

SURFACE ACTING IN THE CLASSROOM

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PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

Facultad de Ciencias de la Educación

Facultad de Comunicación, Lingüística y Literatura

Trabajo de Titulación como requisito previo para la obtención del título de
Magíster en Pedagogía del Inglés como Lengua Extranjera

**Surface Acting in the Classroom Affecting Public Ecuadorian English Teachers in a
Facebook Group**

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Quito, octubre 2021

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A handwritten signature in blue ink, enclosed in a faint oval border. The signature appears to read 'Jorge Luis'.

Firma:
JORGE LUIS GAVILANEZ CONGACHA
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ENGLISH TEACHERS IN A FACEBOOK GROUP**

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October 2021

ABSTRACT

The purpose of this paper is to show the exhaustion of teachers caused by surface acting that teachers feel in their everyday activities and the health problems that it causes when applying it in the class. This investigation shows different points of view of teachers when giving classes related to surface acting, health and stress. This descriptive investigation uses qualitative and quantitative methods applied through a survey and focus group, both applied to Ecuadorian Public English Teachers. This paper shows that teachers are suppressing their real feelings when giving classes and students' interaction is an important feature that affects teachers negatively but mostly positively. Survey and focus group results show that surface acting has a close relation that ends in teachers' exhaustion and sometimes serious health problems. Results show that teachers have ideas that can help reduce surface acting that mostly depend on authorities. This is the first time that an investigation of surface acting is applied to Ecuadorian Public English Teachers and it could be the beginning of future investigations that will help reduce surface acting in the class. This study recommends authorities by teachers' comments to pay attention to teachers' health caused by surface acting.

Keywords: Classroom, Ecuadorian Public English Teachers. Facebook group, Stress, Surface acting, Teachers 'health

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Octubre 2021

RESUMEN

El objetivo de este trabajo es mostrar el agotamiento de los profesores provocado por la actuación superficial que sienten los profesores en sus actividades diarias y los problemas de salud que provoca al aplicarla en la clase. Esta investigación muestra diferentes puntos de vista de los profesores a la hora de impartir clases relacionados con el surface acting, la salud y el estrés. Esta investigación descriptiva utiliza métodos cualitativos y cuantitativos aplicados a través de una encuesta y un grupo focal, ambos aplicados a profesores de inglés públicos ecuatorianos. Este trabajo muestra que los profesores suprimen sus verdaderos sentimientos al dar clases y la interacción con los estudiantes es una característica importante que afecta negativamente a los profesores, pero sobre todo positivamente. Los resultados de las encuestas y de los grupos focales muestran que la actuación superficial tiene una estrecha relación que termina en el agotamiento de los profesores y, a veces, en graves problemas de salud. Los resultados muestran que los profesores tienen ideas que pueden ayudar a reducir la actuación superficial, pero que dependen principalmente de las autoridades. Esta es la primera vez que se aplica una investigación sobre el surface acting a profesores de inglés públicos ecuatorianos y podría ser el inicio de futuras investigaciones que ayuden a reducir el surface acting en la clase. Este estudio recomienda a las autoridades por los comentarios de los profesores que presten atención a la salud de los profesores causada por el surface acting.

Palabras clave: Profesores de inglés públicos ecuatorianos, Clase, Estrés, Ocultar emociones, Salud del docente.

INTRODUCTION

In Ecuador, teachers have been affected by health problems and diseases, such as sore throat, voice iterations, asthma, spinal disturbance and others that affect teachers but they just suppress it at the moment of giving classes. About surface acting, Schutz (2014) says "when teachers try to wear a "mask" in an effort to show their students one emotion, they are suppressing their real feelings and, instead, present a facade as if they feel them" (p.173). It is an effort that teachers make in order to hide their real feelings in front of their students. They show a kind of mask in a class. Further, teachers present a facade in front of students in their virtual classes. They also wear a mask in their everyday activities, which means teachers are quashing what they really feel since they feel something else inside them that makes them just present a facade in front of people around them. For that reason, they are affected and this affects their virtual classes.

In Ecuador, there are no investigations regarding surface acting and for that reason it is important to investigate this topic in depth, because teachers in Ecuador need real investigations that support them at some point in their everyday activities. Besides, teachers in Ecuador are pressured in their activities by authorities and have a high workload. Since December 2nd 2020 teachers of public schools: "are required to work a regular eight-hour day in the form of attendance and teleworking" (MINISTERIO DE EDUCACIÓN). Public institutions teachers may feel that nobody really cares about their mental and physical health. For sure, surface acting does not happen only in virtual classes that we are experiencing nowadays, it happens all the time but now this problem is increasing in the virtual classes.

One positive aspect is that, despite being sick, tired or having personal problems teachers work by giving the best they can in their jobs teaching students of different levels, especially in public education. They are still fighting against a profession that consumes them and does not provide the necessary tools or help in their everyday activities. A negative aspect is that teachers are obliged to resort to surface acting and this is increasing their health problems, consuming their inner feelings and aggravating the pains that they have. Consequently, classes will also be affected when teachers suppress their real feelings and apply surface acting to them. Teachers feel overwhelmed by authorities in the

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institutions, districts and the Ministry of Education reports, tables and lists that in most of the cases are not necessary. Research on surface acting among Ecuadorian public-school teachers may help the government and authorities seriously appreciate and reevaluate the job and the role that teachers play in our society and create guidelines to protect them in order to improve the health and work conditions for the sake of increasing their capacity when giving classes as well as improving their physical and mental health. Briefly, surface acting investigations must be done in order to have an idea about what teachers need in aim to improve their daily work.

CHAPTER ONE: PROBLEM STATEMENT

Surface acting in teachers results in stress and burnout problems that in the end also affect the classrooms at public high schools. The main goal of this article is to show how teachers are affected in everyday activities as they experience work overload, and nowadays the pandemic situation across the world. This investigation will help understand the exhaustion that is seen in teachers at their places of work.

Research Questions:

How does surface acting affect teachers in their daily work?

What factors can reduce the effects of surface acting?

General Objective

1. The aim of this study is to show the exhaustion of teachers caused by surface acting that teachers feel in their everyday activities.

Specific Objectives

1. - To analyze Ecuadorian Public English Teachers' exhaustion caused by surface acting.

2. - To identify the problems that surface acting causes in the virtual classrooms of Ecuadorian Public English Teachers.

3. - To suggest solutions to avoid surface acting in teacher's labor in their virtual classes.

Relevance and importance of the research

This research about surface acting will contribute to creating policies that regulate teacher's workload so they are going to be the direct beneficiaries. In Ecuador, it is important to show how surface acting affects teachers in their daily work. Modifying some of the policies in regard to teacher's workload may be a possible solution. This investigation will show how surface acting is affecting teachers in general in their daily work in their virtual classes. It is important to show that surface acting really damages the teachers' health in Ecuador, so a big number of theoretical debates will be implemented to

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contribute to this research. The main point is to know how teachers feel in their everyday activities and show a possible solution to it by taking into account the teachers' opinions.

CHAPTER TWO: THEORETICAL FRAMEWORK**Emotional Labor**

One of the important features in any profession is the emotion that people show when performing their activities. The expression of emotional labor was first introduced by Hochschild (1979, as cited in Bhave, 2016) who mentions that emotional labor is something “which is likely to exert physical or mental tolls and adversely affect employees’ satisfaction and well-being” (p. 2). Those behaviors vary depending on the social factors and also the kind of job. Levine (2011) believes that “an employee first must know the goals of the job in order to gauge appropriate job behaviors and expectations” (p.19). A recent investigation made by Kuru (2019) affirms that “while emotional labor research studies increase the consciousness of teachers in this respect, they also enable them to develop strategies related to emotional labor” (p.570). The above-mentioned citations strongly confirm that emotional labor is an important element for teachers when teaching.

Teaching as emotional labor

Teachers’ emotional labor has been investigated by Zembylas (2005, as cited in Tsang, 2011) who says “if teachers cannot manage their emotions appropriately according to the rules, they will be treated as unprofessional” (p.1313). Teaching involves being in good conditions at performing this job and that is why teachers must hide their real feelings at the moment of doing their job and immediately surface acting appears. Teachers in Ecuador have responded in their best way but there are several factors that make them apply surface acting in their virtual classes. However, there is not any investigation about it in Ecuador. Lee (2017) believes “these latent unpleasant feelings need to be modified” (p.238) in order to perform an efficient job. Additionally, Alev (2019) asserts “emotional labor behaviors are heavily displayed in the educational environment and in the profession of teaching” (p.1143). As a result, these emotional behaviors are commonly used in normal and virtual classes. Besides, Trigwell (2011) says “In educational settings generally, emotion is ubiquitous, not only being a part of students' learning, but also being felt by teachers during their teaching learning” (p.609). All these thoughts obviously show the

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importance of emotional labor in the class, as well as how vital emotions are when teaching.

Emotion in the Workplace (The class)

Emotion is an evident fact in every job. Zhu (2008) confirms “emotional management is an integral part of organizational life” (p.107), and an enormous component of teachers’ lives is the class. (Levine, Horner, Kerr, & Scanlon, 2014) affirm “teachers are frequently challenged by the negative emotions, job stress, and burnout that are associated with the emotional and behavioral dysregulation of their students” (p.206). After all, emotions are absolutely crucial, but sometimes they must be hidden by a teacher, the thing which affects his/her health.

Surface acting

Surface acting is identified by Ashfort and Humphrey (1993, as cited in Yilmaz, Altinkurt Guñer and Sen 2015) as “the act of employees hiding their real feelings” (p.77). This means people show non-real feelings at the moment of doing their activities, depending on the personal emotions and mood they need to manage in order to perform their job appropriately. Teachers do much of the work that Ashfort and Humphrey describe - for example, they work for a long time every day sitting on a chair teaching for hours in front of the computer, hiding their real feelings and stress. Besides, they deal with the pandemic at home with their families. Mesmer, DeChurch and Wax, M (2012) assert in their results of emotional labor investigation “the effects tend to be negative. For example, surface acting is significantly negatively related to job satisfaction” (p.2). Similarly, Xanthopoulou, Bakker, Oerlemans and Koszucka (2017) conclude that “surface acting may exhaust employees and make them lose their concentration on and positive feelings about their work” (p.483). Based on those investigations, surface acting requires a big amount of energy to hide the real emotion, especially that teachers need to always be polite with students, parents, and authorities. These facts make teachers' jobs tiring, and that leads them to be affected by applying surface acting in their classes. As a result, teachers need to be

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away from exhaustion at the moment of giving classes, and they must rest and relax after finishing their work, which means in other words to avoid surface acting during and after their regular classes. Ogunsola (2020) argues “an expression of pleasantry by teachers may not necessarily mean happiness or joy” (p.63). Lee and Madera (2019) say that “surface acting consists of masking one’s true emotions and feelings to display organizational appropriate expressions” (p.1746); for example, a teacher may have bad days, and experiences surface acting even if they do know it. However, surface acting has not been investigated in relation with the context of language teaching and linguistics.

Pandemic-related Problems

Stress

MacIntyre, Gregersen and Mercer performed an investigation given through Google Docs amid April 5th and April 19th, 2020 where 639 teachers talked about their recent conditions and uncomfortable situations in the pandemic. The results clearly show the increasing levels of stress. MacIntyre, Gregersen and Mercer add (2020) “The most stressful experience reported by teachers was workload followed by family health, which were rated as significantly more stressful than all other items” (p.7). This investigation obviously reveals that teachers in the pandemic are in charge of numerous things such as teaching, learning, informs and tasks that cause stress and affect their health. They are suppressing what they feel, which results in surface acting.

