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EFFECTS OF UNIVERSITY TEACHERS' EMOTIONAL LABOR ON THEIR WELL-BEING AND JOB SATISFACTION

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Effects of University Teachers' Emotional Labor on their Well-Being and Job Satisfaction

Kieranna CHEN¹, Chenin CHEN²

Abstract

Excellent teachers who provide excellent educational quality educate students with both skills and virtues. Teachers face various emotional problems; they not only work with labor, intellect, and affection, but also have to show appropriate emotions under increasing pressure to create a rational and warm organizational climate in schools. Teachers' hard work is the emotional labor load. The university teachers in Bangkok, Thailand participated in this study. A total of 480 copies of the questionnaire were distributed. After removing invalid and incomplete ones, 437 copies were remained valid, with a response rate of 91%. The research results showed that a university that fails to meet the teachers' satisfaction and expectations can result in teachers' low well-being and job satisfaction as well as teaching inefficiency which seriously lowers the effectiveness of the university and university teachers are medium and high emotional labor workers who consume large amount of emotion and labor in their workplaces, therefore, they can easily show burnout, teaching apathy, and even physical and mental exhaustion under excessive use of emotions, and 3. a university leader who is willing to find a solution to the teachers' emotional labor load can help them correctly manage their emotions to obtain a high level of well-being and job satisfaction. According to the results it can be discussed that the current study is expected to help in terms of increasing the number of emotion management courses and channels for releasing teachers' emotional labor load, avoiding emotional dissonance, and promoting teacher efficiency.

Keywords: university teachers, emotional labor, well-being, job satisfaction, Factor analysis.

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Introduction

Education is the driving force that facilitates national and social progress, and determines individual development and national prospects. Education is closely related to individuals, society, and nation. Nevertheless, quality is the key success factor in education, as the quality of education does not only is an indicator of national quality, but also represents future advantage and competitiveness of the nation. Teachers are at the forefront of ensuring quality education. Excellent teachers build a nation. Excellent teachers who provide excellent educational quality educate students with both skills and virtues. Along with the rapid change in society, the developing technologies, and the approach of the information age, education is popularized, people's wisdom is enhanced, and students' and parents' autonomy are strengthened. Due to the low birth rate, education is being severely tested, and many schools have to undergo transformations to cope with the changes. For this reason, schools are increasingly offering courses in administration, cultural management, and educational management to help universities overcome problems by introducing a business management model. Under such a premise, parents and students are like customers. In order meet the needs of customers, schools must adjust their management objectives and policies timely. In such a development trend, students are regarded as customers, and schools are no longer closed environments but an open system in face of diverse competition and changes. Promoting school policies is similar to a company promoting its products and serving customers through contact and interaction. The nature of teachers' work is similar to that of a service company facing various emotional problems. The pressure is too great, but, under the situation where schools promote evaluation systems for advancement, most teachers only perform "moderately" so that their colleagues can identify with them, but not show outstanding performance, which may lead to an inappropriate teaching culture. It may also cause destructive competition that result in disharmony among colleagues. Parents, on the other hand, set too high expectations for children due to overindulgence and expectation of a successful and bright future for their children. Along with the openness of the systems, parents increase the opportunities to participate in schools which sometimes leads them to interfere because of the serious expectations. They may also express dissatisfaction with teachers' discipline, and this leads to a harm on teachers' status as not being respected as it used to be. In this case, teachers not only work with their labor, intellect, and affection, but also need to show appropriate emotions under increasing pressure to create a rational and warm organizational climate in schools. Teachers' hard work is the emotional labor load. Nevertheless, the research on emotional labor load focuses more on enterprises, but hardly considers teachers. Therefore, the empirical research on teachers' emotional labor load should be a topic for the development of culture and

education businesses. The relations among university teachers' emotional labor, well-being, and job satisfaction are discussed in this study, it is expected to help in terms of increasing the number of emotion management courses and channels for releasing teachers' emotional labor load, avoiding emotional dissonance, and promoting teacher efficiency.

Literature review and hypotheses

Lu *et al.* (2019) explained that individual physical and mental imbalance caused by emotional labor directly and indirectly affects job performance and causes negative emotions. Research has found that affection is the antecedent variable for job satisfaction. Öngöre (2020) pointed out positive relationships between positive affective state and job satisfaction, while negative correlations existed between negative affective state and job satisfaction (Wu *et al.*, 2022a). Accordingly, emotional labor was one of the factors in individual job satisfaction. Relevant research pointed out negative relationships between surface acting and job satisfaction; on the other hand, significant positive correlations existed between deep acting and job satisfaction. Kosker (2018) indicated that the dimensions of emotional labor, with the exception of the "degree of emodiversity", showed low positive correlations with job satisfaction. McRae and Gross (2020) found significantly low correlations between emotional labor and job satisfaction. Lennie, Crozier, & Sutton (2020) revealed significant positive effects of emotional labor on job satisfaction that individual surface acting revealed negative correlations with job satisfaction, and deep acting showed positive correlations with job satisfaction. Therefore, the following hypothesis can be proposed in this study.

