

Teachers' Emotional Interaction with In-class Misbehaviour of Students: A Synthesis of the Literature Reviews

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Abstract: This literature synthesis explores how teachers' emotional interactions influence students' in-class misbehaviours. It highlights the critical role of teachers' emotional intelligence, specifically focusing on emotional labour (surface acting and deep acting) and emotional regulation strategies (reappraisal and suppression). The study examines various categories of student misbehaviours, analyzing how teachers can effectively use emotional strategies to manage these behaviours and create a positive classroom atmosphere. Findings suggest that antecedent-focused emotion regulation (such as reappraisal and deep acting) is more effective and sustainable than response-focused strategies. This review provides valuable insights for educators seeking to enhance student behavioural outcomes through improved emotional interactions.

Keywords: Emotional intelligence, emotional labour, emotional regulation, classroom misbehaviours, teacher-student interaction

1. Introduction

Salovey & Mayer (1990) initially defined emotional intelligence as an individual's ability to accurately perceive the emotions of others while also regulating and expressing their own emotions purposefully. In addition, a growing body of research in the field of education indicates that enhancing teachers' emotional intelligence skills enables them to better understand the factors influencing their emotions and behaviors. This, in turn, allows teachers to support students' emotional well-being, minimize potential misunderstandings (Chen & Guo, 2020; Sökmen & Sarikaya, 2022), and foster positive teacher-student relationships (Chang & Davis, 2009; Chamizo-Nieto et al., 2021). Therefore, teachers with a high level of emotional intelligence are more likely to show empathy toward students, create a supportive emotional climate, implement collaborative learning strategies, and achieve their instructional objectives effectively (Tapia-Fonllem et al., 2020; Ye et al., 2021). However, when students' misbehaviours occur in class, how teachers will use emotions to relieve the embarrassing atmosphere is a topic of research significance (Glock & Kleen, 2022). This study hopes to collect effective solutions through a literature review.

Emotional management among teachers is widely recognized as an essential component of emotional intelligence in various studies (e.g., Levine Brown et al., 2023; Levy, 2023). These studies propose different strategies that help teachers maintain supportive relationships within the classroom. Drawing on Gross' process model of emotion regulation, Levine Brown et al. (2023) and Levy (2023) emphasize two primary forms of emotional regulation: antecedent-focused and response-focused strategies. Antecedent-focused regulation involves managing emotions before they arise, whereas response-focused regulation refers to modifying physical, verbal, or behavioral expressions after an emotion has already been experienced (Levy, 2023). Emotional labour strategies are closely connected with emotion regulation strategies used by teachers (Dal Santo et al., 2023). In educational contexts, emotional labour refers to the deliberate management of emotional expressions—particularly facial and bodily displays—to meet professional expectations (Levine Brown et al., 2023). According to Hu et al. (2023), emotional labour can be categorized into two approaches: (1) surface acting, which

involves altering outward expressions without changing internal feelings; and (2) deep acting, which involves modifying internal emotions to align with desired emotional expressions.

Teachers' emotional experiences and expressions are shaped by personal characteristics, cultural norms, educational systems, and professional responsibilities (Levine Brown et al., 2023; Sökmen & Sarikaya, 2022). For Chinese teachers, emotional expression in the classroom is strongly influenced by cultural and systemic factors, more so than in other cultural contexts (Hu et al., 2023). From a cultural perspective, unlike Western cultural norms that encourage the open display of positive emotions, Chinese culture promotes emotional moderation, discouraging the public expression of both excessive positive and negative emotions (Hu et al., 2023). Nevertheless, teachers are often expected to amplify positive emotions during lessons, as such expressions can stimulate students' positive feelings and enhance their learning motivation (Chamizo-Nieto et al., 2021). Consequently, Chinese teachers' emotional expressions are frequently constrained by cultural expectations (Hu et al., 2023).

Emotional labour in the teaching profession refers to the deliberate effort, control, and adjustment of teachers' emotions and emotional expressions within the classroom context. It requires teachers to intentionally exhibit certain emotions while suppressing or concealing others in order to fulfill the professional expectations and responsibilities associated with their teaching role (Umer et al., 2020; Hu et al., 2023). Emotional labour in teaching often involves the regulation of emotions in response to student behaviour, interactions with colleagues and administrators, and the overall demands of the teaching profession (Umer et al., 2020). It requires teachers to balance their authentic emotional experiences with the expectations and requirements of their role, and it can have both positive and negative effects on their well-being, job satisfaction, and overall teaching effectiveness (Cui, 2022). In this paper, the professional emotions of teachers are considered as emotional labour, and the two major strategies of emotional labour (deep acting and surface acting) are used to discuss how to improve teachers' emotional management ability.

Emotional regulation strategies in teaching, specifically focusing on reappraisal and suppression, refer to two distinct approaches used by teachers to manage and control their emotions in the classroom setting (Dal Santo et al., 2023). These emotional regulation strategies, reappraisal and suppression, represent different approaches teachers employ to manage their emotions in the classroom. Reappraisal involves changing the way teachers think about situations to modify their emotional response, while suppression focuses on controlling the outward expression of emotions (Shu et al., 2021; Dal Santo et al., 2023). Both strategies can have implications for teachers' well-being, job satisfaction, and interactions with students and colleagues (Umer et al., 2020). In this paper teachers' emotional labour strategies and emotional management strategies will be combined to improve students' classroom misbehaviour.

