

# Teacher Emotion and Emotional Labor

1



**Dr Junjun CHEN**



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# Teachers in HK

- A young male teacher committed suicide with 3 masters, contract teacher vs regular teacher?
- 不斷進修仍未獲常額教席 失業年半 無錢開飯 三料碩士教師自殺亡

<http://hk.apple.nextmedia.com/news/art/20150719/19224884>



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# News



- Depression disorder is increasing among teachers but no people can help...
- 抑鬱症蔓延教育界教師求助無門

[http://www.com.cuhk.edu.hk/ubeat\\_past/050166/story08.htm](http://www.com.cuhk.edu.hk/ubeat_past/050166/story08.htm)

- Too much pressure, teachers emotional diseases are on the top
- 壓力爆煲 教師情緒病列榜首 (May, 2014)

[http://www.bbc.com/zhongwen/trad/china/2016/03/160318\\_ana\\_hong\\_kong\\_youth\\_suicide](http://www.bbc.com/zhongwen/trad/china/2016/03/160318_ana_hong_kong_youth_suicide)



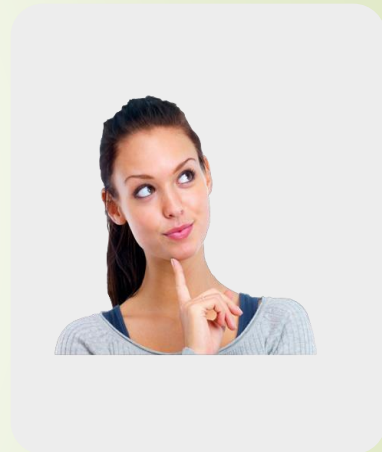
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# Objectives of the Lecture



- Emotion and teacher emotion
- Emotion intelligence and regulation
- Emotional labor strategy
- Your understanding



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# Section 1: Emotion and Teacher Emotion



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# Essential Question #1

- ◆ Do you understand your own emotions?



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# Video Watch



## ► Drawing Basic Faces & Emotion with Deb Aoki (5'50)

<https://www.youtube.com/watch?v=BFoIRV1Eo84>



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# Activity 1: Emotion on cards

- ◆ Take 2 minutes to draw your current emotion(s)
- ◆ Think your understanding of emotion
- ◆ Find a partner to share
- ◆ Share new perspectives with a larger group
- ◆ Please write down your name & student number & hand in the card to me.
- ◆ You may have 5 minutes.



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Worksheet 1-A4 Paper



# Essential Question #2

- ◆ Can you tell how you understand ‘emotion’?



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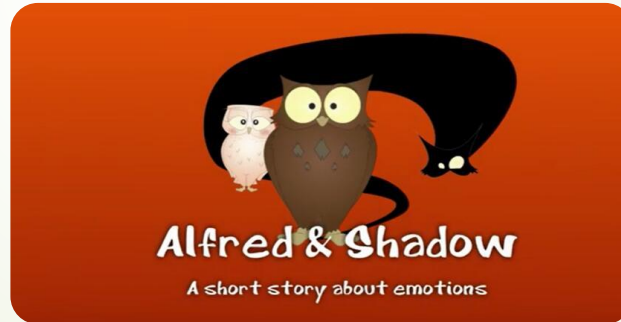
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# Video Watch



- ▶ Alfred & Shadow - A short story about emotions (education psychology health animation) (7'03)

<https://www.youtube.com/watch?v=SJOjpprbfeE>

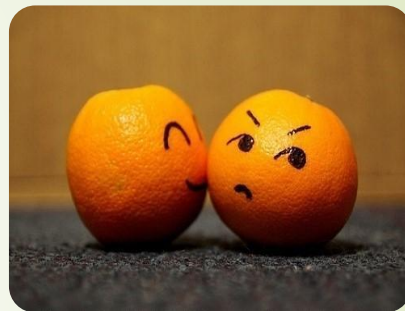


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# Emotion & teacher emotion

- ◆ Emotion has been defined as “socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of **social-historical contexts**”.
- ◆ Teacher emotions “comprise individual teacher’s **dynamic** mental state level, ability of emotional self-regulation and response to exterior stimuli, and an approach of synthesis”, but also are related to and **interact with the environment**- students, colleagues, parents, families, and societies.



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# Emotion classification

## ➤ Dichotomous category

- Positive and negative by Watson and Tellegen

## ➤ Multiple category

- Ekman's List of Basic Emotions: Anger, disgust, fear, happiness, sadness, and surprise

## ➤ Dimensional model

- Gross and Barrett's four emotion dimensions: Basic emotions, appraisal, psychological construction, and social construction
- Plutchik's wheel of emotions
- Parrott's emotion tree model

