

RESILIENT TEACHING IN THE NORTHEAST OF THAILAND— EMOTIONAL DYNAMICS AND PERFORMANCE IN PRIVATE EDUCATION

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ABSTRACT

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Examining the emotional well-being of teachers in Thailand's private school sector provides significant insights into the dynamics of educational environments. Utilising a cross-sectional quantitative approach, this study investigates the emotional landscapes, attitudes, and coping methods of 109 teachers and 155 students in the Northeast region. This study highlights a young demographic among teachers, an indicator of a call for much inclusivity, particularly LGBTQIA+ representation, and an increase in male educators. The results revealed the teachers' nuanced perceptions regarding instructional challenges and aspirations, with age, marital status, years of experience, and school size notably shaping these perspectives. Teachers principally reported lower levels of negative emotions. However, a significant concern was exhaustion, pointing to the urgent need for coping strategies to mitigate student disengagement and boost teaching efficacy. The study's findings underscore the pressing need for these coping strategies, such as relaxation, communication, social support, and mindfulness, signalling the significance of both personal and communal support systems in navigating teaching stress. The study critically identifies significant correlations highlighting the interconnectedness between teachers' emotions and attitudes and the impact of the school or work environment on performance. These results could influence the global discussion on educators' health and well-being. This could urge re-evaluation of educational policies and advocacy for in-depth support systems that prioritise teachers' well-being, thus fostering a transformative educational environment marked by enhanced teacher resilience and improved academic outcomes.

Keywords: Emotional responses; attitudes; professional resilience; coping strategies; private school teachers

1. INTRODUCTION

The global educational sector prioritises high-quality education and fosters the development of critical thinking skills in students, which also corresponds with concerns about addressing the complexities of teachers' emotional well-being and resilience. Zhang (2022) highlighted that negative thoughts and pessimism can affect students' well-being as well as educators' effectiveness. This calls for enhancing positive emotions and practical coping approaches to improve a supportive school climate. Understanding how stress can be mitigated through positive emotions and how adaptive coping mechanisms improve constructive thinking patterns is significant due to these variables' collective influence on teachers' job performance and overall well-being.

As acknowledged by Thailand's national education strategy, there is an increasing significance of emotional implications on teaching efficacy, with a particular bias towards primary school teachers, whose workload and stress are extensive (Sanguanngarm, 2020). It is necessary to provide proactive measures to teachers to help them build emotional wellness and resilience, particularly when faced with overwhelming challenges. In addition, this country's national education system adopted an international education quality standard and introduced technology at all levels. Furthermore, Thailand is committed to promoting teachers' creativity and flexibility, exploring pedagogical teaching methods, and cultivating critical thinking skills, which are vital for students' success in the global community.

Private school teachers in economically unequal and culturally diverse Northeast Thailand face various challenges (UNICEF Thailand, 2022). This regional issue needs to be addressed in the context of their emotional environment and coping mechanisms. Therefore, this research aims to understand how various emotions, coping styles, and thinking patterns influence well-being and job performance. For instance, cognitive distortions potentially intensify negative emotions, leading to inefficient coping mechanisms, impeding teachers' well-being and diminishing teaching performance.

This study's objective is to give insights into intervention programmes for strengthening resilience and promoting lived experiences to ultimately improve students' learning outcomes in the region. This research aligns with the government's education agenda, which aims to foster emotional intelligence and resilience among all levels of Thai educators and contribute to global discussions about teacher well-being, effectiveness, and best practices.

This study synthesises recent studies on the factors influencing stress and negative emotions and educators' coping mechanisms to improve teaching performance and overall well-being. For instance, Khalifa et al. (2022) focused on the importance of teacher stress and depression caused by workload and lack of appreciation, calling for psychological interventions and collaborative efforts to enhance teachers' health. Other studies, like those by Stephanou and Oikonomou (2018), discussed self-efficacy concerning emotional experiences, arguing that promoting self-efficacy could create positive emotions among educators. Moreover, Herman et al.'s (2018) findings connect problems experienced by students with high stress levels among teachers, thus signifying a need for solid support systems that benefit both students and educators. Burić and Frenzel (2019) examined what triggers stress as well as its ramifications, whereas Asaloei et al. (2020) identified a connection between stressful workplace environments and a reduction in teaching efficiency, therefore showing the need to create supportive conditions that improve instructors' teaching.

Across the literature, significant gaps are found concerning a thorough investigation of the coping approaches to combat negative emotions and boost resilient teaching. The present study was intended to fill this gap by exploring strategies such as good time management, professional development, and mindfulness practices. Research has found that these methods reduce pessimism while increasing teacher effectiveness (Cancio et al., 2018; Scott, 2022; Skinner & Beers, 2016). In addition, providing new frames of reference for negative thoughts and searching for colleagues who can support the learning process can empower educators even further (Askell-Williams & Orrell, 2019; Jacquez et al., 2020; Kelly & Antonio, 2016; Paschke et al., 2016; Rodrigues et al., 2019). By bringing these coping strategies together, this study will provide insight into addressing immediate stressors while fostering long-term resilience toward building a conducive learning environment for students and teachers.

While these studies emphasised the significance of emotional well-being and managing stress, there has been limited research exploring how specific thinking patterns whether optimism or pessimism conciliate the relationship between coping strategies and emotions, specifically in the area of teacher performance.

