

Teachers' Emotional Labor: A Systematic Review

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Abstract

Emotional labor refers to the process by which employees are required to regulate their emotions in accordance with professionally specified requirements, rules, and guidelines. In the context of teaching, a significant portion of work is dedicated to the emotional labor of the teachers. Teaching, as a multifaceted profession, encompasses cognitive as well as emotional dimensions. Teachers consistently engage in emotional labor as an essential component of achieving pedagogical objectives and fostering positive learning outcomes. This review aimed to examine the emotional labor of elementary and high school teachers. The study was guided by four key questions: (1) What are the emotional labor levels of the teachers? (2) How do teachers engage in emotional labor in terms of surface acting and deep acting? (3) What is the relationship between naturally felt emotions and surface acting and deep acting? (4) What are the remaining gaps in the literature regarding the study of emotional labor, surface acting, and deep acting among teachers in elementary and high schools? We systematically selected ten articles relevant to our objective to confirm the components related to teachers' emotional labor, with a specific focus on surface acting, deep acting, and naturally felt emotions in elementary and high school teachers. A comprehensive database search was conducted, in adherence to the PRISMA statement, to locate relevant studies investigating "teachers' emotional labor" and synthesizing surface acting and deep acting. The PICOS approach was used to refine research inquiries and formulate search terms. Overall, the literature review highlights notable associations between surface acting and deep acting. However, there is no conclusive evidence that shows the correlation between deep acting and naturally felt emotions. There is considerable room for improving our understanding of emotional labor, including study methodologies, explored variables, and the recognition of historical and cultural influences that moderate and mediate the dynamics of emotional labor. This systematic review sought to delineate and consolidate existing research insights on teachers' emotional labor.

Keywords: systematic review, emotional labor, surface acting, deep acting

1. Introduction

Teaching is an emotionally demanding profession. Teachers across all levels of education, from kindergarten to high school, are tasked with wholeheartedly fostering students' knowledge acquisition. They are entrusted not only with imparting knowledge but also with instilling a motivation for learning and nurturing behaviors that contribute to becoming responsible citizens of the nation. Parents expect teachers to cater to the diverse needs of students, further adding to the considerable pressure they face while also being expected to cultivate a warm and secure classroom atmosphere. Achieving this entails exhibiting positive emotions while concealing any negative ones during teaching sessions. Consequently, teaching necessitates grappling with emotional burdens alongside academic responsibilities.

The term "Emotional Labor" was coined about four decades ago by Arlie Hochschild in her book *The Managed Heart*, denoting the process of managing emotions and expressions to meet the emotional requirements of a given task. According to Kruml and Geddes (2000), Hochschild's concept of emotional labor refers to the action workers perform when they are required to feel or project specific emotions during job-related interactions. Hochschild's perspective on emotional management classified emotional laborers based on different types of "acting". She highlights the importance of controlling emotions in response to situational dictates or display rules. Hochschild (1983) suggests that emotional labor is required when its performance involves making voice or facial contact with

the public and when the employer has the authority to control workers (Wharton, 2009). Emotional labor differentiates between focusing on the employee's or the client's feelings, as well as the authenticity of the employee's emotions. The emphasis is on the impact of emotional labor on the employees who perform it, rather than the work itself. Hochschild distinguished between surface acting and deep acting. Workers who focus solely on their outward appearances and behaviors when expressing emotions are considered to be engaging in "surface acting". Surface acting involves the employee feigning feeling, so the portrayed emotion differs from what the employee truly feels. Deep acting involves evoking inner emotions, similar to how method actors portray roles (Steinberg & Figart, 1999).

According to Hochschild (1983), people manage their emotions as they attempt to conform to the prescribed rules. This process includes matching privately felt emotions with normative expectations or adjusting outward expressions of emotion in line with these expectations. Hochschild described the first process as "deep acting" and the second as "surface acting". Deep acting involves an attempt to change what is privately felt, while surface acting focuses on what is publicly displayed. Hochschild significantly contributed to the concept of emotion management by emphasizing the active shaping and direction of one's feelings, as well as an understanding that social structure and institutions impose constraints on these efforts. She developed the term "feeling rules" to describe societal norms regarding the appropriate type and amount of emotion that should be experienced in any given situation (Wharton, 2009).

