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The Evolution Track of Interpersonal Emotional Labor between College Counselors and College Students

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Abstract: *With the rapid development of modern technology, the proportion of emotional labor in human future labor will increase substantially. As a high-emotion labor group, college counselors' emotional labor affects the effect of ideological and political education, which is of great significance to students' growth and self-development. This study uses self-narrative research methods to illustrate the evolutionary trajectory of emotional labor between college counselors and college students. The results found: 1. College counselors and college students interact emotional labor for a long time, high intensity, and high attention to emotional expression rules. Practical characterization. 2. The evolution of emotional labor is obvious. The initial period of work and the rising period of work show continuous positive emotions and true self. The emotional expression rules initially perceive and strive to achieve internal and external consistency of self-emotion. Emotional labor strategies are based on true expression; work; The bottleneck period presents staged negative emotions and self-disguise. The emotional expression rules are clearly perceived and external emotional behaviors are constantly adjusted to meet work needs. Emotional labor strategies are mainly shallow performances; mixed emotional states and rational self and emotions appear during the stable period of work. The labor strategy is based on deep performance.*

Keywords: *Counselor; Emotional labor; Evolution trajectory; Interpersonal interaction; College students*

Introduction

With the rapid development of artificial intelligence and the advent of the 5G era, manual labor and mental labor will gradually be replaced by artificial intelligence. Emotional labor, as the third form of labor in addition to mental labor and manual labor, will be more important in the future of human labor (Wang, 2019). In the field of education, emotional labor is not only related to the physical and mental development of students, but also affects all aspects of teachers themselves, but also affects education and teaching activities and teaching effects (Qin, 2016); university teachers are high-emotion labor workers (Chen, 2010), emotional labor affects occupational stress and excessive Labor has a significant positive impact (Yang, 2020), which destroys professional recognition, satisfaction and happiness and can lead to job burnout (Yang, 2019). As a special group of university teachers, counselors are the most complicated role structure and the heaviest professional responsibility in contemporary China (Dai, 2016). Multiple professional roles have evolved into multiple loads and contradictions, bringing many psychological conflicts and triggering negative emotions (Guo, 2019). In order to better fulfill the job responsibilities and education goals, the counselors need to care for the students for a long time and from the heart, and maintain a long-term enthusiasm for the students.

The huge gap between the two and the strong realistic impact require a lot of psychological resources to be consumed to ensure that self-emotional expression meets the work requirements. Therefore, the emotional labor intensity of the counselor group is relatively high, and it has become a typical representative of the high-intensity emotional labor group, and also emotional a typical case of labor theory research.

Literature Review

At present, there are few researches on the emotional labor of counselors in academic circles, mainly focusing on four aspects: one is the investigation of the current situation of counselors' emotional labor and the countermeasures (Ye, 2013), and the other is the influence of counselors' emotional labor on student management work (Yang, 2017) and the impact of counselor management training (Zhu, 2014), the third is the relationship between counselors' emotional labor and subjective well-being (Li, 2019), job burnout (Zhou, 2018), job satisfaction (Lv, 2013) and other variables The fourth is the preliminary revision and compilation of the emotional labor scale for counselors (Wang, 2011). Nowadays, scholars have carried out fruitful research on the emotional labor of counselors, and obtained a series of research results. However, the evolution of counselors' emotional labor is rarely mentioned by scholars. The evolution of counselors' emotional labor involves dynamic research on long-term changes in emotional labor, which is of great significance for understanding the intricate professional behavior, professional emotions, career development and team building behind counselors. This research raises three questions: 1. How do the emotional states and emotional behaviors of the interpersonal interaction between counselors and college students change at different work stages? 2. How do the emotional labor strategies of the interpersonal interaction between counselors and college students change in different working stages? 3. In different working stages, how does the perception of emotional expression rules of interpersonal interaction between counselors and college students change?

