International Journal of Vocational and Technical Education Research, 11(2) pp.32-90, 2025
Print ISSN: ISSN 2059-1187,
Online ISSN: ISSN 2059-1195
Website: https://www.eajournals.org/
Publication of the European Centre for Research Training and Development-UK

A Quantitative Investigation of Individual Differences on Further Education (FE)Teachers' Use of Emotions

Walifa Rasheed-Karim
Fellow of 'The Society for Education and Training'

doi: https://doi.org/10.37745/ijvter.15/vol11n23290 Published December 24, 2025

Citation: Rasheed-Karim W. (2025) A Quantitative Investigation of Individual Differences on Further Education (Fe)Teachers' Use of Emotions, *International Journal of Vocational and Technical Education Research*, 11(2) pp.32-90

Abstract: *This research paper presents the findings from the author's thesis titled 'An Investigation of the Role of Individual Differences, Policy, and Working Practices on Further Education Teachers' Experiences of Emotions' The focus of this paper is on the individual differences among FE teachers and the extent to which they influence the use and regulation of emotions. A review of the literature on emotions, stress, emotional labour, and burnout highlights their interconnectedness, which is examined in the research. The discussion of individual differences relates to the wellbeing debate. The methodology involved an online questionnaire. This case study was conducted at colleges and the findings indicate that, although personal achievements are significant to teachers, they still experience symptoms of burnout and emotional labour, linked to individual differences, work, and practice. The paper discusses the implications and limitations, as well as the need for further research. Future studies could explore broader individual differences, such as the effects of neurodiversity in practice. The key research discussions in this paper, therefore, extend those discussed in the thesis.*

Keywords: emotions, wellbeing, further education, teaching staff

INTRODUCTION

During my work as a Further Education (FE) teacher at colleges in London and the surrounding areas, I began examining issues related to teacher stress. Teachers faced challenges from students, including disruptive behaviour. I asked whether support structures were in place, like those at colleges for students' wellbeing. The response was unfavourable, and the issues contributing to teachers' lack of wellbeing and absenteeism became clear. I decided to explore issues related to teachers' work experiences and practices, and individual differences among teachers were evidently an important factor.

This paper proposes that individual differences of FE teachers coupled with stressful factors impinge on their use of emotions, and this leads to their experiences of stress. In a survey of nearly 12,000 teachers by the union NASUWT, conducted from mid-December 2021 to early January 2022, 90% of teachers reported experiencing higher levels of work-related stress over the past year, while 91% said that their job had negatively affected their mental health. Commenting on the Teacher Wellbeing Index 2021, published by the charity Education

Support Network, Dr. Patrick Roach, General Secretary of the NASUWT-The Teachers' Union, said:

'*Even before the pandemic, teachers' levels of stress and breakdowns were rising year-on-year due to the lack of effective action by the Government to tackle excessive workloads and the overloaded accountability system. For many teachers, the plan made a desperate situation even worse. "The Government has a real opportunity to build back better after the pandemic by taking decisive action to tackle the root causes of excessive teacher workload and support the mental and physical wellbeing of the profession'.*

Earlier, Sally Hunt, general secretary of the University and College Union (UCU), reported in October 2018 that over two-thirds of further education staff are considering leaving the sector. She attributed this to excessive workloads and changes to working conditions caused by policy, funding, and curriculum restructuring. When workloads are high and staff have little control over their work practices, there is a greater risk of mental and physical breakdowns. Additionally, the UCU noted that poor health, sickness absence, and work-related stress lead to lower job satisfaction, motivation, commitment, impaired performance, reduced creativity, and negative workplace attitudes and behaviours. The UCU also recognised that the negative effects of work-related stress extend beyond the workplace, potentially causing ill-health and poorer job performance. Kotowski, Davis, and Barratt (2022) concluded that:

'Stress and burnout continue to be high for teachers, with 72% of teachers feeling very or extremely stressed, and 57% feel very or extremely burned out. Many teachers struggled to have a satisfactory work-family balance (37% never or rarely; 20% only have sometimes)'.
More recently, the National Foundation for Educational Research (NFER, March 2024) reported that teachers' recruitment and those who wish to remain show no signs of improvement. The gap in research is that no established theory links individual differences in stress experiences to emotions and personal differences. There are various models of stress.

MODELS OF STRESS

The Yerkes Dodson Curve and Stress

The Yerkes-Dodson curve explains how stress affects task completion. This has implications for the workplace. Research has proposed various theories to explain the link between stress and performance, including arousal and resource models. The Yerkes-Dodson Curve (1908) provides a graphical illustration of the circumstances in which employee wellbeing and productivity may be influenced by arousal levels.

The Curve refers to an inverted U shape, which is synonymous with a model of arousal and corresponding levels of stress during human performance (Wickens & Holland, 2000). They suggest that the optimal level of performance during task completion occurs at an intermediate level of arousal. However, when arousal levels are too low or too high, poorer task performance is expected. Stokes and Kite (1994) argued that when arousal levels do not match individuals' preferred levels, stress will develop. This stress can then increase arousal levels by causing them to rise (Teigen, 1994). In other words, stress theories acknowledge that people have

different thresholds of anxiety and arousal that can help them perform optimally. While some people perform best at low anxiety levels, others benefit from a moderate amount of anxiety. Wrisberg (1994) proposed that individual characteristics determine the arousal level at which a person can perform most effectively. This may depend on the types of tasks teachers face daily. Donker et al. (2020) studied 80 secondary school teachers with 13 years of experience by coding teachers' behaviour for interpersonal traits (social influence and friendliness) and measured physiological arousal through heart rate. Being socially influential was associated with higher levels of self-reported positive emotions following lessons. However, when teachers' physiological arousal correlated with friendliness, they reported negative emotions. The authors concluded that the research suggests differences in teachers' emotions might be explained by physiological arousal.

The following diagram provides a graphical display of the consequences of too much and too little stress.

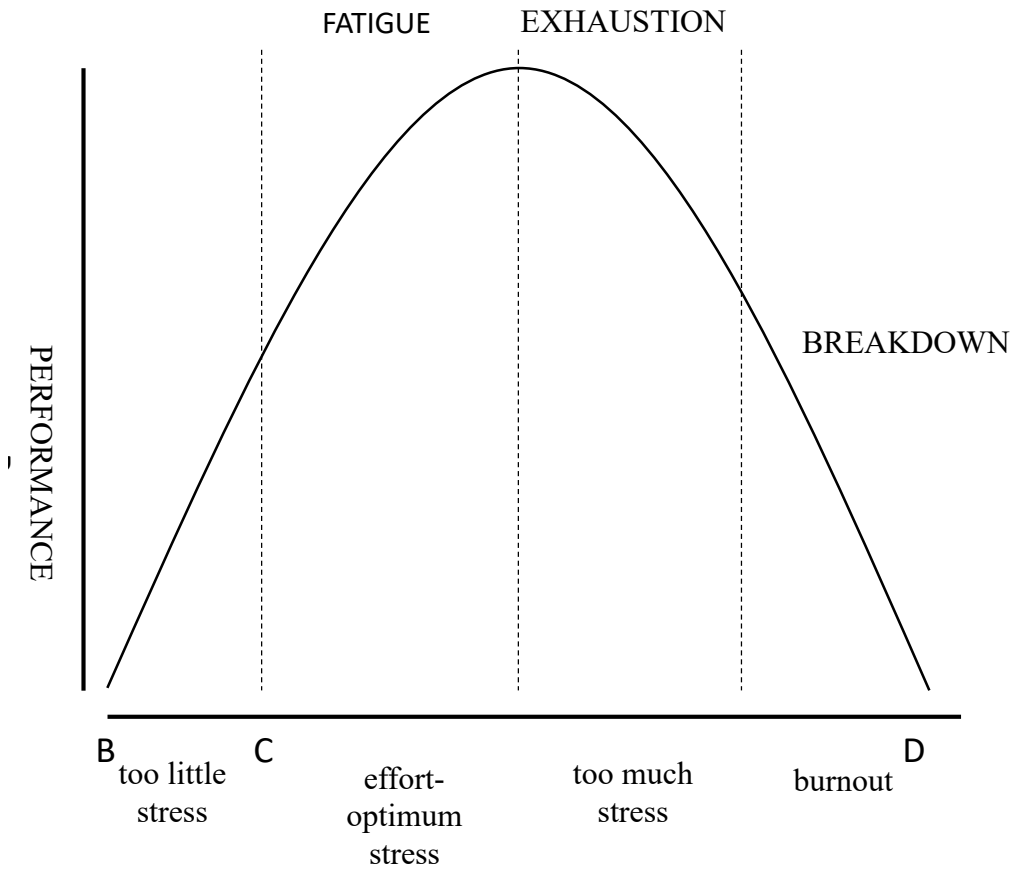


Figure 1: The Yerkes Dodson Curve (Adapted from Arnold, Coyne, Randall & Patterson, 2020)

The section of the graph between B and C represents pressures and increased challenges that FE teachers can cope with. It is envisaged that teachers may differ in terms of the points on the curve at which they might begin to experience pressures. The curve indicates optimal levels of performance, but teachers will differ in the exact points at which these levels occur. Teachers

in FE face challenges (stressors) daily, and how they assess each will impact their stress levels. The interactive model of stress provides a framework to discuss this.

The Yerkes-Dodson curve was used by Thom (1997) to illustrate the effect of arousal on the central nervous system (CNS) and its influence on task completion. The higher the level of arousal, the more likely stress levels will increase. Figure 2 illustrates that when individuals undertake complex tasks, their arousal level must be within a range that facilitates successful completion. Simpler tasks, compared to complex ones, are more likely to be completed successfully when arousal is heightened. This has implications for teachers who are managing tasks of varying complexity.

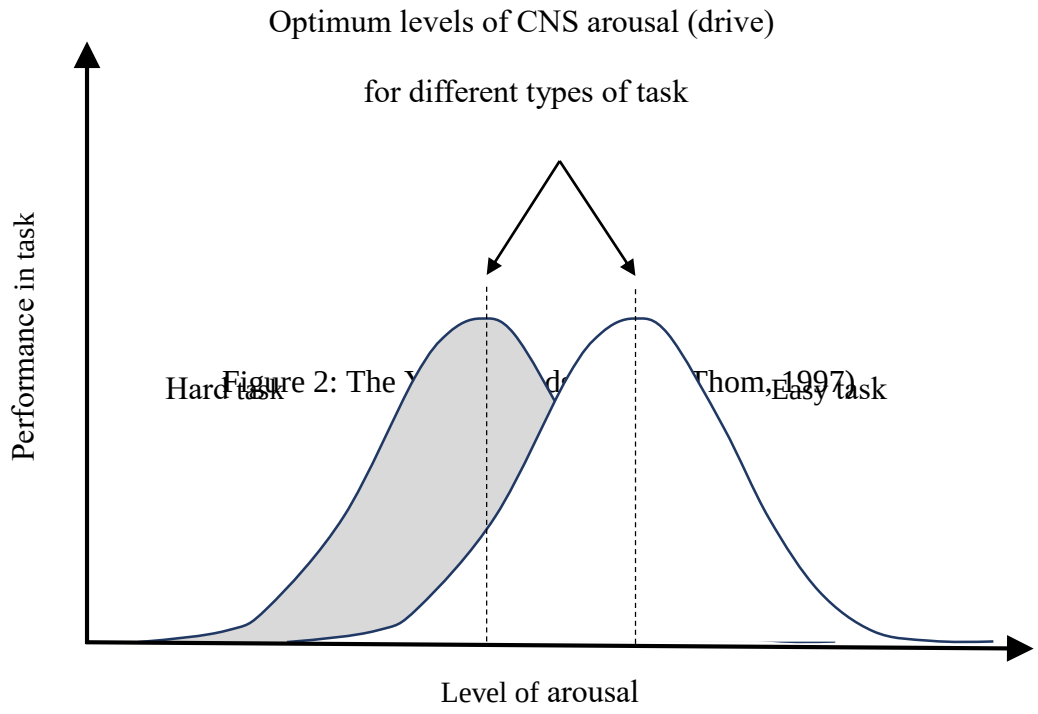


Figure 2: The Y d Thom, 1997)

Teacher stress results from external stressors, which researchers have examined as threats to their physical wellbeing. For example, Sohail and Rehman (2015) found that when a job demands resources from teachers, stress ensues. Chan, Chen, and Chong (2010) highlighted heavy workloads, managing students' learning and behaviour, and feelings of insufficient time to complete tasks as key stressors. Others, such as Richards (2012), acknowledged a lack of administrative support as a source of stress for teachers. Kyriacou (2001), meanwhile, defined teacher stress as occurring when they experience emotions such as anxiety and depression caused by their working conditions. Although emotions have evolutionary origins (Asma & Gabriel, 2019), they can be shaped by cultural and social norms (Boiger & Mesquita, 2012). Studies have explored the relationship between external stressors and social norms that promote emotional labour among teachers. Bodenheimer and Shuster (2020) reviewed various

factors influencing teachers' emotional display and management. Their review of the literature on emotional labour and burnout, alongside policies and interpersonal dynamics in US schools, revealed that structural factors and levels of interaction contribute to emotional labour and burnout.

That is, when interacting with students and peers as well as managing a challenging workplace, teachers will endeavour to control their emotions. This may be by faking or suppressing emotions. Emotions may therefore be used as a mediator when interacting with peers and students. Berry and Cassidy (2013) pointed out that the effect of performing emotional labour can have both a functional and dysfunctional impact on a university lecturer's wellbeing, job satisfaction, and job performance. Where emotional labour is performed in shorter periods and at relatively low intensities that the lecturer can cope with, the consequences may be positive for students, colleagues, and the organisation. However, when emotional labour strategies are performed over more extended periods at higher intensity levels, this may engender symptoms of burnout.

The authors concluded that a university lecturer's wellbeing, job satisfaction, and job performance can predict student performance and retention. Student satisfaction, along with student and university performance (whether positive or negative), can serve as predictive factors for a university lecturer's level of job satisfaction and emotional labour. This may also be relevant to FE, as FE teachers' wellbeing could be affected by job demands, which in turn influence student satisfaction, college performance, and rankings. This discussion highlights that the use of emotions, particularly emotional labour, is central to wellbeing and thus requires proper definition.

The Interactive Model of Stress

Situational factors may influence the subjective feelings of stress, response, and coping behaviour. An interactive model of stress, proposed by Lazarus and Folkman (1984), describes stress as an interaction between environmental stressors and individual responses.

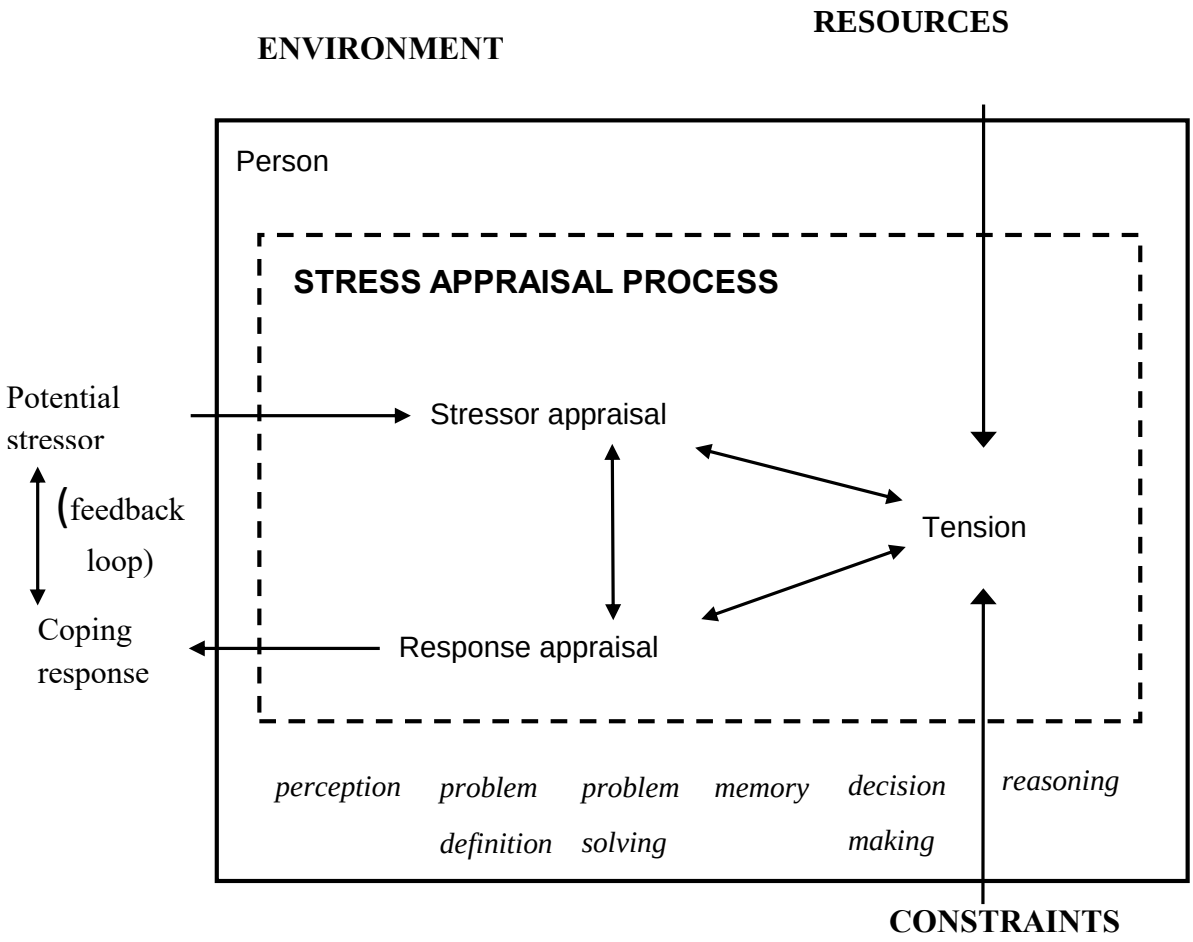


Figure 3: Interactive Model of Stress (Adapted from Sutherland & Cooper, 1990)

People respond differently to a single stressor, and only the individual's experience determines whether they feel stressed (Lazarus, 1999; Lazarus & Lazarus, 1994). That is, individuals appraise (evaluate) challenging situations to achieve positive outcomes. This primary appraisal is followed by a secondary one, in which individuals select a strategy for addressing the challenge. Lerner, Valdesolo, and Kassam (2015) noted that people who can appraise their emotions can understand them and grasp the reasons for behaviour stemming from these emotions. Parkes and Hughes (2020) found that an individual's ability to cope with stress depends on their use of cognitive appraisal and emotion-focused strategies. However, personalities that tend to use avoidance are relatively ineffective in maintaining wellbeing. In contrast, extroverted and optimistic individuals can experience wellbeing through the use of problem-solving, engagement, and helpful appraisal strategies.

