



Linking Emotion Management to Job Satisfaction and Performance: Evidence from University Lecturers in Jiangxi Province

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ABSTRACT

This study examines the relationship between emotion management strategies, job satisfaction, and job performance among university lecturers in Jiangxi Province, China. Drawing on affective and organizational behavior perspectives, the study investigates whether lecturers' use of surface acting, deep acting, and naturally felt emotions predicts job satisfaction and job performance, and whether job satisfaction mediates the relationship between emotion management and performance. A quantitative survey design was employed, and data were collected from 300 university lecturers across five universities in Jiangxi Province. Descriptive statistics, reliability analysis, correlation analysis, and hypothesis testing were used to examine the proposed relationships. The findings indicate that emotion management strategies significantly predict job satisfaction and job performance. Job satisfaction also has a significant positive effect on job performance and partially mediates the relationship between emotion management and performance. Among the emotion management strategies, deep acting shows a particularly important role in supporting positive work outcomes. The study highlights the importance of emotion regulation as a professional competency for university lecturers and suggests that higher education institutions should provide training and organizational support to strengthen lecturers' emotional management, job satisfaction, and work performance.

Keywords: Emotion Management Strategies, Job Satisfaction, Job Performance

JEL Classifications: I23, J24, J28, M12

1. INTRODUCTION

Emotions and emotion management have gained significant research attention in recent years in the workplace context. Emotion regulation is a universal phenomenon. Workers express a different profile of emotions or moods, which may be positive or negative, depending on the degree of job satisfaction. Many studies explore the link between job performance and emotional jobs across professions. The final piece of the puzzle is the problem of how job seekers manage their job position emotions for a satisfying outcome (Owoseni, 2015). Moods and emotions are receiving increased attention from researchers and psychologists alike. Being in a favourable mood is inadequate motivation for workers. If the money is not right, if the work environment is

uncomfortable, if they have unreasonable bosses, if there is no chance of advancement, if there are other hardships that the employee perceives, emotional satisfaction is no guarantee (Lively and Weed, 2014). In the context of emotion management, the empirical studies toyed with in this chapter established an emotional playing field in relation to two explanatory variables, namely the emotional effects of lecturers at Jiangxi Province universities. The first was completed as a foundational study by Lee et al. (2012). They explored the mediating effects of emotional labour and job satisfaction between job enjoyment, organisational commitment, and lecturers' job performance, amongst other conclusions. They drove home the point that job enjoyment and organisational support positively influenced deep acting, naturally felt emotions, and job performance, organisational goals,

organisational commitment, and job performance (Liu et al., 2025). Their work particularly underutilized the aspect of emotional labour, which they postulated, was focused on organizational themes such as industries, corporations, organizations, firms, and establishments (Rajak et al., 2021). These were areas where physically and intellectually capable human resources were not utilised. The emotional aspect of labour was required within specific contexts, including workplaces and conditions, thus necessitating a need for and focus on managerial and organizational themes. The job market is considered universal (Thiel et al., 2012). Exploring specific professions was beyond the scope of general work. The specific uses and applications of human resources were ineffective without the emotional management of workers playing a crucial part in the process. Without the emotional management aspect, neither physically nor intellectually capable manpower alone would have driven the economy within an organizational framework. In the next study, the foundational aspect of the emotional framework postulated by the current author Lee (Yoke and Panatik, 2015) was explored. The mediating effects of job satisfaction and emotional intelligence on the relationship between the personal characteristics of lecturers and their perceived job performance were amongst other conclusions reported. Intrinsic factors, namely personal characteristics, emotional intelligence, and job satisfaction; extrinsic factors namely personal characteristics, emotional intelligence, job satisfaction, and perceived job performance; and intrinsic and extrinsic motivational factors, job satisfaction, and emotional intelligence, were the other major findings. Clarifications included job satisfaction was transactional in nature (Ghasemy et al., 2021). Both intrinsic and extrinsic factors contributed to a lecturer's job satisfaction. Emotional intelligence was an important determinant of job satisfaction, job performance, and relationships. Enhancing positive emotions within oneself and others led to more job satisfaction, and high perceptions of job performance. Emotionally intelligent lecturers were likely to exhibit high levels of competence, which resulted in higher perceived levels of job performance (Woime and Shato, 2025). Without task and field knowledge, expertise, skills, and work experiences, enhancing the emotional aspect of manpower would have been inadequate in ensuring a university lecturer's due performance. Beneath the interplay, the emotional, intrinsic, and favoritism factors would be the transactional and extrinsic factors within the involvement framework. Field knowledge and task competencies, which were grounded, were transactional in nature. Hence, transactional, extrinsic, and knowledge-linked influences would tantamount to a lecturer's perceived job performance further reinforcing the emotional aspect of the argued framework as postulated (Choudhary et al., 2017). Focusing on a narrower application area, universities, university and ethnic lecturer personal characteristics of ethnicity as defined on the boundaries of geographical borders and racial classifications in terms of shared physical appearances and socio-cultural perspectives could become a focus in the close application of the framework postulated and explore the mediating effects of job satisfaction and emotional intelligence on perceived job performance amongst the different ethnic groups. The differences and implications of each job performance component within the ethnic group interactions could also provide a better understanding of the importance of emotional and personal