Research Method

This research follows a qualitative research paradigm, adopts a self-narrative method, relies on soft data generated by the researcher through introspection, reflection, and recall, uses interpersonal interactions with students at different working periods as the story scene, and uses emotional state, emotional behavior, and emotional labor. The perception of strategies and emotional expression rules is the research dimension, which describes in detail and restores the real scenes of emotional labor changes in the interpersonal interaction between the counselor and college students. Through the researcher's incident review and work reflection as a senior female counselor, others can fully understand the emotional experience and the evolutionary track of emotional labor behind the scene. The data of this research is presented in a narrative way. The data has been collected since the researcher started working in July 2006. The data sources include the researcher's work diary, cyberspace information, daily interpersonal interactions among college students, work memories, and incident reflections.

This research follows the principle of qualitative data analysis, and carries out thematic refinement, scenario analysis and cross-validation of the data. In order to ensure the credibility of the research and avoid subjective assumptions, this research uses the first person "I" to describe the different working periods. For the story

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line, I divide my current career into four stages: the initial period of work, the rising period of work, the period of work bottleneck and the period of stable work. I carefully look for the emotional labor state of the research object when interacting with students in different working periods, and expect Able to show his emotional labor changes in a real and vivid way.

Research Result

Initial Period of Work: True Self

During the initial period of work two years before entering the job, my positive emotions dominated. On the one hand, during Pre-employment training, group integration, senior learning and student interaction, I am eager to be an excellent student worker; On the one hand, the organization's emotional expression rules expect newly recruited counselors to follow the example of outstanding student workers and earnestly perform their job duties and missions. Therefore, the work of outstanding student workers is the focus of the integration of internal emotional needs and external emotional rules, the logical starting point of the true self, and the source and motivation of positive emotions in emotional labor.

The Integration of Ignorant Student Groups: The Budding of True Self in Curiosity

After I graduated from my master's degree, I applied for the position of counselor. I changed from a young and ignorant student to a newcomer to the workplace. Although I was curious about new environments and new things, I didn't know much about the role of counselor I was about to assume. Need to participate in induction training at provincial and school levels. After listening to the student work lectures of leading academics and counselors, I was full of admiration and yearning for them. When faced with the first class of students in my career, I looked at more than a hundred students who were not a few years younger than me, and listened to the students shouting "teacher" full of trust. When a student needs my help, I am always happy and enthusiastic to appear in front of the student the first time, and I am dedicated to the student's sake; when I encounter troubles at work, although I can not immediately get rid of the negative emotions, I can always get rid of the negative emotions for a short time. Resurrected with blood, continue to work happily with enthusiasm. Soon a semester passed, and I was slowly blending into the group of students in my ignorance and getting to know them. I have enough curiosity for every student, and I have countless times in my heart dreaming about the scenes of what they have learned when they graduated, and they are full of ambitions to set sail. I am filled with a sense of accomplishment, and I am determined to devote all my efforts to the growth of students and aspire to become one. Outstanding student workers took root in my heart.

Simple and Honest Student Interpersonal Interaction: True Self-expression in Communication

After a busy day of work, my favorite thing to do is to chat with students in the student living area. There is no fixed place. I and my students have been left in groups in places such as dormitories, lawns, playgrounds and canteens; there are no fixed objects, and those classmates who occasionally meet are those classmates; there is no rigid and serious form, just Lively and happy chats between friends; there is no fixed content, talk

about life, talk about ideals, talk about emotions...every time the chat is heartily and heartily, and the listeners are still unfinished. This kind of casual and innocent interpersonal communication allows the two to release themselves in a friendly and equal communication. On the one hand, the counselor can reap the intangible educational effect of educating people, and on the other hand, it encourages the students to form correctness in a relaxed and happy atmosphere. Three views and promote its continuous growth. In the virtuous circle of interpersonal communication between the two, I love students from the bottom of my heart and truly express my emotions. During this period, my positive emotions occupies an absolute advantage. Although heavy work occasionally brings negative emotions, the frequency is low and the intensity is small. I can often adjust in a short time and rarely show it in front of students. , Emotional regulation ability is constantly being exercised.

Work Rise: Internalized Self

After quickly adapting to the work of the counselor, my strong desire to learn and positive emotional state promoted its rapid growth, and I was often in a positive emotional state. "I feel that my ability has improved rapidly and I am very happy every day." In the next 3 to 7 years, the true self was continuously internalized in the heart, gradually rising to work beliefs and emotional needs. In practice, it treats students like "outstanding student workers", and no longer depends on external forces. Push, and consciously evolve into an internalized self.

