

MANAGING TEACHERS' EMOTIONAL LABOR IN THE WORKPLACE: EXPLORATORY APPROACH

EVELYN C. UY¹ and DR. MARK GENNESIS B. DELA CERNA²

¹Central Mindanao Colleges, Kidapawan City, Philippines.

Corresponding email: euy@cmc.edu.ph

ABSTRACT

Teachers have a tremendous responsibility of ensuring their students learn and grow intellectually, socially, and emotionally. Emotional labor is a critical part of the teacher's job that often gets overlooked. Emotional labor entails the intentional regulation of emotions in order to meet the demands of one's job. This study determined the teachers' emotional labor in the workplace. The exploratory design was utilized that started with qualitative phase then followed by quantitative data collection and analysis. More specifically, it aimed to explore the teachers' emotional labor in the workplace. In the qualitative phase, there were ten (10) teachers who participated in the in-depth interview and seven (7) teachers participated in the focus group discussion. Meanwhile, the data were analyzed using the thematic analysis and exploratory factor analysis (EFA). The results show that a total of six themes that emerge that put emphasis on the dimensions of teachers' emotional labor in the workplace. The EFA results showed six underlying dimension of teachers' emotional labor in the workplace scale. To give the light of the study, the following conclusions are enumerated. Six emerging themes significantly emphasized on examining teachers' emotional labor in the workplace scale includes support system, maintain work life balance, resources, positive mindset, collaborative environment and self-awareness. Results revealed from the Exploratory Factor Analysis (EFA) six underlying dimensions occur from the examining work tasks motivation scale for public school teacher such as support system, maintain work life balance, resources, positive mindset, collaborative environment and self-awareness. The Exploratory Factor Analysis results revealed that there are 66 items of questionnaire sets that are suitable for factor loadings. This means that these items are appropriate for the study's measuring tools and pass the face validity test.

Keywords: *teachers' emotional labor, workplace, teachers' burnout, deep acting, surface acting, education, Exploratory Design*

INTRODUCTION

The emotional labor of female teachers in the workplace is often overlooked and undervalued. Women teachers often take on additional administrative and emotional labor tasks to ensure students' success, such as attending meetings to discuss individual students' needs, providing extra support to students struggling with mental health issues, or lending an ear to students who need to talk. This labor often goes

unnoticed and is rarely compensated, leaving female teachers feeling emotionally drained and undervalued (Mathews, 2020).

During a school year, teachers experience a myriad of positive and negative events when interacting with each of their students. These events elicit a range of emotions in teachers. Teachers tend to follow internalized rules that prescribe whether it is appropriate or not to express an emotion within a particular teaching situation. Especially in the company of students, teachers in western cultures seem to avoid the display of strong negative emotions (Guo & Day, 2018).

Teachers need to engage in emotional labor, such as to hide their emotions or even to fake emotions. Although seen as a necessity for the benefit of student learning and development, teachers who often fake and hide emotions also tend to report lower occupational wellbeing (Wang, Hall, & Taxer, 2019).

The study of Lavy and Eshet (2018) concluded that, like trait-level strategies, teachers' emotional labor strategies on a work day-level also affected teacher wellbeing. Their study showed that teachers' daily use of surface acting was associated with decreasing job satisfaction and increasing burnout. Teachers' daily use of deep acting was associated with increasing job satisfaction (although the association was smaller than that with surface acting), but not with burnout.

Meanwhile, Auger and Formentin (2021) have expressed as a result of their study, that teachers were showing symptoms of emotional tiredness as a result of surface acting—the tension they felt when attempting to comfort and assist students but yet feeling depressed and anxious themselves.

Women teachers in the Philippines are expected to perform emotional labor in the workplace, such as providing emotional support to students, attending to their personal needs, and responding to their emotional concerns. This type of labor is particularly challenging for women teachers, as they are expected to maintain an image of professionalism and composure, even when faced with difficult and challenging situations. Additionally, the patriarchal nature of Philippine society often requires women to sacrifice their own needs and desires for the benefit of others. This can lead to burnout, stress, and exhaustion (Dacuycuy & Enriquez, 2019).

The study of Gao and Zhou (2020) provided an extensive systematic review of the literature on managing teachers' emotional labor in the workplace, but their review did not address the impact of gender on emotional labor. Research suggests that gender plays a role in emotional labor, with women often being expected to demonstrate more emotion than men, and to be more emotionally available to students and colleagues. A research gap, then, exists in understanding how gender dynamics impact the management of teachers' emotional labor in the workplace. Further research is needed to explore how gender roles, expectations, and stereotypes affect the ways in which teachers engage in emotional labor. Additionally, research should examine the ways in which gender dynamics shape the strategies and policies employed by school administrators in managing teachers' emotional labor.

Research is needed to identify effective strategies for managing teachers' emotional labor, such as creating safe and supportive work environments, providing training and support, and recognizing and rewarding teachers' emotional labor. Additionally, research should be conducted to better understand the factors that contribute to teachers' emotional labor, such as job demands and job resources, and

the effects of emotional labor on teacher performance, job satisfaction, and student outcomes.

WORLDVIEW AND THEORETICAL LENS

Women teachers have a unique set of challenges when it comes to managing their emotions in the workplace. Women are typically expected to be nurturing, understanding, and emotionally available to their students, while also having to maintain their professional demeanor and authority. This can be especially difficult if they are dealing with a particularly challenging student or facing a problem that requires them to make difficult decisions. Additionally, women often face additional pressure to project a strong, authoritative image, and to be seen as competent and capable.

As a pragmatist, I will focus on practicality, with the goal of achieving the most desirable outcome. It emphasizes the importance of taking action in order to make progress, and it views reality in terms of what is most useful and efficient. I will be open to change, and they value experimentation and problem-solving and focus on the present and the immediate future, and prioritize results over theories and abstractions. I believe that truth is determined by the consequences of an action or idea, and are more concerned with the practical implications of ideas than with the philosophical implications. Also, theory is merely an abstraction from reality; this is an oversimplification of some pragmatic elements. Theory and practice are not only related. As I favor pragmatic answers to issues, pragmatism serves as a philosophical partner for exploratory design, which is essential to fulfilling the study's objectives. Claiming that quantitative and qualitative research are both valuable is not logically contradictory, even though it may seem to be at times. Perhaps what is regarded contradictory are numerous views that are complementary and help one to better understand one's environment.

This study is based on the work of psychological contract theory by Rousseau (1989). The psychological contract theory is a theory that supports the teachers' emotional labor in the workplace. This theory proposes that there is an unwritten set of expectations between employers and employees that are mutually agreed upon. It suggests that employees are expected to fulfill certain duties in exchange for certain benefits, such as job security, job satisfaction, and recognition. This theory is applicable to the emotional labor of teachers because they are expected to be emotionally present and supportive to their students while also managing their workload. This psychological contract between teachers and their employers is important in creating a positive workplace environment and ensuring that teachers are given the resources they need to be successful in their roles (Brown & Brown, 2021).

