

THE RELATIONSHIP BETWEEN EMOTIONAL LABOR AND TURNOVER INTENTION AMONG SPECIAL EDUCATION TEACHERS IN HANGZHOU PRIMARY AND SECONDARY SCHOOLS

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Abstract – The study takes special education teachers as the research object, investigates teachers' emotional labor, job burnout and turnover intention, and explores the relationship among them. The sample was from 144 special education teachers in one city in China. The findings of the survey showed that: (1) Among the three emotional labor strategies of special education teachers, teachers use natural acting and Deep acting strategies to a higher degree in teaching, and use Surface acting strategies to a lower degree. (2) Special Education Teachers of Different Ages Show Significant Differences in Using Emotional Labor Strategies. (3) Job burnout and Turnover intention of special education teachers are generally at the middle-low level. (4) The surface acting strategy of emotional labor has a significant positive predictive effect on job burnout, and deep acting has a very significant negative predictive effect on job burnout. (5) There is an extremely significant positive correlation between job burnout and turnover intention, and job burnout has a significant positive predictive effect on turnover intention. (6) The impact of Surface acting on turnover intention in emotional labour is completely mediated by job burnout. Emotional intervention for special education teachers is necessary, especially for young teachers, which will help them find a sense of belonging in the special education career.

Keywords – Special education teachers, Emotional labor, Turnover Intention, Natural acting, Surface acting

I. INTRODUCTION

Special education instructors in China's primary and secondary schools tend to leave the profession more frequently than other types of educators (Xu, 2004; Qin, & Li, 2007). The Chinese education sector is now concerned about this situation, which makes it impossible for them to offer excellent services to kids with specific educational needs. When dealing with unique pupils, special education teachers must expend a lot of emotional energy, yet they rarely have a sense of success and experience quick emotional consumption, which will hasten their departure from their original employment. If this issue be resolved, special education teachers will be better able to fulfill their duties, and special education children will benefit from excellent care and positive development.

Teachers are affected by student behavior and experience a variety of emotions that affect themselves and their students. During classroom events with individual students, teachers' emotional responses are

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thought to depend not only on evaluations of the event itself, but also on past events with that particular student (Chang & Davis, 2009). Therefore, teachers may associate specific emotional labor strategies with specific students. Even when teachers' evaluations of events are taken into account, they are likely to engage in more harmful emotional labor strategies during events that have a more adverse relational perception (direct effect) for students (de Ruiter, Poorthuis, & Koomen, 2021). Therefore, special education teachers need to employ emotional labor strategies that benefit students when dealing with students with special needs.

Special education teachers generate a great deal of emotional labor during the teaching process. Teaching is a multitasking profession with cognitive and emotional components, and teachers engage in emotional labor every day as an important part of achieving instructional goals and positive learning outcomes. There is no clear plan on how teachers can effectively deal with the challenges brought about by emotional labor. Most teachers will choose to leave their posts when they feel emotionally exhausted at work. In the United States, the turnover rate of special education teachers is higher than the entry rate every year. The turnover rate of teachers in the first 5 years reaches 39% (Qin, & Li, 2007).

However, research to date has mainly explored the emotions experienced by students in the classroom, while teachers' emotions have been understudied (Wang, Hall, & Taxer, 2019), especially special education teachers. Since Diefendorff's research on emotional labor, many scholars have proposed to include employees' emotional labor into the scope of salary assessment, especially teachers' emotional labor. Purper (2022) and others suggested that targeted intervention programs should be developed, such as promoting mindfulness strategies for teachers.

II. LITERATURE REVIEW

Emotional Labor

Emotional Labor refers to the individual's efforts to consciously regulate and manage their emotions and express them appropriately in response to the requirements of the organization. Emotional labor was first formally proposed by Hochschild in 1983. She believes that emotional labor is an individual's commitment to emotional management, which is to create an observable facial expression and body movement in

front of the public, that is, emotional labor requires individuals to express or suppress emotions in order to maintain a comfortable environment at work. Expressions (Hochschild, 2022). Although teachers may express genuine emotions in the classroom, they often fake or hide emotions in order to facilitate or not hinder student development (Wang, Hall, & Taxer, 2019).