In-class misbehaviours of students refer to actions, behaviours, or conduct exhibited by students that deviate from the expected norms, rules, or standards within the classroom environment (Sun & Shek, 2012; Glock & Kleen, 2022). These misbehaviours can disrupt the teaching and learning process, create a challenging atmosphere, and hinder the overall educational experience for both the student engaging in the misbehaviour and their classmates. In-class misbehaviours can vary in severity and frequency, and they can be influenced by factors such as student characteristics, classroom dynamics, teacher-student relationships, and the broader school environment. Managing and addressing in-class misbehaviours is an essential aspect of classroom management and requires effective strategies to maintain a positive and productive learning environment for all students (Yuan & Che, 2012). This paper will examine four categories of in-class misbehaviours: lack of satisfactory academic progress, hostility and aggressive behaviour, difficulties in adapting to the student role, and challenges related to social interaction.

From a professional standpoint, studies conducted by Hu et al. (2023) and Li (2012) indicate that Chinese teachers tend to adopt response-focused emotional regulation strategies more frequently than teachers in Western contexts. This tendency may stem from the Chinese education system's emphasis on shame-based values, where teachers are highly mindful of how they are perceived by students and colleagues (Sun et al., 2023). In an effort to gain students' respect and maintain a positive professional image, Chinese teachers often prioritize students' academic performance over their emotional well-being (Ye et al., 2021). Therefore, exploring the use of emotional regulation strategies is essential to enhance Chinese teachers' awareness and ability to self-regulate their emotions effectively.

Investigating teachers' emotional regulation and emotional labour strategies is crucial for supporting students' behavioural development (Glock & Kleen, 2022; Wenwen & Arumugam, 2023). Through the acquisition of these strategies, teachers are better able to manage their own emotions, which contributes to fostering positive teacher-student relationships grounded in mutual understanding (Bear et al., 2014). Specifically, the effective application of emotional regulation strategies enables teachers to enhance students' academic performance, as teachers' emotional expressions can serve as a source of motivation that encourages students' active engagement in learning (Shu et al., 2021). Furthermore, when teachers adopt these strategies, they can establish a healthy and supportive classroom environment that helps prevent student misbehaviour. This is because the strategies promote teachers' cognitive reframing of students' actions in a positive manner, particularly when misbehaviour arises, thereby allowing teachers' positive emotional expressions to influence students constructively (Umer et al., 2020; Ye et al., 2022). Thereupon, exploring teachers' emotional awareness and emotional self-management practice in the classroom can provide insight into classroom behaviours and the performance of students who have misbehaviour. This review will focus on answering the following main research question: how do the emotion regulation strategies of teachers improve students' behaviours in the classroom?

The subsequent sections of this review will proceed as follows: Firstly, it will outline the methodology adopted in conducting the literature review. Secondly, it will discuss the importance of teachers' emotional regulation and identify potential facilitators who can support Chinese teachers in developing these skills. Thirdly, it will elaborate on how teachers' emotion regulation strategies are interrelated with emotional labour strategies. Lastly, this review will examine three key dimensions to explain why enhancing teachers' emotional intelligence is an effective approach for improving students' classroom behaviours. In particular, it will provide a critical discussion on how these strategies can be applied to address and manage students' inappropriate behaviours effectively. The theoretical framework for the study draws from Wang & Yin's (2011) Schema theory, Emotional labour theory, and emotional regulation theory from (Tapia-Fonllem et al., 2020) as well as in-class misbehaviours definition by Brophy & Rohrkemper (1988). Those theories construct the research framework which aims at showing the teacher's emotional interaction could impact the student's behaviours (See Figure 1).

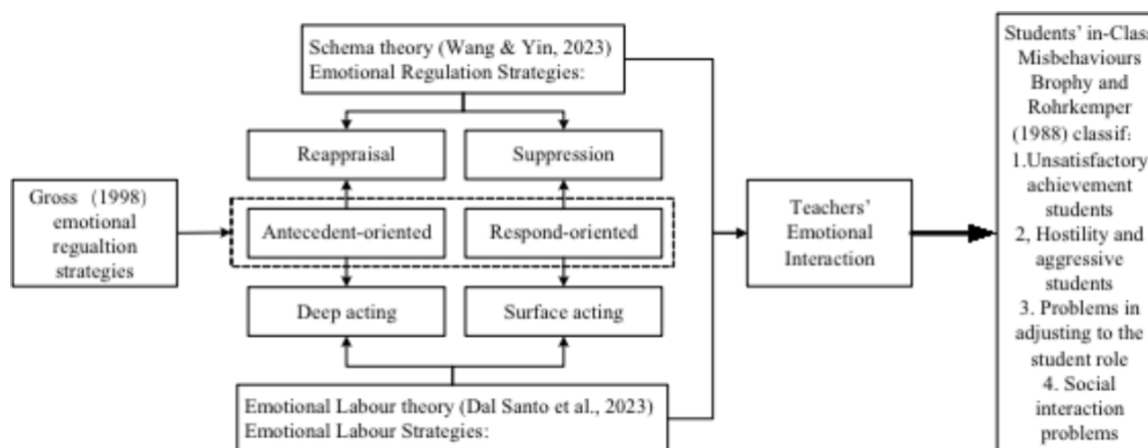


Figure 1. The research framework of teachers' emotions interactive with students' in-class misbehaviour

2. Literature Review

In this section, emotion management strategies and emotional labour strategies implemented in the teaching process will be theoretically discussed. Also, questions such as why emotional labour theory should be used to understand teachers' academic emotions.

