

The Relationship Between Emotional Labor Demands and Coping Mechanisms in Hotel Management Teachers

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Abstract: This research investigates the complex interplay between emotional labor demands and coping mechanisms among hotel management teachers, a demographic uniquely positioned at the confluence of academic rigor and service-industry expectations. The study employed a quantitative research design, gathering primary data from 85 hotel management teachers through a structured questionnaire. Analysis using Jamovi revealed that surface acting, the act of faking emotions to meet professional expectations, is significantly and positively correlated with increased emotional dissonance (Pearson's $r = 0.745$, $p < .001$) and heightened emotional exhaustion, indicated by its impact on daily energy levels (Pearson's $r = 0.372$, $p < .001$). This confirms that the constant need to project a "service-with-a-smile" persona exacts a considerable psychological toll. In terms of coping, social support, specifically interaction with colleagues and friends, was found to be a significantly more effective strategy for stress reduction compared to psychological detachment (Mann-Whitney $U = 591$, $p = 0.019$). A notable finding was the widespread lack of formal institutional training in emotional labor management among the surveyed teachers. These results underscore an urgent need for educational institutions to develop and implement targeted interventions. Such initiatives should focus on equipping teachers with authentic emotional regulation skills, fostering supportive work environments, and providing formal training programs to enhance their resilience. By addressing these critical areas, institutions can safeguard the well-being of their hospitality educators and ensure the continued delivery of high-quality education essential for preparing future hospitality professionals.

Keywords: Emotional labor, Hotel management education, Surface acting, Coping mechanisms, Teacher burnout.

INTRODUCTION

The hospitality industry, characterized by its service-driven and human oriented nature, inherently places significant emotional demands on its professionals, a characteristic that extends to the educators tasked with preparing future industry personnel. This academic imperative necessitates an in-depth exploration into the emotional labor dimensions experienced by hotel management teachers, given their unique position at the chain of pedagogical responsibilities and industry-specific emotional intelligence requirements. This study specifically examines how these educators manage the emotional dissonance between institutional expectations and personal feelings, and the coping mechanisms they employ to maintain professional well-being and pedagogical effectiveness (Sun et al., 2026).

Academicians, including those in hotel management, frequently encounter emotional labor as both learners and teachers, profoundly influencing classroom interactions, job satisfaction, and overall well-being (Eren & Dinç, 2025). Indeed, recent scholarship underscores the increasing focus on the affective dimensions of teachers' professional trajectories, recognizing emotional labor as a prominent concept in understanding their experiences. This is particularly salient in fields such as hotel management and tourism education, where the curriculum often involves simulating real-world service encounters that require sophisticated emotional regulation from both instructors and students (Jalilzadeh et al.; Mameghani et al., 2024).

Teaching, as a multifaceted profession, intrinsically involves both cognitive and emotional dimensions, necessitating a nuanced understanding of how educators in specialized fields navigate these complex emotional landscapes to achieve optimal pedagogical outcomes (Alshahrani, 2023). Research indicates that teaching consistently ranks among professions requiring the highest levels of emotional labor, compelling educators to frequently display specific emotional states, such as cheerfulness or neutrality, irrespective of their genuine feelings (TÖRE, 2021). This emotional management, often termed emotional labor, is a critical competency desired by the hospitality industry in its graduates, yet it is frequently an implicit rather than an explicit component of the hospitality and tourism curriculum. This gap highlights a critical need to investigate the emotional labor experiences of hotel management educators, as their ability to effectively model and teach emotional regulation directly impacts the preparedness of future hospitality professionals (Ma et al., 2023 & Nyanjom & Wilkins, 2021). Moreover, the discrepancy between an educator's authentic emotions and the required emotional display can lead to emotive dissonance, which demands considerable emotive effort to manage during professional interactions (Lam et al., 2021). This constant emotional regulation, while vital for maintaining professional norms and institutional harmony, has been linked to increased emotional exhaustion and burnout among educators (Dağtaş & Zaimoğlu, 2025).

