A Study on the Relationship between Emotional Labor and Job Burnout of Teachers from the Perspective of Psychology: A Meta-Analysis Based on 54 Domestic Empirical Studies

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Abstract: This paper discusses the relationship between emotional labor and job burnout of teachers in China in recent ten years by using meta-analysis method. Through literature search, a total of 54 literatures were included, with a total sample size of 31980 teachers. The results show that teachers' emotional labor is negatively correlated with teachers' job burnout. The higher the emotional labor of teachers, the easier to feel job burnout; Surface performance was moderately positively correlated with emotional exhaustion. Deep expression had a moderately significant negative correlation with emotional exhaustion. Through the adjustment effect on the region and subject type, it is found that the correlation between deep performance and job burnout in eastern region is significantly higher than that in central region. The relationship between surface performance and emotional exhaustion was significantly higher in kindergarten than in primary and secondary school. Put forward the need to promote emotional labor "surface performance" and "deep performance" to "natural performance " transformation strategy; For the less developed areas and kindergarten teaching section of the teacher group should take a number of measures to ease teachers emotional labor strategies and other relevant suggestions.

Keywords: Teacher, Emotional Labor, Job Burnout, Emotional Exhaustion, Meta-Analysis

1. Introduction

The teacher group is a high-incidence group of burnouts, and about 64.5% of primary and secondary school teachers in China suffer from burnout [1]. Burnout is a chronic reaction of an individual due to long-term work experience as well as interpersonal stress and consists of three dimensions: emotional exhaustion, dehumanization, and inefficiency[2]. American sociologist Hochschild, A.R. pointed out in 1983 that, compared with other professions, the teaching community is an important group of emotional labor, and teachers need to give more emotions in teaching practice according to different situations and occasions, showing different emotional strategies to accord with the needs of the teaching profession, and the Emotional labor can be physically and psychologically damaging[3]. The factors affecting teacher burnout that current scholars focus on are individual factors, such as demographic characteristics and personality traits; organizational factors, such as organization and job characteristics; and interactional factors, which include teachers' habitual appraisal patterns, school environments, self-efficacy, job satisfaction, and student misbehavior[4].

Several current studies have shown significant differences in burnout among teachers who use different emotional labor strategies [3]. In the past 40 years since emotional labor has been proposed by academics, since both emotional labor and burnout have multiple dimensions, there are differences in the measurement tools, and the differences in the sample regions school types and measurement tools of the relevant empirical studies have led to differences in the conclusions of the impact

of emotional labor strategies on burnout, it is difficult for the studies to reach a unanimous and general conclusion, which has resulted in limitations in the dissemination of their results. Based on this, through the method of Meta-analysis, we select the research results of the empirical relationship between teachers' emotional labor and burnout in China in the past ten years as the object of research and carry out an integrated analysis to form a large sample of research in China, to explore the effects of different emotional labor strategies on the multiple dimensions of burnout in teachers from different regions and sections of lectures, aiming at The purpose of this study is to develop general and generalizable research conclusions, and to propose more targeted research countermeasures based on these conclusions, to enrich the micro-level education governance countermeasures.

2. Conceptualization Explained and Theoretical Assumptions

2.1 Emotional Labor and its Measurement

Teachers can trigger highly emotionally challenging events because of the uniqueness of the situation, such as the classroom environment, professional responsibilities, perceived level of social support, excessive demands of the job, and the status and prestige of the teacher. As the third form of labor, in addition to physical and mental labor, emotional labor refers to "the management of emotions by an individual to display facial expressions and body gestures that are recognized or expected by the public"[3]. Grandey and Gabriel propose a conceptual framework for emotional labor to illustrate its specificity, arguing that emotional labor is an "umbrella" for the hybrid techniques of emotional work demands, internal emotion regulation, and emotional expression, where teachers are often asked to show warmth and empathy for students and need to suppress anger. Emotional labor regulation strategies include surface expression, deep expression, and natural expression[5]. Surface performance refers to the inconsistency between an individual's internal emotions and the external performance required by the organization, and the individual has to regulate the external performance to meet the organization's requirements; whereas deep

performance refers to the individual's ability to regulate the internal emotions so that the true emotions and the external performance can be aligned[6].Natural performance refers to the behavior in which the individual's emotional expression is consistent with the required emotion when the emotion felt within the individual is consistent with the job requirements[7]. In this context, surface expression, deep expression, natural expression can also be referred to as surface play, deep play, natural play.

