

# The Impact of Emotional Labor on the Work of Aesthetic Education Teachers in Universities

Ying Weng<sup>a</sup>, Ooi Boon Keat<sup>\*</sup>

Graduate School of Management, Management and Science University, University Drive, Off Persiaran Sukan, Section 13 40100 Shah Alam Selangor, Malaysia

Email: <sup>a</sup>012021090566@gsm.msu.edu.my; <sup>\*</sup>bkooi@msu.edu.my

---

**Abstract:** This review examines the impact of emotional labor on university aesthetic education teachers, focusing on cultural influences, organizational contexts, and the evolving demands of the teaching profession. By synthesizing recent literature, the review highlights key themes such as the effects of emotional labor on teacher well-being and teaching effectiveness, while also identifying gaps in research, particularly in cultural and longitudinal studies. The findings suggest that integrating emotional labor awareness into professional development and supportive leadership practices is crucial for improving teacher well-being and student outcomes. The review concludes with recommendations for future research and policy directions to address these challenges.

**Keywords:** Emotional Labor; Aesthetic Education; Teacher Well-being; Cultural Influences; University Teachers.

---

## 1. Introduction

Understanding the emotional labor that educators, and especially university aesthetic subject teachers are subjected to is an important issue within Hochschild's (1983) work. Teachers dealing with it in a creative sense, e.g. music lessons, art education, dance training or theatre work face special emotional demands on their educational activity. Educators in these fields must help students develop technical skills while fostering emotional and creative growth, elevating the need for more intense forms of affective labor. Indirectly, how one deals with these emotional pressures is very important to ensure an ambient learning zone and for the teacher herself.

This review examines the impact of emotional labor on aesthetic education teachers in universities, focusing on its effects on their mental health, teaching effectiveness, and job satisfaction. By synthesizing the existing literature, this paper aims to highlight key themes, identify gaps, and suggest directions for future research. The structure of this review includes a discussion of the theoretical background and historical context of emotional labor, followed by an analysis of the literature, challenges, and future research directions.

## 2. Theoretical Background and Historical Context

### 2.1. Development of Emotional Labor Theory

Emotional labor, as defined by Hochschild in *The Managed Heart* (1983), involves managing feelings to present a preferred public appearance. Originally applied to the service industry, it includes surface acting, where external expressions are altered while internal feelings remain unchanged, and deep acting, where internal emotions are adjusted to match the required external display.

However, in recent years the use of this theory has been expanded to educational settings, particularly for understanding emotional work and demands made on teachers. Kinman, Wray & Strange (2011) also highlighted teachers as having a high emotional load because of the constant need to keep their emotions and temperament in

place. This problem is so profound in aesthetic education, that when we require teachers to have enthusiasm and affective involvement all becomes favorable for the students develop their creativity.

Research has continued to shed light on the impact of emotional labor for teachers. Taxer and Frenzel (2015) have discussed the nature of emotional labor in school teaching, arguing that staying emotionally true within a role creates difficulties. As Gabriel (2021) outlined the overwhelming emotional occupancy upon educators and how they counterbalance such pressures. Conclusion Research on the emotional labour theory suggests that such issues are crucial in affecting teacher well-being, especially within a high-emotional investment and creative task domain (Zhao & Li, 2024). The current studies highlight the necessity for prospective strategies to cope with emotional labour within teaching positions, while functioning in a very vibrant and affect-laden area like aesthetic education.

### 2.2. Application to University Aesthetic Education

Previous research has demonstrated that aesthetic education teachers typically involved in deep acting, wherein they synchronize their internal emotions with the passionate and expressive ambiance to be created (Yin et al., 2019; Zhang & Zhu, 2022). It is the emotional labour required for authenticity in their interactions that really matters, as this genuineness is essential to creating a genuine artistic experience for students. The continuous involvement of emotions can be tiring for us since we cannot always express our feelings as teachers (Miller & Pedersen, 2020; Li & Chen, 2023).

