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Evaluating the Impact of Emotional Regulation on the Pedagogical Communication Skills of Students in Educational Training Universities: Evidence from Quantitative Analysis

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ABSTRACT

The study examines how these strategies affect three core components of pedagogical communication skills: establishing and maintaining communication relationships, exchanging cognitive, emotional, and behavioral information, and using language and communication tools. A survey was conducted with 352 students currently studying at 6 universities in Vietnam. The results show that cognitive reassessment had the strongest impact on communication skills and language use (β = 0.610). In contrast, emotional repression had the strongest effect on relationship-building and maintenance skills (β = 0.531). Therefore, the study provides empirical evidence that emotional regulation and pedagogical communication competence are two distinct but closely related constructs.

Keywords: Emotional regulation, communication, skill, student, university, education.

INTRODUCTION

The modern educational context emphasizes the role of teachers, from knowledge transmitters to organizers, guides, and supporters of learners' holistic development (Petrychenko et al., 2023). Pedagogical communication skills are considered a core component of teachers' professional competencies. A teacher's pedagogical communication includes not only language skills but also the ability to understand learners' emotions, choose appropriate interaction strategies, and adjust communication behavior to suit diverse and complex pedagogical situations (Sutton & Wheatley, 2003). Students are the future workforce; learning and improving pedagogical communication skills is especially important to help them meet employers' requirements, enhance their job prospects, and increase their chances of career success (Pshembayeva et al., 2022). This is even more important for teacher training students, the future workforce of educators. Therefore, the formation and development of pedagogical communication skills from the initial training stage at university is crucial to the quality of their future professional practice.

Research consistently confirms that emotions and the ability to regulate them play a central role in professional activities that require a high level of social interaction, including teaching (Brackett et al., 2010; Aldrup et al., 2024). In daily classroom life, students and teachers often have to, or feel compelled to, regulate their emotions (Fried, 2011). Emotional regulation is defined as the set of processes that individuals use to monitor, evaluate, and adjust the intensity, timing, and manner of emotional expression to achieve personal goals and meet contextual requirements (Gross, 1998). Emotional regulation has consistently attracted research demonstrating its importance in human life and work (Mikolajczak et al., 2009; Snyder et al., 2006). In the educational environment, the ability to regulate emotions is considered fundamental to helping teachers and student teachers maintain composure, be flexible in communication, and build positive relationships with learners, leading to educational success (Aldrup et al., 2024).

From a theoretical perspective, Gross's (1998, 2015) model of emotional regulation suggests that individuals can regulate emotions through two main strategies: cognitive reappraisal and expressive suppression. In education, studies have shown that cognitive reappraisal is positively correlated with communication quality, empathy, and job satisfaction among teachers. Conversely, emotional suppression leads to psychological stress and reduced interaction effectiveness (Greer, 2023; Aldrup et al., 2024). This suggests that emotional regulation is not only an individual ability but also a fundamental element of pedagogical communication competence. However, most of these results were obtained from teachers, while there has been insufficient research on teacher training students. Furthermore, many previous studies have treated these two concepts as simple composite variables, failing to fully verify the latent factor structure of the scales within the specific cultural and educational context of a nation, such as Vietnam (Yin et al., 2016).

Communication is an integral part of human experience (Mukhpulova et al., 2025). Communication skills, in general, are the ability to transmit and receive information to establish and maintain social relationships across various contexts. However, pedagogical communication skills are specific to the profession and are practiced in the educational process to both exchange information and guide learners' perceptions, emotions, and behaviors (Slipchuk et al., 2021). In the preschool education environment, this difference becomes even more apparent because the communication subjects are young children at the initial stages of language, emotional, and personality development. Therefore, pedagogical communication by preschool teachers requires a combination of educational, emotional, and developmental aspects, demonstrated through the use of age-appropriate language, a caring attitude, the ability to listen, and positive responses to create a sense of security and encourage children to participate in learning activities.

In Vietnam, studies on pedagogical communication primarily focus on describing communication skills, proposing methods to develop them, or describing pedagogical situations (Ha & Lan, 2024). In contrast, the construction and validation of models for measuring pedagogical communication competence in the form of multi-component structures remain limited. Similarly, studies on emotional regulation often directly use international scales without fully testing their suitability for Vietnamese teacher-training students (Duc, 2025). Furthermore, the specific impact of cognitive reassessment and expressive repression on particular components of pedagogical communication remains unexplored.

Stemming from the aforementioned research gaps, this study focuses on examining the impact of emotional regulation on the pedagogical communication competence of teacher-training students, with a focus on hypothesis testing using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method. The new findings expected from this research are: (1) confirm the factor structure of the emotional regulation scale and the pedagogical communication competence scale in the context of Vietnamese teacher-training students; (2) assess the reliability, convergent validity, and discriminant validity of the latent structures, thereby evaluating the impact level of each factor; (3) discuss and provide implications for education in Vietnam that integrates emotional regulation and communication skills. This research is important for Vietnamese education because, by analyzing the impact of emotional regulation on communication skills among students in the context of teacher training, it makes a methodological contribution to the field of psycho-educational measurement and provides practical evidence for integrating the development of emotional and communication competencies into teacher training programs.