Allostatic load occurs when chronic stress, resulting from the challenges people face, combined with life events, negatively affects their physiology (Guidi et al., 2021). This definition has implications for FE teachers and the stress levels they endure. When teachers are overwhelmed with stress, the physiological systems that support stress reactivity become deregulated to the

point that individuals eventually cannot produce a stress response. At this stage, burnout occurs.

Gaps exist in knowledge about the role of emotional labour and its relationship to emotional experiences of FE teachers. Additionally, there is a lack of understanding regarding the extent to which FE teachers experience burnout and whether burnout is associated with stress and emotional labour.

MAIN THEORISTS' DEFINITION OF EMOTIONAL LABOUR

Some view emotional labour through the lens of requirements for occupations, and this includes display rules. Here is a quote Terkel (1972, p. 247) gave of a hotel clerk:
'I have to have a smile on my face. Some mornings that's a little difficult. You're concentrating on what you are doing. It's a little difficult to have that smile all the time. I have one particular girl who says to me, "What? No smile this morning?" so I smile. Clerks are really underpaid people'.

Burić et al. (2017) and Wang, Hall, and Taxer (2019) maintained that emotional labour is about faking, hiding, or showing emotions dependent on particular situations. In Grandey's (2000) influential paper, it was suggested that situational factors such as the frequency and duration of interactions may increase the likelihood of employees falsifying outward expressions. According to Grandey, this laid the foundation for experiencing emotional labour. Examining customer interaction expectations and emotional labour within the service industry has yielded mixed results. Grandey (2000) reported no significant interaction between the frequency of interaction and surface/deep acting. However, Brotheridge and Lee (1998) discovered that the frequency of interaction had significant positive relationships with surface/deep acting, whereas the duration was not related to either.

Further education teaching involves interpersonal relations between teachers and students, including pastoral care. The impact of both the frequency and duration of interactions on teachers' emotional labour and burnout has yet to be explored. Others, such as Morris and Feldman (1996), Zerbe (2000), and Grandey (2000), refer to emotional labour as an intrapsychic process where individuals exert effort to manage their emotions during interactions with others. In surface acting, expressions are altered, involving suppression or faking emotions to meet job expectations. Deep acting, on the other hand, involves modifying feelings to align with job requirements, which entails reappraising one's emotions. However, individuals may experience emotional dissonance when tension arises from an inconsistency between their true feelings and the emotions they display. Teachers may employ emotional labour strategies in various situations.

Lee and Van Vlack (2018), for example, examined how teachers' emotions correlated with their emotional labour strategies and classroom management self-efficacy within an East-Asian sample in an English teaching context. The results suggest that deep acting is associated with experiencing positive emotions, which in turn is positively related to classroom management self-efficacy. In contrast, surface acting is linked to experiencing negative emotions, which subsequently relate negatively to classroom management self-efficacy (Yin,

Huang, & Lee, 2017). The following section discusses emotional regulation models as they are relevant in understanding emotional labour.

EMOTIONAL REGULATION

Emotional labour was examined as a process of didactic discourse in which a single employee regulates their emotions for the benefit of a co-worker or manager. The effects of emotional labour are wellbeing, job satisfaction and job performance (Totterdell & Holman, 2003). It was discussed by Grandey, Diefendorff, and Rupp (2013) that research had not discussed effects of use of emotions beyond the interpersonal dyad.

Theorists such as Gross (1998, p.275) defined emotional regulation as 'the process by which individuals influence which emotions they experience, when they experience them, and how they express these emotions'. Gross and Thompson (2007) developed a model of emotional regulation using a scenario that teachers may encounter. There are stages involved in regulating emotions. Selective selection refers to individuals increasing or decreasing the likelihood that certain emotions will arise. Situation modification involves changing the external features of a situation and altering emotional responses. Attention deployment suggests there is an adjustment of the emotion–response pathway. Cognitive change occurs when individuals alter the meaning of a situation and influence the emotions it evokes. Finally, response modulation involves changing one or more experiential, behavioural, or physiological components of an emotional response. The model helps to explain the antecedents, outcomes, and mediators of emotional labour. Gross (2002) explained that a combination of behavioural, experiential, and physiological display rules comprises an individual's emotional response. Behavioural display rules involve the outward expression of emotion such as nodding in agreement. Experiential display rules refer to the internal feelings people have, such as fear or anxiety, and physiological display rules refer to how the body reacts to emotion, for example, raising of hair or bumps on the skin.

According to Gross and Thompson (2007), emotional labour is emotional regulation that occurs in the work environment. Individuals regulate their emotions during emotional labour, and Mesquita and Delvaux (2013) proposed that 'the emotional regulation processes are activated by those engaging in emotional labour. It is not clear whether such processes are beneficial, harmful, or neutral to the individuals involved (Grandey, Diefendorff & Rupp, 2013).

Like emotional regulation, emotional labour involves managing emotions according to the demands of a given context; however, the emotional labour theory suggests that emotions felt in a specific situation are guided by assigned or prescribed emotional display rules (Wharton, 2009; Brown, 2011). That is, employees perform emotional labour based on workplace requirements. Workers will engage themselves to achieve organisational goals and follow emotional display rules in this process (teachers may feel they have always to appear pleasant to everyone, so that the institution they work for is viewed positively).

Organisational rules and norms influence employees' use of emotional regulation, that is, which emotions they should display. These are modified through socialisation and shared with colleagues. Like self-regulation, interpersonal emotions will affect job satisfaction, motivation,

commitment, and performance of employees (Diefendorff et al., 2011). Consequently, emotions may be shared with staff within a department (George, 1990) and thus have implications for the department's overall culture and climate.

Research has focused on how emotional regulation changes an individual's subjective experience of emotions. This occurs when people cope with stressful situations or suppress anger. Schroder et al. (2015) reported that people who believe emotions are malleable will reappraise situations, and this mediates the relationship between beliefs and well-being outcomes. The authors identified that if people believe they are in control of their emotions, then there is greater use of reappraisal strategies, and this will entail feelings of positive wellbeing. Ortner, Briner, and Marjanovic (2017) suggested that future research should explore how individual differences and contextual variables interact to understand why people regulate their emotions in different ways. By gaining a better understanding, it may be possible to help individuals make emotion regulation choices that benefit them. Teachers in leading roles may have to manage anger or calmness, and this may be significant when they are faced with emotional situations. It would be helpful to teachers if they knew how to deal with their emotions so that goals set in schools and colleges are achieved. Burić Penezić, and Sorić (2017) and Taxer and Gross (2018) noted that emotion regulation entails suppression of emotions or cognitive appraisal. Research has reported that appraisal strategies help regulate emotions (Chang, 2020), which is relevant because emotional use has implications for students' learning (Frenzel, Daniels, & Burić, 2021). Others, such as Chang and Taxer (2020), reported that teachers use the deployment of attention by shifting attention from learners who misbehave to those who behave well.

The consequences of emotional regulation occur both between individuals and within them, and these processes are essential for understanding how emotions influence employee outcomes and wellbeing in the workplace (Grandey, Diefendorff & Rupp, 2013). However, the distinction between emotional labour and regulation remains unclear. In essence, emotional labour and emotional regulation are similar because both involve managing emotions, and the level of emotional responses varies depending on contextual cues or influences (Brown, 2011). Consequently, many researchers use 'emotional labour' and 'emotional regulation' interchangeably. However, emotional labour has a significant association with burnout.

EMOTIONAL LABOUR AND BURNOUT

Further education teachers may encounter various stressors, and some of these were identified in research with schoolteachers. The literature shows stressors arise from students' behaviour and co-workers, and these are sources of emotional labour and burnout. These variables are also chosen as discursive points because of observations made in colleges during my work experiences. That is, teaching involves interactions between students, and there may be expectations of emotional display. Additionally, teachers who are part of a team with other staff might feel it necessary to display certain emotions. Scarantino, Hareli, and Hess (2021) highlighted that emotional expressions can be communicated to others to influence them. This may affect their wellbeing. The literature supports a significant relationship between burnout and emotional labour (Kariou et al, 2021). The results of the association between surface acting

and naturally felt emotions with burnout were mixed. However, most findings showed consistent links between surface acting and burnout.

Negative effects of emotional labour include feelings of work overload (Tang & Vandenberghe, 2021), a lack of work identity (Brown, Michael & Oliver, 2019), reduced openness with colleagues, and burnout (Edú-Valsania, Laguía & Moriano, 2019). A gap in research exists in the relationship between emotional labour and burnout in further education.

Students' Behaviour

A factor related to burnout is student misbehaviour. Chang (2013) reported a study of 492 teachers focused on episodic, unpleasant emotions resulting from student misbehaviour. This was positively correlated with emotional exhaustion, depersonalisation, and reduced personal accomplishment. Student misbehaviour may also cause teachers to have lower self-efficacy. Bandura (1977) described self-efficacy as a person's belief in their ability to organise and execute actions needed to meet a situation's demands. Lambert et al. (2009) found in a study of 521 elementary school teachers that those pupils with behavioural problems reported greater emotional exhaustion, greater depersonalisation, and lower feelings of personal accomplishment. Burnout was associated with classroom features such as the presence of more special needs students.

Other research examined the teacher-student relationship in the misbehaviour of students in secondary school. Aldrup et al. (2018) asked 222 secondary school teachers to rate student misbehaviour in their classroom, the teacher-student relationship, and wellbeing in terms of emotional exhaustion. Students also rated their misbehaviours. Results showed an association between teacher-rated student misbehaviour, increased exhaustion, and decreased enthusiasm. Student-rated misbehaviour correlated with teacher wellbeing to a lesser extent. However, the teacher-student relationship was positively associated with teacher wellbeing.

Behaviour of Co-workers

Research has explored how influential roles, such as colleagues, impact teachers' wellbeing. Fernet et al.'s (2012) study, with 806 teachers, showed that the principal's leadership behaviour was indirectly associated with burnout. The participants included 806 French Canadian teachers from primary and secondary schools. Results demonstrated that teachers' perceptions of students' disruptive behaviours and leadership practices were linked to their self-efficacy. Fernet et al. explained that when teachers felt less autonomous and effective in completing tasks, they were more likely to feel exhausted by the end of the school year. The authors noted that women were more prone to emotional exhaustion during the academic year. They suggested that this research opens pathways for further investigation into how demographic features influence changes in burnout among teachers.

Others such as Hoglund, Klingle, and Hosan (2015) examined primary school teachers and their relationships with pupils. Emotional exhaustion, depersonalisation, and reduced personal accomplishment among teachers predicted lower improvements in the quality of the teacher-pupil relationship. This was measured through ethnographic observations and students' literacy skills. The findings showed that experiencing burnout affected the learning experiences of those they taught. Nevertheless, if teachers were asked to assess their emotions, it is expected

that this might alleviate burnout. Chang (2020) reported that cognitive appraisals were negatively associated with teacher burnout.

While stress produces urgent action and hyperactivity, burnout results in helplessness. The influence of stress on emotional labour and burnout is discussed. Symptoms of stress and burnout may be similar but significant distinctions should be made. Burisch (2006) stated that stress can intensify burnout, but it is not the primary cause of burnout. Although employees experience stress from the overall workload, they may not experience significant burnout due to for example, the existence of job-related resources. The following section discusses relevant research.

STRESS, EMOTIONAL LABOUR, AND BURNOUT

The literature on the relationship between stress and wellbeing among teachers highlights various antecedents, such as organisational factors like policies, and individual differences, including age and gender. The UK's Health and Safety Executive reported that teaching staff and education professionals experience the highest levels of workplace-related stress, alongside depression and anxiety. This was documented by Ofsted (2019). The report suggests that professionals, such as teachers, face a greater risk of burnout if they lack effective coping strategies, such as avoidance, denial, and disengagement. Teachers who pursue perfection often react negatively when expectations are not met, which can lead to burnout. This results from an imbalance between teachers' resources and the demands placed upon them.

The literature on stress at work utilises the Job Demands–Resources (JD-R) model. Schaufeli and Taris (2014) discussed that the JD-R model assumes employees' health and wellbeing result from a balance between helpful resources and negative job demands. The model proposes that any demand or resource can influence employees' health. It can be applied to various workplaces such as schools and colleges. Bakker & Demerouti (2017) explained that the JD-R model examines job demands→burnout→ill health and a motivational process (job resources→engagement→organisational commitment). The health impairment caused by job demands is burnout, while job and personal resources foster motivation, leading to increased work engagement and mental wellbeing (Bakker & Demerouti, 2017). When stress is reduced through job resources, employees can better regulate their emotions and thoughts (Demerouti & Bakker, 2011). Some researchers have suggested that studies of teachers' lived experiences can provide teacher educators and policymakers with insights into how curriculum and policy influence, and are influenced by, the emotional realities of teachers' work. The following examples discuss some of the demands placed on teachers and the outcomes.

A Singaporean study examined emotional burdens and tensions associated with teaching (Loh & Liew, 2016) through the complex emotional work of English language teaching in Singapore secondary schools. Findings revealed that the emotional burdens, tensions, and challenges linked to teaching English could largely be attributed to the subject's value-laden content, the stresses of grading student essays, the performance pressures of high-stakes testing, and the need for culturally responsive pedagogies. Other studies were conducted that provided insights into identifying causes and symptoms of teacher burnout to help prevent the syndrome's occurrence. EL Helou, Nabhani, and Bahous (2016) investigated factors contributing to Lebanese teachers' burnout. Findings showed that workload, school environment, co-

ordination/mentoring, classroom environment, and emotional factors are major causes. However, job-related personal resources may alleviate symptoms of burnout. The next section examines barriers against stress, emotional labour, and burnout among teachers.

Support and Self-efficacy of Teachers

Research has focused on the emotional job demands and emotional exhaustion of teachers. Tuxford & Bradley (2015) asserted that teaching involves many emotional and interpersonal demands. The study highlighted that emotional job demands are conceptualised as consisting of three components: exposure to emotionally demanding situations, emotional labour (using deep and surface acting), and work centred on the emotional well-being of others. Emotional job demands and 'non-emotional' job demands (such as workload, time constraints, and curriculum issues) were hypothesised to predict emotional exhaustion. Two resources, social support and confidence in teaching practices (teaching self-efficacy [TSE]), were expected to have both main and buffering effects. General (non-emotional) job demands, emotional demands, social support, and TSE predicted exhaustion. Additionally, TSE buffered the negative impact of deep acting on emotional exhaustion. The findings illuminate the complexity of the job factors that contribute to the emotionally draining nature of school teaching and suggest possible avenues for intervention. The authors indicated that strategies aimed at increasing professional self-efficacy may help teachers cope with the emotional demands of their role.

Self-efficacy was further examined by Dickie et al. (2018) as a significant resource for European teachers. It was linked to work engagement, a reduction in negative perceptions of job demands, and showed a weak connection to satisfaction and commitment. That is, self-efficacy was found to mitigate the negative relationship between classroom disruption and emotional exhaustion, while also boosting teachers' engagement when classroom disruption was higher.

