The Emotional Labour of Higher Education Teachers: A Scoping Review

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The role of higher education teachers (HETs) encompasses a multitude of responsibilities and requires continual professional development to meet job demands. Yet, these HETs encounter challenging conditions within work environments, which can adversely impact their performance as well as their physical and mental health. Moreover, the nature of teaching involves emotional demands, as emotions are integral to the pedagogical process. Recognising the emotional dimension is critical to understanding the professional lives of university educators. There is a notable scarcity of research on emotional labour (EL) among HETs. This scoping review aims to address this gap by identifying and mapping the EL of HETs, employing a search strategy that includes articles published since 1983. Out of 923 articles initially identified, 20 met the eligibility criteria for in-depth analysis. These articles were examined with respect to affective interaction events, technical-pedagogical aspects, intrapersonal factors, emotional regulation strategies, and their impact on professionals. The findings highlight the need for more extensive research on EL among HETs, particularly quantitative studies. The study provides insights for further research in the area as well as actionable recommendations for HETs and administrators in higher education institutions (HEIs).

Keywords: Emotional labour; University; higher education teachers; scoping review

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Introduction

The role of the higher education teacher (HET) encompasses a multitude of responsibilities, requiring continual updates to meet the evolving demands of the job. These demands include engaging in teaching and learning activities with undergraduate and postgraduate students, supervising academic projects, and contributing to the body of knowledge through research and scientific publications (Leitão & Capuzzo, 2021). Effective teaching extends beyond the mastery of subject matter, requiring the mobilisation and ongoing development of various competencies, such as emotional regulation and interpersonal skills (Hargreaves, 1998). Teaching is an intricate practise that transcends technical expertise, as it inherently involves managing emotional demands, among other aspects. It is crucial for HETs to comprehend, identify, and anticipate their emotions, cultivating the ability to navigate their emotional landscape in a healthy and balanced manner. The emotional state of HETs significantly influences their instructional methods, lesson planning, and preparation of educational materials (Morais, 2019; Hargreaves, 1998).

Emotional labour (EL) plays a crucial role in educational processes, impacting both the quality of instruction (Hargreaves, 1998) and the well-being of teachers and students alike. Examining EL allows for an investigation into the congruence between HETs' experienced emotions and those they opt to convey in the classroom (Wang et al., 2019), as well as its influence on either alleviating or intensifying occupational stress. Morais et al. (2020) introduced the Emotional Labour Demand Model for Teachers (ELDMT) for the HEI's classroom context. This model facilitates the analysis of macro-categories of emotional demands, their origins, and consequences, as well as the strategies employed in emotion management. Given the significance of emotions in the teaching profession and the paucity of research specifically focused on HETs (Nyanjom & Naylor, 2021; Waldbuesser et al., 2021), this study aims to map and synthesise the existing literature on the subject, aligning with the categories outlined by the ELDMT (Morais et al., 2020). The present is justified by the absence of a comprehensive scoping review on the EL of HETs to date, along with the opportunity to synthesise key studies to inform future research in this area. Furthermore, this scoping review is warranted as it holds the potential to enrich the understanding of HETs' EL and guide the development of interventions aimed at enhancing teachers' well-being.

The role of a HET encompasses various designations, such as *lecturer*, *academic*, *assistant professor*, *visiting professor*, and *full professor*. These terms reflect differences in employment roles, responsibilities, and ranks within the academic hierarchy. In this paper, we use "higher education teacher" (HET) as a broad descriptor. However, when referring to a specific author or study, we apply their chosen terminology.

EL and the ELDMT for the classroom context

EL is the process through which individuals manage their emotions to fulfil the emotional requirements of a specific job role. This encompasses the expression, suppression, and regulation of emotions, as well as the capacity to comprehend and respond to the emotions of others (Hochschild, 2012). EL necessitates interaction

with the public or clients, compelling the worker to regulate their emotional state during interpersonal engagements.

Employers exert influence over their employees' emotional expressions through both explicit methods, such as training and supervision, and implicit rules (Hochschild, 2012; Zapf, 2002). Organisations manage their employees' emotions by establishing display rules that specify the intensity, frequency, and types of emotions that should or should not be exhibited (Cropanzano et al., 2004). As a result, individuals must demonstrate emotions that conform to these prescribed standards, regardless of their genuine feelings, in a process regulated by display rules (Shankar & Kumar, 2014). Wharton (2009) argues that these rules are shaped by social and cultural norms that prescribe what is considered appropriate emotional behaviour in the workplace, establishing the parameters for acceptable emotional expression.

Thus, EL involves the management of emotions to adhere to the display rules set by the organisation or professional activity. This demands efforts to express, conceal, or adjust the intensity and frequency of emotions, with a focus on expressive behaviours rather than genuine emotional experiences (Shankar & Kumar, 2014). EL is integral to aligning personal feelings and expressions with organisational goals, enabling individuals to navigate their emotions in the workplace (Grandey, 2000). Such a process of emotional regulation involves influencing one's current or future emotions, as well as the way these emotions are experienced and conveyed (Gross, 1998). It is noteworthy that this regulation can be automatic or deliberate, conscious or subconscious, and can influence various stages of the emotional process.