LITERATURE REVIEW

Gross's Model of Emotional Regulation

Despite the relatively late appearance of the topic of emotional regulation in studies on the field of emotions, the interest in emotional regulation is not new. Although many different theoretical frameworks on emotional regulation are used (emotional intelligence theory, social-emotional learning, interpersonal communication theory…). Gross's (1998) model remains the most widely used (Sun & Nolan, 2021). Emotional regulation is how we try to influence the emotions we have, such as when we have them, and how we experience and express these emotions (Gross, 1998). This approach does not view emotions as static states or instantaneous reactions, but rather places them within a dynamic, sequential process. Based on cognitive appraisal theory, he argues that emotions are formed through a sequence of events from situation to attention, from attention to evaluation, and from evaluation to reaction. Regulation can intervene at any point

in this sequence (Gross, 2002). Specifically, Gross's model includes five strategies for emotional regulation: (1) Situational selection to avoid or approach the context that may influence the emotions that may arise; this strategy is primarily preventative; (2) Situational adjustment to change elements in the situation to reduce negative impact, such as seeking social support; (3) Adjusting attention, redirecting focus, such as distraction; (4) Changing perception (reappraisal) to restructure the perception of the situation; (5) Adjusting response, controlling emotional expression, such as suppressing emotions. Gross's model of the emotional regulation process is regulated by multiple processes involving specific strategies, the timing of intervention, and emotional response sequences. Among these strategies, reassessment of perception and suppression of expression have been identified as frequently used and valuable strategies, receiving considerable attention in the research literature (Gresham & Gullone, 2012).

Reappraisal involves reinterpreting emotionally charged situations to alter their emotional meaning (Troy et al., 2010). That is, by reappraisal, individuals attempt to reinterpret an emotionally charged situation, thereby altering its emotional meaning and impact. Furthermore, reappraisal should occur early, possibly before the emotion is fully aroused, potentially leading to a complete shift in subsequent emotional development (Goldin et al., 2008). The frequent use of reappraisal is often considered an adaptive strategy. It is associated with many desirable outcomes, such as the generation of positive emotions, closer interpersonal relationships, and enhanced well-being (English et al., 2012).

Emotional repression, as noted by Gross (2015), is the continuous focus on oneself to prevent the activation of emotional responses. For example, concealing emotional reactions upon hearing bad news or remaining silent upon hearing something offensive. Individuals who use expressive repression to manage negative emotions (such as anxiety or sadness) are more likely to experience high intensity of those negative emotions. Conversely, individuals who use expressive repression to manage positive emotions are more likely to reduce their positive emotional experiences (Campbell-Sills et al., 2006).

Empirical studies also confirm that early intervention strategies, particularly cognitive reassessment, yield better adaptive outcomes than late intervention strategies, such as emotional suppression (Flouri & Mavroveli, 2013). Gross's model has also been extended to many fields, including clinical psychology, neuroscience, education, and organizational management (Thompson, 1994), demonstrating its generality and high applicability.

Emotional Regulation for Teacher Training Students

In the educational environment, the emotions of teachers and learners are considered key factors influencing the quality of teaching, classroom relationships, and learning outcomes (Sutton & Wheatley, 2003). Teachers frequently face emotionally stressful situations such as inappropriate student behavior, demands

for curriculum reform, and evaluations from colleagues, parents, and society. Therefore, teachers need to continuously maintain their mental health and build effective communication skills in their work environment (Day & Gu, 2013). This shows that emotional regulation is not only a personal ability but also a crucial professional competency for teachers. Emotional regulation has a significant impact on academic performance among university students; cognitive reappraisal generally has a positive effect on academic achievement, whereas expressive suppression is negatively associated with academic performance (Romo et al., 2025). Furthermore, the level of cognitive reassessment used is associated with higher adaptive functioning and lower stress levels. Conversely, suppressing emotional expression may be related to high stress and negative mental impacts (Sun & Lau, 2018).

Pre-service teachers are in the initial training phase to form their professional identity. They must learn to cope with the unique emotional demands of the teaching profession (Tondeur et al., 2019). Therefore, pre-service teachers are expected to develop their ability to control their own emotions and guide future students to regulate their feelings positively (Sutton et al., 2009). If students regularly use cognitive reassessment in the classroom, they tend to interact more positively with peers and experience fewer negative experiences (Tondeur et al., 2019). Conversely, suppressing emotional expression for extended periods can lead to emotional stress and psychological exhaustion, affecting not only the students themselves but also the surrounding learning environment. However, they still lack the skills to meet future job requirements. Studies show that student teachers often struggle to regulate their emotions when faced with practical situations, such as classroom management, communicating with students exhibiting challenging behavior, or receiving negative feedback from their instructors (Pillen et al., 2013). Poor emotional regulation can lead to communication anxiety and reduced self-confidence, thereby negatively impacting the development of pedagogical competence.

The emotional regulation strategies of teacher-training students are ways they use to respond to negative emotions, facilitating adaptation and influencing learning outcomes. In particular, cognitive reassessment is considered a strategy for adapting and supporting students in coping with academic and professional crises. Conversely, suppressing emotional expression is often associated with more negative outcomes in both mental health and academic performance. This study will examine two important components in Gross's emotional regulation model: cognitive reassessment and emotional suppression.