Nevertheless, support available to teachers served as a resource that buffered their experiences of strain or overload. Support for teachers' autonomy was positively linked to adaptability, engagement, and organisational commitment, and negatively linked to exhaustion and disengagement (Granziera, Collie & Martin, 2020). In contrast, Skaalvik and Skaalvik (2018) outlined the types of stressors that lead to teacher burnout. The study involved 760 Norwegian teachers from grades 1 through 10. They examined how four potential stressors in the school environment—discipline problems, time pressure, low student motivation, and value dissonance—were related to teacher burnout. While all stressors were significantly related to emotional exhaustion, time pressure was the strongest predictor of burnout. However, depersonalisation and personal accomplishment were not significantly connected to time pressure but were significantly predicted by discipline problems and low student motivation. That is, the lack of support significantly impacts teachers' autonomy.

Teachers at the lower grade levels reported more discipline issues and greater time pressure than those at higher grade levels. In contrast, teachers at the highest grade levels identified low student motivation as a more significant problem than their counterparts at lower levels. The authors suggested that administrators should aim to reduce teachers' workloads and time pressures. Additionally, the school's climate and culture should promote greater

communication among staff to ensure shared understanding of goals and values. This, in turn, would positively influence social relations among colleagues.

Continuous experience of emotional dissonance increases the risk of resource depletion and burnout (Jeung, Kim & Chang, 2018). De Carlo et al. (2019) concluded that interventions in schools should aim to balance job demands with resources and include training for teachers. However, when policies influence the demands placed on teachers, other types of solutions are necessary.

TEACHERS' EMOTIONAL LABOUR AND BURNOUT- AN INDIVIDUAL DIFFERENCES PERSPECTIVE

This section argues that there is a conceptual link between stress, emotional labour, and burnout, which may be observable among teachers in FE. It synthesises key research on stress, emotional labour, and burnout, especially regarding individual differences among teachers. To date, research on emotional labour and burnout among FE teachers remains scarce, with only a limited number of studies available.

Culture, Emotional Labour, and Burnout

It is proposed that the outcome of performing emotional labour varies across cultures. Allen, Diefendorff, and Ma's (2014) hypothetical model linked display rules and the burnout syndrome. This is significant, according to Allen et al., as the global economy of customer services needs to understand cross-cultural differences in emotional labour because of its impact on employees' wellbeing and company performance. Among U.S. service workers, an increase in surface acting resulted in a significant rise in emotional exhaustion, but with Chinese workers there was only a minor increase in exhaustion. Personal accomplishments decreased as surface acting increased in the U.S. sample, whereas personal accomplishments remained relatively unchanged despite an increase in surface acting among the Chinese sample. The result exemplifies how people perceive their work environments, which leads to different behaviours. For example, Zaho et al. (2020) examined teams providing service in a large Chinese electronics company and reported that surface acting increased emotional exhaustion and reduced task performance. However, deep acting was not associated with emotional exhaustion but was positively linked with performances as a team member.

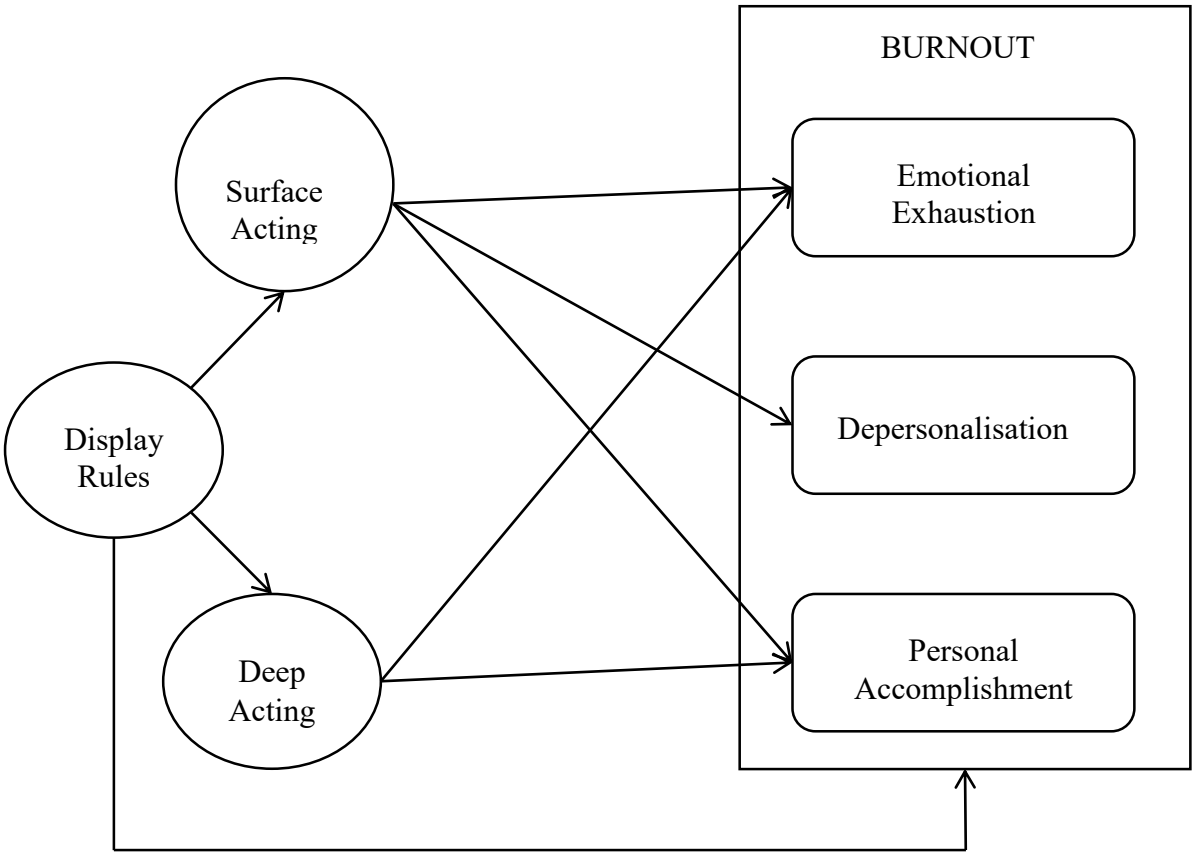


Figure 5: Model of a Hypothetical Relationship (Allen, Diefendorff & Ma, 2014)

Many FE teachers see their main goal as helping students achieve their learning aims, which requires understanding both their students' cultural background and their own. There may be cultural clashes between colleagues and students, making it difficult for teachers to feel as if they 'fit' into their working environment. For teachers from individualistic cultures, like the USA, where education is valued as 'teaching students how to learn' and 'having opinions' is expected, teaching a group of students who do not share these views can be challenging. Teachers may need to encourage students not to rely on the group for forming opinions and motivate them to be more independent in their views.

This kind of difficulty, as well as stressors in their workplace, may have a bearing on how teachers choose to cope. It is envisaged that many would use emotional labour strategies and regulate these to help students learn and achieve organisational goals. However, individuals from individualistic and interdependent cultures may employ emotional labour strategies differently, and when a teacher from one cultural background experiences burnout, another may not. It is contended that teachers from different cultures and ethnicities interact with peers and students in different ways, and so burnout levels will not be the same across cultural/ethnic groupings. The culture or ethnicity of a teacher is therefore important to consider in the workplace setting.

Indeed, Grandey, Diefendorff, and Rupp (2013) found that employees in the same sector display emotional rules that vary depending on whether they come from individualistic or interdependent cultures. Interdependent cultures tend to value societies that encourage individuals to relate to one another, enabling people to work and live together without conflict (Oyserman, Coon, & Kemmelmeier, 2002). The Chinese believe that emotions may be unnecessary, as moderation in behaviour is considered important (Eid & Diener, 2001).

Independent cultures such as that of the United States may determine types of emotional displays (Brown, Horner, Kerr & Scanlon, 2014). A mixed study design investigated teachers' professional identities through emotional labour; that is, the way teachers display or conceal emotions to achieve workplace goals. All respondents completed the Emotional Labour Teaching Scale. Open-ended questions allowed teachers to describe their surface and deep acting. The investigation showed that all participants used emotional labour and that teachers admitted to role-playing when their image of an ideal teacher conflicted with their feelings. The authors concluded that there are implications for teacher retention, how teachers prepare for their working hours, the type of supervision they receive, and how they would benefit from enrichment programmes. It is therefore important that teachers feel that they are working as part of a team, are satisfied with leadership practices and support from staff and administration. This P-E (person-environment) fit model (Edwards, 1991) is examined because it suggests that stress is relevant when discussing the influence of 'culture' on the use of emotional labour strategies among teachers. The P-E fit model depicts stress as arising from a mismatch between a person's abilities and values and the environment in which they work, such as work demands and available resources. The lack of correspondence may result in outcomes related to the psychology and physiology of individuals, thereby affecting their wellbeing. A mismatch between what people believe is the culture of the country they live in and that of their organisation can occur. Clashes between the two may lead to negative effects on teachers' wellbeing. Chang et al (2020) discussed that Chinese university teachers' performance depends on a match between skill level, individual characteristics, and organisation. The authors reported that candidates for teaching posts should be considered based on their perceptions and values related to the culture they aim to work in. That is, teachers will benefit schools if they share similar values, goals, and personal characteristics (Lau, Au, and Ho, 2003). Nonetheless, emotional labour is less influential in collectivist cultures, which value social harmony (Mastracci & Adams, 2018). That is, the identities people create influence the way they evaluate situations and outcomes, which in turn leads to job satisfaction (Humphrey, Ashforth & Diefendorff, 2015).

The FE sector is a multicultural environment where emotional labour strategies and regulation are essential to achieving teachers' relational goals. A gap in the literature concerns identifying the antecedents of emotional labour and burnout within the mediating variables of individualistic and interdependent cultures among FE teachers. While the connection between emotional labour, culture, and psychological wellbeing has been established in the service sector (Grandey, Diefendorff & Rupp, 2013), it has not yet been examined among FE teachers. To manage stress, workload, and relationships with students and colleagues, it is anticipated that teachers from independent and interdependent cultures will apply emotional display rules differently. However, the perspective of independent/dependent cultures remains unexplored in FE teachers, and it is suggested that they may fall into either category or be a blend of both.

Consequently, their use of emotional labour and experiences of burnout may vary, warranting consideration when explaining individual differences.

Gender, Emotional Labour, and Burnout

It was believed that teaching is an ideal job for women because of long holidays and its compatibility with family responsibilities (Ledwith & Colgan, 1996). This may be because it was thought that women develop differently emotionally. El-Alayli, Hassan-Brown, and Ceynar (2018) pointed out that students expected female professors to be more nurturing than male professors. Furthermore, female professors reported receiving more requests for special favours, which suggests expectations of friendship bonds from students.

Considering gender from a cultural perspective, the norms of emotions originate from societal perceptions of women and men. However, women are generally seen as more emotional, caring, and nurturing than men (Grandey, Diefendorff & Rupp, 2013). This may be explained by gender norms and societal expectations (Cislaghi & Heise, 2019). Gender norms are embedded within institutions, though some institutions may need to change social norms. Such changes could lead to greater wellbeing for both men and women. However, research conducted by Greenglass, Burke, and Koniarskie (1997) found that burnout was common among men, possibly because men have weaker coping strategies. The authors noted that women tended to better reduce burnout than men, owing to their '...greater investment in and valuation of friendship…and because they were more able to turn to and enjoy activities other than work, such as socialising and the arts'. Consequently, the authors argued that social support in the workplace buffered women against burnout.

The notion of teaching being an ideal job may be a myth and is compounded by the lack of opportunity and earning power of women teachers. However, the representation of women in management and leadership roles has increased over the years but gender stereotypes have not declined, and this prevents women's career progression (Tabussum & Nayak, 2021). Nevertheless, the courses women teachers deliver may be a factor in experiencing emotional labour.

An example of emotional demands placed on female teachers and the resulting emotional labour was evident in departments where 'care' is a central element. Research by Chowdhry (2013) examined the emotional demands on female teachers teaching care courses at a Scottish FE college. She discussed the findings of a qualitative case study that employed the concept of emotional labour to examine how female care lecturers in a Scottish FE college experience the demands of their work. The results indicated that the influence of the FE sector, along with professional and gender identities, played a role in teaching and care ethics. These factors were linked to the emotional challenges faced by the teachers. Teachers found it difficult to challenge the high levels of emotional labour involved in their work. The findings concluded that teaching care courses involved various emotional demands on teachers, which were connected to students' motivation levels. Teachers employed surface acting, deep acting, or the genuine expression of emotion.

Furthermore, a Chinese study by Chen (2010) found no significant gender differences in emotional labour — surface acting, deep acting, and naturally felt emotions. However, surface

acting was more common in males than females, while naturally felt emotions were significantly more evident in females than in males. This may be explained by the different ways in which male and female teachers respond to stress. Brudnik (2011) reported that physical education teachers reacted to professional stress with emotional exhaustion or reduced personal accomplishment. However, at high levels of emotional exhaustion, women depersonalised their pupils and experienced burnout. Among younger male teachers, those with reduced personal accomplishment at school and increased cynicism experienced a more pronounced effect of burnout. It is suggested that male and female teachers react differently to stress, which may depend on their length of service. Tunguz (2016) further explained that emotional labour in academic tenure varied with the length of service and gender. Based on previous research on display rules and power, tenure and gender were hypothesised to influence how much effort college faculty exerted to provide 'service with authority' in their interactions with students. Survey results showed that faculty with less power (untenured faculty) displayed higher levels of emotional labour when interacting with students compared to their more powerful (tenured) colleagues. Additionally, tenure reduced emotional labour among male staff but increased stress among female staff.

Nevertheless, Van Horn et al. (1997) explained that Canadian and Dutch male teachers experienced higher levels of emotional exhaustion and depersonalisation than female teachers. The authors concluded that men had less effective coping strategies than women and that sex differences were linked to social processes. This may be because women value friendships that provide social support and act as a buffer against burnout (Greenglass, Burke & Konarski, 1997). However, how teachers use emotional labour strategies could impact their use of emotions. Based on a literature review between 1979 to 2017, Olsen et al. (2019) reported that female teachers use deep acting strategies but experience emotional exhaustion and negative emotions. Male teachers, on the other hand, would distance themselves from disruptions in the classroom and use surface acting. Although they experienced depersonalisation, they were successful in managing disruptions and promoting students'/pupils' interests in topics.

The extent of gender differences in FE warrants further investigation. In such contexts, it is often assumed that women are less likely to question their use of emotional labour, even though this may shape their identity, particularly when teaching courses related to 'care'. The way male and female teachers respond to stress appears to influence their experiences of emotional labour and burnout. It is proposed that men and women encounter stress, emotional labour, and burnout at different levels and frequencies. This may be linked to their length of service in their roles. This conclusion opens up many avenues for discussion regarding the research experiences of emotional labour and burnout among male and female teachers in the UK FE sector. It is recommended that policymakers at FE colleges engage with critical social theories of gender to better understand the social and cultural conditions that shape gender beliefs, norms, and stereotypes. Related to the length of service, age is also considered, and its impact on emotional labour and burnout is discussed next.

Age, Emotional labour, and Burnout

Research conducted in the service sector exploring the link between age and employees' emotional experiences has implications for the teaching profession, as both fields involve social

interactions. However, there has been a recent rise in research examining the impact of age on emotional labour and burnout.

The way individuals respond to age results from how they evaluate their societies. That is, differences in experiencing stress-related symptoms across various age groups may be partly explained by the socio-emotional selectivity theory (SST). This theory suggests that older people prioritise goals based on their remaining lifespan, whereas younger people have a broader perspective on future goals (Carstensen, 2006). Consequently, older people focus more on wellbeing (Carstensen, Isaacawitz, & Charles, 1999). Inevitably, older adults may be more motivated than younger adults to avoid negative emotions or tend to eliminate them quickly (Reed & Carstensen, 2012), and they report more pro-hedonic motivation (maintaining motivation to experience positive affect) than younger adults in daily life (Riediger et al., 2009). Additionally, older adults' extensive experience with emotional situations may enhance their ability to regulate their emotions effectively and efficiently (Morgan & Scheibe, 2014). Reports indicate that older adults find it easier to control their emotions compared to younger adults (Gross, et al., 1997; Kessler & Staudinger, 2009).

In field studies, older service workers, compared to younger workers, reported using emotional labour strategies associated with less emotional dissonance; specifically, they experienced using more naturally felt emotions, more deep acting, and less surface acting (Cheung & Tang, 2010; Dahling & Perez, 2010). There is further evidence from laboratory studies that older adults are as effective, but not more so, as young adults in implementing strategies aimed at modifying emotional displays when instructed to do so (Kunzmann, Kupperbusch, & Levenson, 2005; Shiota & Levenson, 2009). Service employees' age and emotional labour were explored by Dahling and Perez (2010). They examined how the age of employees influenced the emotional process.