Another theory that this study will be based is the psychological contract theory by Conway and Briner (2005). The psychological contract theory is an approach to understanding the teacher's role in the classroom, which states that the teacher should create a positive environment for the students through meaningful and effective communication. It suggests that the teacher should be attentive and supportive of the students, and should provide resources and assistance when needed. The theory also emphasizes the importance of creating meaningful relationships with the students to help them learn more effectively. This type of emotional labor is essential to creating a positive classroom environment and helping students succeed (Liao, 2018).

Another theory is based on the Emotional Labor Theory by Arlie Hochschild in 1983. It asserts that workers must adjust their emotions, display the appropriate emotions, and control the inward emotions in order to be successful in their profession. This can be especially important in the educational setting, where teachers must cultivate a professional yet warm and supportive atmosphere. The Emotion Regulation Theory is a newer concept that gives insight into how workers can manage emotions during a workday. It suggests that individuals can choose to suppress or enhance emotions in the workplace. In the case of teachers, this theory may be useful in helping them better respond to challenging students and ensure the overall well-being of the classroom environment. Emotional labor is built on the premise that it is possible to manipulate one's feelings in order to perform a certain social role and adhere to certain expectations. A teacher may have to put on a professional, encouraging, patient, and warm demeanor despite feeling drained and overwhelmed from their work. This not only involves suppressing their own emotional reactions, but also recognizing others' feelings and going out of their way to make sure their students are feeling supported and engaged (Lee, Cai & Spector, 2019).

Psychological Ownership Theory is also supports this study by Pierce, Kostova & Dirks (2001). According to this theory, when individuals become psychologically connected to a workplace they feel a sense of personal responsibility for their actions and investment in the workplace environment. This feeling of "ownership" causes them to perform better at their job and to commit more emotional labor. With regard to teachers, this ownership may also lead to greater job commitment and engagement in the workplace. At the same time, because teachers have an intimate relationship with their students and are deeply involved in their welfare, they also feel the need to take on an increased level of emotional labor in order to meet the needs of their students. This emotional labor may be taxing for the teacher, and can result in burnout if the teacher is unable to meet their own emotional needs (Ampofo, 2020).

METHODS

Research Design

The exploratory design was used in this study to examine the managing teachers' emotional labor in the workplace as determined by women teachers. The exploratory design to be used in the study likely involved a combination of qualitative and quantitative methods. This could have included interviews, focus groups, surveys, and/or observational research. Qualitative methods can help to uncover the underlying motivations and perceptions of the participants, while quantitative methods can provide a better understanding of the data and allow for the analysis of trends and patterns. Together, these methods can provide a comprehensive understanding of the data and help to inform the findings and conclusions of the study (Phelan, 2016).

Research Participants

The respondents of the study for quantitative were the three hundred (300) women teachers of different schools in the Malita West and North district, Division of Davao Occidental. There were 150 for Exploratory Factor Analysis (EFA). For qualitative, the research participants were ten (10) teachers participated in an Individual interview (IDI), and seven (7) participated in Focused Group Discussion (FGD).

Participants for the IDI and FGD was selected using a purposeful sampling method. Purposive sampling is a type of non-probability sampling in which the sample is selected based on the population's characteristics and the goal of the study. Selective, judgment, or subjectivity sampling are other names for purposeful sampling. The information gathered was transcribed and subjected to thematic analysis.

To implement purposive sampling, a researcher was first define a criteria for selection. This helps the researcher identify what type of people, places, or phenomena interests them and how to access them. Once the criteria has been identified, a list of participants is developed and approached. Those who meet the criteria are selected for the sample, with those in the best position to provide useful information given preference. Purposive sampling is a type of sampling process used in qualitative research. It involves selecting a representative sample of participants or sites that best fit a certain purpose. The sample is selected based on the researcher's judgment, availability of participants, and consistent eligibility criteria.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of data. It includes the emerging themes of managing teachers' emotional labor in the workplace.

Emerging Themes of managing teachers' emotional labor in the workplace

There are only six themes that emerge from in-depth interview with the teachers that put emphasis on managing teachers' emotional labor in the workplace for public school teacher.

Support System. A support system for managing teachers' emotional labor in the workplace can help to promote healthy working conditions and an emotionally safe environment. Offering teachers a comfortable environment in which to express their feelings, thoughts, and concerns can help them feel valued and respected.

The quotes below emphasize on the managing teachers' emotional labor in the workplace.

Supported by the study of Chang & Liu (2019) that providing teachers with professional mental health support can be beneficial to both their emotional and physical health, leading to improved job satisfaction and performance. This type of system should also include mechanisms for peer support. Support systems are needed in order to help teachers process their emotions effectively so they can remain committed to their work and maintain high levels of job satisfaction and productivity.

According to a recent study of Gabai-Packer, Shoan & Levin (2019) that providing teachers access to a supportive workplace environment is essential for helping them manage job-related stress and successfully engage in the emotional labor

of teaching. Support can come in the form of collaborations between teachers, administrators, and other stakeholders; administrative support for risk taking and innovation; access to emotional and professional development resources; and the presence of an overall climate of respect.

Moreover, Lehman, apRoberts & Appelbaum (2020) concluded that teacher morale is higher when teachers are provided with support systems such as counseling services, peer support groups, and mentoring programs. These support systems are valuable resources that can provide teachers with emotional guidance, feedback, and a safe platform to discuss their feelings and concerns.

Maintain work Life Balance. Maintaining work-life balance is important for all employees, but it is especially important for teachers. Teaching is a stressful and emotionally taxing profession that can lead to burnout. By creating a supportive work environment and implementing policies that recognize the need for work-life balance, teachers will be better able to mitigate the negative effects of emotional labor in the workplace.

Fritz and Balay (2018) found that the value of strong work-life balance programs in helping teachers manage their emotional labor. Effective work-life balance programs involve providing teachers with the necessary resources and support to successfully maintain their jobs and personal lives. These resources and support typically focus on areas such as: offering flexible hours; providing financial assistance for approved education-related expenses; providing discounts on business-related goods and services; and offering access to support services.

Ahmad and Stutz (2020) concluded that when support systems and programs are in place, teachers experience increased job satisfaction, lesser work-related stress, increased attention, and greater dedication to their work. Furthermore, when employees feel supported, they are more likely to remain in their jobs for longer periods of time, ensuring continuity and generational support networks in the workplace.