Some studies have suggested that emotional labor has the following characteristics: (1) emotional labor is the product of direct interaction between the service provider and the client; (2) it affects the emotions, attitudes, and behaviors of others through purposeful emotional expression; (3) Emotional expression must abide by certain rules, and it must be effectively organized according to the service content and the characteristics of the service object itself, and form the characteristics and methods of emotional labor with its own organizational culture characteristics.

Diefendorff et al. proposed that there are three performance strategies for emotional labor: Natural acting, Surface acting, and Deep acting. When using the Natural acting strategy, the internal emotional experience is consistent with the external emotional expression, which is a natural emotional expression (Morris & Feldman, 1996). Deep acting strategies align internal emotional experience with external emotional expression. Surface acting strategies only change the external emotional expression, but the internal emotional experience has not been adjusted (Diefendorff, Croyle, & Gosserand, 2005). This article will use Diefendorff's definition for research. Teachers' emotional labor is the teacher's emotional labor in order to meet the requirements of the education process. Teachers' emotional requirements, and deliberately made emotional adjustments.

Three strategies of emotional labor (Surface strategy, Natural acting strategy, and Deep acting strategy) are commonly used in school settings. Given the clear social norms and display rules requiring teachers to display warm and caring behaviors in the classroom, and the expected positive impact on students of expressing these emotions, it should be acknowledged that many teachers are consciously engaged in emotional labor (Isenbarger and Zembylas 2006; Zembylas 2004).

A review of the literature supports an important link between emotional labor and burnout, with most results pointing to a consistent relationship between superficial behavior and burnout, that is, adopting superficial behavior is prone to job burnout. Excessive use of Surface acting will also lead to low teaching satisfaction for teachers. Existing findings on the potential outcomes of teachers' emotional labor suggest that teachers' emotional labor corresponds to their mental health, physical health, and teaching behavior. Specifically, surface behavior and expressions of genuinely negative emotions were consistently found to be harmful, whereas expressions of genuinely positive emotions were adaptive. The expression strategies of negative natural acting emotions are negatively correlated with teachers' job burnout and decreased teaching satisfaction (Yin, Huang, & Chen, 2019).

While these results provide empirical support for current theoretical models showing that surface acting is typically maladaptive, while genuine expression is generally adaptive (e.g., positive emotions), they also illustrate the paradoxical effect of deep behavior on teacher well-being. On the effect (Hui Wang, Nathan C. Hall & Jamie L. Taxer, 2019).

Deep acting was not significantly correlated with individual or interpersonal components of burnout, but was positively correlated with teaching satisfaction and efficacy of burnout. Results on the relationship of deep acting and naturally feeling emotions to burnout are mixed and not consistent (Anna Kariou, Panagiota Koutsimani, Anthony Montgomery, & Olga Lainidi, 2021). There is more real expression of emotion in more intimate relationships, less real expression of emotion in relatively conflicted relationships, and more surface acting (pretending and hiding emotions) of emotions in relatively dependent relationships (de Ruyter, Poorthuis, & Koomen, 2021), which can affect teachers' evaluation of real events. Two recent reviews of quantitative research on teachers' emotional labor provide compelling evidence that teachers often engage in surface and deep-level behaviors, and that engaging in emotional labor strategies has a significant impact on their professional success (Wang, 2019; Yin, 2019). Surface acting was positively associated with personal and interpersonal components of burnout and negatively associated with teaching satisfaction. Deep enactment was not significantly associated with personal or interpersonal components of burnout, but was significantly positively associated with teaching satisfaction and efficacy components of burnout. The expression of natural emotions was negatively correlated with teachers' burnout and decreased teaching satisfaction (Yin, Huang, & Chen, 2019).

