

Negative Mood Regulation Expectancies and Job Satisfaction: A Cognitive-Affective Perspective on Teacher Well-Being

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Abstract: The current study has been aimed to examine negative mood regulation expectancies as a cognitive-affective predictor of the job satisfaction among urban educational context (secondary school teachers). In the present study emotional competence variable was emotional intelligence. Data was collected through stratified random sampling from 280 secondary school teachers working in the schools of Chandigarh (India) by using descriptive correlational survey design. To collect the data standardized instruments were used (Negative Mood Regulation Scale by Catanzaro & Mearns, 1990, Emotional Intelligence Scale by Hyde, Pethe, & Dhar, 2005, and Job Satisfaction Scale by Singh & Sharma, 1990). To analyse the results correlation and multiple regression were conducted.

The results of the study revealed that the variable (negative mood regulation expectancies) was positively and significantly associated with the job satisfaction and it also emerged as a stronger predictor in comparison with emotional intelligence. The outcomes also highlight the significance of teacher's beliefs regarding their own ability to regulate negative emotional phases in sustaining job satisfaction. Mood regulation expectancy has been positioned as a central cognitive-affective resource as it enhances well-being and resilience in emotionally demanding teaching environment.

Keywords: negative mood regulation expectancies, job satisfaction, emotional coping, teacher well-being, cognitive-affective resources

Introduction

The teaching profession is generally acknowledged as continuous emotional engagement, exposure to diverse psychological demands, and interpersonal interaction. Teachers often encounter the situations which are emotionally challenging such as, administrative expectations, workload pressures, student misbehaviour, and performance evaluations. Due to exposure to such situations, it often evokes emotional states which are mostly negative including discouragement, anxiety, and frustration. For sustaining professional motivation and job satisfaction, it is essential to have the ability to regulate and recover from such emotional experiences.

While emotional intelligence is a widespread phenomenon that has been studied as a factor of adaptive functioning in the teaching profession, comparatively the teacher's belief about their regulating negative emotional states got less attention. The variable (negative mood regulation expectancies) represents generalized belief of an individual about how effectively they can alleviate their negative emotions and restore equilibrium in emotions. The function of these beliefs may function as a critical cognitive-affective resources which influences teachers interpretation and response to emotionally demanding situations occurred in their profession.

Job satisfaction and teaching are closely linked with emotional experiences at workplace. Teachers are likely to maintain positive professional attitudes and sustained engagement if they perceive emotional challenges as temporary and manageable. In contrast, teachers may experience disengagement from their professional roles, persistent dissatisfaction, and emotional exhaustion if they have doubts in their ability of coping with negative emotional exhaustion.

The cognitive-affective opinion suggests that individuals can significantly shape their emotional response and behavioural outcomes if they have belief about their emotional coping capacities. If considered this perspective, negative mood regulation expectancies may play crucial role in establishing teacher job satisfaction by the influence on how emotional challenges are being appraised and managed. Teachers are likely to derive greater satisfaction and exhibits greater resilience from their professional experiences, if they believe that they can regulate their negative emotions effectively.

While a theory might provide a logical framework, negative mood regulation expectancies as received limited experimentation in the research done in educational field, especially in relation to the job satisfaction of teachers. Widespread studies have been focused on organizational factors or emotional intelligence and overlook the role of cognitive beliefs about the emotional regulation. the current study addresses this gap by considering negative mood regulation expectancies as a primary predictor of teacher's job satisfaction among, while examining emotional intelligence as a variable as a complementary emotional competence.

Literature Review

Negative Mood Regulation Expectancies- A Cognitive-Affective Resource

Catanzaro & Mearns (1990) has been conceptualized the term negative mood regulation expectancies as a belief that they can alleviate their negative emotional states using behavioral and cognitive strategies. In contrast to emotional intelligence, that reflects actual emotional ability, negative mood regulation expectancies present perceived commonly emotional coping capabilities. This differentiation is significant as perceived coping efficacy commonly determines emotional resilience more straightforward than alone with skill possession Bandura (1997).