Hochschild (2012) delineates two strategies for emotion regulation: (1) surface acting, which involves altering emotional expressions without changing the underlying feelings; and (2) deep acting, meaning that the individual intentionally modifies their feelings to display an emotion that aligns with the situation. Emotions serve as precursors to acting, providing a moral compass or guidelines that direct behaviour. Socially constructed emotional norms dictate the appropriateness of emotional expressions and behaviours, serving as a framework for EL by establishing expectations and obligations that steer emotional exchanges.

Distinguishing between genuine emotions and those that are simply displayed over extended periods of time, is a complex task (Hochschild, 2012). Such a disjunction, when surface acting is employed, leads to emotional dissonance, which demands considerable effort, induces stress, and can culminate in emotional exhaustion. This dissonance positions EL as a critical aspect of workplace stress and resource-related issues (Zapf, 2020). Conversely, when emotional expressions are authentic, professionals are more adept at managing the adverse effects of the regulatory process (Wharton, 2009).

Morais et al. (2020) identify and categorise emotional demands specific to the realm of professional and technological education, culminating in the ELDMT for the classroom context. This model comprises three macro-categories: interactional, technical-pedagogical, and interpersonal.

The interactional category pertains to emotional demands stemming from workplace interactions with colleagues, students, and other academic community members (Morais et al., 2020). Challenges within this macro-category include insufficient leadership support and the conflicts and tensions that may arise from interpersonal interactions.

The technical-pedagogical classification encompasses the emotional demands associated with the act of teaching, necessitating technical and pedagogical proficiency to fulfil instructional goals and achieve educational success (Morais et al., 2020). This macro-category involves managing the emotional challenges encountered in classroom activities, such as dealing with student diversity, learning difficulties, demotivation, disciplinary issues, and classroom management.

The intrapersonal macro-category addresses the emotional dimensions of university educators' individual work. It includes internal conflicts and professional frustrations arising from discrepancies between expectations and actual situations (Morais et al., 2020). Morais's model also considers contextual and situational factors that shape expectations and emotional norms, which in turn elicit emotions in teachers and necessitate emotion regulation. Moreover, the model examines potential impacts on motivation, performance, health, well-being, and professional identity (Morais et al., 2020). Figure 1 illustrates the ELDMT categories within the classroom context in higher education (Morais et al., 2020).

Figure 1

ELDMT in the Classroom Context in Higher Education
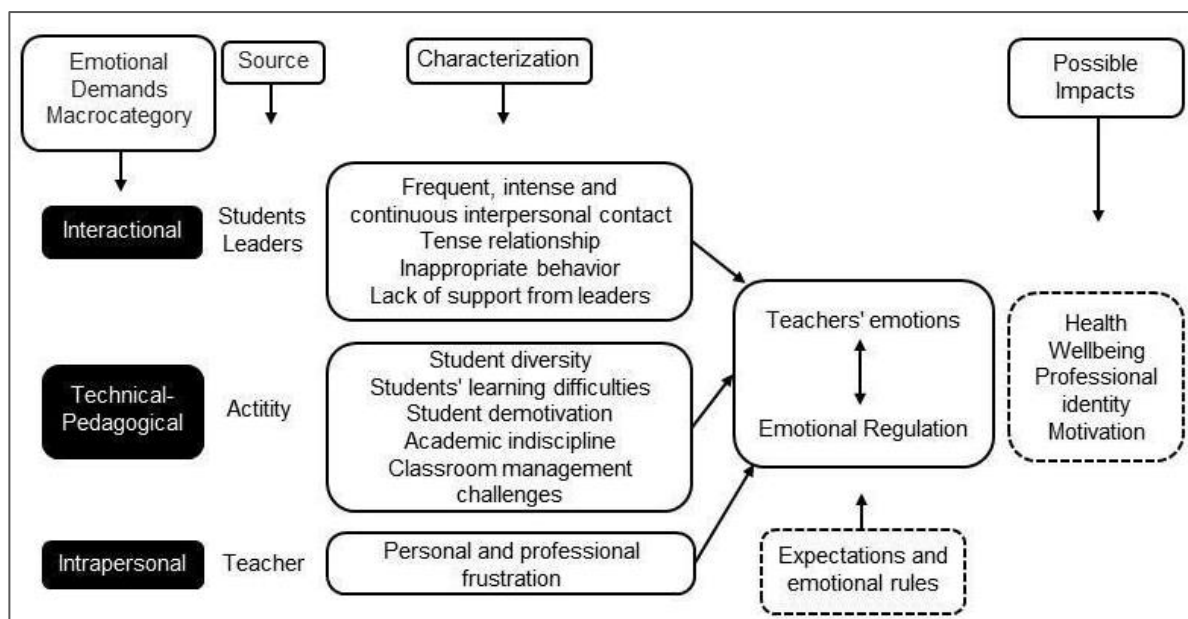
Note: Adapted from "Demandas de trabalho emocional docente: um estudo em uma instituição federal de ensino" ("Teacher's emotional labour demands: a study in a federal educational institution"; Morais et al., 2020).

Methodology

This article presents a scoping review, a research methodology that, according to Munn et al. (2018), is designed to rapidly map out the key concepts, primary sources, and extent of research evidence within a specific domain. The decision to conduct a scoping review was deemed suitable for several reasons. First, this approach facilitates the mapping and examination of available evidence, provides clarity on prevalent concepts

and definitions, and lays out the range of methodologies used. A scoping review also identifies research gaps and discerns characteristics or factors linked to a concept. Moreover, it can serve as a precursor to a systematic review.