Job Burnout

In defining the concept of Job Burnout, researchers refer to the concept of job burnout proposed by Maslach and Jackson, that is, job burnout is a kind of emotional exhaustion and depersonalization of individuals in the professional field that serves people. Symptoms of depersonalization and reduced personal accomplishment. With the differentiation of research on job burnout, teacher job burnout has attracted more and more attention from scholars. Teacher burnout is an extreme reaction when teachers cannot cope with work pressure smoothly, and it is a state of exhaustion in emotion, attitude and behavior caused by teachers' long-term stress experience that has not been effectively relieved (Liu, 2006). Its typical symptoms are low job satisfaction, loss of work enthusiasm and interest, and emotional alienation and indifference (Guo, 2008). Its outstanding performance in education and teaching is: teachers lack professional ethics, lack patience in work, have a cold attitude towards colleagues and students, do not want to make progress in teaching work, backward teaching methods, lazy style, are bored with daily work, have no intention of To teach, and even want to find another job. In this case, students are also prone to weariness, and then affect each other, resulting in a vicious circle. In general, burnout from

emotional exhaustion causes teachers to save energy and disengage from work (Maslach & Jackson, 1986).

Turnover Intention

Turnover Intention is the tendency of individuals to leave their current organization or job for some reason and look for other job opportunities. Mobley (1977) believed that before the actual resignation behavior, the individual will evaluate the current job, if he is very dissatisfied, he will have the idea of resignation, and then he will evaluate the cost of resignation and the possibility of finding a new job, and compare the existing and possible jobs, and then resignation behavior. Turnover intention is the most direct precursor to the occurrence of turnover behavior, which belongs to the level of individual subjective consciousness and attitude, and is implicit. The teacher's intention to leave includes the intention to adjust school and the intention to change jobs.

Conclusion

Research has shown that emotional labor is associated with phenomena such as burnout, job stress, emotional dysregulation, and teacher turnover, especially burnout. This will not only bring teachers' psychological discomfort, reduce the satisfaction of teachers' work, lead to a series of negative organizational behavior reactions such as resignation, absenteeism, and violation of discipline, but also affect the organizational performance of enterprises. In the process of education and teaching, teachers, especially special education teachers, who are high-emotional laborers, must make great efforts in the psychological development and social adaptation of special children in addition to education in knowledge and skills such as study and life. Part of it is attributed to emotional labor. As a result, special education teachers consume a lot of psychological resources and experience emotional exhaustion, depersonalization and low personal achievement, which will inevitably lead to job burnout (Cheung et al. 2011). Teacher burnout is accompanied by a decline in mental health, which can easily lead to fatigue, insomnia, and decline in health status. When the situation is serious, there may be an increase in absenteeism, resignation, or even early retirement, which often means a reduction in teacher competence.

Special education teachers in China are not the main educators who are concerned. In the eyes of most people, their work is not aimed at the majority group, and the educational effect can be limited. These external environments cannot provide effective emotional support for special education teachers, which will reduce teachers' professional well-being (Wang, Hall, & Taxer, 2019). The impact of a lack of emotional support is burnout among special educators, and an effective way for others to respond to this burnout at work is to leave the job. The resignation of most special education teachers will have a greater impact on special education. To a certain extent, it will have a serious negative impact on the growth of special children, and it is not conducive to their enjoyment of due resources and integration into society.

The study used questionnaires to investigate the emotional labor status of special education teachers, discuss how and to what extent their emotional labor

affects job burnout and turnover intention, in order to provide theoretical and empirical basis for the research on teachers' emotional labor in the field of special education, and promote Teachers' active investment in the field of special education improves the education of special children (Zhou, & Gong, 2013).

Research Hypothesis

Following hypotheses were formulated to fulfill the study objectives:

H0: There is no significance relationship between Emotional Labor and Turnover Intention among Special Education Teachers in Hangzhou primary and secondary schools.

H1: There is a significance relationship between Emotional Labor and Turnover Intention among Special Education Teachers in Hangzhou primary and secondary schools.

III.METHODOLOGY

Participants

The research subjects come from twelve special education schools for the blind, deaf-mute, and mentally handicapped in Hangzhou, Zhejiang Province. Given the limited number of students in special education schools, the researchers used email, text messages, and "snowball sampling" to find and contact potential participants, inviting as many teachers as possible to participate in the survey. They are special education teachers who work in education and teaching. The quantitative survey was conducted using the online survey platform WJX, allowing participants to answer anonymously. One of the limitations of this study is that it relied on self-reported data from undergraduate students, who may not fully understand the implications of their responses, or may be reluctant to give honest responses. The author found that most teachers have heard of the term "leaving intention" and know its meaning. When asked whether they are willing to leave, most teachers will consider social expectations and not express a strong intention to leave. A total of 150 questionnaires were distributed and 144 valid questionnaires were recovered.