Teachers are likely to interpret emotional challenges as temporary rather than irresistible and are manageable, such teachers have strong mood regulation expectancies. Within the classroom environment which is demanding this cognitive appraisal may helpful in preventing stressful situations and promote adaptive emotional functioning.

Negative Mood Regulation Expectancies and Emotional Resilience in Teaching

Teaching is such a profession which involves constant exposure to the situations with emotionally demanding that requires stress, disappointment, and frustration to be regulated. The teachers who are confident that they can manage their emotions successfully are more likely to use adaptive coping strategies for problem solving and cognitive reframing (Gross, 1998). These strategies can be helpful in enhancing job satisfaction by facilitating emotional recovery and maintaining occupational engagement.

On the contrary, low mood regulation can lead to reduce occupational satisfaction and may lead to emotional exhaustion and rumination. Thus, negative mood regulation expectancies may serve as a psychological buffer which is helpful to protect educators from occupational stress and its adverse emotional effects.

Negative Mood Regulation Expectancies and Job Satisfaction

Job satisfaction as described by Locke (1976) reflects an emotional evaluation which is positive in one's occupational role. Related theories of emotional appraisal suggests that occupational satisfaction is influenced also by individual's belief about their own ability of coping with emotional stressors and not only by job conditions that are external (Weiss & Cropanzano, 1996). Teachers who have strong mood regulation expectancies perceive the stressors at workplace as challenges but are manageable in return it results in positive job attitudes.

Empirical research by Sy, Tram, and O'Hara (2006), in organizational psychology shows that the individuals who have greater emotion regulation beliefs demonstrates higher occupational well-being and resilience. If this framework applies to teaching profession, it suggests that negative mood regulation expectancies may considerably predict job satisfaction by shaping institutional demands and also coping responses of emotions.

Integrating Emotional Intelligence and Negative Mood Regulation Expectancies

Although negative mood regulation expectancies focus on the emotion regulation beliefs that are cognitive, emotional intelligence focuses the functional ability to regulate emotions and perceive them perfectly (Mayer, Salovey, & Caruso, 2004). Combining both the variables provides complete understanding of the emotional functioning among the educators. Negative mood regulation expectancies strengthen confidence to apply these skills successfully whereas emotional intelligence equips with the emotional regulation skills. This is the reason that negative mood regulation expectancies may operate as a mechanism which is cognitive affective and in higher order, this also influence whether emotional competence explains sustained job satisfaction among teachers.

METHOD

Research Design and Sample

The survey design adopted for the study was a descriptive correlational survey design. Data was collected through stratified random sampling from the sample comprised of 280 secondary school teachers working in the schools of Chandigarh. The sample was collected ensuring the balanced representation across school type and gender.

Instruments Used

- To measure negative mood regulation expectancies; Negative Mood Regulation Scale developed by Catanzaro & Mearns (1990) was used.
- Emotional Intelligence Scale developed by Hyde, Pethe, & Dhar (2005) was used to measure emotional intelligence of teachers.
- Job Satisfaction Scale developed by Singh & Sharma (1990) used to measure job satisfaction of teachers.

Data Analysis

To examine the predictive role of negative mood regulation expectancies on job satisfaction and considering emotional intelligence as a covariant.

RESULT

Table 1 Descriptive Statistics and Correlations among Study Variables (N = 280)

Variable	M	SD	1	2	3
1. Emotional Intelligence	137.82	15.16	—	.36**	.24**
2. Negative Mood Regulation Expectancies	113.15	11.92	.36**	—	.31**
3. Job Satisfaction	78.84	9.37	.24**	.31**	—

$p < .01$

The correlation analysis indicated significant positive relationships among Emotional Intelligence, NMRE, and Job Satisfaction.

