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Job Satisfaction Among University Teachers: A Mix Method Study in Pakistan

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ABSTRACT The current study investigated the relationship between emotional labour and job satisfaction of university teachers utilising a convergent mixed methods framework. A total of 466 participants with stratified random sampling were considered for quantitative study. Similarly, 8 teachers were selected for qualitative study. Thematic analysis was used to make real sense of data instead of summarising the data. The quantitative findings revealed that among emotional labour strategies, the genuine expression strategy is mostly used by the university teachers. Additionally, deep acting and genuine expression of emotions were found to have a positive association with job satisfaction, whereas, surface acting is negatively associated with job satisfaction. The qualitative findings well supported the quantitative outputs. However, divergence in job satisfaction was also observed due to the salary and assigned workload. Similarly, divergence was observed in the quantitative results of surface acting and job satisfaction.