The contemporary educational landscape, particularly within specialized fields like hotel management, increasingly recognizes the multifaceted demands placed on teachers. Beyond the intellectual rigor of their subjects, educators are immersed in an environment rich with human interaction, requiring them to constantly manage and express emotions in accordance with professional expectations (Jaikla & Piyakun, 2024). This phenomenon, known as emotional labor, is a critical aspect of teaching that distinguishes it from many other professions (TÖRE, 2021). For hotel management teachers, this labor is uniquely intensified by the

inherent service-oriented nature of their discipline, where they are not only imparting knowledge but also modeling and instilling the emotional competencies essential for future hospitality professionals (Nyanjom & Wilkins, 2021). The constant regulation of emotions in such a context profoundly impacts teachers' well-being and overall effectiveness.

The concept of emotional labor, initially articulated by Arlie Hochschild in 1983, describes the process by which employees manage their feelings to create a publicly observable display that aligns with organizational norms and expectations. In an educational setting, this translates into teachers consistently projecting an image of enthusiasm, empathy, and control, even when their internal feelings may differ (Jing-jing, 2024). This emotional performance is crucial for fostering a positive learning environment, engaging students, and maintaining collegial relationships (Mameghani et al., 2024). For hotel management teachers, the need to demonstrate exemplary service attitudes and emotional resilience is paramount, as they are preparing students for an industry where customer interaction is central (Bhattacharya & Dasgupta, 2021). The emotional demands are particularly high in professions such as teaching and healthcare, where interpersonal interactions are frequent and emotionally charged (Pooja & Bhoomadevi, 2023).

Emotional labor in teaching

Emotional labor in teaching often manifests in various strategies, broadly categorized as surface acting, deep acting, and the expression of naturally felt emotions (Jaikla & Piyakun, 2024). Surface acting involves outwardly displaying emotions that do not align with one's true feelings, essentially "faking it" (Zhang, 2025). This can be mentally taxing and has been consistently linked to negative outcomes such as teacher burnout (Kariou et al., 2021; Mahasneh & Gazo, 2025). Deep acting, conversely, entails a more profound effort to genuinely align one's internal feelings with the required emotional display, leading to more authentic interactions (Zhang, 2025). While deep acting is generally considered less detrimental than surface acting, it still requires significant emotional effort (Jaikla & Piyakun, 2024). The ideal scenario, expressing naturally felt emotions, occurs when a teacher's genuine feelings spontaneously match the desired emotional expression, contributing positively to their well-being and job satisfaction (Jaikla & Piyakun, 2024). However, achieving this state consistently can be challenging given the unpredictable nature of classroom dynamics and student needs.

The emotional demands placed on university teachers are considerable, extending beyond direct student interactions to encompass research, administrative duties, and navigating

competitive academic environments (Eren & Dinç, 2025). This constant emotional engagement can lead to emotional dissonance, a state where a teacher's felt emotions conflict with the emotions they are expected to display (Alshahrani, 2023). Such dissonance can have significant consequences for mental health, potentially leading to anxiety, depression, and a reduced quality of work life (Alrawadieh & Dinçer, 2021). For instance, research on tour guides, another service profession, found that emotional dissonance increases burnout and turnover intention while decreasing quality of work life (Alrawadieh & Dinçer, 2021). Similarly, in hotel settings, where service is paramount, employees often experience heightened emotional demands (Hsu et al., 2023; Lam et al., 2021). The unique pressures within academia, particularly in highly interactive and demanding fields like hotel management education, make teachers particularly vulnerable to these negative effects (O'Neil & Gopal, 2021).

Recognizing the potential for emotional exhaustion and burnout, the examination of effective coping mechanisms becomes critical (Agbayani-Pineda, 2025; Sun et al., 2025). Coping strategies can be individual, such as developing self-compassion and effective emotion regulation skills (Hu, 2023), or organizational, including supportive leadership and a psychologically safe work environment (O'Neil & Gopal, 2021). For university teachers, effective emotional labor strategies, particularly those involving authentic expression rather than mere surface acting, have been linked to enhanced teaching efficacy and overall well-being (Zheng et al., 2024). Research highlights the importance of organizational support and a balanced work-life dynamic in mitigating the negative impacts of emotional labor (Zou et al., 2025). Moreover, fostering positive emotions and well-being through emotion regulation training can significantly improve teachers' psychological health and professional development (Vogl et al., 2025; Wang et al., 2025).