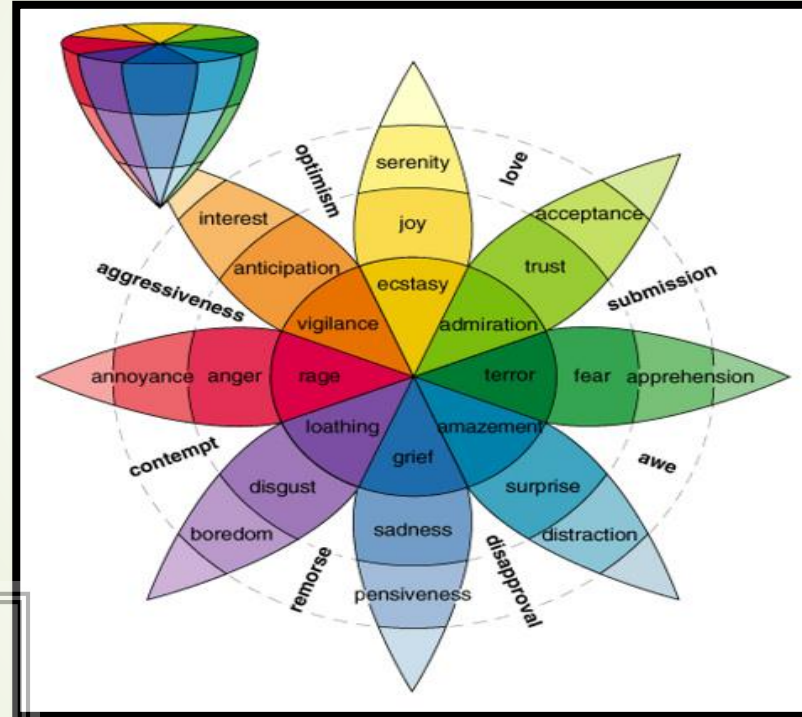


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Ref: Gross & Barrett, 2011; Parrott, 2001

# Plutchik's wheel of emotions



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# Parrott's tree emotion model

Primary emotion	Secondary emotion	Tertiary emotions
Love	Affection	Adoration, affection, love, fondness, liking, attraction, caring, tenderness, compassion, sentimentality
	Lust	Arousal, desire, lust, passion, infatuation
	Longing	Longing
Joy	Cheerfulness	Amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria
	Zest	Enthusiasm, zeal, zest, excitement, thrill, exhilaration
	Contentment	Contentment, pleasure
	Pride	Pride, triumph
	Optimism	Eagerness, hope, optimism
	Enthrallment	Enthrallment, rapture
	Relief	Relief
Surprise	Surprise	Amazement, surprise, astonishment
Anger	Irritation	Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness
	Exasperation	Exasperation, frustration
	Rage	Anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment
	Disgust	Disgust, revulsion, contempt
	Envy	Envy, jealousy
	Torment	Torment
Sadness	Suffering	Agony, suffering, hurt, anguish
	Sadness	Depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy
	Disappointment	Dismay, disappointment, displeasure
	Shame	Guilt, shame, regret, remorse
	Neglect	Alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult
	Sympathy	Pity, sympathy
	Horror	Alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification
Fear	Nervousness	Anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread

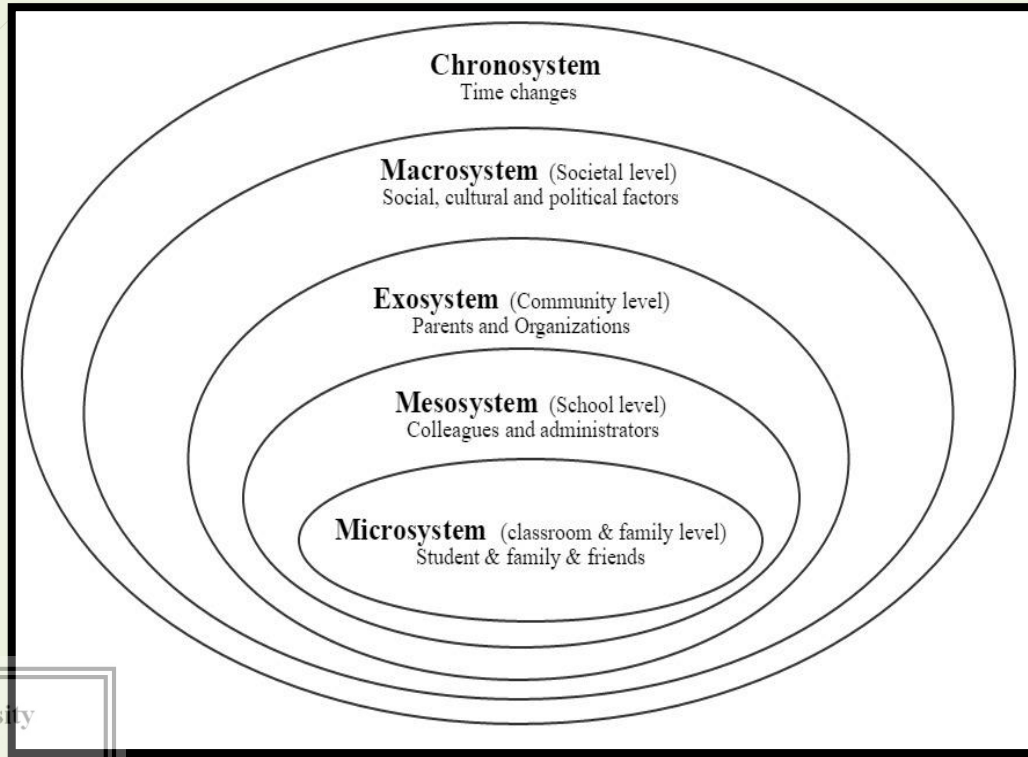


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# Bronfenbrenner's ecological system framework



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Ref: Bronfenbrenner, 2005

# Activity 2: Rock Card Activity

## Instructions for activity:

- Each student needs to read the given reading-Fried et al 2015 Teacher Emotion Review (p. 423-427).
- After reading, please do group work-the Rock Card activity.
- You will have 10 minutes.



Worksheet 2 for Rock card A3 paper



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# Activity 2: Rock Card



## ◆ Stage 1: Think about factors affect teacher emotion

### ○ Individual work

- Each person should take five rock cards and write the factors that you think affect teacher emotion on the rock cards. Each card includes one factor.
- These factors are potential to affect teacher emotion. Please think about the factors in the HK context.

