

Research on Emotional Labor of Preschool Teachers: Looking Back and Forward

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Abstract

Emotional labor is a hot topic in the field of emotion research of preschool teachers. A significant amount of emotional labor takes place during teaching. In recent years, domestic and foreign researches on emotional labor of preschool teachers mainly include the connotation, structure, measurement methods, coping strategies, influencing factors and results and intervention measures of emotional labor of preschool teachers. Emotional labor is the third kind of labor which is different from mental labor and physical labor. Teachers belong to the profession of high emotional labor. Emotional labor has become an important topic in the field of teacher education. The investigation on preschool teachers' emotional labor in China presents an approach to empirical educational research, that is, the 3R journey consisting of re-view, re-research, and reconceptualization. It is a feasible direction for future research to explore and excavate the influence of preschool teachers' individual characteristics on emotional labor, to analyze the influence of preschool teachers on emotional labor objects and investigate the phenomenon of emotional labor among teachers and groups.

Keywords

Preschool Teacher; Emotional Labor; Literature Review; Trend; Prospect.

1. Introduction

Emotional labor is a hot topic in the field of emotion research of preschool teachers. Teachers have frequent interpersonal interactions with students (including parents, leaders, colleagues, etc.) and in order to achieve educational goals, they must manage their own authentic feelings in order to express emotions that are consistent with social expectations, professional norms, or the school system. This suggests that teachers' professional practice is even more emotionally demanding. Emotional labor is closely related to teachers' physical and mental health, professional development and career, and also affects the achievement of teaching goals. It also affects the realization of educational goals. Teachers' professional growth is the key factor for the high-quality development of preschool education. Preschool teachers belong to high emotional workers, and their emotional labor plays an important role in daily care and education work. Reasonable emotional labor strategies can have a positive impact on preschool teachers, such as establishing a good teacher-child relationship, improving job satisfaction and increasing career happiness, etc. Research on teacher professional development has generally focused on teachers' development in terms of development of exoteric professional knowledge and skills, while neglecting teachers' ability to manage and express their emotions. (Sutton, 2009). In the evaluation of teachers, whether in policy documents or management systems, or in the public perception, either the emotional labor narrowly into a single-dimensional evaluation of teacher ethics, or ignores the burden of high levels of emotional labor on teachers. (Zaretsky, 2019).

The professional growth of teachers is the high-quality development of preschool education. Key factors. Preschool teachers belong to high emotional workers, their feelings.

Emotional labor plays an important role in the daily work of education, reasonable. Emotional labor strategies can bring positive effects to preschool teachers. Such as the establishment of a good teacher-child relationship, improve job satisfaction, increase the occupation .Happiness and so on. But previous studies have found the same for emotional labor Is a double-edged sword, which can also lead to emotional exhaustion and resignation Willingness to increase, psychological problems and other adverse consequences of emotional labor. The importance of preschool teachers' physical and mental health and professional development is unspoken. Therefore, this paper through the domestic and foreign preschool teachers emotional labor. The research on motion is sorted out to further clarify its influencing factors and phases Research, on the one hand, can let preschool teachers accurately understand the individual situation.The mechanism of labor and related results in the process of work Can better choose emotional labor strategies to deal with related problems and at the same time. To provide theoretical support for the professional growth of preschool teachers. It can also provide guidance for scientific research workers and kindergarten managers from The Angle of existing research results is the intervention of emotional labor of preschool teachers. Come up with practical strategies. In addition, this paper also hopes to through description Describe the characteristics of emotional labor of preschool teachers to help the public further add Deep understanding of preschool teachers' professional quality and professional image. The rise of the research on teachers' emotional labor is a conscious concern for the existence of teachers as "human beings" in the context of the rationalization, instrumentalization and utilitarianization of education, which takes the enhancement of teachers' ability to manage and express their emotions as an endogenous impetus to improve teachers' professional quality. It takes the enhancement of teachers' emotional management and expression ability as the endogenous driving force to improve teachers' professional quality, and the optimization of teachers' emotional labor as a powerful way to enhance teachers' happiness and job satisfaction. It takes the improvement of teachers' emotional management and expression ability as the endogenous impetus to improve teachers' professional quality, and optimizes teachers' emotional labor as a powerful way to enhance teachers' happiness and job satisfaction.

