

Emotional Labor and Education Career Development in the Age of Big Data

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Abstract. With the development of psychology research field, researchers and educators increasingly pay attention to teachers' emotional labor in the workplace. This paper mainly studies the development of emotional labor language vocational education for university teachers in the workplace in the era of big data. Through the class questionnaire survey, it is found that the emotional labor level of college teachers is significantly higher than the norm of emotional labor of primary and secondary school teachers in China. Positive and negative emotional experience exist simultaneously. Teachers' professional self-identification level and personal sense of achievement are good, and job burnout of different degrees is common. In the process of emotional labor, the deep acting strategy was mainly adopted and the level of emotional labor perception was better. The emotional labor of teachers in colleges and universities can be jointly assisted by enhancing their emotional restraint, clarifying the rules of emotional expression and improving the emotional labor environment.

Keywords: Big Data, College Teaching, Emotional Labor, Education Career Development.

1 Introduction

Teacher's emotional labor refers to the emotional state that teachers work in accordance with laws and regulations and relevant requirements in teaching activities. At present, researchers have increasingly paid attention to the importance of teachers' emotional labor. Studies have shown that negative emotional labor will cause job burnout and reduce teachers' job satisfaction [1]. The pressure that teachers face mainly includes work pressure, social pressure and family pressure. In the teaching work, teachers face great pressure for a long time, mainly dealing with the inspection of superior departments, dealing with the relationship between colleagues, student performance, dealing with student problems, dealing with the relationship with parents, dealing with the relationship with leaders, curriculum reform requires teachers to constantly improve the knowledge and skills of the pressure, title pressure, etc. Social pressure mainly includes mortgage pressure, social pressure on teachers' role expectation, salary pressure, etc. Family pressure includes marriage pressure, children's education pressure, parental support pressure and so on; Negative work pressure will bring serious negative effects to teachers. If they cannot effectively deal with the negative pressure in work, the exhaustion of emotion, attitude and behavior caused by the long-term experience of pressure is also called job burnout [2-3]. With the new curriculum reform, the requirements of social development on teachers are

gradually increasing. In order to better adapt to the requirements of educational development, the working pressure of teachers is also increasing, which is an urgent aspect that needs to be studied.

Scholars have conducted in-depth research on teachers' emotional labor, and there are mainly two views at present. First, teachers' emotional labor is a process or behavior of internal psychological adjustment. This view holds that emotional labor is a kind of emotional behavior that conforms to specific situational rules and is made by individuals in order to get paid. It is a profession that requires constant emotional labor, which is very consistent with the characteristics of emotional labor [4]. Another view is that teachers' emotional labor is the external state of teachers. The second view defines emotional labor as "an individual achieves the desired emotional performance of the organization through their own emotional adjustment, including external performance and internal different feelings" [5]. Scholars have gradually enriched the research on the connotation of teachers' emotional labor and defined the concept of teachers' emotional labor from different perspectives. However, at present, there is no unified definition of teachers' emotional labor [6].

The research on teachers' emotional labor is helpful to guide teachers to effectively regulate their emotions, alleviate the negative effects of negative emotions, and thus contribute to the improvement of teachers' mental health.

2 Emotional labor of college teachers in the age of big data

2.1 Education in the big data Era

Under the guidance of the national big data technology construction, China's higher vocational education is also undergoing a series of changes imperceptibly. With the construction of digital campus, safe campus, mobile APP, MOOC education, "flipped classroom" Weibo, WeChat and other derivatives, students are provided with a broader space for network communication. The university education environment is also trying to change in a digital way. The coming of the era of big data has provided new technical support and opened up new functions for higher education. At the same time, it also poses a challenge to the work of higher education [7-8].

First, it is beneficial to realize the integration of resources in higher education. In the era of big data, educators, libraries, funding departments, educational administration systems, logistics departments and other departments related to student education can use the big data platform to achieve information sharing. Through the collection, analysis and integration of related data scattered among various departments, such as students' consumption on campus, books borrowed, grades, scholarships, etc., big data excavates the situation and behavior dynamics of individual and group students, which is convenient for unified deployment and coordinated promotion of student education.