Instruments

Emotional Labor Scale On the basis of the emotional labor questionnaire prepared by Diefendorff, the work nature and characteristics of special education teachers were preliminarily revised. The revised scale includes three aspects: Natural acting, Deep acting and Surface acting: 3 items for Natural acting, 4 items for Deep acting, 7 items for Surface acting, scored with a 5-point Likert scale, starting from "Complete Scores from 1 to 5 were scored from "not conforming" to "completely conforming", and the Cronbach α reliability coefficients of the Natural acting, Surface acting, and Deep acting scales were 0.79, 0.82, and 0.72 respectively.

Burnout Scale The five items with the highest factor loads were selected from the emotional burnout subscale of the Maslach Burnout Inventory (MBI). A 7-point Likert scale is used to score, 1 means never, 4 means several times a month, 7 means every day, and the score from 1-7

means that the frequency of job burnout is getting higher and higher. Cronbach's alpha reliability coefficient is 0.89.

Turnover intention Scales The turnover intention scale adopts Meyer and Allen's turnover intention questionnaire, with a total of 8 items, and uses a 5-point Likert scale to score, from "totally disagree" to "totally agree" with 1-5 points, the higher the score Indicates that the stronger the intention to leave the job, the questions 2, 4, 5, 6, and 8 are reverse scoring questions. For example, the topic "I like the work of special education teachers very much, and I will not change my career" is a reverse scoring question. The Cronbach α of the scale the reliability coefficient is 0.82.

Procedure

The researchers prepared the questionnaire, which consisted of four parts. The first part of the questionnaire is the survey guide, explaining to the participants the purpose and use of the survey. The second part asked participants to fill out a questionnaire about their age, gender, working age and education level. Participants may withdraw from the survey at any time and are not paid for any time. The third part brings together the Emotional Labor Scale, the Burnout Scale and the Turnover Intention Scale. Participants are not required to answer quickly, but to make appropriate choices after understanding the content of the questions, which can be filled out anonymously. Participants were informed that any information they wished to remain confidential could be omitted from their responses. Participants were also told that they could fill out a questionnaire in a quiet room, that it would take about 5-10 minutes to complete a questionnaire, and that their responses would not be used personally, but rather in a larger frame. Participants filled out questionnaires on the data collection platform WJX.

The researchers excluded those questionnaires that were completed within one minute and those that were not completed after more than 15 minutes, because these participants may not have taken the survey seriously. The researchers and colleagues sorted out the data and used SPSS22.0 software to analyze the data. First of all, through descriptive analysis, statistics are made on the use strategies of emotional labor, job burnout and their willingness to leave the job of special education teachers in primary and secondary schools in Hangzhou. Then, through exploratory analysis, the relationship among emotional labor, job burnout and turnover intention of primary and secondary school special education teachers in Hangzhou was calculated.

IV.RESULTS

Difference analysis

This study showed that the average scores of special education teachers in natural acting, deep acting, and surface acting were reduced accordingly. One-way analysis of variance on emotional labor strategies showed that there were extremely significant differences among the three emotional labor strategies of special education teachers ($F=62.231, p<0.001$). Further post hoc tests found that special education teachers The use of natural acting strategies by teachers was significantly higher than

Surface acting($p<0.000$) and Deep acting($p<0.05$), and the use of Deep acting was significantly higher than Surface acting ($p<0.000$).

Table I: Difference test of emotional labor among special education teachers of different genders and ages

	Number	Natural acting M±SD	Surface acting M±SD	Deep acting M±SD
gender				
male	31	3.82±0.93	2.79±0.84	3.49±0.68
female	113	3.88±0.81	2.92±0.81	3.73±0.70
F		0.30	3.98*	0.01
age				
young teacher	76	3.75±0.84	2.92±0.80	3.70±0.70
Middle-aged teacher	49	3.86±0.80	2.90±0.83	3.65±0.70
old teacher	19	4.33±0.78	2.75±0.91	3.70±0.75
F		6.22**	2.24	1.28
F: gender × age		3.02	3.10*	3.96*

The results of 2 (gender) × 3 (age) multivariate analysis of variance on the emotional labor of special education teachers in this study show that the main effect of gender is not significant ($F=1.32, p>0.05$), and the main effect of age is significant ($F= 4.75, p<0.01$), and the interaction between gender and age was significant ($F=5.09, p<0.01$). Among the various factors of emotional labor, the main effect of age was significantly different in natural acting ($F=6.22, p<0.01$), and the interaction between gender and age was significantly different in surface acting and deep acting ($F=3.10, p<0.05; F=3.96, p<0.05$).