In her book *The Managed Heart*, Hochschild also addressed the possible negative social and psychological consequences of emotional labor for workers. Overcontrolled workers' emotions can lead to undesirable consequences, including a lack of emotional control. This turns an unconsciously private act into a public act, influenced by others and benefiting employers. Being controlled over emotional expressions is problematic for at least two reasons: First, workers are prevented from interacting with consumers or clients in ways that are controlled by and naturally arise from present circumstances, instead being forced to follow scripts created by others. This can inhibit workers' natural desires to engage and replace them organizationally sanctioned responses. Second, employers and employees may have differing interests in the outcomes of the engagement. Employers might see workers' interactions with consumers and clients as serving an instrumental purpose, aligning their emotional displays with that goal, while employees may not always share this perspective. In such cases, workers' interests may be undermined (Wharton, 1999).

As suggested by Hochschild (1983), emotional labor can lead to "emotive dissonance." Workers who are required to express emotions that do not align with their true feelings may experience self-estrangement or distress over time. In general, Hochschild stated that due to the close relationship between emotion and the self, those who perform emotional labor are particularly vulnerable to a range of identity-related issues that can negatively affect their psychological well-being (Wharton, 2009).

It has been speculated that emotional autonomy might impede organizational functions (Yin et al., 2017) or provoke irrational behavior (Verhoef & Terblanche, 2015). This significant, often unacknowledged component of a service worker's job requires skilled, effort-intensive, and productive labor. Teaching is one of the most emotionally demanding professions. Unlike mass-service employees, teachers have a significant amount of autonomy in the classroom and maintain relatively stable relationships with their students, parents, and colleagues. Nowadays, teachers are increasingly responsible not only for their students' academic performance but also for their mental health and social-emotional learning. As a result, they are expected to uphold a high standard of care in addition to teaching. However, managing undesired emotions during teaching often requires a great deal of effort (Yin et al., 2019). Thus, emotional labor is often employed to regulate teachers' emotions, behaviors, thoughts, and actions to synchronize with the desired emotional state of the students (Christoforou & Ashforth, 2015; Huys & Renz, 2017; Pillay et al., 2019).

The emotional labor involved in the teaching profession is notably intensive and distinguished by its unique characteristics compared to other fields. Teaching primarily revolves around emotions, with effective teaching endeavors deeply rooted in positive emotional engagement. A positive, favorable teacher-student relationship ensures a positive demeanor, fosters a joyful classroom atmosphere (Akin et al., 2014). In the realm of teaching, emotional labor is perceived as a process by which educators strive to manage, generate, and regulate their emotions, aligning their emotional expressions with normative expectations and professional beliefs. To optimize the efficacy of emotional labor, teachers must employ specific strategies to modulate their emotions during teaching sessions (Yin et al., 2013). For instance, displaying anger in class can set a detrimental precedent for students (Liljestrom et al., 2007), necessitating teachers exercise emotional control to avoid undesirable outcomes (Noor & Zainuddin, 2011).

Researchers agree that teaching necessitates the utilization of emotions, and failure to manage emotions in accordance with professional norms is considered unprofessional. As a result, teachers are required to engage in emotional labor (Tsang, 2011; Zembylas, 2002, 2005). Akin et al. (2014) observed that experienced or senior teachers exhibit higher levels of emotional labor compared to their less-experienced counterparts, emphasizing the importance of imparting emotional regulation skills to novice teachers. They advocate for teacher training programs aimed to raise awareness about the emotional demands inherent in teaching. Additionally, Šat et al. (2015) discovered significant differences in emotional functioning subdimensions based on factors such as marital status, gender, educational background, institutional type, and teacher seniority.

Positive emotions significantly influence on the teacher-student relationship and are integral to teachers' subjective experiences. Nevertheless, emotional labor can pose risks when a widening gap between the emotions teachers genuinely feel and those they are required to express, leading to emotional dissonance. This inconsistency between genuine feelings and expected expressions can be associated with heightened levels of stress, prompting teachers to mitigate discomfort by regulating their emotions.

To our knowledge, a comprehensive review of the literature summarizing and analyzing existing studies on this topic has yet to be undertaken. In order to fill this gap, the present study aims to explore the following questions: (1) What are the emotional labor levels of the teachers? (2) What are the dimensions of teachers' emotional labor in terms of surface acting and deep acting? (3) What is the relationship between naturally felt emotions, surface acting, and deep acting? (4) What are the remaining gaps in the literature regarding emotional labor, surface acting, and deep acting among teachers in elementary and high schools? Unlike their students, teachers engage in emotional labor not only to adhere to prescribed emotional-display norms but also because they perceive such efforts as crucial for achieving teaching objectives and fostering positive learning outcomes. This process involves a complex blend of decision-making and emotional regulation. For instance, teachers must manage their own feelings of anger in the classroom, express empathy in challenging situations, demonstrate concern for their students' progress, consistently offer encouragement to both students and parents, and collaborate effectively with fellow teachers. Additionally, problematic behaviors tend to occur more frequently in school settings compared to other professional environments.