Teachers’ burnout

Malash and Jackson, (1981, as cited in Evers, Tomic and Brouwers, 2004) explain that “burned out people suffer from emotional exhaustion, depersonalization and a reduced sense of personal accomplishment” (p.132), This is very common in teachers who work with students in addition to the hard hours and other factors that turn surface acting into burnout problems. Zhu (2008) remarks “it seems reasonable to assume that surface acting will be positively associated with burnout” (p.111). Lee (2017) affirms that “one of the

most cited consequences of emotional labor is job burnout” (p.1489). Consequently, burnout is a syndrome that appears mostly in frontline workers like teachers.

Diefendor’s survey

It is important to mention that a survey made by Diefendor, Croyle and Gosserand in 2004 about surface acting in undergraduate students who worked in different jobs will be adapted in the questionnaire of this investigation since surface acting affects every job in various contexts.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

Design

This investigation is a mixture of both quantitative and qualitative tools. The quantitative part is performed through a survey for the sake of obtaining the data, conclusions and recommendations in the form of percentages obtained from the questionnaire about surface acting. The qualitative part was applied through open questions where participants responded in different ways. The level of depth that is expected to be achieved in the results of the research is descriptive since it seeks to specify and describe important properties, characteristics and features of surface acting. It was described after having the results of the survey.

Field research is also used in the present project since the surface acting questionnaire was applied directly to public Ecuadorian English teachers of a Facebook group. Primary and secondary research was used since the researcher used other investigations and it is supported by the bibliography located in the references. Also, a qualitative focus group was run to strengthen in a qualitative manner the survey with a group of teachers that showed their thoughts about surface acting.

Participants and context

Survey: Participants consisted of teachers working in primary and secondary institutions in the public Ecuadorian system in the pandemic situation. In total, the number

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of teachers in the Ecuadorian Public English Teachers Facebook Group is about 6.623 teachers. They are professionals with an age ranging between 20 and 60 years and they are residing in all the provinces of Ecuador.

Focus group: Participants consisted of 4 adult women aged between 34 and 40 years, currently residing in Quito. Participants were recruited from two public high schools in Quito. Participants gave both verbal and written informed consent.

General Questionnaire

The survey questionnaire was created on Google Forms with twelve questions was applied to the participants. It was applied to the entire population. Non-probability sample method was used since the data collection is made through voluntary response sampling; the questionnaire was available in the Public English Teachers Facebook Page for five days and the researcher resent it every other day in order to collect more responses. The researcher sent the link so teachers who wanted to participate just clicked on it and answered it in a voluntary and anonymous manner for approximately three to five minutes. The investigator explained to participants in the survey that data will be confidential.

The questionnaire consisted of twelve questions, five of them were adapted from an investigation about Emotional labor strategy items of Diefendor, Croyle and Gosserand (2004) changing the questions from customers to teachers in the scale of surface acting. The questionnaire intends to measure how surface acting is affecting Ecuadorian Public English Teachers' health and the risk that it causes, and at the same time, it seeks finding possible solutions to the effects of surface acting. In the questionnaire, there were linear scales, multiple choice and open questions that sought quantitative and qualitative answers about surface acting affecting the health of Ecuadorian teachers. The questionnaire was displayed in Spanish since most of the teachers in the Facebook group are Spanish L1 speakers. (See annex 1).

Focus group

In order to strengthen the investigation, a focus group was run in August. The focus group was planned, structured and moderated by the researcher. The questions for the focus

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group were developed by the researcher paying attention to the literature review: surface acting, teachers' health, and some questions were related to the questionnaire in the survey that aimed at strengthening this investigation. (See annex 2).

Data analysis

Data collection

Survey: Data collection instrument consisted of two parts. In the first part, 11 items of information such as province, gender and age were asked to teachers. The second part consisted of surface acting questions about how teachers feel in their virtual classes. Data were collected through a questionnaire as described by (Kothari, 2004) "this method of data collection is quite popular, particularly in case of big enquiries." (p.111). In this case, the questionnaire was made via Google Forms and sent to the Ecuadorian Public English Teachers Facebook group for five days. The questionnaire measured the surface acting and teachers' health variables through twelve questions.

Focus group: Data were collected on September 1st when teachers had returned to their virtual classes in the 2020-2021 school year. Due to social distance measures, it was necessary for the focus group to be conducted online. To make the discussion manageable, the focus group included four participants. The group met through Zoom video conferencing for 52 minutes. Participants were connected by using audio and video. Teachers respond with their ideas to six open-end questions for the purpose of recording their individual points of view.

Processing of data

Survey: Data were examined through the answers of real feelings of teachers, questions were linear scale ones and participants answered all of them. The data were collected and classified for every question in qualitative and quantitative answers. After that, the tabulation was done by using percentages in qualitative questions and charts and comments in qualitative questions.

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Focus group: The focus group was audio recorded, uploaded to YouTube and transcribed verbatim from Spanish into English for analysis. In the focus group, the researcher analyzed teachers' answers and feelings about surface acting questions and those answers were analyzed with the survey responses.

Analysis of data

Survey: Descriptive analysis was used to determine how surface acting affects the health of teachers during the research process. The data collection was analyzed paying attention to the objectives of the research. The analysis of data is shown by percentages in every question in the scale from 1 to 5. Also, it was analyzed through the province and gender of the participants. The data is presented in tables and charts in Excel.

Focus group: Transcribed script of the focus group was discussed and analyzed in the discussion section by taking the most important ideas of teachers' responses in every question. Most of the answers were the same since points of view were similar and the main ideas were connected to the survey.

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Validity and reliability

For better credibility, the researcher deployed two experts' opinions about the survey questions; both of them are professors at Catholica University. The survey accuracy was reviewed and approved by them. Four items were removed, and instead six were added and with this the understandability of the survey was completed. A total of 12 questions were retained in the end: 3 questions about health, 4 questions about surface acting, 2 about the number of students and 3 open questions. Focus group questions, which consisted of six items elaborated by the researcher, were checked, improved and approved by a qualified professional who is a professor at Catholica University. Questions were asked in both English and Spanish since the L1 of focus group participants is Spanish. The complete focus group was developed in Spanish and transcribed into English. Two researchers reviewed the transcript to check its accuracy.

CHAPTER FOUR: RESULTS

The social-demographic table shows that out of 6632 expected responses, 127 of the teachers participated in the survey. This gave a response rate of 1, 91%. Most of the participants were from Pichincha and women. (See table 1)

Table 1. Participants' characteristics.

<i>Demographic variables</i>	Count	(%)
<i>Province</i>		
Esmeraldas	1	0,8
Manabí	3	2,4
St. Domingo de los Colorados	1	0,8
Guayas	15	11,8
Los Rios	1	0,8
El Oro	4	3,1
Galapagos	1	0,8
Carchi	2	1,6
Imbabura	1	0,8
Pichincha	70	55,1
Bolivar	1	0,8
Cotopaxi	3	2,4
Tungurahua	1	0,8
Chimborazo	3	2,4
Cañar	2	1,6
Azuay	7	5,5
Loja	5	3,9
Sucumbíos	1	0,8
Morona Santiago	1	0,8
Zamora Chinchipe	3	2,4
Other country	1	0,8
<i>Gender</i>		
Male	17	13,4
Female	110	86,6
<i>Age</i>		
20-30	16	12,6
30-40	37	29,1
40-50	47	37
50-60	27	21,3

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1.- How stressed have you felt in most virtual classes?

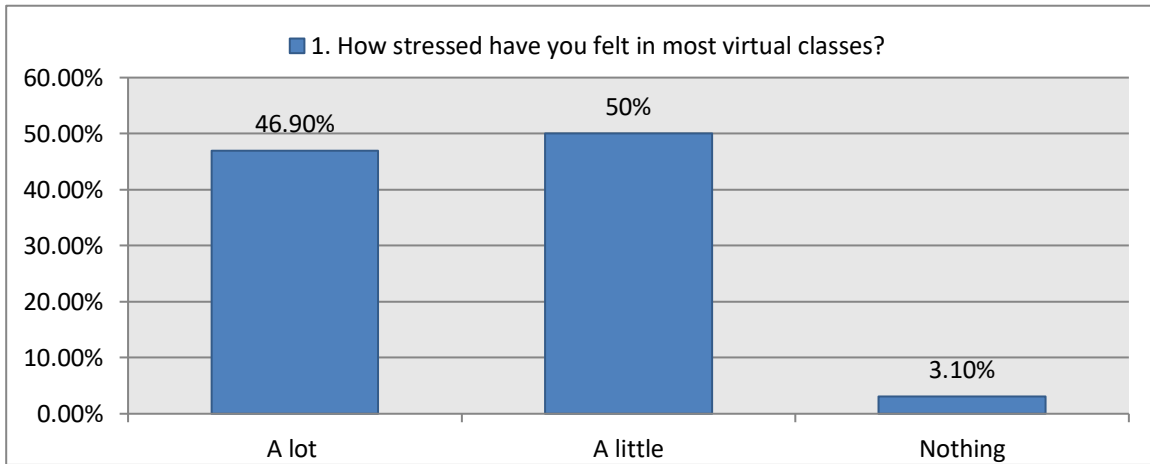


Figure 1. Question 1

Question 1 shows that according to the answers of teachers there is an average where almost half of them feel a lot of stress in their virtual classes and the other half feel a little of it. Just a small percentage of them do not feel stress in their virtual classes. (See table 2.)

2.- On an ascending scale from 1 to 10, how much do you consider that work overload has affected your health in virtual classes?

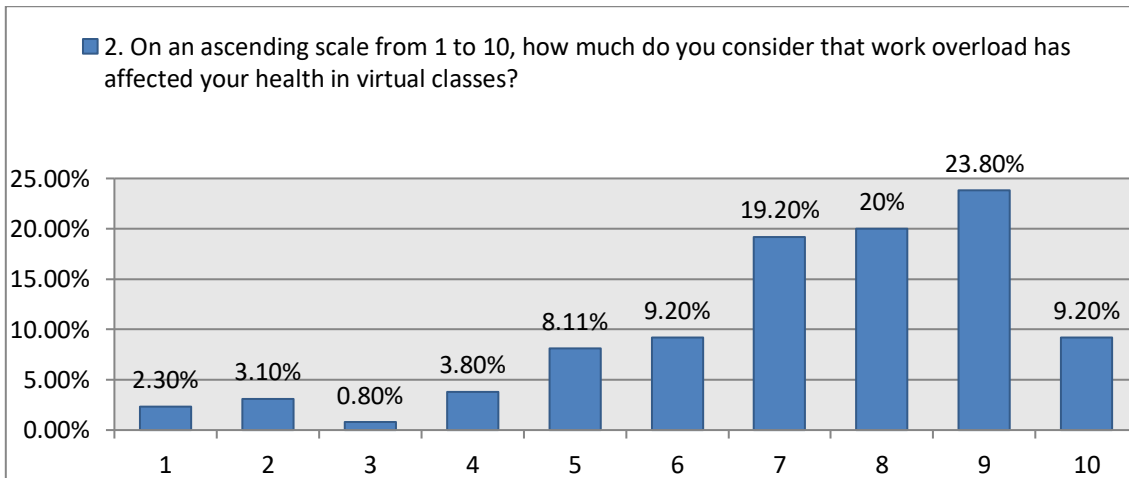


Figure 2. Question 2.

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In question 2 the main scale percentages (6, 7, 8, 9, 10) show that work overload has affected teachers in their virtual classes. This suggested that most of the teachers surveyed felt that their health was affected when giving virtual classes. (See table 2.)

