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Emotion Regulation and Length of Teaching Experience as Predictors of Teacher Performance Perceptions: A Moderation Analysis Based on Gender

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Abstract

The present study investigates the predictive role of emotion regulation and teaching experience on teacher performance perceptions, with gender considered as a moderating factor. Using a quantitative correlational design, data were collected from 92 vocational high school teachers of business management in Sukoharjo Regency through online and offline questionnaires. The instruments included the Emotion Regulation Questionnaire (ERQ), the Teacher Performance Assessment Instrument, and administrative data on teaching tenure. Hierarchical regression analysis was employed to test the predictive relationships, while moderation effects were examined using interaction terms and simple slope analysis. The results revealed that both emotion regulation ($\beta = 0.35$, $p < 0.001$) and length of teaching experience ($\beta = 0.27$, $p < 0.01$) significantly predicted perceptions of teacher performance, with emotion regulation emerging as the stronger predictor. Furthermore, gender was found to moderate the relationship between emotion regulation and performance perception ($\beta = 0.22$, $p < 0.05$), indicating that female teachers benefited more strongly from emotional regulation skills compared to their male counterparts. However, gender did not moderate the association between length of teaching experience and teacher performance perception. These findings highlight the importance of fostering teachers' emotional competence as a key determinant of professional performance, alongside the value of accumulated teaching experience. The results also suggest that teacher development initiatives should integrate gender-sensitive approaches, ensuring that training and policy interventions address both psychological and experiential dimensions of teacher performance. Implications for educational practice and policy are discussed in light of the Sustainable Development Goals for quality education.

Keywords: Emotion Regulation, Gender, Length of Teaching, Moderation, Perception, Teacher Performance.

Introduction

According to UNESCO education report data, global education is currently in a state of emergency, specifically in terms of quality learning opportunities (1), despite numerous improvements in efforts to improve educational quality (2). This may impede advancement toward the 2030 Sustainable Development Goals 4 (SDGs) agenda, specifically quality education (3). More than half of adults in Asia are illiterate, owing to the inadequate quality of education (4). The low quality of education is also experienced by Indonesia, as shown in Figure 1, which clearly shows a decline in the quality of education in Indonesia from the previous year. This is evident in competencies such as literacy/reading, numeracy, and science (5). These findings are consistent with a PERC (Political and Economic Risk Consultants) assessment, which found that Indonesia's education quality ranked 12th out of 12 Asian countries (6).

The Figure 1 shows that Indonesia's average PISA scores in reading, mathematics, and science have decreased over the years. The gap between Indonesia and OECD averages has remained significant, indicating challenges in improving learning outcomes.

According to data from the Global Education Monitoring (GEM) report, the education quality of Indonesia ranked 10th out of 14th developing countries. Meanwhile, according to the results of the Programme for International Student Assessment (PISA) assessment, which is one of the world's references for judging educational quality, Indonesia ranks 10th lowest (7). According to recent international data, the quality of education in Indonesia remains concerning, ranking among

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the lowest in ASEAN (8). The quality of education on the Education Index (EI) is shown in Table 1. Singapore ranks highest with an EI score of 0.832, followed by Malaysia (0.719) and Brunei Darussalam (0.704). Indonesia's score (0.622) is the lowest among the listed countries, indicating the need for continuous improvement in educational quality and access.

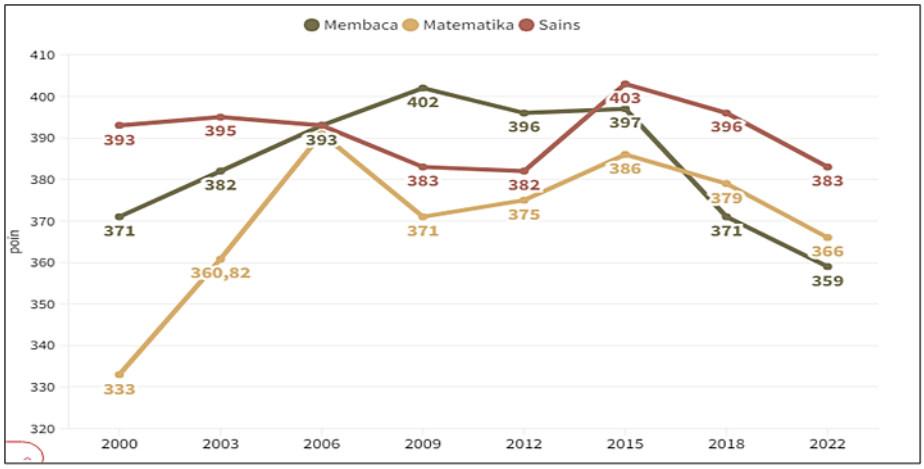

Figure 1. Scor Pisa Indonesia (2000-2022) (6)
[X-axis title: Assessment Year (2000–2022); Y-axis title: PISA Score]