The Daily Work of Increasingly Skilled Students: The Sprouting of the Internalized Self in the Process of Giving

During this period, after hard work in the early stage, on the one hand, I have a clear understanding of the daily trivial administrative work of the college, and the negative emotions caused by the heavy administrative work pressure gradually disappeared; on the other hand, I am also aware of the situation of the students I bring I know it clearly, I have frequent positive interactions with students, and my positive emotions are growing day by day; and the class I lead is facing graduation soon, the students' academic development is very good, the construction of the style of study is effective, and the professional pride and sense of accomplishment are full of heart. "At that time, I had not yet married, doing the job I liked, enjoying the joy of work, and feeling particularly happy. From the bottom of my heart, I recognized and practiced the high requirements and strict standards of ‘Excellent Student Worker’". In order to achieve the standard of ‘excellence’, I devote myself wholeheartedly to my students and work, fully carry forward the spirit of selfless selflessness, and give my heart and soul without asking for anything in return.

Loving Students' Emotional Feedback: The Generation of the Internalized Self in the Moving

A hard work and a harvest, I will never forget the first graduation season of the students. When I talk about this beautiful moment, it is still difficult to conceal my inner emotions and touches, with a happy smile on my face. "The last class meeting, when I walked into the classroom, all the students stood up, bowed deeply at me, and then said in unison to thank the teacher. In an instant, tears filled my eyes. All the hard work and

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all the efforts were When it was worth it, I hugged every classmate with tears in my eyes. When the students left school and I went to see them off, many students were still indifferent. My uncomfortable mood seemed to be that my family was going to travel." The love and gratitude feedback from students has always been a milestone in my career emotions. As an important career motivation, it always reminds me to work harder and to strictly demand myself with higher standards. Efforts to become better and reach the realm of 'excellent student workers' can be enough to match this kind of precious emotional feedback.

Work Bottleneck Period: Disguised Self

"I don't know when I started, I feel that the passion for work is less and less, and the self-work requirements are not so strict." During my work for about 8 to 10 years, the emotional state of my interpersonal interaction with students has changed. The negative emotions of job burnout began to grow. In the day-to-day tedious work and endless hardships, the ideals and mission of "outstanding student workers" began to waver in the face of cruel reality, especially in the face of those who are obsessed with online games. When students with learning difficulties and exquisite and self-interested positive students, the inner frustration, helplessness and tiredness increase gradually. When these negative emotions are difficult to control, I dare not express my vent to the students. On the one hand, I am worried about the adverse effects on the students, and on the other hand, I am worried about bringing unnecessary trouble to the work. Therefore, I can only keep the true emotions in my heart and force a smile when facing similar students. The spillover effect of negative emotions has led to subtle changes in their emotional state when facing other students, family members, colleagues and other social relationships.

Frustration of Really Wrong Paying: Students with Learning Difficulties Who are Obsessed with Online Games

In the process of class management, I always encounter a small number of students who are obsessed with online games. Under the condition of strict control, they usually evolve into the following three types: First, some students understand the teacher’s hard work and sincerely accept persuasion and education, although Online games cannot be completely eliminated, but they will gradually converge, their academic performance can barely keep up, and their studies will not be affected. Although these students have a negative influence on my emotions, the intensity of the negative stimulus is not completely controllable; second, some students do not understand the teacher’s advice, only because the teacher-student friendship meeting promises to quit Internet addiction, but secretly improves Not much, still addicted to games, and his studies are greatly affected. This kind of students are very troublesome to parents and teachers. They can only step up their supervision. They have a greater intensity of negative emotional stimulation to me, but they are still within control. Third, some students play games and do not want anyone to control him. The teacher advises I talk back to my teacher when I get too many times. I get annoyed when I see the teacher, and I become more addicted to online games. In the end, my studies are hard to maintain. In the face of such students, parents and teachers are powerless. They have the strongest negative emotional stimulus to me, which is also the most difficult to accept, and the emotional labor is the strongest. Occasionally encountering such students, my negative emotions are difficult to relieve in a short period of time. The frustration of genuinely wrong payment and the paleness of educational power are hard to let go, and I even suspect that I am not suitable for

the position of counselor. In the face of other students, they often smile and pretend that they understand their emotions and behaviors.