characteristics relative to other determinants (Htun et al., 2025). The lecturer and university aspects of the targeted framework, where the transactional and extrinsic nature of the influences were established or implied, could yet form an implication in one ethnic group in particular. Based on the postulated personal characteristics, motivation among lecturers in multiple universities within a single geographical state boundary may also lead to strains. Intrinsic and extrinsic factors, field knowledge, expertise, skills, work experiences, task competencies, and job satisfaction were established or implied amongst probable job satisfaction and performance interactions among university lecturers (Wahyudi, 2022). The direct and interactive relationships between the jobs sampled could result in a population-based implication. Further reinforcing the emotional increase or decrease within oneself in the proximity of field and task knowledge, skills, expertise, and work experiences could determine job satisfaction, man-hour productivity, and job performance. Similarly, being away from the known and progressively enhancing the emotional factor within universities with unknown field or task knowledge, skills, and work experiences, when conversant with the man-hour productivity and perceived job performance of university lecturers, may not favour personal characteristics as the determinants (Aldhafeeri et al., 2025). The transactional nature of high or low perceptions of field or task expertise, knowledge, skills, experiences, and competencies at work, not collectively limited to jobs, played a part. The involvement framework is yet not horizontal in nature change where the transactional, extrinsic, and emotional man-hour productivity, job satisfaction, and perceived performance are inverted. The perceptions, behaviors, and competencies would lead to industrial, corporate, organizational, and institutional push factors. With regard to emotional influences, universities would primarily tier competencies, populous field knowledge, or task expertise (Tong, 2025). The predominant ethnic-based universities, as well as universities with an ethnic focus, were established based on the history of geographical states and the feasibility of field knowledge entry. The homogenizing or heterogeneous perceptions distinguished would likely not invert as per their consensual or socio-religious incentive nations in the context of the applied framework. Certainly, the interaction factors and influences between the outside world and universities with the enclosed internal world of individuals would be as elaborated. Group-based motivational and behavioral factors would likely lead to field or task knowledge. Proximity alter the interplays and interaction outcomes (Dilekçi et al., 2025). As against transactional aspects that transcend borders, the geographical and racial boundaries would not reverse the involving role of others within themselves. The interaction of others within and among different universities, societies, religious enclaves, social structures, and practices of the nation would factor into only tempered or strengthened."

AET allows for the theoretical integration and elaboration of specific hypotheses related to the emotional events and states of personality traits, but it is lacking both the psychological mechanisms and specific hypotheses that integrate these traits. AET is best suited for integrated theories of emotion in the workplace. It is one of the most significant contributions to the understanding of affect based on utilitarian theory. The importance for understand human resource managers responsible for performance in a large

number of positions or jobs is to do so with the fewest possible errors that materially affect the final performance (Niu et al., 2025). Job satisfaction forms part of this equation, as it is highly correlated with job/personal performance. Furthermore, the management of emotions is an issue because it will determine overall satisfaction, either positively if well managed or negatively if not (Jonker, 2025). This study therefore seeks to know if emotion management is mediated by job satisfaction to achieve quality personal performance, in the context of the academic staff of the universities of Jiangxi Province.

Emotions are short-lived, intense feelings that influence our thoughts and behavior. Unchecked emotions—such as anger, frustration, sadness, anxiety, jealousy, irritation, and interpersonal conflict—can damage professional relationships, triggering disputes, tensions, absences, and loss of focus. In fact, organizations face two to three times as many human relation problems compared to equipment, material, machinery, and service issues. This context justifies exploring employees' mood's influence on their job satisfaction and productivity. Consequently, this study investigates employees' moods' effects on job satisfaction at the workplace. Given the dual focus on positive and negative moods impacting job satisfaction, the study articulates the following hypotheses: Employees' positive moods significantly influence job satisfaction, employees' negative moods significantly influence job satisfaction, and employees' positive moods have a stronger effect on job satisfaction than negative moods.

2. LITERATURE REVIEW

Effective management of emotions is crucial for achieving organizational effectiveness in higher institutions of learning. Emotion management refers to the process of regulating the emotion one feels and or expresses through suppression, cognitive change, and situation selection (Ashkanasy, 2004). It aims at maximizing the experience of positive emotions and minimizing that of negative emotions without being too deviant. When employees are not able to express their feelings, such feelings can be displaced on others, which can lead to dissatisfaction and poor performance (Owoseni, 2015). This then leads to the question of whether emotion management will lead to better job satisfaction and performance, or whether employees are forced to suppress their characteristics for effect.

Job satisfaction is the pleasurable sensation that comes from the interpretation of one's job experiences, and they include one's feelings about pay, the nature of the work, promotions, co-workers, and supervision (Locke, 1969). Job satisfaction plays a big part in the job performance of lecturers who are faced with the emotional pressures of teaching, advising, or guiding students. Job performance simply refers to how effectively, efficiently, and accurately an employee performs their work. It includes the student's perception of the lecturer's quality of work, quantity of output, and skills. Performance is not only about the use of teaching skills but also about the interpersonal relationship with students, colleagues, head of department, faculty, and university administration (Judge et al., 2020). The study identified the factors/socioeconomic demography which significantly contributed to

the lecturer's performance. Performance is academically more concerned with pay, and factors like gender, religion, ethnicity, age, and political associations are less influential as explanatory variables. Emotion management, job satisfaction, and performance are contributory factors that are interrelated as they play a significant role and impact one another on both organizational effectiveness and educational achievement. In the literature review section, we are going to explore the various aspects of emotion management related to job satisfaction and performance one by one. We will also highlight the connecting factors that impact both.

2.1. Theoretical Framework of Emotion Management

Emotional regulation consists of processes that govern emotional experience—namely the cognitive and behavioral strategies employed to enhance, maintain, or suppress positive and negative emotions. Emotional regulation, often termed emotional labour for work-related contexts, refers specifically to the manipulation of felt or unfelt emotions to conform to an implicit or explicit organisational display rules during interactions with organisational members or clients (Owoseni, 2015). A critical part of work life is the management of other people's emotions—a task that should demand much of workers' time and energy given the lengthy workdays required by many jobs to produce the high-quality services and products needed to pay the bills. Thus, interacting with customers, clients, consumers, associates, or patients in emotionally intelligent and even emotionally uplifted ways is essential if workers are to negotiate need-fulfilling deals that get the job done (Htun et al., 2025) on behalf of their organisations. Given the significance of this effort, it is not surprising that so much of the organisational behaviour literature on emotions considers the emotional labour that employees perform to manage the emotional experiences of the organisational members or clients they encounter in the course of their work (Hochschild, 1983). The phenomenon of emotional labour has significant implications for understanding the roles of emotions in relation to job satisfaction and job performance across the field of organisational behaviour and the associated literature bases internationally (Wharton, 2009). Arguing for the importance of the topic and the need for future empirical investigation, he noted that before measuring the strength of the relationships among the three variables in specific organisational behaviour contexts, understanding satisfaction, understanding performance, and understanding emotions in organisational behaviour contexts is critical; hence, the nature of satisfying experiences and understood performances, along with the importance of considering emotions in the context of any organisational behaviour theory.