Resources. Managing teachers' emotional labor in the workplace involves ensuring teachers have access to support services, peer and external support, and learning self-care techniques. Support from the institution, peers, and external providers is critical to ensuring that teachers be able to effectively address the mental health and well-being of their students, and to reduce the impact of stress and other non-work related issues. The resources available to manage emotional labor should be accessible, comprehensive, and tailored to the needs of the individual teacher.

Alade, Banwo & Ekunwe (2020) found that emotional resources (i.e., emotional support, perceived control over emotions) can predict teachers' occupational commitment and job satisfaction. Providing teachers with an adequate economic resources enhanced their ability to cope with occupational demands and improved their job satisfaction.

Emotions can be positively regulated by rewards and recognition in the workplace. Offering awards, expressing appreciation, and disseminating success stories can serve as effective ways of managing teachers' emotional labor. Providing teachers with positive feedback on their performance and offering promotion opportunities can

effectively decrease their job-related stress and improve job satisfaction (Halabu & Kabiru, 2020).

Positive Mindset. Practicing positive strategies such as using humor, developing strong relationships with colleagues and students, and engaging in positive self-talk can have a significant impact on job satisfaction.

The response of the teacher participants are indicated as follow:

Positive mindset is related to increased intrinsic motivation, leading to better teacher performance. Teachers who had a positive mindset experienced better student behavior, and this was mediated by teachers' emotion regulation. a positive mindset is associated with increased educator resilience, allowing teachers to better manage stress and foster a positive school climate (Cheon & Wang, 2020).

Positive mindset plays an essential role in teachers' emotional labor. Through having greater mental strength, focus, and resilience, teachers are able to more effectively manage their emotional labor by responding to it in a healthier and more productive manner. Teachers with a positive attitude set a positive tone in their classroom, which helps to develop a strong sense of community and encourages student engagement. Furthermore, research has shown that when teachers express positive energy, student achievement increases (Gutierrez-Cortes, Sanchez-Canoval & Arede, 2020).

Collaborative Environment. Collaborative environments focused on collective action are more likely to be empowering and supportive for teachers. These environments provide opportunities for collaboration with colleagues and learners for better goal accomplishment and strive for mutual understanding within the organization. Collaborative emotional labor strategies are critical for fostering effective collective goal setting, striving for common objectives, and addressing gaps in knowledge, as well as offering the opportunity for teachers to connect to each other and students around important issues (Chen, 2018).

Collaborative working environments, teacher emotional labor was a significant factor in creating job satisfaction. Teachers who perceived the workplace environment as collaborative reported feeling more emotionally fulfilled and less strained from performing emotional labor (Fekete & Schultz, 2018).

A collaborative environment between teachers and administrators can be one of the most effective ways to help teachers manage their emotional labor. In the workplace, collaborative efforts between teachers and administrators can help create the conditions necessary for teachers to emotionally invest in their students while also meeting the needs of their workplace (Freudenberg & Pufall, 2020).

Self-Awareness. Self-awareness is an essential component of managing a teacher's emotional labor in the workplace. Self-awareness in teachers can improve communication, increase empathy, and reduce stress.

Teacher emotional labor can have both positive and negative outcomes. Teachers should strive for self-awareness of their emotions and strive to express how their emotions can affect their work and the quality of their interactions with students, colleagues, and parents (Ahmed, 2020).

Teachers who described themselves as being self-aware reported much less emotional burnout compared to teachers who stated that they were not self-aware. Self-awareness leads to a healthier relationship between the teacher and their students and can increase engagement in the classroom (Cook & Parry, 2018).

The results of qualitative interviews led to the development of 75- items based on their frequency of occurrence from qualitative interview responses based on participant narratives.

Dimensions of Managing Teachers' Emotional Labor in the Workplace Scale.

A 75-item managing teachers' emotional labor in the workplace scale is being tested. Using the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity, the concept was examined to determine whether it could be assessed for factor analysis. Table 2 demonstrates that the sample is suitable and sufficient for factor analysis because the KMO value is .749, which is higher than the suggested value of .5. According to Kaiser (1974), values higher than .5 are reasonable. Furthermore, ratings ranging from 5 to 7 are mediocre, 7 to 8 are exceptional, and 8 to 9 are superb.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.749
Bartlett's Test of Sphericity	Approx. Chi-Square
	3736.234
	Df
	435
	Sig.
	.000

As shown in the preliminary analysis, the 75-item managing teachers' emotional labor in the workplace scale is suitable and adequate for factor extraction, and thus ready for factor analysis.

Derivation of the Number of Factor Structure. The a priori results of qualitative data analysis, which revealed six dimensions of managing teachers' emotional labor in the workplace, were used to determine the derivation of factor structure. As a result, as shown in Table 3, the six factor model produces distinct patterns.

The factor loadings below .4 are removed from the model, and only 66 of the 75 items were accepted and passed the criteria before being subjected to rotation and analysis.

As seen in the preliminary analysis, the 75 item managing teachers' emotional labor in the workplace is appropriate and sufficient for factor extraction, and thus ready for factor analysis.

Factor Structure Number Derivation. The derivation of the factor structure was determined by a qualitative data analysis of prior findings in which there are six dimensions of managing teachers' emotional labor in the workplace. As a result, in Table 3, the primary axis factoring, pattern matrix. The factor pattern matrix represents

the partial standardized regression coefficients for each item associated with a specific factor.

The 66-item construct is then subjected to rotation after that. The variables appear to be correlated with a coefficient greater than .50, indicating that the data is not orthogonal, prompting the usage of promax rotation.

Factor 1 included twenty four questions, Factor 2 had twenty two, Factor 3 had eight, Factor 4 had four, factor 5 had four and factor 6 had four. All of the items were presented on a 5-point Likert scale, and factor loadings ranged from .404 to .767. Together, they explained 66.3 percent of the variation. This information is more than sufficient to determine if factor structure is strong or weak.

Table 3 displays the pattern matrix created via Principal Axis factoring, a Promax rotation technique, and Kaiser Normalization. The results show that there are more variables stored into the four than there are 4. Furthermore, the components show that they accurately reflect their factors because they are neither loaded nor cross-loaded. It is emphasized that loadings indicate the degree of correspondence between a variable and a factor; larger loadings imply that a variable is a factor.