Table 1: Quality of Education According to EI (8)

No.	Country	Score
1.	Singapore	0,832
2.	Malaysia	0,719
3.	Brunei Darussalam	0,704
4.	Thailand	0,661
5.	Philippines	0,661
6.	Indonesia	0,622

As shown in Table 1, Indonesia's education index score (0.622) is the lowest among ASEAN countries, highlighting the urgent need to improve teacher quality and performance as key drivers of educational development.

In efforts to achieve Sustainable Development Goal (SDG) 4, existing teachers must be improved. One of the causes of Indonesia's low educational quality is a lack of quality teachers (9, 10). The quality of teaching and learning has a significant impact on educational quality (11). Teachers have an essential role in the learning process in order to provide high-quality education (12). Teachers are at the forefront of restoring high educational quality (13, 14). Poor teacher quality can lead to more complex issues that affect other areas. In the 2016 Global Education Monitoring (GEM) report, UNESCO reported that Indonesia's teacher quality was 14th out of 14 developing nations globally.

Immediate and appropriate action is required to address the issue of low teacher quality. Performance will suffer if teacher quality is neglected (15). While low teaching performance will impact the execution of responsibilities, which will also impact the achievement of education quality objectives, good teaching performance will lead to high-quality education (16). One of the most important factors in education that determines its quality is performance.

The Ministry of Education, Culture, Research, and Technology reports that teacher qualifications have reached 95.78%. This contradicts Indonesian teacher performance records, indicating that teacher performance remains low. Performance is a factor in determining educational quality, with teacher performance defined as a measure of work results and conduct that is consistent with individual performance indicators and agreed-upon targets between teachers and principals. The findings of the Teacher Competency Test (UKG) show that Indonesian teacher performance stays well below the national average year after year (16). The performance data is presented in Figure 2.

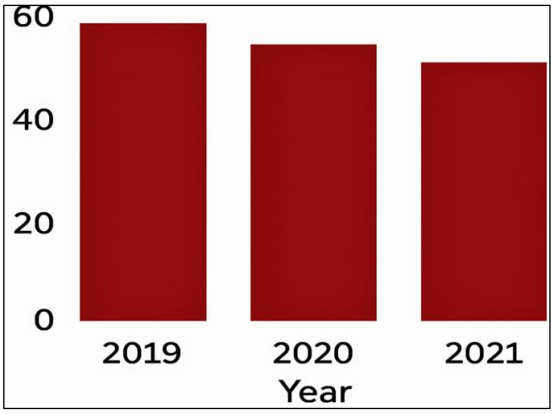

Figure 2. National Average UKG Results (16)
[X-axis title: Province / Region; Y-axis title: Average UKG Score]

Figure 2 shows that the average UKG scores of teachers in Indonesia remained relatively stagnant between 2019 and 2021, consistently below the expected national standard of 55 points. This trend indicates that, despite various certification and training programs, teacher performance improvements have not yet reached optimal levels. Internal factors, such as teacher psychology, influence teacher performance (17). One such psychological factor is emotion regulation. Emotion regulation is the ability to manage one's own emotions in a healthy way (18-20). Someone who has good emotional regulation is less likely to face workplace disruptions. Emotion regulation occurs when a person evaluates probable situations based on their emotional significance (21-23). Emotion regulation is critical for adaptive functioning, whether it's masking disappointment, maintaining calm, or enhancing joy, and altering emotions to achieve goals (24).

Indonesian teachers at all levels are 68.18% female and 31.82% male (25). According to empirical data, women express more emotions than men (26). It indicates that women may be more emotionally receptive than men, which is consistent with stereotypes (27). It was found in previous studies that gender variations affect emotional regulation. However, this contradicts previous findings, which found that gender did not moderate emotion regulation variables (28).