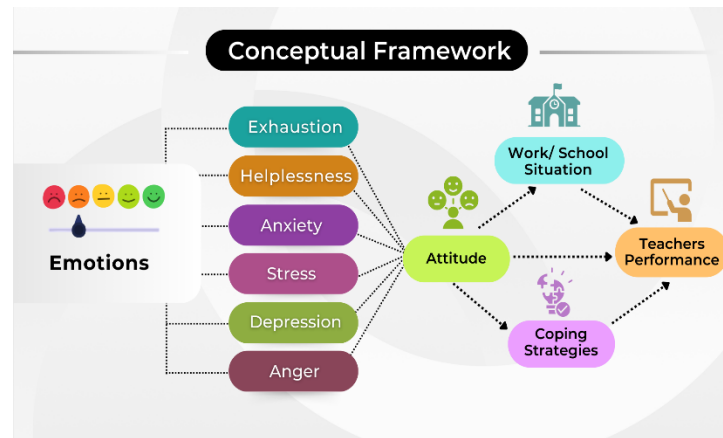


Figure 1: Emotional responses, professional resilience, and performance of teachers
(Adapted from Bakker et al., 2023; Bandura, 2023; Lazarus & Folkman, 1984; Ryan & Deci, 2000)

Figure 1 illustrates the conceptual framework, highlighting the complex associations between teachers' emotions, coping strategies, and attitudes within their professional environment. Based on established psychological theories, this model demonstrates how teachers' emotional responses impact their resilience and performance. It draws from Lazarus and Folkman's (1984) transactional model of stress and coping to present how teachers' appraisal of stressors determines their emotional reactions and resilience (Li et al., 2024). The job demands-resources (JD-R) model (Bakker et al., 2023) enhances this by analysing the equilibrium between educators' responsibilities and the means available to them; this equilibrium can support teachers' resiliency or stressful factors leading to a decrease in their overall productivity. Furthermore, intrinsic motivation is critical in building positive attitudes and effective defence mechanisms based on the self-determination theory (Ryan & Deci, 2000). Additionally, the social cognitive theory introduced by Bandura (2023) adds value to the model because it demonstrates that self-efficacy, observational learning, and reciprocal determinism influence teachers' capacity to cope with stress and be professionally efficient (Bandura, 2023). This comprehensive approach establishes a solid foundation for understanding how improvements in resilience, driven by effective coping mechanisms and appropriate adaptations to the work environment, can affect emotions and lead to better performance in education.

This research explores teachers' emotional well-being, resilience, and performance by examining their profiles; measuring emotional responses, coping styles, and thinking patterns; and identifying significant differences among these variables. Apart from that, it also explores whether there are variations related to teachers' professional resilience in terms of coping strategies in the workplace. The study also looks into the level of teachers' performance and compares their perceptions of these levels with those held by students. Additionally, it analyses the relationships between emotions, attitudes, coping strategies, the school and work environment, and their collective impact on teaching effectiveness, aiming to provide insights that could inform strategies to enhance educational outcomes.

Although stress and coping strategies have been extensively researched, little attention has been given to thinking patterns, particularly those that involve a resilience-building mindset and cognitive biases, which can significantly influence teaching performance and the effectiveness of coping strategies in dealing with stress.

2. MATERIALS AND METHODS

This study employed a descriptive comparative and correlational research design to explore the emotional responses, attitudes, coping strategies, and effect of the work and school environment on teaching performance among private school teachers in Northeast Thailand. By administering a strategically distributed survey that collected quantitative data to identify the patterns and relationships among variables (Creswell, 2013; Fraenkel et al., 2012; Sekaran & Bougie, 2016), this research was able to conduct a statistical analysis as well as hypothesis testing. This methodological approach helps to understand the complex factors affecting teachers and to make informed conclusions about how emotions influence their teaching performance. This study's results will substantially enrich knowledge regarding teachers' resilience, performance, and well-being by offering valuable insights into local and broader educational domains.

The sampling method used in this study is stratified random sampling. This method ensures that the subgroups based on demographics and professional variables like age, years of experience, school size, and others are represented proportionately. First, the respondents were broken down into distinct strata according to the variables mentioned above. Then, the respondents were randomly selected from each stratum to ensure that each subgroup was accurately represented. A stratified random sampling method ensures the inclusivity of the relevant subgroups, enhancing the findings' validity and generalizability. Moreover, this approach allows more precise comparisons between variables like coping strategies and job performance across various subgroups.

This study adapted and modified the questionnaire of Eryilmaz and Basal (2021) and Özgenel and Mert (2019) with six sections covering various aspects, such as teaching performance and socio-demographic information. A pilot study was conducted to refine the instrument and confirm its reliability. Statistical tools used to analyse the data include frequencies, ANOVA, t-tests, Pearson correlation coefficients, and standard deviations.

Table 1: Reliability statistics

Variable	Cronbach's Alpha	Number of Items
Emotions	0.945	7
Pessimism	0.943	10
School/Work Environment	0.943	10
Coping Strategies	0.943	8
Teaching Performance (Teachers)	0.942	10
Teaching Performance (Students)	0.944	10

Table 1 shows Cronbach's alpha values for each variable, ranging from 0.942 to 0.945, indicating high reliability across all constructs, including emotions, pessimism, work environment, coping strategies, and teaching performance. This confirms the questionnaire's strong internal consistency.

3. RESULTS

This section analyses the data collected from private school teachers and students in northeast Thailand. It also discusses the implications for teaching practices and policymaking drawn from the findings, integrated with theoretical insights.