The current research aims to delve into the intricate relationship between the emotional labor demands faced by hotel management teachers and the coping mechanisms they employ. By focusing on this specific group, the study seeks to contribute to a deeper understanding of how these educators navigate the unique emotional landscape of their profession. Understanding these dynamics is essential for developing targeted interventions and support systems that not only safeguard teacher well-being but also enhance the quality of education delivered to future hospitality professionals (Al-Hamad et al., 2023). This investigation will explore how different emotional labor strategies impact teachers' professional lives and identify effective coping strategies that can promote resilience and long-term career satisfaction in this demanding field.

REVIEW OF IMPORTANT LITERATURE

In service-oriented professions, emotional labor involves managing feelings to present a publicly observable demeanor, a concept initially explored in sociology (Han et al., 2021). This idea has been broadly applied to various occupations, including education, where teachers are expected to regulate their emotions to achieve instructional objectives and foster an effective learning environment (Pooja & Bhoomadevi, 2023; Mameghani et al., 2024). The emotional demands on educators frequently necessitate the use of strategies like surface acting, which involves altering outward expressions, or deep acting, which entails aligning internal feelings with expected displays. These strategies can significantly affect teachers' psychological well-being and professional effectiveness (Jaikla & Piyakun, 2024).

Emotional regulation strategies are closely tied to performance outcomes; for example, surface acting may negatively impact relational and task performance, whereas deep acting and proactive authenticity can positively influence these aspects (Hao, 2024). The effect of emotional labor on teachers, encompassing both positive and negative emotional experiences, has been widely acknowledged in different educational settings (Mameghani et al., 2024; Smith et al., 2025). However, despite the prevalence of emotional labor in teaching, the specific strategies employed, such as surface acting (suppression) versus deep acting (reappraisal), and their subsequent impact on educators, are not consistently understood across diverse teaching contexts (Hsu et al., 2023). There is a particular need for more detailed investigations into how emotional labor manifests and affects university teachers, especially considering the specialized demands of higher education (Han et al., 2021; Hao, 2024). This is especially relevant for hotel management educators, whose roles often require them to demonstrate emotional consistency with industry service standards (Jing-jing, 2024; Zheng et al., 2024). Therefore, understanding the complexities of emotional labor within this specific pedagogical context is crucial for developing targeted interventions that support teacher well-being and enhance instructional effectiveness (Mameghani et al., 2024; O'Neil & Gopal, 2021). Teaching can thus be seen as an emotionally demanding profession, where the continuous need to display and regulate emotions in line with professional standards can lead to burnout (Dağtaş & Zaimoğlu, 2025).

While emotional labor in university settings has received some attention, there is a notable gap in specific fields of hotel management education. The unique demands of preparing students for a service-oriented industry, where emotional congruence with industry standards is vital,

have not been thoroughly explored (Jing-jing, 2024; Nyanjom & Wilkins, 2021). The literature indicates a lack of uniform understanding regarding the specific strategies of surface acting versus deep acting and their varied impacts on educators across different teaching contexts (Hsu et al., 2023; TÖRE, 2021). This highlights a need for more nuanced research that considers how these strategies differentially affect teachers in various educational environments.

While emotional labor's impact on teacher well-being and burnout is recognized, its direct link to teaching efficacy within specialized higher education contexts, such as hotel management, remains underexplored (Hao, 2024; Zheng et al., 2024). More research is needed to understand how different emotional labor strategies specifically influence the effectiveness of teaching in these fields.