H1: Emotional labor shows significant negative correlations with job satisfaction.

Wilson, Weiss, & Shook (2020) examined teachers' job satisfaction and well-being and found that the higher the job satisfaction, the higher the well-being, which revealed significantly positive correlations between elementary school teachers' job satisfaction and well-being. Browne (2021) studied and provided evidence of the positive relations between job satisfaction and well-being in an enterprise (Wu, Yuan, & Yen, 2021). Machin-Rincon *et al.* (2020) pointed out the effect of job satisfaction on well-being, showing that the ones with higher job satisfaction had better perceived well-being. Thus, job satisfaction showed significant effects on well-being. Rhéaume (2021) studied the relationships between job satisfaction and well-being and revealed that employees with higher job satisfaction had an increased subjective well-being. According to above research findings, it can be claimed that there exist notably positive correlations between workers' job satisfaction and subjective well-being, and job satisfaction can effectively predict

subjective well-being. Accordingly, the following hypothesis can be proposed in this study.

H2: Job satisfaction has significant positive correlations with well-being.

Tiwari *et al.* (2020) mentioned that the implementation of the psychological contract determines a teacher's behavioral performance and attitude in the organization. If teachers are satisfied with the expectation, they show pleasant emotion that increase their well-being. On the contrary, if the psychological contract is not followed, teachers who perceive that they are deprived of the benefits and resources they deserve they will be dissatisfied and angry. At the same time, the study showed that the lack of organizational support increases the burden of emotional labor and enhances working pressure (Wu, Li, & Wu, 2022b) as well as reducing teachers' well-being. In both cases, there were certain relations. Kish, Haslam, & Newcombe (2020) studied university teachers and found significant positive correlations between teachers' "psychological contract" and "well-being". Smeak (2020) pointed out remarkably positive relationships between teachers' psychological contract and well-being. Noreena *et al.* (2021) studied the moderating effect of well-being on the relations between psychological contract and turnover intention and revealed the higher transactional psychological contract, the higher turnover tendency, where well-being showed moderating effect. At the same time, the research indicated that well-being can reduce the turnover tendency, while transactional contract can increase turnover tendency. Accordingly, the following hypothesis was developed for this study.

H3: Emotional labor has significant negative correlations with well-being.

Methodology

Operational definition

1) *Emotional labor*: Following Gao, Li, & Conway (2021), emotional labor was divided into deep acting and surface acting in this study.

Deep acting: Deep acting is considered as consistent to employees' real feelings and allows employees to truly "perform themselves". In addition, intrinsic affection display is adjusted to match extrinsic emotional appearance. When involved in real internal negative emotions, employees with deep acting attempt to correct the performed real affection.

Surface acting: Employees with surface acting involve in unreal perceived emotional simulation. Without changing the internal emotional appearance, the extrinsic behavior is adjusted or negative emotion is suppressed, expecting to conform to organizational regulations. Extrinsically performing careful

verbal expression or nonverbal information delivery can show the feigned affection through facial expression, body posture, and intonation.

2) *Job satisfaction*: According to She et al. (2019), job satisfaction contains following dimensions.

Motivator: This is also called intrinsic factors which include achievement, approval, work itself, responsibility, promotion, and growth possibility.

Hygiene factor: This is also called extrinsic factors which contain policy and management, supervisor guidance, relationship with supervisors, working conditions, salary, relationship with colleagues and subordinates, private life, status, and job security.

3) *Well-being*: In accordance with Li et al. (2021) work, well-being is divided into two dimensions in this study.

Emotional well-being: This covers measurement of positive emotions and awareness of overall life satisfaction.

Positive functioning: This includes psychological well-being and social well-being.

Research object

The university teachers in Bangkok, Thailand participated in this study. A total of 480 copies of the questionnaire were distributed. After removing invalid and incomplete ones, 437 copies were remained valid, with a response rate of 91%.