It involves a complex combination of decision-making and emotional regulation. For example, teachers need to manage their own anger in the classroom, show sympathy in challenging situations, care about their students' progress, continuously encourage both students and their parents, and collaborate effectively with their colleagues. Additionally, problematic behaviors are more frequent in schools compared with other work environments.

1.1 Teachers' Emotional Labor

Teachers' emotional labor is strongly influenced by both their personal and professional feelings (Oplatka, 2007). Oplatka (2007) highlighted that teachers' emotional labor is more voluntary than mandatory. The teaching profession must follow the ethical principles of caregiving, which is paramount within the teaching profession. Thus, emotional labor can yield positive outcomes, counterbalancing the negative effects often associated with emotional labor among service industry employees (Isenbarger & Zembylas, 2006; Winograd, 2003).

Hochschild delineated three strategies of emotional labor: surface acting, deep acting, and the expression of naturally felt emotions. Surface acting involves displaying emotions externally as required by the organization, without adjusting one's inner feelings, essentially engaging in pretense. Deep acting involves aligning internally felt emotions with the emotional expressions mandated by the organization. Surface acting involves faking unfelt emotions or hiding inner feelings, whereas deep acting involves modifying or changing truly felt emotions into more desirable ones through reappraisal or attention deployment (Yin et al., 2019). Lastly, the expression of naturally felt emotions occurs when internal emotions and organizational requirements for emotional display are consistent, allowing employees to express their genuine emotions. Initially, expression of naturally felt emotions was perceived as authentic and effortless, not requiring much exertion and consequently receiving less attention.

However, Ashforth and Humphrey (1993) emphasized the significance of external emotional behavior, asserting that expression of naturally felt emotions, although not requiring deliberate effort, still constitutes a strategy of emotional labor. Morris and Feldman (1996) suggested that expression of naturally felt emotions demands more effort compared to other strategies. Later study confirmed that expression of naturally felt emotions is indeed a recognized strategy of emotional labor (Diefendorff et al., 2005).

The literature review reveals that researchers have varied perspectives on the components and dimensions of emotional labor. Some propose a dichotomy, distinguishing between surface acting and deep acting. Others advocate for a trichotomy, recognizing surface acting, deep acting, and the expression of naturally felt emotions as distinct factors. Additionally, some even suggest a more nuanced framework with four sub-dimensions,

encompassing surface acting, deep acting, expression of naturally felt emotions, and deliberative dissonance action. Researchers typically select a specific emotional labor theory that aligns with their conceptualization of emotional labor to serve as the theoretical foundation for their research. This choice reflects their understanding of emotional labor and guides their investigation into its manifestations and effects in various contexts.

The majority of research adopts three sub-dimensions. For instance, Liu (2007) developed a scale based on the emotional labor theory that comprises three factors, while other researchers, such as Basim et al. (2013) and Yang and Li (2009), focused on surface acting, deep acting, and expression of naturally felt emotions as emotional labor strategies. Liu (2009) expanded this framework to include deliberative dissonance, alongside surface acting, deep acting, and expression of naturally felt emotions, developing a comprehensive scale for teachers in elementary and middle schools. On the other hand, Zhang (2013) concentrated solely on surface acting and deep acting in the study of college English teachers' emotional labor. Overall, existing research predominantly emphasizes deep acting, surface acting, and expression of naturally felt emotions among teachers, with limited attention to deliberative dissonance action. At the same time, while many scholars investigate the relationship between teachers and their emotional labor, fewer examine the interaction between emotional labor and various stakeholders such as students, parents, and colleagues. This indicates a gap in the literature regarding the broader contextual factors influencing teachers' emotional labor.

Several studies have highlighted associations between emotional labor strategies and emotional exhaustion among teachers. Basim et al. (2013), Zhang (2013), and Tian et al. (2009) found that surface acting positively predicted emotional exhaustion, whereas deep acting and expression of naturally felt emotions negatively predict emotional exhaustion. Moreover, Yang Sun conducted a dynamic study revealing significant negative correlations between deep acting at the initial test (T1) and emotional exhaustion six months later (T2) and one year later (T3). Similarly, deep acting at T2 negatively correlated with emotional exhaustion at T3, while surface acting at T2 positively correlated with emotional exhaustion at T3. Furthermore, emotional exhaustion at T2 positively correlated with surface acting at T3. These findings suggest a reciprocal relationship between emotional labor and emotional exhaustion, implying that maintaining high levels of deep acting may reduce the likelihood of emotional exhaustion in subsequent years (Sun, 2013).