Pedagogical Communication Skills of Students

Communication plays an extremely important role in human life. Studies have shown that in people's daily activities, most of the time is spent on communication (Fishman, 2020). Effective communication also emphasizes social

skills to help learners respond to their environment and self-regulate when faced with challenges, thereby achieving and enhancing their own excellence (Llenares & Deocaris, 2019; Leung & Jenkins, 2020). When both instructors and students communicate well, it creates an engaging and enjoyable learning environment. Furthermore, good communication can help instructors and students apply positive values to improve their social and emotional skills (Naibao, 2022). Pedagogical communication skills encompass not only spoken and written language but also nonverbal communication such as gestures, eye contact, and nonverbal feedback. These are all factors that contribute to the success of the teaching and learning process.

Communication skills, as a component of pedagogical skills, are a system that combines linguistic, sociological, psycholinguistic, cultural, cognitive, and non-linguistic aspects (Tekesbayeva, G., & Tekesbayeva, 2020). For a future teacher, pedagogical knowledge and communication skills become paramount in the ideal teacher profile (Yelenina, 2019). Therefore, education students need to equip themselves with good pedagogical communication skills before entering the teaching field. In reality, students will face difficulties after graduation if their communication skills are not honed during their studies. This is clearly demonstrated by employer feedback indicating an inconsistency between educational qualifications and future teachers' communication abilities (Naibao, 2022). Therefore, in teacher training, communication helps prospective teachers not only impart knowledge but also build a positive, engaging learning environment with students. Effective communication contributes to increased trust and motivation for learning, and helps prospective teachers handle complex pedagogical situations. Santiago & Rodríguez Pérez (2020) believe that to develop pedagogical skills and communication competencies for teachers, it is necessary to establish a continuous pedagogical training model development process that identifies needs and characteristics, and establishes a system of actions to be taken.

Based on the language competency models of Canale & Swain (1980) and Canale (1983), and the communicative competency model of Bachman & Palmer (1996), this study will approach students' pedagogical communication skills as a multi-component structure, emphasizing the role of pedagogical relationships, cognitive-emotional-behavioral communication, and the effective use of language and communication tools in teaching. By focusing on these three specific components of communication skills, this approach allows for a deeper analysis of the fundamental competencies that teacher-students need to develop to meet the demands of their future profession. Furthermore, pedagogical communication skills in this study primarily refer to the interaction between teachers and children, as well as to broader contexts encompassing communication between teachers and parents and teachers and colleagues.

The Impact of Emotional Regulation Skills on Students' Pedagogical Communication Skills and Corresponding Hypotheses

Improving emotional regulation skills not only increases the chances of academic success but also establishes communication skills in the present and future. In education, communication is an emotionally charged activity, requiring instructors and student teachers to constantly regulate their emotions to maintain positive interaction, handle conflict, and support learners (Sutton & Wheatley, 2003). Therefore, emotional regulation not only affects individual psychological states but also directly impacts the quality of pedagogical communication, especially in student teachers – a group in the process of developing professional competence.

The Impact of Reappraisal on Components of Pedagogical Communication Skills

Reappraisal is an early emotional regulation strategy in which individuals change their interpretation of a situation to reduce negative emotional impact or increase positive emotions (Gross & John, 2003). This skill is measured through extroverted, introverted, school, and other communication problems (Reynolds & Kamphaus, 2004). The evidence above shows that improving reappraisal skills not only increases the chances of academic success but also establishes communication skills in the present and future. Studies show that reappraisal is positively associated with empathy, patience, and the ability to maintain positive relationships with students (Taxer & Gross, 2018). For education students, reappraisal helps them build trust and maintain stable pedagogical relationships.

Therefore, the hypotheses are:

H1: Reappraisal positively impacts students' communication skills in establishing and maintaining relationships.

H2: Reappraisal has a positive impact on students' cognitive, emotional, and behavioral communication skills.

H3: Reappraisal positively impacts students' communication skills and language use

H4: Suppression negatively impacts students' pedagogical communication skills and language

H5: Suppression negatively impacts students' communication skills and language use

H6: Suppression negatively impacts the cognitive-emotional-behavioral communication skills of teacher training students.

Reappraisal and Cognitive-Emotional-Behavioral Communication Skills.

Reappraisal is associated with personal well-being (Ortner et al., 2017), helping individuals manage emotional responses and thereby supporting more

effective communication (Gross, 2015). This strategy also facilitates individuals' expression of positive emotions and constructive behavioral reactions. Teachers who tend to reassess their cognitive abilities often use communication strategies that are encouraging, provide positive feedback, and guide appropriate learning behaviors (Frenzel et al., 2009). For teacher-students, reappraisal is particularly important during their studies and professional practice, where psychological pressure can easily disrupt multi-directional communication.

Reappraisal is also considered a factor that supports flexibility in choosing language and communication media. Educational students with good re-evaluation skills often adjust their tone, expression, and communication methods to suit learners' responses, rather than rigidly adhering to a teaching script (Hargreaves, 2000). Studies on emotional intelligence show that reappraisal is associated with more effective use of positive language, nonverbal support, and communication technology in the classroom (Brackett et al., 2010).

Suppression and Its Impact on the Components of Pedagogical Communication Skills

Emotional suppression is a delayed emotional regulation strategy that focuses on suppressing emotional expression and masking emotions after they have surfaced (Gross & John, 2003). It involves concealing one's current emotional state and altering how people express their feelings (Sheppes & Gross, 2012). While suppression may help maintain outward order in the short term, many studies indicate that frequent use of this strategy is associated with reduced social relationship quality. Therefore, emotional regulation can strengthen or weaken the quality of relationships with others (Fischer & Manstead, 2008; Burt et al., 2008).