The present scoping review was registered on January 13, 2023, with the Open Science Framework (OSF).

Search Strategy

We conducted comprehensive searches in the following online databases on May 30, 2024: Scientific Electronic Library Online (Scielo), American Psychological Association (APA PsycNet), Education Resources Information Centre (ERIC), and Medline. These databases were selected because they index scientific research relevant to psychology, psychiatry, education, and health, aligning with the objectives of this study.

The search utilised descriptors in Portuguese, English, and Spanish, aiming for these terms to be present in the titles or abstracts of the articles. The search strategy included the following combinations: in English: ("emotional labour" OR "emotional labor" OR "emotional work") AND (professor OR professors OR teacher OR educator OR lecturer OR academic OR academics) AND (university OR college OR "higher education"); in Portuguese: ("trabalho emocional") AND (professor OR professora OR professores OR professoras OR mestre) AND (universidade), ("trabalho emocional") AND (professor OR professora OR professores OR professoras OR mestre); in Spanish: ("labour emocional" OR "trabajo emocional") AND (professor OR professora OR maestros) AND (universidad).

To select the articles, only those published from 1983 onwards were considered, as the term "emotional labor" was coined and published for the first time in that year. There were also no limitations on the language of the search. The articles were selected using the following inclusion criteria: (1) they aligned with the central theme of EL in HETs; (2) the material selected was in the format of an article; (3) there were no restrictions on the research method used; (4) the participants in the studies surveyed were HETs; (5) the study included EL as a variable. Unavailable or duplicated articles were excluded.

Selection of the Corpus for Analysis

Two independent researchers in the field conducted the identification and selection of pertinent articles. Discrepancies or uncertainties were resolved through discussion, and a third judge was consulted when needed. Initially, the scrutiny focused on the titles and abstracts obtained from the databases. Articles meeting the eligibility criteria underwent a comprehensive analysis, leading to their inclusion or exclusion from the analysis corpus. The inter-rater reliability, assessed through the kappa coefficient, demonstrated nearly perfect agreement among the evaluators regarding the inclusion of articles in the eligibility study. The results yielded k = 0.90, p < 0.001, and a 99% consensus rate.

Data Extraction

The same evaluators involved in the selection phase independently extracted pertinent data from the articles included in the analysis corpus. As in the case of the previous stage, in cases of disagreement, a third evaluator was consulted to resolve the issue. The extracted data encompassed the following details: (1) sample characteristics, such as the study's location, participants' age, sample size, racial demographics, the nature of the institution (public or private), field of work, and duration of employment; (2) data collection instruments utilised; (3) interactional macro-demands; (4) technical-pedagogical macro-demands; (5) intrapersonal macro-demands; (6) strategies for emotional regulation; and (7) effects on the professional's well-being and performance.

Results

The initial search across the four databases yielded 923 articles. A total of 419 articles were removed from the pool due to duplication, leaving 504 articles for further evaluation. Subsequently, 37 articles were excluded because they were theses or had unavailable abstracts. This left 467 articles for the assessment of titles, abstracts, and keywords. Out of these, 432 did not address the relevant topic or include the target sample and were therefore excluded. During the eligibility assessment, 15 additional articles were excluded for various reasons: six did not feature higher education teachers in the sample, seven did not focus on EL, and two were inaccessible. Ultimately, 20 articles met the criteria and were included for in-depth analysis in this scoping review. Figure 2 depicts the article selection process, detailing the numbers of articles identified or excluded, as well as the reasons for the exclusions.

The articles included in this review were published from 2003 to 2021, with sample sizes ranging from 2 to 643 participants. Although all selected articles were published in English, the research they reported was conducted in various countries: seven (35%) in the United States of America, four (20%) in the United Kingdom, two (10%) in China, two (10%) in the Republic of Cyprus, and one each (5%) in Australia, England, India, and Turkey. One (5%) did not make available the place where the research was conducted. Most of the studies employed qualitative methodologies (16 studies, or 80%). Three (15%) of them adopted mixed-methods, and one (5%) was quantitative. A total of 16 articles were published in education-related journals, 3 in psychology journals, and 1 in a gender studies journal. Most studies focused on face-to-face teaching environments, with only three exploring online contexts. Table I presents the primary characteristics of the articles included in this scoping review.