3.1 Respondents' profile

Table 2: Respondents' profile

Constructs	Items	<i>n</i>	%
Age	21–27 years old	19	17.43
	28–37 years old	43	39.45
	38–47 years old	37	33.95
	48–57 years old	10	9.17
Total		109	100.00%
Gender	Male	35	32.10
	Female	71	65.10
	LGBTQIA+	3	2.80
Total		109	100.00%
Marital Status	Single	53	48.60
	Married	51	46.80
	Divorced/Separated	5	4.60
Total		109	100.00%
Position	Junior Teacher (under 3 years)	32	29.40
	Senior Teacher (over 3 years)	77	70.60
Total		109	100.00%
Educational Attainment	Bachelor's Degree	76	69.70
	Graduate/Master's	30	27.50
	Postgraduate/Doctorate	3	2.80
Total		109	100.00%

Table 2: Respondents' profile (continued)

Constructs	Items	n	%
Years of Experience	1–5 years	49	44.95
	6–10 years	29	26.60
	11–15 years	17	15.60
	16–20 years	9	8.26
	21 years and above	5	4.59
Total		109	100.00%
Income	Less than 10,000 THB	12	11.01
	11,000–15,000 THB	45	41.28
	16,000–20,000 THB	31	28.44
	21,000–25,000 THB	14	12.85
	26,000–30,000 THB	7	6.42
Total		109	100.00%
School Size	Small Private High School	43	39.40
	Big Private High School	66	60.60
Total		109	100.00%

Table 2 reveals the demographic and professional characteristics of private school teachers in Northeast Thailand, which feature many young teachers aged 28–37 years, who account for 39.40% of the respondents. The data indicates gender imbalances, with women constituting 65.10% of all teachers; this is slightly less than the average as per World Bank's statistics for 2022, which reported that 67.79% of secondary school teachers in Thailand were female. The LGBTQIA+ representation is reportedly low at around 2.80%, suggesting that there might be a need to research inclusive teaching strategies, as such areas are still open. However, while about 7 out of every 10 people were in senior positions (70.60%), a significant proportion (45.00%) had only been in employment for less than or up to 5 years, thus indicating rapid turnover rates or fast-tracks within this group.

3.2 Teachers' emotions and attitudes

Understanding the interplay between teachers' emotions and attitudes is important for evaluating their well-being and competence in educational surroundings. The analysis helps identify factors that affect teachers' relationships with students and fosters resilience efforts directed at creating a positive work environment.

3.2.1 Teachers' emotional response

Table 3: Teachers' emotional response

Emotions descriptors	M	Scaling	Interpretation
1. I feel anger in my teaching context.	2.01	Rarely	Low
2. I experience exhaustion during teaching.	2.47	Rarely	Low
3. I feel helpless when teaching.	1.72	Never	Very Low
4. I have anxiety related to teaching.	2.02	Rarely	Low
5. I experience stress during teaching activities.	1.99	Rarely	Low
6. I feel depressed in my teaching role.	1.67	Never	Very Low
7. I experience frustration while teaching.	1.86	Rarely	Low
Overall Mean	1.96	Rarely	Low

Interpretation Criteria: Mean Score | Scaling | Frequency | Interpretation

4.20–5.00: Strongly Agree, Always, Very High; **3.40–4.19:** Agree, Often, High; **2.60–3.39:** Neutral, Occasionally, Average; **1.80–2.59:** Disagree, Rarely, Low; **1.00–1.79:** Strongly Disagree, Never, Very Low

Table 3 reveals that teachers in private schools in Thailand's Northeast lack enthusiasm, identified by a mean score of 1.96. Notably, exhaustion is the most frequent emotion, with a mean score of 2.47, suggesting it occurs rarely, while depression is the least experienced, with a mean score of 1.67, indicating it never occurs.

3.2.2 Teachers' attitude

Table 4: Teachers' attitude

Attitude descriptors	<i>M</i>	Scaling	Interpretation
1. I often feel overwhelmed by the demands of teaching and learning.	3.31	Neutral	Average
2. I believe that students' lack of motivation negatively impacts the effectiveness of teaching and learning.	4.06	Agree	High
3. I find it challenging to maintain a positive outlook on teaching and learning.	3.23	Neutral	Average
4. I often doubt the value of my efforts as a teacher or student.	2.70	Neutral	Average
5. I frequently feel that my teaching or learning goals are unattainable.	2.29	Disagree	Low
6. I believe that external factors, such as lack of resources, hinder the potential for effective teaching and learning.	3.76	Neutral	Average
7. I tend to focus on problems and challenges more than solutions in the teaching and learning environment.	3.26	Neutral	Average
8. I often find it hard to maintain enthusiasm for teaching and learning.	2.72	Neutral	Average
9. I believe students' lack of interest affects my motivation as a teacher.	3.68	Agree	High
10. I frequently anticipate negative outcomes or difficulties in teaching and learning scenarios.	2.73	Neutral	Average
Overall Mean	3.17	Neutral	Average

Interpretation Criteria: Mean Score | Scaling | Frequency | Interpretation

4.20–5.00: Strongly Agree, Always, Very High; **3.40–4.19:** Agree, Often, High; **2.60–3.39:** Neutral, Occasionally, Average; **1.80–2.59:** Disagree, Rarely, Low; **1.00–1.79:** Strongly Disagree, Never, Very Low

Table 4 shows some significant insights into the attitudes of private school teachers in Northeast Thailand. Teachers agreed that students' lack of motivation (4.06) negatively affected teaching effectiveness. From the open-ended questionnaire data, inattention was the top stressor, while responsibility and classroom engagement also affected teachers' mental states. These findings show the complexity of teacher attitudes and the need for targeted intervention to improve student motivation and goal-oriented professional development.

3.3 Comparative analysis of teachers' emotional responses and attitudes across demographic profiles

When it comes to analysing the emotional responses of teachers of different genders and ethnic groups, one needs to look at the developmental factors, for instance, the way age, gender, educational level attained, and years of service are being affected, and how the teachers' emotions and attitudes are being influenced in academic settings. This comparison offers valuable insights into the profound connection between the personnel's demographics and the faculty's emotional state.