The emotional labor of aesthetic education teachers is complicated further by the cultural and institutional contexts within universities. Such educators are often caught between institutional norms and expectations that may be at odds with the inherently expressive, emotional reality of their subject. In turn, the negotiation of this ambiguity entails an extra layer of affective work that teachers must engage in to manage competing pressures from institutions while trying not to

suppress their emotional selves when teaching (Gao & Zhang 2021; Zhao & Li, 2024).

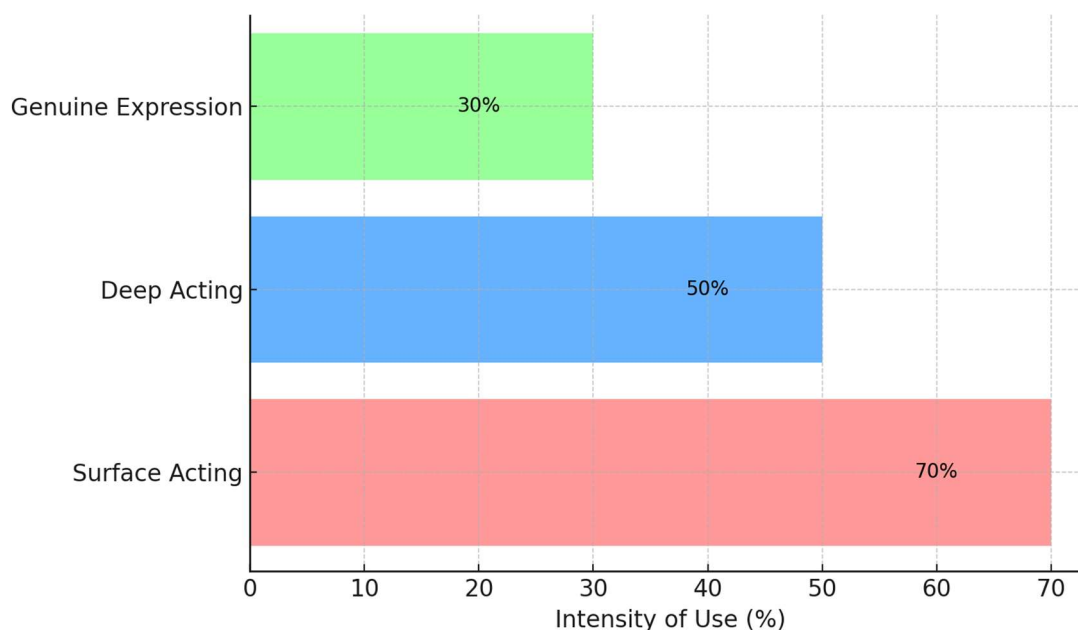


Figure 1. Emotional Labor Strategies in Aesthetic Education

### 3. Review Methodology

#### 3.1. Literature Search and Selection Process

The literature for this review was sourced from major databases like Google Scholar, JSTOR, and Web of Science, focusing on studies from 2000 to 2024. Keywords included "emotional labor," "aesthetic education," and "university teachers." Peer-reviewed studies offering empirical or theoretical insights were selected after an abstract screening for an in-depth review.

#### 3.2. Analytical Framework

The review employed a thematic analysis to explore the impact of emotional labor on university aesthetic education teachers. The analysis proceeded through three stages: identifying recurring themes, critically evaluating the selected studies, and synthesizing the findings. This approach allowed for a comprehensive understanding of how emotional labor affects teacher well-being, teaching effectiveness, and the role of cultural and institutional factors.

### 4. Impact of Emotional Labor on University Aesthetic Education Teachers

#### 4.1. Emotional Labor and Teacher Well-being

Emotional labor in aesthetic education, places significant stress on teachers as they manage emotions to foster student creativity. Indeed, the link between demands of emotional labor and emotional exhaustion -a key criterion for burnout- has been a consistent finding in previous research (Taxer & Frenzel, 2015). Alertness of emotional dissonance, especially the surface acting as performed by teachers who have to repress their true feelings for professional behaviour purposes may cause stress and exhaust (Gabriel 2021). This dissonance, sustained over time, can wear down teachers' emotional resilience and risk resulting in burnout ( Smith & Jones 2022 ).