Figure 2

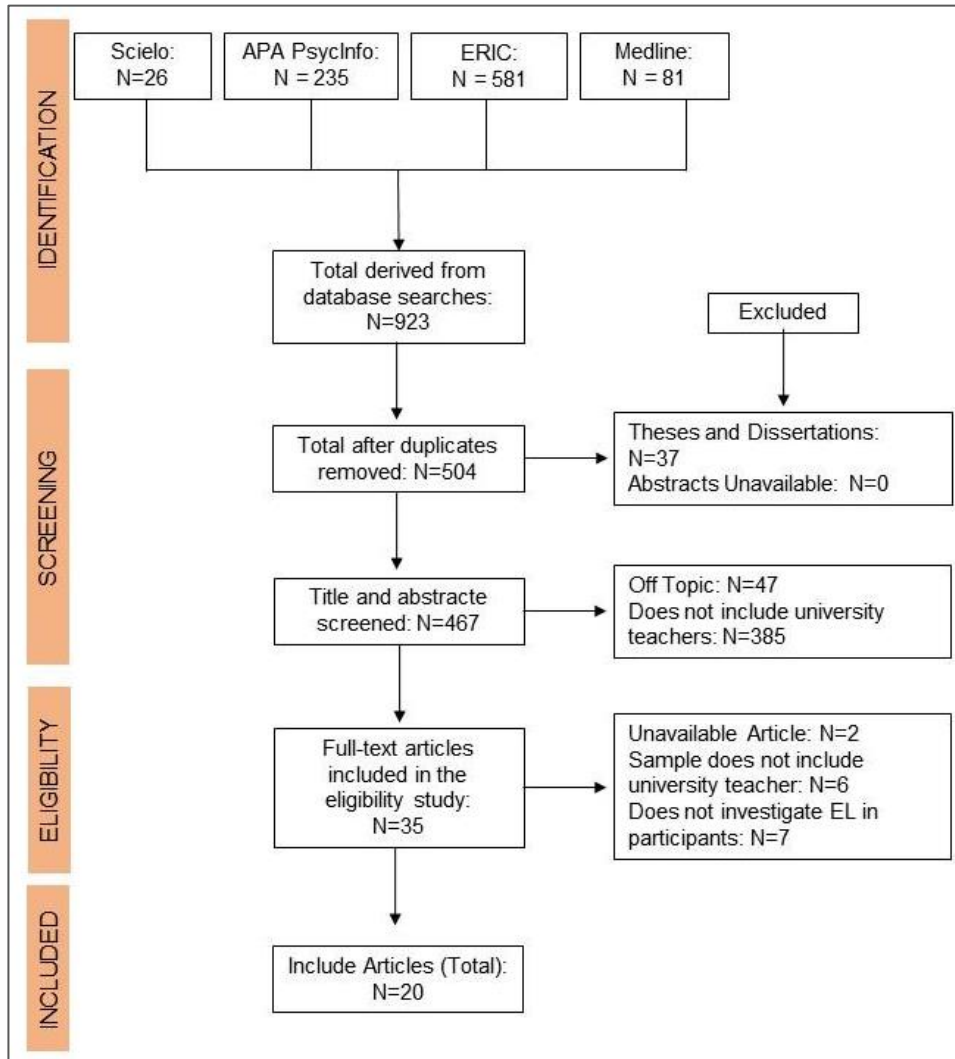*Flow Diagram of the Scoping Review Conducted on May 30, 2024*

Table I
Characteristics of the papers included in the scoping review

First author and date	Journal	Country	Sample Age	Gender and Sample	Time in Service	Nature of the Higher education institution	Research design	Classroom mode	Academic Rank
Antoniadou (2021)	Higher Education Policy	Cyprus	*mean*=39,53	W: 13, M: 10	*mean*=4.4	Public and Private	Qualitative	Face-to-face class	Academic
Auger (2021)	Journalism & Mass Communication Educator	USA	Range: 31-73	NA; N=63	NA	NA	Mixed-methods	On-line	Professor
Bennett (2014)	Teaching in Higher Education	England	NA	N=12	6 or more years	Private	Qualitative	On-line	Lecturer
Berry (2013)	Journal of Curriculum and Teaching	UK	Range: 29-56 *mean*=42.92	N=61	*mean*=6.92 6 months – 33 years	NA	Mixed-methods	Face-to-face class	Lecturer (Full-Time and Part-Time)
Constanti (2004)	International Journal of Educational Management	Cyprus	NA	NA; N=4	NA	NA	Qualitative	Face-to-face class	Academic
Cutri (2015)	Teachers and Teaching	USA	NA	NA; N= 2	W: 10 years; M: 6 years	Private	Qualitative	Face-to-face class	Teacher
El-Alayli (2018)	Sex Roles	USA	*mean*=W: 46,48; M: 48,13	W: 47, M: 41	W: 15.06; M: 16.80	NA	Qualitative	Face-to-face class	Professor
Han (2021)	Frontiers in psychology	China	NC	W: 245; M: 398 N=643	NC	Public	Qualitative	Face-to-face class	Teacher
Harlow (2003)	Social Psychology Quarterly	USA	*mean*=44	W: 26, M: 32; N=58	NA	Public	Qualitative	Face-to-face class	Faculty members (Assistant Professors, Associate Professors, Full Professors)
Kocabaş-Gedik (2020)	Journal of Language, Identity & Education	Turkey	*mean*=24	W: 1, M: 1; N=2	1 year	Private	Qualitative	Face-to-face class	Teacher

Table I
Characteristics of the papers included in the scoping review (cont.)