Teaching experience is another factor that contributes to excellent performance (29). The duration of the period spent teaching can be used to assess experience. Teaching experience is frequently mentioned as a factor that can affect performance. Teachers learn through teaching experience, and the longer they work in their sector, the more professional they become in comparison to beginner teachers (30). Discovered that beginner teachers are apprehensive in class because they lack teaching experience and self-confidence (31).

Previous studies have consistently demonstrated that emotion regulation contributes to teacher effectiveness by supporting classroom management, building positive relationships with students, and reducing stress levels (32–34). Similarly, teaching experience has been linked to improvements in pedagogical strategies and professional confidence (35–38). However, the findings regarding gender differences remain inconclusive. Some studies suggest that women regulate emotions more effectively than men (39), while others argue that gender has little to no moderating role (40).

Despite these insights, limited research has explored how gender moderates the relationship between emotion regulation, teaching experience, and teacher performance, particularly in the Indonesian context. Given the importance of improving teacher quality to achieve Sustainable Development Goal 4 on quality education, it is crucial to examine both psychological factors (such as emotion regulation) and experiential factors (such as teaching experience) simultaneously, while also considering gender as a potential moderator.

Therefore, the present study aims to: (1) examine the predictive role of emotion regulation and teaching experience on teacher performance perceptions, and (2) analyze whether gender moderates these relationships. By addressing this gap, the study provides empirical evidence that can

inform teacher professional development policies in Indonesia.

Methodology

This study employed a quantitative approach with a correlational design to investigate the predictive relationship between emotion regulation and length of teaching experience on perceived teacher performance. This study also used moderated regression analysis to examine the role of gender as a moderator in this association.

This study included all business management vocational high school teachers in three majors: Office Management and Business Services, Accounting, and Marketing from Sukoharjo Regency. Based on data from the Business Management Teachers Working Group (MGMP) of Sukoharjo Regency in 2024, the total number of teachers is 120, as shown in the following table. Table 2 presents the distribution of teachers by department. Most of the teachers come from the accounting program, totaling 49, followed by Marketing with 42, and Office Management and Business Services with 29.

Table 2. Population Data

No	Major	Amount
1	Office Management and Business Services	29
2	Accounting	49
3	Marketing	42
Total		**120**

The variables in this study included the primary predictor variables, emotion regulation and length of teaching experience, the criterion variable, perception of teacher performance, and the moderator variable, gender. In order to account for the influence of external variables on research outcomes, control variables such as age, education level, and teaching level were used.

Emotion regulation was measured using the Emotion Regulation Questionnaire (ERQ), which was developed in a previous study (32) and adapted into Indonesian. This scale consists of ten items that assess two dimensions: cognitive reappraisal (6 items) and expressive suppression (4 items). Each item is scored on a 7-point Likert scale, with 1 meaning strongly disagree and 7 meaning strongly agree. Before collecting the main data, a pilot study with 30 respondents was conducted to test the instrument's validity and reliability. The validity test indicated that all ERQ items had corrected item-total correlation values ranging from 0.42 to 0.71 ($p < 0.05$), which met the validity criteria. The reliability analysis showed a Cronbach's alpha of 0.83 for the overall scale, 0.85 for the cognitive reappraisal subscale, and 0.78 for the expressive suppression subscale. These results confirm that the ERQ adapted in this study was both valid and reliable for use in the Indonesian teacher sample.

The length of teaching experience was determined using teachers' tenure in years, obtained from school administrative data, and confirmed through self-reports in the questionnaire. This data was divided into three categories: novice teachers (1-5 years), experienced teachers (6-15 years), and senior teachers (more than 15 years) to help in the analysis and interpretation of the research findings.

Teacher performance perceptions were measured using an instrument adapted from the Teacher Performance Assessment Instrument, which was created based on Indonesian teacher competency criteria. This scale has 24 items that assess four dimensions: instructional competence, personality competence, social competence, and professional competence. Each item has a 5-point Likert scale that ranges from 1 (very poor) to 5 (very good). In this study, teacher performance was assessed using a self-report format, in which teachers evaluated their own performance perceptions. The self-assessment approach was chosen to capture teachers' subjective perceptions and confidence in their professional competence, rather than relying on supervisor or peer evaluations.

Data collection was conducted through online and offline surveys over 8 weeks. Researchers contacted school principals to request research approval and a list of target teachers. Each respondent provided informed consent before completing the questionnaire to guarantee their willingness and comprehension of the study's objectives. To avoid sequence bias, demographic

data were obtained first, then the research instrument was completed in random order. The questionnaire was meant to be completed in 20-25 minutes to prevent interfering with respondents' teaching activities.