Two of the most widely used measurement scales for empirical research on teachers' emotional labor are the G-ELS scale and the D-ELS scale. Among them, the emotional labor measurement scales are mostly Grandey's Emotional Labor Scale (referred to as G-ELSs), which divides emotional labor into surface performance and deep performance [8], and Diefendorff's Emotional Labor Scale (referred to as D-ELSs), which divides emotional labor into three dimensions, namely, surface performance, deep performance, natural performance [9].

2.2 Job Burnout and its Measurement

In the mid-1970s, American psychologists Freudenberg, Maslach, two scholars introduced the concept of burnout, pointing out that burnout is a kind of physical and mental fatigue caused by the long-term exposure of workers in the service industry to high-intensity and high-load work. According to Maslach, burnout consists of three different states, namely, employees feeling emotionally "spent" (emotional exhaustion), displaying a supercilious attitude toward others (depersonalization), and having a low sense of work efficacy (diminished sense of personal accomplishment)[10]. Emotional exhaustion refers to the exhaustion of emotional responses and physical vitality due to fatigue, exhaustion, and loss of motivation; depersonalization refers to the existence of an attitude of indifference and apathy toward work and the work group; and the decline in personal accomplishment refers to the lack of self-efficacy, which leads to the loss of self-confidence and the denial of the value of self-existence. Burnout has adverse effects on the individual employee, the people he or she serves, and the organization he or she works for and the effects on work attitudes, physical

and mental health, and work performance have been well documented[11].

Based on the Burnout Scale (abbreviated as MBI) developed in 1976, foreign scholars Maslach and Jackson developed the Teacher Group Burnout Scale, called MBI Education Survey (abbreviated as MBI-GS Scale), 10 years later with three dimensions of burnout, which was empirically proven to have good cross-cultural reliability and validity [12]. Most of the empirical studies on emotional labor in China use this scale. In addition, a few studies have also used the Teacher Burnout Level Scale developed by Bakker et al. in 2002[6].

2.3 Theoretical Assumptions

Several scholars have applied Conservation of Resource Theory (COR) to research related to emotional labor and burnout [13]. Conservation of Resource Theory argues that individuals with more resources are less vulnerable to the attack of resource loss, and at the same time are more capable of acquiring resources and that individuals strive to acquire, maintain, build, and protect the valuable resources they hold dear, to adapt to their environment and maintain their survival needs [14]. Individuals tend to deplete the least number of resources to maintain valued origins, thus achieving a balance of resources, and this sense of balance mitigates the individual's feelings of dissatisfaction and stress. The theory has verified the significant relationship between emotional labor and burnout among secondary school teachers[1]. In conclusion, it can be seen that the application of resource preservation theory to the study of burnout reveals that individuals regulate their emotions in order to meet the requirements of the organization so that they can meet the relevant requirements of the organization[15]. Purposeful self-control of emotions is required during emotion regulation, and the process of emotion suppression leads to the loss of resources; therefore, the playing strategy depletes internal resources and leads to the exhaustion of the individual.

In the research on the relationship between emotional labor and burnout, several studies have confirmed that emotional labor and burnout show a negative correlation, i.e., the more emotional labor a teacher has, the