First author and date	Journal	Country	Sample Age	Gender and Sample	Time in Service	Nature of the Higher education institution	Research design	Classroom mode	Academic Rank
Lyndon (2021)	International Journal of Educational Management	India	NA	NA; N=20	Minimum 5 years and maximum 20 years	Private	Qualitative	Face-to-face class	Professor
Mahoney (2011)	Journal of Occupational Health Psychology	USA	*mean*=52	W: 259, M: 335; N=890	*mean*=18.1	Public and Private	Qualitative	Face-to-face class	Instructors, Assistant Professors, Associate Professors, Professors
Miller (2019)	International Journal of Teaching and Learning in Higher Education	USA	NA	W: 23; M: 15; N=38	NA	Private	Qualitative	Face-to-face class	Tenure-Track Faculty; Tenured Faculty; Non-Tenure-Track; Full Time
Nyanjom (2021)	Educational Research	Australia	Range: 30–39 to 60–69 years	W: 12; M:8; N=20	3 to 21 years	NA	Qualitative	On-line	Educators
Ogbonna (2004)	Organisation Studies	UK	*mean*=34.4	N=54	*Mean*= 8.3	NA	Qualitative	Face-to-face class	Lecture
Rickett (2020)	Discouse: Studies in the Cutural Politics of Education	UK	Range: 28 to 62 years old	N=12	NA	NA	Qualitative	Face-to-face class	Academic
Smith (2010)	Nurse Education Today	UK	NA	NA	NA	NA	Mixed-methods	Face-to-face class	Teacher
Tunguz (2014)	Studies in Higher Education	USA	NA	W: 78, M: 102; N=180	Modal Range: 1-7	NA	Qualitative	Face-to-face class	Full-Time Faculty Members
Waldbuesser (2021)	Communication Education	NA	*mean*=44.18	W: 177; M: 78; Q: 1; FG: 1; NI: 4; N=262	Between 1 and 55 years old (*mean*= 14.97)	NA	Quantitative	Face-to-face class	Full-Time Professors, Full Professors, Adjuncts or Per-Course Instructors, Graduate Teaching Assistants, Lecturers, Visiting Professors
Zhou (2018)	Innovations in Education and Teaching International	China	Range: 33 under 30 years old, 59 between 31 and 40 years old, 42 between 41 and 50 years old and 16 over 51 years old	W: 71; M: 79; N = 150	27.3% 3 years or less; 22% 3-6 years; 18.7% 7-10 years; 14.17% 11-15 years and 17.3% 16 years.	NA	Quantitative	Face-to-face class	Teacher Assistants; Lecturers; Associate Professors and Professors

Findings and Discussion

The results in the interpersonal macro-category show that all studies underscored the centrality of student-teacher interactions, affirming the notion that students are often the primary, and sometimes sole, source of interpersonal engagement for professors and teachers (Auger & Formentin, 2021; Cutri & Whiting, 2015; El-Alayli et al., 2018; Harlow, 2003; Kocabaş-Gedik & Ortaçtepe, 2020). These interactions elicit a spectrum of emotions in professors, teachers, and lecturers ranging from frustration, fear, and fatigue to anger, nervousness, pride, insecurity, sadness, empathy, and anxiety (Auger & Formentin, 2021; Bennett, 2014; Harlow, 2003; Kocabaş-Gedik & Ortaçtepe, 2020; Nyanjom, 2021; Waldbuesser, 2021).

Waldbuesser (2021) and Bennett (2014) noted that professors and lecturers generally feel proud of their students, both within and beyond the academic setting, a sentiment derived from the affection they hold for students. Nonetheless, Waldbuesser (2021) also indicated that inappropriate behaviour, disciplinary issues, and tragic events can provoke negative emotions in teachers. Professors and lecturers often experience feelings of anguish and anxiety in response to the expectations that students place on them during the learning process and in relation to classroom content (Bennett, 2014; El-Alayli et al., 2018).

In online teaching contexts, Nyanjom and Naylor (2021) and Auger and Formentin (2021) identified the maintenance of interpersonal connections with students as a significant challenge, creating tension for both parties. Excluding the pandemic context, Bennett (2014) adds that positive emotions were felt by lectures when adapting to new online teaching tools, feeling enthusiastic and energised. However, unfamiliarity with the technology resulted in emotional challenges.

Harlow (2003) focused on exploring how race influences the perceptions and experiences of faculty members during undergraduate education. Black faculty members reported that their presence in the classroom is representative, eliciting positive responses from black students. However, they also face challenges when students, regardless of race, question their academic competencies based on skin colour, leading to feelings of insecurity. Consequently, these faculty members must adeptly manage their emotions to maintain focus and convey confidence and competence. In contrast, white faculty members in the same study did not report experiencing these challenges.

The relationship between teachers and their colleagues, as well as their involvement in university management activities, was examined in several studies (Antoniadou et al., 2021; Berry, 2013; Constanti & Gibbs, 2004; Han et al., 2021; Harlow, 2003; Kocabaş-Gedik & Ortaçtepe, 2020; Lyndon, 2021; Rickett, 2020; Smith *et al*., 2010). These interactions and responsibilities were generally associated with negative outcomes, including perceived deficits and lack of social support, insufficient guidance, threats to autonomy, and increased pressure (Antoniadou et al., 2021; Constanti & Gibbs, 2004; Ogbonna, 2004). This heightened the need for EL and emotional regulation in interpersonal situations (Han et al., 2021; Miller et al. 2019).

The studies also emphasised the significant impact of the quality of HETs' interpersonal relationships with students on the efficacy of the educational process (Han et al., 2021; Kocabaş-Gedik & Ortaçtepe, 2020). Disruptive behaviours, such as indiscipline and inattentiveness, as well as student evaluations of professional

performance, were found to affect professors' classroom effectiveness (Lyndon, 2021; Tunguz, 2014; Waldbuesser, 2021).

Institutional administration plays a pivotal role in classroom performance. Issues such as student overpopulation, deadline pressures, increasing expectations for reward systems, and unclear conduct and professional expectation policies contribute to educator strain (Antoniadou et al., 2021; Constanti & Gibbs, 2004; Kocabaş-Gedik & Ortaçtepe, 2020; Ogbonna, 2004; Tunguz, 2014). The shift from in-person to virtual classrooms during the COVID-19 pandemic was perceived by HETs as time-consuming due to increased administrative meetings and the need for training on new teaching platforms (Nyanjom & Naylor, 2021). Bennett (2004) studied how lecturers adapted to the online model, which evoked both positive and negative feelings, placing these lecturers in challenging situations and requiring them to adapt to this form of teaching.