Table 5: Comparisons of the teachers' emotional responses and attitudes according to their profiles

Emotional Responses	<i>F</i> (3, 105)	<i>p</i> -value	Decision
Age			
Emotions	2.73	0.048	Reject the null hypothesis
Attitude	4.62	0.004	Reject the null hypothesis
21–27 and 38–47 years old		0.006	
28–37 and 38–47 years old		0.024	
Gender			
Emotions	0.58	0.561	Fail to reject the null hypothesis
Attitude	0.65	0.653	Fail to reject the null hypothesis

Table 5 shows the results of comparisons between teachers' emotional responses and attitudes based on their demographics and professional profiles. The findings present significant differences in emotional responses for variables such as ($F(3, 105) = 2.73, p = 0.048$), marital status ($F(3, 105) = 3.71, p = 0.028$), years of experience ($F(3, 105) = 2.53, p = 0.045$), and school size ($F(3, 105) = 2.20, p = 0.030$), which led to the rejection of the null hypotheses for these factors. Significant differences in attitudes were also identified for age ($F(3, 105) = 4.62, p = 0.004$) and years of experience ($F(3, 105) = 3.26, p = 0.015$), which resulted in the rejection of the null hypotheses for these cases. No significant differences were found in emotional responses or attitudes based on gender, position, educational attainment, and income. These results suggest that particular demographic and professional characteristics, such as age, marital status, years of experience, and school size, demonstrate an impact on teachers' emotional responses and attitudes.

3.4 Teachers' professional resilience: School environment and coping strategies

3.4.1 Teachers' professional resilience in terms of school and work environment

Table 6: Teachers' level of professional resilience in terms of school and work environment

School and work environment descriptors	<i>M</i>	Scaling	Interpretation
1. The workload in my work or school environment is overwhelming, leading to stress and negative emotions.	3.26	Neutral	Average
2. The lack of recognition and appreciation for my efforts in the work or school environment negatively affects my morale.	3.46	Agree	High
3. I often feel overwhelmed by the demands and expectations placed upon me in my work or school environment.	3.34	Neutral	Average
4. The available resources and support are insufficient for me to perform effectively in my work or school environment.	3.44	Agree	High
5. Dealing with challenging students or difficult situations with colleagues or superiors leads to negative emotions.	3.39	Neutral	Average
6. I often experience a sense of job insecurity in my work or school environment, which contributes to pessimism.	3.16	Neutral	Average
7. Personal issues such as financial difficulties, health problems, or relationship struggles affect my overall emotional well-being in my work or school environment.	3.17	Neutral	Average
8. The lack of support from colleagues or superiors amplifies my negative emotions and pessimism in my work or school environment.	3.33	Neutral	Average
9. Unrealistic expectations and excessive workloads in my work or school environment contribute to my feelings of stress and pessimism.	3.35	Neutral	Average
10. I frequently encounter challenging situations or behaviours in my work or school environment that hinder my ability to perform effectively and lead to negative emotions.	3.17	Neutral	Average
Overall Mean	3.31	Neutral	Average

Interpretation Criteria: Mean Score | Scaling | Frequency | Interpretation

4.20–5.00: Strongly Agree, Always, Very High; **3.40–4.19:** Agree, Often, High; **2.60–3.39:** Neutral, Occasionally, Average; **1.80–2.59:** Disagree, Rarely, Low; **1.00–1.79:** Strongly Disagree, Never, Very Low

Table 6 highlights specific professional strengths for the private school teachers in Northeast Thailand, a group that seemed to be generally neutral ($M = 3.31$), with the lack of perceived gratitude and recognition within their workplace affecting them most with a mean of 3.46, which is significantly low. This is close to being overburdened and lacking support. Besides, the job insecurity associated with the neutral response ($M = 3.16$) manifested itself in a more general sense of instability, which could easily lead to pessimism.

3.4.2 Teachers' professional resilience in terms of coping strategies

Table 7: Teachers' level of professional resilience in terms of coping strategies

Coping Strategies Descriptors	<i>M</i>	Scaling	Interpretation
1. I manage my time effectively to reduce stress and address work-related challenges.	4.17	Often	High
2. I participate in professional development activities to enhance my skills and knowledge.	4.30	Always	Very High
3. I exercise self-control and emotional regulation when facing stress or difficult situations.	4.24	Always	Very High
4. My spirituality or personal beliefs provide me with a sense of comfort and resilience during challenging times.	4.24	Always	Very High
5. I engage in active problem-solving to address issues or obstacles I encounter.	4.14	Often	High
6. I actively seek out positive aspects or solutions in challenging situations.	4.30	Always	Very High
7. I seek support from friends, family, or colleagues when dealing with stress or difficulties.	3.72	Often	High
8. I use denial as a way to avoid confronting stressful or challenging situations.	3.02	Occasionally	Average
Overall Mean	4.02	Often	High

Interpretation Criteria: Mean Score | Scaling | Frequency | Interpretation

4.20–5.00: Strongly Agree, Always, Very High; **3.40–4.19:** Agree, Often, High; **2.60–3.39:** Neutral, Occasionally, Average; **1.80–2.59:** Disagree, Rarely, Low; **1.00–1.79:** Strongly Disagree, Never, Very Low

Table 7 is a detailed account of professional resilience and coping strategies among teachers in Northeast Thailand, a double approach to managing challenges. Quantitatively, teachers showed personal involvement in their professional development and active problem-solving, with an average score of 4.02. They emphasised a strong commitment to self-improvement, skill enhancement, and searching for positive alternatives, among others.

