



**THE RELATIONSHIP BETWEEN EMOTIONAL LABOR STRATEGIES  
AND JOB SATISFACTION AMONG SCHOOL TEACHERS IN KERMAN**

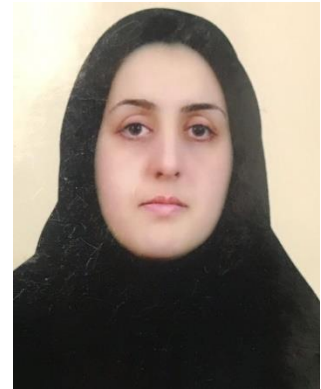


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**ABSTRACT**

*In teachers' career emotional labor is an inseparable part which may lead to job dissatisfaction. This study aimed to investigate the relationship between emotional labor strategies and teachers' job satisfaction. Participants of this study consisted of 200 English teachers of Kerman; the present research was conducted in private and public schools. The instruments used in this study were two questioners. One was teachers' job satisfaction (TJSQ) that was developed by Lester (1982) and the other one emotional labor strategies which was chosen from a*



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*research done by Yanling Liu and Dajun Zhang in a research (2014). The results revealed that there is a positive relationship between teachers' emotional labor strategies and their job satisfaction, and also it showed that school teacher use deep acting than other strategies while institute teachers tend to use surface acting more. Evidence from the study show that the majority of the teachers are hopeful of advancement in their job, they also believe their job is effective and they can help their students learn.*

**KEYWORDS:** *Emotional labor, Job satisfaction, Emotional labor strategies*

## RESEARCH PAPER

### INTRODUCTION

Many people believe teaching is just transmitting knowledge but teachers play the most important role not only in the students' educational life but also in their personal life. Hence, it is safe to say that they probably experience some amount of pressure due to this responsibility. Although there may not be explicit supervision over the emotional activities of teachers, the researchers have argued that teaching can be a form of emotional labor if teachers' emotions are prescribed by emotional rules of teaching that function as the emotional control exercised by employers (Zembylas, 2002b). Emotional labor of teachers is an important cause of their job dissatisfaction. Hochschild defined emotional labor as the management of emotions for pay (Hochschild, 1979).

Three principal characteristics of teaching are they:

- Require face to face or voice to voice contact with the students.
- Require the teacher to produce an emotional state in learners, parents and even their supervisors.
- Allow teachers, through training and supervision, to exercise a degree of control over the emotional activities of employees.

Therefore identifying the emotional rules is essential to indicate whether teaching involves emotional labor in literature. Teachers shape the societies; they are the ones who train future administrators of a country. So schools and institutes are needed to invest more time and energy to protect and support teachers. Among the factors that cause emotional labor and consequently job satisfaction are salary, administrative support, personal development, peers' relationship and job security. This may also affect their job performance, commitment and enthusiasm (Hu'isheger et al., 2010; Na ring et al. 2006; Philipp and Schu'pbach, 2010).

Job satisfaction is indeed most crucial not only in determining the faithfulness of an employee to an organization but more importantly it is the main indicator of an individual's level of commitment and productivity in his or her profession. Hence if teachers have a high level of job satisfaction and mental health it can be assured that a more enjoyable energetic and effective class environment can be developed which indirectly will give positive effect on students' academic development. Such qualities as passion, interest, inspiration and dedication are perhaps necessary traits in teachers with job satisfaction. There is always a question that which teachers

are more satisfied with their job?” an institute teacher or a school teacher? Researchers have suggested that one explanation for this exodus is the emotional nature of the teaching profession (e.g., Schutz and Zembylas, 2009).

### **Research Questions**

1. Is there a significant relationship between emotional labor strategies and job satisfaction of school teachers?
2. Which emotional labor strategies are mostly used by EFL teachers?

### **LITERATURE REVIEW**

#### **Job Satisfaction**

Every administration has to make sure that its employees are in a good state of Emotional health to follow the leads and achieve the determinate goals. Job satisfaction is an undeniable factor of Emotional health of employees. Job satisfaction is an important job attitude of an individual, male or female toward their job. It is the degree to which an employee likes or dislikes the assigned job. Job satisfaction is a complex phenomenon and is a result of an assessment of number of job elements (Ismail,Iqbal & Adeel,2018; Hanudin, 2016).A developing body of investigate has connected the quality of nurse work environment and nurture work fulfillment (Laschinger et al., 2004, 2012). It was found that the characteristics of the work environment, pace, balanced workload, relations with colleagues, proficient openings, and the capacity to meet patients' needs impacted job satisfaction. Analysts (Boamah, Examined, & Laschinger, 2017; Cicolini et al., 2014) have shown solid positive relationship between structural strengthening and nurses' job satisfaction. Variables that are utilized to decide job satisfaction of individuals' atwork incorporate financial benefits, employee relations, work environment and role clarity (Yeong & Kyoung, 2015).