Further post-hoc tests show that the level of natural acting strategies used by older teachers is significantly higher than that of middle-aged and young teachers. However, among the male special education teachers, the use level of surface acting strategies in the older teacher group was lower than that of the middle-aged teacher group and the young teacher group, while the use level of deep acting strategies was significantly higher than that of the middle-aged teacher group and the young teacher group.

Correlation analysis

Table II: Correlation coefficients of emotional labor, job burnout and turnover intention

	Natural acting	Surface acting	Deep acting	Job burnout
Surface acting	-0.21**			
Deep acting	0.57***	0.07		
Job Burnout	-0.13	0.29***	-0.073	
Turnover intention	-0.24**	0.14	-0.26**	0.397**

A correlation analysis of emotional labor, burnout, and turnover intention among special education teachers, in Table II, the Surface acting dimension of emotional labor has an extremely significant positive correlation with job burnout, while the correlation coefficients between

Natural acting, Deep acting and job burnout are not significant. The Natural acting and Deep acting dimensions of emotional labor are extremely significantly negatively correlated with turnover intention, while the correlation coefficient between Surface acting and turnover intention is not significant. There is an extremely significant positive correlation between job burnout and turnover intention.

Mediating analysis

It is hypothesized that burnout plays a mediating role in the effect of emotional labor on turnover intention. Using the three dimensions of emotional labor as the independent variable and job burnout as the dependent variable, a linear regression was performed, and it was found that only the regression coefficient between Surface acting and job burnout was significant. It can be seen from Table 2 that the linear regression coefficient of turnover intention on job burnout is significant. Therefore, we can conduct a mediation analysis with superficial phenomena as the independent variable (X), turnover intention as the dependent variable (Y), and job burnout as the mediator variable (M). The established model is shown in Figure 1. In this study, the mediation effect test method studied was used for analysis, and the results are shown in Table 3 below.

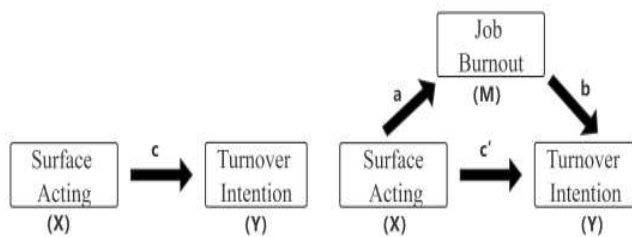


Figure 1. mediation model

Table III: Mediating analysis of emotional labor, job burnout and turnover intention

Model	Coefficient	SE	t	
$Y=c*X+e_1$	c	0.150	0.089	1.697
$M=a*X+e_2$	a	0.531	0.145	3.664***
$Y=c'*X+b*M+e_3$	c'	0.025	0.076	0.329
	b	0.202	0.042	4.816***

The results show that the regression coefficient c of the independent variable on the dependent variable is not significant, indicating that there may be a "masking effect". Since the coefficient a and coefficient b are both significant, it indicates that the indirect effect is significant, and because the coefficient c' is not significant, it indicates that the direct effect is not significant. Then there is only a mediating effect between the independent variable and the dependent variable, that is, job burnout has a complete mediating effect between Surface acting and turnover intention, that is, Surface acting leads to the generation of turnover intention through job burnout.