3.5 Comparing teachers' professional resilience across profiles

In exploring the multifaceted aspects of teachers' professional resilience, examining their profiles provides valuable insights into the factors shaping their ability to navigate challenges and sustain effectiveness in the classroom. By taking into consideration various aspects of teachers' profiles, including demographics, experiences, and educational background, a comprehensive understanding of the factors of professional resilience can be gathered.

Table 8: Comparisons of teachers' professional resilience across profiles

Professional Resilience	<i>F</i> (3, 105)	<i>p</i> -value	Decision
Age	0.21	0.888	Fail to reject the null hypothesis
School or Work Environment			
Coping Strategies	4.33	0.006	Reject the null hypothesis
21–27 and 38–47 years old		0.013	

Table 8 reveals that the age dimension presented apparent differences in coping mechanisms, especially between the age groups of 21–27 and 38–47, with the younger teachers showing less resilience in coping than their older colleagues (38–47) ($F(3, 105) = 4.33, p = 0.006$). Other demographic factors such as gender, marital status, and educational and professional levels did not impact resilience. These findings indicate that younger teachers need targeted support to strengthen coping skills.

3.6 Teachers' Performance: perspectives from teachers and students

Examining teachers' performance from teachers' and students' perspectives offers valuable insights into educational dynamics within private schools. By comparing the perceptions of those delivering and receiving instruction, a comprehensive understanding of teaching efficacy and its impact on student learning outcomes emerges. This dual perspective sheds light as it highlights a nuanced interplay. The instructional practices, classroom dynamics, and educational experiences are revealed.

3.6.1 Teachers' perceptions of their teaching performance

Table 9: Teachers' perceptions of their teaching performance

Teacher Performance Descriptors	<i>M</i>	Scaling	Interpretation
1. I effectively engage my students in the learning process.	4.29	Strongly Agree	Very High
2. I am successful in creating a positive and inclusive classroom environment.	4.06	Agree	High
3. My teaching methods effectively cater to different learning styles and abilities.	3.84	Agree	High
4. I receive constructive feedback from my students that helps me improve my teaching.	4.06	Agree	High
5. I am skilled in managing classroom behaviour and maintaining a conducive learning atmosphere.	4.07	Agree	High
6. I effectively use technology and educational resources to enhance the learning experience.	4.05	Agree	High
7. I provide timely and meaningful feedback on students' performance.	4.08	Agree	High
8. I continuously seek professional development opportunities to enhance my teaching skills.	4.27	Strongly Agree	Very High
9. I am confident in my ability to adapt to changing educational methods and technologies.	4.18	Agree	High
10. I am satisfied with my overall teaching performance and its impact on students.	4.08	Agree	High
Overall Mean	4.10	Agree	High

Interpretation Criteria: Mean Score | Scaling | Frequency | Interpretation

4.20–5.00: Strongly Agree, Always, Very High; **3.40–4.19:** Agree, Often, High; **2.60–3.39:** Neutral, Occasionally, Average; **1.80–2.59:** Disagree, Rarely, Low; **1.00–1.79:** Strongly Disagree, Never, Very Low

Table 9 shows the overall performance of private school teachers in Northeast Thailand, as reported through self-assessment questions. The comprehensive evaluation conducted was satisfactory, with a good mean score of 4.10. The highest mean score of 4.27 was for teachers' willingness to conduct continuous professional development (CPD) to enhance their teaching skills. This indicates that teachers had a positive mindset and were passionate about their professional growth. Despite various commitments to CPD, teachers' responses concerned two areas of their professional work: poor use of technology and insufficient teaching resources, as these two areas had the lowest scores (3.84 and 4.05, respectively) in the assessment.

3.6.2 Students' perceptions of teachers' performance

Table 10: Students' perceptions of teachers' performance

Teacher performance descriptors	M	Scaling	Interpretation
1. My teacher effectively engages the students in the learning process.	4.00	Agree	High
2. My teacher successfully creates a positive and inclusive classroom environment.	4.03	Agree	High
3. My teacher's teaching methods effectively cater to different learning styles and abilities.	3.94	Agree	High
4. My teacher receives constructive feedback from the students that helps him or her improve the teaching.	4.03	Agree	High
5. My teacher is skilled in managing classroom behaviour and maintaining a conducive learning atmosphere.	3.94	Agree	High
6. My teacher skilfully incorporates technology and educational resources to enhance students' learning experience.	3.98	Agree	High
7. My teacher consistently delivers prompt and significant feedback on our academic progress.	4.05	Agree	High
8. My teacher constantly seeks opportunities to enhance his/her teaching.	4.08	Agree	High
9. My teacher is adapting to implement new instructional methodologies and technologies.	4.01	Agree	High
10. I am satisfied with my teacher's overall teaching performance.	4.02	Agree	High
Overall Mean	4.01	Agree	High

Interpretation Criteria: Mean Score | Scaling | Frequency | Interpretation

4.20–5.00: Strongly Agree, Always, Very High; **3.40–4.19:** Agree, Often, High; **2.60–3.39:** Neutral, Occasionally, Average; **1.80–2.59:** Disagree, Rarely, Low; **1.00–1.79:** Strongly Disagree, Never, Very Low

Table 10 reveals students' generally positive evaluations of their teachers, with an overall mean score of 4.01. Students appreciated their teachers' continuous efforts to improve their teaching methods. This feature received the highest score ($M = 4.08$). The students also appreciated their teachers for creating a positive environment ($M = 4.03$), engaging students ($M = 4.00$), and giving timely feedback ($M = 4.05$). Although students agreed that their teachers were competent in addressing classroom outcomes and establishing an appropriate environment for learning, they had relatively low scores in managing diverse learning styles ($M = 3.94$). Overall, students perceived their teachers favourably, with room for improvement in addressing diverse learning needs.