Educators are significantly affected by emotional labor, including both surface acting and deep acting. Teaching is a profession that demands not only mastery of subject matter but also an abundance of psychological resilience to handle daily emotional challenges.

In the classroom, teachers are emotionally engaged in maintaining students' interest, managing classroom dynamics, and facilitating learning. They are tasked with regulating both their own emotions and those of their students, often striving to maintain a sense of neutrality and fairness (Bellas, 1999).

The school environment profoundly influences teachers' performance. The school atmosphere, characterized as the psychosocial context of teaching, includes various elements such as perceptions of colleague collaboration, student motivation and behavior, available resources, innovation, and decision-making authority. A positive school atmosphere can foster a sense of reciprocity where teachers feel valued by the organization and are motivated to contribute. According to social exchange theory, when teachers perceive that their participation and well-being are valued and supported, they are more likely to reciprocate with dedication and commitment.

When teachers feel a sense of obligation or gratitude towards the organization, they are inclined to reciprocate by contributing their cognitive, emotional, and behavioral resources towards the school's objectives. They may also strive to authentically experience the emotions expected by the school, aligning their inner feelings with organizational norms. Conversely, in a negative school atmosphere, teachers may lack motivation to exert effort for the school's benefit. They are less likely to engage in school-related activities and may only superficially express expected emotions, without genuinely adjusting their inner feelings.

1.2 Surface Acting and Deep Acting

Emotional labor is conceptualized as a four-dimensional construct, encompassing surface acting, deep acting, positive consonance, and negative congruence. Positive consonance refers to the expression of emotions in alignment with organizational expectations, while negative congruence involves expressing emotions that do not adhere to emotional rules, despite being congruent with one's inner feelings. Similarly, Cukur (2009) categorized emotional burden into four dimensions: feigning feelings, adjusting feelings within the mind, automatic emotional regulation (i.e., expression of emotion), and emotional diversion.

Surface acting entails employees concealing their genuine emotions while displaying different emotional expression in organizational settings. This means that individuals may express emotions through words and body

language that they do not genuinely feel (Ashforth & Humphrey, 1993; Basim & Beğenirbaş, 2012).

Deep acting involves individuals making an effort to genuinely experience the emotions they are expected to feel according to organizational norms. In deep acting, emotions are actively encouraged, suppressed, or shaped, often requiring significant empathy skills (Basim & Beğenirbaş, 2012; Rupp et al., 2008). In this process, individuals empathize with others by anticipating their reactions to potential behaviors before acting.

Naturally-felt emotions, in contrast, do not involve a sense of obligation as in surface or deep acting. Instead, individuals reflect their genuine emotions as they naturally feel them (Basim & Beğenirbaş, 2012). The key distinction among these dimensions lies in the level of internalization of behaviors. Surface acting involves non-internalized behaviors, while naturally-felt emotions involve internalized emotions. Deep acting falls between these two extremes, with a higher level of internalization than surface acting but less than naturally-felt emotions.

According to research, there are three emotional strategies employed by teachers: surface acting (i.e., displaying emotions different from their actual feelings, such as faking or concealing emotions), deep acting (i.e., internalizing desired emotions), and genuine emotional expression. The addition of genuine emotional expression as a strategy acknowledges that even when teachers genuinely express emotions, they may still need to align their emotional expressions with professional expectations (Ashforth & Humphrey, 1993; Diefendorff et al., 2005). For example, teachers may need to manage their emotions carefully to appropriately express anger during classroom activities, including disruptive behavior.

Empirical studies on the outcomes of teachers' emotional labor indicate that these strategies have effects on teachers' careers, well-being, and teaching behaviors in diverse ways, as summarized in a meta-analysis by Wang et al. (2019). Surface acting consistently has a negative impact, while genuine emotional expression is generally adaptive for teachers' well-being. However, the effects of genuine emotional expression may vary between positive and negative emotions. The relationship between internalizing feelings and well-being is mixed, with many studies finding no significant relationship.

To summarize, at the daily level, teachers' emotional labor affects their well-being. Research suggests that daily use of surface acting is associated with decreased job satisfaction and increased burnout rate, whereas daily use of internalizing emotions is linked with increased job satisfaction but not with burnout. This considers limitations due to the scarcity of studies and inconsistencies in the strategies examined. It remains unclear which emotional labor strategies are impactful in state-level research focusing on specific classroom events with individual students.

