

## 'You Block Yourself from the Emotion': A Qualitative Inquiry into Teacher's Use of Discordant Emotional Labor Strategies in Student Aggression

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**Abstract :** Despite the emotional impact students' misbehavior and aggression has on teacher's emotional wellbeing, teachers frequently use suppressive strategies in the classroom, which maintain a discordance between felt and expressed emotions. The current study sought to gain a deeper insight into teachers' utilization of discordant emotional labor strategies (i.e., expressive suppression, surface acting and emotional dissonance) and their motives to using these strategies in student aggression. A qualitative study was conducted on 16 special education Jewish Israeli teachers. Thematic analysis of the in-depth semi-structured interviews revealed novice teachers were inclined to use expressive suppression, while experienced teachers used emotional dissonance. The teacher's motives for using discordant emotional labor strategies included both instrumental and hedonic goals. Implications for policymakers and professionals in practice are discussed to improve teachers' emotional wellbeing.

**Keywords :** discordant strategies, emotional labor, student aggression, teachers

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