Table 2. Teachers' responses about health (Questions 1,2,3)

Theme	Subtheme	Conceptual Coding/Concepts and Subconcepts	Percentage/scale		
			A lot	A little	Nothing
HEALTH	Stress	Stress in the virtual class	46,90	50	3,10
	Work overload	Affection of the health (highest scores)	19,20	20	23,80
	Health problems	Health problems in the virtual classes	Multiple answers		

3.- What health problems have you had from teaching virtual classes in this pandemic?

Question three has a variety of answers that go from simple health complications such as headaches, backache, muscle pain, fatigue, mental fatigue, stomachache that in most of the cases would happen in any context and in any job, but teachers also mention more complicated health problems like: anxiety, migraine, insomnia, itchy eyes, visual problems, tonsillitis, sleep disorder, sleep deprivation, dermatitis, pain in the joints of the hands, facial paralysis, colitis and depression that can be extremely serious issues for teachers' health. The 3 most frequently answered responses were eye problems (25.98%), backache (21.25%) and stress (20.47%). It is important to mention that from 127 respondents only 4 answers were none. (See table 3.)

Table 3. Thematic and Conceptual Coding of teachers' responses in question 3.

<i>Teachers' responses</i>	Count	(%)	<i>Teachers' responses</i>	Count	(%)
Eye problems	33	25,98%	Neuritis	1	0,78%
Backache	27	21,25%	Tonsillitis	1	0,78%
Stress	26	20,47%	Conjunctivitis	1	0,78%
Headache	13	10,23%	Anguish	1	0,78%
Anxiety	9	7,08%	Constipation	1	0,78%
Insomnia	8	6,29%	Anemia	1	0,78%
Migraine	7	5,51%	Stomachaches	1	0,78%
Muscle aches and pains	6	4,72%	Neck pains	1	0,78%
None	4	3,14%	Synovitis	1	0,78%
Hemorrhoids	3	2,36%	Facial paralysis	1	0,78%
Colitis	3	2,36%	Asthma	1	0,78%
Mental fatigue	3	2,36%	Dorsalgia	1	0,78%
Nervousness	3	2,36%	High pressure	1	0,78%
Carpal tunnel	3	2,36%	Depression	1	0,78%
Skin problems	2	1,57%	Neuralgia	1	0,78%
Tiredness and fatigue	2	1,57%	Infections	1	0,78%

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Gastritis	2	1,57%	Rhinitis	1	0,78%
Hypertension	2	1,57%	Bursitis	1	0,78%
Sedentary lifestyle	2	1,57%	Leg discomfort	1	0,78%
Sinusitis	2	1,57%			

4.- Do you pretend good humor when interacting with students in order to treat them appropriately?

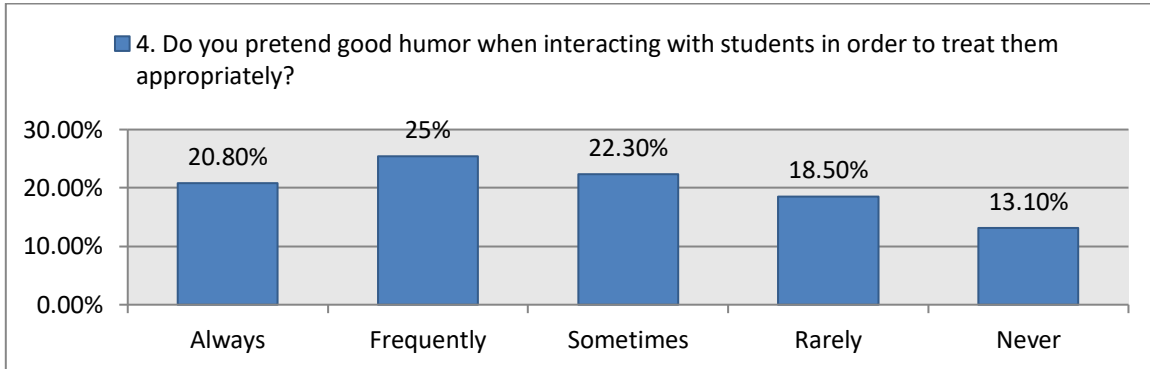


Figure 3. Question 4.

In response to questions 4, “frequently pretending good humor when giving classes” has the highest rate (25%). However, there is not much difference between the highest response and the other 3 top scales. What is attention catching is the lowest scale “never” which scored only 13.10%. (See table 4.)

5.- In classes with your students do you hide your emotions and try not to show tiredness, frustration, problems and/or bad mood?

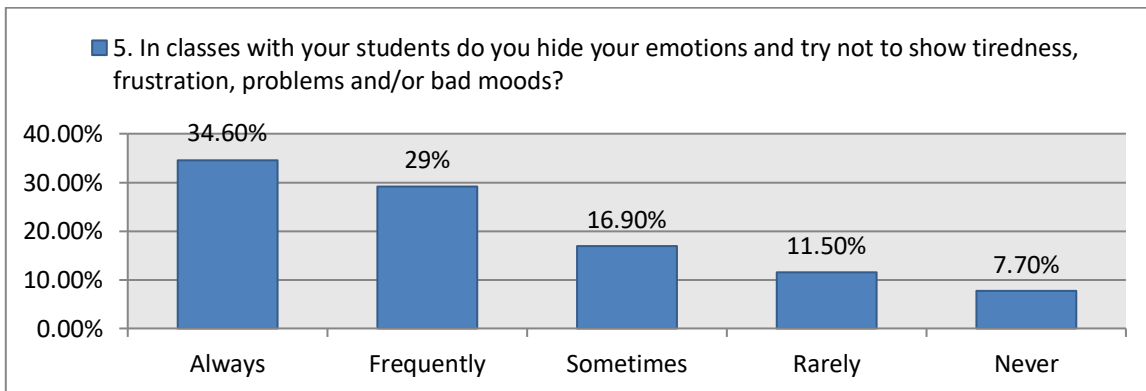


Figure 4. Question 5.

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Question 5 shows that the teachers' most frequent response was "always" with 34.60%. "Frequently" hiding their emotions trying not to show their tiredness, frustration problems and bad mood comes second with 29%. Relatively, we can notice how responses with "sometimes" and "rarely" hide their emotions and try not to show tiredness, frustration, problems or bad mood are considerably low (7.7 to 11.50%). According to the table, most of the teachers "always or frequently" hide their emotions trying not to show their tiredness, frustration problems and bad mood. (See table 4.)

6.- Do you conceal the emotions you show when dealing with students?

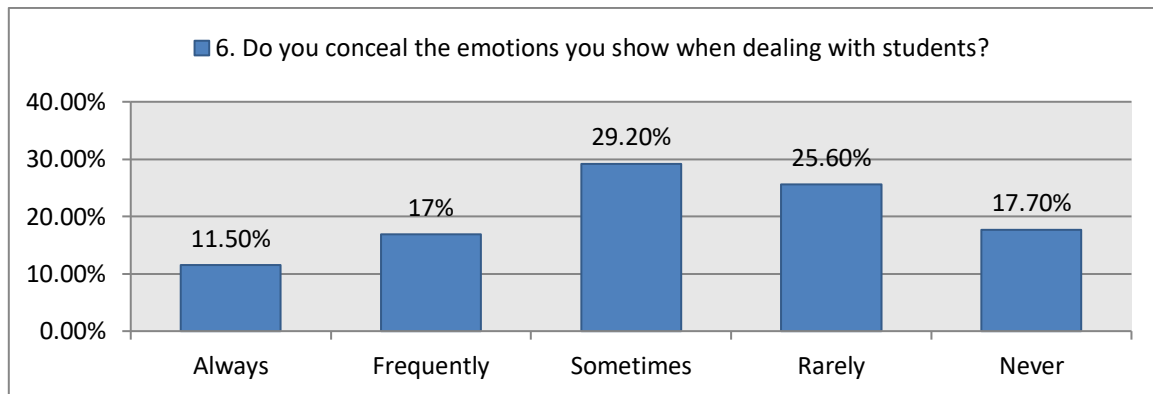


Figure 5. Question 6.

Concealing emotions in question 6 shows that teachers "sometimes" and "always" are the most frequent responses when hiding their emotions and when dealing with students but other items are relevant too, there are percentages that show that from always to rarely teachers define emotions and only the 17,70% answered that they never define emotions. (See table 4.)

7. - Do you control your feelings to have the emotions you need to show in your work when you realize that your students did not do their homework?

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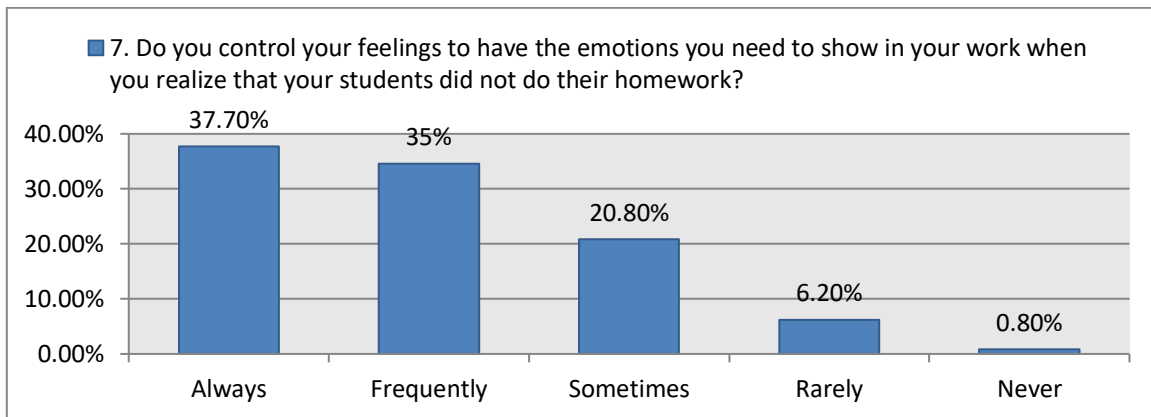


Figure 6. Question 7.

Dealing with students when they do not do homework has been one of the main problems for every teacher. In this survey, it is seen that the highest scales (always and usually) and even (sometimes) indicate that the majority of teachers control their feelings, which leads them to perform surface acting when students do not do homework. Only 7% of the answers reveal that they do not control their feelings when students do not do their homework. (See table 4.)

Table 4. Teachers' responses about surface acting. Questions 4, 5, 6, 7)

Theme	Subtheme	Conceptual Coding/Concepts and Subconcepts	Percentages				
			Always	Frequently	Sometimes	Rarely	Never
SURFACE ACTING	Good humor	Interaction in the class	20,80	25	22,30	18,50	13,10
	Hide emotions	Try not to show tiredness, frustration, problems and/or bad moods	34,60	29	16,90	11,50	7,70
	Define emotions	Dealing with students	11,50	17	29,20	26,50	17,70
	Control feelings	When students do not make homework	37,70	35	20,80	6,20	0,80

8.- How could teachers be helped with the burnout associated with online classes?

In question 8, respondents mention several alternatives in order to help them with issues regarding working in front of the computer. Most of them are logical such as: avoiding unnecessary administrative work, reducing the educational workload, giving emotional

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support workshops, relaxation exercises through DECE and walks. These were the most frequent answers of respondents. A few of them do not seem possible to happen in our educational system such as: psychological therapy, reduction of synchronous hours and better salary. These answers indicate that solutions to teacher burnout are possible and could be changed, but according to our educational system, that only depends on the government. Teachers responded with many ideas that could be analyzed by authorities in order to avoid teachers' surface acting. (See table 5.)