Results showed that age was positively linked to deep acting and to expressing naturally felt emotions (NFE), and negatively linked to surface acting. That is, older adults aim to maximise positive and reduce negative emotional experiences. Additionally, they found that some effects of age on surface acting and expressing NFE were mediated by personality traits that promote positive emotions. A reason why older adults are more likely to express NFEs and less likely to surface act is that they are more inclined to experience positive emotions during service interactions. Many adults remain in employment well into their 60s and 70s, and older adults may fit roles that require emotional labour and interpersonal skills (Adams & Rau, 2004). However, Dahling and Perez (2010) could not determine whether older adults provide better service based on their results, although their emotion regulation motives and skills predisposed them to manage their emotional displays effectively, such as through deep acting and expressing NFE instead of surface acting. As a result of their research, Dahling and Perez (2010) suggested that organisations could benefit from the emotional labour tendencies of older service employees. Their study highlighted the importance of teacher-training programmes to increase awareness of the emotional demands of teaching and to explore ways to improve emotion regulation skills in both experienced and newly qualified staff.

There may be early retirements due to the negative effects of stress. For example, Baurer et al. (2006) reported that the early retirement of schoolteachers was caused by burnout, as well as

psychological and psychosomatic symptoms. They assessed the relationship between occupational burden and psychological strain among teachers who were still working. According to the MECCA (measure of coping capacity) questionnaire, 32.5% of the sample experienced burnout. This was significantly more common among women, divorced teachers, and part-time teachers. As part of the MECCA, teachers were also asked to identify the strongest factor contributing to occupational burden. Teachers indicated that, besides high class sizes, they regarded the destructive and aggressive behaviour of pupils as the primary stressor.

The way employees experience emotions is related to their age and, consequently, to the length of their experience. Anastasiou and Belios (2020) studied primary school teachers in Greece. They found that job satisfaction positively correlates with age and negatively correlates with emotional exhaustion. Additionally, work experience was negatively linked to emotional exhaustion, depersonalisation, and personal achievement. The authors discussed that more experienced employees develop strategies that help them manage challenges (Shoji et al., 2016) using social skills (Anastasiou, 2020), and professional skills (Antoniou, Polychroni & Vlachakis, 2006). Indeed, age can be positively associated with professional efficiency and engagement (Johnson et al., 2017). Younger teachers may experience emotional labour (D'Silva & Lang, 2020) due to other factors such as job characteristics and personality traits. Further research is needed to investigate the antecedents of emotional labour, its frequency, and duration, as this could help younger teachers better manage their emotions.

Teachers often found it difficult to cope emotionally after leaving the classroom for another role within the education sector. Mawhinney and Rinke (2017) noted that teachers felt their professional identity extended beyond the classroom, suggesting this may be related to age. Mawhinney and Rinke highlighted the emotional aftermath of leaving teaching, centred on two themes: (a) feelings of guilt and (b) ongoing support for their students. They discovered that teachers who left their positions still struggled emotionally with their decision to leave the classroom, even if they remained committed to influencing change within the educational system.

It is evident from the literature that more experienced teachers are not always able to cope with the aftermath of leaving a role they found highly fulfilling. They may have learned to handle emotionally charged and stressful situations and often employ deep acting as a coping mechanism. Reasons why teachers struggle with emotions could relate to their age, experience level, the types of stressors they faced, and individual differences such as locus of control.

Locus of Control (LOC), Emotional Labour and Burnout

Potential applicants for teacher training and teaching positions at schools should consider their capacity to handle stressful situations and how this impacts their emotions. Recruitment practices might assess the coping strategies of applicants for such roles. In this context, recruiters may also take into account the locus of control (LOC) of applications. There are valid reasons for this. For instance, Xanthopoulou et al. (2009) concluded that individuals who are better able to manage emotionally demanding situations at work are more strongly engaged. A lack of control over demands in teachers' jobs results in stress, emotional labour, and poor psychological wellbeing. That is, LOC refers to the extent to which teachers believe they can

predict and manage potentially stressful workplace situations. Teachers with an internal LOC may feel capable of controlling stressful events, whereas those with an external LOC believe that fate or luck will influence outcomes. The relationship between individual differences, LOC, and variables affecting teachers' wellbeing in schools is discussed, as such studies have implications for teachers in FE education.

To summarise, it is clear that LOC acts as a moderator of stress in the college environment (Kay-Cheng, 1986), and individuals with internal LOC tend to perceive the school environment positively (Yin, 1994) and hold democratic beliefs that may benefit organisational climates (Kesici, 2008). Internal LOC can foster job satisfaction and help reduce job stress (Gaus & Ac, 2014). In contrast, teachers with external LOC (Cadavid & Lunenburg, 1991) have fewer coping strategies, which is particularly evident among those with a 'caring' role for students. These teachers may experience exhaustion, a lack of personal achievement, and depersonalisation. However, Yin (1994) noted that job attitudes combined with LOC might indicate a need for policy reviews and subsequent changes, as LOC functions as a moderator of stress (Kay-Cheng, 1986).

Locus of control was shown to influence teachers' professional success. Bitsadze and Japaridze (2016) examined this and reported that Georgian teachers with internal LOC were less likely to experience burnout. This finding aligned with earlier research, and the correlation between external LOC and burnout was evident in emotional exhaustion and personal accomplishment on the burnout subscales. Emmanuel (2019) suggested that burnout levels are affected by the school environment, internal LOC, and teachers' self-efficacy. That is, individual characteristics help prevent negative outcomes when teachers face symptoms of stress and burnout (De Vera & Gambarte, 2019). Research was also conducted with university professors. Amir and Arshad (2021) reported a significant relationship between self-efficacy and LOC and concluded that higher self-efficacy corresponds with a more internal LOC. An insignificant relationship between self-efficacy and LOC was linked to poorer relations with colleagues and students, as well as less commitment to work. The authors concluded that these findings could guide methods to retain teachers, possibly by helping them develop internal LOC. They pointed out that this may enhance resilience against stressors encountered in the workplace. In conclusion, teachers with internal LOC were less vulnerable to burnout, which may have contributed to longer and more successful careers (Bitsadze & Japaridze, 2016). However, the extent to which LOC influences WL-B among FE teachers remains to be explored.

Work Life Balance (WL-B), Emotional Labour, and Burnout

Across the organisational domain, Powell et al. (2019) pointed out that research gaps exist with WL-B. However, research shows that individual factors impact WL-B, including demographic variables, demands from work and family, available support, and psychological resources. The demands of personal, professional, and family life are equally important for WL-B. Ford, Heinman, and Langkramer (2007) noted that gender, time spent at work, and family characteristics can cause an imbalance. Gender differences may also be significant due to the different roles males and females occupy and perceptions of their role identity (Cinamon & Rich, 2002). Family dynamics are no longer as patriarchal as they were in the past, and Gervais and Millear (2016) highlighted that women make significant contributions to the economy, which benefits their wellbeing. Women may have responsibilities that differ from those of men,

often influenced by cultural factors (Anafarta & Kuruüzüm, 2012). Evidence supports the view that work exerts a more negative impact on non-working life than vice versa (Grzywacz & Demerouti, 2013). However, the workforce has changed demographically due to increased participation of women in employment (Harvey & Jenkins, 2019). Alongside this, Powell et al. (2019) identified age and marital status as significant predictors of WL-B, and Thilagarathy and Geeta (2020) linked gender with WL-B. When career pathways exist for couples within nuclear families, achieving a balance between work and family life becomes challenging (Dumas & Perry-Smith, 2018; Srinivasan & Sulur Nachimuthu, 2021). Family and job demands negatively predict WL-B (Haar et al., 2019). In other words, hours are taken away from employees who wish to spend time outside work, leading to aspects of their personal lives being neglected (Hughes, Kinder & Cooper, 2018). This results in reduced time spent with family (Harvey & Jenkins, 2019).

Figure (6) is hypothetical and illustrates that the interactive effects of work and family demands are mediated by emotional labour, with burnout as a predicted consequence. The model highlights the interactive effects of work and family demands on experiences of stress and emotional labour.

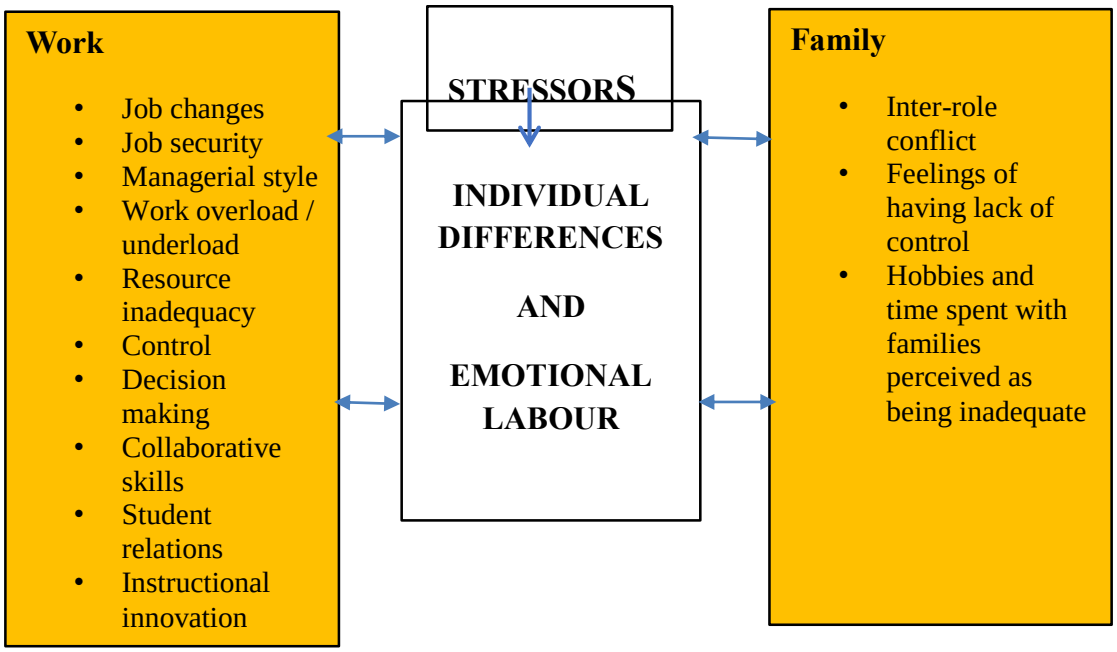


Figure 6: Interactions Between Stressors, Conditions at Work, and Family on Emotional Labour

Nevertheless, the Karasek (1979) model emphasises that to have control over demands in the workplace, employees need sufficient personal resources, and employment policies must be appropriate to enable them to work within their capacity. The model is theoretical and based on prior research. Support from colleagues is crucial, as it can influence psychological wellbeing. The model suggests that there is an opportunity to examine WL-B among teachers in FE in situations where the interactions between professional and family life are believed to affect WL-B. Building on Karasek's (1979) ideas, it is proposed that having control over the

demands faced by teachers from both professional and family spheres is vital for maintaining WL-B.

It was therefore reported that work pressures and demands from family led to poor physical, psychological, and emotional well-being (Jensen & Knudsen, 2017), resulting in increased absenteeism (Jackson & Fransman, 2018). Demands at work also contributed to burnout and negatively predicted WL-B and employee wellbeing (Jones, Cleveland & Uther, 2019). However, Johari, et al. (2018) noted that allowing employees autonomy in their jobs could enhance WL-B. To facilitate this, organisations offer many types of WL-B policies (Harvey & Jenkins, 2019), but such variety is lacking in the FE sector. Nonetheless, organisational culture influences WL-B, as employees decide whether to utilise these policies. This may be because employees, including academics, view their organisation's culture as isolating (Fontinha, Easton, & Van Laar 2017); there is a lack of support from supervisors and managers, and insufficient communication regarding WL-B strategies (Harvey & Jenkins, 2019).

However, employees can attain wellbeing through the use of coping strategies (Zheng et al., 2016) and it is argued that this may vary among and between teachers in FE. Nevertheless, individual resources such as coping strategies, mindfulness, and emotional regulation were beneficial in maintaining a positive WL-B (Kiburz, Allen and French, 2017). It is clear also that sources of support arising from peers, supervisors, family, and friends are likely to have a positive effect on stress levels. That is, they buffer the elevation of stress and so reduce rising levels. However, if support is not available, then poor psychological wellbeing in terms of burnout is expected. A hypothetical model (Figure 7) illustrates the relationship between external support and support within the workplace, as well as their connection to overall wellbeing.

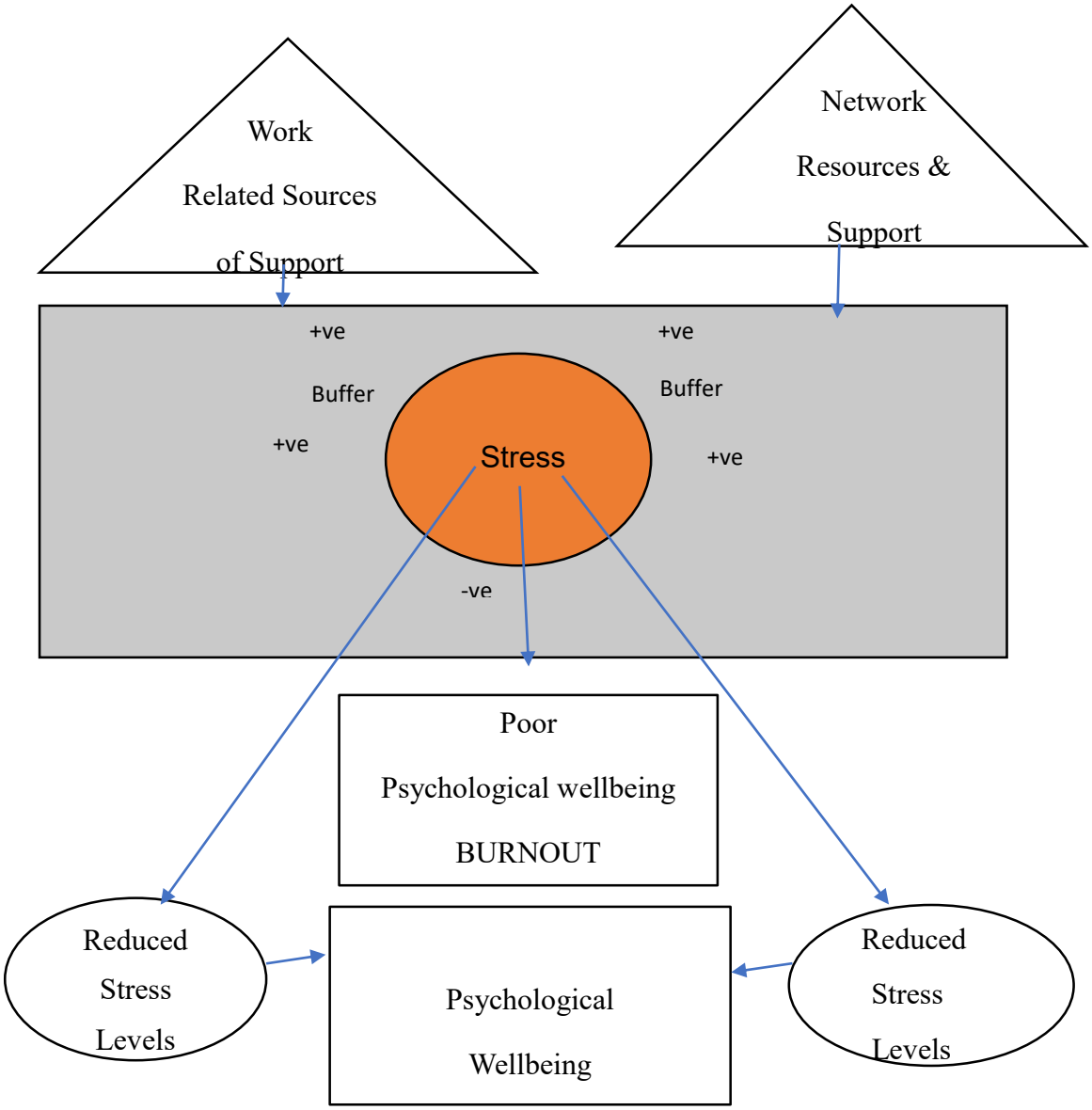


Figure 7: Buffering Effects of Types of Support on Psychological Wellbeing

When support is ineffective or absent, teachers may experience burnout. Burnout has been extensively studied in the service sector concerning work-related quality of life. Alrawadieh and Dincer (2021) used data from tourist guides to show that emotional dissonance increases burnout and turnover intention while decreasing quality of work life. Other research examined teachers' work life- balance (WL-B) and its connection to burnout. Mulyani et al. (2021) conducted a study to determine whether WL-B reduces burnout. A qualitative approach, using a questionnaire, was employed to explore how emotional regulation influences teachers' efforts to prevent burnout in special schools. Teachers in specialised schools, such as those working with students with learning differences, aim to promote best practices (Ramdan, Yasinta & Suhatmady, 2020).