2.1 Emotional Regulation Strategies and Emotional Labour Strategies

Teachers' burnout is characterized by three key dimensions identified by Hu et al. (2023): emotional exhaustion, a diminished sense of personal accomplishment, and depersonalisation. Specifically, when teachers experience burnout, they are likely to show reduced empathy and care towards their students, display less patience in handling disruptive behaviours, and struggle to maintain focus on their professional duties (Emir et al., 2023). Inadequate emotional management and excessive emotional strain are considered primary contributors to teacher burnout. Teachers who lack effective emotional regulation often experience negative emotions such as frustration, anger, disappointment, or sadness, which can undermine their intrinsic motivation to teach (Agyapong et al., 2022). Developing emotional regulation skills is therefore an essential aspect of teachers' professional practice, as these strategies benefit not only teachers themselves but also students and the broader educational environment. Although emotional management is closely related to teachers' cognitive processes, it is important for schools to provide a supportive environment that offers professional development and training aimed at enhancing teachers' emotional regulation abilities (Dal Santo et al., 2023).

2.2 Emotional Regulation Strategies in Teaching

Hu et al. (2023) specifically compare reappraisal and suppression strategies as examples of emotional regulation. The reappraisal strategy, which is an antecedent-focused regulation technique, involves fundamentally altering the emotional impact of a situation. In contrast, suppression, a response-focused strategy, involves inhibiting ongoing emotions by masking or concealing them to align with surface-level expectations (Gross, 1998). From a teaching perspective, reappraisal allows teachers to modify their emotional reactions before feelings are fully formed. For instance, when faced with a student's inappropriate behaviour in the classroom, a teacher might focus on the positive aspects of the situation or redirect their attention elsewhere to manage their emotions (Dal Santo et al., 2023; De Neve et al., 2023). On the other hand, research indicates that response-focused strategies, such as displaying anger in response to disruptive student behaviour to maintain classroom discipline, are also commonly used in educational settings (Kumschick, 2023).

Gross's (1998) emotion regulation model suggests that response-focused strategies may reduce visible emotional expressions, but they do not necessarily diminish the underlying negative emotions. Research has highlighted that relying on response-focused strategies may harm teachers' physical and mental well-being (Cui, 2022). In contrast, antecedent-focused strategies offer a more proactive approach, promoting a deeper understanding of teaching as emotional labour, with the goal of achieving specific educational objectives (Gross, 1998). Hu et al. (2023) further explain that antecedent-focused strategies include several techniques: situation selection, which involves choosing or avoiding certain students or situations to better manage emotional impact; situation modification, where teachers alter the external environment to regulate their emotions (e.g., sharing a humorous story); attention deployment, which entails shifting focus to different situations to help manage emotions; and cognitive change, which involves adjusting how teachers cognitively appraise a situation in a more positive light, thereby changing their emotional expression. Overall, educational research provides evidence that the use of high-quality antecedent-focused strategies is linked to more effective classroom management than the use of response-focused strategies (Gross, 1998; De Neve et al., 2023; Kumschick, 2023).

2.3 Emotional Labour Strategies in Teaching

To effectively integrate emotional regulation strategies with emotional labour strategies in teaching, theoretical research suggests that teachers must develop a deep understanding of why teaching is considered emotional labour (Dal Santo et al., 2023). On one hand, it is important to differentiate between emotional labour and emotion work, two distinct forms of emotional regulation. Emotion work refers to emotional efforts aimed solely at the well-being of the individual or for non-compensated benefits, typically in private or unpaid settings, without the enforcement of emotional norms (Wang, 2022). In contrast, Hu et al. (2023) argue that emotional labour involves a greater level of effort, planning, and control over emotional expression, as individuals are required to display specific emotions that align with organizational goals and expectations in a professional environment.

Deep acting and surface acting are two emotional labour strategies that teachers may use to regulate their emotions when the misbehaviour of students happens in the classroom setting (Peng et al., 2023). Deep acting involves genuinely experiencing and cultivating the desired emotions associated with the teaching role. Teachers who engage in deep acting make a conscious effort to authentically feel and connect with the emotions they are expected to display. They may engage in self-reflection and internalize the beliefs, values, and perspectives that align with the desired emotional state. Deep acting requires teachers to tap into their own emotional experiences and work towards genuinely embodying the emotions they believe will enhance their teaching effectiveness and create a positive classroom climate (Dal Santo et al., 2023). This strategy aims to align one's internal emotions with the desired emotional expression, fostering a sense of congruence between the teacher's inner emotional state and their outward display.