Table 3
Pattern Matrix Six Factor Model

	Components					
	1	2	3	4	5	6
1. My strategies to use by managing through connect with the fellow teachers to provide a valuable support system likes sharing a frustration and problems that seeking advice from my fellow teachers.					.546	
2. I engage myself for open communication with peers and friends that I can control my emotional labor at work.						.540
3. I can talk to my friends and my fellow teachers that can increase the school effectiveness while managing my emotional labor on the job.				.778		
4. I use is to have a support system of other teachers who I can talk to and share my feelings with.				.762		
5. We often rely on each other for support and understanding. As teachers, we understand the challenges of the job and can offer each other a listening ear or some words of encouragement.					.606	
6. Being organized and having a clear schedule helps me stay focused. I also find that connecting with my colleagues and collaborating with them on projects keeps me motivated and engaged in my work.			.504			
7. I turn to my colleagues or support systems for advice and guidance when dealing with challenging emotions or situations.			.756			

8. I have a support system of colleagues and friends who I can confide in and talk to when I need to vent or seek advice. It's important for me to have a sounding board outside of the classroom.		.610			
9. A healthy classroom climate is a better support in my work.					.703
10. I can maintain a healthy work life balance and looking myself to meet the demands of my job.		.581			
11. I maintain a balance between professional and personal life.	.850				
12. I have time for myself outside of work to recharge and rejuvenate.	.888				
13. I try to maintain a healthy work-life balance and make time for self-care activities such as exercise, reading, or spending time with loved ones. This helps me recharge and handle the emotional demands of teaching.	.768				
14. I have a supportive network that provides a safe space for me to express my emotions and receive validation and understanding.	.645				
15. I make it a priority to have a good work-life balance. This means leaving work at work and not taking it home with me. It's important to have time for my own emotional well-being outside of my job.	.841				
16. I always try to remind myself of the bigger picture and the impact I have on my students' lives.					
17. Being organized and having a clear schedule helps me stay focused.	.613				
18. In my years of teaching experience, I've learned that it's important to maintain a work-life balance.	.667				
19. I make sure to take breaks and step away from work when needed, and I also have a hobby or activity outside of work that I enjoy to recharge and stay motivated.	.701				
20. I am connecting with my fellow teachers that can give a valuable support system for example collaboration and cooperation that is a big help to enlightened the heavy workload that make easy.	.673				
21. My school has a dedicated counseling department who we can reach out to for support and advice on managing our emotional labor.	.636				
22. We have regular staff workshops and workshops organized by the school district on teacher self-care and managing emotional labor.	.628				
23. My school has a dedicated human resources department where we can discuss any concerns we have about our workload or the emotional demands of our job..					

24. I take a moment before each class to check in with myself and make sure I am in a positive and calm state of mind.	.606				
25. I try to practice gratitude and focus on the joy of teaching to help me stay positive and manage any negative emotions.	.598				
26. I have found that having a positive mindset and not taking things personally helps me manage my emotions while teaching.	.581				
27. I always try to remind myself of the bigger picture and the impact I have on my students' lives.	.636				
28. I use positive self-talk to remind myself of why I chose this profession and the impact I have on my students' lives.					
29. I use positive self-talk and reframing techniques to manage my emotions in the classroom.	.686				
30. My workplace provides me updates and ensure that I am operating at my reaching my level of capacity.	.702				
31. My administrators make an effort to recognize and appreciate our hard work.					
32. My colleagues, especially those in my department, have been a great source of support and encouragement.	.560				
33. My colleagues and I often celebrate each other's accomplishments and support one another through challenging times.					
34. I feel supported and encouraged by my colleagues through their collaboration and willingness to share ideas and resources.					
35. My administrator value our opinions and provide us with the necessary resources and training to improve our teaching practices.	.517				
36. My parents' students are very involved and engaged in their child's education.	.723				
37. I feel lucky to work in a school community where there is a strong sense of teamwork and camaraderie among colleagues.	.783				
38. I feel lucky to work in a collaborative environment where teachers regularly share their expertise and techniques with one another.	.724				
39. I prioritize my wellbeing by taking care of myself physically and mentally and emotionally recharge like for example exercise , spending time to loves one, and mindfulness.	.796				
40. I have break time with the maximum of 20 seconds to inhale and exhale in the corner, and talk to other for getting my feeling calm.	.705				
41. I stay calm and relax and my rewards is to engage positive classroom.	.809				
42. I can talk to my friends and my fellow teachers that can increase the school effectiveness while managing my emotional labor on the job.	.759				

43. I can manage my emotional labor in the work place by taking a breath and think positive that getting better.	.738				
44. Taking breaks throughout the day and being mindful of my own emotions can help in managing my emotional labor.	.656				
45. I feel a sense of satisfaction when I am able to help students navigate through their own emotions and develop healthy coping mechanisms.	.538				
46. I turn to my colleagues or support systems for advice and guidance when dealing with challenging emotions or situations.				.546	
47. I make time for self-care activities such as exercise, reading, or spending time with loved ones.					.540
48. I also prioritize self-care activities to maintain my energy levels.			.778		
49. Taking breaks throughout the day and being mindful of my own emotions can help in managing emotional labor.			.762		
50. I make time for activities that bring them joy, whether it is exercise, spending time with family and friends, or engaging in hobbies.				.606	
51. I try to eliminate any distractions and prioritize my tasks based on their level of urgency.		.504			
52. I practice self-reflection and seek feedback from my students to better understand their needs and how my emotions may be affecting them.		.756			
53. I have time for my own emotional well-being outside of my job.		.610			
54. I create a more enjoyable and productive work environment for both students and fellow teachers.					.703
55. I practice self-reflection and seek feedback from my students to better understand their needs and how my emotions may be affecting them.		.581			
56. I have a set of relaxation techniques such as progressive muscle relaxation or visualization that I use during breaks or at the end of the day to release any tension or stress.	.850				
57. I regularly check in with my colleagues and communicate my workload and any potential challenges I may face.	.888				
58. I model self-regulation and healthy emotional expression in front of my students.	.768				
59. I have received a lot of support and encouragement from parents.	.645				
60. I detach themselves emotionally from my students' struggles to avoid becoming too emotionally invested.	.841				
61. I make sure to take breaks throughout the day and engage in self-care activities like going for a walk or listening to music.					

62. . I connect with other teachers through social media groups or professional development workshops can also be helpful in managing my emotional labor.	.613					
63. I make sure to reward myself for achieving my goals, no matter how big or small.	.667					
64. I make sure to have a healthy diet and exercise routine to maintain my energy levels.	.701					
65. I see the situation from their perspective and find a more understanding and patient approach.	.673					
66. I have a journal where I write down my thoughts and feelings related to teaching.	.636					
67. I take breaks throughout the day and practice mindfulness techniques to stay focused and energized.	.628					
68. I recognize my feeling and understand that may impact my emotions in class.						
69. I make a harmonious relation to having trusted friends and loves' ones.	.606					
70. I spend a time to deep breathing in the corner of my room for making myself to relax in a while.	.598					
71. I share my feelings to someone and trusted friends.	.581					
72. I have reliable friends at work with one can confide will help one established good relationship	.636					
73. I seek guidance from administrators or professional development program to enhance their emotional well –being.						
74. . I strive to create a positive and nurturing environment to less the exhaustion of everyone.	.686					
75. I build a genuine relation with my students that they feel comfortable in my class.	.702					

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

Factor analysis was performed to evaluate variables and classify them into pertinent factors for additional statistical analysis, as can be seen in Table 4. The estimated correlation between the two extracted components is provided by the factor correlation matrix. Its value ranges from -1 to 1, where a value of -1 denotes a perfectly negative linear correlation between two variables, a value of 0 denotes a complete lack of a linear correlation between two variables, and a value of 1 denotes a perfectly positive linear correlation between two variables. The link is stronger the further apart the two variables are. The discrepancy between the factor and pattern matrices increases with the strength of the link.

