $p = 0.409$.

Discussion

The study aim to find the difference in adjustment problem, emotional regulations and self-compassion among school and college teachers. This comparative study involved 200 teachers from Gujrat public and private institutions, and psychological adjustment and self-compassion shown significant difference unlike emotional regulation. Further, it was found that teachers in colleges have more adjustment problems as compare to school and they also encountered higher self-compassion. As the previous researches suggest that the teachers are considered the main stakeholders in the tough field of language education because teaching is a demanding and labor-intensive profession because of the demands of responsibility and its base in service-providing (Mercer, 2020). These limitations present unique hurdles in comparison to other occupations, in addition to increasing the demands on their emotional and cognitive resources (Derakhshan et al., 2022). Self-compassion refers to showing empathy for oneself when one feels inadequate, unsuccessful, or generally unhappy. Research has demonstrated that self-compassion is a valuable tool for managing stress and hardship (Neff, 2003b) and this has been linked to instructors' higher job satisfaction and less burnout (Neff, 2011). According to Jennings et al. (2017), practicing self-compassion and mindfulness can help teachers feel less stressed. Teachers inevitably involved dealing with emotions. Given the indisputable significance of workplace emotions for teachers' efficiency, it is imperative that educators employ appropriate coping strategies to control their emotions (Deng et al., 2022). Using the idea of emotion management, educators can evaluate and modify the length and intensity of emotional experiences in the classroom (Chang and Taxer, 2021). Teachers' psychological, behavioral, and physical adjustment may be impacted by this behavioral component of emotion regulation, sometimes referred to as emotional labor, which is the difference between felt and exhibited emotions (Taxer and Frenzel, 2015; Wang et al., 2019). The study's conclusions highlight distinct psychological differences between Gujrat school and college instructors, highlighting the significance of emotional control and self-compassion in people's transition issues. These results highlight the necessity of focused

support services, particularly for school teachers who are more likely than others to face stress and adjustment problems. All things considered, the findings offer vital information on the wellbeing of teachers and lay the groundwork for additional study and useful interventions in learning environments

Conclusion

The current study examined self-compassion, emotional regulation, and adjustment problems among teachers at Gujrat schools and colleges. There was a difference in the adjustment problems and self-compassion of school and college teachers. The findings showed that college teachers had more adjustment problems and self-compassionate.

References

1. Ahmed, S. N., & Aziz, S. A. (2007). Teacher education at college level in Pakistan: Need for a paradigm shift. *SCHEMA: Annual Journal of Humanities & Social Sciences*, 4, 175–183
2. Al-Shuaibi, A. (2014). The importance of education. *Community College of Qatar*. https://www.researchgate.net/publication/260075970_The_Importance_of_Education
3. Alex, D. (2024, August 21). What is convenience sampling: Definition, method, and examples. *QuestionPro*. <https://www.questionpro.com/blog/convenience-sampling/>
4. American Psychological Association. (2018). Emotion regulation. In *APA dictionary of psychology*. <https://dictionary.apa.org/emotion-regulation>
5. .
6. Chang, M. L., & Taxer, J. (2021). Teacher emotion regulation strategies in response to classroom misbehavior. *Teaching and Teacher Education*, 27, 353–369. <https://doi.org/10.1080/13540602.2020.1740198>
7. Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
8. Deng, J., Heydarnejad, T., Farhangi, F., & Khafaga, A. F. (2022). Delving into the relationship between teacher emotion regulation, self-efficacy, engagement, and anger: A focus on English as a foreign language teachers. *Frontiers in Psychology*, 13, 1019984. <https://doi.org/10.3389/fpsyg.2022.1019984>
9. Derakhshan, A., Greenier, V., & Fathi, J. (2022). Exploring the interplay between a loving pedagogy, creativity, and work engagement among EFL/ESL teachers: A multinational study. *Current Psychology*, 1–20. <https://doi.org/10.1007/s12144-022-03371-w>
10. Exeed College. (n.d.). The role of teachers in education. <https://www.exeedcollege.com/the-role-of-teachers-in-education/>
11. Farooq, R. A. (1990). A survey study of teacher training in Pakistan. *Academy of Educational Planning and Management*, Ministry of Education.
12. Ghosh, P. (2020). Teacher adjustment. *International Journal of All Research*, 6(1), 12–14. <https://www.allresearchjournal.com>
13. Glomb, T. M., & Tews, M. J. (2004). Emotional labor: A conceptualization and scale development. *Journal of Vocational Behavior*, 64(1), 1–23. [https://doi.org/10.1016/S0001-8791\(03\)00038-1](https://doi.org/10.1016/S0001-8791(03)00038-1)
14. Gravetter, F. J., & Wallnau, L. B. (2021). *Statistics for the behavioral sciences* (11th ed.). Cengage Learning.
15. Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362. <https://doi.org/10.1037/0022-3514.85.2.348>
16. Hegwood, V. (2023, October 6). 10 challenges teachers face in the classroom. *Prodigy Education*. <https://www.prodigygame.com/main-en/blog/challenges-of-teaching/>