The data analysis process began with descriptive analysis, which described sample characteristics, data distribution, and descriptive statistics for the study variables using mean, standard deviation, skewness, and kurtosis. Before the main analysis, regression analysis assumptions were tested, such as residual normality using the Kolmogorov-Smirnov test and visual inspection of Q-Q plots; homoscedasticity using the Breusch-Pagan test; linearity of relationships using scatterplots and linearity statistics; multicollinearity using the Variance Inflation Factor (VIF); and autocorrelation using the Durbin-Watson.

The main analysis employed hierarchical multiple regression in three stages. Model 1 included control variables (age, education level, and teaching level); Model 2 added main predictor variables (emotion regulation and length of teaching experience); and Model 3 added a moderator variable (gender) and an interaction term. The moderator effect was evaluated using R^2 and F-change tests to determine whether the addition of the moderator variables significantly contributed to the variance explained by the model.

To assess significant moderation effects, further analyses were carried out using simple slope analysis. The Johnson-Neyman technique was used to find areas of significance for moderation effects, and bootstrap confidence intervals (5000 samples) were employed to test the significance of indirect effects if a mediation pattern was discovered in the association between variables.

This study was approved by the University's Research Ethics Committee, and all respondents provided written informed consent. Respondent information was kept private using identification numbers and saved in an encrypted database. Respondents had the option to withdraw from the study at any moment without consequence. Data were considered legitimate if respondents filled out the questionnaire completely and consistently. Respondents who offered random answers were identified using attention check items and response pattern analysis. Outliers were identified using the Mahalanobis distance and then examined to decide whether they should be retained or excluded from the analysis. All statistical analyses were conducted using IBM SPSS version 28.0 and R version 4.3.0 with the psych, car, and interactions packages for moderation analysis. All hypothesis tests had a significance level of $\alpha = 0.05$.

Results

Respondent Characteristics

This study effectively collected data from 92 Business Management Vocational High School teachers in Sukoharjo Regency, with a response rate of 76.7%. According to demographic characteristics, the majority of respondents (61 respondents) were female (66.3%), with 31 male (33.7%). In terms of age, the majority of respondents (38 respondents) were between the ages of 31 and 40 (41.3%), followed by 29 respondents between the ages of 41 and 50 (31.5%), 18 respondents between the ages of 20 and 30 (19.6%), and 7 respondents above 50.

The demographic profile of the respondents is summarized in Table 3. Most teachers were from the accounting major (41.3%), followed by Marketing (34.8%) and Office Management and Business Services (23.9%). In terms of education, the majority held a Bachelor's degree (80.4%), and nearly half (48.9%) had 6–15 years of teaching experience, indicating that the sample consisted largely of qualified and experienced teachers.

Table 3: Demographic Characteristics

Characteristics	Category	Frequency	Percentage
Gender	Female	61	66.3%
	Male	31	33.7%
Age	20-30 years old	18	19.6%
	31-40 years old	38	41.3%
	41-50 years old	29	31.5%
	>50 years old	7	7.6%
Major	Accounting	38	41.3%
	Marketing	32	34.8%
	MPLB	22	23.9%

Education Level	Bachelor's Degree	74	804%
	Master's Degree	16	17.4%
	Diploma 4	2	2.2%
Teaching Experience	Novice (1-5 years)	19	20.7%
	Experienced (6-15 years)	45	48.9%
	Senior (>15 years)	28	30.4%

Descriptive Statistics of Research Variables

Descriptive analysis revealed that the research variables were generally well distributed. The emotion regulation variable obtained an average score of 5.24 (SD = 0.78) on a scale of 1-7, indicating that teachers at Business Management Vocational Schools in Sukoharjo Regency have rather good emotional management skills. The cognitive reappraisal dimension had a higher score (M = 5.45, SD = 0.82) than the expressive suppression dimension (M = 4.98, SD = 0.91), implying that teachers are more likely to use cognitive strategies to manage emotions rather than suppress emotional expression.

The descriptive statistics of the research variables are presented in Table 4. The results show that teachers reported high levels of emotion regulation (M = 5.24) and cognitive reappraisal (M = 5.45). All variables demonstrated acceptable distributions, with skewness and kurtosis values within the normal range.