## ◆ Stage 2: Organize these factors on the give paper

### ○ Group work

- Each group of 3-6 students should then take all their rock cards and classify them into different groups (like piles) on the given paper.
- Please also give a heading for each category.

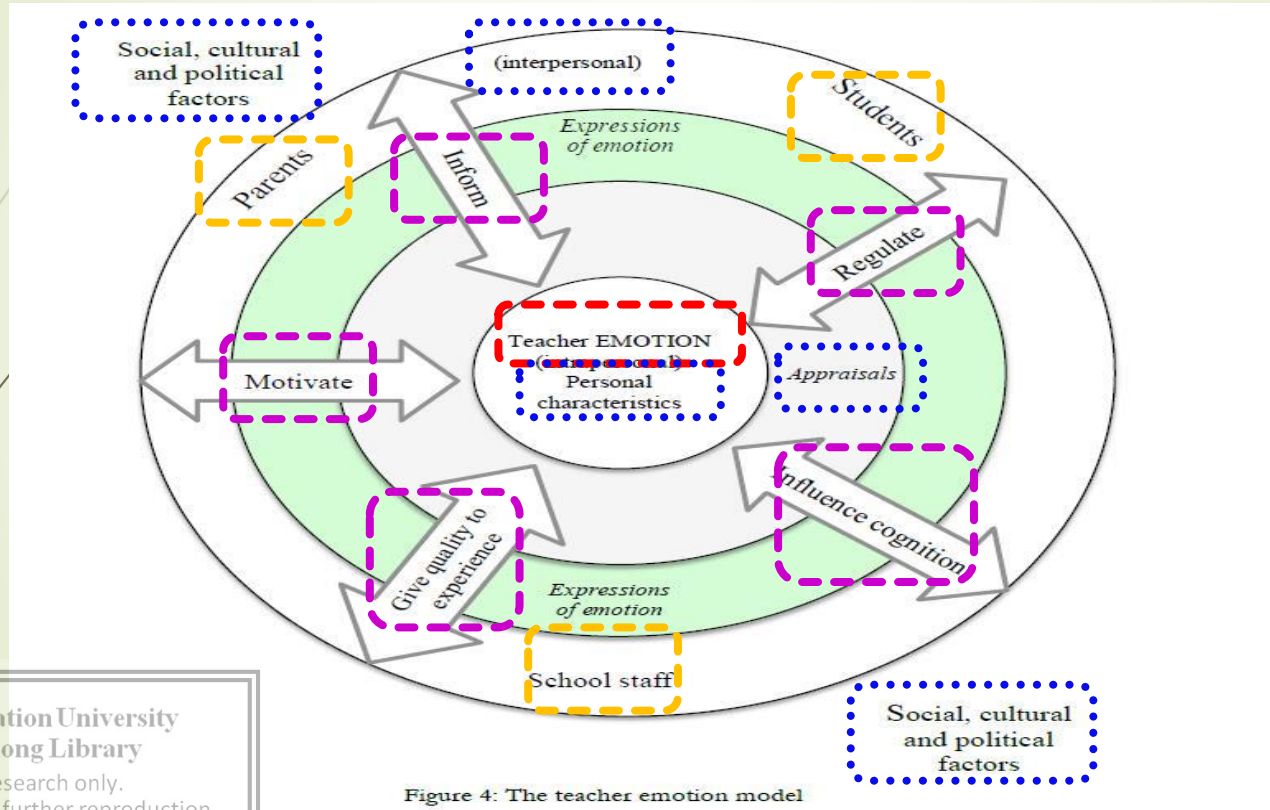


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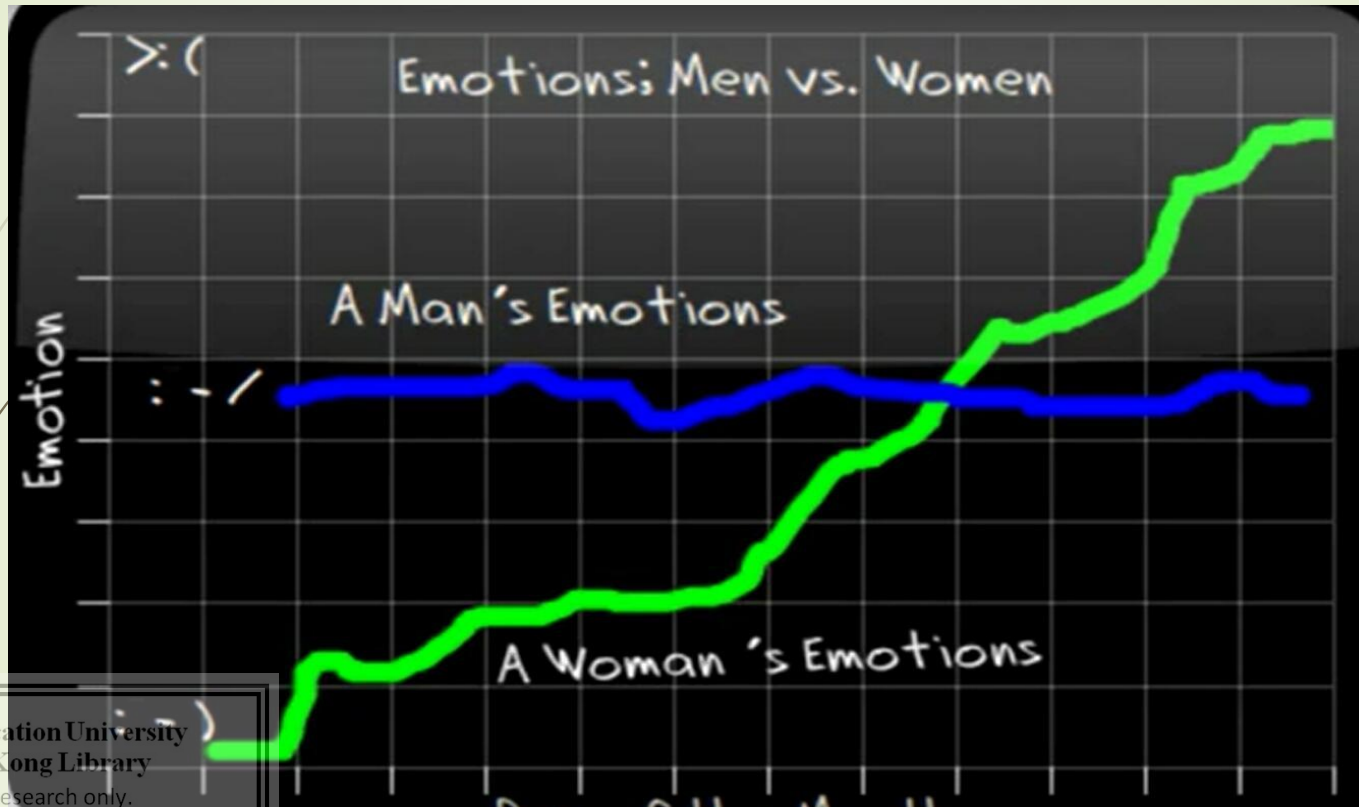
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# The Teacher Emotion Model