Analysis method

According to the two-stage analysis of Structural Equation Modeling (SEM), the goodness-of-fit was analyzed and the model was verified. Confirmatory factor analysis (CFA) was first conducted in order to verify the existence of complex variables in the model. Additionally, the measured variables with bad effects on the causal analysis were deleted after the CFA. The corrected model was then subjected to path analysis, aiming to estimate the model path relations among variables. Without the test of confirmatory factor analysis, the path analysis might be affected by complex variables which may lead to bad goodness-of-fit or insignificant model path. Amos18.0 is used for the goodness-of-fit test in this study. The measured CMIN/DF is acceptable when smaller than 5 and is excellent when smaller than 3; GFI, AGFI, NFI, IFI, TLI, and CFI are expected to be higher than 0.9; and, RMR, RMSEA, and SRMR are considered as the smaller the better, and excellent when smaller than 0.05.

Results

Factor analysis

The emotional labor strategy scale was subjected to factor analysis and two factors as “deep acting” (eigenvalue=2.461, $\alpha=0.89$) and “surface acting” (eigenvalue=2.243, $\alpha=0.87$) were extracted. The cumulative covariance explained achieved 73.162%. The job satisfaction scale was analyzed through factor analysis and two factors as “motivator” (eigenvalue=3.851, $\alpha=0.90$) and “hygiene factor” (eigenvalue=1.633, $\alpha=0.92$) were extracted. The cumulative covariance explained was found as 81.158%. The well-being scale was analyzed using factor analysis and two factors as “emotional well-being” (eigenvalue=3.427, $\alpha=0.93$) and “positive functioning” (eigenvalue=2.763, $\alpha=0.94$) were extracted. The cumulative covariance explained was found as 83.662%.

Structural equations analysis model

In terms of the Confirmatory Factor Analysis (CFA) results, convergent validity and discriminant validity of the observation model were analyzed first. Convergent validity is used to evaluate the reliability of individual observed variable, construct reliability (CR), and average variance extracted (AVE). The reliability of individual observed variable is suggested to be higher than 0.5. The observed variable factor loadings of the analysis model were higher than the suggested value. Construct reliability is suggested to be higher than 0.6, while some scholars suggest higher than 0.5 as an acceptable level. The model evaluation results showed the construct reliability higher than 0.5. Average variance extracted should be higher than 0.5; and, the average variance extracted of the dimensions in this study was found as higher than 0.5, conforming to the suggestions.

Regarding the structural equation evaluation results, χ^2/df , RMSEA, GFI, AGFI, RMR, and NFI were tested. χ^2/df is suggested to be ≤ 5 . This study showed that $\chi^2/df=1.875 \leq 5$. RMSEA is suggested to be ≤ 0.08 . It was found in this study as RMSEA= 0.043 ≤ 0.08 . GFI is suggested ≥ 0.9 . The analysis results in this study revealed GFI=0.969 ≥ 0.9 . AGFI is suggested ≥ 0.9 . In this study it was found as AGFI=0.938 ≥ 0.9 . RMR is suggested to be ≤ 0.05 . The results of this study showed RMR=0.017 ≤ 0.05 . NFI is suggested ≥ 0.9 . In this study it was found as NFI=0.911 ≥ 0.9 . These results revealed good overall model fit. Under good overall model fit, the parameter evaluation results of structural equation were shown in *Table 1* and *Figure 1*. The research results revealed emotional labor strategy \rightarrow job satisfaction: -0.392***. Therefore, H1 was supported. Similarly, it was found as job satisfaction \rightarrow well-being: 0.425*** which indicates that H2 was supported, and emotional labor strategy \rightarrow well-being: -0.363*** which shows that H3 was supported.