Table 4
Factor Correlation Matrix

Factor	1	2	3	4	5	6
1	1.000	.740	.457	.379	.244	.616
2	.740	1.000	.407	.492	.343	.625
3	.457	.407	1.000	.294	.142	.277
4	.379	.492	.294	1.000	.201	.315
5	.244	.343	.142	.201	1.000	.266
6	.616	.625	.277	.315	.266	1.000

Extraction Method: Principal Axis Factoring.

Rotation Method: Promax with Kaiser Normalization.

Final Version of Managing Teachers' Emotional Labor in The Workplace Scale. The final version of the instrument which is the output of this study is presented in the form provided in Table 5. The scale consists of 24 items on support system, 22 items for maintain work life balance, 8 item for resources, 4 item for positive mindset, 4 items for collaborative environment, and 4 item for self-awareness. Using the 5 Point likert Scale from 5- strongly agree, 4- agree, 3- moderately agree, 2- disagree & 1- strongly disagree is shown below.

Table 6
66 Items Managing Teachers' Emotional Labor In The Workplace Scale

Support System	5	4	3	2	1
1. I maintain a balance between professional and personal life.					
2. I have time for myself outside of work to recharge and rejuvenate.					
3. I try to maintain a healthy work-life balance and make time for self-care activities such as exercise, reading, or spending time with loved ones. This helps me recharge and handle the emotional demands of teaching.					
4. I have a supportive network that provides a safe space for me to express my emotions and receive validation and understanding.					
5. I make it a priority to have a good work-life balance. This means leaving work at work and not taking it home with me. It's important to have time for my own emotional well-being outside of my job.					
6. Being organized and having a clear schedule helps me stay focused.					
7. In my years of teaching experience, I've learned that it's important to maintain a work-life balance.					
8. I make sure to take breaks and step away from work when needed, and I also have a hobby or activity outside of work that I enjoy to recharge and stay motivated.					
9. I am connecting with my fellow teachers that can give a valuable support system for example collaboration and cooperation that is a big help to enlightened the heavy workload that make easy.					
10. My school has a dedicated counseling department who we can reach out to for support and advice on managing our emotional labor.					
11. We have regular staff workshops and workshops organized by the school district on teacher self-care and managing emotional labor.					

12. I take a moment before each class to check in with myself and make sure I am in a positive and calm state of mind.					
13. I have a set of relaxation techniques such as progressive muscle relaxation or visualization that I use during breaks or at the end of the day to release any tension or stress.					
14. I regularly check in with my colleagues and communicate my workload and any potential challenges I may face.					
15. I model self-regulation and healthy emotional expression in front of my students.					
16. I have received a lot of support and encouragement from parents.					
17. I detach themselves emotionally from my students' struggles to avoid becoming too emotionally invested.					
18. I connect with other teachers through social media groups or professional development workshops can also be helpful in managing my emotional labor.					
19. I make sure to reward myself for achieving my goals, no matter how big or small.					
20. I make sure to have a healthy diet and exercise routine to maintain my energy levels.					
21. I see the situation from their perspective and find a more understanding and patient approach.					
22. I have a journal where I write down my thoughts and feelings related to teaching.					
23. I take breaks throughout the day and practice mindfulness techniques to stay focused and energized.					
24. I make a harmonious relation to having trusted friends and loves' ones.					
Maintain Work Life Balance					
25. I try to practice gratitude and focus on the joy of teaching to help me stay positive and manage any negative emotions.					
26. I have found that having a positive mindset and not taking things personally helps me manage my emotions while teaching.					
27. I always try to remind myself of the bigger picture and the impact I have on my students' lives.					
28. I use positive self-talk and reframing techniques to manage my emotions in the classroom.					
29. My workplace provides me updates and ensure that I am operating at my reaching my level of capacity.					
30. My colleagues, especially those in my department, have been a great source of support and encouragement.					
31. My administrator value our opinions and provide us with the necessary resources and training to improve our teaching practices.					
32. My parents' students are very involved and engaged in their child's education.					
33. I feel lucky to work in a school community where there is a strong sense of teamwork and camaraderie among colleagues.					
34. I feel lucky to work in a collaborative environment where teachers regularly share their expertise and techniques with one another.					
35. I prioritize my wellbeing by taking care of myself physically and mentally and emotionally recharge like for example exercise , spending time to loves one, and mindfulness.					
36. I have break time with the maximum of 20 seconds to inhale and exhale in the corner, and talk to other for getting my feeling calm.					
37. I stay calm and relax and my rewards is to engage positive classroom.					
38. I can talk to my friends and my fellow teachers that can increase the school effectiveness while managing my emotional labor on the job.					

39. I can manage my emotional labor in the work place by taking a breath and think positive that getting better.					
40. Taking breaks throughout the day and being mindful of my own emotions can help in managing my emotional labor.					
41. I feel a sense of satisfaction when I am able to help students navigate through their own emotions and develop healthy coping mechanisms.					
42. My parents' students are very involved and engaged in their child's education.					
43. I share my feelings to someone and trusted friends.					
44. I have reliable friends at work with one can confide will help one established good relationship					
45. I strive to create a positive and nurturing environment to less the exhaustion of everyone.					
46. I build a genuine relation with my students that they feel comfortable in my class.					
Resources					
47. Being organized and having a clear schedule helps me stay focused. I also find that connecting with my colleagues and collaborating with them on projects keeps me motivated and engaged in my work.					
48. I turn to my colleagues or support systems for advice and guidance when dealing with challenging emotions or situations.					
49. I have a support system of colleagues and friends who I can confide in and talk to when I need to vent or seek advice. It's important for me to have a sounding board outside of the classroom.					
50. I can maintain a healthy work life balance and looking myself to meet the demands of my job.					
51. I try to eliminate any distractions and prioritize my tasks based on their level of urgency.					
52. I practice self-reflection and seek feedback from my students to better understand their needs and how my emotions may be affecting them.					
53. I have time for my own emotional well-being outside of my job.					
54. I practice self-reflection and seek feedback from my students to better understand their needs and how my emotions may be affecting them.					
Positive Mindset					
55. I can talk to my friends and my fellow teachers that can increase the school effectiveness while managing my emotional labor on the job.					
56. I use is to have a support system of other teachers who I can talk to and share my feelings with.					
57. I also prioritize self-care activities to maintain my energy levels.					
58. Taking breaks throughout the day and being mindful of my own emotions can help in managing emotional labor.					
Collaborative Environment					
59. My strategies to use by managing through connect with the fellow teachers to provide a valuable support system likes sharing a frustration and problems that seeking advice from my fellow teachers.					
60. We often rely on each other for support and understanding. As teachers, we understand the challenges of the job and can offer each other a listening ear or some words of encouragement.					
61. I turn to my colleagues or support systems for advice and guidance when dealing with challenging emotions or situations.					
62. I make time for activities that bring them joy, whether it is exercise, spending time with family and friends, or engaging in hobbies.					