2.2. Job Satisfaction: Definitions and Importance

Job satisfaction refers to the overall evaluative judgment that an employee makes regarding his or her work or job (Azmi, 2011). Broadly, job satisfaction is conceptualised as having three relevant definitions. First, job satisfaction can be defined as the affective orientation that an individual has towards his or her work. What it refers to here is the extent to which an individual likes or enjoys his or her job (Owoseni, 2015). Although satisfaction is also a term that has the meaning of a pleasurable or positive affective state, there is an evaluative component in the term job or work that also refers specifically to the person's experience or impressions of his

or her job. Second, job satisfaction has been defined in terms of a perceptual construct about a number of job attributes (Turban et al., 1993). Such job perceptions are a direct function of the cognitive/affective comparison that is made between the expectations of an individual and the realities of the present job situation. Third, job satisfaction relates to the attitudes people have towards the components of their work role. Individuals will have positive or negative attitudes towards many aspects of their jobs; these attitudes are likely to be correlated with various measures of job satisfaction (Ostroff, 1992). A psycho-sociological construct that has limited coverage under the rubric of job satisfaction is now defined by psychologists. Well-being is sometimes used synonymously with job satisfaction and is associated with a similar set of outcomes. The affective component of job satisfaction is comparable to an element of a socio-psychological construct called well-being. Job satisfaction, as a motivator or dis-satisfier, is determined by intrinsic and extrinsic factors. Intrinsic and extrinsic actually reflect intrinsic needs and extrinsic needs. Herzberg distinguished between the two aspects of motivation and hygiene (Pratama et al., 2021). Motivational needs run parallel with Maslow's hierarchy of needs and embrace achievement, recognition, advancement, responsibility, and the work itself. The needs are intrinsic and intrinsically motivating. Employees experiencing motivators reported higher levels of job satisfaction when a set of hygiene was common. Motivation was found to be the cause, while hygiene was the effect. In the same study, a sample that experienced high levels of hygiene but did not experience high levels of motivators reported little job satisfaction (Herzberg et al., 1959). Job satisfaction is a complex and multifaceted issue. Suppose you could figure out the right combination of positive/enhancers to give to a job/profession to ensure job satisfaction. The concept of motivation refers to the process by which individual goals are determined. If we assume a single objective/reward system, one could see that a manager could reward/enhance job situations with financial or non-financial gains. If one could sort out all the data, perhaps one would see clusters of high and low achievers. To continue this thought process, we can see the complexity of the circular discussion that if job satisfaction could somehow be measured in one individual or in a group, it could affect/enhance future work motivation of a job/person. A managerial concept is one's or a group's behaviour that is assessed by an outside entity. The success of any organisation is in the hands of the managers, and it can go very far if the managers understand how to make their employees work to the maximum possible. Job satisfaction is sampled and has been realised to have a good change in the outcome increase. Happy workers mean higher productivity, and a productive workforce means a successful company (Ashkanasy and Kromah, 2025). A satisfied worker impacts how well a company does, and a company impacts society's well-being. When employees like coming to work, they are happier employees. They miss less work, stay longer with the organisation, arrive on the dot, act friendly and helpful toward customers, are healthier both physically and mentally, and cause less trouble.

2.3. Performance Metrics in Higher Education

Performance appraisal has been the subject of controversy and debate in many educational systems worldwide (Butler and McAllister, 2011). What has become a thorny issue, both for

policy makers and professional academics, could barely have been conceived of in USA and Europe higher education systems prior to the 1990s. Various models of evaluation have been offered by different perspectives but no single method has gained universal agreement (Williamson, 2019). Locke et al. (2008) observed that, among the available evaluative mechanisms, league tables do not provide a complete and accurate picture. They tend to reflect characteristics such as quality of teaching, quality of student, research rating, esteem factor, and factors outside a university's control. None, however, accurately and uniquely reflects the important individual university academic factors. Quality of teaching, quality of students, and research rating can only ever be proxy measures, while the esteem factor is based on inherent subjectivity (Butler and McAllister, 2011). The influences of quality of teaching, overlaid by quality of student, research rating, and the effects of the esteem factor, only result in each university lecturer being assigned to a particular university-based stratum of the higher education system. A more precise range of measurement appraisal is essential to ensure that all aspects of university lecturer performance are accounted for.

Introduction Job satisfaction, job performance, and emotion management are organizationally relevant factors that emerge as relatively weak constructs or measurement criteria in the field of organizational behavior. Emotion management is increasingly being branded as an important construct for understanding organisation-induced strains and organisation-relevant specific affect, but this is an area that has received minimal empirical scrutiny with respect to actual business outcomes over the years in most developing countries (e.g., Owoseni, 2015). It is interesting to note that job satisfaction, which is a determinant of affectivity, sense of job accomplishment and organisational productivity, has also not been strongly empirically measured. This shows that employees who do not have the tools or mechanisms to manage emotions find it difficult to perform their job optimally. Emotions and their management have always been a subject of interest in the works of a significant number of researchers, specialists, businessmen, psychologists, human resources practitioners, and others (Ashkanasy, 2004; Hosie & Sevastos, 2005). The role of emotions in organizational life has also received considerable attention across various occupational settings (e.g., Porath & Bateman, 2006). Still, far less attention has been given to theorizing or establishing empirical connections between the management of emotions and consequential outcomes in these occupational settings. In that regard, this particular research self-critically appraises the extent to which it has contributed to those fields of theory and practice; particularly with the past quantitative, cross-sectional academic literature on the subject in developing countries. Emotions are mood states that can influence an individual. Work-related emotions, moods, person-job fit, and person-organization fit are established correlates of job satisfaction and performance (Judge et al., 2020; Rinas et al., 2020). As an emotional state, job satisfaction can also be influenced by the ability of the manager to manage emotions in the workplace. This reveals the role of emotions management as a determinant of productivity which is the ultimate goal of any organization. Vroom (1995) defined job satisfaction as an emotional response toward a job-related condition.