# A day of the month

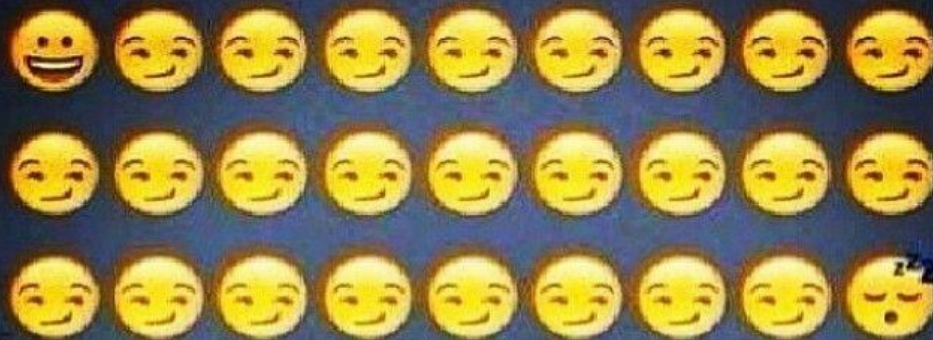


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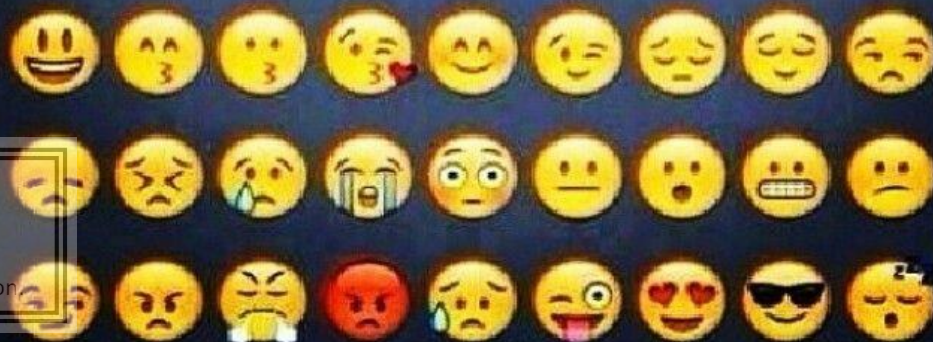
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## Men's Day



## Women's Day



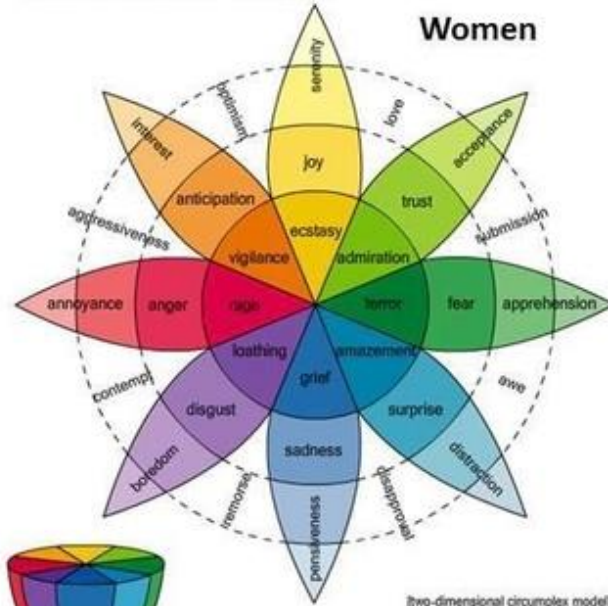
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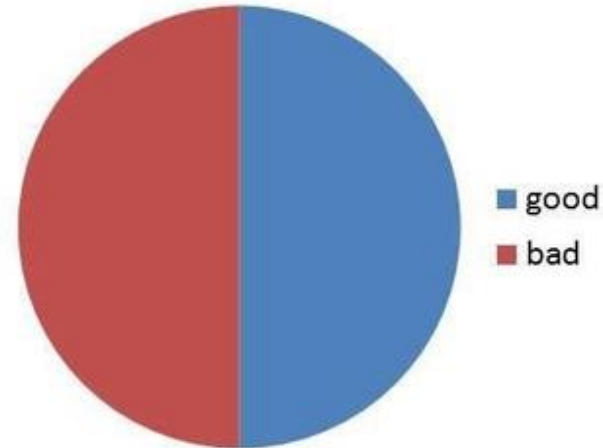