1.3 Systematic Review

A systematic review is a thorough research study that systematically selects and summarizes literature relevant to a specific topic or field. By employing predetermined criteria for selecting research and employing a systematic search method, a systematic review aims to generate new, useful, and reliable knowledge. It synthesizes existing research findings into a cohesive body of evidence, facilitating the development of practical guidelines and insights that inform decision-making and practice across various fields (Phothisat, Pantanich, & Thongpenyai, 2004). The benefits of a systematic literature review include providing a comprehensive summary of knowledge derived from past research studies, which serves as a reliable foundation for further knowledge development. Systematic reviews also offer advantages such as reduced time and cost compared to primary research, as well as minimizing duplication of efforts (as observed throughout *Special Education Research and Development Journal*) (Khan et al., 2003; Mulrow, 1994; Greenhalgh, 1997).

Despite the extensive literature on emotional labor, no systematic review has specifically examined the components of teachers' emotional labor, particularly in terms of surface acting and deep acting. Therefore, this gap motivates the researcher to conduct a synthesis of research articles focusing on these elements. The synthesis will address three main areas: 1) the publications and researchers involved; 2) the research methods employed; and 3) the content and components of the research findings. The outcomes of this research endeavor are expected to be beneficial for teachers by providing synthesized empirical evidence that can inform and enhance their classroom teaching practices.

2. Method

2.1 Objective

The objective of this study is to identify and confirm the components related to teachers' emotional labor, with a specific focus on surface acting, deep acting, and naturally felt emotions in elementary and high school teachers. This paper will analyze research studies across four key areas:

- 1) Emotional Labor levels of teachers

- 2) Teachers' Emotional Labor in terms of surface acting and deep acting
- 3) Relationship between naturally felt emotions and surface acting and deep acting
- 4) Remaining gaps in the literature regarding the study of emotional labor, surface acting, and deep acting among teachers from elementary and high schools

2.2 Methodology

A comprehensive database search was conducted to identify relevant studies on “elementary and high school Teachers' Emotional Labor,” with a focus on surface acting, deep acting, and naturally felt emotions. The search methodology adhered to the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) statement (see Figure 1). To operationalize the research questions and develop the search strategy, the researchers employed the PICOS approach. This acronym, standing for Population, Intervention, Comparators, Outcomes, and Study Design, facilitated refinement of the research inquiries and formulate the search terms used in the literature scan.

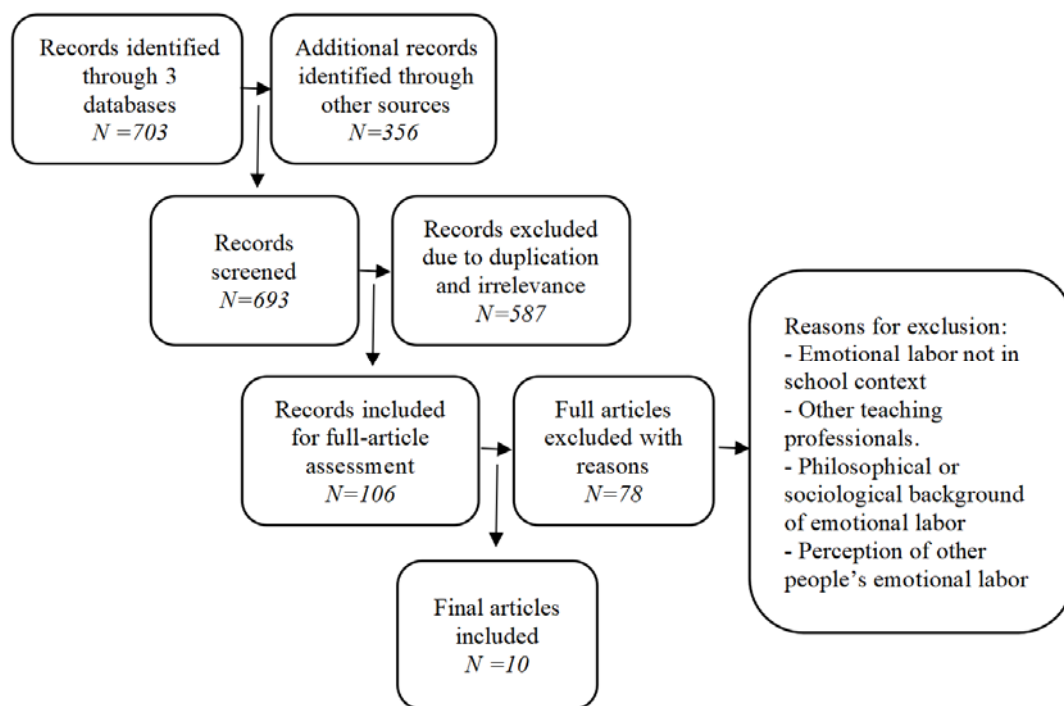


Figure 1. Research approach for a comprehensive database

3. Results

- 1) Results of the synthesis of the characteristics of published research papers and researchers