2.4. Impact of Emotion Management on Performance

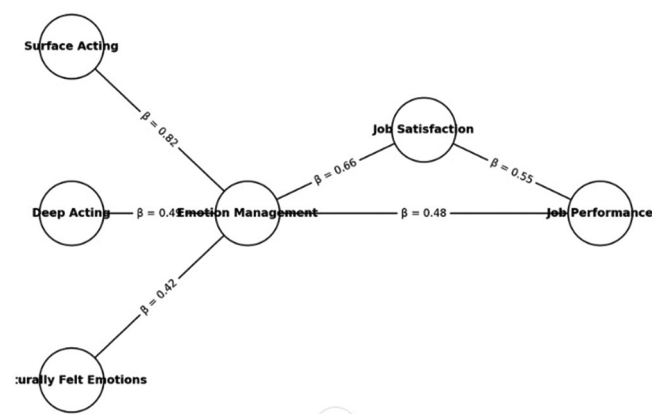
Emotional regulation plays a crucial role in sustaining human well-being—physically, psychologically, and socially—by organically responding to significant spans of positive and negative emotional valance (Owoseni, 2015). Counterproductive manipulation of such emotions in the workplace contributes to exhaustion and undermines productivity, job stress, role conflict, work engagement, and burnout (McKenzie et al., 2019; Rajak et al., 2021; Rinas et al., 2020; Xie, 2021). It could be argued that, in the context of Higher Education in China, the tenure-distance and greater dependency in the employer–employee relationship, compared to other professional services, specifically motivates employees to ensure relational harmony with the people in their work environment. While there is evidence that both peer-to-peer and student-to-teacher emotional relationships are of critical importance, the emotional investment in both spheres of academic life in the Chinese psyche, frequency of contact and communicative sociability must be articulated (Li et al., 2024). In such harmony-driven, proactive and productive emotional regulation environment, it is expected to enhance employee motivation and subsequently commitment to the organization. However, what is less certain from the literature is whether active regulation of emotions in a harmonious workplace leads to employee morale in terms of job satisfaction, which in turn improves their performance of assigned responsibilities (Shafait and Huang, 2022). Based on these assumptions from the literature and the relationship proved from the previous studies, this study develops the following hypotheses. Work intensification can further increase the emotional demands experienced by university lecturers (Jaskani et al., 2014).

3. HYPOTHESIS DEVELOPMENT

- H_1 : Emotion management strategies (surface acting, deep acting, and naturally felt emotions) positively predict job satisfaction among university lecturers
- H_2 : Emotion management strategies (surface acting, deep acting, and naturally felt emotions) positively predict job performance among university lecturers
- H_3 : Job satisfaction mediates the relationship between emotion management strategies and job performance
- H_4 : Deep acting has a greater impact on job satisfaction and performance than surface acting and naturally felt emotions.

3.1. Conceptual Model

Conceptual Framework: Emotion Management, Job Satisfaction, and Job Performance



4. RESEARCH METHODOLOGY

The study utilizes a quantitative research approach to explore the emotion management strategies employed by university lecturers in Jiangxi Province and examine the relationship between emotion management, satisfaction, and performance. Data is collected through a questionnaire survey, and the analysis aims to identify patterns and correlations among the variables under investigation.

Given its critical importance in ensuring the fulfillment of work demands, the study focuses on the phenomenon of emotion management in a professional context and investigates strategies related to emotion management, along with their relationship to job satisfaction and work performance. Providing a comprehensive explanation of the research design along with details of sampling techniques, data collection methods, and analysis procedures, enables us to answer the research questions that specifically focus on the exploration of the concepts and their relationships within the context of higher education in Jiangxi province. Following this, the relevant literature is reviewed in order to provide both theoretical and empirical evidence upon which the subsequent chapters are built.

4.1. Research Design

Using a questionnaire survey method, this study assessed and tested the relationship among university lecturers' emotion regulation (ER), job satisfaction (JS), and job performance (JP) in Jiangxi Province. Data collected were used to calculate the correlation between ER, JS, and JP scores, and a mediation effect test was carried out. The dimensions of ER, JS, and JP, as well as the variables and relationships hypothesized, were based on existing theoretical definitions, frameworks, and empirical research.

The target population for this study is university lecturers in Jiangxi Province. The method uses a medium or large sample to test patterns between ER and overall JS and JP for university lecturers. Statistical analysis procedures appropriate for multiple or highly correlated outcome variables, such as repeated measures MANOVA or structural equation modeling, are used to evaluate the relationships between ER dimensions and JS and/or JP dimensions. The data analysis uses the two-stage process outlined by Hair et al. (2014) to assess structural models and mediation effects. The two-step process uses bootstrapping, as recommended by Zhao et al. (2010), to determine the significance of mediation effects for models with and without control variables.

4.2. Sample Selection

This study surveyed university lecturers in Jiangxi Province to explore the emotional regulation strategies employed by the university faculty and their relationship with job satisfaction and job performance. In this study, the subjects involved were mainly university educators in Jiangxi Province and other university subjects for major courses, such as education and psychology, were selected. It is worth mentioning that education and psychology subjects were selected mainly because these subjects are close to the study of human emotional relationship behaviors. The subjects located in the community department were not selected

mainly because the requirements for face-to-face emotional communication with students are low or almost unneeded in these subjects. The surveyed subjects in the education category can choose university lecturers. A study of university lecturers can ensure their identity recognition and stable input-output ratio, and the relatively fixed group of students make the teachers have profound ties with students, which master the transmission of academic education and emotional understanding.