In education, students with behavioral problems often elicit negative emotions in teachers, leading them to adjust their feelings to a particularly high degree (de Ruiter et al., 2020; Spilled et al., 2011). Similarly, previous studies have found a link between anger and anxiety and disruptive behaviors in the classroom, and a lack of student cooperation with teachers (Hagenauer et al., 2015). For student teachers, suppression can diminish enthusiasm, persistence, authenticity, and closeness in the teacher-student relationship, creating a communication gap between student teachers and students, making it difficult to build trust and mutual understanding (Bennett et al., 2023).

Suppression affects not only the physiological level but also directly impacts the processing of emotional and cognitive information. Using suppression strategies when exposed to negative stimuli increases the likelihood of errors in processing emotional information, reduces the effectiveness of emotion identification (Szczygieł et al., 2012), and can disrupt the connection between cognition and emotion. In addition, emotional suppression affects psychological stress (Aldao et al., 2010), which can lead to reduced communication effectiveness and decreased empathy. Teacher-training students who use excessive suppression

tend to communicate in a cognitively oriented manner, reducing their ability to respond flexibly and thereby the quality of communication and relationships with students.

Suppression and the Use of Communication Tools and Language

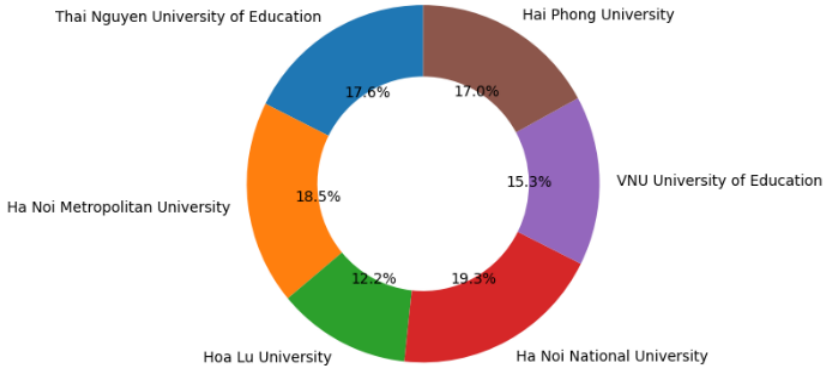
Suppression can also lead to impoverished verbal expression of emotions, resulting in a rigid communication style with less flexibility in adjusting language and communication tools (Lind et al., 2014). Those who use suppression tend to choose simple language that is less emotionally charged. Nonverbal expressions such as eye contact, tone of voice, and gestures often become limited or inconsistent (Eaves & Leathers, 2017), affecting communication effectiveness and the learner's perception.

RESEARCH METHOD

Research Design and Survey Sample

The study employed a quantitative design and a cross-sectional survey to test the relationships among variables in the proposed model. Scores were collected through surveys via Google Forms. Figure 1 shows: the sample size for this study was 352 students from 6 universities in Vietnam: Hanoi Metropolitan University, University of Education - VNU Hanoi, Hoa Lu University, Thai Nguyen University of Education, Hanoi University of Education, and Hai Phong University. Initially, 406 samples were planned, but after data filtering, only 352 valid samples remained (86.6%) due to some unclear survey responses.

Figure 1: *Distribution of respondents by university*



Data was collected using questionnaires, and hypothesis testing was performed using SPSS 25.0 and PLS-SEM analysis (Hair, 2019). PLS-SEM was chosen over CB-SEM for two reasons: (1) the predictive orientation of the research model, and (2) it is suitable for complex models and small samples. Therefore,

PLS-SEM is not only a suitable technical choice but also contributes to improving the reliability and validity of the inferences in this research.

Measurement Tools

The emotional regulation scale in this study was developed from Gross & John (2003)'s Emotion Regulation Questionnaire (ERQ), while the communication skills scale was built on the theory of communicative competence, notably Canale & Swain's (1980) linguistic competence, Canale's (1983) discourse competence, and Bachman & Palmer's (1996) model of communicative competence and psychosocial mechanisms. The scales were discussed and refined through a pilot study of 54 students from Hanoi Metropolitan University, requiring students to self-assess their overall emotional regulation abilities. One item was eliminated: "I easily create a friendly and trustworthy atmosphere when starting work with a new class" (SEM6). According to our research and assessment, because the subjects are student teachers undergoing training and practice, and are not yet official teachers, these skills have a Cronbach's alpha coefficient of less than 0.6 and a variable-total correlation of less than 0.3. After adjustment, the official scale includes 27 variables. It uses a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree) encompassing two aspects: subjectively assessing the frequent use of cognitive reassessment and expressive repression strategies. Similarly, the communication skills scale has 3 factors: establishing and maintaining communication relationships, exchanging cognitive, emotional, and behavioral information, and using language and communication tools.

Data Analysis Methods

The study calculated the overall score for each scale by summing the responses to each related item. Higher scores on the scales indicated that students would use them more frequently. The data were initially processed and cleaned using Microsoft Excel, then analyzed using SPSS 25.0 software to evaluate the scale through Cronbach's Alpha coefficient and exploratory factor analysis (EFA). Finally, the PLS-SEM structural model was used to detect causal relationships and test research hypotheses. PLS-SEM is highly suitable for this study to analyze the complex relationships between multiple variables in emotional regulation and communication skills.

Assessing the Validity and Reliability of the Scale.