stronger the feeling of burnout. A research study on a group of classroom teachers in primary and secondary schools found a significantly weak correlation between emotional labor and burnout (r=-0.069)[16]. In addition, studies on the group of middle-aged teachers in domestic colleges and universities have reached similar conclusions[17]. Most studies show that surface performance is significantly positively correlated with burnout, while deep performance is significantly negatively correlated with burnout, which shows that the effects of emotional labor using different strategies of surface and deep performance are not the same, and in particular, the extent of the effect size of the correlation between deep performance and teachers' emotional labor is still controversial in the academic community. A meta-analysis on the emotional labor of college teachers in China found that both surface performance and deep performance of college teachers showed significant correlations of approximate utility on burnout (r≈0.24), with surface performance being a significant positive correlation and deep performance being a significant negative correlation; and naturalistic performance showed a moderately significant negative correlation with burnout (r=0.265)[18]. A study from special education school teachers in the eastern region of China found that superficial performance was positively correlated with burnout (r=0.26), deep performance was negatively correlated with burnout (r=-0.09), and natural performance was negatively correlated with burnout (r=-0.13). Empirical studies originating from primary and secondary school teachers showed the same significant positive correlation between surface performance and burnout and a significant negative correlation between deep performance and burnout [5,6,19,20]. A latent profile analysis for a group of kindergarten teachers found that emotional labor strategies yielded the same findings as burnout [21].

In summary, the hypotheses are formulated:

H1: Teachers' emotional labor is significantly and positively related to burnout;

H2: The superficial manifestation of teachers' emotional labor is significantly and positively related to burnout;

H3: The deep expression of teachers'

emotional labor is significantly and negatively related to burnout;

In the research on the moderating factors of the relationship between teachers' emotional labor and burnout, the factors such as teachers' region and professor's academic department are widely recognized, therefore, this paper introduces two variables, teachers' region and professor's academic department, as moderating variables to explore the moderating effect of the relationship between teachers' emotional labor and burnout. From the individual-job matching model, it can be seen that if an individual maintains a mismatch with the job model for a long time, it will lead to burnout. Due to the factors of workload, rewards, sense of fairness, values, and type of work, if an individual doesn't get a salary that is commensurate with the amount of work, he or she does, he or she lacks the perception of social rewards, and his or her efforts are difficult to be recognized and supported by others, which will lead to the "overloading" of the individual. Overload" will directly exhaust the energy of the individual [2]. Rural teachers are more prone to burnout due to the constraints of the school environment, teachers' qualifications, workload and other factors [22]. Teachers in the younger age groups have to deal with more complex and repetitive educational scenarios and are more prone to burnout because of the emotional labor they have to put in [23].

In summary, the hypothesis is formulated:

H4: There is a significant difference in the correlation between emotional labor and burnout among teachers of different regions;

H5: There is a significant difference in the correlation between emotional labor and burnout among teachers of different professorial sections.

3. Data Collection and Analysis Procedures

3.1 Data Coding and Criteria for Inclusion in the Literature

Selected domestic empirical studies containing the relationship between emotional labor and burnout in the past ten years, the database includes journals from the three major cores of China Knowledge Network (CNKI) as well as excellent master and doctoral theses, Chinese Wanfang database, and WIPO database. The literature search spanned from January 1, 2012 to October 31, 2022, and the search was conducted using the Boolean logic search formula: SU= ('teacher '+'teacher') *('burnout ' + 'depletion' + 'depleted') * ('occupation' + 'job '). By using a retrospective search of key literature as well as systematic review literature and meta-analysis literature, we removed duplicates from multiple databases, samples of studies that did not match the topic of this paper, or did not provide sufficient data, and after reading the full text, we identified the literature that contained the relationship between emotional labor and burnout, and finally identified 54 articles containing 56 independent effect sizes and 31,980 teacher samples, which were collected and analyzed by 2 Ed.S. D. students worked together to complete the data entry.

3.2 Data Analysis

The statistical processing procedure of this paper was as follows: the literature information was completed in Excel for data coding, followed by meta-analysis statistics using Comprehensive Meta-Analysis (CMA3.0) software, including effect value conversion, heterogeneity test, publication bias analysis, and effect value merging. If the literature did not provide the correlation coefficient r between the constructs but only the standardized regression coefficients between the variables, the standardized regression coefficients were converted to correlation coefficients using the conversion formula, which was $r=0.98*\beta+0.05$ ($\beta \geq 0$), $r=0.98*\beta-0.05$ ($\beta < 0$), $\beta \in$ (-0.5, 0.5)[24].Also, the R-Fisher' Z-R step proposed by Hunter and Schmidt was followed to correct the correlation coefficients of the variables in each original study[25]. The sample of the study involved a total of 54 papers, 292 effect values, and the total sample of teachers was 31,980, of which the maximum sample size was amount 10621 and the minimum sample size was 100.