Table 5. Coding on the teachers' responses of surface acting (Question 8)

<i>Teachers' responses</i>	Count	(%)	<i>Teachers' responses</i>	Count	(%)
Avoiding unnecessary work such as administrative work.	31	24,40 %	A spa day for my birthday	1	0,78%
Reducing the educational workload	30	23,62 %	Better organization of synchronous hours	1	0,78%
Give emotional support workshops, relaxation exercises through DECE, walks, etc.	26	20,47 %	Having spaces to share experiences	1	0,78%
With workshops on e-learning, technology, virtual tools, etc.	8	6,29%	Compensating it with a des-stress day.	1	0,78%
Respecting working hours	7	5,51%	Anti-stress courses	1	0,78%
Physical exercise, recreation, dance therapy, arts and crafts.	5	3,93%	Allowing the use of modules instead of projects.	1	0,78%
With a more flexible schedule	4	3,14%	Monetary recognition	1	0,78%
Psychological therapy	4	3,14%	Schedules should already give us something standard where we can make only slight changes.	1	0,78%
I have no idea	4	3,14%	Have enough time for classes, courses and send to be on the computer and cell phone.	1	0,78%
Avoiding the presentation of daily schedules, unnecessary training.	4	3,14%	With real work according to the socio-economic environment and accessibility there is.	1	0,78%
With active breaks	3	2,36%	Through surveys asking how we are doing	1	0,78%
Fewer meetings with authorities	3	2,36%	Talking with coordinators, feeling supported.	1	0,78%
Vacations	3	2,36%	Do not extend the connection minutes too much	1	0,78%
Better salary	3	2,36%	Getting up in front of the computer every hour.	1	0,78%
That the schedules are well distributed	2	1,57%	Giving them more time to rest	1	0,78%
The government should provide free internet in every corner of the country.	2	1,57%	Yoga and meditation	1	0,78%
That educational establishments can change some policies	1	0,78%	Making simpler systems for averages.	1	0,78%
One day off a month from hard work	1	0,78%	Motivating their work with recognition	1	0,78%
More responsibility of the students	1	0,78%	Creating educational policies that allow to distribute the number of students taking into account pedagogical approaches.	1	0,78%

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That parents fulfill their role.	1	0,78%	Giving them back their authority and demanding that students respect and fulfill their obligations.	1	0,78%
Providing internet and electronic devices	1	0,78%	Encouraging teachers	1	0,78%
Establish clear rules on homework collection and evaluation.	1	0,78%	Tonsillitis	1	0,78%

9.- How many students did you have before the pandemic?

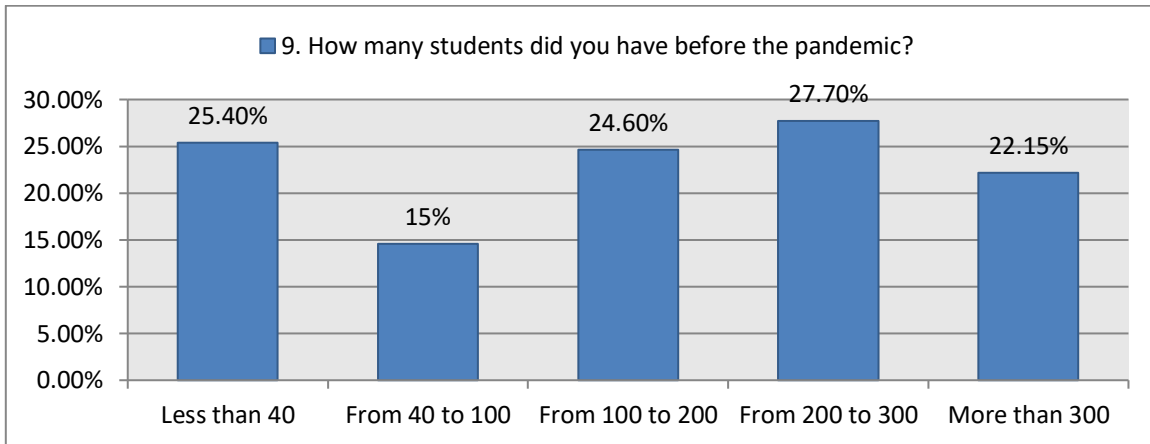


Figure 7. Question 9.

(See table 6.)

10.- How many students did you have after the pandemic?

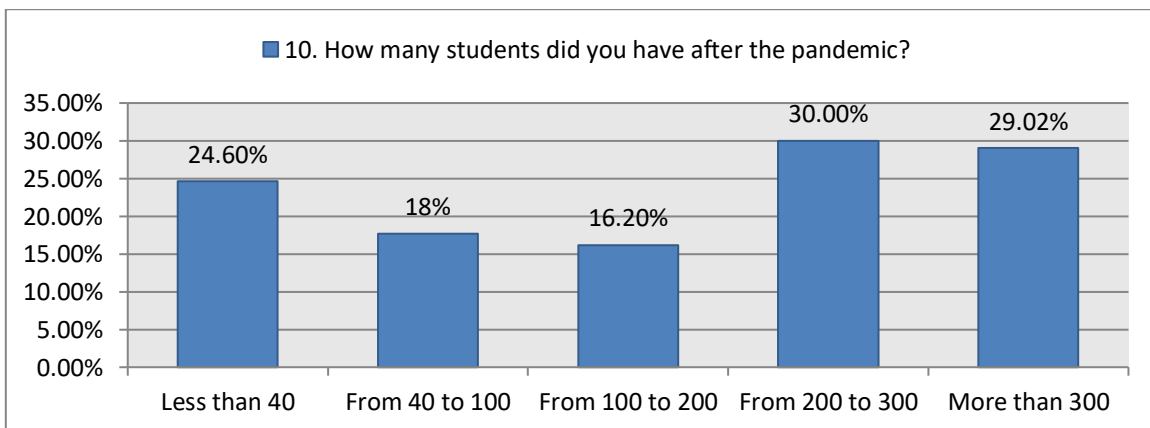


Figure 8. Question 10.

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Questions 9 and 10 indicate that the number of students slightly changed, since the percentages seem fairly similar. As a result, it seems that students' numbers did not significantly affect the teachers' health before and after the pandemic. (See table 6.)

Table 6. Thematic and Conceptual Coding of Students Number (Questions 9,10)

Theme	Subtheme	Conceptual Coding/Concepts and Subconcepts	Percentages				
			Less than 40	From 40 to 100	From 100 to 200	From 200 to 300	Others
STU							
DEN	Number	Before the pandemic	25,40	15	24,60	27,70	22,15
TS	Number	After the pandemic	24,60	18	16,90	11,50	7,70

11.- What changes your mood in virtual classes?

Question 11 is a qualitative question that looks for teachers' own ideas and a variety of points of view of what changes their mood in virtual classes. The main answers to this question were: lack of student attention and participation, little help and commitment, lack of interest and irresponsibility on the part of parents and students, poor connectivity, intermittent internet for students, technical and platform issues, when the student does not turn on the camera and students' disrespect. Other factors that change teachers' mood were: students not logging in to classes, the intervention of parents and students, when they do not present tasks, lack of support from other teachers, unpunctuality, being in front of the computer for hours at a time. Some of them mention that they know how to handle their emotions properly, "I am tolerant and have no difficulties". Regarding this question, there may be several factors that really change a teacher's mood in their virtual classes. It is important to mention that only 6 respondents answered that nothing changed their mood. (See table 7.)

12.- What makes you happy or smile in virtual classes?

Question 12 is a qualitative question that looks for teachers' own ideas of what makes teachers smile. As in the last question, a variety of points of view was recorded. The most common answer was when students participate and interact in the class. The second most answered idea was to see students present, motivated, and the third most answered point of view was to see how happy the students are to learn, their witticisms and smiles. There were other additional answers such as: the attendance and commitment, interest and responsibility of parents and students, greeting and interacting with my students, when students understand the lessons (note the development of a skill), to be able to be at home near my family The motivation of my students to learn, that they respond with what is proposed, a responsible, respectful and dedicated student, the cordial and kind treatment that the students show in class and when students log on to classes. In conclusion, almost all of the answers are centered on student's participation and interaction. (See table 7.)

Table 7. Comparative coding on the teachers' responses of surface acting (Questions 11 and 12)

<i>NEGATIVE IMPACTS IN TEACHERS' EMOTIONS THAT ARE CAUSED IN THE CLASS</i>			<i>POSITIVE IMPACTS IN TEACHERS' EMOTIONS THAT ARE CAUSED IN THE CLASS</i>		
<i>Teachers' responses</i>	Count	(%)	<i>Teachers' responses</i>	Count	(%)
Lack of student attention and participation	31	24,40 %	When students participate and interact.	63	49,60 %
Little help and commitment, lack of interest and irresponsibility on the part of parents and students.	20	15,74 %	The assistance and commitment, interest and responsibility of parents and students	1	0,78%
Poor connectivity, intermittent internet for students, technical and platform issues	17	13,38 %			
When the student does not turn on the camera.	10	7,87 %	When the cameras are turned on	3	3,93%
Student's disrespect	9	7,08 %	A responsible, respectful and dedicated student. The cordial and kind treatment that the students show in class.	2	1,57%
Nothing	6	4,72%			
Students not logging in to classes	5		When students log on to classes	2	1,57%
The intervention of parents and students	5	3,93%	Greeting and interacting with my students	4	3,14%
When they do not present tasks	3	%			
Lack of support from other teachers	2	1,57%			
Unpunctuality	2	1,57%			
So many messages from students,	2	1,57%			

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parents and authorities and at any time they want, without respecting a schedule.					
I know how to handle my emotions properly; I am tolerant and have no difficulties.	2	1,57%			
Not being able to connect live with all students	1	0,78%			
Children not to follow instructions because they are playing	1	0,78%			
Not being able to help a child because of being through the screen	1	0,78%			
Non-students submitting homework assignments.	1	0,78%			
Non-students submitting homework assignments.	1	0,78%	The motivation of my students to learn, that they respond with what is proposed.	2	,57%
Not being able to see or hear students	1	0,78%			
Lack of closeness to my students	1	0,78%			
When students leave the classroom	1	0,78%	Seeing students present, motivated, and well	18	14,17 %
Overwork as a tutor	1	0,78%	I like my job, I love to see how much they enjoy when we do dance activities, music, games, etc.	1	0,78%
Misuse of technology	1	0,78%	To see that children are using ICTs for learning and not just for leisure time.	1	0,78%
When they cheat on exams	1	0,78%	That students do not cheat and fulfill their duties as students.	1	0,78%
Review online activities	1	0,78%			
Time and work overload	1	0,78%	I want to return to face-to-face classes	1	0,78%
Time goes by very fast	1	0,78%			
Mental exhaustion	1	0,78%	To be in peace and quiet	1	0,78%
The noise my family generates	1	0,78%	To be able to be at home near my family	1	0,78%
Mishandling of microphones, recklessness on the part of the family members	1	0,78%	How happy the students are to learn, their witticisms and smiles.	17	13.38 %
Inability to help students, especially the younger ones	1	0,78%	Seeing them, knowing that they are well and that they ask me questions	1	0,78%
Sitting for several hours	1	0,78%			
That representatives treat students poorly	1	0,78%	That there be a space for respect and consideration	1	0,78%
Boredom	1	0,78%	Being a teacher	1	0,78%
After the explanation has been given several times, they ask again	1	0,78%	When they understand the lessons (note the development of a skill)	6	4,72%
It is very complicated to capture the attention of small children in a virtual way for more than 20 minutes and the virtual class is 40 minutes long.	1	0,78%	Imagine I am in my classroom	1	0,78%
Excess meetings and increased documentation	1	0,78%	When the class ends	1	0,78%
When students from outside the group enter and try to hack into the class	1	0,78%	Dialogue with my students	1	0,78%
Having to send evidence to the authorities	1	0,78%			
Knowing that we are all feeling the same, that's why I make sure they are well so that they feel understood and helped.	1	0,78%	My love for my profession	1	0,78%

DISCUSSION

This study was designed to investigate how surface acting affects teachers in their virtual classes. A survey and a focus group were applied to teachers who responded with their true feelings about it. In the survey, the participation of teachers of all the provinces of Ecuador was expected, but only 21 provinces participated. Most of the respondents were from Quito, some of them were from Guayaquil and a few of the other provinces. As for the focus group, the teachers from public high schools answered with their true perception about surface acting.