There are ten research papers have been identified, published between 2015 and 2023. These papers were sourced from a diverse range of academic journals, including *Frontiers in Human Neuroscience*, *Emerald Insight*, *Frontiers in Psychology*, *Eurasian Journal of Educational Research*, *International Journal of Psychology*, *Educational Studies*, *International Journal of Teaching and Learning in Higher Education*, *Educational Sciences: Theory & Practice*, *International Journal of Environmental Research and Public Health*, and *ScienceDirect*.

- 2) Results of the synthesis of research characteristics in terms of research methods

Simple random sampling technique is predominantly used across most research studies. The average sample size across the studies was 356 participants, with sample sizes ranging from a minimum of 35 to a maximum of 703 participants. Both purposive and random sampling methods were commonly employed. The measurement instruments primarily focus on assessing emotional skills as the dependent variable, categorized according to developmental variables. Data analysis methods primarily include One-way ANOVA, as well as quantitative and qualitative analysis.

3) Results from the synthesis of characteristics of research content and elements of teachers' emotional labor in terms of surface acting and deep acting of teachers in the school

The research titled "Surface Acting or Deep Acting, Who Need More Effortful? A Study on Emotional Labor Using Functional Near-Infrared Spectroscopy" by Yongbiao Lu et al. (2019) suggests that both surface acting and deep acting do not significantly affect changes in hemoglobin concentration in the prefrontal cortex. The research also found that both negative and positive facial expressions activate similar areas of the prefrontal cortex, with positive expressions activating additional dorsal areas. These findings suggest that while surface acting and deep acting may not significantly differ in terms of prefrontal cortex activity, they engage some common neural mechanisms while differing in other areas.

The research titled "Impact of Surface Acting and Deep Acting Technique on Teachers' Organizational Commitment" by Kazeem Olanrewaju Ogunsola et al. (2020) reveals that Malaysian teachers perceive both surface acting and deep acting as potentially hindering organizational commitment, particularly when these techniques are used continuously or without mediation. The research highlights those conflicts in emotional experiences, such as discrepancies between genuine emotions and the emotions teachers are required to display, often lead to negative outcomes like self-alienation, self-abandonment, inner tension, and emotional exhaustion. These negative effects can diminish teachers' commitment to their work and reduce their internal motivation toward organizational commitment.

The research titled "The Relationship Between Teachers' Emotional Labor and Burnout Level" conducted by Yilmaz, Altinkurt, Güner and Şen (2015) delves into the intricate relationship between teachers' emotional labor and their susceptibility to burnout. The research uncovers noteworthy insights: teachers primarily engage in surface acting when managing their emotions, followed by deep acting and natural emotional expression. Notably, emotional exhaustion is identified as the primary driver of burnout among teachers, overshadowing concerns related to personal achievement and depersonalization. Regression analyses underscore the significant predictive value of feigning feelings and spontaneous emotional responses in exacerbating emotional exhaustion and contributing to teacher depersonalization. Interestingly, while deep acting fails to exert a significant influence on emotional exhaustion and depersonalization, various aspects of teachers' emotional functioning significantly enhance to their sense of personal accomplishment. Collectively, these emotional dimensions explain a portion of teachers' emotional exhaustion (7%), depersonalization (16%), and personal achievement deficits (15%). The study argues that emotional labor is an inherent aspect of teachers' professional identity. However, the expectations placed on teachers may inadvertently encourage behaviors perceived as unprofessional or ethically problematic. Therefore, understanding the motivations behind teachers' engagement in feigning behavior becomes imperative. The researchers recommend qualitative investigations to delve deeper into these behavioral phenomena, ultimately enriching our understanding of the intricate relationship between emotional labor, professional expectations, and teacher well-being.

The research titled "Investigation of Emotional Labor in Teaching" by Esra Töre (2021) examines the intricate nature of emotional labor within the teaching profession. Unlike many other occupations, teaching demands a substantial investment in emotional labor due to its inherent focus on interpersonal dynamics and cultivation of positive classroom environments. Töre's findings reveal that teachers engage in emotional labor at a moderate level, with varying degrees across different dimensions. Specifically, teachers exhibit high levels of intrinsic emotions, indicating a genuine investment in their teaching roles, while surface acting occurs at relatively low levels. Meanwhile, deep acting among teachers is observed at a moderate level. Interestingly, the extent of emotional labor appears to be influenced by factors such as gender, occupation, and school type, while remaining consistent across age, years of service, and educational attainment levels. The implications of these findings offer valuable insights for both practitioners and researchers, enhancing the understanding and management of emotional labor within the teaching profession.