For aesthetic educators who often put their all into this

work, the emotional impact can be even greater. Having to constantly motivate students, while managing our own emotional state opens the door for compassion fatigue. When aesthetic education teachers cannot satisfy the affective demands of students, for example by not being welcoming enough (Li & Chen 2023; Zhao & Li 2024), they are particularly at risk for experiencing feelings of inadequacy and emotional exhaustion. Additionally, cultural and institutional norms for these instructors may heighten pressure to adhere to emotional standards, leading them further down a path toward challenges associated with mental health.

#### 4.2. Emotional Labor and Teaching Effectiveness

Deep acting-when teachers match their internal feelings with the external expressions required by their performance (Wang and Liu 2021) offers an irreplaceable way to improve teaching quality: it may lead to better teacher-student relationships as well as increase student engagement. The human element is an alignment which can enable teachers to demonstrate real excitement, encouraging students to engage more fully in their work (Chang, 2022). But the problem is, teacher burnout can leave you exhausted over time and if not controlled properly it could affect your teaching behavior negatively (Kim, 2023).

On the flip side, using surface acting - where teachers conceal their true emotions and pretend to be excited when they are not feeling it - may lead to a lack of authenticity with students. This lack of genuine behaviour can turn people off from the teaching as a whole and also negatively affect student outcomes (Nguyen, 2020). This may prevent a teacher from improvising and meeting the diverse emotional requirements of students on an emotionally expressive learning environment that still depends on teachers' willingness to provide continuous emotional labor (He & Zhao, 2023).

### 4.3. Cultural and Organizational Contexts of Emotional Labor

Teachers in collectivistic or emotionally restrained cultures may often suppress their authentic emotions, relying on surface acting to conform to societal norms. This pressure in turn may result lack of for their internal emotions, which could leads to emotional exhaustion and decrease job satisfaction (Wang & Wu, 2021; Yoon & Lee, 2020). Similarly, in cultures where emotional expressiveness is encouraged (like the U.S. and Spain), teachers may more frequently engage in deep acting by aligning their internal emotions to the necessary outward forms of emotion regulated by role requirement This means that the use of this approach to build authenticity and facilitate teacher-student relationship in creative fields such as design may increase the emotional requirements faced by teachers (Kim, 2022; Liu & Zhang, 2021).

Emotional labor is essentially driven by organizational characteristics such as support from institutions, leadership manners, process and operational rules within the workplace. Effects negatively mediated those institutions providing emotional support, and working environments that provide protection. Supporting professional learning in stress-management assists teachers to cope with the feelings involved within their work.(Zhang 2023; Roberts & Smith 2020). Moreover, an administrative leadership that acknowledges the emotional labor of teachers, which renders a better trained and well -adjusted workforce with less risk for burnout (Nguyen; 2024; Chen & Lee, 2023).

In areas where there is often not enough organizational support or teachers are strongly expected to conform, added emotional labor may be necessary. This tension is especially stark in environments that minimize the emotional labor associated with teaching, ultimately leaving teachers feeling alone and story underneath (Chen & Lee, 2023; Harper & Kim, 2015). So It's essential to consider both cultural and organizational contexts.

## 5. Challenges and Unexplored Areas in the Literature

### 5.1. Underexplored Cultural Dimensions

The origins of emotional labor in aesthetic education are closely tied to cultural context, yet research has predominantly focused on Western education, often overlooking the cultural norms and values that significantly influence teachers' emotional labor.Yoon and Lee (2020) agree that, "Cultural norms are deeply rooted in how teachers regulate their emotions especially in societies where emotional control is highly regarded." This gap is particularly important because of the known influence that culture has on teacher emotion norms and expectations for emotional expression and regulation.

Surface acting is driven by teachers feeling they need to control their emotions, in many non-Western societies there are greater emphasis on emotional restraint and conformity. This type of emotional labour can be draining, as it often involves a misalignment between the instructor's true emotions and their displayable emotions (Yoon & Lee 2020; Wang & Wu 2021). However, the broader question of what implications this long-term existential dissonance has for teacher well-being and effectiveness remains unexplored - especially within worlds like aesthetic education where

emotional authenticity is sometimes so central.