2. Looking Back

Historically, the concept of EL evolved from the work of Hochschild(Hochschild, 1983), who originally talked about two main elements; surface and deep acting. More recently, Diefendorff (Diefendorff ,2005) introduced the appropriate response that arises from the expectations of the job(Grandey, 2000). An important theme in the study of teacher emotional labor is the causal model of emotional labor, that is, the existence of which influences lead to which outcomes. The Working Mechanisms of Emotional Labor model provides a comprehensive delineation of situational cues and long-term outcomes that can guide research on causal models of teachers' emotional labor.At present, the measurement of emotional labor for preschool teachers is mainly adoptedQuestionnaire method. In previous studies. Based on the development of emotional labor strategy questionnaire has been widely used, the questionnaire is composed of 14 items, which respectively measure the surface acting, There are three dimensions of deep acting and natural expression.

The research on the outcome variables of kindergarten teachers' emotional labor mainly includes positive results and negative results. In terms of positive results, kindergarten teachers' emotional labor is significantly correlated with job performance. Kindergarten teachers use more deep play strategies and less surface play strategies, which is conducive to reducing the level of emotional exhaustion. High work efficiency. Natural performance strategies and deep acting strategies are positively correlated with kindergarten teachers' professional self-efficacy. In terms of negative results, the research shows that surface play

strategies are related to teachers' job burnout, and surface play strategies positively predict teachers' job burnout. The more teachers' surface play strategies, the lower job satisfaction. The intervention of kindergarten teachers' emotional labor can start from kindergarten and teachers themselves. Kindergartens should help teachers recognize and evaluate emotional events, establish a harmonious organizational atmosphere and improve teachers' salary and welfare. Kindergartens should help teachers set reasonable emotional goals and reduce their work pressure. At the same time, kindergartens should also establish a humanistic management system, use questionnaires, interviews and other methods to understand the negative emotions of kindergarten teachers and intervene. Kindergarten teachers should correctly position their professional nature and actively use reading and communication with others to regulate their emotions. Relevant colleges and universities shall set up courses related to emotional labor to promote kindergartens. Teachers apply the theoretical emotional labor strategy to the actual teaching situation. The mindfulness level of kindergarten teachers may promote their deep acting and natural emotions, which helps to reduce burnout. In addition, studies have shown that the public often regard preschool teachers' emotional labor as a behavior under social and moral norms, but do not recognize it as a part of professional quality. Carry out scientific and effective cognitive reappraisal training, mindfulness training and psychological capital intervention training, and provide more support, resources and autonomy to preschool teachers from the level of organization and management; Starting from the social environment, guide the public to establish a sense of love for preschool teachers. The accurate understanding of emotional labor can effectively improve teachers' emotional labor situation

3. Discussion and Looking Forward

In recent years, the research topics of kindergarten teachers' emotional labor in China are concentrated in three periods. First, from 2006 to 2011. The key words of the research literature in this period mainly include preschool teachers, emotional labor, job burnout, influencing factors and so on. Second, from 2012 to 2016. The key words of the research literature in this period mainly include emotional labor strategy, emotional exhaustion, job satisfaction and so on. Third, from 2017 to 2020. The key words of the research literature in this period mainly include emotion management, teacher development, emotional health education and so on. First of all, why do teachers love. Will emotional labor adopt many "true expressions" that have not been seen in previous studies on emotional labor of service employees? A possible reason is that researchers ignore the automatic and unconscious emotional regulation, but the more important reason is the problems faced by teachers and service employees. Different emotional labor objects and the resulting power relations. Unlike service employees who usually face adult customers, teachers are teaching. They are facing underage students who are at a disadvantage in power relations. The dominant position in this power relationship is teachers' emotional labor. Policy provides more choices. A research shows that teachers release positive emotions or negative emotions in order to change the current teaching. Situation, such as creating a more harmonious classroom atmosphere or stopping the escalation or expansion of problem behavior, so as to bring it back to the normal classroom order. These strategies belong to Gross's "situation correction", in which venting negative emotions is often called a "very useful" strategy by teachers. However, it is obviously undesirable for service employees to directly vent their negative emotions. The above paradox comes from the fact that Chinese teachers not only emphasize the need to care for students, but also ensure that they are here by keeping a distance from students. The authority status in the relationship, which also obtains more space to vent negative emotions. Therefore, the care of Chinese teachers for students is not only an expression. The present love and care for students can also be manifested in their disguised threats to students and real and severe reprimands