In the case of the intrapersonal macro-category, two studies addressed professors and teachers' experiences of internal conflict and frustration (Auger & Formentin, 2021; Kocabaş-Gedik & Ortaçtepe, 2020). As a result of the various emotional demands encountered in teaching, central themes included excessive student expectations and the consequent increase in educator exhaustion (Antoniadou et al., 2021; Lyndon et al., 2021).

In virtual classrooms, HETs reported being able to more easily conceal their emotions, affording them greater freedom of expression. However, this did not alleviate feelings of uncertainty, fear, anxiety, and exhaustion brought on by pandemic-related changes. Nyanjom and Naylor (2021) noted that educators endeavoured to maintain professionalism through friendly and empathetic interactions. Conversely, Auger and Formentin (2021) highlighted the difficulties professors and students faced in adapting to fully online teaching, as well as the emotional management challenges posed by the demands of the pandemic and the transition to virtual instruction. Additionally, professors reported increased student disengagement as well as challenges related to varying time zones (Table II).

Emotional regulation is the process by which individuals influence their own emotional experiences, expressions, and behaviours in response to both negative and positive emotions. Among the selected articles, four primary emotion regulation strategies employed by HETs were identified: surface acting, deep acting, genuineness, and suppression. EL is a critical skill that impacts mental health, well-being, interpersonal relationships, work performance, and other life domains. The negative effects of EL are contingent upon the type of emotion regulation strategy utilised (Lyndon et al., 2021).

Genuine emotional expressions can stem from both positive and negative emotions and enable HETs to concentrate more on the cognitive aspects of their work. However, due to insufficient training in emotional management, many professors exert extra effort to mask these expressions. Peer support can facilitate more authentic emotional expression among teachers and professors, and a playfulness climate can influence the expression of natural emotions (Han, 2021; Lyndon et al., 2021; Mahoney et al., 2011; Zhou et al., 2018).

Table II

Presentation of studies according to the ELDMT for the classroom context

First author (year)	Interactional Demand	Technical-pedagogical demand	Intrapersonal demand	Emotions	Regulation Strategies	Impact on Professionals
Antoniadou (2021)	Students; administration; collegiate.	Commercialisation of teaching; Challenging behaviour and offensive comments. Pressure to correct work; lack of support between academics and managers	Frustration	Anger; Fear	Deep acting; emotional suppression; surface acting	Insecurity. disillusionment; stress
Auger (2021)	Students	Adapting to the online model; time zone differences and lack of interest	Frustration	Anxiety; Sadness	Deep acting and shallow acting	Demotivation, depression, loneliness, and emotional exhaustion
Bennett (2014)	Students	Adapting to the online model	Enthusiasm; Frustration;	Anger; Anxiety; Confidence; Enjoyment; Delight; Fear; Feeling revitalised; Excitement; Love; Pride	Search for improvement; Shared journey into the ' new world' with the students; Working through their feelings	Giving up; feeling; Humiliation; Revitalisation
Berry (2013)	Students; peers.	Increasing demands of students; Increased and diverse workloads; Electronic revolution; Lack of time and funding for research	Not included	Not included	Not included	Stress
Constanti (2004)	Students and Administration	Crowded Classroom, competitiveness; lack of support and equity	Frustration	Not included	Not included	Impotence, worry, tension; emotional exhaustion
Cutri (2015)	Students	Learning process and multicultural educational content	Frustration	Not included	Emotional management	Impatience
El-Alayli (2018)	Students	Authoritarian behaviour; lack of cooperation	Frustration	Not included	Not included	Tension; Exhaustion
Han (2021)	Students; peers; administrative	Teaching effectiveness	Not included	Not included	Deep acting; surface acting; genuine expressions	Emotional exhaustion
Harlow (2003)	Students; peers	Student challenges; not belonging to classroom dynamics; racism and stereotypes	Frustration	Anger; fear	Emotional management	Worry; devaluation
Kocabaş-Gedik (2020)	Students, peers; administrative staff; students' parents	Challenges in the classroom with demotivation and administrative interventions	Frustration	Anger	Not included	Suffering; tiredness; nervousness and emotional freedom

Table II
Presentation of studies according to the ELDMT for the classroom context (cont.)