3.2.1 Distribution of effect sizes and homogeneity tests

In this paper, the meta-analysis method of calculating effect sizes using relative coefficients as effect values was used, and Fisher's Z was used to convert the correlation coefficients of each study in the process. The meta-analysis was carried out by using Fisher's Z converted correlation values,

calculating the weights based on the sample size, adopting 95% confidence intervals, and using CMA 3.0 software.

Figure 1 presents the distribution of effect values for the meta-analysis of studies on the relationship between teachers' emotional labor and burnout, where the horizontal axis is the transformed value of Fisher's Z and the vertical axis is the standard error of Fisher's Z. As can be seen in Figure 1, most of the studies are concentrated at the top of the funnel plot and around the mean effect value, and it can be determined that the results of the independent studies related to the meta-analysis do not suffer from publication bias. According to Rosenthal's suggestion, the absence of publication bias can be proved when the failure safety factor is between 100 and 500[26]. The minimum value of the fail-safe coefficient for the 10 groups of variable relationships in this study is 221 and the maximum value is 5394, which is higher than the recommended value, and there is no publication bias. To prevent weakening the weights of the small samples and overestimating the weights of the large samples, the random effects model was used, which in turn can ensure more conservative conclusions.
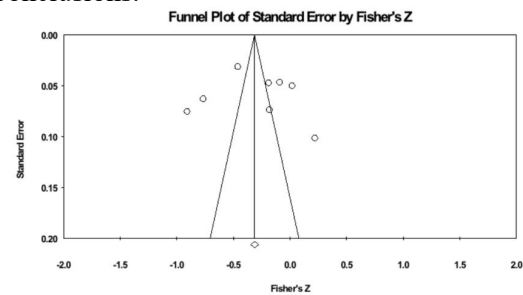

Figure 1. Distribution of Effect Values.

3.2.2 Relevance analysis

The study involved effect value calculations for the constructs related to emotional labor and burnout and their correlation coefficients for each dimension, and heterogeneity tests were conducted by calculating Q-values and I2-values. The effect value calculation of the meta-analysis of the three dimensions of emotional labor and the three dimensions of burnout in the group of teachers was carried out and the results are shown in Table 1. The results of the analysis showed that the correlation coefficients between the variables ranged from -0.135 to 0.336, where the correlation variable of the group of deep performance and burnout reached the level of significance at the 95% confidence interval.

Table 1. Bivariate Correlation Analysis.

Hypothetical Relationship	K	N	r	Error	95%Confidence Interval		Z-value	Fails K
					Lower Limit	Upper Limit		
Emotional labor→ Occupational burnout	4	2029	-0.135	0.168	-0.437	0.194	-0.804	510
Surface performance→ Occupational burnout	1	175	0.214	0.337	-0.424	0.710	0.636	221
Deep performance→ Occupational burnout	6	1917	-0.332***	0.134	-0.550	-0.072	-2.481	1288
Emotional labor→ Emotional exhaustion	1	253	0.190	0.335	-0.440	0.695	0.567	69
Surface performance→ Depersonalization	1	168	0.328	0.330	-0.319	0.766	0.995	526
Surface performance→ Emotional exhaustion	1	235	0.336	0.327	-0.306	0.768	1.029	3963

Note: K represents the number of studies or independent samples; N is the total number of samples; R is the average effect value; Fails K stands for publication bias, which means how many unpublished and zero effect studies are needed to change the average effect size from significant to insignificant literature*** Indicates significance at the 0.05 level.