# Dealing With Your Wife's Emotions

Plutchik's Wheel of Emotions



**Men**



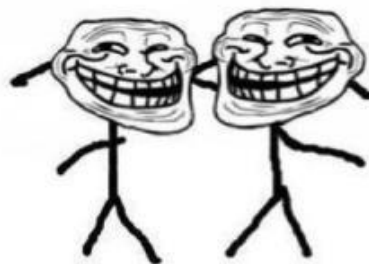
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men fighting...



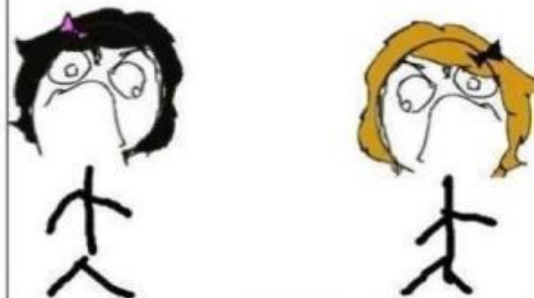
5 min later



girls fighting...



20 years later



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# Section 2: Emotional Intelligence & Regulation

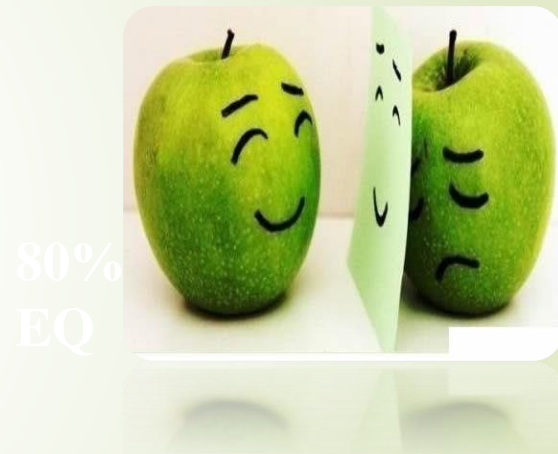


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# Brainstorming

- Have you ever felt so sad that you had to force yourself to put on a smile when interacting with others?
- Have you felt so angry with someone in authority that you had to inhibit the urge to tell him what you really thought of him?

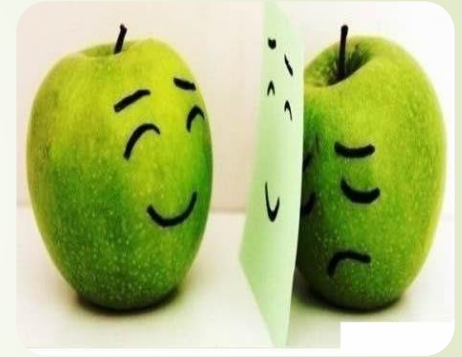


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# EI: A Definition

- EI refers to the ability to recognize, evaluate and regulate your own emotions, emotions of those around you and groups of people.
- EI enables us to move towards opportunities and meet challenges.



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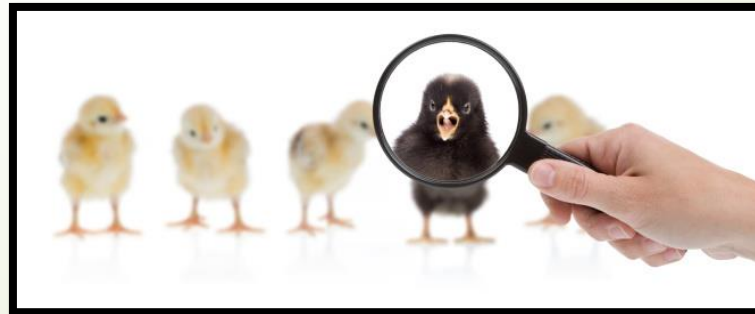
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Source: <https://www.scribd.com/doc/952004/Leadership-EQ>

# EI & EQ?

- ➡ EQ (Emotional Quotient) is a term used in psychometric to identify Emotional Intelligence (EI).
- ➡ And just like IQ , EQ is measured by EQ Test.