The research titled "Constantly, Excessively, and All the Time: The Emotional Labor of Teaching Diversity Courses" by Ryan A. Miller, Cathy D. Howell, and Laura Struve (2019) explores the intricate dynamics of emotional labor within academia, particularly in the context of teaching diversity courses. Their research highlights how the demands of academic work, especially within diverse teaching programs, can exacerbate gender and racial divisions, thereby intensifying the emotional labor experienced by faculty members. Through a detailed examination of various types and examples of emotional labor, the study reveals how faculty members navigate the complexities of emotional labor, including framing faculty rhetoric as either expectations or choices and establishing boundaries around emotional labor. The findings of the study have significant implications for the training and socialization of both faculty and graduate students, as well as for institutional leaders. Recognizing, appreciating, and mitigating the impacts of emotional labor within academic settings are crucial steps suggested

by the study to support faculty members effectively.

The research titled “The Development of the Teacher Emotional Labor Scale (TELS): Validity and Reliability” conducted by Cem Şafak ÇUKUR (2009), found the results from the confirmatory factor analysis validated the four-dimensional structure of emotional labor among teachers. This structure encompasses surface acting, adjustment of feelings within the mind, automatic emotion regulation, and emotional deviance among a sample of present-day educators. Moreover, the findings provided preliminary evidence of construct validity, demonstrating the accuracy of the criteria and the internal consistency of the subscales, which ranged from .70 to .81 on the Teacher Emotional Labor Scale.

The research “Feeling and Acting in Classroom Teaching: The Relationships Between Teachers’ Emotional Labor, Commitment, and Well-being,” by Wangxin Peng, Yi Liu, and Jian-E Peng (2023), addresses the emotional demand of the teaching profession, particularly for experienced educators. Despite the recognized link between teachers’ emotional labor, commitment, and well-being, there remains a lack of understanding regarding their interplay within the classroom environment. Existing research in this area primarily adopts quantitative methodologies, often lacking qualitative contextual support. The study highlights that among the three dimensions of emotional burden—natural expression of emotion, faking feelings, and internalizing feelings—only internalizing feelings significantly impact teacher well-being, both directly and indirectly through commitment. Additionally, the study delineates the importance of a holistic approach to conceptualizing teacher well-being, integrating emotional, psychological, and social dimensions. This research is a crucial step in illuminating the emotional experiences of middle school teachers, particularly in English as a Foreign Language (EFL) classrooms. The insights gained contribute to advancing sustainable professional development initiatives, thus enhancing secondary education.

Research “Teachers’ Emotional Labor in Response to Daily Events with Individual Students: The Role of Teachers-student Relationship Quality” by Janneke A. de Ruiters, Astrid M.G. Poorthuis, and Helma M.Y. Koomen (2021) explores the intricate dynamics of teacher-student relationships and teachers’ emotional labor. The research reveals that the quality of teacher-student relationships significantly impacts teachers’ emotional responses to daily events involving individual students. When relationships are positive, teachers tend to express genuine emotions, fostering authentic interactions. Conversely, when relationships marked by conflict or tension, teachers may resort to feigning emotions, such as faking or hiding their true feelings, especially in situations that require emotional regulation.

Furthermore, the study highlights a significant increase in the feigning of emotions within relatively codependent teacher-student relationships. This suggests a nuanced interplay between emotional labor and relationship dynamics. These findings underscore the importance of fostering positive and supportive teacher-student relationships to mitigate emotional labor and promote authentic emotional expression in educational settings.

The research “Beginning EFL Teachers’ Emotional Labor Strategies in the Chinese Context” by Hanxi Li and Honggang Liu (2021) employs confirmatory factor analysis to validate the four-dimensional structure of emotional labor strategies among novice English as a Foreign Language (EFL) teachers in China. The research confirms the presence of four distinct dimensions of emotional labor strategies: surface acting, deep acting, positive consonance, and negative congruence, within the context of teaching basic English. Participants reported high levels of positive congruence and internalization, indicating a tendency towards authentic emotional expression and internalized emotional regulation. Conversely, feigning negative feelings and conformity were reported at lower levels, suggesting a reluctance to engage in inauthentic emotional displays. The findings offer valuable insights into the emotional labor dynamics experienced by novice EFL teachers in China. By illuminating the prevalence of specific emotional labor strategies and their underlying motivations, the research enhances our understanding of the emotional experiences and challenges faced by middle school English teachers in China. Furthermore, these insights have implications for the sustainable professional development of EFL educators, facilitating their adaptation and growth within the dynamic landscape of foreign language instruction.