Table 1 presents descriptive statistics for all observed variables. The results show a complete dataset, as no missing values were detected across all items. The mean values of the observed variables ranged from 3.08 to 3.80, indicating that the students generally expressed a moderate to fairly high level of agreement. Items in the S structure (S1–S4) showed the highest mean scores (3.73–3.80) with a median of 4, suggesting relatively strong agreement. The remaining

items in the R, SCM, SCI, and SEM structures showed mean values clustered around the midpoint of the scale, reflecting perceptions ranging from neutral to fairly positive. Standard deviations ranged from 0.60 to 1.04, indicating acceptable variability in respondents' evaluations. Higher dispersion was observed in the S categories, while the SCM, SCI, and SEM constructs showed relatively lower variability, indicating more homogeneous response patterns.

Table 1: *Internal reliability, mean, standard deviation, and kurtosis of the data.*

Factor	Cronbach's Alpha	Code	Corrected Item – Total Correlation	Mean	SD	Excess Kurtosis	Skewness
Reappraisal	0.848	R1	.633	3.276	0.963	-0.346	-0.269
		R2	.628	3.281	0.949	-0.252	-0.288
		R3	.626	3.349	0.863	-0.148	-0.234
		R4	.641	3.290	0.945	-0.380	-0.202
		R5	.603	3.293	0.943	-0.241	-0.267
		R6	.644	3.310	0.949	-0.434	-0.294
Suppression	0.811	S1	.633	3.727	1.039	0.460	-0.901
		S2	.630	3.733	0.912	0.542	-0.822
		S3	.620	3.764	0.962	0.991	-1.034
		S4	.633	3.795	0.916	0.813	-0.898
CSM	0.851	CSM1	.657	3.080	0.644	0.679	-0.203
		CSM2	.626	3.097	0.650	0.589	-0.222
		CSM3	.681	3.085	0.722	0.390	-0.266
		CSM4	.672	3.116	0.649	0.610	-0.244
		CSM5	.669	3.094	0.687	0.735	-0.229
SCI	0.884	SCI1	.658	3.088	0.735	0.696	-0.269
		SCI2	.648	3.094	0.607	0.482	-0.125
		SCI3	.646	3.119	0.655	0.669	-0.189
		SCI4	.644	3.190	0.716	0.117	-0.252
		SCI5	.653	3.227	0.804	0.292	-0.337
		SCI6	.640	3.247	0.710	0.062	-0.063
		SCI7	.641	3.222	0.763	0.404	-0.012
		SCI8	.677	3.241	0.751	0.463	-0.227
SEM	0.828	SEM1	.637	3.190	0.777	0.401	-0.016
		SEM2	.634	3.139	0.735	0.313	-0.096
		SEM3	.615	3.179	0.703	0.254	-0.068
		SEM4	.598	3.139	0.780	0.376	-0.141
		SEM5	.633	3.165	0.751	0.266	-0.079

Regarding distribution characteristics, the skewness values were mostly negative, suggesting a slightly left-skewed distribution and a tendency for respondents to choose higher response categories. The kurtosis values were within acceptable limits (±2), indicating no serious deviation from normality. Overall, these results suggest the data approximate a normal distribution and are suitable for further multivariate analyses.

Reliability analysis showed that all constructs achieved good internal consistency, with Cronbach's Alpha values ranging from 0.811 to 0.884, exceeding the recommended threshold of 0.70 (Hair et al., 2019). More importantly, all adjusted item-to-total correlation coefficients were above 0.59, indicating strong correlations between observed items and their underlying constructs and contributing significantly to the overall scale. With high consistency, no observed variables had to be removed; all measured items were retained in the model. The reliability of the measurement tools was assessed using Cronbach's alpha and adjusted item-total score correlations to ensure internal consistency. This is a crucial first step, providing a solid foundation for evaluating the measurement model and ensuring that the constructs are suitable for further assessment of convergent and discriminant consistency, before proceeding with the PLS-SEM structural equation model to test the assumed relationships between the underlying variables.

RESULTS

Data analysis was performed using Smart-PLS 3 in two steps: first, evaluating the measurement model and then evaluating the structural model.

Evaluation of the Measurement Model

The quality of the observed variables included in the model for PLS-SEM analysis met the requirements, with Outer Loading coefficients all ≥ 0.7 (Hair et al., 2016). Therefore, the data were fully suitable for proceeding with the next analysis steps. Combined with internal consistency assessed by Cronbach's alpha (α) coefficient in the previous step and Composite Reliability (CR), the results in Table 2 show that all Composite Reliability (CR) scores reached a threshold greater than 0.7, demonstrating high suitability (Henseler & Sarstedt, 2013). Similarly, convergent validity was checked through the extracted Outer Loading coefficients and Mean Variance (AVE). An external loading factor above 0.70 and an AVE value greater than 0.50 indicate full convergent validity.

Table 2: *Construct Reliability and Validity*

	rho_A	CR	AVE
Reappraisal	0.849	0.887	0.568
SCI	0.885	0.908	0.552
SCM	0.853	0.894	0.627
SEM	0.828	0.879	0.592
Suppression	0.813	0.876	0.638

Discriminant validity shows the distinctiveness of a construct when compared to other constructs in the model. The discriminant validity was assessed

using Fornell and Larcker's (1981) criterion, a well-known method to measure how constructs are distinct from each other in a model. Fornell and Larcker's (1981) criterion stated that the square root of AVE comes in a diagonal place, and it should be higher than the other constructs' values. The results in Table 3 show that all diagonal values are higher than the corresponding correlation values, which reflects that the model is discriminant valid.