Surface acting in the class

Surface acting seems to be used by teachers in every single class in order to hide or define their emotions but the percentages from always to never are not the same in respondents. Hiding emotions and trying not to show tiredness is highly performed by teachers according to the displays in the tables of the survey. Based on the focus groups, some teachers' experiences support the survey with their answers. All the participants agreed on the same idea, and as an example one teacher said, *"Yes, it has happened to me on several occasions, I have felt, well I have had several emotions, ranging from disappointment, frustration, anger; things that one cannot at this time obviously for the role that we have we cannot let this be evident in front of the children"*.

Another participant declared, *"Sometimes one puts a different face to what is feeling inside to avoid any misinterpretation of the students since during the 40 minutes of class we have to show the face of happiness, not sadness but a posture according to our profession"*. Moreover, another teacher suggested, *"yet I tried to show a good attitude towards the students, perhaps leaving behind a feeling of sadness"*. Besides, other respondents said in relation to the surface acting, *"that's always going to be the attitude of the teacher, whatever the situation; virtual, face to face, we will always be with a joker face so that they can get ahead"*. Both survey and focus group participants' responses evidently demonstrated that teachers do apply surface acting in the class by hiding what they really feel inside them in order to make students feel better, even leaving aside their own well-being. The investigation results confirm this that show that the

exhaustion of teachers can be caused by surface acting that teachers feel in their everyday activities.

Teachers' health affected

Survey results suggest that teachers' health has been seriously affected in the virtual classes and some of them were normal effects that could happen in any context such as headache, mental fatigue or neck pain, but, some of them are really dangerous for them and can be even worse such as eye problems that was on the top of the teachers' answers, plus stress and back pain which were other responses to affect the health of teachers. This was confirmed with the focus group. One participant said, *"before the virtual classes that we have been more than a year and a half; I didn't have some health problems like I have now, as you can see I am already wearing glasses because my eyesight started to fail about two and a half months ago due to the excessive time I have spent lately at the computer"*.

Another participant mentioned, *"In the previous year in the middle of the year my body began to suffer, then I began to have problems with my eyesight, I could see blurry, I had to do a checkup with the respective doctors and also since the previous year in the middle of the year I had to start using glasses, I also began to have back problems in my shoulders, in my waist and by the end of the year I even felt pain in the part here of the wrist and in this part of the arm, so by the end of the year I ended up quite sick"*. In addition, to support the results of the survey other participants described, *"It has affected me with a lot of stress"*. Half the participants declared that work overload was as an indicator that also affects the health of teachers. Both survey and focus group participants agree that their health has been affected in the virtual classes.

A distinctive and unexpected answer also emerged after analyzing the survey of surface acting. Surprisingly, a few teachers seemed not to feel any stress during their virtual classes, and one of the participants of the focus group said, *"I could say that I have not had any health problems, nor stress"*.

Relationship between teachers' health and hiding emotions in the classroom

The focus group strengthened the investigation with the participants' comments that consider that there is a clear relationship between health issues and hiding emotions in the class. All the participants agreed with that claim in their comments; one of them said: *"It can be related, but it depends, for example if you die of anger and you hold it in, that is, eventually your stomach hurts, if you are thinking, thinking and thinking you will get a headache, in my case it has happened to me very eventually for example the pain in my head, but instead these others that I was telling you well I think they are due to posture and overwork but I do believe, I firmly believe that emotions are related to these pains of these diseases that you can develop later"*.

One more participant announced about the relationship between surface acting and said: *"with the continuity that we as teachers are hiding all these situations for a long time, so that little pain that we feel, I don't know, in our head, in our stomach or maybe in our waist, of the stomach or perhaps of the waist goes aggravating to a future and there they begin then exactly what are the diseases that become chronic since neither the pill nor the massage can solve your problems for this to be hiding our emotions in front of a virtual class "*.

Another participant agreed with the previous comments and added, *"Yes I agree that the fact of hiding emotions is an accumulation so that later your body goes asking for help, it definitely affects the physical, a permanent headache can lead to a migraine, not eating at the right times when we have meetings and sometimes we are interrupted, not eating at the right times can lead to gastritis, the fact of not making you see quickly a back pain suddenly a scoliosis, so yes, really the emotions do, if they lead to a pain of a physical pain"*. And the last participant also said, *"if I continue in virtual classes for more than eight hours using the computer, suddenly I will use the glasses for life because I practically spent a lot of time at the computer, many hours sitting, the bad position of my back, so in the future it will affect me, that's what I could say"*. Taking into account the comments given by teachers, we can conclude that these emotions and these relationships that exist in this profession are not temporary or for one day. In fact, they can be long-lasting consequences in the case of teachers' health.

Negative and positive impacts in the virtual classroom

Survey results in questions eleven and twelve suggest that students' engagement has the biggest impact on teachers' mood since both positive and negative impacts are both on the top of the answers. It is interesting to see that students' participation changes teachers' mood in a negative way in only 24 % but it impacts positively in 63% of the responses. The negatives impacts mentioned in the last paragraph were clearly confirmed by one of the participants that said "*Well, in this case it bothers me too, it bothers me, all the limitations and all the creativity that the students have brought out in the pandemic in terms of lies, the same fact that the classmates already mentioned: I can't turn on the camera because I don't have megas, because the camera isn't working; so how does one check, one can't check. new lies have been heard; it is the same thing, the microphone; to bother sometimes if they turn on the microphone but when it is said to him read, of his example, his exercise already is not worth the microphone, to connect equal, I do not have Internet, for the light then if really that bothers to see that to one they lie to him, they have creativity for that and they are not able to connect, to be responsible or to look for the way to participate, to be active entities during the class*".

Teachers' mood, according to the survey, is influenced by the little help and commitment, lack of interest and irresponsibility on the part of parents and students and negatively affects teachers' mood in a considerable percentage, but at the same time the attendance and commitment, interest and responsibility of parents and students seem to positively affect teachers since this interaction between teachers and students is fundamental in the class. One participant of the focus group suggested "*They don't know if they are paying attention to you, and even though I talked to the parents, the parents also say ok, period, I think it was the frustration that for me the last months I was already like 'what else should I do'?*". To summarize, with the answers of the survey and focus group it is confirmed that students and parents' behavior changes teacher's mood. Further, it was evident that teachers become happy when students participate in their virtual classes by showing interest in the class topics, and when they have the collaboration of their parents.

Teachers' perceptions about how to improve surface acting, stress and burnout

Teachers have offered suggestions that could reduce burnout caused by virtual classes, but most of them depend on higher authorities and could be difficult to achieve according to the survey results. Additionally, these results suggest that teachers could be helped to reduce surface acting, stress and burnout problems by reducing the overwhelming workload that teachers have to do before and after their virtual classes and even out of the normal work hours. That was the most frequent teachers' response, which highlights the extreme significance of reducing educational workload. Giving emotional support workshops, relaxation exercises through DECE, and walks are other important answers. Furthermore, a group of teachers in the survey added that with workshops on e-learning, technology and virtual tools surface acting can be reduced.

The focus group confirmed survey responses when one participant said, *"the solution would be some urgent regulations for the benefit of our physical and mental health and all of this will help improve our physical health and lower our stress level because if we have the same advantages as the students or the students have the same obligations it would be very different."*. Another participant also commented, *"Consideration, the word consideration towards us because as we have already talked about all the feelings that we feel, irritation, frustration, anger, disappointment causes health problems but if unfortunately the educational system or the regulations that exist or the guidelines that currently exist continue to be maintained the way they are, believe me we will continue to get worse and we who are a little bit young already feel the physical effects on our bodies"*.

Other opinion of one participant was, *"It would be to suddenly see regulations, laws, dispositions where they don't just tell the student and the poor parent that you're right, yes, that's right, don't worry about it; the bad teacher, the teacher is demanding, don't worry, because for me that's the problem, that is, they demand so much of us, they stress us so much, they ask so much of us, we have to do so much and for them it's a minimum and less than the minimum"*

In conclusion, helping teachers reduce surface acting by reducing the educational workload in front of the computer, avoiding unnecessary tasks, respecting working hours, avoiding administrative work, mastering virtual tools, leaving free space and not overloading teachers with meetings could alleviate this educational obstacle and humanitarian problem, and enable teachers to perform a better job according to survey and focus group responses. The

teachers' answers have also given possible solutions that could help Ecuadorian teachers to avoid surface acting with the participation of authorities who could regulate these suggestions and transform them into possible solutions, too.

Negative effects when teaching

According to the results of this investigation, negative effects would affect teaching in public schools since if teachers are not feeling well, they will not efficiently perform their job. Undoubtedly, students will similarly be affected by teachers' surface acting.

Number of students in the virtual classroom

Teachers believed that the number of students generally does not cause surface acting. According to this investigation, the number of students is not a cause of surface acting since there is not much variation between the answers. The collected responses demonstrated that the students' number in one class does not lead teachers to surface acting. The principal problem is the students' behavior and discipline in the class.

CONCLUSION

This study suggests that Ecuadorian teachers hide their emotions when giving classes. This was evidenced through the analysis of data which indicate that surface acting is applied when interacting with students in order to hide emotions and try not to show tiredness or frustrations. Stress and burnout are the common problem in virtual classes that cause health problems, whether the ordinary ones or the more complicated ones. The investigation shows that teachers control their feelings to express the emotions they need to show at work when they realize that their students do not do their homework. Thus, surface acting really affects Ecuadorian teachers.

This paper shows that teachers consider that reducing the educational load in front of the computer, avoiding unnecessary work, respecting working hours, avoiding administrative work,

mastering virtual tools, leaving free space and not overloading meetings can reduce surface acting but those points of view must be seen by authorities in order to reduce surface acting.

This research evidently exposed the examined teachers' present obstacles and impediments. The findings can be an appeal to authorities to consider and improve these inconveniencies. Improper work conditions can definitely lead to health problems. When teachers undergo physical and psychological difficulties, their performance will absolutely be affected. When teachers' performance is not totally efficient, we can unquestionably predict a poor educational process, which will be reflected in the students' learning. Additionally, teachers asserted other issues that may negatively impact their performance, such as the unacceptable behavior or discipline, lack of motivation, irresponsibility of students and parents.

There are several elements that make teachers happy or smile such as: interacting dynamically with the students through their participation, dialogue, witticisms, support from some parents and the use of interactive games. The number of students is not so relevant and does not cause surface acting. The research questions and objectives have been reached through the results of the investigation.

This is the first study in Ecuador to measure surface acting and could be the starting point to reduce the problems that surface acting causes to Ecuadorian teachers. These findings attempt to fill a gap in considering and dealing with surface acting in Ecuador, adding a new discussion topic to be analyzed by authorities. The results showed the context of surface acting that might alter the virtual classes of Ecuadorian English teachers by showing the effects and health problems that surface acting causes.

LIMITATIONS

Although the findings of this investigation contribute to understanding how surface acting is affecting Ecuadorian Public English Teachers in the virtual classes, some limitations appeared while conducting the research. First of all, the main limitation of this project was the lack of time, since the survey was carried out during a short and limited established schedule in only five days. Another limitation was the lack of support of certain teachers who did not collaborate with completing the surveys since there are 6.632 in the group but only a few of them, specifically 127, collaborated by answering the survey. Besides, certain respondents may

have answered the survey without giving accurate, true or authentic data when they answered the survey questions.