First author (year)	Interactional Demand	Technical-pedagogical demand	Intrapersonal demand	Emotions	Regulation Strategies	Impact on Professionals
Lyndon (2021)	Students; organisation	Multiple roles; role model; are evaluated according to the students' performance	Not included	Not included	Deep acting; Genuine expression	It depends on the regulation
Mahoney (2011)	Students	Not included	Not included	Not included	Genuine expression and suppression	Emotional exhaustion
Miller (2019)	Students	Space for engaged in discussions, monitored discussions	Not included	Not included	Deep acting; surface acting	Self-disclosure; vulnerability
Nyanjom (2021)	Students	Involvement online; time wasted; freedom to hide true feelings	Frustration	Anxiety	Repression of emotions	Anxiety; uncertainty; exhaustion; stress
Ogbonna (2004)	Students; Peers; Administrative	'Exploitative' managerial demands; increasing expectations to reward systems; Lack of teamwork	Guilty;	Not enthusiastic;	Deep acting; Surface acting; Spontaneous emotional display; Adhering to expected display rules	Stress
Rickett (2020)	Students; Peers	Difficulty of getting classism acknowledged; unfair gendered distribution	Not included	Intimidated; "Not good enough";	Not included	Emotional impact
Smith (2010)	Students; peers; hospital staff	Negative perception of performance; lack of orientation towards their role	Internal conflicts	Dissatisfaction with their new role	Not included	Anxiety; uncertainty and internal conflicts
Tunguz (2014)	Students	Uncivilised students	Not included	Not included	"Friendly" emotions; use of authority	Stress
Waldbuesser (2021)	Students	Students' lack of attention; bad behaviour; tragic events; understanding of the subject	Frustration	Sadness; enthusiasm; worry; pride	Control or avoidance of negative emotions through deep acting. Dialogue and focus on the positive	Emotional distress
Zhou (2018)	Students	Not included	Not included	Not included	Deep Action; Express natural emotions	Innovation intention and job engagement

Professors who express themselves authentically tend to experience more positive emotions (Lyndon et al., 2021). Han et al. (2021) suggest that genuine emotional expression positively influences professors' self-assessment of their teaching abilities and generally yields favourable outcomes. Mahoney et al. (2011) conclude that professors who genuinely express positive emotions experience less emotional exhaustion, increased affective commitment, and greater job satisfaction. Conversely, genuine expression of negative emotions can lead to more emotional exhaustion, higher job satisfaction, and reduced affective commitment.

Suppression, as an emotional regulation strategy, has been extensively documented across various studies. Professors and academics often inhibit the expression of their emotions in situations that are considered inappropriate or to comply with institutional display rules (Antoniadou et al., 2021; Mahoney, 2011; Nyanjom & Naylor, 2021; Waldbuesser et al., 2021). Repeated exposure to similar interactions may render the suppression of emotions increasingly difficult (Mahoney et al., 2011). This strategy is frequently perceived as the most harmful to well-being (Antoniadou et al., 2021). In virtual teaching environments, educators may choose to suppress their emotions to maintain professionalism. However, the anonymity offered by the screen could modify the dynamics of communication with students. Such suppression can lead to stress over the potential loss of control and the possibility of misinterpreting written communication, which in turn can contribute to student disengagement (Nyanjom & Naylor, 2021).

The deep acting strategy entails making internal cognitive adjustments to one's feelings, which in turn aligns emotional expressions with the desired state (Hochschild, 2012). In a study by Han et al. (2021), it was found that deep acting did not have a significant impact on the teaching effectiveness of university teachers. However, in contrast, findings from Zhou et al. (2018) suggest that deep acting plays a mediating role in the relationship between the climate of university playfulness and the intention to innovate in pedagogical processes. Nonetheless, the consistent use of this strategy may lead to resource and energy depletion, increasing the risk of burnout. Conversely, Lyndon et al. (2021) noted that deep acting can be beneficial for regulating emotions and managing stress, thereby facilitating classroom management. Additionally, Waldbuesser et al. (2021) identified humour as a variant of deep acting, enabling teachers to positively reinterpret situations that could otherwise be perceived as embarrassing in the classroom.

Surface acting involves modifying one's emotional expressions without corresponding changes to internal feelings (Hochschild, 2012). Han et al. (2021) acknowledge that although surface acting is often viewed negatively, it plays a significant mediating role in the effectiveness of teaching when combined with the expression of genuine emotions. Work environments that provide support can lessen the need for university teachers to suppress or feign their true emotions. Nyanjom and Naylor (2021) observed that surface acting was a prevalent strategy in online interactions with students, where emotions were deliberately managed. This approach proved to be more practical in a virtual teaching setting. Conversely, Auger and Formentin (2021) reported that reliance on surface acting led to increased emotional exhaustion among educators.

Finally, the reviewed papers highlight the various impacts of HETs' EL, which arise from the complex nature of their professional roles. These impacts encompass a range of emotional and psychological responses, including emotional exhaustion (Auger et al., 2021; Constanti & Gibbs, 2004; El-Alayli et al., 2018; Mahoney

et al., 2011; Nyanjom & Naylor, 2021), feelings of insecurity and uncertainty (Antoniadou et al., 2021; Nyanjom & Naylor, 2021; Smith & Allan, 2010), stress (Antoniadou et al., 2021; Berry & Cassidy, 2013; Nyanjom & Naylor, 2021; Ogbonna, 2004; Tunguz, 2014), worry (Constanti & Gibbs, 2004; Harlow, 2003), tension (Constanti & Gibbs, 2004; El-Alayli et al., 2018), anxiety (Nyanjom & Naylor, 2021; Smith & Allan, 2010), disillusionment (Antoniadou et al., 2021), demotivation, depression, and loneliness (Auger et al., 2021), a sense of powerlessness (Constanti & Gibbs, 2004), impatience (Cutri & Whiting, 2015), feelings of devaluation (Harlow, 2003), 'giving up' feeling, humiliation; revitalisation (Bennett, 2014), self-disclosure; vulnerability (Miller et al. 2019); and a mix of emotional impact, freedom, nervousness, fatigue, and distress (Kocabaş-Gedik & Ortaçtepe, 2020; Rickett, 2020).