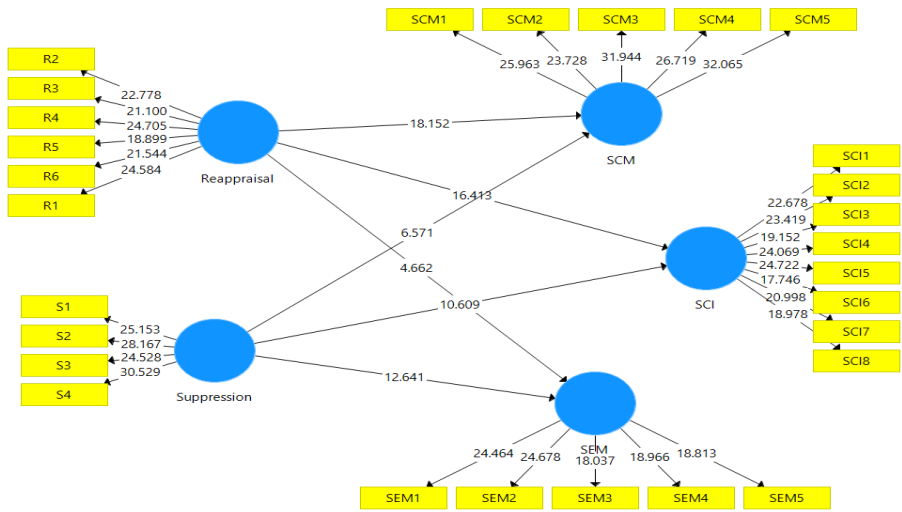
Table 3: *Fornell-Larcker criterion results*

	Reappraisal	SCI	SCM	SEM	Suppression
Reappraisal	0.753				
SCI	0.614	0.743			
SCM	0.670	0.778	0.792		
SEM	0.327	0.678	0.583	0.769	
Suppression	0.232	0.512	0.401	0.579	0.799

Structural Model Evaluation: The structural model is evaluated after confirming the suitability of the measurement model.

First, multicollinearity needs to be assessed. Multicollinearity between predictive structures is checked using the Variance Inflation Factor (VIF) value. According to Hair et al. (2019), if the VIF value ≥ 5, there is a very high probability of collinearity, and the model is severely affected; if 3 ≤ VIF < 5, the model may have collinearity. Conversely, VIF < 3: the model does not experience collinearity. In this study, a VIF value below 3.3 indicates that the multicollinearity problem is within controllable limits.

Figure 2: *Path analysis results*



Pathway Coefficients and Hypothesis Testing

In Figure 2, pathway coefficients were estimated using a bootstrapping procedure with 5,000 samples, allowing for testing the statistical significance of the hypothesized relationships. The statistical significance of the pathway was assessed based on the β-value, t-value, and p-value. Results from PLS-SEM provide strong empirical evidence to test the proposed hypotheses, indicating a significant relationship between the two emotional regulation strategies—cognitive reappraisal and emotional suppression—and the three constructs of communication skills (SEM, SCI, and SCM). All hypothesized paths were statistically significant at a p-value of 0.000, with t-values significantly higher than the recommended threshold of 1.96, thus confirming the robustness of the structural model.

Table 4: *Hypotheses test results*

	Path	β	t-value	p-values	Results	Level of impact
H1	Reappraisal -> SEM	0.203	4.662	0.000	Accepted	*Weak–Medium*
H2	Reappraisal -> SCI	0.524	16.413	0.000	Accepted	*Strong*
H3	Reappraisal -> SCM	0.610	18.152	0.000	Accepted	*Very Strong*
H4	Suppression -> SEM	0.531	12.641	0.000	Accepted	*Strong*
H5	Suppression -> SCI	0.390	10.609	0.000	Accepted	*Medium*
H6	Suppression -> SCM	0.259	6.571	0.000	Accepted	*Weak–Medium*

The findings also showed that reassessment had a positive and statistically significant impact on SEM (β = 0.203, t = 4.662). While the magnitude of this impact was not strong, it was still substantial, suggesting that reassessment contributed to SEM to an undeniable degree. This indicates that individuals who regularly use cognitive reassessment may experience incremental improvements in SEM-related outcomes. Conversely, reassessment showed a significantly stronger influence on SCI (β = 0.524, t = 16.413). The normalized coefficients reflect a strong predictive relationship, highlighting reassessment as a crucial determinant of SCI. This result underscores the importance of adaptive cognitive mood modulation in promoting higher SCI levels. The strongest impact of reassessment was observed on SCM (β = 0.610, t = 18.152). This finding suggests that reassessment plays a central role in shaping SCM, outweighing its influence on both SEM and SCI. The magnitude and significance of this pathway highlight the crucial role of cognitive reassessment as a dominant antecedent of SCM in the proposed model.