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# Research shows that



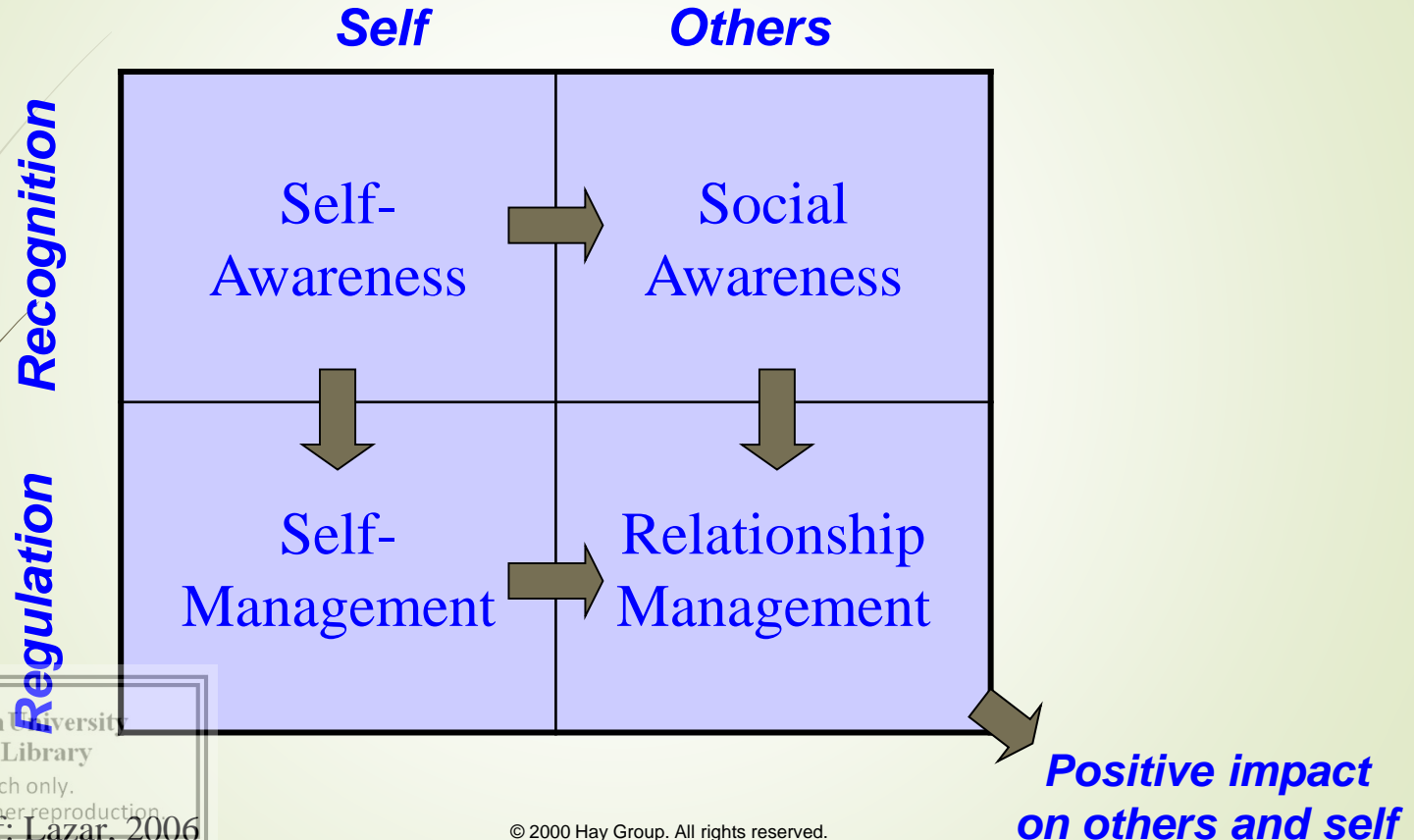
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Source: [www.schoolofeducators.com](http://www.schoolofeducators.com)

# The Emotional Intelligence Conceptual Model



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Ref: Lazar, 2006

# EI test

- Take Emotional Intelligence the free survey at the website below with 15 questions (general score & scores for four aspects & description):

[https://memorado.com/emotional\\_quotient](https://memorado.com/emotional_quotient)

- Your Score:

- ❖ >130
- ❖ >120
- ❖ <100



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Another source: <https://www.arealme.com/eq/en/> (10 questions)

# Section 3: Emotional Labor Rules and Strategies



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# Emotional Labor(情緒勞動)

- Hochschild (1983) is the first scholar who included the emotion issues in the discussion of organizational framework. She is also the first person to raise the concept of emotional labor.
- To regulate emotions and use languages and body movements to create a working performance intentionally which enables customers to develop the care-acceptance, secure, and happy mood.
- A individual's management over emotions and the attempt to hide emotions according to the regulation of work emotions. This type of attempt is emotional labor which has trading values that may exchange for salaries.
- Engaging emotional labor for a long time will cause the alienation of surface acting and true inner feelings which leads to emotional and job burn out.



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Ref. 陈幸仁和许惠筠, 2011



# Emotional Labor(情緒勞動)

- Hochschild (1983) 是第一位將情緒議題放在組織框架中探討的學者，亦提出情緒勞動(emotional labor)這概念(feminist).
- 是指控制情緒亦運用語言與肢體動作，刻意製造出足以讓顧客產生接受關懷以及安全，愉快心情的一種工作表現。
- 是個人對情緒的控制，亦根據工作情感規則，努力偽裝情緒，使顧客快樂；這種努力即是情緒勞務，它是有交換價值，可以出售來換取工資的。
- 長期從事情緒勞務，會令表層偽裝(surface acting) 與內在真實感受出現異化現象，導致情緒耗竭與工作倦怠。



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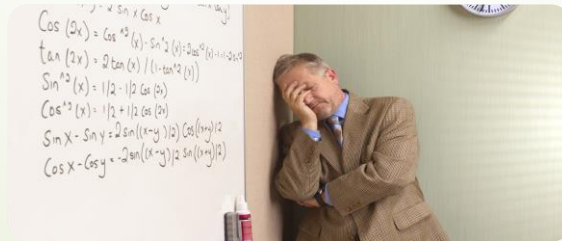
Ref. 陈幸仁和许惠茹, 2011



# Emotional Labor (important to note)

Hochschild expand the definition of emotional labor:

- In 1983 She defines emotional labor as being committed to emotional management in order to create emotional expression to the public.
- The definition in 1993 considers that all emotional understanding, emotional assessment, and emotional management are included in the definition of emotional labor. Any job may require emotional labor during the process of interpersonal communication.