3.7 Comparisons of teachers' performance according to teacher and student perceptions

Table 11: Comparisons of teachers' performance according to teacher and student perceptions

	<i>t</i> (262)	<i>p</i> -value	Decision
Teacher Performance	1.31	0.192	Fail to reject the null hypothesis

Table 11 analyses teachers' and students' perceptions of their performance in Northeast Thailand. The result reveals that teachers rated their performance very highly, although an independent-sample *t*-test showed no significant difference ($t(262) = 1.31$, $p = 0.192$). This indicates that overall, there is consistency between teacher and student perceptions.

3.8 Exploring the relationship between emotions, attitudes, coping strategies, school or work environment, and teacher performance

Table 12: Relationship between emotional responses, professional resilience, and teacher performance

	<i>r</i> (107)	<i>p</i> -value	Decision
Emotions–Attitudes	0.32	<0.001	Reject the null hypothesis
Emotions–Teacher Performance	-0.12	0.201	Fail to reject the null hypothesis
Attitudes–Teacher Performance	0.07	0.500	Fail to reject the null hypothesis
School or Work Environment–Teacher Performance	0.48	<0.001	Reject the null hypothesis
Coping Strategies–Teacher Performance	0.17	0.079	Fail to reject the null hypothesis

*****p* < 0.01**

Understanding the complex relationships among attitudes, emotions, coping mechanisms, the workplace or school environment, and teachers' overall performance is vital to understand the dynamics of educational settings. We can determine how these elements affect one another and therefore affect teaching performance and student outcomes by looking into the relationships between them. Table 12 examines the relationship between teacher performance, professional resilience, and emotional responses in Northeast Thailand, showing a weak but significant positive correlation between emotions and attitudes ($r(107) = 0.32$, $p < 0.001$) and a moderate but significant relationship between school or work environment and teacher performance ($r(107) = 0.48$, $p < 0.001$). These results indicate that the school or work environment significantly influences instructional outcomes and that emotions and attitudes are linked, affecting their professional efficacy. However, no significant direct relationship was found between emotions and teacher performance ($r(107) = -0.12$, $p = 0.201$), and other relationships, such as those among attitudes, coping strategies, and teacher performance, were weak and were non-significant, indicating a complex interplay of these factors.

4. DISCUSSION

The findings revealed significant correlations between teachers' emotional responses, coping strategies, and job performance in Northeast Thailand's private schools. One notable aspect affecting emotional responses is age, which suggests that younger and older teachers exhibit various emotional reactions. The study also revealed that teachers' negative emotions were lower despite revealing exhaustion as the critical concern, suggesting a need for better coping strategies. Regarding coping mechanisms, time management, professional development, and mindfulness were positively associated with improved job performance. Nevertheless, there is an apparent variation in how different demographic groups, especially younger teachers, manage stress and emotions. These findings highlight the significance of emotional resilience and support systems for educators to improve their teaching efficacy and overall well-being.

4.1 Teachers' profiles and emotional responses

Tables 2 and 3 show that this study's respondents were primarily young, with a high prevalence of those in the early stages of their teaching careers. The prevalence of lower experience levels and the high percentage of teachers earning between 11,000 and 15,000 Thai Baht per month may reflect issues noted by Sribayak et al. (2018), such as inadequate pay and heavy workloads, influencing teacher retention. These findings highlight the need for specialised training for teachers experiencing inequalities and to support them as they move from teaching careers into supervisory positions, with a call for more research into demographic shifts in schools located in different places and teaching different sets of subjects so that learning conditions can become more conducive. The emotional responses in Table 3 indicate lower levels of negative emotions, highlighting exhaustion as the critical issue. Interestingly, these findings contrast with previous research by Skaalvik and Skaalvik (2016), Koruklu et al. (2012), and Fernet et al. (2012), which reported higher rates of exhaustion, anxiety, and depression among educators. This discrepancy highlights the necessity of context-specific investigations into cultural influences, work environments, and coping mechanisms that might influence these emotional responses (Desouky & Allam, 2017). The data suggest that effective coping mechanisms or support structures can reduce the intensity of negative emotions among teachers; therefore, further research and strategy development are needed to enhance teacher well-being and resilience in specific educational settings.

4.2 Age and emotional response

The results in Table 5 revealed a statistically significant effect of age on emotional responses ($p = 0.048$), which indicates that different age groups exhibit varying emotional reactions in the context of teaching. This result indicates that the way younger and older teachers handle their emotions varies, which implies targeted professional development strategies and emotional support across age demographics. This behaviour can be seen in Burić and Frenzel's (2019) research, which revealed that teachers' gender and years of experience influence not only emotional management but also the expression of anger and hostility, but it contradicts Skaalvik and Skaalvik (2016) and Stephanou and Oikonomou (2018), whose findings emphasised recovery from stress and the role of self-efficacy, respectively. The findings suggest that teacher attitudes influence generational shifts, cross-cultural expressions of emotions, personal developmental issues, and professional growth, emphasising the need for context-sensitive professional development and intervention programmes considering the abovementioned variables to enhance teacher satisfaction and well-being. These results also indicate that a more tailored emotional resilience programme and mentorship will benefit younger teachers, helping them better handle stressors unique to their early career stages.

