

# Teacher Emotion Regulation: Investigating Associations with Compassion Satisfaction and Burnout

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## INTRODUCTION

- Classroom teachers often have to manage intense and varied emotions on top of other responsibilities.
- Teachers' cognitive reappraisal use is negatively associated with burnout while expressive suppression is positively associated with burnout (Chang, 2020; Doyle, 2024).
- Few studies have investigated associations between teacher emotion regulation (ER) and other aspects of professional quality of life.
  - Compassion satisfaction (i.e., pleasure derived from helping) is a strengths-based assessment of teachers' professional quality of life.
- This study examines associations between reappraisal and suppression use with two aspects of professional quality of life: compassion satisfaction and burnout.

## RESEARCH QUESTIONS

- What are the associations between teachers' use of cognitive reappraisal and reports of compassion satisfaction and burnout?

*We hypothesized that reappraisal would be positively associated with compassion satisfaction and negatively associated with burnout.*

- What are the associations between teachers' use of expressive suppression and reports of compassion satisfaction and burnout?

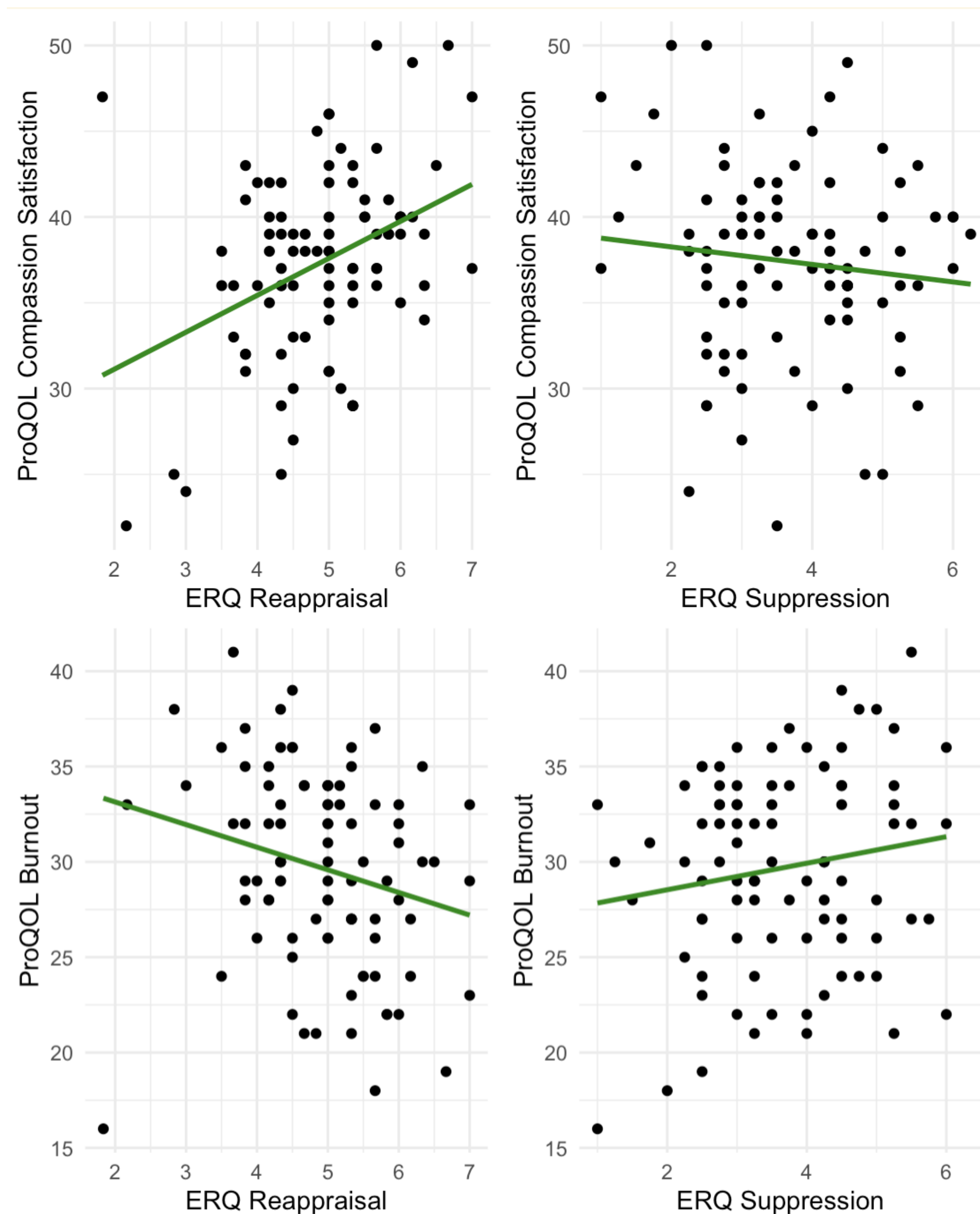
*We hypothesized that suppression would be negatively associated with compassion satisfaction and positively associated with burnout.*