An employee's level of job satisfaction isn't only critical to his or her prosperity, but moreover to the goals set both by the leaders inside the organizations and by the people that follow. Job satisfaction is characterized by Lambrou, Kontodimopoulos, and Niakas (2010) as “ positive emotional state, resulting from the evaluation of one's job or work experiences”.They contend that work fulfillment improves work act which organizations ought to take measures to advance job satisfaction by, for illustration, stimulating interface of existing and future representatives. Cortese, Colombo, & Ghislieri (2010) highlight a close relationship between job satisfaction and work performance, and service quality.

### **Emotional Labor Strategies**

Emotions, defined as the “multi-component, coordinated processes of psychological Subsystems including affective, cognitive, motivational, expressive, and peripheral Physiological processes” (Pekrun, 2006, p. 316), constitute an integral aspect of Teachers’ lives (Frenzel, 2014). Performing emotional labor requires effort and presents an occupational demand. This management of emotions in the context of work is recognized as a labor process that is sold for a wage and, therefore, is commoditized and has exchange value (Hochschild, 1983). Hochschild’s hypothesis that emotional labor is performed only for pay submits that this act is extrinsic motivated (and, therefore, not very self-determined), but we could also argue that employees performing with a smile for the pleasure of satisfying the other (the client) does so for intrinsic reasons. Morris and Feldman (1996) presented a perspective of emotional labor that expanded ideas previously Developed by Hochschild and Ashforth and Humphrey. Defining emotional labor as “the effort, planning, and control needed to express organizationally desired emotion during interpersonal transactions” (Morris, 1996), they claim a view rooted in an interactionist model of emotion.

Teachers as well as students face a variety of emotional circumstances that range from overwhelming enjoyment of seeing the learners understanding a difficult concept to the extreme frustration of struggling to deal with the constrictions of a student’s challenging home life. However, Williams-Johnson and her colleagues (2008) also found that teachers sometime feel that it is essential to prevent displaying certain emotions in the classroom. Other researchers have also suggested, that within the context of classroom activity settings, teachers are expected to display emotions in particular ways (Morris and Feldman, 1996; Williams-Johnson *et al.*, 2008; Zembylas, 2003, 2005). These emotional display rules can be defined as the standards or norms for the appropriate emotional expression during classroom transactions.

Up to the present time, little research has been done to explore the emotions related to teaching English in different sociocultural contexts. Khong and Saito (2014) review of the challenges faced by English Language Learner teachers in the U.S. highlighted the need for more research on the emotions of English teachers. Dealing with different levels of educational achievement students put a lot of stress on teachers, and this may be worsened by lack of time, tools, and quality instructional materials (Gandara, Maxwell-Jolly, & Driscoll 2005; Markham, Green, & Ross, 1996). Most of English teachers experience emotional stress when the pressures

of “teaching-to the-test” forces them to readjust their pedagogical practices and beliefs (Assaf, 2008). English teachers also feel that their job is more than just teaching the language, they also must familiarize the pupils with the local English dominant culture, and this process is charged with emotional connection. Teachers' sense of organization in relation to their identity positions further affect the way they interact emotionally with students, resulting at times in feelings of helplessness, dissatisfaction and frustration (Ballet, Kelchtermans, & Loughran, 2006; Gersten, 1999; Kayi-Aydar, 2015).

## **METHOD**

### **Participants**

The participants of this study were 100 English teachers of Kerman schools. They were chosen randomly from schools of both districts.

**Table 3.1. Frequency Distribution of Teachers' Gender (schools)**

<b>Gender</b>	<b>Frequency</b>
Male	39
	39%
Female	61
	61%

### **3.1. Instruments**

To investigate emotional labor strategies English teachers, use, a questionnaire with 15 questions was taken. The test was chosen from a research done by Yanling Liu and Dajun Zhang in a research (2014). For estimating participants' job satisfaction, Teacher's Job Satisfaction Questionnaire (TJSQ) that was developed by Lester (1982) was used. This survey was chosen because it is suitable to be used in any academic setting. It encompassed 66 items in 9 subscales. The subscales are: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. The reliability of the questionnaires was estimated using Cornbach's alpha.