Second, it is beneficial to broaden the new channels of higher education. Big data provides technological advantages for ideological and political education. In the process of educational work, in addition to the traditional way of work, we can use the Internet, mobile APP, MOOC education, "flipped classroom" microblog, WeChat and other means popular with vocational students to provide students with network communication space, and enhance the attraction and appeal of educational work. At the same time, educators use the big data platform to integrate and analyze the data of students in the network space to help them have a comprehensive and objective understanding of students' thoughts and behaviors, so as to realize that the education work is close to students, close to reality and close to life.

Third, it is beneficial to enhance the effectiveness of college education. In college education, big data can be used to collect students' campus behavior data in a timely and comprehensive way, and to process and mine the scattered mass data, so as to realize the tracking and prediction of students' behavior dynamics. At the same time, big data also provides the possibility to carry out personalized education, thus enhancing the effectiveness of education [9].

2.2 College labor in college teachers

(1) Definition of emotional labor

With the in-depth development of research in the field of psychology, more and more scholars pay attention to the role of emotion in individual life and work. Any kind of work has specific requirements for emotional expression, so individuals will have emotional labor in work [10]. Emotional labor, or emotional work, is an emotional labor. Emotional labor is defined by American scholars as the management of emotional expression by employees in various ways, which can be observed through gestures or facial expressions. Viewing the interaction between employees and customers from the perspective of dramatic theory, the customer is the audience, the employee is the actor, and the workplace is the stage. She believes that the management of employees' emotions plays a key role in their development in the workplace. The process of emotional labor includes three necessary conditions: emotional labor occurs in individual voice-to-voice or face-to-face communication; in the process of direct communication, individuals produce emotional labor with the purpose of triggering a certain emotional state of others through their emotional expression. The organization where they work has certain requirements on the emotions of employees [11-12].

(2) Structure of emotional labor

Some scholars put forward the two-dimensional theory of emotional labor according to the individual's different focus of attention in the workplace. They divide emotional labor into "work-oriented emotional labor" and "employee-oriented emotional labor". Work-oriented emotional labor mainly describes the requirements of the organization on the emotional performance of employees, which focuses on the emotional requirements of the organization and the work on the service and communication process. Employee-oriented emotional labor describes the psychological and behavioral processes corresponding to the performance of the emotional requirements of the organization and work requirements. It focuses on the process of individual emotional disorders and emotional adjustment.

(3) Influencing factors and effects of teachers' emotional labor

Summarizing the results of previous studies on influencing factors of teachers' emotional labor, it mainly includes the following aspects: individual, organizational and environmental factors.

From the perspective of individual factors, teachers' gender, educational background, teaching age, professional title and marital status are important factors affecting teachers' emotional labor.

In addition to subjective factors, emotional labor is also affected by objective factors. People's emotional labor will have different feelings depending on the objective environment. From the perspective of environmental factors, leadership style, peer relationship, teacher-student relationship and so on all affect teachers' emotional labor, can affect teachers' attitude and behavior, and have an impact on their job satisfaction.

From the perspective of organization, the influence of emotional labor on teachers includes the influence on teachers' organization and emotional transmission. Deep behavior will have a positive impact on teachers' emotional transmission, while surface behavior will have a negative impact. Those who are less motivated to work and cannot fully agree with

organizational rules are more likely to use surface acting.

From the perspective of teachers, emotional labor affect teacher basically has the following several aspects: teachers will have no discipline students in teaching activities, teachers will suppress anger to show patience and politeness, or when its not agree with the way the school of management, and can't change, and in constant "depressed mood" behavior, the passage of time will produce job burnout. The results show that if teachers adopt more deep behaviors to manage their emotions in their daily work, their enthusiasm will be improved.

3 Survey on emotional labor of college teachers

3.1 Questionnaire survey

In order to explore the relationship between the emotional labor of college teachers and the workplace, and to acquire first-hand data and information, teachers from 3 colleges and universities in the city were randomly selected as subjects. The paper questionnaire was issued to college teachers on emotional labor, and SPSS20.0 software was used to conduct statistical analysis on the collected data.