V. DISCUSSION AND RECOMMENDATION

The emotional labor strategies

The three emotional labor strategies used by special education teachers are natural acting, deep acting, and surface acting in descending order, and the differences in the use levels of the three strategies are significant. The teaching objects of special education teachers are special children who have physical defects in vision, hearing, intelligence, etc., have relatively poor self-care ability, and are slower than normal children in both learning and emotion. Out of human social responsibility and teachers' morality, teachers will have deep sympathy for the special situation of students, and pay great care to students. In the process, the natural expression of positive emotions and the natural expression of caring for students account for To a large extent, so the Natural acting strategy of special education teachers is used more. In the teaching process, due to the limited learning ability of students, teachers need to teach students the same knowledge and skills repeatedly, and try to use a variety of teaching methods to teach students relatively simple knowledge in a flexible way. In order to maintain their high enthusiasm for work, teachers need to take the initiative to adjust their emotions. At this time, they often use Deep acting strategies to adjust their inner negative emotions to maintain a positive state. In the process of emotional regulation or in the face of emergencies, because special children may have excessive behavior due to physical defects, it is inevitable that teachers sometimes cannot control bad emotions, but they cannot express them, so teachers sometimes use camouflage the way to cover up your bad emotions is Surface acting. Among the three emotional labor strategies used by teachers, the use of Natural acting and Deep acting is much higher than that of Surface acting. In addition to the difference in frequency of use, another important reason is that expressing emotions sincerely is a kind of self-improvement protection, it consumes less psychological resources, while the expression of disobedience and hypocrisy consumes more psychological resources, and it is not advocated. The results of Tian's (2009) survey on the emotional labor of special education teachers are consistent with the results of this study.

Genders and Ages

This study shows that although special education teachers of different genders do not show significant differences in Natural acting and Deep acting, but the average score of female teachers in these two dimensions is higher than that of male teachers, and the Surface acting of female teachers is significantly higher than that of male teachers. This may be due to the fact that special education schools are dominated by female teachers, who feel more environmental pressure and put in more emotional labor than male teachers. Therefore, it is necessary to adjust the internal emotional experience through Deep acting, and then adjust the external emotional expression, or through Surface acting, directly adjust the emotional expression without changing the internal emotional experience. This study supports the relevant research results in China. Studies by Xu (2004),

Yu (2007) and others have shown that the mental health of female teachers in special education is generally inferior to that of male teachers, and is significantly higher than that of male teachers in terms of psychosis. In the research results, the emotional labor load of female teachers is higher than that of male teachers, which may be one of the main reasons. Liu's (2007) research on ordinary primary and secondary school teachers showed that teachers of different genders had significant differences in Natural acting, but not in Surface acting, which was somewhat different from the conclusion of this study, which may be due to the differences between general education and special education. Differences in education lead to differences in the differences between male and female teachers.

This study also shows that the use of Natural acting strategies by older teachers is significantly higher than that of young and middle-aged teachers, while the use of Surface acting strategies by older teachers among male teachers is significantly lower than that of young and middle-aged teachers. This may be due to the fact that with the increase of age, long-term educational work practice and accumulation of life experience, the old teachers' educational skills are becoming more and more mature. In addition, the educational concept and the pursuit of professional ethics of teachers have made the old teachers internalize the school's emotional norms for teachers. The care for students has become a part of their own education and teaching process, and they can also handle various educational events. If you are familiar with it, the inner emotional experience and the outer emotional expression will naturally be consistent. Compared with female teachers, the difference in teaching emotional performance brought about by time is also greater. Existing studies have shown that in the field of special education, the mental health level of young and middle-aged teachers is relatively low, and the mental health level of special education teachers continues to improve with age. From the results of this study, the difference in emotional labor may be the cause of one of the reasons for this phenomenon.

Burnout and Turnover Intention

In the process of interacting with leaders, colleagues, parents, and teachers every day, teachers need to constantly manage their emotions, and they must constantly learn and hone their teaching skills. In the face of special students, special children are difficult to discipline due to their congenital defects. It is difficult for special education teachers to obtain a greater sense of satisfaction and achievement in their work, and they feel that the degree of social recognition is low. In addition, special schools are relatively lacking in educational resources, the teaching conditions are poor, most teachers graduated from non-professional special education schools, and lack of follow-up training to improve, they may feel powerless in terms of ability and quality, so the professional pressure experienced by special education teachers is relatively high, which will inevitably lead to burnout and turnover intentions.

However, the situation of job burnout and turnover intention of special education teachers in Hangzhou

investigated in this study may be different from that of special education teachers in small cities investigated in other studies, where there are no good special education resources. Generally speaking, the special schools where the subjects of this study are located have relatively good resources, conditions and benefits in all aspects, so the research results do not show high job burnout and turnover intention.