Special education schoolteachers are more vulnerable to burnout than other teachers (Jovanović et al, 2019), and working overtime results in decreased performance (Perrone, Player, and Youngs, 2019). Others, such as Mulyani et al. (2021), observed that when teachers regulate their emotions in special schools, they address symptoms of burnout, tend to evaluate the school's climate, manage children's behaviour effectively, and sustain well-being. Further education colleges admit students with learning differences, such as dyslexia. The experiences of FE teachers working with these students, including their emotional labour and burnout, need to be investigated.

Due to the Covid 19 pandemic, teachers could be directed to support FE students from their homes. Irawanto, Novianti, and Roz (2021) noted that working from home can enhance job satisfaction for Indonesian workers in a collectivist culture. The authors discussed that as workers were emotionally supported by their families, they were more accepting of the WL-B concept as their job satisfaction increased. However, when workers were forced to work from home, stress had a negative impact on job satisfaction. No comparison was made with workers from independent cultures.

A gap exists in research regarding teachers' use of emotions while working from home in independent cultures such as the UK. The influence of FE teachers' emotional strategies when working remotely on WL-B will add to the existing literature on FE teachers' emotional use. The research design delineated in this paper extends the types of methodological approaches used by researchers. In this case, a survey examines the working practices, LOC, emotional labour, and burnout, as well as WL-B. The design is innovative, as the survey approach was combined with data collection through focus group interviews.

METHODOLOGY

Case Study and Ethical Guidelines

The research was conducted within a localised boundary of the United Kingdom and between 2019-2021. The request for participants was made from Further and Adult Education institutions in cities in the UK.

When conducting case studies, ethical guidelines must be followed. This is because a case study involves recording observations, conducting evaluations, forming narratives, and seeking new knowledge (Ridder, 2017). That is, the researcher is expected to be honest in data collection, analysis, and reporting findings. The participant's initial ownership of data is respected, as well as their dignity and privacy. Ethical guidelines and dilemmas should be clearly defined so that issues can be addressed if they arise (Taquette & Borges Da Matta Souza, 2022). Therefore, adhering to ethical guidelines was a crucial part of this research.

Teachers who volunteered received an information sheet detailing the study's title, methods, and ethical considerations. Informed consent was secured (Brinkmann & Kvale, 2018), meaning participants agreed to take part, understood the purpose, and recognised that their participation was voluntary. They were also asked to confirm their understanding of procedures in place to safeguard confidentiality and their right to withdraw. Participants were assured that

their information would be stored securely and not disclosed to third parties. They were further reassured that their identities would remain anonymous and untraceable after the study. The informed consent form was explained and signed by participants at the beginning of each interview. The researcher asked them to confirm they had read the information sheet and encouraged participants to ask questions. Participants were also informed that if they felt overwhelmed during the research, they could cease participation or take a break. They would be provided with appropriate sustenance if required.

Questionnaire Design

The questionnaire provides a quantitative analysis of trends, attitudes, and opinions, while qualitative focus group interviews help the researcher gain a deeper understanding of the issues participants wish to discuss. As a preliminary step, a small-scale pilot study was conducted to determine the most suitable method for administering materials, collecting, and analysing the data. The pilot allowed the researcher to refine research techniques such as the design of the questionnaire.

Fricker and Schonlau (2002) identified the advantages and disadvantages of using online data collection methods such as questionnaires. An advantage of this approach is that it eliminates the interviewer effect, including biases related to gender, ethnicity, or professional seniority. Furthermore, emailing provides a quick method of collecting data, and respondents may find completing an online survey convenient. A disadvantage is that they do not allow researchers to ask many questions, and it is not always clear who has completed the responses. Some questions may be left unanswered, and others may not be relevant to all respondents. Additionally, it is not possible to probe or prompt respondents to provide more detailed answers.

Sixty participants read an information sheet before attempting the questionnaire and provided their informed consent. The questionnaire incorporated four stages. The first stage asked participants to record details about themselves — age category, marital status, qualifications, ethnic background, and job details. Participants were asked to rate the extent to which emotions affected their work. Other questions explored what participants found stressful, and options were presented that allowed participants to share their thoughts about their WL-B.

In stage two, participants were presented with the Locus of Control Scale (LOC - Rotter, 1966). Completing stage three required participants to fill out three scales: the Emotional Labour Scale (ELS) developed by Brotheridge and Lee (2003), the Teachers' Emotional Labour Scale (TELS; Cuker, 2009; Brown, 2011), and the scales for the adapted version of the emotional labour strategy for negative display rule perception and perceived display rule demands — the Emotional Labour Strategy Items Scale (ELSS; Diefendorff, Croye & Gosserand, 2005). The final stage asked participants to complete the Maslach Burnout Inventory for Educators (MBI-ES; Maslach, 1993). Figure 8 illustrates the questionnaire design across stages.

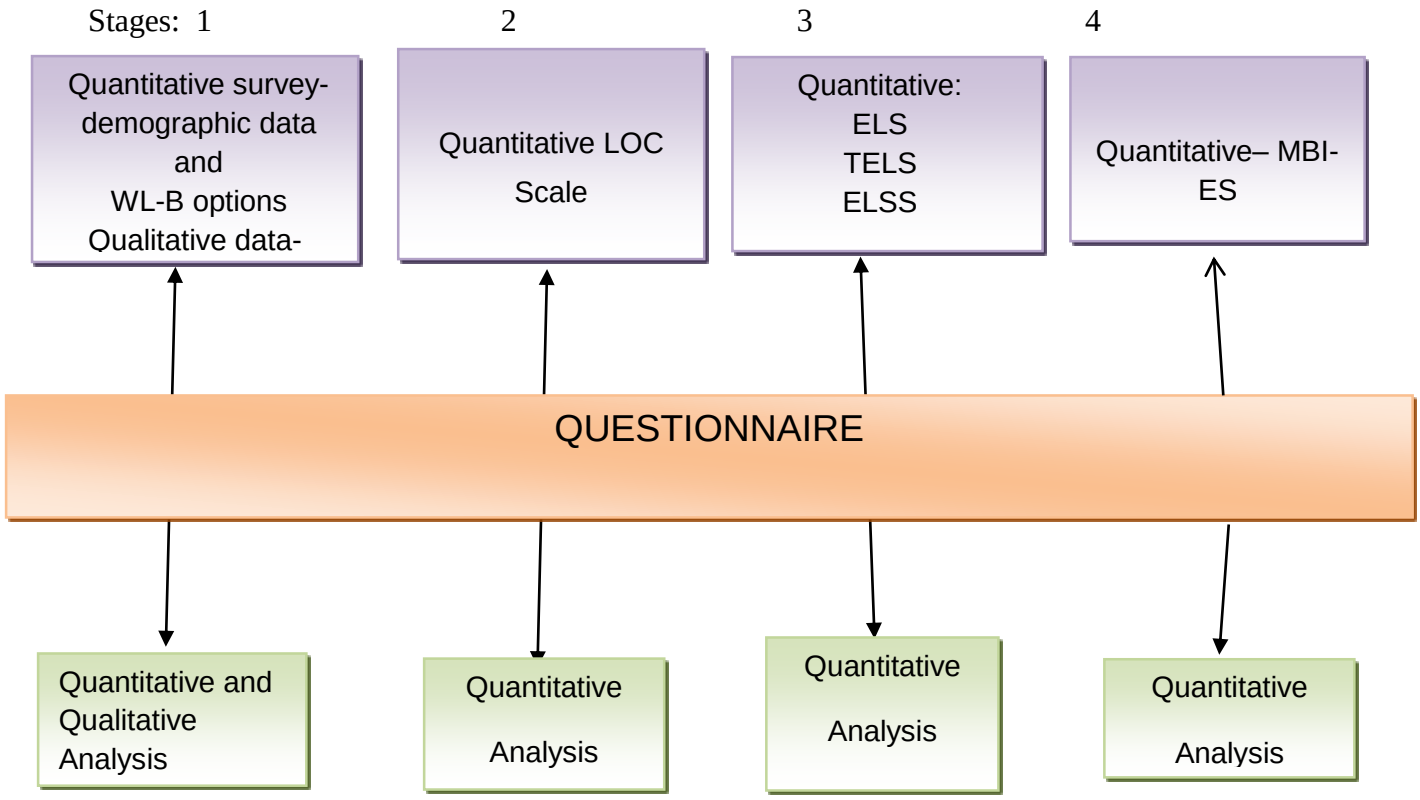


Figure 8*:* Design (Adapted from Creswell, 2021)

See the appendix for the questionnaire. Participants answered questions and responded to statements differently. That is, 27-29 responded to the emotional labour scale, 26-28 to the emotional labour scale for teachers, 26-27 to the emotional strategy scale, 26-28 to the burnout scale and an average of 29 responded to the locus of control scale.

RESULTS AND DISCUSSION

Emotional Labour Experiences

The questionnaire revealed that a significant majority of teachers (85.71%) reported engaging in emotional labour during their interactions with students. This suggests that emotional labour is a common aspect of the teaching profession, and educators frequently find themselves regulating their emotions to meet the demands of their roles.

The most common emotional display reported by teachers was "expressing particular emotions needed for my job," with 89.66% of respondents recognising this behaviour. These findings highlight teachers' ability to project emotions aligned with their professional expectations, even when faced with challenging situations or personal feelings.

About 79.31% of teachers reported "making an effort to actually feel the emotions that I need to display towards others." This aspect of emotional labour suggests that teachers not only put

on a façade of emotions but also attempt to experience the emotions required in their interactions with students genuinely.

The stress variable was measured indirectly through respondents' answers to Q. 6 of Appendix One- 'Is there any information you would like to share with regard to the stress you experience in the workplace', and the Burnout Scale (Q. 27). The questionnaire data showed a significant positive correlation between emotional labour and stress ($r = 0.64$, $p < 0.01$). This finding suggests that teachers who engage in higher levels of emotional labour tend to experience increased stress levels in their work environment.

Another finding from the questionnaire is the positive correlation between emotional labour and burnout ($r = 0.57$, $p < 0.01$). This indicates that teachers who engage in more emotional labour are more likely to experience burnout symptoms. Specifically, the subscales "feeling emotionally drained" and "feeling used up at the end of the workday" were strongly linked to emotional labour experiences. This suggests that the emotional effort invested in teaching can lead to feelings of exhaustion and emotional depletion, which are typical of burnout. Moreover, 74.1% of respondents reported feeling the need to hide their true feelings about a work-related situation. This implies that teachers may feel compelled to suppress their genuine emotions to conform to organisational norms or to avoid being seen as unprofessional. The results highlight the potential role of emotional labour in contributing to burnout among teachers, emphasising the importance of addressing and managing emotional demands to support educators' well-being.

Regarding correlations, a strong positive correlation ($r = 0.64$, $p < 0.01$) exists between emotional labour and stress, indicating that teachers who engage in more emotional labour are more likely to experience higher levels of stress in their work environment. There is a moderate positive correlation ($r = 0.57$, $p < 0.01$) between emotional labour and burnout. This finding suggests that teachers who engage in more emotional labour are more susceptible to burnout symptoms. Finally, there is a moderate positive correlation ($r = 0.58$, $p < 0.01$) between stress and burnout, implying that higher stress levels are linked to increased burnout symptoms among teachers.

Research has demonstrated that stressors influence emotional labour and burnout. However, managing emotions remains essential for teachers, who often seek support from colleagues to do so. The research clarifies that surface acting does not cause burnout symptoms, such as depersonalisation, but instead results in emotional exhaustion. Studies suggest that teachers often find a sense of personal achievement in their work. Support from fellow teachers can help reduce the impact of burnout. This aligns with Granziera, Collie, and Martin (2020), who note that teachers use emotions to positively influence others' lives and handle students' emotional issues calmly, feeling they have accomplished many meaningful tasks in their roles. Teachers adopt strategies to mitigate the negative effects of burnout, such as believing they achieve positive outcomes through their work.

The research findings corroborate Skaalvik and Skaalvik's (2018) explanation that stress arises from students' behaviour and time pressure, and that personal achievement is not related to time pressure. Regression analysis surprisingly revealed that emotional labour increased as the

number of stressors decreased. Conversely, as stressors increased, emotional labour decreased. That is, both non-emotional and emotional job demands, as discussed by Tuxford and Bradley (2015), were relatively ineffective in predicting emotional labour. This might be due to teachers' individual differences, such as self-efficacy, as noted by Tuxford and Bradley, but it may also be influenced by teachers' locus of control (LOC). This warrants further investigation.

Ethnicity, Gender and Qualifications

In the Burnout Scales, males showed a higher average value (2.1182) than females (1.4870). Similarly, on the Emotional Labour Scale, males had a slightly higher mean (1.8260) compared to females (1.9168). However, for the Emotional Labour Scale specifically for Teachers, males scored lower (0.5700) than females (0.4204). The mean scores for Emotional Labour Strategy items were higher for males (3.0840) compared to females (2.1532). Regarding the Number of Stressors, males and females had similar averages (1.6000 and 2.1786, respectively). Lastly, LOC results were consistent, with males having a higher mean (0.5700) than females (0.4204). The data indicate that gender differences may influence certain variables, such as the Emotional Labour Scale for Teachers and Locus of Control, while exerting little effect on others like the Number of Stressors.

Female teachers experienced less emotional labour and used fewer emotional labour strategies. Additionally, female teachers showed lower burnout levels and higher wellbeing across all emotional scales compared to male teachers. They also encountered fewer stressors. Teachers of Indian ethnicity experienced increased emotional labour and consequently lower wellbeing than White British teachers. However, White British, Pakistani, Indian, Mixed African, and African groups faced fewer stressors than those experienced by teachers from Black Caribbean backgrounds.

The research confirmed the findings by Van Horn et al. (1997) that male teachers experienced higher levels of emotional exhaustion than female teachers. This may be because men had less effective coping strategies, and female teachers' friendships formed a supportive network (Greenglass, Burke & Koniarskie, 1997).

The findings support Chen's (2010) research, which indicates that men tend to surface act more than women, who prefer to use Naturally Felt Emotions (NFE). Women who received support from colleagues may have lessened the negative effects of surface acting. Female teachers experienced less Emotional Labour, including surface acting, than men; as a result, they showed fewer symptoms of burnout, such as Emotional Exhaustion. This contradicts Olsen et al.'s (2019) literature review, which suggested that female teachers also tend to act deeply and thus experience less burnout. Therefore, female teachers employed fewer Emotional Labour strategies because they faced fewer stressors compared with male teachers.

There was no solid evidence that FE teachers treated students as if they were distant or experienced depersonalisation. It can be concluded that male and female teachers did not differ in their responses to stressors, although female teachers received strong support from other staff members. This aligns with Brudnik's (2011) findings.

The researcher did not ask FE teachers to disclose how long they had been teaching at FE colleges, but this might influence their emotional expression and, consequently, their well-being. Tunguz (2016) discussed the length of service and concluded that female teachers' emotional labour was affected by both their length of service and their status at colleges. Sixty-nine per cent of FE teachers held level 5-7 teaching certificates. Most teachers possessed degrees or level 3 certificates in specialist subjects, although this was not disclosed in the questionnaire. Having appropriate knowledge is essential because it allows teachers to perform skills-based tasks effectively. Qualifications influenced teachers' experiences of Emotional Labour and Burnout in relation to ethnicity and gender. However, further investigation is necessary, as it was unclear which ethnicity and gender benefited most from specific qualification types.

Findings from the Analysis of the Relationship Between Age, Emotional Labour and Burnout

In summary, FE teachers between the ages of 40 and 50 encountered fewer stressors than those in other age ranges. Based on the LOC scale, it was found that the 40-50 age range could control demanding situations less effectively. Teachers of the 30-60 age range experienced less burnout than teachers between 21 and 30. Youngest and oldest teachers faced more emotional labour than those in the 30 to 60 age range. Additionally, the Teacher Emotional Labour Scale (TELS) showed that teachers aged 40 to 50 experienced less emotional labour than those aged 20 to 60+. The Emotion Labour Strategy Scale (ELSS) showed that teachers utilised fewer strategies between 30 and 40.

Work demands stemming from various sources, such as government legislation, college policies, and working conditions, were often perceived as stressful for teachers who engaged in surface acting, deep acting, and naturally felt emotions (NFE). This supports the findings of Cheung and Tang (2010) as well as Dahling and Perez (2010), who noted that older adults used more deep acting as FE teachers could ‘adopt certain emotions as part of their job’.

Personal achievements held great importance for teachers, who reported not faking emotions but hiding them during classroom interactions or with students. This is supported by quotes from teachers working in FE, who said they would display emotions in the staff room when supported by other staff members. Older teachers were more adaptable in managing stressful situations. They may have been better able to control their emotions as a result, which aligns with discussions by Carstensen, Isaacowitz, and Charles (1999). That is, older adults tend to avoid negative emotions, as Reed and Carstensen (2012) maintain.

Furthermore, older teachers were more likely to experience personal achievements in their roles, possibly due to their skills in interacting with students, which led to positive outcomes. This supports Morgan and Scheibe’s (2014) discussion that experienced older adults can regulate their emotional experiences and control their emotions (Gross, et al, 1997; Kessler & Staudinger, 2009).