3.2 Emotional labor scale

The original scale of the questionnaire used in this study to measure the emotional labor of college teachers consists of 27 items. In this study, one item whose factor load is less than 0.5 is deleted. The scale includes four dimensions: emotional expression (including 6 items), surface acting (including 7 items), emotional deviation (including 6 items) and deep acting (including 7 items). Autonomous emotional expression, in which an individual naturally displays the emotions he or she experiences, does not require extra effort; surface acting, the individual through the disguise of their inner true feelings and express the emotions stipulated by the organization; emotion deviation, the individual truly shows the emotions experienced internally, but the emotions displayed are contrary to the organizational requirements. Deep acting, through the adjustment of their inner feelings, the individual shows the appropriate emotions required by the organization.

3.3 Mathematical statistics

In this paper, SPSS20.0 data statistics software was used to code and input the valid data obtained from the questionnaire, and further reliability and validity test, descriptive statistics, t-test, correlation analysis and regression analysis were carried out. The t-test formula used in this paper is as follows:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma}{\sqrt{n-1}}} \quad (1)$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_{x_1}^2 + \sigma_{x_2}^2 - 2\gamma\sigma_{x_1}\sigma_{x_2}}{n-1}}} \quad (2)$$

4 Questionnaire of emotional labor questionnaire

4.1 General overview of emotional labor of college teachers

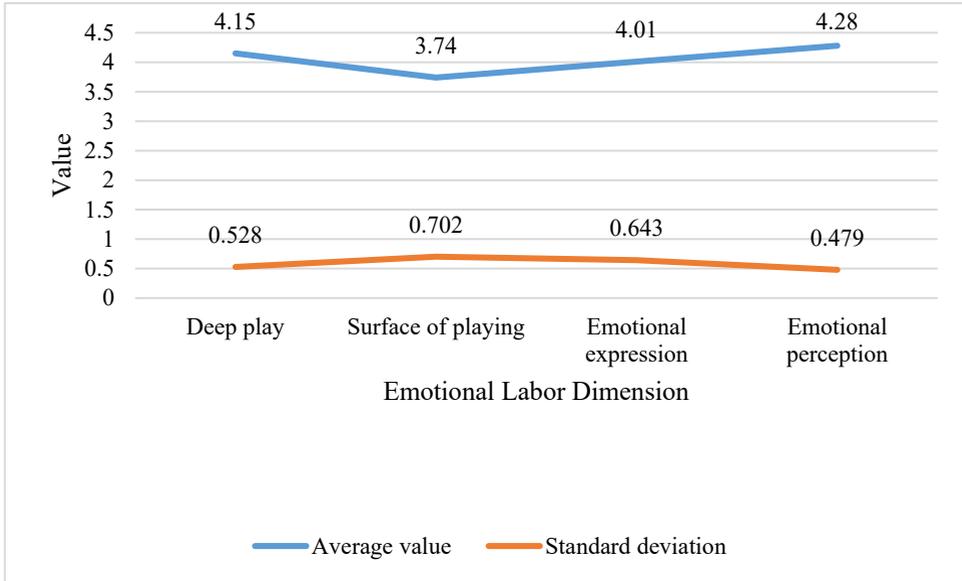


Fig.1. The general situation of emotional labor of college teachers.

As shown in Figure 1, the average score of emotional labor of college teachers is 4.15 for deep acting, 3.74 for surface acting, 4.01 for emotional expression, and 4.28 for emotional deviation. Is on the high side, which proves that college teachers are engaged in high intensity emotional labor in their teaching work.

4.2 Statistics on emotional labor description of college teachers

Table 1. Statistical table of emotional labor description of college teachers.

	Min value	Max value	Average value	Standard deviation
Deep play	3	6	4.15	0.479
Surface of playing	2	6	3.74	0.702
Emotional expression	3	6	4.01	0.643
Emotional perception	3	6	4.28	0.528