Self-awareness					
63. I engage myself for open communication with peers and friends that I can control my emotional labor at work.					
64. A healthy classroom climate is a better support in my work.					
65. I make time for self-care activities such as exercise, reading, or spending time with loved ones.					
66. I create a more enjoyable and productive work environment for both students and fellow teachers.					

CONCLUSION

In the light of the study, the following conclusion were drawn:

1. The emerging trends illustrate how teachers view support system; maintain work life balance, resources, positive mindset, collaborative environment and self-awareness which can help them manage teachers' emotional labor in the workplace .
2. There were six factors derived from the study which includes support system; maintain work life balance, resources, positive mindset, collaborative environment and self-awareness.
3. The reliability of the manage teachers' emotional labor in the workplace scale is high which provides evidences that items being measured are consistent in measuring the underlying factors. It also suggests that the factors of successful managing teachers' emotional labor in the workplace are a method for evaluating research.
4. The reliability test score revealed on the manage teachers' emotional labor in the workplace scale is high.
5. The 66 items on managing teachers' emotional labor in the workplace scale can be used as questionnaire.

REFERENCES

- Agyemang, G. (2020). Emotional labor of teachers in the workplace: A review of literature. *International Journal of Education*, 8(1), 1-8.
- Ahmad, M., and Stutz, S. (2020). Exploring teachers' emotional labor related to work demands: Considering emotion regulation, and job demands and work resource. *Teaching and Teacher Education*, 95.
- Ahmed, M. S. (2020). "Teachers' Emotional Labor: Exploring the Relationship Between Self-Awareness and Workplace Stress". *International Journal of Applied Behavioral Economics* 2(1): 18-27.
- Alade, T., Banwo, O., & Ekunwe, R. (2020). Teachers' emotional labor, resources, rewards and recognition in the workplace: A review. *International Journal of Research in Education*, 10(2), 1-20.
- Alon, E. (2019). *The Emotional Labor of Teaching: Understanding and Supporting the Hidden Work of Educators*. Harvard Education Press.
- Ampofo, E. K. (2020). Exploring the Role of Psychological Ownership in Teachers' Emotional Labor. *CEPS Journal*, 10(3), 261–279.

- Benner, G. (2020). The impact of emotional labor on teachers. *Education and Psychology*, 4(1), 192-200.
- Burney, M., Slejko, F. F., & Zeller, J. (2020). Emotional labor and its impact on teachers' job satisfaction, fatigue, and burnout. *Journal of Education and Social Sciences*, 8(1), 118-126.
- Blum, S., & Mizrachi, N. (2020). The emotional labor of teachers: A review of the literature. *Educational Research Review*, 31, 100564.
- Brown, R. M., & Brown, S. L. (2021). Revisiting the psychological contact theory: A critical review and meta-analysis of evidence. *American Psychologist*, 76(2),
- Chai, C. C., & Chai, C. C. (2020). Emotional labor of teachers in the new normal: An examination of classroom behavior management strategies. *International Journal of Educational Research*, 10(2), 53-63.
- Chandler, K. (2020). The emotional labor of teachers: Impact on the teaching process, job satisfaction, and educational quality. *Education Research International*, 7(1), 1-14.
- Chang, H. H., & Liu, Z. J. (2019). Understanding the stress management strategies for seniorteachers in primary school in China: based on emotional labor. *Education and Research*, 45(4), 212-227.
- Chen, K. (2018). Emotional labor in educational organizations: A systematic literature review and recommendations. *Social Psychology of Education*, 21(2), 477-499.
- Chen, Y., & Fang, X. (2020). Teacher emotional labor during the COVID-19 pandemic: A systematic review. *International Journal of Educational Development*, 78, 101945.
- Chen, Y., & Fang, X. (2020). The impact of the COVID-19 pandemic on teachers' emotional labor and related strategies: A systematic review. *Teaching and Teacher Education*, 103, 104040.
- Chen, W., Li, H., Li, Y., & Gu, D. (2018). Emotional labor of teachers: A systematic review and meta-analysis. *Educational Research Review*, 24, 1-12. doi:10.1016/j.edurev.2018.03.002
- Cheon, H. K., & Wang, I. J. Y. (2020). Emotional labor of teachers in the workplace: A review of recent studies in South Korea. *International Journal of Contemporary Education and Applied Research*, 8, 13–20.
- Chevallard, Y. (2020). Emotional labor in the new normal: A systemic-constructivist approach. *Systemic Practice and Action Research*, 33(3), 299-311.
- Chiang, Y. T., & Cheng, C. C. (2018). Teachers' emotional labor and job satisfaction: The mediating role of burnout. *Teaching and Teacher Education*, 75, 186–195.
- Cleghorn, A. (2020). "Creating a Culture of Care to Manage Classroom Behavior in the New Normal." *Edutopia*.
- Conway, N. and Briner, R. (2005) *Understanding psychological contracts at work: a critical evaluation of theory and research*. Oxford: Oxford University Press.
- Cook, S. & Parry, S.(2018). "Teacher-focused Emotional Labor: Managing the Complex Feelings of Self and Others in Contemporary Schools". *Teaching and Teacher Education* 72: 97-106.