Surface acting, in contrast, involves the outward display of emotions without necessarily feeling them internally (Dal Santo et al., 2023). Teachers who engage in surface acting focus on managing their external emotional expressions to meet the expectations of their role, even if they do not genuinely experience the corresponding emotions. They may mask or suppress their true emotions and instead present a desired emotional facade to students and colleagues. Surface acting can involve putting on a smile, feigning enthusiasm, or masking negative emotions. While surface acting may be effective in temporarily managing emotional displays, it can lead to emotional dissonance and potential burnout if teachers consistently suppress their genuine emotions (Hu et al., 2023).

Comparing those two emotional labour strategies, deep acting is generally considered a more authentic and sustainable emotional labour strategy compared to surface acting. Deep acting allows teachers to genuinely connect with their students, maintain congruence between their inner emotions and external expressions, and establish more authentic teacher-student relationships. Surface acting, on the other hand, may result in emotional dissonance and potential negative effects on the teacher's well-being and job satisfaction (Rogowska & Meres, 2022). Teachers can reflect on their emotional labour strategies and strive to engage in deep acting to align their genuine emotions with the desired emotional expressions in the teaching role. By cultivating emotional authenticity and congruence, teachers can create a more positive and supportive classroom environment that promotes effective teaching and enhances students' learning experiences (Peng et al., 2023).

Table 1. Integrate emotional regulation with emotional labour strategies

Type of emotional regulation		Theory	Literature
Emotional regulation strategy			
Reappraisal	Antecedent-oriented	Schema theory	(Wang & Yin, 2023)
Suppression	Respond-oriented		
Emotional labour strategy			
Deep acting	Antecedent-oriented	Emotional labour theory	(Dal Santo et al., 2023)
Surface acting	Respond-oriented		

Theoretically, to integrate both strategies should be back towards the theories underpin. In terms of cognitive psychology, the schema theory postulates that people organise and interpret information based on pre-existing mental

structures known as schemas (Wang & Yin, 2023). A person's knowledge, expectations, beliefs, and experiences are represented by their schemas, which aid in their worldview. Schemas affect how people see, understand, and recall information. They act as cognitive frameworks that direct our feelings, ideas, and actions in many contexts. Under the framework of schema theory, two strategies of emotional regulation can be better understood. Reappraisal is a technique for controlling emotions that entails rephrasing or reinterpreting a scenario to alter one's emotional reaction. It is a cognitive process whereby people intentionally alter the meanings, assessments, or beliefs they have about an experience to control their emotions (Wang & Yin, 2023). For instance, if a teacher encounters a difficult scenario in the classroom, they could reframe it as a chance for personal development or a chance to aid a student's progress, which might support them in maintaining a more upbeat emotional state.

Suppression is a technique for managing emotions that entails preventing or restricting how one expresses one's feelings while still feeling them within. People purposefully conceal or repress their emotional responses as a type of behavioural management. Suppression in the context of emotion management seeks to control the outward manifestation of emotions, frequently to meet social or situational expectations (Saulius & Malinauskas, 2023). For instance, a teacher could feel frustrated yet intentionally control their outburst in front of the pupils to keep a cool head and project professionalism. Reappraisal and repression are both techniques for controlling your emotions, but they differ in how they work and how they affect you (Ghomroudi et al., 2023; Wang & Yin, 2023). Reappraisal is changing how one thinks about a situation to simulate how one feels, whereas suppression focuses on limiting how one feels. Reappraisal seeks to alter emotional events, whereas repression seeks to control outward manifestations of emotion.

Although these two emotion management strategies are supported by different theoretical frameworks and help people to understand the methods and effects of teachers' emotion management in the educational process from different aspects, according to the theoretical classification of psychologist Gross, both reappraisal and deep acting belong to antecedent-oriented regulation, suppression and surface acting are respond-oriented regulation (Ornelas et al., 2023). Therefore, this paper summarizes from different theoretical studies that the strategies of deep acting and reappraisal should be implemented simultaneously, and suppression and surface acting should be used simultaneously. But the two emotional regulation strategies can be used interchangeably, but not together.

2.4 Students in-Class Misbehaviours

Students' inappropriate behaviours in the classroom are significant contributors to emotional exhaustion and teacher burnout, affecting both novice and experienced educators (Safiye et al., 2023). According to Glock and Kleen (2022) and Sun and Shek (2012), misbehaviour can disrupt not only the individual student's learning but also the learning experiences of other students and the overall teaching process. Common classroom behaviour problems include attention disorders, disruptive behaviour, pervasive developmental disorders, as well as anxiety and mood disorders (Dowing, 2007 cited by Glock & Kleen, 2022). Nevertheless, the misbehaviours in class discussed in this paper are not pathological behaviours, but controllable behaviours of students themselves. In Yuan & Che, (2012) study, they clarified such misbehaviors as two extremes: simple non-compliance to overt disruptive behaviours. They contend that the vast majority of student misbehaviour is minor in nature and suggest that future researchers focus on those instances of frequent classroom misbehaviours. Therefore, based on the Sun and Shek's (2012) study, they classified such disruptive behaviour into 12 types, while Cents-Boonstra et al. (2021) identified nine of the most frequent behaviours according to their observations. Table 2 illustrates the student's misbehaviour categories when they attend the classroom.