Table 4. Descriptive Statistics of Research Variables

Variables	Mean	SD	Min	Max	Skewness	Kurtosis
Emotion regulation	5.24	0.78	3.20	6.80	-0.18	-0.45
Cognitive Reappraisal	5.45	0.82	3.33	7.00	-0.23	-0.52
Expressive Suppression	4.98	0.91	2.75	6.75	-0.11	-0.38
Length of Teaching (Years)	12.6	7.3	2	28	0.34	-0.67
Perception of Performance	4.12	0.56	2.83	5.00	-0.29	-0.41
Pedagogical Competence	4.25	0.52	3.00	5.00	-0.35	-0.28
Personality Competence	4.08	0.58	2.80	5.00	-0.24	-0.46
Social Competence	3.98	0.64	2.60	5.00	-0.18	-0.52
Professional Competence	4.18	0.61	2.75	5.00	-0.31	-0.39

Regression Analysis Assumption Testing

The Kolmogorov-Smirnov test for residual normality yielded a p-value of 0.18 (p>0.05), suggesting that the residuals were normally distributed. Visual inspection of the Q-Q plot revealed that the data points followed the diagonal line, verifying the assumption of normality. The Breusch-Pagan test for homoscedasticity returned a p-value of 0.12 (p > 0.05), showing that the residual variances were homogeneous. A scatterplot of the residuals versus the fitted values revealed no systematic trend, supporting the assumption of homoscedasticity.

Testing for linearity using a scatterplot and a linearity test indicated an adequate linear relationship between the predictor and criterion variables. The multicollinearity test showed that the Variance Inflation Factor (VIF) values for all predictor variables were below 3.0 (tolerance > 0.33), indicating no serious multicollinearity issues. The Durbin-Watson autocorrelation test yielded a value of 1.89, within the range of 1.5-2.5, indicating no autocorrelation issues in the model.

Correlation Analysis

Pearson correlation analysis revealed a significant positive association between emotion regulation and perceived teacher performance ($r = 0.42$, $p < 0.01$). The length of teaching experience had a significant positive correlation with perceived performance ($r = 0.38$, $p < 0.01$), but the relationship was weaker than that of emotion regulation. A moderate positive correlation ($r = 0.29$, $p < 0.01$) suggests that teachers with more experience have better emotion regulation skills.

The correlation analysis among the main study variables is shown in Table 5. Emotion regulation was positively correlated with both teaching experience ($r = 0.29$, $p < 0.01$) and performance perception ($r = 0.42$, $p < 0.01$). The correlation was stronger among female teachers, indicating that higher emotional regulation is associated with better performance perceptions.

Table 5. Correlation Analysis

Variable	1	2	3
1. Emotion regulation	-		
2. Length of Teaching Experience	0.29**	-	
3. Performance Perception	0.42**	0.38**	-
Female (n=61)			
1. Emotion regulation	-		
2. Length of Teaching Experience	0.31**	-	
3. Performance Perception	0.48**	0.35**	-
Male (n=31)			
1. Emotion regulation	-		
2. Length of Teaching Experience	0.25	-	
3. Performance Perception	0.32*	0.44**	-

Hierarchical Regression Analysis

A three-stage hierarchical regression analysis was used to test the research hypotheses. Model 1 (control variables: age, education level, major) accounted for 12.3% of the variance in teacher performance perceptions ($R^2 = 0.123$, $F(4,87) = 3.05$, $p < 0.05$). Age contributed significantly ($\beta = 0.28$, $p < 0.05$), while education level and major did not.

Model 2, which included the primary predictor variables (emotion regulation and length of teaching experience), significantly improved the model's predictive ability ($\Delta R^2 = 0.21$, $\Delta F(2,85) = 12.84$, $p < 0.001$). Model 2 accounted for 33.5% of the variance in teacher performance perceptions ($R^2 = 0.335$, $F(6, 85) = 7.14$, $p < 0.001$). Emotion regulation showed a significant effect ($\beta = 0.35$, $p < 0.001$), as did length of teaching ($\beta = 0.27$, $p < 0.01$).

Model 3, which included the moderator variable (gender) and the interaction term, demonstrated a substantial increase in predictive ability ($\Delta R^2 = 0.08$, $\Delta F(3,82) = 3.42$, $p < 0.05$). The final model accounted for 41.7% of the variance in teacher performance perceptions ($R^2 = 0.417$, $F(9,82) = 6.53$, $p < 0.001$). Emotion regulation × gender had a significant influence ($\beta = 0.22$, $p < 0.05$), whereas length of teaching experience × gender did not ($\beta = 0.14$, $p > 0.05$).