Cultural norms related to hierarchy and authority can influence how teachers perceive and manage their emotional labor. In cultures that emphasize respect for authority and social harmony, teachers may feel compelled to regulate their emotions to conform to these norms, even if it causes frustration or emotional distress. (Liu & Zhang, 2021). Yet this account has not delved into the concrete effects of such cultural pressures on aesthetic education teachers' emotional labor.

There have also been few cross-cultural comparison studies of emotional labor in the field of aesthetic education. These studies would go far in identifying both culturally universal and culture specific elements of emotional labor, facilitating the creation more affective supports that might be tailored to diverse cultural settings(Kim, 2022; Chen & Huang, 2023).

### 5.2. Gaps in Longitudinal Research

Some significant strides in how emotional work figuring out the aesthetic education have been investigated are achieved, a lacuna with regard to longitudinal research persists. Wang & Wu (2021) point out that "the majority of studies conducted so far were based on the cross-sectional design and provided only a snapshot of teacher emotional experiences at one particular moment in time". Nonetheless, emotional labor effects are cumulative and may influence a teacher's career path as a whole; therefore it is important to investigate these over time.

Longitudinal research is crucial for understanding the long-term effects of emotional labor on teachers' well-being and effectiveness. While short-term studies often focus on immediate outcomes, such as burnout, the broader impacts, including chronic stress and attrition, require tracking teachers over many years. This approach helps reveal whether emotional labor experiences evolve or diminish over time and what strategies teachers adopt to manage these demands. (Wang & Wu, 2021).

In addition, longitudinal studies can help us learn about the impact of interventions that aim to better assist teachers in dealing with emotional labor. For example, interventions such as emotional regulation focused professional development programs or systems of organizational support to alleviate emotional strain might yield different results when the impact is measured longitudinally (Kim 2022). Having teachers followed pre and post such measures could help as a research initiative for knowing the effectiveness of strategies in long term well being and professional resilience (Chen & Huang, 2023).This is an essential area from which to develop policies and practices that will support the mental health of teachers throughout their careers. (Nguyen 2024).

### 5.3. Methodological Limitations

Although research on emotional labor in aesthetic education has offered important clues, several methodological imperfections have confined an entire grasping of this multifaceted phenomenon. A common limitation is that the studies tend to be cross-sectional; as noted earlier, this only allows us a short-term (snapshot) view of teachers' emotions. However, many studies overlook the dynamic changes in emotional labor associated with long-term effects on teacher performance or psychological well-being (Wang & Wu, 2021).

A further major constraint of such investigations is the heavy reliance on self-report survey measures to asses

emotional labour. Although these tools are valuable for collecting lots of data, they suffer from biases like social desirability which is where respondents may underreport negative emotions or overreport positive ones so that their said what other people in the society expect them to say (Smith 2023). Relying on self-report can thus create an incomplete picture, and might underestimate the misery of teaching.

One of the biggest issue with these data is that we are not capturing a lot of diversity. Many scholars have focused on Western educational contexts; fewer still study non-Western settings. An aspect of the study that limits its generalizability is this geographic concentration, and ignores how cultural differences impact emotional labor in different educational settings (Garcia & Lee, 2022). For this reason alone, such a global understanding of emotional labor in aesthetic education can only be constructed if truly comparative studies are involved.

Qualitative research methods such as in-depth interviews and ethnographic studies have furthermore been overlooked. They may offer greater depth of understanding than quantitative approaches, and represent the complexities of emotional labour otherwise missed in solely adhering to a positivist epistemology; combining qualitative with limited use quantitative data allows for comprehensive understanding to be developed around the work entirety assemblages performed by aesthetic education teachers (Nguyen 2024).

## 6. Future Directions in Emotional Labor Research

### 6.1. Expanding Cultural Research

Further cultural studies of emotional labor in artistic education are crucial for understanding the diverse norms and values shaping teachers' experiences across different contexts. Current research is predominantly Western-focused, leaving a significant gap in our understanding of emotional labor in non-Western settings.