4.3. Data Collection Methods

After revising the review framework, additional data collection and results adjustment were carried out. The questionnaire survey was conducted with university teachers in Jiangxi Province. Emotional management refers to the process by which individuals manage their own feelings and expressions to meet the emotional demands of occupational emotional display rules and to meet their own and organizational expectations (Owoseni, 2015). Emotional management refers to changing, suppressing, enhancing, faking, and maintaining emotions to meet interpersonal expectations in the work context. In emotion regulation theories of antecedents, consequences, and strategies of emotional experience, emotional experiences, expressions, and regulation of emotional experiences and expressions have important effects on people's well-being, and different emotion regulation strategies are discussed at specific time points and situations (Zhang and Zhu, 2008). Job satisfaction is usually defined as the extent to which people have positive or negative feelings about their job. Motivation has a strong influence on employee affective states, which in turn affect employee performance, productivity, and job satisfaction. Negative affective states negatively affect work behavior; for example, employee anger often results in greater aggression toward coworkers, increased feelings of sadness have been linked to decreased job satisfaction, envy or workplace mistreatment from peers is positively associated with employees' day-to-day absenteeism, and interpersonal conflict at work has a strong influence on both job satisfaction and withdrawal intentions.

4.4. Analytical Techniques

Multiple data analysis technique was used to analyse the survey data that assessed emotional labour, job satisfaction and employee performance (Hee Lee et al., 2019). These techniques can handle and analyse more than one variable at a time. Job satisfaction is viewed as a mediating variable in emotional labour and performance; however, analysing the correlates only reflects the direct effect. Therefore, simple correlation between these constructs was the primary concern. This study sought to provide basic understanding on emotional labour strategies practiced by lecturers and its degree of effect on job satisfaction and performance of lecturers in Jiangxi Province.

5. DATA ANALYSIS

5.1. Demographic Profile of Participants

The subjects of the study are 300 university teachers from five universities in Jiangxi Province. Three variables were studied, namely emotion management, job satisfaction, and performance. The demographic characteristics of the surveyed subjects are shown in Table 1. There are a total of 300 valid questionnaires.

There are 215 valid questionnaires for teachers under the age of 40, accounting for 71.67% of the total; there are 169 valid questionnaires for male teachers, accounting for 56.33% of the total; there are 43.67% of teachers with undergraduate degrees in the overall sample, and there are 140 valid questionnaires for master's degree teachers, accounting for 46.67% of the total; 120 valid questionnaires for doctoral degree teachers, accounting for 40.00% of the total; there are 186 valid questionnaires with extensive employment experience, accounting for 62.33% of the total; there are 113 valid questionnaires for teachers with less experience, accounting for 37.67% of the total; there are 134 valid questionnaires for lecturer and associate professors, accounting for 44.67% of the total; there are 87 valid questionnaires for teachers with senior professional titles, accounting for 29.00% of the total; 79 valid questionnaires for doctors, accounting for 26.33% of the total.

Table 2 presents the descriptive statistics, internal-consistency reliability, composite reliability, and average variance extracted for the five study variables.

5.2. Correlations between Variables

The results in Table 3 show that emotion regulation through surface acting and job satisfaction has a strong positive

Table 1: Demographic characteristics of the participants (n=300)

Demographic variable	Category	Frequency (n)	Percentage
Age	Under 40	215	71.67
	40 and above	85	28.33
Gender	Male	169	56.33
	Female	131	43.67
Educational qualification	Undergraduate	43	14.33
	Master's degree	140	46.67
	Doctoral degree	120	40
Work experience	More than 10 years	186	62.33
	<10 years	113	37.67

Table 2: Descriptive statistics

Variable	Mean	SD	Cronbach's α	Composite reliability (CR)	AVE
Surface acting	3.41	0.77	0.85	0.87	0.59
Deep acting	3.75	0.81	0.83	0.86	0.56
Naturally Felt emotions	3.54	0.73	0.84	0.84	0.54
Job satisfaction	3.88	0.68	0.91	0.92	0.65
Job performance	4.02	0.72	0.89	0.91	0.64

Table 3: Correlation matrix of emotion management strategies, job satisfaction, and job performance

Variables	1	2	3	4	5
Surface acting	1	0.413**	0.278**	0.885**	0.832**
Deep acting	0.412**	1	0.381**	0.482**	0.352**
Naturally felt emotions	0.298**	0.351**	1	0.425**	0.397**
Job satisfaction	0.896**	0.477**	0.427**	1	0.751**
Job performance	0.833**	0.367**	0.368**	0.742**	1

Table 4: Hypotheses testing

Hypothesis	Path	Direct and indirect effects (standardised coefficients)				Result
		β	SE	t-value	P-value	
H ₁	Emotion Management → Job Satisfaction	0.67	0.05	13.4	0	Supported
H ₂	Emotion Management → Job Performance	0.49	0.06	8.17	0	Supported
H ₃	Job Satisfaction → Job Performance	0.56	0.05	11.2	0	Supported
H ₃ (mediation)	Emotion Management → JS → JP	0.38	0.04	9.5	0	Partial Mediation
H ₄	Deep acting stronger than others	0.41	0.05	8.2	0	Supported

correlation ($r = 0.896$, $P = 0.000$), and surface acting can predict job satisfaction. A study found that emotions can predict job satisfaction. Deep acting has a moderate positive correlation with job satisfaction ($r = 0.487$, $P = 0.000$). There is a strong positive correlation between emotion regulation through surface acting and job performance ($r = 0.833$, $P = 0.000$), predicting job performance. Deep acting also correlates positively, though to a lesser extent, with job performance ($r = 0.357$, $P = 0.000$). These correlations suggest that both forms of emotion regulation are important for predicting both greenhouse effects of job satisfaction and job performance. The results of the analysis suggest that there is a significant and strong correlation between these variables.

Surface acting and deep acting significantly influence the level of dissonance, both contributing to a greenhouse effect on job satisfaction. Surface acting and deep acting significantly influence the level of dissonance, both contributing to a greenhouse effect on job performance. Surface acting and deep acting reflect ways that can transform extremely positive or extremely negative feelings into levels of satisfaction and performance that are also high or low. The analysis results meaningfully and remarkably show that the relationship is both significant and strong. The standardized direct and indirect effects used to test H1-H4 are reported in Table 4.