The results of the hierarchical regression analysis are presented in Table 6. The analysis shows that the inclusion of additional variables significantly increased the model's explanatory power from Model 1 ($R^2 = 0.123$, $p = 0.022$) to Model 2 ($R^2 = 0.335$, $p < 0.001$). Model 3 further improved the variance explained to 41.7%, indicating that the final model provides the best fit.

Table 6. Hierarchical Regression Analysis

Model	R^2	ΔR^2	F	ΔF	Sig
Model 1	0.123	0.123	3.05	3.05	0.022
Model 2	0.335	0.212	7.14	12.84	0.000
Model 3	0.417	0.082	6.53	3.42	0.021

Moderation Effect Analysis

A simple slope analysis was used to determine the moderating effect of gender in the association between emotion regulation and teacher performance perceptions. Emotion regulation had a greater impact on performance perceptions in female instructors ($\beta = 0.43$, $t = 4.82$, $p < 0.001$) than in male teachers ($\beta = 0.26$, $t = 2.15$, $p < 0.05$). The difference in slope was statistically significant ($t = 2.18$, $p < 0.05$), confirming the moderating effect of gender.

The Johnson-Neyman technique found that gender had a substantial moderating effect on emotion regulation scores ranging from 4.2 to 6.8. This suggests that the influence of emotion regulation on performance perceptions differed the most between female and male teachers with moderate to high emotion regulation skills. Teachers with low emotional regulation (scores < 4.2) had no significant effect on performance perceptions based on gender.

The bootstrap confidence interval (95% CI) for the interaction effects of emotion regulation × gender was [0.04, 0.38], excluding the zero value, highlighting the significance of the moderation effect. The interaction effect of teaching years ×

gender revealed a confidence interval of [-0.12, 0.31], including the zero value, indicating that gender did not moderate the correlation between teaching years and perceived teacher performance.

Hypothesis Testing

Based on the analysis results, the first hypothesis, stating that emotion regulation has a positive effect on perceived teacher performance, was accepted ($\beta = 0.35$, $p < 0.001$). The second hypothesis, indicating a positive correlation between length of teaching experience and perceived teacher performance, was likewise accepted ($\beta = 0.27$, $p < 0.01$). The third hypothesis, that gender affects the correlation between emotion regulation and perceived teacher performance, was accepted ($\beta = 0.22$, $p < 0.05$). However, the fourth hypothesis, that gender affects the correlation between length of teaching experience and perceived teacher performance, was rejected ($\beta = 0.14$, $p > 0.05$).

According to the study's findings, emotion regulation is a more reliable indicator of perceived performance among Business Management vocational school teachers than the length of teaching experience. Gender was found to moderate the correlation between emotion regulation and perceived performance, with female teachers experiencing a stronger effect from emotion regulation than male teachers. This suggests that the ability to manage emotions has varying effects on perceived performance depending on teacher gender.

Discussion

The findings of this study show that both emotion regulation and the length of teaching experience constitute significant determinants of perceived teacher performance, with emotion regulation being the stronger predictor. It was stated in previous research that there is a need for emotional regulation in professional environments, including education (41). Teachers who can manage their emotions effectively perform better in the classroom because they can retain psychological stability when dealing with challenges (42).

Emotion regulation had a significant effect on perceived teacher performance ($\beta = 0.35$, $p < 0.001$), suggesting that emotional management skills can enhance learning quality. This is consistent with prior research showing that teachers with excellent emotion regulation skills have more positive interpersonal relationships with students and are better able to establish a conducive learning environment (41). Furthermore, emotion regulation allows teachers to respond adaptively to student conduct rather than reactively, which improves student and colleague impressions of their professionalism (42).

Correlation analysis also found that emotion management was more significantly associated with perceived performance in female teachers ($r = 0.48$) than in male teachers ($r = 0.32$). The moderation analysis further indicated that female teachers demonstrated stronger effects of emotion regulation on their performance perceptions ($\beta = 0.43$, $r = 0.48$) compared to male teachers ($\beta = 0.26$, $r = 0.32$). This finding suggests that female teachers were more effective in regulating their emotions and that this ability contributed more substantially to their perceived professional performance. This aligns with prior research that women tend to employ reappraisal strategies more effectively than men in managing emotions (35). This study complements the literature that suggests gender differences in how people regulate their emotions, with women using reappraisal procedures more effectively (27). This study also found that emotion control had a stronger impact on women's perceived performance, which is consistent with the moderation analysis's findings of a substantial interaction between emotion regulation and gender.