Table 1. Details of research articles classified by Name of researcher/year of publication, research methods, sample type, components of emotional labor

Name of research	Name of researcher/year of publication	Sample type	Components of emotional Labor
Surface Acting or Deep Acting, Who Needs More Effortful? A Study on Emotional Labor Using Functional Near-infrared Spectroscopy	Lu et al. ((2019	Total of 20male and 20 female senior undergraduate students.	Surface Acting Deep Acting
Impact of Surface Acting and Deep Acting Techniques On Teachers' organizational commitment	Ogunsola et al. ((2020	Total of 450 teachers	Surface Acting Deep Acting
The Relationship Between Teachers' Emotional Labor and Burnout Level.	Yilmaz, K et al. (2015)	Total of 410 working teachers.	Surface Acting Deep Acting Natural Emotion
Investigation of Emotional Labor in Teaching	Töre (2021)	Total of 556 teachers working in schools	Real Emotions Surface Acting Deep Acting
“Constantly, Excessively, and All the Time”: The Emotional Labor of Teaching Diversity Courses.	Ryan et al. (2019)	Total of 38 instructors	Emotional Labor
The Development of the Teacher Emotional Labor Scale (TELS): Validity and Reliability	Çukur (2009)	Total of 190 high school teachers working in government schools	Surface Acting Deep Acting Automatic Emotion Regulation Emotional Deviation
Feeling and Acting In Classroom Teaching: The Relationships Between Teachers' Emotional Labor, Commitment, and Well-being.	Peng et al. (2023)	Total of 803 middle school teachers teaching English as a foreign language	Surface Acting Deep Acting Natural Expression of Emotion
Teachers' Emotional Labor in Response to Daily Events with Individual Students: The Role of Teachers- student Relationship Quality.	De Ruiter et al. (2021)	Total of 37 primary school teachers	True Expression of Emotion Surface Acting Deep Acting
How School Climate Influences Teachers' Emotional Exhaustion: The Mediating Role of Emotional Labor	Yao et al. (2015)	Total of 703 primary and secondary school teachers	Surface Acting Deep Acting Emotional Exhaustion
Beginning EFL Teachers' Emotional Labor Strategies in the Chinese Context.	Li & Liu (2021)	Total of 484 Chinese middle school English teachers	Surface Acting Deep Acting Positive Consonance Negative Consonance

4. Discussion

From the synthesis of 10 research studies, emotional labor emerges as a multifaceted construct encompassing surface acting, deep acting, positive and negative consonance, natural emotions, automatic emotion regulation, emotional deviation, natural expression, true expression, and emotional exhaustion. Among these elements, surface acting stands out as a core component, involving the expression of emotions that differ from genuine feelings, often through feigning or concealing emotions. Deep acting, on the other hand, entails the internalization of desired emotions, aligning expressed emotions more closely with inner feelings.

However, the research reveals several gaps and areas for further exploration. Firstly, while emotional labor between teachers and students receives significant attention, other relational dynamics, such as those between teachers and parents, colleagues, or leaders, remain understudied. Moreover, empirical research predominantly focuses on teachers in basic education settings, neglecting educators in technical, special, or online education contexts. Additionally, current studies primarily examine the emotional labor of teachers themselves, overlooking the influence of interaction partners' characteristics and the relationships between these factors and teachers' emotional labor.

Secondly, existing research largely addresses the antecedents and consequences of surface acting, deep acting, and naturally felt emotions, with limited exploration of deliberative dissonance actions. Furthermore, emotional labor is often examined in isolation, overlooking its combined nature. Notably, extroverted teachers may exhibit more

naturally felt emotions and engage more frequently in deep acting.

Lastly, inconsistencies in empirical findings highlight the need for further investigation. Given the crucial role of teachers and their emotional labor in shaping students' development and learning, longitudinal and comparative studies are essential for a comprehensive understanding of emotional labor dynamics. As education remains fundamental to a nation's prosperity, continued research efforts should prioritize both horizontal and longitudinal comparisons to advance our understanding of teachers' emotional labor and its implications for educational outcomes.

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Authors' contributions

Paiboon Jaikla authored the article by crafting the title, abstract, keywords, introduction, objectives, methodology, findings, conclusions/discussions, and references, as well as formatting it according to the journal's guidelines, submitting it for publication, and revising it based on feedback. Assistant Professor Dr. Araya Piyakun reviewed the content, writing style, language, and grammar, providing guidance on the submission process.

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