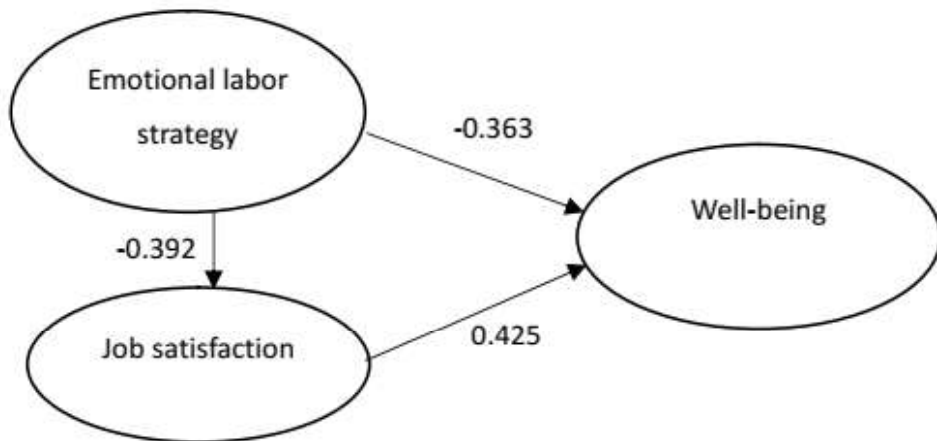


Figure 1. Model path

Table 1. Structural equation modeling result

Parameter/evaluation standard	coefficient
Emotional labor strategy → job satisfaction	-0.392***
Job satisfaction → well-being	0.425***
Emotional labor strategy → well-being	-0.363***
χ^2 /Degree of Freedom ≤ 5	1.875
Root Mean Square Error of Approximation (RMSEA) ≤ 0.08	0.043
Goodness-of-Fit Index (GFI) ≥ 0.9	0.969
Adjusted Goodness-of-Fit Index (AGFI) ≥ 0.9	0.938
Root Mean Square Residual (RMR) ≤ 0.05	0.017
Normed Fit Index (NFI) ≥ 0.9	0.911

Discussion

In the context of traditional educational system and the public expectation of university teachers, it is assumed that university teachers are good at dealing with their emotions and can effectively show even high emotional labor load. As a matter of fact, it should be realized that emotional labor is essential for university teachers, who have to promote the emotion awareness and adjustment skills, rather than suppressing their inner emotions due to external expectations which result in burnout due to excessive pressure. After all, education is a business of “heavy responsibilities through a long struggle”. The promotion of national

talents requires knowledge providers with excellent emotions. The 21st century is a fiercely competitive era. Hectic and changeable life and increasing pressure are inevitable. High emotional labor load is therefore the essential trend for university teachers. Besides improving personal emotional intelligence to promote the spirit, the facilitation of good hobby and living habits are good ways to relieve pressure and adjust emotions. University teachers can relieve work pressure and stimulate creative thinking through dynamic activities such as hiking and static hobbies such as playing musical instruments or chess, reading, and painting. They can also spend time with family members and colleagues to develop their affection and enhance their interpersonal communication ability in free time. In this way they can be more energetic to adjust their emotional labor load at work and further promote their well-being and job satisfaction. The establishment of tutoring system to select teachers who can properly handle emotional labor load and show high well-being and job satisfaction can guide teachers to deal with high emotional labor load. It can also enhance all university teachers' well-being and job satisfaction and promote the effectiveness of schools. A school can also conduct on-campus courses or encourage university teachers to participate in relevant growth courses and on-the-job training according to their personal interests. It can help university teachers in doing successful emotion management and create positive effects on other university teachers to increase the learning organization for university teachers who are making progress. In addition, regular tours and visits can be held for teachers' exchanges between schools and within schools to learn in a relaxed and pleasant way and achieve a better agreement among university teachers so that they become a cohesive team.

Conclusion

The research results demonstrated that school organizational systems need to reform and innovate to survive in face of complicated and changing educational environment, that university teachers play a central role in this process. University teachers who are able to cooperate with the reform and selflessly contribute their professional skills can collaboratively create a wonderful campus environment and gain the support and identification of parents and community members. On the contrary, a university unable to meet the teachers' satisfaction and expectations can result in low teacher well-being and job satisfaction (McRae & Gross, 2020; Lennie, Crozier, & Sutton, 2020; Smeak, 2020; Noreena *et al.*, 2021). As a consequence, poor teaching efficiency can be observed which seriously harm the effectiveness of schools. University teachers are medium- and high-level emotional labor workers and their work consume large amount of emotion and effort. Excessive use of emotion can easily result in burnout, teaching apathy, and even physical and mental exhaustion. In this case, with the support, encouragement, and companionship of colleagues and excellent senior teachers' experience sharing,

university teachers can solve teaching problems and acquire proper guidance and relief for emotional labor load (Machin-Rincon *et al.*, 2020; Rhéaume, 2021). As a result, school leaders who are willing to face emotional labor load can properly deal with emotion management and have good well-being and job satisfaction. Under this influence, students can show good emotion management and achieve the goal of a comprehensive education and promote the effectiveness of schools. Along with the promotion of education reform and parents' increasing awareness of education autonomy as well as the impact of COVID-19 outbreak in recent years, university teachers' professional knowledge and skills are tested. For this reason, university teachers need to constantly develop their teaching methods and classroom management skills to cope with the changing educational environment and the new generation of young people. A satisfied specialty show better self-psychological adjustment and positive emotion evaluation to promote overall well-being and job satisfaction.

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