Researchers such as Carstensen (2006) view younger employees as making more frequent choices regarding their career paths. Further education teachers with experience recognise that teaching may be the ultimate aim of their career, while younger teachers make decisions about

their future. However, it is unclear from the research whether older FE teachers focus on their wellbeing, as Carstensen, Isaacowitz, and Charles (1999) suggested is the case. Further research will therefore explore the conditions under which newly qualified teachers or less experienced older teachers employ emotional labour and emotional regulation in ways that lead to symptoms of burnout. That is, the benefits of deep acting for older and more experienced teachers should be examined more thoroughly.

Findings of Locus Control on Emotional Labour and Burnout

The FE teachers displayed external LOC and exhibited signs of burnout and emotional labour. Indian teachers aged between 40 and 50 found it more difficult to manage challenges compared to teachers of other ethnicities. However, female teachers were better at controlling these challenges. Nonetheless, as LOC and burnout levels rose among FE teachers, they were more likely to resort to emotional labour, which diminished their well-being. Teachers with external LOC lacked a variety of coping strategies, as Cadavid and Lunenberg (1991) noted. It was observed that higher burnout and LOC scores were associated with greater use of emotional labour strategies. This helped to lessen job stress and fostered feelings of personal achievement. These findings support the discussions by Gaus and Ac (2014) and De Vera and Gambarte (2019).

Findings of the Relationship Between Emotional Labour, Burnout and Work Life-Balance

The impact of institutional policies on emotional labour is two-fold. On one hand, teachers may feel pressured to maintain a façade of positivity, even when they are facing personal or professional challenges. On the other hand, the need to suppress genuine emotions can be emotionally draining and add to the burden of emotional labour.

The influence of institutional policies on emotional labour experiences suggests that organisational culture plays a crucial role in shaping teachers' emotional experiences. A supportive and understanding work environment can have a profoundly positive impact on teachers' emotional well-being and job satisfaction. Creating a culture that values emotional expression while providing adequate resources for emotional regulation can foster a healthier teaching environment.

The results indicate that emotional labour is a prevalent aspect of teachers' experiences in FE institutions and is significantly correlated with stress and burnout. The findings emphasise the need for educational institutions to recognise the emotional demands placed on teachers and implement strategies to support their well-being. Encouraging open dialogue about emotions, providing emotional support resources, and fostering a positive work culture can help mitigate the adverse effects of emotional labour on teachers' mental health and job satisfaction.

Among those who responded to the questionnaire, 82% were female, and 59% were married with children aged between 1 and 20. The survey data support the quotes from focus group interviews. That is, by not having adequate rest periods with family and engaging in activities outside work, such as hobbies, teachers' well-being may be affected at work. This could lead to negative effects such as difficulties in managing workplace conditions, interactions with students, and addressing issues like limited promotion opportunities. Consequently, teachers

felt unable to cope with the WL-B policy and its impact on practice. The imbalance between work and other life activities may have resulted in symptoms of emotional labour and burnout. The findings revealed that family characteristics vary, with younger married teachers having children, while older teachers' children had left the home. Teachers' wellbeing was affected in various ways, potentially along gender lines, as Powell et al. (2019) pointed out. How teachers perceive their gender roles (Thilagarathy & Geeta, 2020) also provides a foundation for WL-B, as some teachers may regard family responsibilities as more important than work responsibilities, and vice versa. This is significant because more women are in the workforce (Harvey & Jenkins, 2019), and this is evident in teaching. The findings do not indicate whether there are two adults with careers in a family, which may explain the lack of WL-B, as Dumas and Perry-Smith (2018) and Srinivasan and Sulur Nachimuthu (2021) highlighted.

The culture and climate of FE colleges may have contributed to the lack of WL-B. This could be because strategies devised by policymakers were not discussed by principals, managers, and supervisors, as Harvey and Jenkins (2019) noted, in collaboration with teachers. Others, such as Kiburz et al (2017), pointed out that emotional use could maintain WL-B. The findings do not support this, as emotional labour impacted WL-B.

CONCLUSIONS

This paper argues that individual differences affect emotional labour, regulation, and burnout (wellbeing) among FE teachers in the workplace, and this relationship warrants further investigation. This is because it may be possible to reduce some of the work-related factors that mitigate stress for individuals or to help FE teachers become more aware of their stress levels so they can manage them. Such changes could be implemented through policies or adjustments by heads of departments within the workplace culture. Furthermore, FE teachers could become more knowledgeable of strategies for improving their wellbeing if this is a factor in their working life.

The central insight of the research is that most FE teachers who responded to the questionnaire engaged in emotional labour when interacting with students, and that males experienced more burnout and emotional labour. That is, female teachers experienced greater wellbeing. This could be because they have more support strategies available to them. However, Indian teachers' wellbeing was the lowest, which may be due to a lack of adequate support, perhaps from other staff members. More research is needed in this area due to the small sample sizes across ethnicities. Nevertheless, teachers reported that their level of qualifications influenced their wellbeing, and this suggests that having job skills improves FE teachers' success in the workplace and personal accomplishments. However, experienced and older teachers encountered fewer stressors and decreased emotional labour. This may be because they have learned to use strategies that teachers with external LOCs possess, which warrants further investigation.

Teacher responses highlighted that working practices impinged on their wellbeing due mainly to family responsibilities, although culture and climate of FE colleges may be interacting factors impacting the wellbeing of FE teachers.

FUTURE RESEARCH

An investigation should also be undertaken to assess how policy impacts teachers' wellbeing alongside personal differences. Stressful factors such as the behaviour of co-workers and the extent to which teachers feel they are 'part of a team' and contribute effectively to goal settings in the FE culture require investigation. This is because it is envisaged that the model of person-environment(P---E) fit requires examination in FE.

Additionally, personal factors such as the types of support teachers receive daily and their belief that they can cope when stressed, that is, their self-efficacy on the job, require investigation, as these variables may highlight important understanding of, for example, the reasons why teachers from various ethnic cultures experience lack of wellbeing differentially.

Exploring ways to reduce stress and enhance well-being among younger teachers or newly qualified staff is vital, along with strategies for implementing WL-B approaches. This is especially relevant for teachers with a stronger internal LOC, particularly male teachers, who may need support to distance themselves from stressful situations. That is, emotional regulation techniques, assessment of situations and the work environment, and understanding how burnout arises from stress should be communicated to FE teachers, so they have enough information to develop effective working strategies for themselves.

Further research could examine whether teachers who are neurodiverse or fall along the extraverted/introverted spectrum respond differently and how this influences their experiences of stress, emotional labour, and burnout. Such understanding may lead to internal reforms within FE that benefit teachers wishing to remain in the sector. Nevertheless, working practices in 2025 offer teachers the opportunity to work from home, and the potential benefits of this arrangement could be studied further.

IMPLICATIONS OF RESEARCH

This research indicates that policy strategies incorporating wellbeing and WL-B programmes for individuals with caring responsibilities at home are essential. Moreover, adequate leave should be available for those who feel 'burned out' or unable to cope because they believe they are not achieving enough at work. Additionally, working from home can be an option for some FE teachers, but this must be effectively implemented so that the workplace and home environment blend, making both acceptable workplaces for FE teachers.

LIMITATIONS OF RESEARCH

The sample size in this research was smaller than anticipated, which may be due to the type of questionnaire used. For example, fewer raters and more questions and statements may have been many FE teachers' preference. Additionally, the research would benefit from a sample of male teachers that is greater than that reported in this paper.

REFERENCES

Adams, G. & Rau, B.(2004). Job seeking and retirees seeking bridge employment. *Personnel Psychology*, 57 (3), 719-744.

Aldrup, K., Klusmann, U., Lüdtke, O., Gollner, R. & Trautwein, U. (2018). Student misbehaviour and teacher wellbeing:testing the mediating role of the teacher-student relationship. *Learning and Instruction*, 58,126-136.

Allen, J.A., Diefendorff, J.M. & Ma, Y. (2014). Differences in Emotional Labour Across Cultures: A Comparison of Chinese and U.S. Service Workers. *Journal of Business and Psychology*, 29 (1), 21-35.

Alrawadieh, D. D., & Dincer, M. Z. (2021). *Emotional Labour, Quality of Work Life, and Life Satisfaction of Tour Guides: The Mediating Role of Burnout*. 3. 118-128. 10.48119/toleho.936766.

Amir, T. & Arshad, Z. (2021). Locus of Control as a mediating factor on the relationship between burnout and self-efficacy among university teachers, *PJER*, 4 (1), 333-350.

Anafarta, N. &Kuruüzüm, A. (2012). Demographic predictors of work–family conflict for men and women: Turkish case. *International Journal of Business Management*, 7(13), 145-158.

Anastasiou, S. & Belios, E. (2020). Age on job satisfaction and emotional exhaustion of primary school teachers in Greece. *Eur. J. Investig. Health Psychol. Educ.* , *10*(2), 644-655

Anastasiou, S. (2020). The moderating effect of age on preschool teachers' trait emotional intelligence in Greece and implications for preschool human resources management. *Int. J. Educ. Pract. 8*, 26–36.

Antoniou, A.S.; Polychroni, F.; Vlachakis, A.N.(2006). Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece. *J. Manag. Psychol. 21*, 682–690.

Arnold, J., Coyne, I., Randall, R. Patterson, F. (2020). Work Psychology: Understanding Human Behaviour in the Workplace. U.K. Pearson.

Asma, S.T., & Gabriel, R. (2019). *The Emotional Mind: The Affective Roots of Culture and Cognitive*. Cambridge, MA; Harvard University Press.

Bakker, A. B., & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, *22*(3), 273–285.

Bandura A.(1977). Self-efficacy: toward a unifying theory of behavioural change. *Psychological Review*, 84:191–21

Bauer J[1], Stamm A, Virnich K, Wissing K, & Müller U, Wirsching M& Schaarschmidt U. (2006). Correlation between burnout syndrome and psychological and psychosomatic symptoms among teachers. *Int Arch Occup Environ Health*, 79 (3), 199-204.

Berry,K.,& Cassidy, S. (2013). Emotional labour in university lecturers: considerations for higher education institutions. *Journal of Curriculum and Teaching*, 2(2), pp. 22-36.

Bitsadze, M & Japaridze,M. (2016). Locus of control in Georgian teachers and its relation to teacher burnout. *Problems of Management in the 21st Century*, 11 (1), 8-15.

Bodenheimer, G., & Shuster, S. M. (2020). Emotional labour, teaching and burnout: Investigating complex relationships. *Educational Research*,62(1), 63-76.

Boiger, M., & Mesquita, B. (2012). The construction of emotion in interactions, relationships, and cultures. *Emotion Review*, 4(3), 221–229.

Brotheridge, C. M. & Lee, R.T. (2003). Development and validation of the Emotional Labour Scale. *Journal of Occupational and Organisational Psychology, 76* (3), 365-379.

Brotheridge, C. & Lee, R.T. (1998). On the dimensionality of emotional labour: Development and validation of the emotional labour scale. Paper presented at the first conference on emotions in organisational life, San Diego.

Brinkmann, S., & Kvale, S. (2018). *Doing Interviews* (2nd. Ed.). London: SAGE Publications Ltd

Brown, L. E. (2011). *Emotion Matters: Exploring the Emotional Labour of Teaching*. Doctor of Philosophy. University of Pittsburgh.

Brown, A.D., Michael, A.L. & Oliver, N. (2019). Identity work, loss and preferred identities: a study of UK business school deans. *Organisation Studies*, 42 (6), 823-844.

Brown, E. L., Horner, C. G., Kerr, M. M., & Scanlon, C. L. (2014). United States Teachers' Emotional Labour and Professional Identities. *Journal of Educational Policy*, 11, 205-225.

Brown, L. E. (2011). Emotion Matters: Exploring the Emotional Labour of Teaching. Doctor of Philosophy. University of Pittsburgh.

Brudnik, M. (2011). Professional burnout in female and male physical education teachers: a four-phase typological model. *Human Movement*, 12(2), 188–195.

Burić, I., Penezić, Z., & Sorić, I. (2017). Regulating emotions in the teacher's workplace: Development and initial validation of the teacher emotion-regulation scale. *International Journal of Stress Management*, *24*(3), 217–246.

Burisch, M. (2006). *Das Burnout-Syndrom: Theorie der innerenErschöpfung [The Burnout-Syndrome: A Theory of Inner Exhaustion*.] Heidelberg: MedizinVerlag : Springer.

Cadavid, V. & Lunenburg, F. C. (1991). Locus of control, pupil control ideology, and dimensions of teacher burnout. Paper presented at the Annual Meeting of the *American Educational Research Association*, Chicago, IL, 3-7 April.

Carstensen, L. (2006). The influence of a sense of time on human development. *Science*, 312 (5782), 1913-5.

Carstensen, L.L., Isaacawitz, D.M. & Charles, S.T. (1999). Taking time seriously. *American Psychologist*, 54, 165-181.

Chan, A.H.S., Chen, K., and Chong, E.Y.L. (2010). Work stress of teachers from primary and secondary schools in Hong Kong. Proceedings of the International Multiconference of Engineers and Computer Scientists. IMECS, Hong Kong, Kowloon, 17-19 March 2010, 1903-1906.

Chang, C-M., Liu, L-W., Hsieh, H-H & Chen, K-C. (2020). A multilevel analysis of organisational support on the relationship between person-environment fit and performance of university physical education teachers. *International Journal of Environmental Research and Public Health*, 17, 20421.

Chang, M. L. (2013). Toward a theoretical model to understand teacher emotions and teacher burnout in the context of student misbehaviour: Appraisal, regulation and coping. *Motivation and Emotion*, 37, 799–817.

Chang, M-L (2020). Emotion display rules, emotion regulation and teacher burnout. *Frontiers in Education*, 5:90, 1-11. Doi.org/10.3389/feduc.2020.00090.

Chang, M.-L., & Taxer, J. (2020). Teacher emotion regulation strategies in response to classroom misbehaviour. *Teachers and Teaching*, *63*(1), 1–17.

Chen, X. N. (2010). The Empirical Study of Yong University Teachers' Emotional Labour. *Heilongjiang Research on Higher Education*, 12, 23–26.

Cheung, F., & Tang, C. (2010). Effects of age, gender, and emotional labour strategies on job outcomes: moderated mediation analyses. *Appl. Psychol. Health Well Being* 2, 323–339.

Chowdhry, S. (2013). Exploring the emotional labour of further education lecturers in Scotland. Paper presented to 31st International Labour Process Conference, Rutgers University, USA.

Cinamon, R.G. & Rich, Y. (2002). Gender differences in the importance of work and family roles: Implications for work–family conflict. *Sex Roles*, 47(11–12), 531–541.

Cislaghi, B., & Heise, L. (2019). Gender norms and social norms: differences, similarities and why they matter in prevention science. *Sociology of Health and Illness.* 42 (2), 407-422.

Cuker, C. (2009). The development of the teacher emotional labour scale (TELS): validity and reliability. *Educational Sciences*: *Theory and Practice*, *9* (2), 559-574.

D'Silva, J. L., & Lang, K. L. (2020). Determinants of Emotional Labour among Young Teachers. *International Journal of Academic Research in Business and Social Sciences,* 10(15), 142–163.

Dahling, J. J., & Perez, L. A. (2010). Older worker, different actor? Linking age and emotional labour strategies. *Personality and Individual Differences, 48*(5), 574–578.

De Carlo, A., Girardi, D., Falco, A., Dal Corso, L., & Di Sipio, A. (2019). When does work interfere with teachers' private life? An application of the job demands-resources model. *Frontiers in Psychology*, 10 Article 1121.https://doi.org/10.3389/fpsyg. 2019.01121.

Demerouti, E & Bakker, A. (2011). The Job Demands–Resources model: Challenges for future research. *SA Journal of Industrial Psychology, 37* (2), 1-9.

De Vera García, M. I. V., & Gambarte, M. I. G. (2019). Relationships Between the Dimensions of Resilience and Burnout in Primary School Teachers. *International Electronic Journal of Elementary Education*, 12(2), 189-196.

Dicke, T., Stebner, F., Linninger, C., Kunter, M., & Leutner, D. (2017). A Longitudinal Study of Teachers' Occupational Well-Being: Applying the Job Demands-Resources Model. *Journal of Occupational Health Psychology*. 23. 10.1037/ocp0000070.

Diefendorff, J. M., Erickson, R. J., Grandey, A. A., & Dahling, J. J. (2011). Emotional display rules as work unit norms: A multilevel analysis of emotional labour among nurses. *Journal of Occupational Health Psychology, 16*(2), 170–186.

Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labour strategies. *Journal of Vocational Behaviour*, *66*, 339-357

Donker, M.H., Gog, T.V., Goetz, T., Roos, A-L., & Mainhard, T. (2020). Association between teachers' interpersonal behaviour, physiological arousal, and lesson-focused emotions. *Contemporary Psychology*, 63, 1-12.