Table 2. A Stochastic Model Analysis of the Moderating Effect of Relevant Factors on the Relationship Between Teacher Emotional Labor and Occupational Burnout

Variable Relationship	Adjust Variable	Level	k	r	95%Confidence Interval		Z	Homogeneous Assays	
					Lower Limit	Upper Limit		Between Q groups	P
Deep performance	Region	Eastern	2	-0.657	-0.765	-0.514	-7.034	10.781	0.001
		Central	3	-0.307	-0.456	-0.140	-3.531		

			k	r			Z	Q	p
→ Occupational burnout	Level	Kindergarten	3	-0.421	-0.585	-0.225	-3.998	0.043	0.836
		Elementary and secondary school	5	-0.446	-0.577	-0.291	-5.243		
Deep performance → Depersonalization	Region	Eastern	4	-0.470	-0.741	-0.069	-2.265	0.083	0.774
		Central	3	-0.390	-0.726	0.098	-1.583		
	Level	College	2	0.261	-0.418	0.753	0.736	3.172	0.205
		Kindergarten	3	-0.368	-0.747	0.193	-1.301		
		Elementary and secondary school	5	-0.451	-0.734	-0.035	-2.111		
Deep performance → Emotional exhaustion	Region	Eastern	6	-0.394	-0.631	-0.089	-2.492	0.004	0.951
		Central	6	-0.381	-0.623	-0.073	-2.399		
	Level	College	2	0.267	-0.299	0.694	0.922	4.315	0.116
		Kindergarten	10	-0.316	-0.529	-0.066	-2.453		
		Elementary and secondary school	6	-0.403	-0.643	-0.090	-2.486		
Surface performance→ Depersonalization	Region	Eastern	4	-0.110	-0.415	0.218	-0.651	2.872	0.090
		Central	4	0.286	-0.036	0.554	1.747		
	Level	College	2	0.392	-0.061	0.711	1.709	3.054	0.217
		Kindergarten	3	0.205	-0.177	0.534	1.054		
		Elementary and secondary school	9	-0.019	-0.239	0.203	-0.167		
Surface performance → Emotional exhaustion	Region	Eastern	6	0.079	-0.256	0.397	0.455	2.577	0.108
		Central	7	0.430	0.143	0.650	2.853		
	Level	College	2	0.419	-0.055	0.739	1.746	6.494	0.039

Note: k represents the number of studies, and r represents the weighted average correlation coefficient. Due to sample size limitations, the moderating factors of each relationship were not fully analyzed.

Referring to the reference standard proposed by Lipsey and Wilson, $|r| \geq 0.40$ is a high effect value, $|r| = 0.25$ is a medium effect value, and $|r| \leq 0.10$ is a low effect value. It was found that the correlation between emotional labor and burnout was a low to moderate negative correlation (r=-0.135), and the correlation between the two was not significant (Z-value of -0.804, with a 95% confidence interval containing 0), therefore, the research hypothesis H1 was not supported; and the correlation between surface performance and burnout was a low degree of positive correlation (r=0.214), and the correlation between the two was not significant (Z-value of 0.636, 95%, confidence interval contains 0), therefore, research hypothesis H2 is not supported; the correlation between deep performance and burnout has a medium degree of negative correlation (r=-0.332) and the correlation between the two reaches a significant level (Z-value of -2.481, 95% confidence interval does not contain 0), therefore, research hypothesis H3 is supported. In addition, it was found that there was a low to moderate positive correlation between emotional labor and emotional exhaustion (r=0.190); a high to moderate positive correlation between surface performance and depersonalization (r=0.328); and a high to moderate positive correlation between surface performance and emotional exhaustion (r=0.336), and that the correlation between the two was not significant.

3.3 Moderating Affect Test Results

Due to the limitations of the existing research sample, only the deep and superficial expression dimensions of emotional labor were considered in the moderated effects test, and only the depersonalization and emotional exhaustion dimensions of burnout were considered. The moderated scale measures tested included the region where the study sample was located (eastern, central, and western), and the teacher's professorial level (college, elementary and secondary school, and kindergarten). As can be seen in Table 2, a total of two sets of correlations were significant within the 95% confidence interval. Regionally, the correlation between deep performance and burnout reached the level of between-group significance with a p-value of 0.001 in both the eastern and central regions, with the eastern (r=-0.657) significantly higher than the central region (r=-0.307), and both

were negatively correlated; therefore, research hypothesis H4 was proven. In addition, the correlations between deep performance depersonalization and emotional exhaustion were all found to be higher in the eastern region than in the central region, but the relationship was not significant.