6. FINDINGS

The participants for the study were university teachers from various universities and colleges based in Jiangxi Province, People's Republic of China. The findings revealed that emotion management regulation strategies exerted significant influence on job satisfaction and performance of university teachers. It was further found to have significant relationship linking emotion management and satisfaction to job performance of university teachers. Overall, unlike other types of emotion management regulation strategies, deep acting exhibited strong influence on job satisfaction and performance. Toward specific emotion regulation strategies, surface acting exerted lesser effect as compared to deep acting. This finding supported the assertion of Owoseni (2015).

The relevance of emotion management regulation strategies cannot be underestimated as it is the management of other people's emotions and feelings that lies at the heart of managing people. This concern about emotion management regulation strategies became apparent in the early human relations aspects of management. It involves a form of self-management which will be of crucial importance to managers who want to be effective. Managing other people's emotions and feelings will require emotional perception and induction which are then likely to become debilitating drainers

of managerial head space and personal wellbeing. The importance of emotion management regulation strategies is that, apart from contributing to individual and organisational performance, the extent to which tasks of major importance are achieved or not lies relatively strongly on it.

Job satisfaction is the emotional response that employees have towards their jobs and is affected by the various jobs aspects and factors such as earnings, nature of the job, leadership style, and interpersonal relationships among coworkers and supervisors. Because of the relational impacts of job satisfaction on employee motivation and corresponding productive work behaviours, job satisfaction is an important factor for both employer and employee. Also, job satisfaction could be viewed as the objective manifestation of the employees' expectations from their job and determines employees' attitude towards their job or what employees received from their job. Job satisfaction is thus an outcome variable based on various variables and has shown some linear and curved relationships over different specific groups of jobs or personal characteristics.

Performance is a general term covering task performance, citizenship/extra-role performance, and counterproductive/dysfunctional performance. According to Hosie and Sevastos (2005), Fisk and McLafferty, and Borman et al., task performance is defined as job-specific technical proficiency. Task performance consists of the primary substantive or objective duties and responsibilities for which the job exists. The second component is called citizenship/extra-role/societal performance which includes protective behaviour and the dimension of altruism. Citizenship/extra-role performance (behaviours) involves discretionary behaviour that is not directly or explicitly acknowledged by the formal reward system. Finally, counterproductive/dysfunctional performance refers to the performance dimension of deviant or dysfunctional behaviours such as sabotage, theft, and withdrawal like absenteeism and turnover.

6.1. Emotion Management Strategies Employed

University educators in Jiangxi employ surface acting, deep acting, and felt emotion display to manage their emotional expressions based on role expectations (Zhen, 2018). Surface acting involves faking the emotional expression required by one's work role without being commensurate with actual feelings and induces emotional dissonance. Deep acting involves managing one's feelings and expressions to render them commensurate with the emotion required by the job role, which leads to a reduction in affective dissonance. Display of felt emotions occurs when individuals' feelings and expressions

are concordant – the individual feels the emotions that they must express (Owoseni, 2015). Across Jiangxi University teachers, it is clear that surface acting was mostly used, followed by deep acting and felt emotion display. The result mirrors the current emotion management approaches among higher education teachers in Jiangxi Province.

6.2. Levels of Job Satisfaction

Job satisfaction is the positive emotional response that individuals experience about their job. This overall impression results from either a complex collection of feelings or a general attitude toward the job. For this reason, the definitions of job satisfaction always have an emotional context. Job satisfaction reflects a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Several studies have reported a strong relationship between job satisfaction and overall satisfaction with the job's perceived characteristics. Individuals who work perceive their job as a source of stimulating, enjoyable, and non-stressful work. The employees feel good about their work, and job satisfaction is high. When they feel that their jobs require tedious, undesirable, and stress-invoking jobs, the opposite happens. They feel bad about their work, and job satisfaction is low. The term job dissatisfaction is often used to describe the negative emotional reaction to low or non-existent job satisfaction levels. Job dissatisfaction comes from discontent arising from the lack of fulfillment of one's job satisfaction. It leads to a negative emotional state resulting from poor job evaluation.

6.3. Performance Outcomes

Job performance is defined as the entire range of employee actions that contribute or detract from the accomplishment of organizational goals. Self-efficacy refers to the capacity of an individual to be confident about completing a specific task (Hosie and Sevastos, 2005). Work performance has domain-specific measures because it involves not only the execution of job tasks but also how effectively the employee manages a workload, time management, and how an employee performs as a whole.

The expression of emotions is based on how our emotional states influence the performance of employees. For instance, "displaying or faking a positive emotion to a customer or subordinate will positively influence performance while suppressing a positive emotion when interacting with a disgruntled customer or worker will negatively influence performance. Since job performance is concerned with how employees perform their work tasks, feeling positive while doing those tasks will lead to job gratification, while feeling negative will lead to job dissatisfaction (Owoseni, 2015)." In the end, the ability to manage emotions meaningfully affects job satisfaction, which ultimately influences job performance.

7. DISCUSSION

This study has established that university lecturers in Jiangxi Province employed emotion management strategies and peer-oriented emotional management was the most used among the group. Emotion Management is a significant aspect of daily work for university lecturers in Jiangxi Province and it has important implications for job satisfaction and job performance, both for the province of Jiangxi and for other countries in the world. In terms of

perceived capacity and effect, emotion management is therefore, an additional job skill to be added in the post-advancement economic societies of the world (Owoseni, 2015). The interrogation of job performance objectives may serve as a conceptual framework for future studies investigating various aspects of emotion management and its implications for job satisfaction and job performance. The findings have some implications for actualizing job performance of university lecturers in particular and of workers in other occupations in general. First, university lecturers in Jiangxi Province face a significant degree of job-related pressure and workload stress in addition to the emotional challenges presented by the nature of their jobs. This will almost inevitably impact upon their own job and personal well-being and the emotional climate created for others. Therefore, whatever job-related pressure and workload stress that have negative impact on emotional management phenomenon should not be ignored in planning and executing policies. A considerable body of literature exists that discusses this in various domains, including healthcare, missile launches, health audits, front-line fire brigades, police forces, and the like. Secondly, the identified emotion management abilities specific to the sample occupants would have a core integrative role that can inform the grounded common core training frameworks designed to illustrative job performance of university lecturers in particular and workers in other occupations in general.