RESEARCH METHODOLOGY

The research employed a quantitative approach utilizing a structured questionnaire to collect primary data. The study focused on examining the relationship between emotional labor demands and coping mechanisms among hotel management teachers. A total of 85 hotel management teachers completed the questionnaire, serving as the primary participants for this study. The questionnaire, designed through a literature review, ensured the reliability and validity of all constructs measured. Data analysis involved statistical methods to identify and understand the correlations between emotional labor and the coping strategies adopted by these educators. This methodology allowed for a systematic investigation into how teachers manage the emotional aspects of their profession. The data was analysed using Jamovi 2.6.44 solid. (The Jamovi Project, 2024)

Secondary data was gathered from various existing sources to provide context and comparative insights for the study. These sources included literature reviews, past research reports, and industry data related to hospitality and education. Literature reviews involved examining existing academic articles and reports to understand previous studies on emotional labor and coping mechanisms. Past research reports from organizations and government agencies offered valuable insights into industry trends and specific findings relevant to the hospitality sector. Industry data, including statistical information collected by businesses and trade organizations, provided a macro-level view of the hospitality industry.

NEED OF STUDY

This research addresses the unique "double-burden" faced by hospitality educators, who operate at the demanding intersection of service and academia. Unlike general academics, these faculty members must constantly model industry hospitality standards, maintaining a "service-with-a-smile" persona that entails significant emotional labor (Nyanjom & Wilkins, 2021). While emotional labor is well-researched among frontline hotel staff and general teachers, there is a crucial gap concerning hospitality faculty, particularly within the Indian educational context (Bhattachayra & Dasgupta, 2021). The commercialization of education treats students as customers, intensifying pressure on teachers to ensure satisfaction and industry placements, leading to potential emotional dissonance and burnout. Given the industry's talent shortage, understanding and formalizing effective coping strategies for these educators is vital to retaining skilled faculty and maintaining the quality of future hospitality professionals. The study will also consider the high-pressure, live teaching environments, such as commercial kitchens, which further contribute to this unique emotional burden.

OBJECTIVES

1. Identify the Prevailing Emotional Labor Strategies
2. Analyze the Impact of Industry-Academic Expectations
3. Evaluate the Effectiveness of Specific Coping Mechanisms

HYPOTHESIS FOR THE STUDY

- H₁ - High frequency of "Surface Acting" is positively and significantly correlated with increased levels of emotional exhaustion among hotel management teachers.
- H₂ - Teachers who primarily utilize "Social Support" (colleague interaction) report significantly higher effectiveness in stress reduction compared to those who use "Psychological Detachment."

LIMITATIONS

- **Reliance on Self-Reported Data:** The study primarily relied on self-reported questionnaire data, which may introduce social desirability bias and limit the objectivity of responses regarding emotional experiences and coping strategies.

- **Limited Sample Size and Geographic Scope:** With a sample of 85 teachers from a specific region, the findings may not be generalizable to the broader population of hotel management teachers globally or across different educational contexts.
- **Cross-Sectional Design:** The cross-sectional nature of the study prevents the establishment of causal relationships between emotional labor demands, coping mechanisms, and teacher well-being over time.

DATA ANALYSIS AND DISCUSSION

Table 1: Data of Questionnaire Descriptives

Descriptives								
	N	Missing	Mean	Median	Mode	SD	Minimum	Maximum
Age	85	0	2.42	2	2.00	0.864	1	4
Gender	85	0	1.52	2	2.00	0.503	1	2
Qualification	85	0	3.39	3	3.00	0.490	3	4
Designation	85	0	1.26	1	1.00	0.675	1	3
1. How often do you find yourself "faking" a smile or positive mood to meet professional expectations?	85	0	2.85	3	2.00	0.794	2	4
2. When you feel a negative emotion (e.g., frustration, anger), how do you primarily handle it in the classroom?	85	0	3.00	4	1.00 ^a	1.596	1	5