Given these limitations, further future studies may consider exploring this topic more deeply, in order to provide concrete solutions to surface acting in English teachers' virtual classes, whether in Ecuador, or other countries. Yet, despite these limitations, investigating the theory that surface acting affects teachers in virtual classes has absolutely enormous implications for the educational field, and the uncovering of this topic will definitely result in tremendously fruitful ideas and procedures that can improve the whole educational process.

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Annex 1 Survey

12/10/21, 9:08 PM

FACULTAD DE CIENCIAS DE LA EDUCACIÓN MAESTRIA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJER...

FACULTAD DE CIENCIAS DE LA EDUCACIÓN MAESTRIA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA (MPILE) ENCUESTA

INVESTIGACIÓN ACERCA DE OCULTAR EMOCIONES EN LA CLASE VIRTUAL QUE AFECTAN A LA SALUD DE LOS PROFESORES.

- 1.- Este cuestionario tiene el objetivo de conocer la percepción de los docentes en cuanto a las EMOCIONES que se ocultan al impartir las clases virtuales además de las afectaciones en la salud.
- 2.- Su participación es voluntaria y anónima, no se recolectará información personal.
- 3.- Los resultados servirán para propósitos de esta investigación y serán manejados de una manera confidencial y responsable.

* Required

1. FECHA *

Example: January 7, 2019

SURFACE ACTING IN THE CLASSROOM

45

12/10/21, 9:08 PM

FACULTAD DE CIENCIAS DE LA EDUCACIÓN MAESTRIA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJER...

2. Provincia en la que ejerce la docencia: *

Mark only one oval.

- ESMERALDAS
- MANABI
- SANTA ELENA
- STO. DOMINGO DE LOS TSACHILAS
- GUAYAS
- LOS RIOS
- EL ORO
- GALAPAGOS
- CARCHI
- IMBABURA
- PICHINCHA
- BOLIVAR
- COTOPAXI
- TUNGURAHUA
- CHIMBORAZO
- CAÑAR
- AZUAY
- LOJA
- SUCUMBIOS
- NAPO
- ORELLANA
- PASTAZA
- MORONA SANTIAGO
- ZAMORA CHINCHIPE
- OTRO PAIS
- Other: _____

12/10/21, 9:08 PM

FACULTAD DE CIENCIAS DE LA EDUCACIÓN MAESTRIA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJER...

3. Seleccione su género. *

Mark only one oval. Masculino Femenino

4. Seleccione su rango de edad: *

Mark only one oval. 20 a 30 años 30 a 40 años 40 a 50 años 50 a 60 años Other: _____

5. 1.- ¿Que tan estresado se ha sentido en la mayoría de las clases virtuales? *

Mark only one oval. MUCHO POCO NADA

6. 2.- En una escala ascendente del 1 al 10, ¿Cuánto considera que la sobrecarga de trabajo le ha afectado a su salud en las clases virtuales? *

Mark only one oval.

1 2 3 4 5 6 7 8 9 10

12/10/21, 9:08 PM

FACULTAD DE CIENCIAS DE LA EDUCACIÓN MAESTRIA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJER...

7. 3.- ¿Que problemas de salud ha tenido por impartir clases virtuales en esta pandemia? *

8. 4.- ¿Finje buen humor cuando interactúa con los alumnos con el fin de tratarlos de forma adecuada? *

Mark only one oval.

- SIEMPRE
 FRECUENTEMENTE
 A VECES
 RARA VEZ
 NUNCA

9. 5. ¿En las clases con sus estudiantes oculta sus emociones y trata de no mostrar cansancio, frustración, problemas y/o mal humor?. *

Mark only one oval.

- SIEMPRE
 FRECUENTEMENTE
 A VECES
 RARA VEZ
 NUNCA

10. 6.- ¿Finje las emociones que muestra cuando trata con los alumnos? *

Mark only one oval.

- SIEMPRE
 FRECUENTEMENTE
 A VECES
 RARA VEZ
 NUNCA

12/10/21, 9:08 PM

FACULTAD DE CIENCIAS DE LA EDUCACIÓN MAESTRIA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJER...

11. 7.- ¿Controla sus sentimientos para tener las emociones que necesita mostrar en su trabajo cuando se da cuenta de que sus alumnos no hicieron sus deberes? *

Mark only one oval.

- SIEMPRE
 FRECUENTEMENTE
 A VECES
 RARA VEZ
 NUNCA

12. 8.- ¿Cómo se podría ayudar a los profesores con el agotamiento asociado a las clases en línea? *

13. 9.- ¿Cuántos estudiantes tenía antes de la pandemia? *

Mark only one oval.

- MENOS DE 40
 DE 40 A 100
 DE 100 A 200
 DE 200 A 300
 Other: _____

14. 10.- ¿Cuántos estudiantes tenía después de la pandemia? *

Mark only one oval.

- MENOS DE 40
- DE 40 A 100
- DE 100 A 200
- DE 200 A 300
- Other: _____

15. 11.- ¿Que es lo que le cambia de humor en las clases virtuales? *

16. 12.- ¿Que es lo que le hace feliz/o sonreír en las clases virtuales? *

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Google Forms

Annex 2 Focus group questionnaire

SURFACE ACTING FOCUS GROUP PLAN	
<p style="text-align: center;">¡Bienvenidos!</p> <p>Gracias por estar reunidos este día para hablar de algo muy importante relacionado con la educación: LOS PROFESORES y como ocultan las emociones reales que sienten cuando dictan clases.</p> <p>Mi nombre es Jorge Luis Gavilanez y al ser un profesor de inglés me interesé por el tema de ocultar emociones cuando se dictan clases.</p> <p>Me gustaría saber sus pensamientos acerca de lo antes mencionado. No habrá respuestas incorrectas ya que lo que se espera son sus puntos de vista, es decir no es necesario estar de acuerdo. Siéntanse libres de expresar sus puntos de vista incluso si difieren del punto de vista de los demás docentes.</p> <p>La video conferencia está siendo grabada ya que se desea obtener al máximo sus comentarios. Evidentemente no se puede escribir tan rápido como se habla.</p> <p>No se usarán sus nombres en sus reportes, y todo lo que usted en mencionen o respondan será confidencial. Tengo 7 preguntas para preguntar. Mi trabajo es escuchar y asegurarme de que todo el mundo diga lo que tiene que decir. No deben responderme a mi directamente todo el tiempo, así siéntanse libres de preguntar acerca de la opinión de los demás participantes, puede ser que deseen añadir algo o compartir una experiencia diferente. Iniciaré una pregunta y entonces siéntanse libres de tener una conversación acerca de ella.</p> <p style="text-align: center;"><i>¡Bien empecemos! ¡Vamos a conocer más acerca de nuestra opinión en este grupo focal!</i></p>	<p style="text-align: center;">Welcome!</p> <p>Thank you for being together this day to talk about something very important related to education: THE TEACHERS and how they hide the real emotions they feel when they teach.</p> <p>My name is Jorge Luis Gavilanez and being an English teacher, I became interested in the topic of hiding emotions when teaching.</p> <p>I would like to know your thoughts about the above. There will be no wrong answers as it is your views that are expected, i.e. it is not necessary to agree. Feel free to express your views even if they differ from the views of the other teachers.</p> <p>The video conference is being recorded as we want to get as much of your feedback as possible. Obviously, you cannot type as fast as you speak.</p> <p>Your names will not be used in your reports, and anything you mention or respond to will be kept confidential. I have 7 questions to ask. My job is to listen to and make sure everyone says what they have to say. You should not respond to me directly all the time, so feel free to ask about the opinion of other participants, you might want to add something or share a different experience. I will initiate a question and then feel free to have a conversation about it.</p> <p style="text-align: center;">Let's get started! Let's learn more about our opinion in this focus group!</p>
OCULTAR EMOCIONES/SURFACE ACTING	
<p>1. ¿Me gustaría saber si han tenido que ocultar sus emociones, sentimientos o forma de proceder en las clases virtuales? ¿Si lo hicieron qué tipo de sentimiento ocultaron?</p> <p><i>En este momento todos participarán, luego de que todos participen por favor simplemente activen sus micrófonos y respondan o añadan algo que escucharon cuando lo necesiten.</i></p>	<p>1. I would like to know if you have had to hide your emotions, feelings or way of proceeding in the virtual classes. If so, what kind of feelings did you hide?</p> <p><i>At this point everyone will participate, after everyone participates, please simply turn on your microphones and respond or add to what you heard when you need to.</i></p>
<p>2. ¿Quisiera saber si al finalizar la clase los sentimientos que se tenían cambiaron o fueron los mismos? ¿Se sintieron bien o mal?</p> <p><i>Ahora vamos a realizar una ronda voluntaria.</i></p>	<p>2. Would you like to know if at the end of the class the feelings you had changed or were the same? Did you feel good or bad?</p> <p><i>Now we are going to do a voluntary round. Feel free</i></p>

<i>Siéntanse libres de opinar y preguntar entre ustedes. Por favor participen todos.</i>	<i>to give your opinions and ask questions of each other. Please participate, everyone.</i>
<p>3. Personalmente he tenido que ocultar lo que realmente siento en la clase; pero, entiendo que cada uno de nosotros ha tenido experiencias individuales. ¿Quisiera conocer que es lo que más les molesto o cambió su humor en las clases virtuales? ¿Qué es lo que más se oculta en la clase virtual?</p> <p><i>En esta pregunta realizaremos una discusión, siéntanse libres de opinar o preguntar sobre lo que los demás participantes mencionen.</i></p>	<p>3. I have personally had to hide what I really feel in the classroom; but I understand that each of us has had individual experiences. Would you like to know what bothered you the most or changed your mood in the virtual classroom? What is the most hidden thing in the virtual classroom?</p> <p><i>In this question we will have a discussion, feel free to give your opinion or ask questions about what the other participants mention.</i></p>
PROBLEMAS DE SALUD/HEALTH PROBLEMS	
<p>4. ¿Consideras que tu salud ha sido afectada por impartir las clases virtuales? ¿Qué tipos de problemas de salud tuviste o tienes?</p> <p><i>En este momento no vamos a ir por turnos, por favor simplemente activen su micrófono y respondan o añadan algo cuando lo requieran.</i></p> <p>Algunas investigaciones acerca de ocultar emociones en el lugar de trabajo en otros países han mostrado que cuando los trabajadores ocultan sus emociones tienden a tener problemas de salud. ¿En su caso, como percibe la relación entre su salud y ocultar emociones en las clases, si es que siente que existe alguna relación?</p>	<p>4. Do you consider that your health has been affected by teaching the virtual classes? What types of health problems did you have or do you have?</p> <p><i>At this time, we are not going to take turns, please simply activate your microphone and respond or add something as needed.</i></p> <p>Some research about hiding emotions in the workplace in other countries has shown that when workers hide their emotions, they tend to have health problems. In your case, how do you perceive the relationship between your health and hiding emotions in the classroom, if you feel there is any relationship?</p>
<p>5. ¿Qué tan generalizada considera consideras que es la experiencia de ocultar emociones o tener problemas de salud?</p> <p>¿Conoces docentes que han experimentado estas situaciones? ¿Tendrán los mismos problemas los docentes de inicial, básica o bachillerato?</p> <p><i>Ahora vamos a realizar una ronda voluntaria. Siéntanse libres de opinar y preguntar entre ustedes. Por favor participen todos.</i></p> <p>¿Que se podría hacer para mejorar esta situación que afecta a los docentes?</p>	<p>5. How widespread do you consider the experience of hiding emotions or having health problems to be?</p> <p>Do you know teachers who have experienced these situations? Does pre-school, elementary or high school teachers have the same problems?</p> <p><i>Now we are going to do a voluntary round. Feel free to give your opinions and ask questions among yourselves. Please participate, everyone.</i></p> <p>What could be done to improve this situation affecting teachers?</p>
<p>6. ¿Cómo te sentiste al finalizar el año en cuanto a tus emociones y a tu salud?</p> <p><i>En este momento responderán individualmente y al finalizar se podrá preguntar u opinar acerca de las opiniones de los demás.</i></p>	<p>6. How did you feel at the end of the year in terms of your emotions and health?</p> <p><i>At this point you will respond individually and at the end you will be able to ask or give your opinion about the opinions of others.</i></p>