Table 2. Student misbehaviours categories

Sun & Shek (2012)	Cents-Boonstra et al. (2021)	Yuan & Che (2012)	Brophy & Rohrkemper (1988)
Sleeping	Daydreaming	Simple non-compliance	Unsatisfactory achievement students
Coming late	Coming late, eating/drinking,	Overt disruptive	Hostility and aggressive students
Eating	Attacking physically		Problems in adjusting to the student role
Not bringing book and pen	Failing to submit the assignments		Social interaction problems
Talking	Talking		
Doing private thing	Doing private things		
	Verbal acts		
	Disrespecting teachers		
	Getting out of the seat		

Date back to the 20th century, according to the behavioural motivation theory of Edward L. Deci and Richard M. Ryan (1985), Brophy and Rohrkemper systematically categorized classroom misbehaviours into four main types, each with 12 subcategories:

“Problems involving unsatisfactory achievement progress (failure syndrome, perfectionist, underachiever due to alienation, low achiever), hostility and aggression problems (hostile aggressive, passive aggressive, defiant), problems in adjusting to the student’s role (hyperactive, distractible, immature), and social interaction problems (shy/withdrawn, rejected by peers)” (Brophy and Rohrkemper, 1988, p. 10).

Reviewing the literature, interestingly, almost all of the literature, when analysing the reasons leading to bad behaviour, says three main reasons: students themselves, teachers, and society (e.g. Glock & Kleen, 2022). Students' own reasons lead to bad behaviour. First of all, due to different interests and learning motives, their concentration is often very different. When students encounter content courses or learning methods that they are not interested in, they will feel bored and often appear inattentive behaviour. Secondly, students who experience disconnection from teachers, peers, or parents may engage in various misbehaviours (Sun & Shek, 2012). For instance, students who receive less parental attention may act out in an attempt to gain more attention from teachers or peers to satisfy their emotional needs. Similarly, inadequate relationships with teachers can lead to inappropriate behaviours, as students who struggle with poor relationships may develop a fear of school, become disengaged, or even drop out (Kumschick, 2023).

Additionally, students' misbehaviours in the classroom can affect teachers' emotions. In turn, when teachers respond with negative emotions, this behavioural reaction can reinforce students' disruptive behaviours, as they may see it as a form of expressing disagreement or opposition (Yuan & Che, 2012). For example, if a student eats in class, the teacher loses his/her temper, over criticizes and judges students, which will also lead to the student's emotional resistance to the teacher. Teachers' language expression will also lead to students' misbehaviours. Due to cultural differences, teachers' language expressions can also cause students' misbehaviours (Tai, 2023). For example, when pointing out students' mistakes, Chinese teachers express themselves in a euphemistic way, so that Western students do not understand what they mean. However, Western teachers express themselves in a more direct way, so Chinese students feel that teachers' words hurt their self-esteem. Therefore, a considerable amount of research strongly suggests that teachers should develop a cognitive understanding of the underlying causes and characteristics of student behaviours in order to implement appropriate teaching strategies (Mawaddah, 2022; Yimer, 2022). Patently, social factors can also lead to students' misbehaviours when they attend the classroom (Tai, 2023). For example, family support, and family attitude towards education. If a family does not agree with education and school, their children often do not cooperate with the school's teaching activities, are prone to bad behaviour, disrespect teachers, do not cooperate with classmates and so on.

3. Methodology

3.1 Literature Searches

For the purpose of obtaining high-quality literature, the traditional methods of literature informatics were implemented. Since my topic focuses on teachers' emotional interaction with misbehaving students, it involves two main components: teachers' emotion regulation strategies and students' in-class misbehaviours. “Teacher emotion regulation” and “student misbehaviours” were used as key terms. The keywords are first incorporated into the Web of Science’s search engine in the form of a formula as follows: TS = ((“teacher emotion regulation strategy” OR “emotion management strategy*” OR “Teacher emotional labour strategy*”) AND (“Student Classroom misbehaviour*” OR “Student in-class inappropriate behaviour*”). Between 1993 and 2023, the majority of articles were published in 2009 and 2023. Other academic search engines such as Scopus, Science Direct, MDPI, Google Scholar database, ProQuest, ERIC, A+ education, and Scootle were used to do a supplementary search. Table 3 illustrates the number of literature categories by different search terms from the Web of Science, which includes 1633 items. All articles related were imported to Zotero literature management software to carry out textual research on literature. Duplicate and apparently irrelevant literature was removed.

Table 3. Literatures Category (1993-2023)

Topic	Number of global literatures
Teacher emotion regulation strategies	374
Teacher emotional labour strategies	148
Teacher emotion management strategies	214
Student misbehaviours	648
Including both 1, 2, 3, and 4	336

3.2 Article Selection Criteria

In order to narrow down the number of articles, the research employs the article selection criteria:

- a) **Research Setting:** In order to make the retrospective study more professional and specific, the study identified a fixed group and scope. Social culture can affect a person's behaviour expression, the behaviour characteristics at the individual level are divergent. To analyze the specific problems concretely, the cultural background is determined in China. In addition, due to the consideration of the mental health of modern Chinese college students and the academic emotion management of college teachers, more and more attention has been paid (Lo et al., 2020). The key qualifiers of Chinese culture, college students and university teachers were added to the research search criteria.
- b) **Time Bucket:** Much research has been done in the past to develop teacher emotion management strategies to classify student misbehaviours or demonstrate the operability of these strategies (Mawaddah, 2022; Yimer, 2022). Considering that most education issues have the characteristics of The Times (Dal Santo et al., 2023), this study selects the literature of the past three years for analysis, to analyze the latest views and opinions.