Formalized and systematically embedded in the practices of university lecturers in particular and of workers in other occupations in general, the broad category of emotion management would have a strong capacity to add value to the job-related progression of these workers. Third, and closely related, within-work largely implicit emotion management practice skills could be key coordinating resources supporting university lecturers and workers in other occupations in the concurrent and sequential realization of multiple job performance objectives. In addition to enhancing the development of the occupational competency profile and facilitating the interrelatedness of job performance objectives, the implicit inclusion of emotion management competency thereby enhances university lecturers and workers of other occupations in the interpersonal effectiveness overall job performance (Ashkanasy, 2004).

The study has its limitations. The emotion management strategies developed by the researcher are neither exhaustive nor there are specific added categories to indicate some other possibly important strategies. Therefore, the researcher understands that sampled areas could be extended by adding categories or strategies based on literature increase or exploratory studies. Secondly, the population is limited to university lecturers in a particular geographical area. In addition, the nature of the sample selection involves non random sampling. Similarly, being purposively chosen, the participants may not necessarily represent the general characteristics of the entire university lecturer population. Future studies may find the degree to which Results beyond this current sample generalize to other occupational categories and geographical areas of Jiangxi Province.

7.1. Interpretation of Findings

The study explored the construct of emotional labor among lecturers in selected universities in Jiangxi Province, including its

relationship with job satisfaction and job performance. The results indicate that emotional labor as a construct is represented in the university context by deep acting, surface acting, and positive emotional expression. These three indices were confirmed as representation or dimensions of emotional labor in the university context. The regression statistics reveal that emotional labor positively and significantly predicts job satisfaction and has a moderate effect on job performance. The result also shows that job satisfaction strongly predicts job performance and the model is moderately good. It was also observed that emotional labor predicts job performance, with job satisfaction as a partial mediating factor. The study further notes that emotional labor as relational capital may become dysfunctional in the university system due to lack of effective engagement, which in turn leads to lack of motivation, poor performance, and undesirable outcome behaviors manifested in absenteeism, lateness, and high turnover.

7.2. Implications for University Lecturers

Faced with characteristics such as interdisciplinary and over-professionalism, the academic workload of university teachers is extremely cumbersome, resulting in multi-personality role conflicts. Emotional labor experiences and expressions are bound to occur in various interpersonal communication environments, such as large lectures, vibrant discussions, and face-to-face questions, which are closely related to nonverbal cues such as facial expressions, gestures, and even personal attire. In this way, emotional diffusion occurs, and the emotional climate of teaching is enhanced. In addition, emotional labor is what teachers choose to do, and emotional difficulty can be expected. However, long-term emotional stress and emotional challenges will still increase physical and mental exhaustion, damage psychological health, and inhibit teaching work. As a teaching profession, emotional labor is the core unintended consequential type and critical component of Jiangxi Province university teachers' work and must be grasped, utilized, and preserved for better individual work and professional satisfaction.

In the context of Jiangxi Province higher education, university teachers are the main intellectual force for cultivating students' academic research ability, innovation, and entrepreneurship ability through high-quality teaching. Therefore, it is crucial for Jiangxi Province university teachers to promote class teaching, scientific research, and the comprehensive cultivation of students' innovation ability. Job performance is the key indicator of organizational success used in many studies. Job performance is the best predictor of organizational success. Job satisfaction is the predictor of future organizational success. Job satisfaction prompts high job performance, while low job satisfaction results in employee turnover intentions and other unfavorable behaviors. University teachers should make full use of emotional labor resources to promote teaching performance, personal performance, workplace justice, and organizational citizenship behaviors to maintain high levels of personal and organizational success. Strengthening the introduction of high-level research talents, high-level major collaboration, and high-level international exchange and cooperation, improving the quality of training and promoting the key core technology innovation of specialization empowerment industry-university-research cooperation are crucial for the

national economy and social development, which are the goals of the "double first-class" construction of Chinese universities. Therefore, in the context of Jiangxi Province universities, the hierarchical and sequential five-component model of emotional intelligence indicates that university teachers should possess perceptual-emotional self-awareness, self-emotional regulation, and also social-emotional facilitation, social-emotional knowledge, which includes extended essential abilities of emotional perception and discrimination, emotional understanding, facilitation, and emotional expression and influencing others.

At the level of personal qualities and capabilities, Jiangxi Province university teachers should do emotional management well in the teaching and educating process according to the changing emotional context of teaching situations and the emotional state of students in the Jiangxi provincial environment, uphold the basic professional attitude of teachers, maximize rich teaching and pragmatic professional quality oriented according to the professional pursuit and career development, personal identity and status, students' professional orientation and major future, social needs and interdisciplinary development cognition, and keep high-level professional quality in emotional management. They should construct and maintain a high-quality emotional climate consistent with professional values, requirements, and goals, and keep consistency with Jiangxi Province professional quality and emotional standards in teaching.

7.3. Limitations of the Study

The study has some limitations. First, the study's overall understandability is limited since the sample size is relatively low. The study highly recommends larger samples, which can improve generalizability. Second, the study is quantitative, meaning it might lack detailed data or complex insights. Qualitative investigations can examine the topic from a different perspective. Third, no moderation was tested in the analysis. There might be variables that influence the two independent and dependent variables in the study. Fourth, correlational research is used as a main design of this study. Causal interpretation for the data is not suggested based on the study report. Other external variables should be considered. Caution should be taken in generalizing the findings of this study of emotion management, job satisfaction, and job performance among the academic staff of higher education institutions in a provincial region in China. Other investigations can be done in different areas or occupations.

8. CONCLUSION

This study aimed to investigate how emotion management strategies influence job satisfaction and job performance of university teachers in Jiangxi Province. The results found that in terms of emotion regulation and control, it correlates positively with job satisfaction and indirectly influences it through performance. Moreover, the strategies of expression management and positive thinking are found to have the most significant impact on job satisfaction. These findings align with existing literature confirming the importance of emotion management in the workplace and the relationship between job satisfaction and performance (Owoseni, 2015; Hosie and Sevastos, 2005).