4.3 Attitudes toward teaching

Table 4 shows some significant insights into the attitudes of private school teachers in Northeast Thailand. Teachers agreed that students' lack of motivation (4.06) negatively affected teaching effectiveness, which aligns with Skaalvik and Skaalvik (2016), who identified stressors like discipline issues and low student motivation. However, this contradicts studies by Chen et al. (2020) and Gomez-Najarro (2019), which emphasised teachers' ability to connect emotionally with students and the positive influence of teacher emotions on student engagement. Interestingly, the low mean score of teaching or learning goals' achievement (2.29) challenges the assumption that teachers are enthusiastic about professional development and goal attainment, emphasising the need for ongoing professional development, as highlighted by Scott (2022) and Raufelder et al. (2017). From the open-ended questionnaire data, inattention is the top stressor, echoing Skaalvik and Skaalvik (2016), while responsibility and classroom engagement also affect teachers' mental state, supported by Chen et al. (2020) and Gomez-Najarro (2019). These findings show the complexity of teacher attitudes and the need for targeted interventions to improve student motivation and goal-oriented professional development. Student and teacher engagement through dynamic teaching methods, tailored support, and a positive learning environment can create an educational ecosystem where academic and professional aspirations can be achieved.

4.4 Professional resilience and school and work environment

Table 6 highlights specific parts of professional strength for the private school teachers in Northeast Thailand, a group that seemed to be generally neutral ($M = 3.31$), with the lack of perceived gratitude and recognition within their workplace affecting them most with a mean of 3.46, which is significantly low. This is close to being overburdened and lacking support, sustaining Clarke and Phelan's (2015) discovery of teachers' struggle to maintain optimism and motivation. Besides, the job insecurity associated with the neutral response ($M = 3.16$) manifests itself in a more general sense of instability, which can easily lead to pessimism, a situation that is entirely in sync with Skaalvik and Skaalvik's (2016) opinion regarding the link between job insecurity causing tensions among the teachers and their additional responsibility of fulfilling demanding workloads on time. Thus, school policy must emphasise that teachers' security remains central to job satisfaction and retention. The existing literature delineates the necessary actions to be taken by the stakeholders, such as offering better support and thus reducing job insecurity, which would help build a more resilient and efficient teaching workforce.

4.5 Professional resilience and coping strategies

Table 7 is a detailed account of professional resilience and coping strategies among teachers in Northeast Thailand, a double approach to managing challenges. Quantitatively, teachers showed personal involvement in their professional development and active problem-solving, with an average score of 4.02. They emphasised a strong commitment to self-improvement, skill enhancement, and searching for positive alternatives, among others (Raufelder et al., 2017; Scott, 2022). These activities link with policy directives from the Teacher's Council of Thailand (Rangabtook, 2019) that emphasise educational progress and peer support. Regarding which coping method is more effective, based on the qualitative data, the results could be categorised under relaxing, friend support, and positive thinking, that is to say, less frequent but still high-flux applications of being mindful and doing hobbies. This suggests that long-term resilience is built through all enterprises of work rejuvenation, not just in school, as Carlitz et al. (2021) indicated. Considering that the most frequently reported negative emotion was exhaustion, this underscores the significance of strategies like mindfulness and time management to help reduce exhaustion and enhance the teachers' overall well-being.

4.6 Comparisons of teachers' professional resilience across demographics

Table 8 reveals that the age dimension presents apparent differences in coping mechanisms, especially between the age groups of 21–27 and 38–47, with the younger teachers showing less resilience in coping than their older colleagues. This difference aligns with Mukundan and Khandehroo (2010), who observed divergent effects of workload and burnout according to age and cultural setting, and Koruklu et al. (2012), who found heightened emotional exhaustion in younger teachers. Despite the different coping methods, there were no significant differences in how the various age groups perceived the school and work environment. These results show the importance of age-specific interventions and support systems that deal with the needs of teachers at different career stages, helping them to better cope with the challenges they face and deliver better performance in class. Specifically, these results also indicate that younger teachers will benefit from tailored emotional resilience mentorship and programmes to help them better handle stressors unique to their early career stages.

4.7 Teachers' perception of their teaching performance

Table 9 shows that private school teachers in Northeast Thailand rated their overall performance positively ($M = 4.27$). This indicates that teachers had a positive mindset, being passionate about their professional growth. Scott (2022) highlighted the importance of CPD for education growth and boosting teachers' motivation to promote pedagogical performance. Despite various commitments to CPD, teachers' responses concerned two areas of their professional work: poor use of technology and insufficient teaching resources, as these two areas had the lowest scores (3.84 and 4.05, respectively) in the assessment. This concern is similar to the findings of Baluyos et al. (2019) and Novious and Yawe (2021), who mentioned that ineffective allocation of regular resources and unnecessary administrative support are the leading causes of performance or poor teaching morale. Additionally, the need to tackle resource use and integration safely echoes Skaalvik and Skaalvik (2016), who discussed that teachers' high expectations for students outcomes and the need to address various students' needs gave them many challenges, as did the often insufficient allocation of regular resources. More professional development on integrating resources to enrich teaching effectiveness and adapting the school context to suit modern educational requirements would be necessary to address these matters better.

4.8 Students' Perception of Teachers' Performance

Regarding teachers' performance according to students' perceptions, the result reveals a generally positive evaluation with an overall mean score of 4.01. Students appreciated their teachers' continuous efforts to improve their teaching methods. This feature received the highest score, with a mean score of 4.08. Scott (2022) and Raufelder et al. (2017) emphasised the importance of CPD to support professional growth and enhance teaching effectiveness. Although students agreed that their teachers were competent in addressing classroom outcomes and establishing an appropriate environment for learning, relatively low scores indicated areas for further improvement. This finding supports previous studies by Jennings et al. (2017) and Chen et al. (2020), which focused on the critical role of emotional intelligence and subject matter knowledge in creating effective classroom management and a positive school climate. In contrast to the findings of Yonas et al. (2023) and Hofkens and Pianta (2022), discussing classroom management's challenges and adverse effects on teacher-student relationships, the data suggest that classrooms generally have a supportive environment conducive to professional development. However, it could be improved through collaborative opportunities and strategies. The professional learning community (PLC) model is endorsed by the Teacher's Council of Thailand (2018). This holistic approach can enhance teacher capacity, improve classroom environments, and deliver better student outcomes, focusing on teachers' ongoing support and development needs.