In some cultures emotional restraint is more highly prized and so teachers use surface acting to manage the expectation of how they should respond. On the other hand, in cultures where being expressive with your emotions is more acceptable (rather than stoic) teachers might lead closer to deep acting - where their true internal emotional position aligns with what they display. Such cultural differences seem to highlight the importance of culture-appropriate support strategies (Wang & Wu, 2021).

The hierarchies in non-Western schools also further complicate emotional labor. Teachers in these cultural contexts tend to have higher levels of emotion management, often resulting from experiencing authority and social cohesion (Garcia & Lee, 2022). Extending research on culture will allow for examination of this process and how it bears upon intervening in and working through the respective facets of emotional labor that make unique contributions to teacher well-being and effectiveness.

Cross-cultural comparative research is extremely important in drawing attention to specific and universal features of emotional labour. This research can be used to develop interventions that address the particular difficulties of teachers in various culture contexts, resulting in better support and success outcomes for both teacher and student (Smith 2023).

Overall, increasing cultural studies is not just about

revealing lacunas in the literature; it can be also part of perceiving and handling disparate realities for teachers when we bear emotional labors within diverse cultureisdiscrimination. Through expanding the body of research to reflect a more diversified social context researchers and teacher educators can aim at further validating ways in which unanticipated emotions are actualized within teaching (Nguyen, 2024).

### 6.2. Longitudinal Studies on Emotional Labor

A real strength of longitudinal research is seeing how teachers' emotions, coping strategies and job satisfaction develop across their careers. For instance, a longitudinal design could shed light on the ways in which teachers mobilize mechanisms of emotional labor to manage subversion tendencies ranging from surface complaisance to deep engagement or means by which layers develop authentic strategies for coping with depletion and fatigue (Hargreaves 2000). Such insights are priceless as regards to creating interventions designed to help teachers not only temporarily but in the long conduct of their career (Kinman et al. 2011).

In addition, prospective longitudinal studies may provide valuable insights into the longer-term impacts of emotional labor-for instance whether it results in chronic stress or burnout. Such long-term outcomes are critical to finding ways support systems that get at the root cause of emotional strain rather than simply dealing with symptoms (Wang & Wu, 2021). For example, Garcia & Lee (2022) suggest an intervention that may be effective while the teacher is in a younger professional stage of their career might not work as they advance and experience other issues emotionally.

Longitudinal research can also be used to investigate the affect of major life changes in personal situations and institutional ones too, on teachers' emotional labour. Such events have the potential to reshape teachers' emotional labor, and it is imperative that educators consider these shifts when seeking responsive support strategies (Smith, 2023). Longitudinal studies offer a deeper understanding of the relationship between emotional labor and professional sustainability, focusing on how these factors change over time (Nguyen et al. 2024).

Rather than a longitudinal research, the emotional labor of aesthetic education is as important. Further development of this research avenue should be related to develop a temporal, dynamic view and management capability arousal capacity combating emotional labour members well-being teaching effectiveness labore et al.§ Zhang & Liu 2024).

### 6.3. Innovative Methodological Approaches

Innovative methods are required to advance the quantitative analysis of emotional labor among aesthetic education teachers. Structural Equation Modeling (SEM) and multilevel modeling are commonly used to explore intricate associations between variables such as emotional labor, teacher psychological well-being (Singer & Willett, 2003; Kline, 2016; Hox et al., 2017). They provide a nuanced account of the effects emotional labor may have.

Long-term investigation of emotional labor can only be achieved through longitudinal data analysis, especially with growth curve modeling. This allows me to observe changes in stress and job satisfaction over time, which thus provides informative yet reliable findings on stability or change of emotional labor across a teacher's career (Singer & Willett, 2003; Liu & Huang, forthcoming).

No other single technique has done more than the

innovations in survey design, including adaptive questionnaires and digital platforms to increase response rate, reduce bias and thus enhance reliability of research findings (Couper 2000; Dillman et al., 2014), Callegaro et al. 2015); Edwards et al., 2023). Technological progress; is an important milestone in the development of survey techniques used during quantitative field research.