Regarding the effect of repression: the results show a strong and positive association with SEM (β = 0.531, t = 12.641). This significant effect suggests that repression is a prominent predictor of SEM, impacting this construct more strongly than reassessment. This finding suggests that mechanisms related to repression

may be particularly important in explaining SEM outcomes. Repression also had a moderate and statistically significant impact on SCI ($\beta = 0.390$, $t = 10.609$, $p < 0.001$). Although weaker than the corresponding impact of revaluation, this relationship was still significant, suggesting that repression contributed to SCI along with more adaptive adjustment strategies. Finally, repression showed a positive but relatively weaker effect on SCM ($\beta = 0.259$, $t = 6.571$). Although the effect was not large, the relationship was still statistically significant, suggesting that repression played a secondary role in predicting SCM compared to revaluation.

Table 5: *Coefficient of determination (R^2)*

	R Square	R Square Adjusted
SCI	0.521	0.519
SCM	0.513	0.510
SEM	0.374	0.370

Table 5 shows: the explanatory power of the model was assessed using R^2 values for endogenous constructs. The R^2 values showed that the proposed model explained 52.1% and 51.3% of the variance in SCI and SCM, respectively, reflecting considerable explanatory power. The variance explained for SEM (37.4%) was moderate but acceptable in the context of behavioral research. The close correlation between the R^2 and adjusted R^2 values further confirms the robustness and economy of the structural model.

The results showed a differential impact model between the two emotional adjustment strategies. Re-evaluation consistently showed a stronger impact on SCI and SCM, while repression showed a more pronounced effect on SEM. This asymmetric model clearly demonstrates the distinct functional roles of emotional regulation strategies in different outcome domains and supports the hypothesis that regulatory and non-regulatory strategies can produce domain-specific effects. All six hypotheses are accepted, affirming the completeness of the proposed structural model and providing strong empirical evidence for the explanatory power of emotional regulation strategies within the SEM framework. These findings demonstrate the need to include both reassessment and repression as important antecedents in explaining the variability of SEM, SCI, and SCM.

DISCUSSION

The results provide strong empirical evidence supporting all hypothesized relationships and offer insights into the domain-specific roles of emotional regulation strategies, thereby expanding on previous theoretical and empirical work.

Notably, the standardized loading coefficients of the observed variables were all high and statistically significant, indicating that teacher-students are able to clearly distinguish between cognitive and behavioral emotional regulation strategies. This result is consistent with previous international studies on teachers and teacher-students, suggesting that cognitive reassessment and emotional suppression are two strategies with different mechanisms of action and psychological consequences (Zhang et al., 2019).

Similar to the literature on emotional regulation, reassessment emerged as a major predictor of SCI and SCM, demonstrating strong effects. This finding is consistent with previous studies that emphasize the adaptive nature of cognitive reassessment in promoting cognitive flexibility, problem-solving, coping ability, and constructive engagement (Gross, 1998; Gross & John, 2003). More importantly, this result expands on existing research by demonstrating that the impact of re-evaluation is significant not only for psychological issues at the individual level but also plays a central role in the use of communicative means and language, factors crucial for the future teaching careers of prospective teachers. This model supports cognitive evaluation theory, which posits that reinterpreting emotional stimuli facilitates deeper cognitive processing and coordinated action (Tucker, 2013).

Conversely, the relatively weak impact of reassessment on communicative relationships suggests that cognitive reassessment does contribute to influencing communicative relationships, consistent with the research of Taxer & Gross (2018). Still, its influence may be indirect or mediated by other psychological, institutional, or contextual factors. This could be explained by the fact that new teacher trainees are in the process of training and developing to become future teachers, so their relationship formation is not yet extensive. This finding is consistent with previous PLS-SEM studies reporting that adaptive emotional adjustment strategies often produce indirect or mediated effects, depending on the study context.

A notable contribution of this study lies in its findings regarding emotional repression. Previous studies on emotional repression often viewed it as a maladaptive strategy associated with adverse psychological consequences (Gross & John, 2003). However, current findings suggest that repression strongly influences communication and the use of communicative language. Emotional repression can lead to misinterpretations or reduced empathy in the other person (Sheppes & Gross, 2012). It also reduces the ability to focus on new information, slows down information processing, and decreases cognitive efficiency. The research is conducted in Vietnam, a country with an East Asian culture where people tend to be more reserved and less likely to express emotions directly. Therefore, this model differs somewhat from Western models that suggest emotional repression is context-dependent rather than inherent in human nature (Matsumoto et al., 2008). Furthermore, repression in a teaching environment—

where emotional restraint is highly demanded—requires strict adherence to behavioral norms and is constrained by institutional factors. The current study supports this emerging perspective by demonstrating that repression can act as a prominent predictor strongly influencing communication in teaching contexts.

The comparison between emotional reevaluation and repression using the Partial Structural Equation Modeling (PLS-SEM) highlights the multidimensionality and contextual adaptability of emotional regulation. The research model allows for predictive orientation and determination of strength in each different pathway, thereby enhancing theoretical development in complex behavioral models (Hair et al., 2019). The findings show that emotional regulation impacts communication skills through a distinct impact structure: the re-evaluation factor predominates in explaining the use of media, language communication, and cognitive-emotional-behavioral communication skills, while repression plays a more prominent role in predicting the formation of communication skills. The strategy to be clearly defined is: instead of viewing emotional re-evaluation and repression as opposing strategies with positive or negative impacts, the important role of emotional regulation in education should be affirmed based on specific outcomes.