Insurmountable Burnout: Active Life with Exquisite Self-interest

Exquisite and self-interested positive life brings me an insurmountable mental fatigue.In the special period of the annual awards and awards and the first party evaluation, there are always a few very 'smart' students who don't communicate much in the ordinary time. During that time, they often go to the office to chat, and enthusiastically consult whether they need help, and run eagerly. Rear. After the selection results come out, if the conditions are met, I am selected, and my attitude is 180 degrees. I am not proactive when I walk on campus to greet me; if the conditions are not met and I lose the election, I will go to the office to give I said how good I was. Why didn't everyone choose me, and the classmates I chose did not have good conditions for me, which caused me to be overwhelmed and bored. Exquisite and self-interested active students generally have acceptable grades, and may still be student leaders, with strong communication skills and generally good interpersonal relationships. Without these excessive self-interest behaviors, I have always been a good student in my mind. The collapse of their image as a good student made my work beliefs start to waver, and I doubted the value and meaning of my work, which resulted in a deep sense of burnout.

Work Stabilization Period: Rational Self

In those days of gloomy mood, I kept self-reflection after finishing work, constantly improved my emotion management skills, and my emotion regulation ability improved rapidly. After working for about 11 years, I suddenly realized that no matter how strenuous the reality is, there should still be poetry and distance in my heart. The belief in the ‘outstanding student worker’ cannot be obliterated, but only to become more rational. After that, I reflect on my shortcomings and understand the confusion of the students; I know my strengths and the needs of the students; I understand the limitations of my work, and I also understand that some of the students’ growth difficulties are beyond their reach; facing all kinds of personalities student, I learned to think from the perspective of the other person. In this stage of work, I cherish every student who meets by the water, establish a moderate sense of boundary between teachers and students, and appear mixed emotional states, and the emotions gradually become rational and become more and more peaceful.

The Fate of Meeting in Peace: Cherish Every Student

Years are like running clouds and flowing water in the spring and autumn. As another freshman begins, I can read all the charms of the students' youth without any surprises, touch the gray hairs on my forehead, and the mood of youth commotion is like yesterday's time can never be found again. Because it's almost twice the age of the students, even the naughty students don't dare to rush and shout ‘sister’. The students and I have a little more restraint and generation gap. I also know that as an old counselor, it is difficult for me to quickly integrate into the student group as intimately as when I was young, and there are no more opportunities for in-depth emotional communication with students than before, but I know what students are thinking and know What students need and when they need help, I said to everyone at the class meeting, "Every one of us is a passer-by in each other’s lives. I will cherish the fate of this peaceful encounter, and I would rather be

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like a big tree silently. I'm guarding you, and you can see me when you look up." When I said these words, I emphasized my tone and looked peaceful and serious.

Reasonable Giving in Moderation: Establish a Sense of Boundary between Teachers and Students

I faded away from passion and became calm. I was not as crazy as I was when I was working. In my life, everything returned to peace and tranquility. I also disappeared from the irritability and boredom before. In addition to handling the emotional communication with students and student administrative affairs, I began to pay attention. My words and deeds, the emotional state is no longer written on my face, I began to think about the value and destination of my career, I began to reflect on my career development and interests, and the role of myself and student development. I don't want to be an omnipotent all-rounder and panacea. I started to focus on finding a job consciously, focusing more energy and attention, and improving the job responsibilities and professional ability building of counselors.There is no boundless madness to give, instead of just giving. When both teachers and students have enough space and time, the teacher-student relationship is more harmonious and harmonious. "Help others first help yourself. Only when I am emotionally rich can I output more happiness. I will treat myself and my students more and more rationally, and retain this sense of boundary that gives teachers and students emotional freedom."