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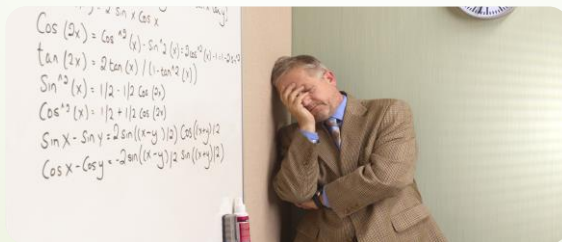
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Ref. 江文慈, 2010

# Emotional Labor(情緒勞動) (important to note)

Hochschild將情緒勞動的界定擴大了：

- ➡ 1983年她將情緒勞動界定在致力於情緒管理以便對公眾創造出情緒表現。
- ➡ 1993年的定義認為凡是瞭解情緒，評估情緒及管理情緒都涵括在情緒勞務的定義之中。任何職務角色，只要在人際互動你來我往的過程中，都有可能需要進行情緒勞務。



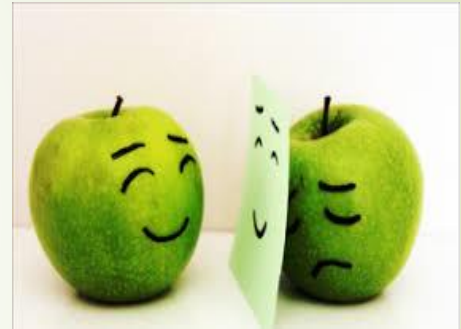
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# Teachers' emotional labor strategies

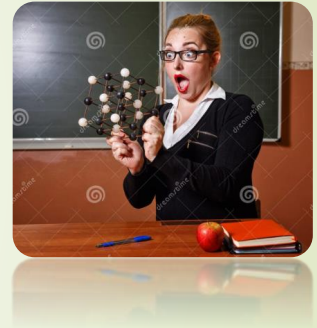
- Surface acting strategy(表層展現策略)
- Deep acting strategy(深層展現策略)
- Genuine expression or the expression of naturally felt emotion(真實展現策略)



# Teacher's psychological journey of emotional labor

## Expression of positive emotion

- Surface acting means faked emotions. It uses the external emotional expression to reach the goal of faking emotions instead of changing the internal feelings.
- Deep acting origins from the heart and affects external emotional expression from the inside out. It changes the internal emotional feelings to achieve the purpose of emotional disguise instead of external emotional expression.



# 教師情緒勞動心理歷程

## 正向情緒的表達

- ➡ 表層展現是指擺上去的偽裝，透過改變外在的情緒表現來達到情緒偽裝的目的，而非改變內在的情緒感受。
- ➡ 深層展現是一種發至內心的，由內而外地影響外在情緒表達，透過改變內在情緒感受來達成情緒偽裝的目的，而不僅僅是外在的情緒表達。





# Teachers' emotional labor strategies 1

- Surface acting strategy refers to the strategy by which teachers express unfelt emotions or modify their emotional displays to comply with the emotional rules of teaching.
- ➔ Pretending: faking the unfelt emotion
- ➔ Restraining: suppressing the felt emotion



# Surface acting strategy 2- Restraining: Suppressing the felt emotion

- ▀ Teachers must suppress such negative feelings in the classroom. However, when undesirable feelings had already formed, and were difficult to suppress, teachers would suspend their activities or introduce new tasks to calm themselves down.

# Teachers' emotional labor strategies 2

- ➡ Deep acting strategy is the process by which teachers, following the emotional rules of teaching, change their feelings using cognitive techniques (e.g., attention deployment(調度) or self-persuasion(説服) to display the required emotional expressions.
- ➡ Refocusing: adjusting the focus of attention
- ➡ Reframing: redefining the meaning of the situation invoking emotion
- ➡ Separating: differentiating 'work emotions' from 'personal emotions'

# Teachers' emotional labor strategies 3

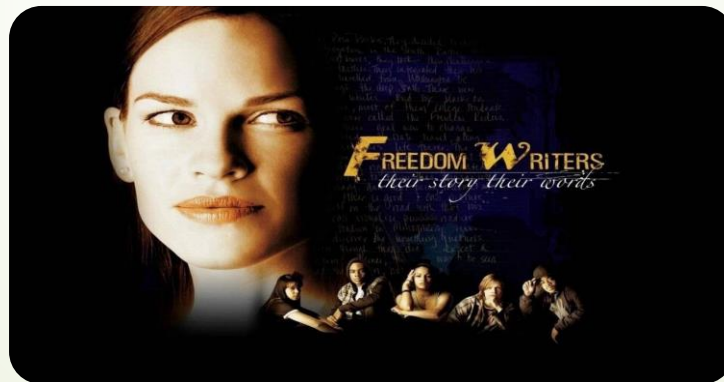
- ➡ Genuine expression or the expression of naturally felt emotion, has been identified as a third strategy that teachers use to engage in emotional labor, especially given that the ethics of care are a professional norm of teachers' work.
  - ➡ Releasing: genuinely expressing positive emotions
  - ➡ Outpouring: genuinely expressing negative emotions

# Teachers' emotional labor strategies

- Surface acting strategy(表層展現策略)
  - Pretending: faking the unfelt emotion
  - Restraining: suppressing the felt emotion
- Deep acting strategy(深層展現策略)
  - Refocusing: adjusting the focus of attention
  - Reframing: redefining the meaning of the situation invoking emotion
  - Separating: differentiating 'work emotions' from 'personal emotions'
- Genuine expression or the expression of naturally felt emotion(真實展現策略)
  - Releasing: genuinely expressing positive emotions
  - Outpouring: genuinely expressing negative emotions