and criticisms. When we look at the phenomenon of teachers and teaching, we must pay attention to and explore the text Chemical suitability.

At present, the research on Kindergarten Teachers' emotional labor mostly adopts the quantitative research paradigm, which is difficult to reveal the internal process of the generation, regulation and expression of teachers' emotional labor. Future research should use qualitative research methods such as interview and observation to deeply analyze the psychological process of kindergarten teachers' emotional labor. It should be noted that the collected research data should be tested by triangular mutual evidence method in qualitative research. In addition to collecting interview data and observation records of kindergarten teachers' emotional labor, interviews can also be conducted with parents and children to assist verification.

At present, a large number of studies focus on discussion. On the relationship between preschool teachers' emotional labor and mental health. The theory is more consistent, that is, the surface behavior of preschool teachers in emotional labor. It can often predict negative results, and deep behavior is often different from natural behavior. Predict positive results. Researchers from Pay attention to the teacher center and work center, and gradually turn to the child care center. Stay at the teacher centered level, researchers' concerns have also changed from focus on negative outcomes, such as emotional exhaustion, job burnout, turnover turn to positive characteristics such as happiness and mindfulness. On the work center floor from paying attention to the relationship between individual teachers and organizational work, such as work performance and job satisfaction turn to focus on teachers in the kindergarten system good interpersonal relationship, including principal leadership, colleague support, etc. stay at the level of child care center, the current research discusses the emotional labor of preschool teachers. The relationship between movement and teachers and children, and the quality of teacher-child interaction, but it is lack further exploration of the relationship between the two, and for other aspects of young children. There is still much room for exploration.

Studies in the field of emotional labor have begun to pay attention to the impact of leadership personality traits, management style and other factors on subordinate emotional labor. In addition to interacting with children, preschool teachers also need to communicate with kindergarten managers and parents to explore the impact of kindergarten principals and children's parents on Preschool teachers' emotional labor Investigating the phenomenon of emotional labor among preschool teachers and groups may also be the direction of future research. In addition, how does the bidirectional influence of emotional labor show in the field of preschool education? Relevant studies in primary and secondary schools show that some students can keenly capture the emotional labor of teachers. Can children feel it in the stage of preschool education receive and capture the emotional labor of preschool teachers? What is the emotional labor of preschool teachers from the perspective of children? It is also worth further exploration.

Considering the comprehensiveness and complexity of preschool teachers' emotional labor, preschool teachers may use a variety of strategies at the same time in the process of emotional labor. The investigation on preschool teachers' emotional labor in China presents an approach to empirical educational research, that is, the 3R journey consisting of re-view, re-search, and reconceptualization. Previous studies focusing on variables or considering that emotional labor strategies are mutually exclusive have their limitations. Therefore, the individual centered potential profile analysis method has attracted the attention of researchers. It assumes that there is a classification method that can classify the population, so as to analyze the unique characteristics of each category of population, allow researchers to understand the mixing between variables and the results of specific groups, and realize the determination of different types of subgroups based on the difference of the nature and degree of explicit variables,

Capture the group inequality that can not be observed by variable centered research, and mine more diverse forms of emotional labor through further data processing.

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