Dumas, T.L. and Perry-Smith, J.E. (2018), "The paradox of family structure and plans after work: why single childless employees may be the least absorbed at work". *Academy of Management Journal*, 61 (4),1231-1252.

Edú-Valsania, S., Laguía, A.& Moriano, J.,(2022.) "Burnout: A Review of Theory and Measurement" *International Journal of Environmental Research and Public Health* 19, no. 3: 1780. https://doi.org/10.3390/ijerph19031780

Edwards, J. R. (1991). Person-job fit: A conceptual integration, literature review, and methodological critique. In C. L. Cooper & I. T. Robertson (Eds.), *International Review of Industrial and Organisational Psychology, 6*, 283-357. Oxford, England: John Wiley and Sons.

Eid, M., & Diener, E. (2001). Norms for experiencing emotions in different cultures: Inter- and intranational differences. *Journal of Personality and Social Psychology, 81*(5), 869–885.

El-Alayli, A., Hansen-Brown, A., & Ceynar, M., (2018). Dancing Backwards in High Heels: Female Professors Experience More Work Demands and Special Favour Requests, Particularly from Academically Entitled Students. .Sex Roles; New York,79 (3-4) ,136-150.

El Helou, M., Nabhani, M. & Bahous, R (2016). Teachers' views on causes leading to their burnout. *School Leadership & Management*, *36* (5), 551-567.

Fernet, C., Guay, F., Senécal, C. & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28 (4), 514–525.

Fontinha, R., Easton, S. and Van Laar, D. (2019), "Overtime and quality of working life in academics and non-academics: the role of perceived work-life balance", International Journal of Stress Management, 26 (2), 173-183.

Ford, M.T., Heinen, B.A., & Langkamer, K.L. (2007). Work and family satisfaction and conflict: A meta-analysis of cross-domain relations. *Journal of Applied Psychology*, 92(1), 57–80.

Fricker, R.D., & Schonlau, M. (2002). Advantages and Disadvantages of Internet Research Surveys: Evidence from the Literature. *Field Methods, 14*, 347 - 367.

Gaus, N. & Ac, A. (2014). Locus of control , job Satisfaction, and job stress among female head-teachers at primary schools in Makassar, Indonesia. *Advancing Women in Leadership*, 34, 19–27.

George, J.M. (1990). Personality, affect and behaviour in groups. *Journal of Applied Psychology*, 75, 107-116.

Gervais, R.L. and Millear, P.M. (Editors) (2016). *Exploring Resources, Life Balance and Wellbeing of Women Who Work in a Global Context.* Switzerland: Springer.

Grandey, A. (2000). Emotion regulation in the workplace: A new way to conceptualise emotional labour. *Journal of Occupational Health Psychology*, 5 (1), 95–110.

Grandey, A.A. Diefendorff, J.M. &Rupp , D.E. (2013). *Emotional Labour in the 21st Century: Diverse Perspectives on Emotional Regulation at Work*. East Sussex, England: Routledge.

Granziera, H., Collie, R. & Martin, A. (2021). Understanding Teacher Wellbeing Through Job Demands-Resources Theory. *Cultivating Teacher Resilience: International Approaches, Applications and Impact.* Editor: Mansfield, C.F. 229-244. Singapore: Springer.

Greenglass, E.R., Burke, R.J. & Konarski, R. (1997). The impact of social support on the development of burnout in teachers: examination of a model. *Work and Stress*, 11(3), 267–278.

Gross, J. (2002). Emotion regulation: Affective, cognitive, and social consequences. *Psychophysiology*, 39,281-291.

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, 2 (3), 271-299.

Gross, J. J., & Thompson, R. A. (2007). Emotion Regulation: Conceptual Foundations. In J. J. Gross (Ed.), *Handbook of Emotion Regulation* (3-24). New York: Guilford Press.

Gross, J. J., Carstensen, L. L., Pasupathi, M., Tsai, J., Götestam Skorpen, C., & Hsu, A. Y. C. (1997). Emotion and aging: experience, expression, and control. *Psychology and Aging*, *12*(4), 590–599

Grzywacz,J. & Demerouti, E. (2013). New Frontiers in Work and Family Research. London: Psychology Press.

Guidi, J., Lucente, M., Sonino, N., Fava, G.A. (2021). Allostatic load and its impact on health. A systematic review. *Psychother Psychosom*, 90, 11-27.

Haar, J.M., Sune, A., Russo, M. and Ollier-Malaterre, A. (2019), "A cross-national study on the antecedents of work–life balance from the fit and balance perspective". *Social Indicators Research*, 142 (1), 261-282.

Harvey S; Jenkins K, 2019, 'Australian Experiences', in *Mental Health in the Workplace Strategies and Tools to Optimize Outcomes*, Springer, Springer International Publishing, 49 - 66

Hoglund, W. L. G., Klingle, K. E. & Hosan, N. E. (2015). Classroom risks and resources: Teacher burnout, classroom quality and children's adjustment in high needs elementary schools. *Journal of School Psychology*, 53(5), 337–357.

Hughes, R., Kinder, A. and Cooper, C.L. (2018), "Work-life balance", The Wellbeing Workout, 249-253, Doi: 10.1007/978-3-319-92552-3_42.

Humphrey R. H., Ashforth B. E., & Diefendorff J. M. (2015). The bright side of emotional labour. *J. Organ. Behav.* 36 749–769.

Irawanto, D.W.,Novianti, K.R., & Roz, K. (2021). "Work from Home: Measuring Satisfaction between Work–Life Balance and Work Stress during the COVID-19 Pandemic in Indonesia," *Economies, MDPI*, 9 (3), 1-13.

Jackson, L.T. and Fransman, E.I. (2018), "Flexi work, financial well-being, work-life balance and their effects on subjective experiences of productivity and job satisfaction of females in an institution of higher learning". *South African Journal of Economic and Management Sciences*, 21 (1), 1-13.

Jensen, M.T. & Knudsen, K. (2017), "A two-wave cross-lagged study of business travel, work-family conflict, emotional exhaustion, and psychological health complaints". *European Journal of Work and Organisational Psychology*, 26 (1),30-41.

Jeung DY, Kim C & Chang SJ. (2018). Emotional Labour and Burnout: A Review of the Literature. *Yonsei Med J.* 59(2):187-193.

Johari, J., Yean,T.F. & TjikZulkarnain, Z.I. (2018), "Autonomy, workload, work-life balance and job performance among teachers", International Journal of Educational Management, 32 (1), 107-120.

Johnson, S. J., Machowski, S., Holdsworth, L., Kern, M., & Zapf, D. (2017). Age, emotion regulation strategies, burnout, and engagement in the service sector: Advantages of older workers. *Journal of Work and Organisational Psychology*, *33*(3), 205–216.

.Jones, R., Cleveland, M. & Uther, M. (2019), "State and trait neural correlates of the balance between work-non work roles". *Psychiatry Research: Neuroimaging*, l. 287, 19-30,

Jovanović, V., Karić, J., Mihajlović, G., Džamonja-Ignjatović, T., and Hinić, D. (2019). Work-related burnout syndrome in special education teachers working with children with developmental disorders–possible correlations with some socio-demographic aspects and assertiveness. *Eur. J. Spec. Needs Educ.* 34, 692–701.

Karasek, R.A. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 24, 285–308.

Kariou, A., Koutsimani, P., Montgomery, A., & Lainidi, O. (2021). Emotional Labor and Burnout among Teachers: A Systematic Review. *International journal of environmental research and public health*, *18*(23), 12760.

Kay-Cheng S. (1986). Locus of Control as a Moderator of Teacher Stress in Singapore. *Journal of Social Psychology*, 126(2), 257.

Kesici, Ş., (2008). Democratic teacher beliefs according to the teacher's gender and locus of control. *Journal of Instructional Psychology*, 35(1), 62-69.

Kessler, E.-M., & Staudinger, U. M. (2009). Affective experience in adulthood and old age: The role of affective arousal and perceived affect regulation. *Psychology and Aging, 24*(2), 349–362.

Kiburz, K. & Allen, T. & French, K. (2017). Work-family conflict and mindfulness: Investigating the effectiveness of a brief training intervention: Work-Family Conflict and Mindfulness. *Journal of Organisational Behaviour*. 38. 10.1002/job.2181.

Kotowski S.E., Davis K.G.,& Barratt C.L. (2022). Teachers feeling the burden of COVID-19: Impact on well-being, stress, and burnout. *Wor*k. 2022;71(2):407-415.

Kunzmann, U., Kupperbusch, C. S., & Levenson, R. W. (2005). Behavioural Inhibition and Amplification During Emotional Arousal: A Comparison of Two Age Groups. *Psychology and Aging, 20*(1), 144–158.

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review, 53*(1), 27–35.

Lambert, R. G., McCarthy, C., O'Donnell, M., & Wang, C. (2009). Measuring elementary teacher stress and coping in the classroom: Validity evidence for the classroom appraisal of resources and demands. *Psychology in the Schools, 46*(10), 973–988.

Lau, V.C.S., Au, W.T., & Ho, J.M.C. (2003). A qualitative and quantitative review of antecedents of counterproductive behaviours in organisations. *J. Bus. Psychol*. 18, 73-99.

Lazarus, R. S. (1999). *Stress and Emotion: A New Synthesis*. New York: Springer.

Lazarus, R.S., & Lazarus, B.N. (1994). *Passion and Reason: Making Sense of Our Emotion.* Oxford University Press: New York. Springer.

Lazarus, R. S., & Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer.

Ledwith, S. &Colgan,F (1996). *Women in Organisations: Challenging Gender Politics*. Basingstoke: Macmillan.

Lee, M. & Van Vlack, S. (2018). Teachers' emotional labour, discrete emotions and classroom management self-efficacy. *Educational Psychology*, 38 (5), 669-686.

Lerner, J.S., Li, Y., Valdesolo, P., & Kassam, K.S. (2015). Emotion and decision making. Annual Review of Psychology, 66, 799-823.

Loh, C. E. &Liew, W. M. (2016). Voices from the ground: The emotional labour of English teachers' work. *Teaching & Teacher Education*, 55, 267-278.

Maslach, C. (1993). Burnout: A multidimensional perspective. In W.B. Schaufeli, C. Maslach, and T. Marek (Eds.), *Professional Burnout: Recent Developments in Theory and Research* (pp. 19-32). Washington, DC Taylor and Francis.

Mastracci, S., Adams, I., (2018). Is emotional labour easier in collectivist or individualist cultures? An east-west comparison. Public Pers. Manag. 10.1177/0091026018814569.

Mawhinney, L. & Rinke, C.R. (2017). I just feel so guilty: the role of emotions in former urban teachers' career paths, *Urban Education*, 53 (9), 1079-1101.

Mesquita, B., & Delvaux, E. (2013). A Cultural Perspective on Emotional Labour. In Grandey, A. A., Diefendorff, J. M., & Rupp, D. E. (Eds.). (2013). *Organisation and Management. Emotional Labour in the 21st century: Diverse Perspectives on Emotion Regulation at Work*. New York: Routledge/Taylor & Francis Group.

Morgan, E. S., & Scheibe, S. (2014). Reconciling cognitive decline and increased well-being with age: The role of increased emotion regulation efficiency. In P.Verhaeghen & C. Hertzog (Eds.), *Oxford library of psychology. The Oxford handbook of emotion, social cognition, and problem solving in adulthood* (155–172).

Morris, J.A. & Feldman, D.C. (1996). The dimensions, antecedents, and consequences of emotional labour. *Academy of Management Review*, 21, 986-1010.

Mulyani S, Salameh AA, Komariah A, Timoshin A, Hashim NAAN, Fauziah RSP, Mulyaningsih M, Ahmad I and Ul Din S.M. (2021). Emotional Regulation as a Remedy for Teacher Burnout in Special Schools: Evaluating School Climate, Teacher's Work-Life Balance and Children Behaviour. *Front. Psychol*. 12:655850. Doi: 10.3389/fpsyg.2021.655850

NASUWT (2022) Teacher Wellbeing Survey (2022)
https://www.nasuwt.org.uk/static/1ac040a7-96a5-481a-a052ddd850abc476/Teacher-Wellbeing-Survey-Report-2022.pdf [Accessed Feb. 2023]

NFER (March,2024) 'Teacher recruitment and retention crisis shows no signs of abating' https://www.nfer.ac.uk/press-releases/teacher-recruitment-and-retention-crisis-shows-no-signs-of-abating-new-report-reveals/ [Accessed, 03/11/2025]

Ofsted (2019) Summary and Recommendations: Teacher Wellbeing Research Report https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report [Accessed September 2020]

Olson, R.E., McKenzie, J., Patulny, R., Bellocchi, A. & Caristo, F. (2019). Gendered emotion management and teacher outcomes in secondary school teaching: a review. *Teaching and Teacher Education*, 80, 128-144.

Ortner, C., Briner, E.L.& Marjanovic, Z. (2017). Believing is doing: Emotion regulation beliefs are associated with emotion regulation behavioural choices and subjective well-being. *Europe's Journal of Psychology*, 13 (1), 60-74.

Oyserman, D., Coon, H. M., & Kemmelmeier, M. (2002). Rethinking individualism and collectivism: Evaluation of theoretical assumptions and meta-analyses. *Psychological Bulletin*, 128(1), 3–72.

Parkes, K.R. & Hughes, E.L. (2020). Individual Differences in Coping with Stress. The Wiley Encyclopaedia of Personality and Individual differences: Clinical, Applied and Cross-

Cultural Research (1), Editors-Carducci, B.J., Nave, C.S. Mio, J.S. & Reggio, R.E. NJ: John Wiley and sons Ltd.

Perrone, F., Player, D., & Youngs, P. (2019). Administrative climate, early career teacher burnout, and turnover. *J. Sch. Leadersh.* 29, 191–209.

Powell, G.N., Greenhaus, J.H., Allen, T.D. and Johnson, R.E. (2019), "Introduction to special topic forum: advancing and expanding work-life theory from multiple perspectives". *Academy of Management Review*, 44 (1), 54-71.

Ramdan, I. M., Yasinta, E., and Suhatmady, B. (2020). Burnout and related factors amongst special school teachers in Samarinda. Paper Presented At The 2nd Educational Sciences International Conference (Esic 2019), Samarinda, Indonesia.

Reed, A. E., & Carstensen, L. L. (2012). The theory behind the age-related positivity effect. Frontiers in Psychology, 3, 1–9 Doi.org/10.3389/fpsyg.2012.00339.

Richards, J. (2012). Teacher stress and coping strategies: A national snapshot. *Educational Forum*, 76 (3), 299-316.

Ridder, H.-G. (2017). The Theory Contribution of Case Study Research Designs. *Business Research, 10,* 281-305. Ridgeway, C.L. (2001). Gender, status and leadership. *Journal of Social Issues*, *57* (4), 637–655.

Riediger, M., Schmiedek, F.,Wagner, G.G. & Lindenberger,U. (2009). Seeking pleasure and seeking pain: differences in prohedonic and contra-hedonic motivation from adolescence to old age. *Psychol. Sci*., 20(12), 1467-9280.

Rotter, J. (1966) Generalised expectancies for internal versus external control of reinforcement. *Psychological Monographs*, *80* (1), 1–28.

Scarantino, A., Hareli, S., & Hess, U. (2021). Emotional expressions as appeals to recipients. *Emotion.* Advance online publication. https://doi.org/10.1037/emo0001023

Schaufeli, W.B. & Taris, T.W. (2014) In: G.F. Bauer and O. Hämmig, Bridging *Occupational, Organisational and Public Health: A Transdisciplinary Approach*, DOI 10.1007/978-94-007-5640-Springer Science+Business Media Dordrecht 2014

Schroder H. S., Dawood S., Yalch M. M., Donnellan M. B &, Moser J. S. (2015). The role of implicit theories in mental health symptoms, emotion regulation, and hypothetical treatment choices in college students. *Cognitive Therapy and Research*, 39 (2), 120–139.

Shiota, M.N. & Levenson, R.W. (2009). Effects of aging on experimentally instructed detached reappraisal, positive reappraisal, and emotional behaviour suppression. *Psychology and Aging*, 24 (4), 890-900.

Shoji, K., Cieslak, R., Smoktunowicz, E., Rogala, A., Benight, C. C., & Luszczynska, A. (2016). Associations between job burnout and self-efficacy: A meta-analysis. *Anxiety, Stress & Coping: An International Journal*, *29*(4), 367–386.

Skaalvik, E. M., &Skaalvik, S. (2018). Job demands and job resources as predictors of teacher motivation and well-being. *Social Psychology of Education: An International Journal, 21* (5), 1251–1275.

Sohail, M. & & Rehman,C.A. (2015). Stress and Health at the Workplace-A Review of the Literature. *Journal of Business Studies Quarterly*. 6 (3), 94-121.

Srinivasan, T. and Sulur Nachimuthu, G. (2021). "*COVID-19 impact on employee flourishing: parental stress as mediator", Psychological Trauma: Theory, Research, Practice, and Policy*. Advance Online Publication, doi: 10.1037/tra0001037.