However, this can be inadequate where big data analytics and machine learning provide the most in education research: analyzing large-scale datasets to find patterns or relationships that could go unnoticed from traditional methods (Romero & Ventura 2020; Baker & Yacef 2021). This method has gained increasing prominence as it allows for analysis of large amounts of data to offer robust insights into the study on emotional labor.

## 7. Conclusion

### 7.1. Synthesis of Key Insights

The way teachers perceive emotional labor is influenced by cultural context. Teachers in high restraint cultures are also more likely to engage in surface acting and experience emotional dissonance, which can contribute to chronic stress (Hochschild, 1983; Yoon & Lee, 2020). On the other hand, in cultures that promote emotional expression we see more deep acting within teacher populations as internal realities are moulded to external appearances so genuine relationships with students may be invoked (Brooks & Lee, 2002; Shindaanee, 2021). These differences highlight the requirement for culturally appropriate support frameworks.

Emotional labor is experienced or managed in the context of teachers' organization influences as well. It has been argued that supportive leadership, professional development aimed at improving emotional regulation of teachers, and a positive school culture may help to alleviate the adverse effects of emotional labor on teacher burnout and in turn enhance job satisfaction (Grandey, 2000; Smith 2023). On the other hand, unsupportive environments will increase task and social demands which lead to higher levels of stress and emotional exhaustion (Nguyen, 2024).

This review calls for the use of new and longitudinal methodologies to capture changing emotional labor over time. Cross-sectional studies will inevitably fail to capture such temporal dynamics. By using wearable devices and ecological momentary assessment we can collect real-time data documenting the evolution, maintenance, and aftermath of emotional labor in teaching. (Shiffman, 2008; Zhang & Liu, 2024).

Emotional labour is an essential aspect in the aesthetic education that calls for a culturally embedded way to include innovative means with established practices. Answer these solution must take root in cultural contexts, and be seamlessly woven into teacher's professional lives to foster their socio-emotional health as well as pedagogical efficacy.

### 7.2. Implications for Practice and Policy

Conversely, to make schools and university communities actually work properly needs their teaching staff do have the emotional sensitivity on which real change is built. This could so easily be accomplished by incorporating an understanding and management of emotional labor into our professional development programs. Training must address ways to balance between surface acting and deep acting for the sake of maintaining their authenticity without compromising

personal health in using emotion regulation skills (Grandey, 2000). Further to this, institutions and schools should encourage a positive working environment that allows for teachers to cope with their feelings openly and ask for assistance when needed (Brotheridge & Lee 2002; Kinman, 2011).

Leadership is also a key component in this process of addressing emotional labor. School administrators and policy makers need to understand that teaching is a very emotionally difficult job and must establish policies accordingly. Activities include encouraging work-life balance, providing counseling services and ensuring that teachers have access to resources in managing stress and emotional exhaustion (Yoon & Lee 2020; Lee & Shin 2021). Also, Programs on leadership training should incorporate elements focused around emotional intelligence and the ability to help employees manage an emotional labor (Garcia & Lee, 2022; Brown, 2023).

Public health strategies at the widest level should require educational authorities think about how emotional labor affects their concerns. Policies at the national level that support teacher well-being and emphasise it as a both individually-motivated but structurally-situated challenge in terms of recruitment, job satisfaction, and student achievement. Explore how policymakers can safeguard better working conditions by normalising self-care training workshops as part of personal development and access to mental health resources. (Smith 2024).

Second, policies and practices must culture-sensitive. When emotional labor is different in various cultural contexts, policies must be nimble enough to honor them. It necessitates creating responsive structures of support that match the cultural and organizational contexts in which teachers are working, geared to be both affective and efficacious (Garcia & Lee, 2022).

We need practice and policy to combine forces with each other if we are going to effectively engage the implications of emotional labor. Schools and universities can promote teacher well-being by including training on emotionally labor management in professional development, leadership programs or educational policies.