In terms of stage of instruction, the correlation between surface performance and emotional exhaustion was significantly higher for the kindergarten stage (r=0.393) than for the primary and secondary stages (r=0.025), both of which were positively correlated, with a p-value of 0.039, and therefore, research hypothesis H5 was proved. In addition, the correlation between surface performance and depersonalization as well as emotional exhaustion was found to be higher in the central region than in the eastern region, but the relationship was not significant.

4. Summary and Inspiration

4.1 Discussion and Recommendations

A meta-analysis based on the results of empirical research on emotional labor and burnout in the teacher population in China in the past decade found that there is richness and variability between emotional labor and burnout, and the dimensions of the two variables. Integrating the correlational relationships between different strategies of expressing emotional labor and the multidimensionality of burnout in the teacher population, it was found that geographic regions moderated the correlation between deep expression and burnout while the stage of instruction moderated the correlation between surface expression and emotional exhaustion.

First of all, different emotional labor strategies of the teacher group present opposite results on burnout, in which the deep expression strategy can help to alleviate teachers' burnout, and the surface expression can aggravate the burnout feelings. The overall performance of emotional labor is negatively correlated with burnout. It can be seen that the impact of emotional labor on burnout needs to be viewed differently according to different strategies, and research needs to be carried out on the transformation strategies of surface performance and deep performance to natural performance. Teachers are subject to many external factors from the environment,

evaluation, role positioning, other external factors and the practice of teaching in the formation of a huge tension between the pressure of many parties, the "play" strategy that they have to use needs to be reasonable over and transformed into a "natural performance" of the real flow, to better It is only when the internal motivation of teachers is stimulated that they can go farther and more professional in their teaching career.

Secondly, we should focus on the psychological state of teachers in underdeveloped areas, and take measures to relieve teachers' emotional labor. Teachers' emotional state of work is an important guarantee for the healthy development of students, but also a necessary prerequisite for "stay, teach well". Compared with the eastern developed regions, less developed regions need to guide teachers to objectively recognize themselves, accept themselves, improve the character of teachers, and deepen professional identity and self-identity. In the face of many pressures and conflicts, improve emotional intelligence, enhance psychological flexibility and resilience, provide reasonable and appropriate catharsis, and maintain emotional health channels. Especially in the epidemic and other special periods of home office, teachers in the home life and work boundaries are broken, the reality of the workload suddenly increased under the dilemma, and more likely to be irritable, repressed, anxious, and other negative emotions, in the teacher to do a good job of self-regulation based on the administrative departments, schools and other to do a good job of education, guidance and protection work.

Finally, teacher populations at lower instructional levels are more likely to be emotionally drained by employing surface performance strategies. The kindergarten group is a high-risk group for burnout, and also the most susceptible group with the highest correlation between surface performance and burnout. Therefore, for the kindergarten teacher group, it is necessary to focus on career development planning and enhancement programs to strengthen their professional identity, increase their sense of self-efficacy, and encourage kindergarten teachers to move toward the path of professional development of research-based teachers. As Sukhomlinsky said, "If you want

the labor of teachers to bring joy to teachers, so that the daily lessons do not become a monotonous and tedious obligation, then you should guide every teacher onto the happy path of engaging in research." "I believe that the most important task of educational leaders themselves is to make every teacher a thoughtful and diligent researcher." Developing research-oriented teachers is not a bad way to alleviate teacher burnout daily.

4.2 Limitations and Future Prospects of the Study

The study found that there are complex moderating effects between emotional labor and burnout, but limited by the information and empirical data available in the existing literature, it was not possible to include enough moderating variables in the model. With the expansion of related research and data, possible moderating variables for various types of relational paths in this theoretical framework, such as cultural differences, gender, discipline, education, type of school, and type of position held, can be further tested in the future. In addition, the limited number of research samples did not include the natural manifestation of emotional labor, and some scholars have divided deep play into "active deep behavior" and "passive deep behavior", which is also not included in the analysis of this paper. In the future, based on the existing research, we can further explore the internal mechanism and moderating effect between emotional labor and burnout based on the reality of domestic and foreign teachers.

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