4.9 Comparisons of Teachers' Performance According to Teacher and Student Perceptions

Table 11's results reveal that teachers rated their performance very highly, although an independent-sample t-test showed no significant difference ($t(262) = 1.31, p = 0.192$). This suggests that there is an overall consistency between teachers' and students' views regarding teachers' effective teaching practices. This consistency is a positive demonstration of teachers' ability to assess the effectiveness of their instructional delivery accurately. This suggests a harmonious understanding of teacher effectiveness within the educational context and is supported by Chen et al.'s (2020) research on the importance of subject matter expertise in fostering relationships with students and that of Jennings et al. (2017) emphasising emotional intelligence in effective classroom management. Contrary views from Yonas et al. (2023) and Hofkens and Pianta (2022) indicate the complexities of teacher-student dynamics, particularly regarding classroom management and teacher attitudes. Furthermore, the findings align with Scott (2022) and Raufelder et al. (2017) on the critical role of continuing professional development in enhancing teachers' knowledge and promoting positive educational outcomes. The findings stress the significance of offering assessment and evaluation mechanisms and self-reflection so teachers can continue to improve their instructional delivery and align with students' perspectives. This research recommends professional development related to classroom practices and encourages positive teacher-student interactions to strengthen instruction and improve student learning experiences.

4.10 Relationship between emotional responses, professional resilience, and teacher performance

Understanding the complex relationships among attitudes, emotions, coping mechanisms, the workplace or school environment, and teachers' overall performance is vital to understanding the dynamics of educational settings. We can determine how these elements affect one another and, on the flip side, affect teaching performance and student outcomes by looking into the relationships between them. Table 12 shows a weak but significant positive correlation between emotions and attitudes ($r(107) = 0.32, p < 0.001$) and reveals a moderate but significant relationship between school or work environment and teacher performance ($r(107) = 0.48, p < 0.001$). These results indicate that the school or work environment significantly influences instructional outcomes and that emotions and attitudes are linked, affecting their professional efficacy. Notably, while emotional responses like exhaustion and anxiety were observed, they did not directly correlate with teacher performance ($p = 0.201$), and other relationships, such as attitudes, coping strategies, and teacher

performance, were weak and non-significant. This result indicates that the impact or influence of emotions might be more indirect and conciliated through coping strategies and attitudes. A supportive school environment has been emphasised as important for improving teacher performance, aligning with the studies by Gomez-Najarro (2019) and Jennings et al. (2017), underscoring the impact of emotional intelligence on effective teaching and classroom practice. In addition, the findings support the importance of continuous professional development (Raufelder et al., 2017; Scott, 2022) and collaborative models such as the PLC model advocated by the Thai Teachers Association (Rangabtook, 2019). This study emphasises how important it is for schools to create supportive work environments and emotional resilience services for employees. By doing so, they can help students develop effective coping strategies and compelling learning experiences.

4.11 Implications

The results of this study suggest several practical implications for improving teacher well-being and performance in private schools in Northeast Thailand. Firstly, targeted interventions should be developed for younger teachers to help them manage stress and build resilience. Secondly, schools should continue implementing professional development initiatives emphasising time management, mindfulness, and coping strategies to improve teaching and job performance. Finally, considering the impact of learners' motivation on teacher attitudes, interventions focusing on addressing student engagement and motivation would benefit teachers and the overall learning environment. Educational institutions should promote a culture that acknowledges and appreciates teachers' hard work and establish feedback channels to synchronise teachers' perceptions with students' views.

4.12 Limitations and future research

This study has limitations, such as relying on self-reported data and its specific or limited geographical scope. Despite these limitations, these findings might influence the global discussion of teachers' emotional well-being. Essentially, this study highlights the critical role of supportive work environments and targeted professional development in boosting teacher effectiveness. It suggests that addressing professional and emotional needs can significantly enrich educational experiences, providing a foundation for holistic educational reform. Future studies should consider exploring the long-term impact of professional resilience training on teacher performance with a broader sample to gain deeper insights into how emotional responses and coping techniques evolve over time.

5. CONCLUSION AND RECOMMENDATIONS

This comprehensive analysis of private school teachers in Northeast Thailand provided significant insights into their professional landscape, highlighting several critical areas for development. The study showed a young demographic among teachers, which indicates an opportunity for much inclusivity, specifically regarding LGBTQIA+ representation and an increase in male educators to increase student role models and educational developments. Different emotional dynamics, from enthusiasm to stress, notably influenced classroom atmospheres and the interactions between teachers and learners. This implies that specialised emotional support is necessary to maintain a conducive learning environment. Furthermore, the study revealed that age, marital status, years of experience, and school size played a significant role, while gender and income occurred less, indicating how personal factors interrelate with professional factors in shaping teacher experiences. In addition, the result suggests that teachers should adopt proactive coping strategies, which focus on career development and personal welfare as evidence of a commitment to effectively addressing educational challenges. Even though there are diverse demographic influences, teachers' resilience levels remain consistently strong, thus underscoring the need for comprehensive professional development programmes that promote coping skills, continuous learning, and collaborative workplaces. According to performance evaluations, perceptions are relatively homogeneous among teachers and students. However, teachers' self-ratings are slightly higher than students' evaluations, which indicates an overall harmonious educational atmosphere. These results highlight how emotional responses, attitudes, school environments, and coping strategies collectively influence educator effectiveness and student outcomes, necessitating well-informed support systems to improve teaching and learning experiences.

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