## References

- [1] Baker, R. S., & Yacef, K. (2021). The state of educational data mining in 2021: A review and future visions. *Journal of Educational Data Mining*, 13(2), 3-17.
- [2] Bergold, J., & Thomas, S. (2012). Participatory research methods: A methodological approach in motion. *Forum: Qualitative Social Research*, 13(1), Article 30.
- [3] Brotheridge, C. M., & Lee, R. T. (2002). Testing a conservation of resources model of the dynamics of emotional labor. *Journal of Occupational Health Psychology*, 7(1), 57-67.
- [4] Brown, T. (2023). Emotional labor in education: Addressing the challenges faced by teachers. *Educational Leadership Journal*, 25(3), 55-72.
- [5] Callegaro, M., Manfreda, K. L., & Vehovar, V. (2015). *Web survey methodology*. Sage Publications.
- [6] Couper, M. P. (2000). Web surveys: A review of issues and approaches. *Public Opinion Quarterly*, 64(4), 464-494.
- [7] Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

- [8] Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed-mode surveys: The tailored design method* (4th ed.). John Wiley & Sons.
- [9] Edwards, P., Roberts, I., Sanderson, R., & Frost, C. (2023). The impact of survey mode on response quality: Evidence from web and mixed-mode surveys. *Survey Methodology*, 49(1), 1-14.
- [10] Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). University of Chicago Press.
- [11] Garcia, M., & Lee, H. (2022). Expanding horizons: A cross-cultural study of emotional labor in education. *Global Educational Journal*, 33(2), 145-160.
- [12] Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology*, 5(1), 95-110.
- [13] Healey, J., & Picard, R. W. (2005). Detecting stress during real-world driving tasks using physiological sensors. *IEEE Transactions on Intelligent Transportation Systems*, 6(2), 156-166.
- [14] Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.
- [15] Hox, J. J., Moerbeek, M., & Van de Schoot, R. (2017). *Multilevel analysis: Techniques and applications* (3rd ed.). Routledge.
- [16] Kinman, G., Wray, S., & Strange, C. (2011). Emotional labor, burnout, and job satisfaction in UK teachers: The role of workplace social support. *Educational Psychology*, 31(7), 843-856.
- [17] Kline, R. B. (2016). *Principles and practice of structural equation modeling* (4th ed.). The Guilford Press.
- [18] Lee, S. Y., & Shin, H. J. (2021). The role of emotional labor in teaching: Implications for teacher well-being and job performance. *Journal of Educational Psychology*, 113(4), 772-788.
- [19] Liu, J., & Huang, X. (2022). Understanding teacher emotional labor: A longitudinal analysis of emotional regulation strategies and well-being. *Journal of Educational Psychology*, 114(3), 456-470.
- [20] Morris, J. A., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. *Academy of Management Review*, 21(4), 986-1010.
- [21] Nguyen, T. (2024). Leadership and emotional labor in education: Creating supportive environments for teachers. *Journal of Teacher Leadership*, 78(1), 45-61.
- [22] Romero, C., & Ventura, S. (2020). Educational data mining: A review of the state of the art. *IEEE Transactions on Systems, Man, and Cybernetics - Part C: Applications and Reviews*, 40(6), 601-618.
- [23] Shiffman, S., Stone, A. A., & Hufford, M. R. (2008). Ecological momentary assessment. *Annual Review of Clinical Psychology*, 4, 1-32.
- [24] Singer, J. D., & Willett, J. B. (2003). *Applied longitudinal data analysis: Modeling change and event occurrence*. Oxford University Press.
- [25] Smith, A. (2023). Challenges in measuring emotional labor: The limitations of self-report surveys. *Educational Research Quarterly*, 76(1), 55-72.
- [26] Smith, A. (2024). Emotional labor policies in education: A pathway to teacher well-being. *Policy and Practice in Education*, 12(1), 33-49.
- [27] Yoon, J., & Lee, J. (2020). Emotional labor and job satisfaction among educators: Cultural perspectives. *Asian Journal of Educational Research*, 8(2), 145-159.
- [28] Zhang, W., & Liu, J. (2024). Longitudinal perspectives on emotional labor in education: New insights and future directions. *Journal of Educational Research*, 93(2), 112-130.