# Section 4: Understanding of Video Clips of Freedom Writers



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# First Day of Class

First day of school (4'06): [https://www.youtube.com/watch?time\\_continue=2&v=bENwMSHhCsQ](https://www.youtube.com/watch?time_continue=2&v=bENwMSHhCsQ)



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# Emotional Labour strategies

- Surface acting strategy
- Deep acting strategy



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**Student work 2017-18**

# Surface acting strategy

Pretending



Faking the true feelings  
(Greeting her students to cover  
her nervous feelings)



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# Surface acting strategy



**Restraining**



Suppressing the felt emotion  
(decide to go directly into  
role call)



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# You Donot Even Like Them

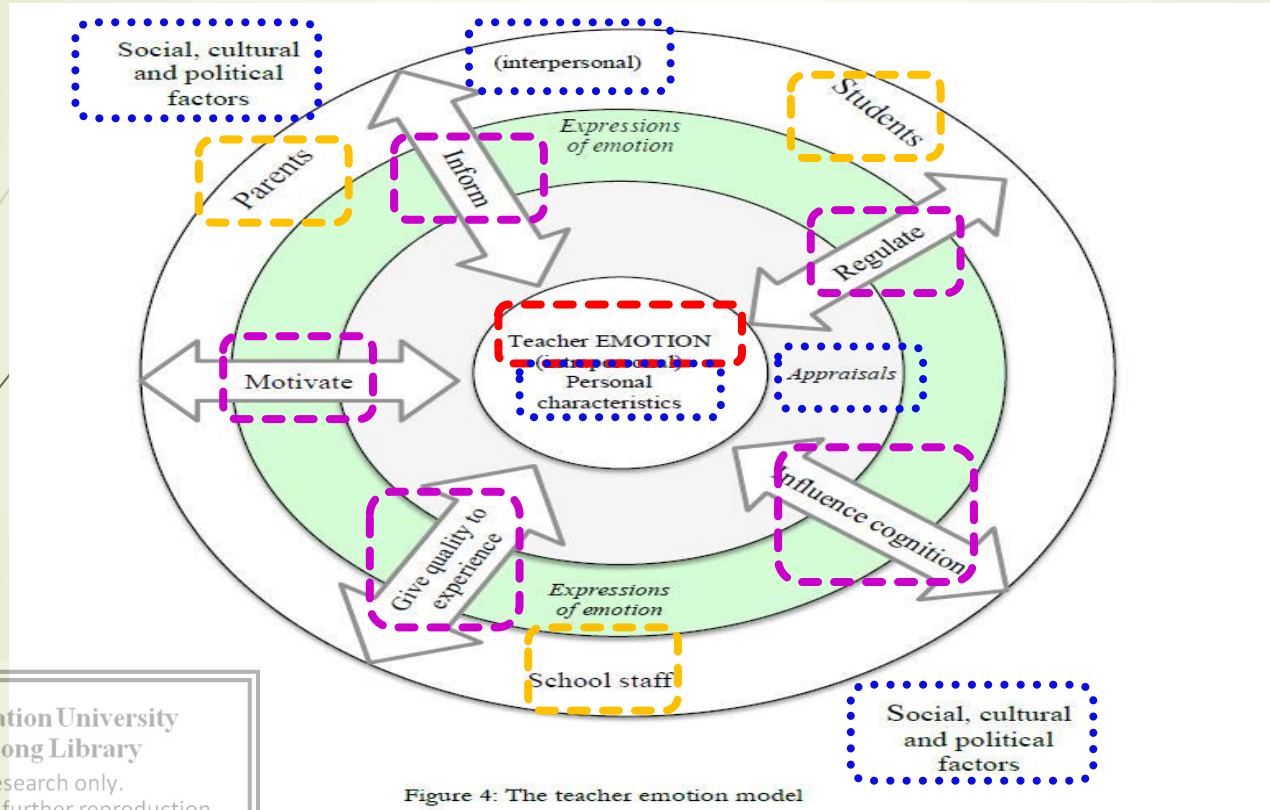
[https://www.youtube.com/watch?time\\_continue=5&v=jA-BCSDna4Q](https://www.youtube.com/watch?time_continue=5&v=jA-BCSDna4Q) (2'42)



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# The Teacher Emotion Model



# Work Life Balance



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Relationship with husband V.S. Time spend on teaching

# Analysis of your responses to two video clips

- ➡ Can you please review your response to the video clips and figure out:
  - ➡ Whether you have addressed the issues that the videos have showed?
  - ➡ Whether the ways that you have addressed are relevant based on today's lecture?
  - ➡ If you redo this, what changes you would like to make?
  - ➡ Please write the changes in the given sheet.
  - ➡ Hand in it to me once you complete with your name and student number.



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Worksheet 3 for reflection-A4 Paper

# Take-away Words

- ▶ Life is enjoyable but difficult. Negative emotions like frustration, worry, anger and stress are frequent visitors. Managing these is an everyday process. Practicing these exercises, taking others' suggestions, the quality of your life will improve. If not, it is probably a sign more is needed. Think seriously about therapy.



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# Recap

- Emotion and teacher emotion
- Emotion intelligence and regulation
- Emotional labor strategy
- Your understanding



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# Reference

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- Yin, H. B. (2016). Knife-like mouth and tofu-like heart: Emotion regulation by Chinese teachers in classroom teaching. *Social Psychology of Education*, 19(1), 1-22.
- 江文慈(2010):「和顏悅色」與「忍氣吞聲」的背後：國小教師情緒勞動的心理歷程分析,<<教育心理學報>>, 40(4),頁553-576。



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