Conclusions

To outline an agenda for future research on HETs' EL, we have synthesised the research gaps identified from the comprehensive analysis of the literature with the limitations noted in the most recent studies, as well as their recommendations for forthcoming research. Table III displays the seven most current publications on the topic, highlighting their research objectives, acknowledged limitations, and suggestions for future studies.

The need to broaden research on EL among HETs is a key finding of the present review, as corroborated by Nyanjom and Naylor (2021). The absence of studies published in 2022, despite updated article searches, underscores this gap. The prevalence of qualitative and descriptive studies underscores the need for more quantitative and predictive research (Han et al., 2021), with a focus on rigorous scientific sampling strategies (Tunguz, 2014). Enhancing quantitative research would enable the examination of antecedent variables as potential mediators or moderators. Han et al. (2021) also advocate for longitudinal studies to clarify the directional relationships between variables.

Recent research has also proposed exploring different areas, including language learning environment dynamics (Kocabaş-Gedik & Ortaçtepe Hart, 2020), the impact of moving from traditional to online instruction (Antoniadou & Quinlan, 2021), and a shift in focus from educators to their interactive experiences, especially with students. Waldbuesser et al. (2021) recommend examining how students perceive and interpret the emotional expressions of their teachers in the educational process.

The acknowledgement of limitations inherent in the analytical model employed, emphasises the need to consider a wider range of emotional demands that extend beyond the scope outlined in our framework. This encompasses organisational demands, managerial expectations, and the administrative responsibilities that add to the workload of HETs. Morais et al. (2020) present a model centerd on the classroom environment, emphasising interactions with students. Incorporating factors such as organisational support, managerial and peer assistance, and the quality of interpersonal relationships with managers, can help to advance the study of EL among HETs, especially in terms of reducing stress and, consequently, the risk of occupational health issues.

Table III

Limitations and areas for further research identified in recent publications

First author and year	Objective	Limitations	Recommendations for future research
Antoniadou (2021)	To examine the experiences of academics within the context of HE reforms and their emotional responses to specific events.	Not available.	Assessing incidents in which academic values are contested within HE settings; exploring the repercussions of shifts in academic environments.
Auger (2021)	To investigate the practical challenges instructors face when adapting to remote teaching, as well as the personal challenges that accompany this transition.	Population studied.	Not available.
Han (2021)	To apply a quantitative approach to test Grandey's (2000) integrative model of EL among university professors in China.	Cross-sectional design: the study in only one Chinese province, not serving as a generalisation; focus on situational and organisational antecedents.	Implementing a longitudinal study design to ascertain the causality within regression models; enhancing comprehension of the interplay among these variables using a sample that is more representative; incorporating a broader range of individual antecedents as covariates in the analysis.
Kocabaş-Gedik (2020)	To conduct a longitudinal study exploring the initial year of teaching for two educators at a private university in Turkey, focusing on their EL as they develop into language professors.	Lack of classroom observation due to the institution's policy; limited number of participants.	Investigating the EL of professors in the context of language classroom dynamics.
Lyndon (2021)	To investigate the EL experiences of professors in HE institutions and its impact on their professional lives.	Study carried out with business school professors.	Conducting research with professors across various disciplines; shifting the focus from stress and emotional exhaustion to a positive psychology perspective, while assessing personality traits, attitudes, and contextual influences.
Nyanjom (2021)	To explore the ways in which educators experience, manage, and regulate their emotions during online teaching.	Participants recruited from only one HEI; limited scope of online learning.	Expanding research on EL in the online context of HE.
Rickett (2020)	To identify and explore discourses about emotions related to class and gender in UK higher education academic work and understand how practises are controlled and regulated by gender and class constructions.	There is a need to refine the methods of discourse analysis based on the post-structuralist paradigm.	Not available.
Waldbuesser (2021)	To understand how university professors interpret and ascribe meaning to their emotional experiences during interactions with students.	Data collection focused on professors' perceptions of professors' emotional displays in the classroom.	Employing qualitative interviews to delve into professors' emotional experiences; examining students' perceptions of professors' emotional expression in the teaching process.

This scoping review enhances the existing literature on emotional labour in HEIs by focusing on the emotions of HET. It provides valuable insights for other researchers by offering references and identifying gaps for future research in this area. The review emphasises the importance of considering various sources of interpersonal demands, such as relationships with peers and the organisational climate, in mitigating the stress caused by emotional labour. Furthermore, it highlights the significance of comparing how different sources of demands are expressed, the dynamics of emotional labour mechanisms, and their consequences based on the roles, responsibilities, and academic ranks of individuals.

On a practical level, this review provides a deep and wide-ranging overview of the key elements available in the literature for understanding the emotional labour of higher education teachers. Understanding these elements is crucial for developing strategies to prevent and mitigate the consequences of emotional labour, which significantly affects their well-being, job satisfaction, and overall effectiveness in the educational environment. Given the importance of managing emotions to prevent burnout and increase efficiency, education programmes focused on emotions can enhance teachers' emotional literacy, empathy, and connectivity, improving their social-emotional skills and quality of life. Higher education institutions can improve strategies that work demands and expectations are aligned with the rights and responsibilities of the teachers, and provide an emotional work environment which is supportive and empowering for the teachers.

Conflict of interest statement

On behalf of all authors, the corresponding author states that there is no conflict of interest.

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