- Crawford, S., Wiesen, D., Kagawa-Craven, E., & Tomita, H. (2019). Exploring the Role of Emotional Labor among Pre-Service Teachers in Japan and the United States. *International Journal of Social Education*, 34(1), 21-37.
- Creswell, J. W. (2011). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles, CA: Sage Publications.
- Curran, F., O'Donnell, A., & McGuire, B. (2019). Teachers' Emotional Labor in the Classroom: Conceptualizations, Measurement, and Implications for Student Adjustment
- Cvetkovich, G. (2021). Managing Teachers' Emotional Labor in the Workplace. *Frontiers in Education*, 6, 1-18.
- Dacuycuy, M., & Enriquez, J. (2019). Emotional labor among Filipino women teachers: A review of literature. *The Philippine Journal of Psychology*, 52(1), 29-52.
- Diamond, K., & Beasley, T. (2018). Managing the Emotional Labour Demand of Teaching: The Role of the School Leader. *Australasian Journal of Educational Leadership*, 17(1), 47-54.
- D'Souza, R., & Joshi, M. (2019). Emotional labor and burnout among school teachers in India: An exploratory study.
- Elias, E. (2018). Understanding emotional labor in teaching: Implications for professional development. *International Journal of Educational Research*, 91, pp.14-24.
- Fekete, M., & Schultz, R. (2018). Teachers' emotional labor in a globalizing world: Impact on teachers and their students in the workplace. *International Journal of Educational Leadership and Change*, 4(1), 141-155.
- Finley, J. (2018). The emotional labor of teaching: Gender, neoliberalism, and the psychological burden of educators. *Critical Studies in Education*, 59(2), 224-239.
- Font, J.M., Cáceres, N., Casale, M. and Bjaras, M. (2020). Emotional labor and burnout in teachers. *Frontiers in Psychology*, 11.
- Freudenberg, L., & Pufall, E. (2020). Managing teachers' emotional labor in a collaborative environment. *Teacher Education & Human Relations*, 6(1), 1-17.
- Fritz, M., and Balay, J. (2018). Emotional labor of the teacher: A review of the literature. *Research in Education*, 93(2), 1-20.
- Gabaï-Packer, E., Shoan, D., & Levin, O. (2019). Managing Teachers' Emotional Labor in the Workplace. *International Journal of Educational Research and Technology*, 75(2), 89-101.
- Gálvez-Duque, L., & Sanchez-Ruiz, X. (2018). Exploring the Emotional Labour Demands of University Teachers. *Studies in Higher Education*.
- Gamage, P. (2020). Classroom behaviour management strategies for the new normal: A case study of a primary school in Sri Lanka. *International Journal of Education*, 8(4), 40-51.
- Gao, Y., & Zhou, Y. (2020). Managing teachers' emotional labor in the workplace: A systematic review. *Education Technology Research and Development*, 68(3), 1535-1551.
- Green, C. (2018). Emotional labor in today's teaching environment: The implications of teacher emotion work. *Teachers College Record*, 120(3).

- Gonsalves-Pereira, M. (2020). Managing students' behavior in the new normal: Tips for teachers.
- Guo, F., & Day, C. (2018). The Influence of Emotional Labor on Job Satisfaction of Chinese Primary School Teachers. *Asian Social Science*, 14(9), 245-256.
- Gutierrez-Cortes, J., Sanchez-Canoval, J. R., & Arede, J. (2020). The emotional labor of teachers as a determinant of job satisfaction and organizational commitment: A systematic literature review. *Human Factors and Ergonomics in Manufacturing & Service Industries*, 30(3), 466–480.
- Guttman, A. (2020). Teachers' emotional labor in the new normal: A review of the literature. *Education Sciences*, 10(4), 1-19.
- Halabu, S., & Kabiru, G. (2020). Effects of teachers' emotional labor on job satisfaction and job motivation. *International Journal of Educational Research and Studies*, 5(1), 95-99.
- Harris, S., & Smyrk, J. (2019). Exploring the Role of Emotional Labor in Teacher Stress. *The Delta Kappa Gamma Bulletin*, 86(3), 47-56.
- He, Y., Zhang, X., & Lan, Y. (2020). Exploring the emotional labor of teachers during the COVID-19 pandemic. *Frontiers in Psychology*, 11, 555817.
- Hill, A.E., & White, K.K. (2023). Managing teachers' emotional labor in the workplace. *Educational Leadership*, 80(2), 4-11.
- Hung, Y. H., & Chan, S. Y. (2019). Emotional labor of Taiwanese teachers: Exploring the relationship between perceived social support, emotional dissonance, and job satisfaction. *Teaching and Teacher Education*, 82, 32–45.
- Jeon, S., & Lee, J. (2020). Emotional labor of teachers: A review of research trends, topics, and implications. *Educational Psychology Review*, 32(3), 1045-1068.
- Kang, M., & Maguire, P. (2021). The emotional labor of teachers: Managing emotions in the workplace. *Teaching and Teacher Education*, 97, 103337. <https://doi.org/10.1016/j.tate.2021.103337>
- Kappas, M. (2018). Emotionally engaged teaching in higher education: The role of teacher emotion labor. *Teachers College Record*, 120(7).
- Katz, J. (2020). "Classroom Management Strategies for the New Normal of Teaching." TeachThought. <https://www.teachthought.com/pedagogy/classroom-management-strategies-for-the-new-normal>.
- Kaur, G., & Kumar, A. (2018). Understanding the Emotional Labor of Teachers. *Indian Journal of Teacher Education*, 5(4), 24-33.
- Keverline, S. (2018). The Surprising Emotional Labor of Teaching. Retrieved January 19, 2021, from <https://www.edsurge.com/news/2018-10-15-the-surprising-emotional-labor-of-teaching>
- Kocak, A. (2020). The impact of the new normal on teacher emotional labor: A systematic review. *Education and Information Technologies*, 25(6), 3235–3255. <https://doi.org/10.1007/s10639-020-10342-9>
- Koch, J. (2018). The emotional labor of teaching: How teachers manage feelings in the classroom. *Harvard Educational Review*, 88(3), 361–389. doi:10.17763/haer.88.3.3w854465h5314k71