The first part of questionnaire includes personal information like age, gender, academic qualification, etc. this part doesn't ask for participants name and family. Since many English teachers were not permitted to answer the questionnaires by their school administrates an online

version of the questionnaire was used via the telegram app in the English teachers of Kerman group.

### **Data Collection Procedures**

After choosing the questionnaires, data collection started from schools. The researcher had to explain the purpose of the study for every participant and make sure that their answers are confidential. Private schools cooperated more according to administrators' permission but some of the school managers denied to give the questionnaires to their teachers. After consulting with the head supervisor of Language teachers of Kerman an online copy of the questionnaire was set in Kerman English teachers' group. All the results were copied to paper questionnaires for the ease of analyzing.

### **RESULTS**

The purpose of this study was examining the possible relationship between emotional labor strategies and job satisfaction among teachers of public schools. Moreover, the most frequent emotional labor strategies were defined by this study. To do this research, 200 EFL teachers were selected as the participants of the current project. Two questionnaires were applied for gathering data, and SPSS software version 24 was used for analyzing data. It should be noted that descriptive and inferential statistics were employed for conducting the study.

#### 4.1. Statistical Data Analysis of the Questionnaires (Schools)

##### 4.1.1. Descriptive Statistics of Emotional Labor Strategies Questionnaire (Schools)

In this section descriptive statistics analysis was conducted in order to evaluate the items of the questionnaire related to emotional labor strategies. All the items measured in 5-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree". Frequency and percentage of each item were used in order to investigate every question. The results are presented in the following tables.

**Table 4.2. Analysis of "Emotional Labor" Questionnaire (Schools)**

N	Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
<b>Surface acting</b>						
1	The emotion which I display before the students is real.	2	11	21	38	28
		2%	11%	21%	38%	28%
2	The emotion which I feel in the work is consistent with that I display.	10	7	17	29	37
		10%	7%	17%	29%	37%
3	It is very easy for me to feel the students' emotion in the process of communication with students.	0	16	14	42	28
		0%	16%	14%	42%	28%
4	It is natural and easy for me to response my students' emotion.	0	5	10	58	27
		0%	5%	10%	58%	27%
5	The emotion display before the students is consistent with the required emotion of the school.	1	13	24	46	16
		1%	13%	24%	46%	16%
<b>Deep acting</b>						
6	I always remind of trying to feel the required emotion of the school.	2	4	28	36	30
		2%	4%	28%	36%	30%



#### 4.1. Evaluating the Research Questions

##### Is there a significant relationship between emotional labor strategies and job satisfaction of school teachers?

The present study tried to evaluate the remarkable relationship between the emotional labor strategies and job satisfaction in public schools and private institutes. First, data analysis of the strategies in public schools are shown by the related tables.

**Table 4.8. Correlation test between emotional labor and job satisfaction of school teachers**

Variables	Pearson Correlation	P-Value	N
Emotional labor	0.63	0.03	100
Job satisfaction			

To investigate the relationship between emotional labor and job satisfaction of school teachers, Pearson Correlation Coefficient was used. Based on the results of table 4.8, the significance level is less than 0.05 (P-Value = 0.03), therefore it can be said that there is a significant relationship between emotional labor and job satisfaction of EFL teachers in elementary and high schools of Kerman (N = 100).

Besides, for examining the second research question, the relationship between job satisfaction and four subscale of emotional labor strategies through Pearson Correlation Coefficient.

**Table 4.9. Correlation Test between job satisfaction & surface acting of school teachers**

Variables	Pearson Correlation	P-Value	N
Job satisfaction	0.57	0.03	100
Surface acting			

In the above table (4.9) Sig or P-value is 0.03 which is less than 0.05. If the amount of Sig is less than .05, it shows the Pearson test is meaningful. Also, the correlation coefficient of job satisfaction and surface acting is 0.57 which indicates acceptable correlation between the two

variables. It is a positive relationship which shows by increasing this strategy, the level of job satisfaction will increase.