17. Iranifard, E., & Latifnejad Roudsari, R. (2022). Comparative research: An old yet unfamiliar method. *Journal of Midwifery and Reproductive Health*, 10(1), 1–3. <https://doi.org/10.22038/jmrh.2022.66873.1954>
18. Jennings, P. A., Brown, J. L., Frank, J. L., Doyle, S., Oh, Y., Davis, R., et al. (2017). Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(8), 1010–1028. <https://doi.org/10.1037/edu0000187>
19. Kavita, K., & Hassan, N. C. (2018). Work Stress among Teachers: A Comparison between Primary and Secondary School Teachers. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 60–66. <https://doi.org/10.6007/IJARPED/v7-i4/4802>
20. Kent State University. (n.d.). Independent samples t test. PSS Tutorials. <https://libguides.library.kent.edu/SPSS/IndependentTTest>
21. Mercer, S. (2020). The wellbeing of language teachers in the private sector: An ecological perspective. *Language Teaching Research*. <https://doi.org/10.1177/1362168820973510>
22. Naz, I., Bano, Z., & Leghari, N. U. (2018). Construction of scales on depression, anxiety and conduct disturbance of adjustment for adults: Developing a reliable measure. *Isra Medical Journal*, 10(5), 310–314.
23. Naz, I., Bano, Z., & Anjum, R. (2022). Construct and criterion validity of adjustment scale for adults using the correlation and receiver-operating characteristics analysis. *Rawal Medical Journal*, 47(1), 89–92.
24. Neff, K. D. (2003). The development and validation of a scale to measure self-compassion. *Self and Identity*, 2(3), 223–250. <https://doi.org/10.1080/15298860309027>
25. Neff, K. (2003b). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2, 85–101. <https://doi.org/10.1080/15298860309032>
26. Neff, K. D. (2011). Self-compassion, self-esteem, and well-being. *Social and Personality Psychology Compass*, 5, 1–12. <https://doi.org/10.1111/j.1751-9004.2010.00330.x>
27. Pekrun, R., & Perry, R. P. (2014). Control-value theory of achievement emotions. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 120–141). Routledge.
28. Pintrich, P. R., & Linnenbrink, E. A. (2000). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92(3), 544–555. <https://doi.org/10.1037/0022-0663.92.3.544>
29. Wisdom Library (n.d.). Psychological Adjustment. Retrieved from <https://www.wisdomlib.org/concept/psychological-adjustment>
30. Rao, A. A., & Umadevi, G. (2023). Relationship between teacher's adjustment and quality of life. *International Journal of Creative Research Thoughts*, 11(11). <https://ijcrt.org/papers/IJCRT2311178.pdf>
31. Saeed, M., Ahmad, I., Salam, M., & Ali, S. (2022). Critical analysis of problems of school teachers in Pakistan: Challenges and possible solutions. *Journal of Education and Practice*, 4(4), 169–175. https://www.researchgate.net/publication/333786443_Critical_Analysis_of_Problems_of_School_Teachers_in_Pakistan_Challenges_and_Possible_Solutions
32. Shaffer, L. F. (1936). *The psychology of adjustment: An objective approach to mental hygiene* (L. Carmichael, Ed.; Vol. 487 of War Department Education Manual). Houghton Mifflin.

- hygieneHoughtonMifflin.Retrievedfrom[https://books.google.com/books/about/The Psychology of Adjustment.html?id=V-IZAAAAMAAJ](https://books.google.com/books/about/The_Psychology_of_Adjustment.html?id=V-IZAAAAMAAJ)
33. Taherdoost, H. (2017). Determining sample size: How to calculate survey sample size. *International Journal of Economics and Management Systems*, 2, 237–239.
 34. Taxer, J. L., & Frenzel, A. C. (2015). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and Teacher Education*, 49, 78–88. <https://doi.org/10.1016/j.tate.2015.03.003>
 35. Wang, H., Burić, I., Chang, M.-L., & Gross, J. J. (2023). Teachers' emotion regulation and related environmental, personal, instructional, and well-being factors: A meta-analysis. *Social Psychology of Education*, 26, 1651–1696. <https://doi.org/10.1007/s11218-023-09810-1>
 36. Wang, H., Hall, N. C., & Taxer, J. L. (2019). Antecedents and consequences of teachers' emotional labor: A systematic review and meta-analytic investigation. *Educational Psychology Review*, 31, 663–698. <https://doi.org/10.1007/s10648-019-09475-3>
 37. Zakrzewski, V. (2012, September 11). How self-compassion can help prevent teacher burnout.GreaterGoodScienceCenter.https://greatergood.berkeley.edu/article/item/self_compassion_for_teachers