Discussion and Analysis

Practical Representation of Interpersonal Emotional Labor between Counselor and Student

As a job position for college students with unique Chinese characteristics, counselors have nine job responsibilities in accordance with the Ministry of Education's "Regulations on the Construction of Counselors in General Colleges and Universities", with a wide range of work content, and their professional roles cover at least nine independent professional related affairs. Compared with other college teachers, counselors have the most contact with students and the longest working hours; the most complicated work content and the greatest psychological pressure; the most emergencies and the greatest work responsibilities; the most bosses and the greatest range of interpersonal communication. Therefore, in this research, the practical representation characteristics of the emotional labor of the interpersonal interaction between the counselor and the students are distinct, which is embodied in the following three points. One is the long time of emotional labor. Counselors work in a special nature and need to solve various problems faced by students at any time. The mobile phones are turned on 24 hours a day. Student visits, practical activities, safety education and daily duty are still required during winter and summer vacations. Students are interactive throughout the year. The counselor's emotional state is difficult to relax, and emotional labor takes a long time; second, emotional labor is intense. Counselors' emotional labor frequency is relatively high. Ye Qing's (2013) survey of counselors in some universities in Shanghai found that their weekly emotional labor frequency of 8.62 times is much higher than the critical value; in addition, counselors are generally responsible for 200 or more Many students not only have to complete the established administrative daily tasks every day, but also receive irregular visiting students at any time to answer questions, ease negative

emotions, solve academic difficulties, and guide class building, even if they are physically and mentally exhausted and emotional If they are not good, they still have to work hard to solve problems and solve problems for students, and provide positive and active education guidance, so the emotional labor intensity is relatively high; third, the emotional expression rules are highly concerned. Rafael & Sutton (1987) believes that emotional expression rules emphasize the criteria for expressing appropriate emotions in a work environment, Brotheridge & Lee (2002) believes that emotional expression rules require individuals to express positive emotions and suppress negative emotions. In order to build a harmonious teacher-student relationship in the workplace, the counselor group hides the true emotional experience and shows objective, rational, stable, empathetic and calm emotions, and needs to conform to the organization's emotional expression rules, Even when students have deviant behaviors or encounter their own bad emotions, you still need to disguise your positive emotional state to avoid negatively affecting students and affecting the effect of education. In addition, counselors rarely experience big ups and downs in their emotions. Even if they are positive emotions, they should pay attention to the appropriateness and conformity to the organization's emotional expression rules, but they are not overly exaggerated and untimely (Xu, 2013). Beware of leaving students confused and at a loss.

The Regularity of Emotional Labor between Counselors and Students

In this research, the emotional labor evolution of counselors has always run through the educational function of the counselor's post to nurture talents, and has been filled with the emotional expression rules of outstanding student workers, which makes the evolution of emotional labor change with the work process. First, in the initial period of work and the rising period of work, the interpersonal emotional labor between the counselor and the student presents a continuous positive emotional state and true self. The emotional expression rules are initially perceived and efforts are made to achieve the internal and external consistency of work emotions. The emotional labor strategy is expressed in truth Mainly, this stage reflects the gradual deepening and internalization of the counselor's emotional expression rules for outstanding student workers; then in the work bottleneck period, the counselor and the student's interpersonal emotional labor show a staged negative emotional state and disguise Ego and emotion expression rules are clearly perceived and external emotions are constantly adjusted to meet work needs. Emotional labor strategies are mainly shallow performances. This stage reflects the constant conflict between the counselor's ideal self and practical reality, and the focus in the work is enlarged The root of the negative emotions and imperfect embarrassing self is still the long-term continuous practice of the emotional expression rules of outstanding student workers; finally, in the stable period of work, the interpersonal emotional labor between the counselor and the student gradually becomes rational. Under the influence of the post-education function and professional emotions, it presents a mixed emotional state and rational self. The emotional expression rules are integrated into professional emotions that are stable and firm. The emotional labor strategy is mainly based on deep performance. This stage reflects the professionalization of counselors His emotional state gradually formed and gradually became an excellent student worker. This evolution process has strong teacher professional attributes, and is similar to Chen Junjun's (2020) research on the emotional trajectories of two outstanding male and female teachers about to retire at different professional stages. It has a higher similarity to female teachers and has a real expression of experience. Changes in emotional labor strategies, such as surface performance and deep performance, experience changes in positive emotions, negative emotions, and mixed emotions, and women have more empathy and empathy. However, due to the researcher's limited working

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age, subsequent emotional labor No comparison, further research is needed.

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