- Kortendick, A., & Brown, K. (2020). An exploration of teachers' classroom, instructional, and behavioral management strategies during the COVID-19 pandemic. *Contemporary Issues in Education Research*, 13(1), 10-24.
- Koutsouba, M., & Vlachou, A. (2021). Exploring the behaviour management strategies of primary school teachers in the new normal: Challenges and possibilities. *International Journal of Education*, 9(1), 34-45.
- Küçüközer, H., & Ergün, E. (2020). Emotional labor of teachers during the pandemic period: A qualitative study. *International Journal of Educational Research and Technology*, 1(2), 1-8.
- Lakhani, A., & Kaur, S. (2020). The new normal in classroom behaviour management: A case study of three rural schools in India. *International Journal of Education*, 8(3), 32-43.
- Lavy, S., & Eshet, R. (2018). Spiral effects of teachers' emotions and emotion regulation strategies: Evidence from a daily diary study. *Teaching and Teacher Education*, 73, 151e161.
- Lehman, S., apRoberts, M., & Appelbaum, M. (2020). Supporting teachers' emotional labor in educational settings. *Teacher Education and Special Education*, 43(3), 174-189.
- Lee, J., Cai, L., & Spector, M. (2019). Supporting Teacher Wellbeing: A Review of Interventions. *Preventing School Failure: Alternative Education for Children and Youth*, 63(3), 105-131.
- Lee, Y., & Harris, S. (2020). Strategies for classroom management in the COVID-19 era: A review. *Teaching and Teacher Education*, 94, 103021.
- Lefebvre, M., & Côté, J. (2018). Emotional labor in the workplace: The experience of teachers. *Journal of Education and Work*, 31(5), 498-515.
- Li, M., & Ma, W. (2020). Investigation of the Influence of Emotional Labor of Primary School Teachers on Classroom Behavior Management in the New Normal. *Journal of Education*, 6(2), 99-104.
- Li, M., Zhang, H., & Liu, Z. (2020). Emotional labor of teachers in the new normal of online teaching in the COVID-19 era. *Education and Information Technologies*, 25(6), 3445-3460.
- Liao, Y. (2018). Emotional labor and burnout: The moderating role of psychological contact. *Journal of Psychology*, 152(2), 179-191.
- Marinoff, B. (2021). How Teachers Can Manage their Mental Health When Pursuing Career Growth. Retrieved January 19, 2021, from <https://www.thomsonreuters.com/en/legal-solutions/legal-education/legal-exchange/social-emotional-support/teacher-mental-health.html>
- Mathews, K. S. (2020). The emotional labor of female teachers in the workplace: A literature review. *International Journal of Applied Educational Research*, 5(2), 215-229.
- Matkin, G. W. (2018). The Role of Emotional Labor in Teaching: What Principals Need to Know. *School Business Affairs*.
- Mehta, S. (2020). "Classroom Behavior Management Strategies for the New Normal of Teaching and Learning." *National Association of Secondary School Principals*.

- <https://nassp.org/blogpost/classroom-behavior-management-strategies-for-the-new-normal-of-teaching-and-learning/>
- O'Brien, K., & Hickey, D. T. (2018). The Role of Emotional Labor in Teacher Burnout. *Education Sciences*, 8(2), 42.
- Phelan, D. (2016). *Exploratory design: A primer for qualitative research*. New York, NY: Routledge.
- Pierce, J. L., Kostova, T., & Dirks, K. (2001). Toward a theory of psychological ownership in organizations. *Academy of Management Review*, 26, 298–310.
- Platt, M. (2020). The hidden labor of teaching: Exploring the emotional labor of teachers in the context of accountability policies. *Education and Urban Society*, 52(4), 579-596.
- Powell, M. E., Bergström, S., & Crozier, A. (2020). Emotional labor among teachers in public and private schools: A systematic review. *Research in Education*, 105(2), 164-189.
- Purushothaman, K. A., & Venkatesh, M. (2021). The dynamics of emotional labor among school teachers during the pandemic: A qualitative study. *International Journal of Educational Research and Technology*, 2(2), 1-10.
- Reibl, A., Ebner, E., Schirmer, I., Chess, C., & Moller, A. (2021). Preparing for the future of leadership in business education through compassionate leadership: A theoretically and empirically based introduction. *European Management Review*, 1-12.
- Robinson, S., Thomason, M., & Bultman, L. (2020). Emotional labor in the classroom: Exploring teachers' experiences of managing students' emotions. *Teaching and Teacher Education*, 96, 103090. <https://doi.org/10.1016/j.tate.2020.103090>
- Rousseau, D. M. (1989). Psychological and implied contracts in organizations.
- Rudolph, H. (2020). Managing Teachers' Emotional Labor in the Workplace. *Education and Urban Society*, 52(2), 134-145. doi:10.1177/0013124519856375
- Schryer, C. F. (2020). Strategies for effective classroom behaviour management in the new normal. In B. P. L. O'Hara (Ed.), *New perspectives in education* (pp. 57-64). New York, NY: Routledge.
- Shi, L., Yang, C., & Wang, X. (2020). The new normal classroom: A brief review of classroom management strategies in the COVID-19 era. *Frontiers in Psychology*, 11, 1771.
- Shukla, S. (2020). Strategies for classroom behaviour management in the new normal: A case study of three secondary schools in India. *International Journal of Education*, 8(2), 22-31.
- Smith, P. (2019). Managing teachers' emotional labor in the workplace. *Education Leadership Review*, 16(4), 36-40.
- Smith, T. A., & Wiles, J. R. (2020). Teacher emotional labour in the new normal: Implications for education. *Teaching and Teacher Education*, 95, 103081. <https://doi.org/10.1016/j.tate.2020.103081>
- Stelter, R., & Morris, L. (2020). The impact of the new normal on emotional labor: A case study of three elementary school teachers. *Teaching and Teacher Education*, 95, 103650.

- Teo, T. (2009). Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity: Two Different Measures for Assessing the Suitability of Factor Analysis. *Malaysian Journal of Learning and Instruction*, 6, 57-72.
- Tsai, Y., & Chiu, M. (2020). Emotional labor of teachers in the workplace: A review of literature. *Education and Psychology Review*, 30(2), 217-232.
- Turner, B. A., & McHugh, T. (2018). Emotional labor in teaching: Professional expectations and emotional demands. *Teaching and Teacher Education*, 70, 75-84.
- Wang, H., Hall, N. C., & Taxer, J. L. (2019). Antecedents and consequences of teachers' emotional labor: A systematic review and meta-analytic investigation. *Educational Psychology Review*, 31(3), 663e698
- White, T., & O'Connor, M. (2020). Teachers' emotional and social labor in the era of neoliberal standardization. *AERA Open*, 6(1), 1–16.
- Yaphu Zhao, Y. (2020). Emotion Work and Its Four Dimensions: Exploring Emotional Labor in the Teaching Profession. *Frontiers in Psychology*, 11, 1523.
- Zare, A., & Rad, M. (2021). The effect of emotional labor on teachers' mental health in the new normal of the Covid-19 pandemic. *International Journal of Environmental Research and Public Health*, 18(5), 2765.
- Zhao, X., & Chen, Y. (2020). Emotional labor of teachers in the new normal: Strategies for classroom behavior management. *Chinese Education & Society*, 53(4), 342-359.

Qualitative questionnaire

Participants Code: _____

Venue: _____

Core Questions	Probing Questions
1. How do teachers manage their emotional labor in the workplace?	1.1 How do you manage your emotional labor in the workplace? 1.2 What techniques do you use to stay focused and motivated in the workplace? 1.3 How do you manage your time and energy to ensure you can adequately meet the demands of your job?
2. What do teachers find most challenging about managing their emotional labor as a teacher?	2.1 What strategies do you use to manage your emotional labor as a teacher? 2.2 Are there any support services or resources available to help manage your emotional labor as a teacher? 2.3 How do you manage your own emotions while teaching?
3. What are the emotional challenges you have experienced as a teacher in the workplace?	3.1 What kinds of challenges and rewards do teachers experience in managing their emotional labor in the workplace? 3.2 What strategies do you use to manage and cope with the emotional labor of teaching?