Stokes, A. & Kite, K. (1994). *Flight Stress: Stress, Fatigue and Performance in Aviation*. (pp. 31-45). Farnham, U.K.:Ashgate.

Sutherland, V. J., & Cooper, C. L. (1990). *Psychology and health series, Vol. 5. Understanding stress: A psychological perspective for health professionals*. London*:* Chapman & Hall/CRC.

Tabassum, N. & Nayak, B.S. (2021). Gender stereotypes and their impact on women's career progression from a managerial perspective. *IIM Kozhikode Society and Management Review*, 10 (2), 192-208.

Tang, W-T & Vandenberghe, C. (2021). Role overload and work performance: the role of psychological strain and leader-member exchange. *Front. Psychol*,12:69 1207, 1-14.

Taquette, S. & Souza, L. (2022). Ethical Dilemmas in Qualitative Research: A Critical Literature Review. *International Journal of Qualitative Methods*, 21, 160940692210787. 10.1177/16094069221078731.

Taxer, J. L., & Gross, J. J. (2018). Emotion regulation in teachers: The "why" and "how". *Teaching and Teacher Education, 74*, 180–189.

Teacher Wellbeing Index (2021). Record numbers plan to leave profession as mental health suffers. https://www.educationsupport.org.uk/news-and-events/news/teacher-wellbeing-index-2022-record-numbers-plan-to-leave-profession-as-mental-health-suffers/ [Accessed Dec. 2022].

Teigen, K. H. (1994). Yerkes-Dodson: A law for all seasons. *Theory & Psychology, 4*(4), 525–547. https://doi.org/10.1177/0959354394044004

Terkel, S. (1972 p.247).*Working: People Talk About What They Do All Day and How They Feel About What They Do*. New York: The New Press.

Thilagavathy, S. and Geetha, S.N. (2020), "A morphological analyses of the literature on employee work-life balance". *Current Psychology*, 1-26, Doi: 10.1007/s12144-020-00968-x.

Thom, T. (1997). *The Air Pilots Manual, Volume 6. Human Factors and Pilot Performance. Safety, First Aid and Survival*. U.K. Airlife, 67-80.

Totterdell, P. & Holman, D. (2003). Emotional regulation in customer service roles: testing a model of emotional labour. *Journal of Occupational Health and Psychology*, 8, 55-73.

Tunguz, S. (2016). In the eye of the beholder: Emotional labour in academia varies with tenure and gender. *Studies in Higher Education*, 4(10), 3–20.

Tuxford, L.M. & Bradley, G.L. (2015). Emotional job demands and emotional exhaustion in teachers. *Educational Psychology*, 35 (8), 1006-1024.

Van Horn, J. E., Schaufeli, W. B., Greenglass, E. R., & Burke, R. J. (1997). A Canadian–Dutch comparison of teachers' burnout. *Psychological Reports, 81*(2), 371–382

Wang, H., Hall, N. C., & Taxer, J. L. (2019). Antecedents and consequences of teachers' emotional labour: A systematic review and meta-analytic investigation. *Educational Psychology Review*, *31*(3), 663–698.

Wharton, A. S. (2009). The Sociology of Emotional Labour. *Annual Review of Sociology*, 35 (1), 147-65.

Wickens, C.D. & Holland, J.G. (2000). *Engineering Psychology and Human Performance.* NJ: Prentice-Hall Inc., 480-492.

Wrisberg, C.A. (1994). The arousal-performance relationship. QUEST *American Academy of Kinesiology and Physical Education*, 46, 60-77.

Xanthopoulou, D., Bakker, A. B., Demerouti, E., & Schaufeli, W. B. (2009). Work engagement and financial returns: A diary study on the role of job and personal resources. *Journal of Occupational and Organisational Psychology, 82* (1), 183–200.

Yerkes, R.M., & Dodson, J.D. (1908). The Relation of Strength of Stimulus to Rapidity of Habit Formation. *Journal of Comparative Neurology & Psychology*, 18, 459–482.

Yin C.C. (1994). Locus of control as an indicator of Hong Kong teachers' job attitudes and perceptions of organisational characteristics. *Journal of Educational Research*, 87(3), 180–188.

Yin, H., Huang, S. & Lee, J.C.K. (2017). Choose your strategy wisely: Examining the relationship between emotional labour in teaching and teacher efficacy in Hong Kong primary schools. *Teaching and Teacher Education*, 66 (1), 127-136.

Zerbe, W. J. (2000). Emotional dissonance and employee well-being. In N. M. Ashkanasy, C. E. Härtel, & W. J. Zerbe (Eds.), *Emotions in the workplace: Research, theory, and practice* (p. 189–214). Quorum Books/Greenwood Publishing Group.

Zhao, X., Fu, N., Freeney, Y., & Flood, P.C. (2020). Revisiting the effect of emotional labour: A multi-level investigation in front-line service teams. *Frontiers in Psychology*, 11 Article 570047 DOI=10.3389/fpsyg.2020.570048

Zheng, C., Kashi, K., Fan, D., Molineux, J. and Ee, M.S. (2016), "Impact of individual coping strategies and organisational work–life balance programmes on Australian employee well-being", *The International Journal of Human Resource Management*, 27 (5), 501-526.

APPENDIX

QUALTRICS QUESTIONNARIRE

Q1 I confirm that I have read and understand the information sheet for this study. I have had the opportunity to consider the information and ask questions and have had these answered satisfactorily.

- ○ Yes (1)
- ○ No (2)

Q2 I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

- ○ Yes (1)
- ○ No (2)

Q3 I understand that information provided will be kept anonymous.

- Yes (1)
- No (2)

Q4 I understand that names of participants and institutions you mention will not be used and they will be replaced by fabricated names.

- Yes (1)
- No (2)

Q5 I agree to take part in the above study.

- Yes (1)
- No (2)

Q6 Please explain major things which are currently stressful to you in your work.

_____

Q7 On a scale of 1 (not at all) to 6 (to a large extent), please state to what extent emotions affect the way you work?

	0	1	2	3	4	5	6
I will work to reach goals ()							
I will seek help from colleagues ()							
I will manage my emotions when interacting with others at work and this helps me to do my job well ()							

Q8 Which department do you work in now?

- ○ Teacher Training (1)
- ○ Computing and ICT (2)
- ○ Business (3)
- ○ Basic Skills (4)
- ○ Health (5)
- ○ Humanities (6)

Please state any other department you work in

_____

Q9 What is your job title?

- ○ Senior Lecturer (1)
- ○ Lecturer/Tutor (2)
- ○ Course Leader (3)
- ○ Head of Department/Supervisor (4)
- ○ Teaching Assistant (5)
- ○ Teacher Trainer (6)

Please state any other job title

_____

Q10 Do you work:

- ○ Full time (1)
- ○ Part time (2)

Q11 On average, how many hours do you work each week?

- ○ Less than 6 hours (1)
- ○ Between 6 and 18 hours (2)
- ○ Between 18 and 25 hours (3)
- ○ Between 25 and 31 hours (4)
- ○ Over 31 hours (5)
- ○ Other (6)

If other, please state:

_____

Q12 If you work flexible hours, could you please state the times:

- ○ Daytime shifts (1)
- ○ Evening shifts (2)
- ○ Both day and evening shifts (3)

Q. 13 Is there any information you would like to share with regards to the stress you experience in the workplace?

_____

Q14 Please state your gender

- Male (1)
- Female (2)
- Non binary (3)

Q15 Which ethnic group are you?

- White English/Welsh/Scottish/Northern Irish/British)
- Any other white background)
- Black African
- Black Caribbean
- Black British
- Arab
- Pakistani
- Indian
- Bangadeshi
- Chinese
- Asian Other
- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed/multiple ethnic background
- Any other ethnic group

Q16 Are you:

- under 21
- 21-30
- 30-40)
- 40-50)
- 50-60
- 60 plus

Q17 Please select your relationship status:

- Never married and never registered a same-sex civil partnership)
- Married
- Divorced
- Widowed
- Separated, but still legally married
- In a registered same-sex civil partnership
- Separated, but still legally in a same-sex civil partnership
- Formerly in a same-sex civil partnership which is now legally dissolved
- Surviving partner from a same-sex civil partnership

If 'Other', please provide details:

_____

Q18 If you have children, please state the number

- 1-2
- 2-4
- More than 4

Q19 What are the ages of your child/children?

- 1-5
- 5-10
- 10-15
- 15-20
- Over 20

Q 20 Do you feel your family responsibilities help or hinder you in the workplace?

- Keeping family life and work loads manageable is difficult
- I learn from children and can manage a classroom
- My spouse sometimes feels left out when I have too much to do such as marking and this makes me unhappy in the workplace
- I can help my children with homework and learn from the mistakes my students make and this makes me a better worker
- Relaxing with family helps me to be more focussed in solving problems at work
- I feel I get too emotionally involved with family and this may make me feel emotionally drained at work
- Other

If Other, please state the reason:

_____

Q21 Please list any teaching and any other relevant qualifications

- GCSEs or any other Level 2
- A levels or any other level 3
- Degree (for example BA, BSc) or any other level 5
- Postgraduate Degree
- PGCE or CertEd
- Any other qualification

If any other qualification, please state:

_____

Q22 For each question select the statement that you agree with the most:

- Children get into trouble because their parents punish them too much
- The trouble with most children nowadays is that their parents are too easy with them

Choose an option:

- Many of the unhappy things in people's lives are partly due to bad luck
- People's misfortunes result from the mistakes they make

Choose an option:

- One of the major reasons why we have wars is because people don't take enough interest in politics
- There will always be wars, no matter how hard people try to prevent them

Choose an option:

- In the long run people get the respect they deserve in this world
- Unfortunately, an individual's worth often passes unrecognised no matter how hard he tries

Choose an option:

- The idea that teachers are unfair to students is nonsense
- Most students don't realise the extent to which their grades are influenced by accidental happenings

Choose an option:

- Without the right opportunities one cannot be an effective leader
- Capable people who fail to become leaders have not taken advantage of their opportunities

Choose an option:

- No matter how hard you try some people just don't like you
- People who can't get others to like them don't understand how to get along with others

Choose an option:

- Heredity plays the major role in determining one's personality
- It is one's experiences in life which determine what they're like

Choose an option:

- I have often found that what is going to happen will happen
- Trusting to fate has never turned out as well for me as making a decision to take a definite course of action

Choose an option:

- In the case of the well prepared student there is rarely if ever such a thing as an unfair test
- Many times exam questions tend to be so unrelated to course work that studying is really useless

Choose an option:

- Becoming a success is a matter of hard work; luck has little or nothing to do with it
- Getting a good job depends mainly on being in the right place at the right time

Choose an option:

- The average citizen can have an influence in government decisions
- This world is run by the few people in power, and there is not much the little guy can do about it

Choose an option:

- When I make plans, I am almost certain that I can make them work
- It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow

Choose an option:

- There are certain people who are just no good
- There is some good in everybody

Choose an option:

- In my case getting what I want has little or nothing to do with luck
- Many times we might just as well decide what to do by flipping a coin

Choose an option:

- Who gets to be the boss often depends on who was lucky enough to be in the right place first
- Getting people to do the right thing depends often on ability. Luck has little or nothing to do with it

Choose an option:

- As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control
- By taking an active part in political and social affairs the people can control world events

Choose an option:

- Most people don't realise the extent to which their lives are controlled by accidental happenings
- There really is no such thing as 'luck'

Choose an option:

- One should always be willing to admit mistakes
- It is usually best to cover up one's mistakes

Choose an option:

- It is hard to know whether or not a person really likes you
- How many friends you have depends on how nice a person you are

Choose an option:

- In the long run the bad things that happen to us are balanced by the good ones
- Most misfortunes are the result of lack of ability, ignorance, laziness or all three

Choose an option:

- With enough effort we can wipe out political corruption
- It is difficult for people to have much control over the things politicians do in office

Choose an option:

- A good leader expects people to decide for themselves what they should do
- A good leader makes it clear to everybody what their jobs are (2)

Choose an option:

- Many times I feel that I have little influence over the things that happen to me
- It is impossible for me to believe that chance or luck plays an important role in my life

Choose an option:

- People are lonely because they don't try to be friendly
- There's not much use in trying hard to please people, if they like you, they like you

Choose an option:

- There is too much emphasis on athletics in colleges
- Team sports are an excellent way to build character

Choose an option:

- What happens to me is my own doing
- Sometimes I feel that I don't have enough control over the direction my life is taking

Choose an option:

- Most of the time I can't understand why politicians behave the way they do
- In the long run the people are responsible for bad government on a national as well as on a local level.

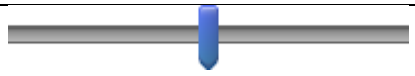
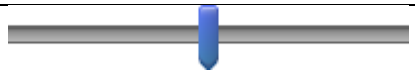
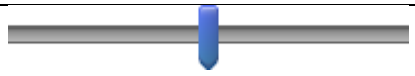
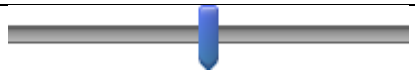
Q23 A typical interaction I have with a student takes about X minutes

Q24
On an average day at work, how frequently do you:

	Never	Sometimes	About half the time	Most of the time	Always

	0	1	2	3	4	5

Display specific emotions required by your job.	
Adopt certain emotions as part of my job.	
Express intense emotions.	
Express particular emotions needed for my job.	
Use a variety of emotions in dealing with people.	
Resist expressing my true feelings.	
Pretend to have emotions that I don't really feel.	

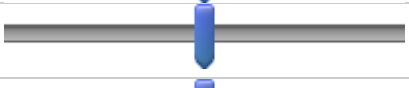
Display many different emotions when interacting with others.	
Make an effort to actually feel the emotions that I need to display towards others.	
Show some strong emotions.	
Express many different emotions when dealing with people.	
Hide my true feelings about a situation.	
Try to actually experience the emotions that I must show.	
Really try to feel the emotions that I have to show as part of my job.	
Display many different kinds of emotions.	

Q25 Please use the following scale to indicate how frequently you engage in the following behaviours when interacting with the noted persons (that is, your students, co-workers, supervisor/line-manager, head of department as indicated in the corresponding columns) on an average day at work.

	Never	Sometimes	About half the time	Most of the time	Always

	0	1	2	3	4	5

I show emotions that I don't feel.	
The emotions I show to my students match the emotions I feel.	
Make an effort to actually feel the emotions needed to display to others.	
The emotions I express to students are genuine.	
Hide my true feelings about a situation.	
Hide the emotions I feel to perform my job.	
Pretend to have emotions that I don't really have.	

Even when I'm upset or angry, I make others think that I'm in a good mood.	
Really try to feel the emotions I have to show as part of my job.	
The emotions I show my students come naturally.	
Show emotions that are expected rather than what I feel.	
As a teacher I feel I must perform certain emotions to my students.	
Resist expressing my true feelings.	
To work with my students I act differently from how I feel.	
Conceal what I'm feeling.	
To do my job, I pretend to have emotions that I think I should display.	
Try to actually experience the emotions that I must show.	

Q26 We are interested in your ideas regarding emotional display rules in your college. The questions below ask about emotional display rules. On a scale of 1-5 how much do you agree/disagree with the following statements?

	Strongly disagree	Disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Agree	Strongly agree
	0	1	2	3	4	5	

My place of work tells me to express positive emotions to students as part of my job.	
Part of my job is to make my students feel satisfied with the work I do.	
My place of work expects me to act enthusiastic in my interactions with students.	
I am expected to suppress my bad moods or negative reactions to students.	
If I am upset or distressed my college expects me to hide these emotions.	
If I am angry, I am expected to try and hide my anger while working at college.	
I know the emotional display rules I am expected to display to students.	

Q27. Choose an option:

	Never	Sometimes	About half the time	Most of the time	Always

	0	1	2	3	4	5	6

I feel emotionally drained from my work.	
I feel used up at the end of the workday.	
I feel fatigued when I get up in the morning and have to face another day on the job.	
I can easily understand how my students feel about things.	
I feel I treat some students as if they were impersonal objects.	
Working with people all day is really a strain for me.	
I deal very effectively with the problems of my students.	
I feel burned out from my work.	
I feel I'm positively influencing other people's lives through my work.	
I've become more callous toward people since I took the job.	
I worry that this job is hardening me emotionally.	
I feel very energetic.	
I feel frustrated by my job.	
I feel I'm working too hard on my job.	
I don't really care what happens to some students.	
Working with people directly puts too much stress on me.	
I can easily create a relaxed atmosphere with my students.	
I feel exhilarated after working closely with my students.	
I have accomplished many worthwhile things in this job.	
I feel like I'm at the end of my rope.	
In my work, I deal with emotional problems very calmly.	
I feel students blame me for some of their problems.	

Acknowledgement: I would like to extend my gratitude to Dr. Shyma Jundi for her input in the construction of this questionnaire.