Theoretically, this research contributes to the theory of emotional regulation in several ways. First, it challenges traditional classifications of emotional regulation strategies by demonstrating that their effects vary depending on the outcomes related to communication relationships. Second, it expands existing theoretical frameworks by emphasizing the role of reassessment in shaping communication skills and media use. Third, the powerful impact of emotional repression on communication relationships supports the call for the development of emotional regulation theories that take into account the subject of action, the communication context, and integrate socio-cultural and institutional norms into existing models.

IMPLICATION

In practical terms, the findings also offer several implications for policymakers, educators, and organizational leaders. Firstly, considering the strong influence of cognitive reassessment on cognitive-emotional-behavioral communication and the use of communication tools and language, research results show that developing pedagogical communication competence is inseparable from cultivating the emotional regulation capacity of teacher training students. Therefore, teacher training programs need to systematically integrate content on emotion identification, cognitive reassessment, and emotional management into educational psychology, pedagogical skills, and professional practice modules. Specifically, proposals for building emotional regulation capacity for students should prioritize developing cognitive reassessment skills through reflective

learning and cognitive restructuring interventions. This is considered one of the healthiest and most effective emotional regulation strategies for teachers. It involves re-evaluating a situation to change its emotional meaning. For example, when a student is uncooperative, instead of getting angry, the teacher can ask themselves: "Is the student having problems at home?" or "Is this activity really suitable for the student?" This shift in perspective helps minimize negative emotions and prevent emotional burnout, while promoting the teacher's resilience and well-being. Or, when seeing a student exhibiting negative behavior or failing to complete assignments, instead of thinking, "the student is naughty or lazy" and getting angry, the teacher can observe further to understand the cause, while simultaneously shifting the perception that "the student is experiencing psychological problems" and immediately responding in a calmer, gentler way.

Secondly, reassessing one's perspective is a key skill that helps prospective teachers re-evaluate situations from a new angle, thereby reducing negative impacts and enhancing learning. For example, when encountering negative student reactions or failing in classroom management, prospective teachers should be guided to view these as opportunities for practice and experience accumulation. Activities such as writing emotional journals, group discussions on internship situations, or analyzing case studies will help students practice reassessment skills. This not only contributes to the development of emotional intelligence but also lays the foundation for students to develop professional competence, perseverance, and self-confidence.

Thirdly, a training strategy on emotional suppression is needed for prospective teachers. In addition to the strategies categorized by Gross's model, students should be trained to use other techniques, such as conversing with colleagues or students, listening to music, exercising, meditating, or doing relaxation exercises to manage their emotions. Using voice, facial expressions, gestures, and body language to maintain calmness and authority in class is crucial. Exercises such as responding calmly to disruptive behavior, controlling the speed and volume of speech, or practicing nonverbal communication skills can be applied. This helps them avoid emotional burnout and maintain long-term psychological balance. These strategies, implemented after emotions have erupted, often require greater effort and may have negative consequences. Furthermore, training courses and opportunities to interact with emotional management professionals and experienced teachers should be organized to enhance students' practical experience.

Fourth, compared with international studies on practicing teachers, the results of this study show that teacher trainees have developed important elements of emotional regulation and communication skills at a basic level during their training. It indicates that teacher trainees not only experience emotions in learning and practice situations but also actively use various regulatory strategies. This lays the groundwork for pedagogical interventions aimed at developing adaptive

emotional regulation strategies, particularly cognitive reassessment, rather than focusing solely on controlling superficial behavior. It also suggests that administrators need to adjust learning outcomes and teacher training programs, and that early interventions should be implemented within the training program itself, rather than focusing solely on developing communication skills once teachers have entered the profession.

Finally, for decision-makers and practitioners using data-driven assessment results, the application of PLS-SEM highlights the value of predictive modeling in evaluating the effectiveness of psychological and behavioral interventions. By focusing on the explained variance and impact levels in the path of each factor provided by PLS-SEM, managers can identify the most effective and impactful strategies to implement in practice.

CONCLUSION

This study aims to validate the measurement model and clarify the role of emotional regulation in the pedagogical communication competence of teacher-training students, using the PLS-SEM test. The research results show that the scales used in the study meet international standards, thus confirming the robustness of the proposed measurement framework. Two factors of emotional regulation, cognitive reappraisal and emotional suppression, have been confirmed to have different effects on the communication skills of Vietnamese teacher-training students, consistent with Gross's theoretical model. The study also shows that pedagogical communication competence is an integration of verbal and nonverbal communication components, listening-empathy, and pedagogical situation handling. From a broader perspective, the study provides empirical evidence showing that emotional regulation and pedagogical communication competence are two distinct but closely related constructs, emphasizing the fundamental role of emotional factors in the professional communication activities of teacher trainees. This result contributes to the international research system on the relationship between emotional regulation and teacher communication skills, while also filling a research gap in the context of teacher training in Vietnam, where studies measuring according to international standards are relatively limited. Finally, the research results suggest that the development of pedagogical communication competence cannot be separated from the emotional context of trainees. Therefore, training interventions need to be designed comprehensively, combining the development of communication skills, emotional awareness, and occupational mental health.

This study still has some limitations. Firstly, the data were collected using a cross-sectional design, thus not allowing conclusions about the development over time of emotional regulation and pedagogical communication skills. Secondly, the study sample used a convenience sampling method, which may limit the

generalizability of the results. Future studies could expand towards a longitudinal study, incorporating exploratory factor analysis to assess changes in emotional-communication structures throughout teacher training. Additionally, further testing of variables related to gender, years of study, or field of study is needed to enhance the comprehensiveness of the scale.

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