Annex 3 Figures

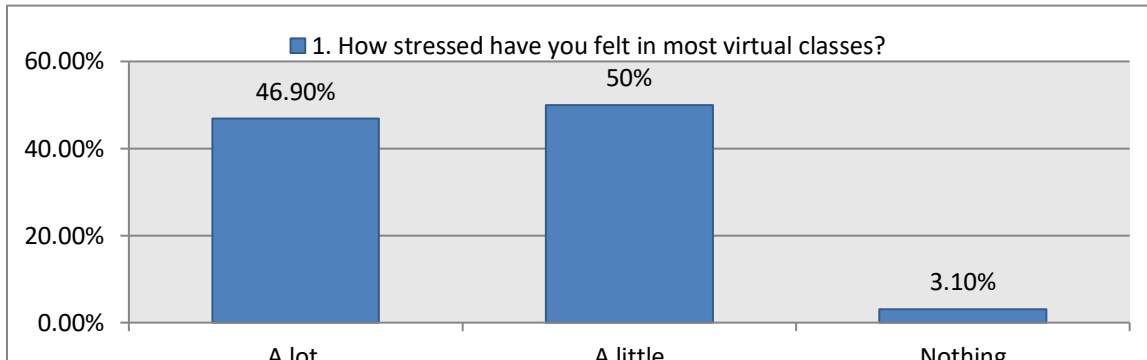


Figure 9. Question 1

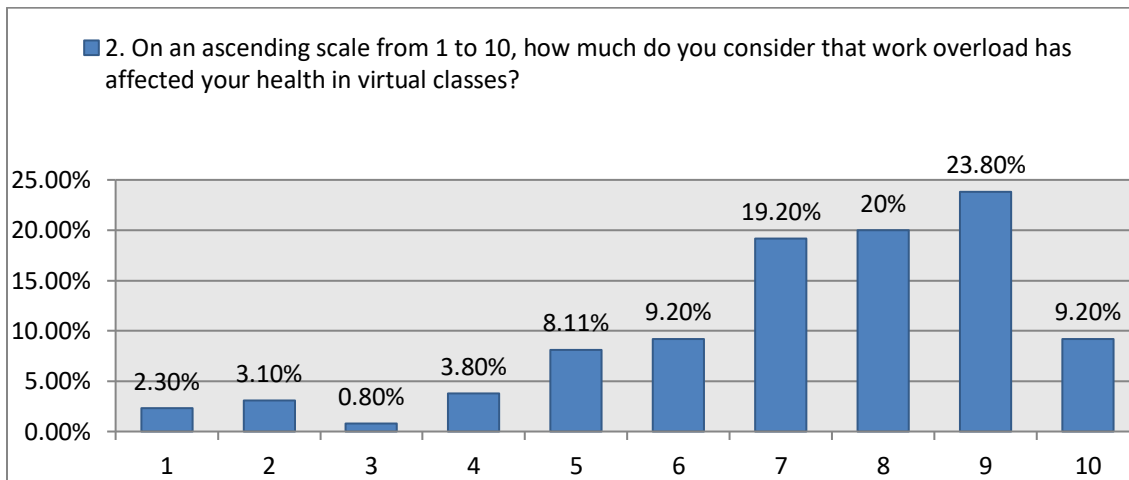


Figure 10. Question 2.

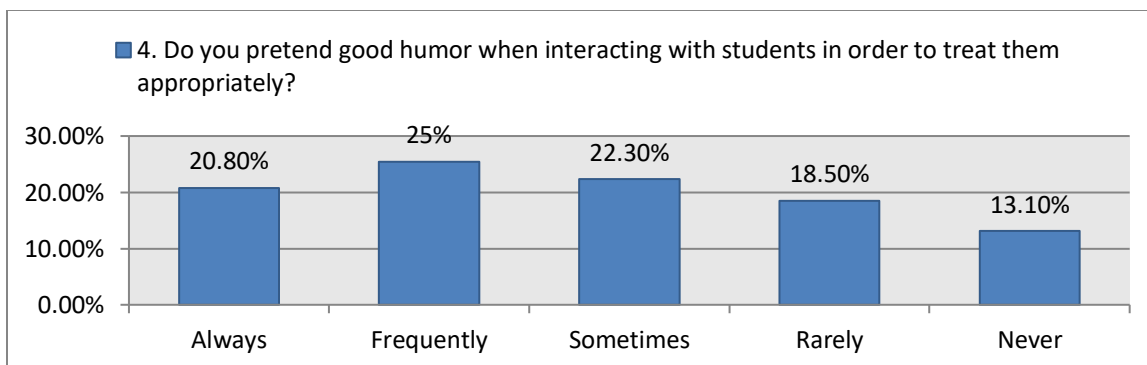


Figure 11. Question 4.

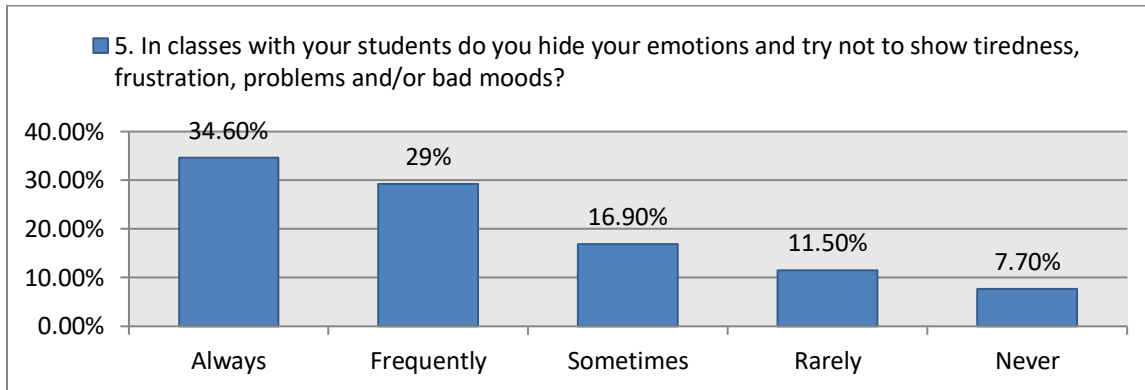


Figure 12. Question 5.

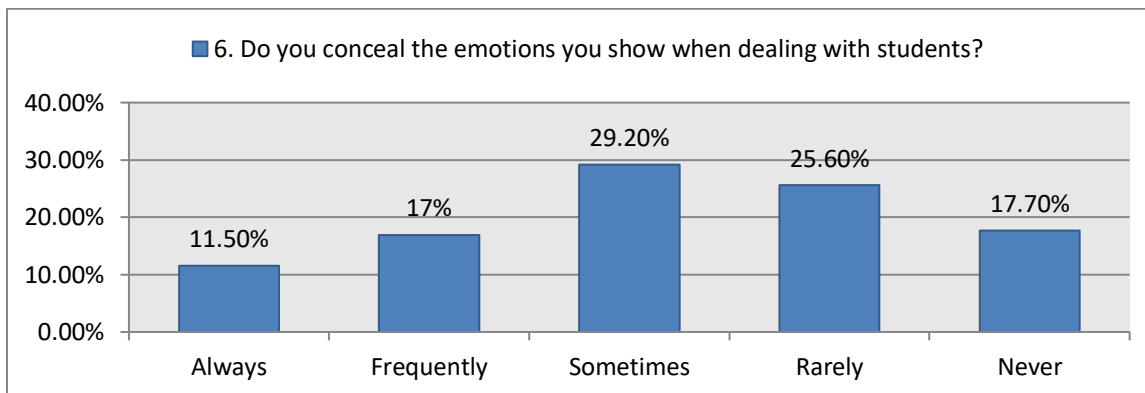


Figure 13. Question 6.

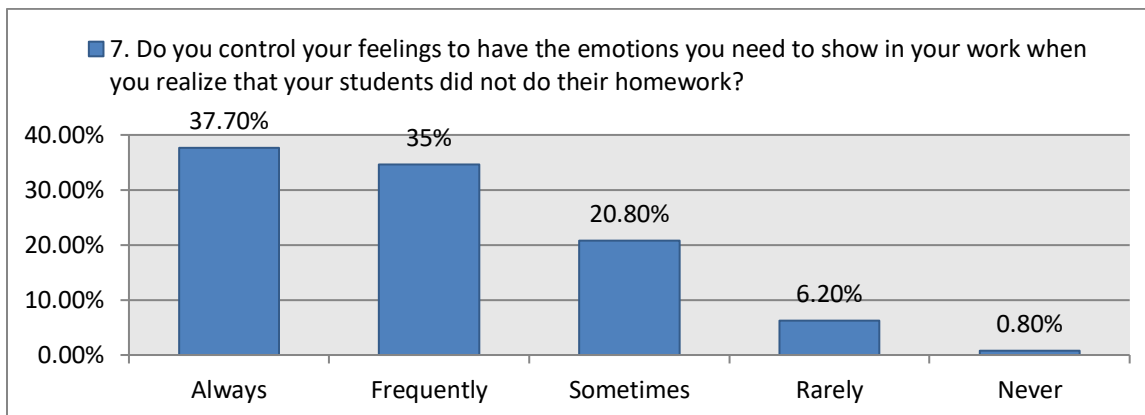


Figure 14. Question 7.

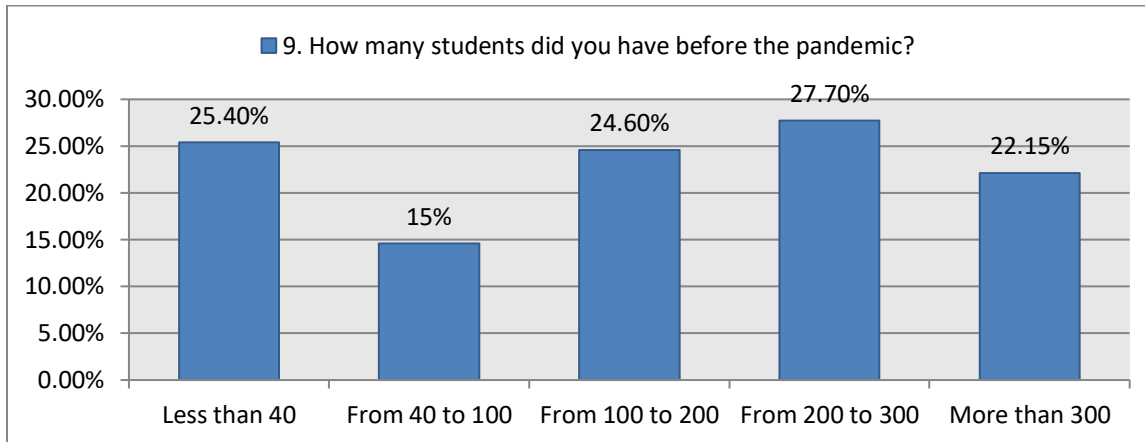


Figure 15. Question 9.