Length of teaching positively correlated with perceived performance ($\beta = 0.27$, $p < 0.01$), but had lesser predictive power compared to emotion regulation. The length of teaching represents acquired experience, knowledge, and skills in dealing with classroom dynamics, which are critical for improving teacher effectiveness (36,37). Teachers with substantial experience have often established good teaching strategies and are very confident in classroom management (38).

Unlike emotion modulation, gender did not have a significant moderating effect on the correlation between the length of teaching experience and perceived performance ($\beta = 0.14$, $p > 0.05$). This suggests that the effect of teaching length on

perceived performance is largely consistent for both male and female teachers. Professional experience has a consistent influence across genders, as it is more related to cumulative time and learning than psychological characteristics (37).

This study provides empirical support for the notion that psychological aspects (emotion regulation) and experiential factors (length of teaching experience) both contribute to teacher performance. These findings theoretically corroborate the work-well-being model in education, which places emotions and experiences as main predictors of performance achievement (39). In an implementation context, our findings suggest that training in emotion control and improving teaching experience should be included in teacher professional development programs.

Interestingly, while 95.78% of Indonesian teachers have administratively met teaching qualifications, their performance quality is still rated low, according to UKG data (16). These data highlight that administrative eligibility is not always directly related to actual performance, which is significantly influenced by psychological aspects and practical experience.

This study has important implications for teacher quality improvement interventions, which should include not only raising formal qualifications or technical training, but also emotional management training and long-term mentorship programs to gain experience. More specifically, professional development workshops could integrate modules on cognitive reappraisal techniques, stress management, and mindfulness practices to strengthen teachers' emotional competencies. In addition, peer mentoring systems in which experienced teachers provide support and modeling for novice teachers can help them develop adaptive strategies for managing classroom challenges. Such structured initiatives are expected to prepare new teachers to regulate their emotions more effectively and sustain high levels of professional performance. The results of the moderation analysis show that emotion regulation interventions are more likely to be effective when customized to teacher gender, especially for female teachers, who are more influenced by emotional factors in their performance perceptions.

The study's limitations include its limited geographic context in Sukoharjo Regency and its focus on vocational high school teachers majoring in business management, making the findings unsuitable for national generalization. Another limitation is that teacher performance was measured using a self-report instrument, which may be subject to social desirability bias and not fully reflect objective performance evaluations. In addition, the study classified gender only in binary terms (male and female). While the results indicated that female teachers exhibited stronger emotion regulation effects, this approach does not capture the complexity of gender identity. Future research should therefore incorporate more diverse and inclusive gender categories, use multiple sources of performance evaluation (e.g., supervisors or peers), and expand the sample to other educational levels and regions in order to provide a more comprehensive understanding of the relationship between emotion regulation, teaching experience, and teacher performance.

Conclusion

This study demonstrated that both emotion regulation and length of teaching experience significantly predicted teachers' performance perceptions, with emotion regulation emerging as the stronger predictor. Gender moderated the relationship between emotion regulation and performance perceptions, indicating that female teachers benefited more from emotional regulation skills compared to their male counterparts. However, gender did not moderate the effect of teaching experience. These findings highlight the importance of integrating emotional regulation training and mentorship into teacher professional development programs, while also acknowledging gender-sensitive approaches. Future research should employ more diverse gender classifications, objective performance measures, and broader samples across educational levels to enhance the generalizability of the results.

Abbreviations

ERQ: Emotion Regulation Questionnaire, PISA: Programme for International Student Assessment, SDGs: Sustainable Development Goals, SPSS: Statistical Package for the Social Sciences.

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Author Contributions

Gemawati: conceived and designed the study, collected the data, performed the analysis, wrote the manuscript.

Conflict of Interest

The author declares no conflict of interest related to this study.

Declaration of Artificial Intelligence (AI) Assistance

The authors declare that they did not use AI-assisted tools (ChatGPT, OpenAI) during the writing process.

Ethics Approval

This study was approved by the Research Ethics Committee of Universitas Sebelas Maret. Written informed consent was obtained from all participants prior to data collection.

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