Table 4. Literatures Category (2020-2023)

Topic in Chinese higher education context	Number of global literatures
Teacher emotion regulation strategies	37
Teacher emotional labour strategies	30
Teacher emotion management strategies	22
Student misbehaviours	6
Both 1, 2, 3, and 4	33

- c) Article Quality
- SCI. Considering the quality and scientific rigor of the literature reviewed, most of the selected articles were published in core journals in the fields of education, psychology, and science and technology.
 - Citations. Although core journals are worthy of careful reading, this does not mean that the literature of ordinary journals is not valuable. In order not to miss any article related to the topic, this study combines the relevance of the content with the number of citations, and articles that are cited more than 20 times are also in the category of review.
 - Chinese Literature. Since the research location determined by this study is in China, and the participants in this study are all Chinese, it is essential to review Chinese literature. Fortunately, the number of Chinese literature that meets the standard is not large, and most of them are master's or doctoral graduation theses of quantitative or qualitative analysis. In the following section, based on Brophy & Rohrkemper's (1988) classification, this paper will examine the four types of students' in-class misbehaviours and propose teachers' emotion regulation strategies and emotional labour techniques to mitigate these misbehaviours.

4. Results

4.1 Result of Literature Searches

According to the timeline from 1993 to 2023, there are a total of 1633 relevant articles. Due to the restrictions of Web of Science, a maximum of 1000 items can be exported. Therefore, delete the weakly relevant article and pour it into the VOS viewer to generate Figure 2. Figure 2 shows that the previous studies in 2016 were labour, display rules, work performance, pain and anger. After 2016, teacher emotion management strategies and teacher-student relationships have been valued by many researchers and used to solve burnout problems. From 2020 to now, most researchers used teacher emotion regulation methods to solve mental problems and overcome various challenges under the covid background.

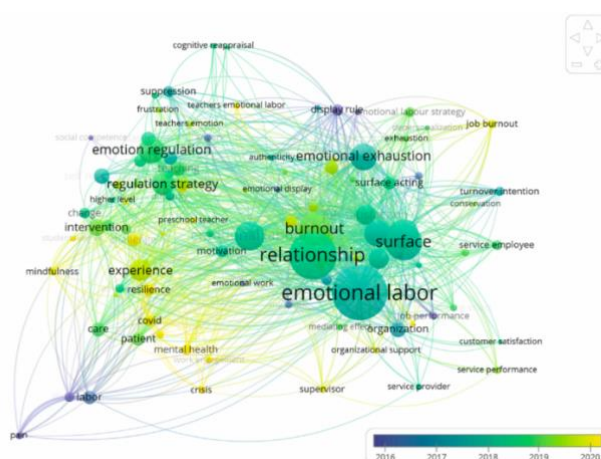


Figure 2. Visualization of network: Source analysis (1993-2023)

A similar analysis for journal mapping in emotional management strategies and misbehaviours was carried out (Figure 3 & Figure 4). To concentrate on the most popular research, the keywords were analysed in the VOS viewer software. Co-occurrence and "All keywords" were set as the "type" and "unit" of analysis, respectively. Keyword mapping is a term that describes this kind of study. The software's other source settings were made to ensure that the top keyword would be sorted based on a minimum of 50 repetitions. The keywords were divided into categories based on emotional labour, teacher experience, self-regulation techniques, and student mental health, with the remaining keywords being those that had to do with the environment. The only difference between Figure 2 and 3 is that Figure 3 only uses relevant research from 2020 to 2023.

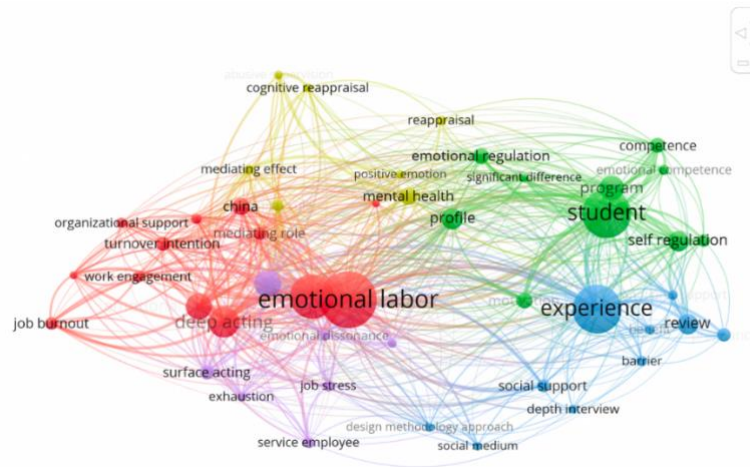


Figure 3. Visualization of network: Source analysis (2020-2023)

The most frequent terms for the investigation of teacher emotional intelligence and student misbehaviour are shown in Figure 4 using this search data and VOS viewer software. The keywords that are shown in the figure are arranged according to how frequently they occur (a maximum of 50 times). Emotional labour, deep acting, student, and nurse are some crucial terms that will pave the way for future researchers to an outstanding and healthy environment. These four keywords can be used to describe other terms.