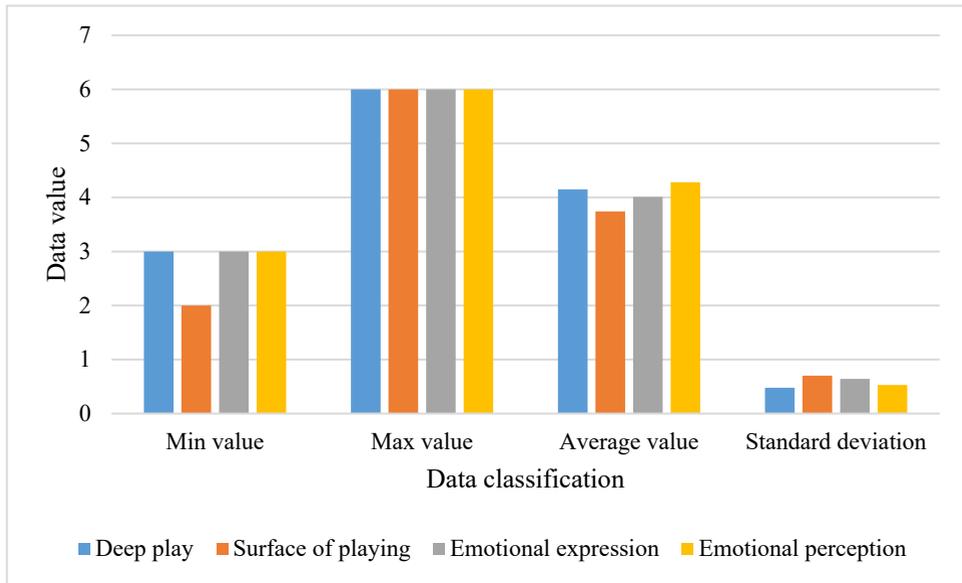


Fig.2. Statistical figure of emotional labor description of college teachers.

As shown in Table 1 and Figure 2, the highest average value is "perceived emotional labor". College teachers generally believe that their emotional labor plays an important role in building harmonious teacher-student relationship, establishing a good teacher image, showing teachers' caring behavior, handling interpersonal relationship and teaching work. In terms of emotional labor strategies, college teachers mostly use deep acting strategies. When personal real emotional experience is inconsistent with the emotions needed to be expressed in teaching work, teachers will adjust and change emotional cognition and external emotional expression. In addition to the deep acting strategy, teachers would also express their real emotional feelings in front of the interactive objects, while the surface acting strategy was the lowest in average value, and college teachers would also use "duplicity" to cover up their real emotional feelings. In general, the average value of the choice and use of various strategies of university teachers is at a high level, belonging to the group of high emotional labor.

4.3 Suggestions on educational career development

(1) Clarifying the emotional expression rules of college teachers

Emotional expression rules are the core elements of emotional labor and the principles and basis for teachers to choose emotional labor strategies. Correct understanding of emotional expression rules is helpful for teachers to express appropriate emotions in their work, shape their self-image, effectively promote the development of teaching work, facilitate interpersonal communication in work, and help the school to achieve the goal of educating students. The rules of emotional expression in most schools are vague and general, which are hidden in tangible or intangible contents such as school culture, school rules and motto, or similar "norms of teachers' conduct" in a way of "unspoken rules". Teachers' emotional expression rules are ubiquitous, but they have not been formally "expressed". Once these rules are internalized into a part of the teacher's personal belief, the teacher will automatically adjust his teaching behavior according to the requirements of the emotional expression rules. Therefore, the construction of emotional expression rules has

great significance and influence on teachers' emotional labor, on the smooth development of teaching work and on the realization of teaching objectives.

(2) Improve the emotional labor environment of college teachers

Through the comprehensive analysis of the research results, it can be seen that at present, teachers in China are engaged in high intensity emotional labor, a large number of teachers have negative emotions in daily teaching work, and the problem of job burnout is common. Through in-depth analysis of the interview results, it can be found that some teachers say that when they see students' progress, get recognition from leaders, support from parents and understanding from colleagues, they will feel much better and their emotional problems will be alleviated to a certain extent. From the perspective of resource conservation theory, to some extent, these external resources supplement the emotional resource consumption caused by emotional labor. Aiming at the resource and cultural dilemmas faced by teachers in their actual work, improving the emotional labor environment of college teachers is of great significance and influence to the realization of teaching objectives.

5 Conclusions

Individuals experience a variety of complex emotions in the work of working closely with people. Teachers serve students, and each teacher faces at least dozens of students every day. As teachers are in close contact with students, there is no doubt that teachers will also have complex emotional experience. Reasonable adjustment of their emotions, through the way of reevaluation to understand students' behavior, can effectively adjust the negative emotions. Teachers need to adopt multiple and effective ways to regulate negative emotions at work. There is no best or worst emotion adjustment strategy. Effective coping strategies depend on the ability of individuals to adjust themselves in different situations. The best way to regulate emotions is to use a combination of effective coping styles.

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