3. To what extent do you feel your "professional persona" differs from your true personality?	85	0	2.55	2	2.00	1.210	1	5
4. Which aspect of your role creates the most emotional pressure?	85	0	2.82	3	3.00	0.966	1	4
5. How does the expectation to be a "Hospitality Role Model" affect your daily energy levels?	85	0	2.29	3	1.00	1.404	1	5
6. In your opinion, does the hospitality industry's "guest is always right" philosophy influence how you interact with students?	85	0	3.26	3	4.00	1.156	1	5
7. What is your primary method for "recharging" after a high-stress teaching day?	85	0	2.89	2	2.00	1.543	1	5

8. How often is "Social Support" (colleague/ friends interaction) in reducing your work stress?	84	1	4.00	5.00	5.00	1.344	1	5
9. In your opinion, when faced with emotional labor demands, which strategy do you find most sustainable in long-term?	85	0	3.36	3	4.00	0.962	2	5
10. Have you received formal training from your institution on managing emotional labor?	85	0	1.64	2	2.00	0.484	1	2

^a More than one mode exists, only the first is reported

DEMOGRAPHIC

The study involved 85 participants, with complete data for age, gender, qualification, and designation. The mean age of the participants was 2.42, with a median of 2 and a mode of 2, indicating that a significant portion of the sample falls into a specific age category, with a standard deviation of 0.864 and a range from 1 to 4. For gender, the mean was 1.52, median 2, and mode 2, with a standard deviation of 0.503, suggesting a prevalence in one gender category (likely coded as 2). Qualifications had a mean of 3.39, median of 3, and mode of 3, with a standard deviation of 0.490, indicating most participants possess a similar level of qualification.

Designation showed a mean of 1.26, median of 1, and mode of 1, with a standard deviation of 0.675, pointing to a concentration in a particular designation category.

EMOTIONAL LABOR AND STRESS-RELATED QUESTIONS

Faking Emotions and Professional Persona

Question 1, which asked about the frequency of "faking" a smile or positive mood to meet professional expectations, had a mean of 2.85, a median of 3, and a mode of 2, with a standard deviation of 0.794. The responses ranged from 2 to 4, indicating that most participants reported engaging in this behavior with some regularity, but not to the highest extent. Question 3, addressing the extent to which a "professional persona" differs from true personality, had a mean of 2.55, a median of 2, and a mode of 2, with a standard deviation of 1.210. The range of responses for this question was from 1 to 5, suggesting a varied perception among teachers regarding the discrepancy between their professional and true selves. These findings align with the concept of emotional labor, which involves managing emotional expressions as part of a professional role. Surface acting, a component of emotional labor, involves displaying emotions that are not genuinely felt, which can lead to emotional exhaustion and burnout. Faking emotions at work can lead to burnout and negatively affect mental health.

Handling Negative Emotions in the Classroom

Question 2 inquired about the primary method for handling negative emotions, such as frustration or anger, in the classroom. With a mean of 3.00, a median of 4, and a mode of 1, along with a high standard deviation of 1.596, this suggests a diverse set of strategies employed by teachers, with no single dominant method. The range of responses was from 1 to 5. Emotional regulation, the ability to manage and respond to emotions in a healthy way, is a critical skill in professional settings.

Emotional Pressure and Role Modeling

Question 4 explored aspects of the role that create the most emotional pressure, yielding a mean of 2.82, a median of 3, and a mode of 3, with a standard deviation of 0.966. The range for this question was 1 to 4. Question 5 investigated how the expectation to be a "Hospitality Role Model" affects daily energy levels, showing a mean of 2.29, a median of 3, and a mode of 1, with a standard deviation of 1.404. The responses varied from 1 to 5. These results indicate that being a role model can significantly impact energy levels, consistent with research suggesting that surface acting consumes emotional resources. Faking emotions to meet

professional expectations is part of emotional labor. Emotional labor in the hospitality industry is a key requirement due to the intangible nature of products, emphasis on experiential values, and frequent customer interactions. Emotional labor can negatively affect hotel employees' mental health, leading to anxiety and depression over time.

"Guest is Always Right" Philosophy

Question 6 asked about the influence of the hospitality industry's "guest is always right" philosophy on interactions with students. This question had a mean of 3.26, a median of 3, and a mode of 4, with a standard deviation of 1.156. Responses ranged from 1 to 5. This suggests that the philosophy significantly influences teacher-student interactions, potentially increasing emotional labor demands. The hospitality industry often expects employees to manage their emotions to deliver a specific customer experience.