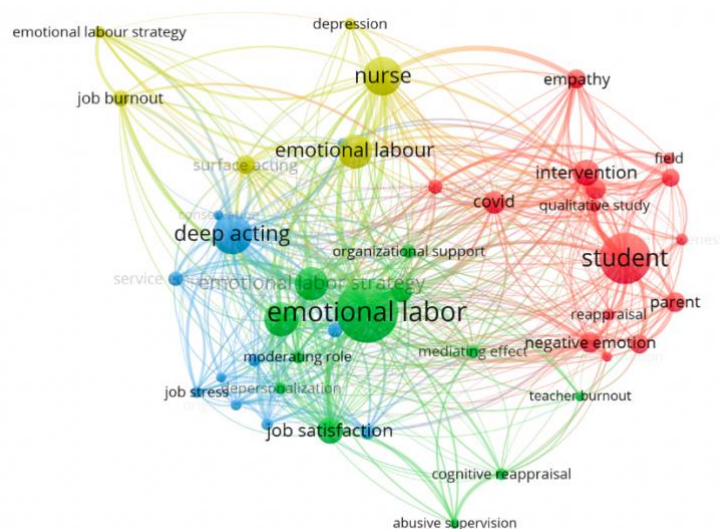


Figure 4. Visualization of network: Selected resource analysis

4.2 Cope with the Students' In-Class Inappropriate Behaviours

4.2.1 Unsatisfactory Achievement Students

Although the causes of the four patterns of unsatisfactory achievement among students may vary, they can be considered together due to the similarities in their performance (Hochschild, 1983; Sun & Shek, 2012). Failure syndrome students tend to give up easily when faced with difficulty because of their low self-concept (Yimer, 2022). Perfectionists are overly concerned with making mistakes and are never satisfied with their work when errors occur (Hochschild, 1983;

Giallo & Little, 2003). Underachievers and low achievers differ in terms of motivation; underachievers have little interest in classroom activities, while low achievers are willing to participate but often struggle with learning disabilities, such as difficulty following instructions, poor memory, and slow completion of tasks (Hochschild, 1983).

Underachieving students typically display indifference in the classroom (Sun & Shek, 2012). If teachers perceive these students as wasting time and struggling to motivate them, they may feel frustrated or angry (Smrtnik Vitulić & Prosen, 2022). Therefore, in reappraising the situation and adjusting their deep acting, teachers need to understand the reasons for the students' lack of motivation and then emphasize the value of tasks that align with the students' learning goals (Ghomroudi et al., 2023). Ultimately, teachers should adjust the curriculum to better meet the students' educational needs (Sun & Shek, 2012). For low-achieving, academically failing, and perfectionist students, rather than reducing academic requirements, teachers should reappraise the context and focus on these students' strengths to determine the most effective curriculum that will help them experience success (Mawaddah, 2022).

4.2.2 Hostility and Aggressive Students

Students with hostility and aggression problems are more easily recognized than other types, as they openly express opposition and resistance to their teachers either directly or indirectly (Sun & Shek, 2012). Hostile-aggressive students openly express their disagreements through anger, while passive-aggressive students tend to avoid direct confrontation, remaining neutral in verbal responses and showing their opposition through silence (Hochschild, 1983). Defiant students oppose teachers' views verbally or nonverbally, such as making derogatory comments or laughing at inappropriate times, in an attempt to gain control and act according to their own desires rather than following instructions (Hochschild, 1983, p. 14; Giallo & Little, 2003).

When teachers feel anger toward hostile-aggressive students, they may respond with defensive language to suppress such behaviours (Smrtnik Vitulić & Prosen, 2022; Qian et al., 2024). Even if teachers do not experience anger when interacting with passive-aggressive students, they may still feel hurt by their indifference (Emir et al., 2023). To manage such behaviours, teachers first need to exercise self-control and suppress their emotional reactions in order to project confidence (Ghomroudi et al., 2023). In dealing with hostile and aggressive students, Ghomroudi et al. (2023) and Gross (1998) recommend that teachers use response-focused strategies with surface acting to regulate their emotions and maintain classroom discipline. Additionally, teachers should reappraise the situation through deep acting, critically reflecting on the underlying causes of the behaviour. For example, teachers should consider the reasons behind students' actions, explore alternative ways to help them achieve their goals, and determine how to turn attempts to dominate the classroom into positive leadership opportunities. By focusing on these reflections rather than the students' disruptive behaviours, teachers are less likely to become angry (Smrtnik Vitulić & Prosen, 2022).

4.2.3 Problems in Adjusting to The Student Role

According to Hochschild's (1983) categorization of misunderstandings related to the student role, there are two specific types of behaviours that fall under this category. Hyperactive students tend to move excessively without purpose, while distractible students struggle to maintain focus for extended periods and are easily distracted by external stimuli such as sounds and speech (Hochschild, 1983; Giallo & Little, 2003). When these behaviours occur together in a single student, they are typically identified as Attention Deficit Hyperactivity Disorder (ADHD), where the individual is unable to regulate their actions effectively.