The Surface acting has an extremely significant positive predictive effect on emotional burnout. Basically consistent with previous studies, the Surface acting dimension of emotional labor was significantly positively correlated with emotional burnout, and Surface acting had a significant positive regression effect on emotional burnout. It shows that the effects of Natural acting and Deep acting of emotional labor on job burnout are not significant, while Surface acting is a key factor affecting job burnout in emotional labor. According to the theory of resource preservation, because the internal emotional experience of natural acting and deep acting are consistent with the external emotional expression, the results of these two types of emotional labor consume very little psychological resources and will not have a significant impact on job burnout, while Surface acting due to the inconsistency between internal emotional experience and external emotional expression, individuals disregard their true internal feelings, camouflage or falsely express their emotions, suppress negative emotional behaviors, and disguise positive emotional behaviors. Thereby consuming psychological resources. If there is a lack of appropriate internal resources (such as emotional intelligence, sense of control) or external resources (such as organizational or social support) to reduce the consumption of various resources, the situation of personal job burnout may be will be more serious.

The natural acting and deep acting dimensions of emotional labor are extremely significantly negatively correlated with turnover intention, and deep acting has an extremely significant negative predictive effect on job burnout. Gong (2008)'s research on hotel employees showed that both Surface acting and Deep acting were negatively correlated with turnover intention, among which deep acting affects employees' turnover intention to a large extent. This is consistent with the results of this study. The research of Hu (2012) found that emotional labor has a significant predictive effect on the turnover intention of preschool teachers, and he found that there is a significant positive correlation between turnover intention and Surface acting of emotional labor. The application of deep acting will make the teacher's inner experience consistent with the expression of organizational requirements, which will generate positive emotions, and this positive emotion will reduce the turnover tendency. The use of deep acting strategies in the emotional labor of special education teachers reflects their current emotional adjustment status. Teachers adjust their internal emotions to make them consistent with external emotions. If a teacher is passionate, it is not easy to have the intention to leave the job. When the teacher uses less deep strategies, it means that other strategies are used more or no strategies are adopted, and it also relatively reflects the teacher's negative adjustment state, so it can

also be explained that the teacher is not willing to work in the Changing oneself in the process of education and teaching, or even investing in oneself, may also be a harbinger of teachers' intention to leave.

There is an extremely significant positive correlation between job burnout and turnover intention. The research results of Wang (2012) and others are consistent with this study. There is a positive correlation between job burnout and turnover intention. It may be relatively early and superficial in terms of the role of turnover intentions. There is a positive correlation between job burnout and turnover intention, which has a positive predictive effect on turnover intention. Therefore, the research results show that job burnout may be an important factor leading to teachers' turnover intention. The higher the job burnout, the lower the enthusiasm of teachers, and the less they are willing to invest in education and teaching. At the same time, the lower the sense of identity and willingness to treat this job, the easier it is to have the intention to leave.

This study shows that job burnout has a complete mediating effect on the influence of surface acting on turnover intention in emotional labor. Although there is no research on the mediating role of job burnout in the influence of emotional labor on turnover intention, other studies have shown that job burnout plays a mediating role in the impact of other variables such as work pressure on turnover intention, and emotional labor and work. There is a certain connection with stress. The conclusion of this study confirms that the influence of other variables on turnover intention can be reflected in job burnout to a large extent. This also shows that the use of Surface acting strategies reflects the degree of job burnout of special education teachers, which in turn leads to the generation of turnover intention.

Therefore, emotion coaching strategies for special education teachers are warranted, such as providing training on emotion management, assisting special education teachers in finding and using supportive resources, and encouraging them to take care of themselves.

VI. CONCLUSION

This study shows that the use of Natural acting and Deep acting strategies in emotional labor by special education teachers can help them cope with problems in their work, such as feeling burnout, tending to leave the job, and being willing to be loyal to the post of special education teachers. Surface acting is an emotional labor strategy commonly used by young teachers, which can easily cause teachers to burn out and plan to leave. How to improve this dilemma? Considering the emotional investment of special education teachers in their work, providing them with emotional support and comprehensively evaluating their help to special children will help them gain a sense of accomplishment in their work.

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