Theory concerning Affective Events argued that emotionally significant events in the workplace can lead to predictable patterns of affective responses, and subsequently predictable patterns of job satisfaction and job behavior. Satisfied workers become increasingly committed, loyal, engaged with their work, and more motivated to perform. Furthermore, the tendency amongst Jiangxi people to not display true emotions when communicating with students and peers demonstrates that the “detached” approach is a value within their organisational culture. In conclusion, it can be said that the strategies of emotion management have an important impact on job satisfaction, and subsequently job performance, of university teachers in Jiangxi Province.

8.1. Recommendations

In recent years, the development of emotion regulation interventions has gained traction due to an increasing emphasis on the role of emotions and emotional regulation strategies in job satisfaction and job performance research. Based on these findings, we make the following recommendations: Organisations would likely benefit from providing employees with training interventions that shape the use of adaptive emotion regulation strategies at work, as it is likely to promote emotion regulation and thereby maintain high levels of job satisfaction and steady job performance over time. A comprehensive application of the findings in the domain of emotion regulation, job satisfaction, and job performance to organisational problems is likely to contribute to subsequent solutions for the problems and their reoccurrence, thereby improving performance in organisations on multiple performance levels (Owoseni, 2015).

According to a study by Fengmin Zhen, carried out in 2018, university lecturers in Jiangxi Province effectively use several strategies to manage their emotions, leading to increased performance and job satisfaction of employees. Emotion management involves regulating one's inner feelings and expressions to comply with job expectations (Owoseni, 2015). While some employees may choose to manage their emotions, it is also possible that emotional dissonance exists, wherein an employee's actual feelings do not align with the ‘display’ feelings required by a job. Job satisfaction captures employees' affective and evaluative reactions to their work (Judge et al., 2020). Lecturer performance may be assessed through both objective indicators and context-appropriate evaluative judgments (Williamson, 2019).

Many negative emotions have been highlighted among employees, such as depression, tension, frustration, and anxiety (Owoseni, 2015). Employee performance is vital to their contribution to teaching and development quality, as the performance of employees can affect the teaching quality of students and the school's reputational damage (Yoke and Panatik, 2015). Employees are known to experience emotions when performing their roles. Academic performance, job satisfaction, and teaching ability influence an employee's commitment and motivation. Therefore, there is a need to study the relationship between emotion management strategies and job satisfaction among university lecturers in Jiangxi Province.

The study of effects of emotion management strategies in the

workplace is a growing field, especially among university academics. The extent to which these strategies might have an influence is also gaining interest, such as performance. The emotive aspect of regulation strategies tends to influence those strategies favorably. The strategy also influence the level of awareness expressed. University academics who make use of emotion regulation strategies are usually those who make the best decision. Other strategies include strategies that connect to performance factors (Ashkanasy, 2004).

Since emotions are important, their regulation becomes equally important for performance at work. There are at least two basic types of regulation strategies, focusing on the time before the emotion response (antecedent-focused) and the time after (response-focused). Each of these regulation strategies can affect performance outcomes in the workplace. In Jiangxi Province, there is a general link between effective strategies and meaningful job outcomes, including feelings like being valued or pride, all contributing to positive job atmospheres.

While specific qualities of teachers and professional development are recognized as playing an important role, the Ministry of Education has stressed the need to strive toward policies that enhance the recruitment and retention of enthusiastic, highly skilled teachers. As stated, the emotional experience and expression of employees can impact their organizational commitment. It has been pointed out that the organizational policies can also affect certain outcomes that have the potential to reduce job dissatisfaction. Furthermore, there are certain indications that the personal factors that already exist have the possibility of moderating strategies. The strategies of emotion management can lead to increased job satisfaction and performance of university lecturers, as the emotional process and regulation strategies can affect certain outcomes.

8.2. Future Research Directions

The present study contributes to the education sector literature on emotion management, job satisfaction and job performance among university lecturers by pointing to some key directions for future research within the higher education sector. Emotion management complements the interaction between job satisfaction and job performance, impacting university lecturers' on-the-job performance and effectiveness (Owoseni, 2015). Certain university lecturers in Jiangxi Province have a repertoire of emotions shown and feel feelings, thus introducing significant variation to the emotion-management behaviour–job satisfaction–job performance interaction. The extension of organisational behaviour research agenda into the education environment thus reveals an opportunity to capitalise on the extension of emotion management and the heterogeneous impact of the mechanisms through which it unfolds across the board in addressing, high education sector settings, particular subsets of educational organisational behaviour research. As such, several important and relevant future research directions are put forward that further the understanding of the contribution of emotion management to the job satisfaction–job performance interaction. Because the present study was cross-sectional, temporal or longitudinal explanations for the job satisfaction–performance relationship cannot be established. Geographically, another future

research direction could be the use of an experimental approach that manipulates the level of positive affect and thereby elicits a stronger casual relationship to be established between emotion management and job performance in either an organisational or academic institution setting. Cross-culturally, a promising future research avenue may be to examine if collectivism-positivism strengthens the emotion management/job satisfaction interaction among university lecturers in collectivist cultures.

Along these lines, while age had no significant effect on the interaction of Jiangxi university lecturers, further research should compare the effects on younger and older employees across a wider demographic to a better understand; age impacts both the emotion management–job satisfaction and job satisfaction–job performance interactions. Empirically, future work may also benefit from shedding further light on how job satisfaction may be shaped through enhanced transactional processes by investigating the mediating impact of cognitive appraisal, a construct known to exert a mediating effect on the emotion-management behaviour/performance interaction in a corporate context. Finally, toward providing a clearer understanding of the extent to which the findings of the present study hold across settings and contexts, the investigation should be extended to other higher education institutions to ascertain the extent to which actually existing conditions may generalise across higher education sectors settings and built environments or to examine applicability of the interactional, dispositional and z-actual interpretations of occupational behaviour to embrace organisational environments place; one educational, that is, typical by industry assumption within which the present study is set (Ashkanasy, 2004).

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