To address these behaviours, Yuan & Che (2012) suggest that teachers must first determine whether the student is genuinely struggling to control their behaviour or is intentionally seeking attention in the classroom. Tai (2023) emphasizes the effectiveness of school-based treatments for students with ADHD in reducing disruptive behaviours and improving focus. Multimodal interventions, including psychosocial support, parental involvement, school interventions, and peer interactions, are more effective than relying solely on medication. However, if students are deliberately engaging in disruptive behaviour for attention, teachers can reappraise the situation and adjust their approach through deep acting, focusing on the contextual factors that provide more opportunities for interaction and attention (Yuan & Che, 2012). For instance, teachers could allocate more time for working closely with these students in specific activities, allowing them to better engage their attention.

4.2.4 Social Interaction Problems

Social interaction problems, as identified by Hochschild (1983) and, Chang and Davis (2009), are characterized by students displaying low social and emotional learning (SEL) abilities. These students often struggle with self-control, self-care, and social skills, exhibiting behaviours such as crying easily or appearing helpless (Hochschild, 1983). Peer-rejected students are typically isolated by their peers due to negative personality traits or being perceived as different (Hochschild, 1983), while shy or withdrawn students avoid personal interactions, refrain from joining peer activities, and often fail to engage with others (Hochschild, 1983; Giallo & Little, 2003; Chang & Davis, 2009).

Teachers face challenges in building relationships with these shy, withdrawn, and peer-rejected students because of their tendency to avoid interaction (Brophy & Rohrkemper, 1998). Treating these students as passive and less engaged could lead to marginalizing them in the curriculum design (Chang & Davis, 2009). To engage with such students, teachers

must first remain calm and understand that these students are not necessarily disengaged (Chang & Davis, 2009). Next, teachers should reappraise the situation by selecting cooperative activities where these students can feel comfortable and involved (Ghomroudi et al., 2023). For example, incorporating an evidence-based SEL program and integrating students' interests and needs into the curriculum can help engage them in activities. When dealing with peer-rejected students, teachers should confidently reassess the situation and consider ways to enhance students' social and emotional learning skills, fostering better interactions and relationships with their peers (Chang & Davis, 2009).

5. Discussion

This study aims to compare two strategies—antecedent-focused emotion regulation strategies and response-focused regulation strategies—arguing that the former is more desirable, effective, and healthier in a teaching context. Empirical research suggests that response-focused regulation, especially suppression, consumes cognitive resources (e.g., Gross, 1998; Hu et al., 2023), which can be detrimental to teaching quality. Ghomroudi et al. (2023) emphasize that teachers using cognitive resources to suppress negative emotions may struggle to focus fully on teaching, leading to a decrease in the overall quality of instruction (Mawaddah, 2022). In contrast, Gross (1998) highlights that antecedent-focused strategies, which involve re-evaluating emotional stimuli to modify both emotional experience and expression, are more effective for reducing negative emotions. For example, teachers can focus on the positive aspects when faced with students' inappropriate behaviors (Mawaddah, 2022). Response-focused strategies, however, only address emotions after they have already been generated, which can limit the expression of positive emotions and may prevent emotional preparation (Ghomroudi et al., 2023). Excessive reliance on response-focused strategies, particularly suppression, has also been linked to mental health issues such as depression (Safiye et al., 2023), making antecedent-focused strategies a healthier and more effective choice for teachers.

While this study reviewed significant empirical research integrating emotional labor strategies and Gross's emotion regulation model to address in-class misbehaviors, it has several limitations. First, Dal Santo et al. (2023) noted that while response-focused strategies like suppression are related to surface acting in emotional labor, these should be discussed separately because suppression only hides emotions, whereas surface acting involves both masking and falsifying emotions. This review did not fully address these differences. Second, this study focused only on four types of misbehaviors from Brophy and Rohrkemper's (1988) classification, omitting other behaviors like excessive intimacy (Sun & Shek, 2012). Third, while the study proposed contexts where emotional labor and regulation strategies can be applied, it did not explore how personal factors—such as teachers' personalities, family backgrounds, and health—may influence their ability to regulate emotions (Smrtnik Vitulić & Prosen, 2022). Finally, the study only examined reappraisal as an antecedent-focused regulation strategy and did not assess other strategies like classwide or individual approaches.

In the future, teaching students emotional self-regulation should be a priority to manage both teachers' and students' emotions, fostering a positive learning environment. Ideally, students would act out of shared responsibility for maintaining a healthy school environment, rather than simply avoiding punishment or seeking rewards (Glock & Kleen, 2022). Further research should explore how to coach students in emotional self-regulation and reduce problematic behaviors, applying emotion regulation and emotional labor strategies from the students' perspective.

6. Conclusion

This literature review concludes that teachers' emotional intelligence—especially their ability to regulate emotions using deep acting and cognitive reappraisal—is key to managing student misbehaviours in the classroom. Compared to surface acting and suppression, which are reactive and less sustainable, proactive strategies like deep acting and reappraisal create more authentic teacher-student interactions and foster a positive learning environment. By understanding emotional labour and the roots of student misbehaviour, teachers can respond more empathetically and effectively, ultimately improving classroom behavior and overall educational outcomes.

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Conflict of Interest

The authors declare no conflicts of interest.

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