Recharging and Social Support

Question 7 focused on the primary method for "recharging" after a high-stress teaching day, showing a mean of 2.89, a median of 2, and a mode of 2, with a standard deviation of 1.543. The response range was 1 to 5. Question 8, which had one missing response, asked about the effectiveness of social support (colleague/friends interaction) in reducing work stress. For the 84 valid responses, the mean was 4.00, the median was 5.00, and the mode was 5.00, with a standard deviation of 1.344. The responses ranged from 1 to 5. This indicates a strong perception among teachers that social support is an effective stress reduction strategy. Social support can help individuals cope with work stress and build resilience. It also lessens the perception of stress and reduces the physiological response to stressors.

Sustainable Strategies and Training

Question 9 asked about the most sustainable strategy for dealing with emotional labor demands in the long term, resulting in a mean of 3.36, a median of 3, and a mode of 4, with a standard deviation of 0.962. The responses ranged from 2 to 5. Question 10, concerning formal training received from the institution on managing emotional labor, had a mean of 1.64, a median of 2, and a mode of 2, with a standard deviation of 0.484. The responses ranged from 1 to 2. This suggests that a majority of teachers have not received formal training in emotional labor management. Training in emotional intelligence and self-awareness can help employees manage emotions effectively. Effective strategies to minimize emotional labor and emotional

dissonance are necessary to improve the professional quality of life for workers. Setting boundaries can help prevent burnout by protecting time and energy.

HYPOTHESIS VALIDATION

Hypothesis 1: The "Surface Acting" Impact

- **Null Hypothesis (H₀):** There is no significant relationship between the frequency of "Surface Acting" (masking emotions) and the level of emotional exhaustion in hotel management teachers.
- **Alternate Hypothesis (H₁):** High frequency of "Surface Acting" is positively and significantly correlated with increased levels of emotional exhaustion among hotel management teachers.

This hypothesis aims to assess the correlation between emotional labor strategies, specifically "Surface Acting", and its impact on the level of emotional exhaustion experienced by hotel management teachers. Emotional labor involves regulating one's emotions to align with organizational display rules during service encounters. There are two main strategies: surface acting, which involves faking or suppressing emotions, and deep acting, which entails changing felt emotions to genuinely match required expressions. Surface acting has been repeatedly linked to negative outcomes such as emotional exhaustion

Results

Table 2: Results of Hypothesis 1

Correlation Matrix				
		1. How often do you find yourself "faking" a smile or positive mood to meet professional expectations?	3. To what extent do you feel your "professional persona" differs from your true personality?	5. How does the expectation to be a "Hospitality Role Model" affect your daily energy levels?
1. How often do you find yourself "faking" a smile or positive mood to meet	Pearson's r	—		
	df	—		

professional expectations?	p-value	—		
3. To what extent do you feel your "professional persona" differs from your true personality?	Pearson's r	0.745***	—	
	df	83	—	
	p-value	<.001	—	
5. How does the expectation to be a "Hospitality Role Model" affect your daily energy levels?	Pearson's r	0.372***	-0.020	—
	df	83	83	—
	p-value	<.001	0.857	—
Note. * p < .05, ** p < .01, *** p < .001				