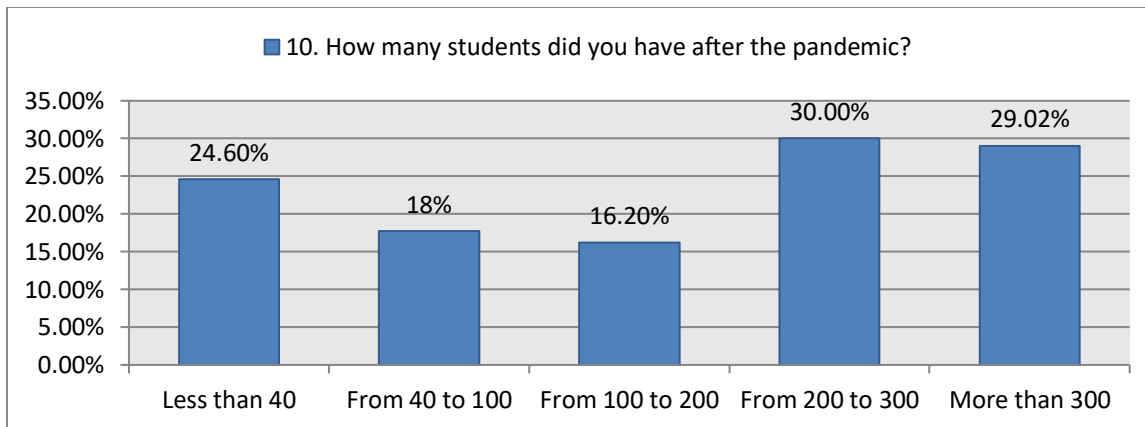


Figure 16. Question 10.

Annex 4 Tables

Table 8. Participants' characteristics.

<i>Demographic variables</i>	Count	(%)
Province		
Esmeraldas	1	0,8
Manabí	3	2,4
St. Domingo de los Colorados	1	0,8
Guayas	15	11,8
Los Rios	1	0,8
El Oro	4	3,1
Galapagos	1	0,8
Carchi	2	1,6
Imbabura	1	0,8
Pichincha	70	55,1
Bolivar	1	0,8
Cotopaxi	3	2,4
Tungurahua	1	0,8
Chimborazo	3	2,4
Cañar	2	1,6
Azuay	7	5,5
Loja	5	3,9
Sucumbíos	1	0,8
Morona Santiago	1	0,8
Zamora Chinchipe	3	2,4
Other country	1	0,8
Gender		
Male	17	13,4
Female	110	86,6
Age		
20-30	16	12,6
30-40	37	29,1
40-50	47	37
50-60	27	21,3

Table 9. Teachers' responses about health (Questions 1,2,3)

Theme	Subtheme	Conceptual Coding/Concepts and Subconcepts	Percentage/scale		
			A lot	A little	Nothing
HEALTH	Stress	Stress in the virtual class	46,90	50	3,10
	Work overload	Affection of the health (highest scores)	19,20	20	23,80
	Health problems	Health problems in the virtual classes	Multiple answers		

Table 10. Thematic and Conceptual Coding of teachers' responses in question 3.

<i>Teachers' responses</i>	Count	(%)	<i>Teachers' responses</i>	Count	(%)
Eye problems	33	25,98%	Neuritis	1	0,78%
Backache	27	21,25%	Tonsillitis	1	0,78%
Stress	26	20,47%	Conjunctivitis	1	0,78%
Headache	13	10,23%	Anguish	1	0,78%
Anxiety	9	7,08%	Constipation	1	0,78%
Insomnia	8	6,29%	Anemia	1	0,78%
Migraine	7	5,51%	Stomachaches	1	0,78%
Muscle aches and pains	6	4,72%	Neck pains	1	0,78%
None	4	3,14%	Synovitis	1	0,78%
Hemorrhoids	3	2,36%	Facial paralysis	1	0,78%
Colitis	3	2,36%	Asthma	1	0,78%
Mental fatigue	3	2,36%	Dorsalgia	1	0,78%
Nervousness	3	2,36%	High pressure	1	0,78%
Carpal tunnel	3	2,36%	Depression	1	0,78%
Skin problems	2	1,57%	Neuralgia	1	0,78%
Tiredness and fatigue	2	1,57%	Infections	1	0,78%
Gastritis	2	1,57%	Rhinitis	1	0,78%
Hypertension	2	1,57%	Bursitis	1	0,78%
Sedentary lifestyle	2	1,57%	Leg discomfort	1	0,78%
Sinusitis	2	1,57%			

Table 11. Teachers' responses about surface acting. Questions 4, 5, 6,7)

Theme	Subtheme	Conceptual Coding/Concepts and Subconcepts	Percentages				
			Always	Frequently	Sometimes	Rarely	Never
SURFACE ACTING	Good humor	Interaction in the class	20,80	25	22,30	18,50	13,10
	Hide emotions	Try not to show tiredness, frustration, problems and/or bad moods	34,60	29	16,90	11,50	7,70
	Define emotions	Dealing with students	11,50	17	29,20	26,50	17,70
	Control feelings	When students do not make homework	37,70	35	20,80	6,20	0,80

Table 12. Coding on the teachers' responses of surface acting (Question 8)

<i>Teachers' responses</i>	Count	(%)	<i>Teachers' responses</i>	Count	(%)
Avoiding unnecessary work such as administrative work.	31	24,40%	A spa day for my birthday	1	0,78%
Reducing the educational workload	30	23,62%	Better organization of synchronous hours	1	0,78%
Give emotional support workshops, relaxation exercises through DECE, walks, etc.	26	20,47%	Having spaces to share experiences	1	0,78%
With workshops on e-learning, technology, virtual tools, etc.	8	6,29%	Compensating it with a des-stress day.	1	0,78%

Respecting working hours	7	5,51%	Anti-stress courses	1	0,78%
Physical exercise, recreation, dance therapy, arts and crafts.	5	3,93%	Allowing the use of modules instead of projects.	1	0,78%
With a more flexible schedule	4	3,14%	Monetary recognition	1	0,78%
Psychological therapy	4	3,14%	Schedules should already give us something standard where we can make only slight changes.	1	0,78%
I have no idea	4	3,14%	Have enough time for classes, courses and send to be on the computer and cell phone.	1	0,78%
Avoiding the presentation of daily schedules, unnecessary training.	4	3,14%	With real work according to the socio-economic environment and accessibility there is.	1	0,78%
With active breaks	3	2,36%	Through surveys asking how we are doing	1	0,78%
Fewer meetings with authorities	3	2,36%	Talking with coordinators, feeling supported.	1	0,78%
Vacations	3	2,36%	Do not extend the connection minutes too much	1	0,78%
Better salary	3	2,36%	Getting up in front of the computer every hour.	1	0,78%
That the schedules are well distributed	2	1,57%	Giving them more time to rest	1	0,78%
The government should provide free internet in every corner of the country.	2	1,57%	Yoga and meditation	1	0,78%
That educational establishments can change some policies	1	0,78%	Making simpler systems for averages.	1	0,78%
One day off a month from hard work	1	0,78%	Motivating their work with recognition	1	0,78%
More responsibility of the students	1	0,78%	Creating educational policies that allow to distribute the number of students taking into account pedagogical approaches.	1	0,78%
That parents fulfill their role.	1	0,78%	Giving them back their authority and demanding that students respect and fulfill their obligations.	1	0,78%
Providing internet and electronic devices	1	0,78%	Encouraging teachers	1	0,78%
Establish clear rules on homework collection and evaluation.	1	0,78%	Tonsillitis	1	0,78%

Table 13. Thematic and Conceptual Coding of Students Number (Questions 9,10)

Theme	Subtheme	Conceptual Coding/Concepts and Subconcepts	Percentages				
			Less than 40	From 40 to 100	From 100 to 200	From 200 to 300	Others
STU							
DEN	Number	Before the pandemic	25,40	15	24,60	27,70	22,15
TS	Number	After the pandemic	24,60	18	16,90	11,50	7,70

Table 14. Comparative coding on the teachers' responses of surface acting (Questions 11 and 12)

NEGATIVE IMPACTS IN TEACHERS' EMOTIONS THAT ARE CAUSED IN THE CLASS			POSITIVE IMPACTS IN TEACHERS' EMOTIONS THAT ARE CAUSED IN THE CLASS		
<i>Teachers' responses</i>	Count	(%)	<i>Teachers' responses</i>	Count	(%)
				t	

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Lack of student attention and participation	31	24,40 %	When students participate and interact.	63	49,60 %
Little help and commitment, lack of interest and irresponsibility on the part of parents and students.	20	15,74 %	The assistance and commitment, interest and responsibility of parents and students	1	0,78%
Poor connectivity, intermittent internet for students, technical and platform issues	17	13,38 %			
When the student does not turn on the camera.	10	7,87 %	When the cameras are turned on	3	3,93%
Student's disrespect	9	7,08 %	A responsible, respectful and dedicated student. The cordial and kind treatment that the students show in class.	2	1,57%
Nothing	6	4,72%			
Students not logging in to classes	5		When students log on to classes	2	1,57%
The intervention of parents and students	5	3,93%	Greeting and interacting with my students	4	3,14%
When they do not present tasks	3	%			
Lack of support from other teachers	2	1,57%			
Unpunctuality	2	1,57%			
So many messages from students, parents and authorities and at any time they want, without respecting a schedule.	2	1,57%			
I know how to handle my emotions properly; I am tolerant and have no difficulties.	2	1,57%			
Not being able to connect live with all students	1	0,78%			
Children not to follow instructions because they are playing	1	0,78%			
Not being able to help a child because of being through the screen	1	0,78%			
Non-students submitting homework assignments.	1	0,78%			
Non-students submitting homework assignments.	1	0,78%	The motivation of my students to learn, that they respond with what is proposed.	2	,57%
Not being able to see or hear students	1	0,78%			
Lack of closeness to my students	1	0,78%			
When students leave the classroom	1	0,78%	Seeing students present, motivated, and well	18	14,17 %
Overwork as a tutor	1	0,78%	I like my job, I love to see how much they enjoy when we do dance activities, music, games, etc.	1	0,78%
Misuse of technology	1	0,78%	To see that children are using ICTs for learning and not just for leisure time.	1	0,78%
When they cheat on exams	1	0,78%	That students do not cheat and fulfill their duties as students.	1	0,78%
Review online activities	1	0,78%			
Time and work overload	1	0,78%	I want to return to face-to-face classes	1	0,78%
Time goes by very fast	1	0,78%			
Mental exhaustion	1	0,78%	To be in peace and quiet	1	0,78%
The noise my family generates	1	0,78%	To be able to be at home near my family	1	0,78%
Mishandling of microphones, recklessness on the part of the family members	1	0,78%	How happy the students are to learn, their witticisms and smiles.	17	13,38 %
Inability to help students, especially the younger ones	1	0,78%	Seeing them, knowing that they are well and that they ask me questions	1	0,78%
Sitting for several hours	1	0,78%			
That representatives treat students	1	0,78%	That there be a space for respect and	1	0,78%

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poorly			consideration		
Boredom	1	0,78%	Being a teacher	1	0,78%
After the explanation has been given several times, they ask again	1	0,78%	When they understand the lessons (note the development of a skill)	6	4,72%
It is very complicated to capture the attention of small children in a virtual way for more than 20 minutes and the virtual class is 40 minutes long.	1	0,78%	Imagine I am in my classroom	1	0,78%
Excess meetings and increased documentation	1	0,78%	When the class ends	1	0,78%
When students from outside the group enter and try to hack into the class	1	0,78%	Dialogue with my students	1	0,78%
Having to send evidence to the authorities	1	0,78%			
Knowing that we are all feeling the same, that's why I make sure they are well so that they feel understood and helped.	1	0,78%	My love for my profession	1	0,78%