Table 2 Multiple Regression Predicting Job Satisfaction (N = 280)

Predictor	B	SE B	β	t	p
Emotional Intelligence	0.18	0.07	.15	2.40	.017
NMRE	0.29	0.08	.22	3.35	.001

Model Summary:

$R = .30$, $R^2 = .09$, Adjusted $R^2 = .08$

$F(2, 277) = 13.76, p < .001$

NMRE emerged as the stronger predictor of Job Satisfaction compared to Emotional Intelligence.

DISCUSSION

Outcome of the study confirms that negative mood regulation expectancies is a significant predictor of the job satisfaction among teachers. Teachers demonstrate higher occupational satisfaction who believe in their own capability of managing negative emotional states effectively. The findings support cognitive-affective theories which suggests that in determining occupational well-being there is a crucial role of emotional coping beliefs (Bandura, 1997).

Additionally, emotional intelligence is also having a great contribution in job satisfaction, negative mood regulation expectancies rise as a very strong predictor which highlights that belief in emotion regulation is as crucial as emotional skills. Teachers often face emotionally challenging situations and only those teachers recover from the negative emotions who are less likely to experience burnout or prolonged dissatisfaction (Gross, 1998).

The results underscore the significance of cognitive appraisal mechanism in developing teacher well-being. Not only this emotional competence also provides regulation skills, whereas mood regulation expectancy finds out whether these skills are utilized effectively in the context of profession.

CONCLUSION

The current study aimed to examine cognitive affective determinant of job satisfaction (negative mood regulation expectancies) among secondary school teachers, along with this emotional intelligence serve as a complementary variable with emotional competence. Outcomes of the study indicates that the belief of teachers in their ability to manage their negative emotional states plays an important role in deciding their occupational satisfaction. Indeed, mood regulation expectancy emerged as a stronger predictor than emotional intelligence which suggests that emotional skills of teachers is as important as their belief about their emotional coping capacity.

If its practical standpoint considers, teaching is such a profession that is embedded in constant emotional interaction. On regular basis teachers get exposure to emotional situations that are fluctuating such as administrative pressure, student engagement, and achievement to behavioural disruptions. The teachers who strongly belief that they can recover from disappointment or stress, and frustration have high probability that they can remain satisfied with their roles in their organizations and maintain a stable emotional outlook. On the contrary, teachers who perceive difficulty to regulate negative emotions may experience regular emotional strain which may erode their job satisfaction gradually.

The findings support the broader cognitive affective perspective, which perceives emotional experience at workplace as shaped by internal beliefs about regulating and coping of emotions and not only by external conditions. Although teachers get equipped by emotional intelligence with the functional ability to regulate, understand and manage their emotions, while mood regulation expectancies provide with the psychological confidence about the possibility and effectiveness of such management. By interacting these two dimensions create an emotional framework that is resilient and sustains well-being in the educational environments which are demanding these days.

Present study also contributes that in educational contexts especially within Indian secondary school settings there are limited bodies of research on mood regulation expectancies. Study highlights negative mood regulation expectancies as a significant and meaningful predictor of job satisfaction, attention of the research shifts from ability based emotional construct to cognitive belief that the influence of emotional challenges is handled and also interpreted. This viewpoint broadens the awareness of teacher well-being and also encourages a complex perception of emotional resilience in profession.

IMPLICATIONS

The outcomes of the study carry significant implications for professional development, teacher education, and institutional policy.

- Educational administrators and schools should recognize emotional coping beliefs as integral part of teacher well-being. By providing peer discussion forums, supportive work environment, and access to counselling services can help reinforcing teacher's perception that challenges that are emotional are also manageable.
- Teacher preparation programs should focus on strengthening teacher's confidence in the ability to cope with negative emotions, and not solely on the development of emotional skills. To develop stronger mood regulation expectancies training modules should include stress management strategies, reflective practices, and cognitive restructuring.
- Enhancing emotional resilience, incorporate components should be aimed by professional development initiatives. For reduced burnout and long-term professional satisfaction workshops should be provided to encourage teachers to build confidence in emotion regulation, reflect on their emotional experiences, and identify effective coping.

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