The statistical analysis demonstrates a significant positive correlation between the frequency of "faking" a smile or positive mood (Question 1) and the extent to which one's "professional persona" differs from their true personality (Question 3), with a Pearson's r of 0.745 and a p-value of <.001. This indicates a strong, statistically significant relationship between outward emotional display and perceived self-discrepancy, reinforcing the concept of emotional dissonance. Furthermore, there is a significant positive correlation (Pearson's r = 0.372, p < .001) between "faking" emotions (Question 1) and the impact of being a "Hospitality Role Model" on daily energy levels (Question 5). This result supports the alternate hypothesis, suggesting that higher engagement in surface acting is indeed linked to increased emotional exhaustion among hotel management teachers. Conversely, the relationship between a perceived difference in "professional persona" (Question 3) and the impact on energy levels (Question 5) is not statistically significant (Pearson's r = -0.020, p = 0.857), failing to demonstrate a direct link between this specific aspect of emotional labor and emotional exhaustion. This suggests that while actively faking emotions is draining, merely feeling a difference between one's true personality and professional persona may not directly translate to energy depletion in this context. Hence the null hypothesis is rejected and the alternate is accepted. These findings align with broader literature indicating that surface acting typically has negative associations with employee well-being and positive associations with job burnout.

Hypothesis 2: The Effectiveness of Coping Strategies

- **Null Hypothesis (H₀):** There is no significant difference in the perceived stress levels between teachers who use "Social Support" and those who use "Psychological Detachment" as coping mechanisms.
- **Alternate Hypothesis (H₂):** Teachers who primarily utilize "Social Support" (colleague interaction) report significantly higher effectiveness in stress reduction compared to those who use "Psychological Detachment."

The study's primary focus is Hypothesis 2: The Effectiveness of Coping Strategies, which aims to assess whether particular actions are effective in managing stress. This directly addresses Objective 3, which concerns Coping Mechanisms.

Results

Table 3: Results of Hypothesis 3

Independent Samples T-Test					
		Statistic	p	Mean difference	SE difference
8. How often is "Social Support" (colleague/ friends interaction) in reducing your work stress?	Mann-Whitney U	591	0.019	8.68e-6	

The data for this statistical test will be drawn from "Effectiveness" scores in Question 8, with groups identified through Question 7. The comparison between the groups will be performed using the Mann-Whitney U test.

The Mann-Whitney U test yielded a statistic of 591, a p-value of 0.019, and a mean difference of 8.68e-6. The Mann-Whitney U test is a non-parametric statistical test used to compare two independent samples, particularly when the data may not follow a normal distribution. It assesses whether one group tends to have systematically higher or lower ranks than the other by comparing the ranks of the data rather than their raw values. This test is robust for skewed data or data with outliers and is suitable for both small and large sample sizes, but it is less powerful than the t-test for normally distributed data. In this context, the p-value of 0.019

suggests that there is some statistical evidence against the null hypothesis, indicating a potentially significant difference between the groups, given a typical significance threshold of 0.05. Hence it can be further said that the null hypothesis is rejected and alternate hypothesis has been accepted. It can be concluded that teachers who primarily utilize "Social Support" (colleague interaction) report significantly higher effectiveness in stress reduction compared to those who use "Psychological Detachment."

SUGGESTIONS

Future research should expand the scope of investigation to include diverse geographical locations and cultural contexts to enhance the generalizability of findings on emotional labor in hospitality education. Longitudinal studies would offer deeper insights into the long-term effects of emotional labor and the efficacy of coping strategies. Furthermore, qualitative methodologies, such as in-depth interviews, could provide richer, more nuanced data on the lived experiences of hotel management teachers and their unique coping mechanisms. Exploring specific interventions and training programs for emotional regulation within hospitality curricula is also recommended.

CONCLUSION

This research has highlighted the pervasive nature of emotional labor demands among hotel management teachers, revealing significant correlations between surface acting, emotional dissonance, and daily energy depletion. The study confirmed that frequent surface acting is positively and significantly correlated with increased emotional exhaustion, reinforcing the psychological toll of inauthentic emotional displays (Pearson's $r = 0.372$, $p < .001$). Conversely, social support emerged as a highly effective coping mechanism for stress reduction (Mann-Whitney $U = 591$, $p = 0.019$), underscoring the importance of collegial interaction. The findings also indicate a critical gap in institutional support, with a majority of teachers lacking formal training in managing emotional labor. These insights emphasize the urgent need for targeted interventions aimed at fostering authentic emotional expression and enhancing support systems to mitigate burnout and promote well-being among hospitality educators, ultimately strengthening the quality of future hospitality professionals.

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