## METHODS

- 92 Oregon K-12 teachers surveyed in Spring 2024
- Emotion Regulation Questionnaire (ERQ) modified to ask teachers to consider the items in the context of teaching
  - Reappraisal use
  - Suppression use
- Professional Quality of Life Scale (ProQOL)
  - Compassion Satisfaction
  - Burnout

**Teachers' use of cognitive reappraisal is positively associated with compassion satisfaction and negatively associated with burnout.**

**Teacher's use of expressive suppression was not significantly associated with compassion satisfaction or burnout.**



For further questions, comments, or full list of references, reach out to Haley Brown (hbrown6@uoregon.edu)

## RESULTS

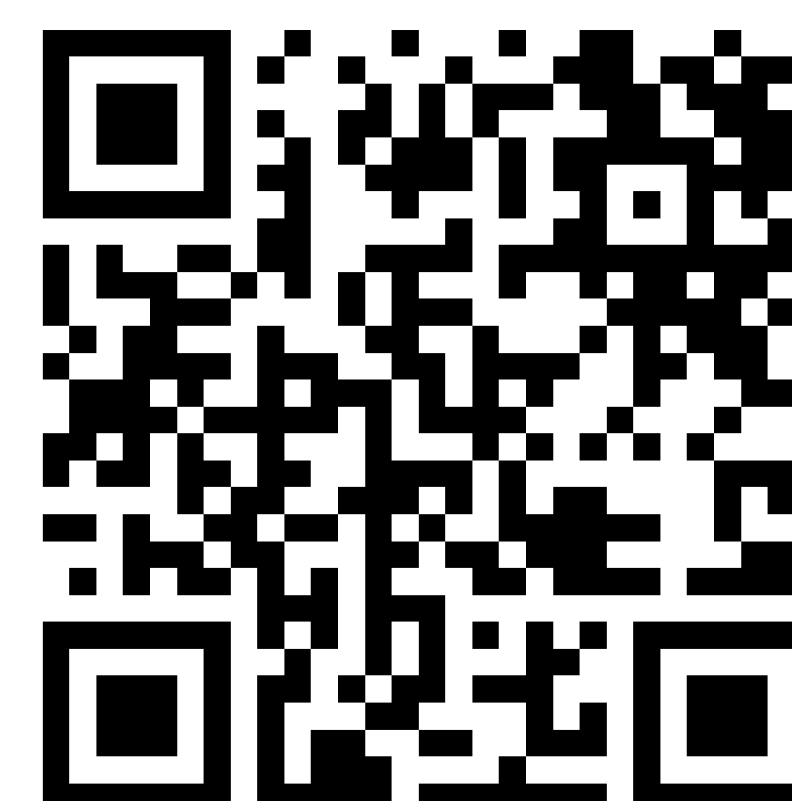
- Teachers engaged in reappraisal ( $M = 4.93$ ,  $SD = 0.99$ ) at significantly higher rates compared to suppression ( $M = 3.68$ ,  $SD = 1.20$ ),  $t(90) = 8.30$ ,  $p < .001$ .
- Higher reported use of reappraisal was positively associated with compassion satisfaction ( $t(89) = 14.28$ ,  $p < .001$ ) and negatively associated with burnout ( $t(89) = 4.87$ ,  $p < .01$ ).
- No statistically significant associations were found for suppression ( $p > .05$ ).

## DISCUSSION

- Teachers report using reappraisal and suppression in the classroom context at similar rates as the general population.
- Teachers who report more frequent use of reappraisal also report higher compassion satisfaction and less burnout.
- No significant associations for suppression and burnout or compassion satisfaction.
- Reappraisal use may serve as a protective factor in improving quality of life for K-12 teachers.
- Results should be considered in the context of larger systemic issues.

## FUTURE DIRECTIONS

- Future studies should use more comprehensive measures of ER (e.g., experience sampling).
- More research is needed to understand the relationship between reappraisal and compassion satisfaction.
- Reappraisal use may present a promising target for interventions aimed at reducing teacher burnout rates.
- Future research studying teacher ER should attend to the larger institutional context.



Poster PDF and references



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