**Table 4.10. Correlation Test between job satisfaction & deep acting of school teachers**

Variables	Pearson Correlation	P-Value	N
Job satisfaction Deep acting	0.75	0.03	100

Another correlation was run to investigate the relationship between deep acting and job satisfaction. Once again, Sig is 0.03 which is less than 0.05. Also, the correlation coefficient of job satisfaction and deep acting is 0.75 which indicates acceptable correlation between surface acting and job satisfaction. It means that by increasing this strategy, the level of job satisfaction increases.

**Table 4.11. Correlation Test between job satisfaction & emotional consonance of school teachers**

Variables	Pearson Correlation	P-Value	N
Job satisfaction Emotional consonance	0.52	0.04	100

Based on Table 4.10, the correlation between job satisfaction and emotional consonance is significant at the 0.05. In other words, Sig is 0.04 which is less than 0.05. Also, the correlation coefficient of job satisfaction and deep acting is 0.52 which indicates acceptable correlation between emotional consonance and job satisfaction.

**Table 4.12. Correlation Test between job satisfaction & suppression of school teachers**

Variables	Pearson Correlation	P-Value	N
Job satisfaction Suppression	0.53	0.03	100

As to the relationship between job satisfaction and suppression, the findings of the data analysis showed that there is a positive significant relationship between the two variables at the 0.05 level. Based on the results, the total amount of Sig is 0.03 and the amount of Pearson correlation is 0.53 which display the positive relationship between suppression and job satisfaction.

**Q4. Which emotional labor strategies are mostly used by EFL teachers?**

In the previous part, all the statements of different strategies were analyzed carefully and the results were revealed by the related tables. Regarding the previous part, the following tables (4.18 & 4.19) detailed descriptive statistics of all strategies used by EFL teachers in public schools and institutes respectively. These tables present mean, standard deviation, variance, etc. and also the tables ranked all the mentioned strategies according to the careful analysis.

**Table 4.18. Friedman Test of the emotional labor strategies of public school teachers**

Factors	Mean Rank	Priority	Chi-square	N	df	P-Value
Deep acting	3.76	The first	233.520	100	3	0.000
Surface acting	3.13	2nd				
Emotional consonance	1.64	3rd				
Suppression	1.49	4th				

**Table 4.19. Friedman Test of the emotional labor strategies of institute teachers**

Factors	Mean Rank	Priority	Chi-square	N	df	P-Value
Surface acting	3.94	The first	255.136	100	3	0.000
Emotional consonance	2.97	2nd				
Deep acting	1.73	3rd				
Suppression	1.38	4th				

Analysis of all the strategies in public schools and private institutes were detailed in the above tables. As the tables show, applying the strategies by teachers are different in schools and

institutes. That is to say, "Deep Acting" strategy was used more by the EFL teachers of public schools ( $M=3.76$ ), while "Surface Acting" strategy was applied more by the EFL teachers of private institutes ( $M=3.94$ ). Surprisingly, "suppression" strategy was the least frequent strategy that used by both groups, EFL teachers of public schools and private institutes ( $M=1.49$  &  $M=1.38$  respectively).

### **5.1. Conclusion**

This study was set out to explore the impact of emotional labor strategies teachers' use on their job satisfaction. It also had a comparative look on the strategies they use and level of job satisfaction between school teachers and private language institute teachers. It can be concluded from the results that there is a positive relationship between teachers' emotional labor strategies and their job satisfaction in schools. The results also show a significant relationship between emotional labor strategies and job satisfaction. This means that the more strategies teachers use facing emotional labor the more satisfied they feel about their job.

Teachers have very difficult jobs as the emotional labor, and work needs are greater compared to other professions (Chang, 2009). Teachers who experience prolonged job stress tend to have weaker relationships with the students leading to an increase in classroom management problems (Burke, Greenglass, & Schwarzer, 1996). The current finding show that using emotional labor strategies help teachers to feel better and consequently have higher job satisfaction.

Evidence from this thesis show that strategies used by teachers are not equal. Applying the strategies by teachers are different in schools. That is to say, "Deep Acting" strategy was used more by the EFL teachers of schools. Surprisingly, "suppression" strategy was the least frequent strategy that used by, EFL teachers of schools.

In our country, studies related to emotional labor strategies are quite new and limited. Therefore, it is considered that studies about emotional labor strategies are especially required in educational organizations where human factor is extremely important. In this context, for the researchers, the studies taking teachers' as well as students' views regarding the conducts of emotional labor strategies and comparing the obtained results are thought to contribute to this field.

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