

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.

INTRODUCTION

Emotional labour holds significant importance in the teaching profession (Humphrey 2023). These feelings have an effect on teachers' well-being, the quality of their instruction, and the results that students achieve (Wang et al. 2023; Jaikla and Piyakun 2025). In universities, teachers are being anticipated to handle their emotions more and more like employees in the service sector (Hebson et al. 2007). As a result, a significant amount of "emotional labour", which is described as "the effort as well as organising, and control required to express professionally desirable emotion during interpersonal transactions", is probably involved in the teaching role (Morris and Feldman 1996). To fulfill the challenging demands and expectations, teachers need to execute emotional labour strategies at the workplace (Humphrey 2023; Zhu and Zhou 2022). Relating to the positive aspects of emo-

tional labour, several researchers observed a significant positive correlation between job satisfaction and emotional labour. Researchers believed that employees adapted the emotional labour strategies, isolating themselves from the uncomfortable setting, which reduces stress and boosts satisfaction (Smith et al. 2025).

Surface acting and deep acting are the two primary strategies for managing one's emotions at work (Hochschild 2012). Few researchers highlighted that emotional labour alleviates job satisfaction by potentially suppressing the genuine emotions and evacuating emotional resources (Abraham 1998; Ntim et al. 2023; Pugliesi 1999; Yin et al. 2019). Therefore, within this occupational context, positive correlations between emotional labour and job satisfaction may be anticipated (Choi and Kim 2015).

Conceptual Framework

The notion of "emotional labour" refers to how frontline employees regulate their emotions in order to fulfill the requirements of their jobs (Hochschild 2012). Employees use emotional regulation strategies at work because this involves controlling one's expressions in accor-

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dance with organisational goals mandated by organisational behavioural guidelines, irrespective of felt emotions. First theoretical perspective describes the internal state of emotional dissonance that is a situation that exists when there is a discrepancy between the emotional actions that an individual displays because it is considered appropriate, and the emotions that are genuinely felt but that would be inappropriate to display.

The second theoretical perspective concentrates on the internal mechanisms, usually self-regulation mechanisms that are involved in generating an emotional display (Grandy and Marvin 2014). Self-regulation is the process by which individuals influence which emotions they have, when they have them, and how they feel and express these emotions (Gross 1998). These regulatory processes have been transformed into the concepts of surface acting (modifying outward displays to be consistent with display rules) and deep acting (attempts to modify internal feelings to be consistent with display rules) by emotional labour research. Though they do so in different ways, surface acting and deep acting both result in behavioural emotional display. However, Ashforth and Humphrey (1993) reported that both surface- and deep-acting substances are harmful and consequently develop negative outcomes. Therefore, the author included one additional category to the process of emotional labour and it was named as a genuine expression of emotions. The author claimed that expressing one's natural emotions boosts the efficiency of the assigned task and leads to an effective outcome. Genuine emotion acting is the process of feeling identical emotions as being displayed (Lazányi 2010; Yin et al. 2019; Yin et al. 2023). These are genuine and spontaneous responses to an emotionally explosive situation.

Motivational and Hygiene Factors

Regarding job satisfaction, Herzberg (1966) proposed the motivation-hygiene theory consisting of the two-factor model of motivation. Motivation factors were correlated with "the need for growth or self-actualisation". Therefore, performance, acknowledgment, the work itself, transparency, progress, and potential for development were among the motivating fac-

tors (Herzberg 2003). The other group of factors, referred to as hygiene factors, had a connection with "the need to avoid unpleasantness", that is, workplace administration and policies, supervisor relationships, interpersonal interactions, working conditions, and pay were all considered hygiene factors (Herzberg 2003). Hygiene factors encircle the "doing" of the work, and motivational factors generate positive job attitudes (Stello 2011). Herzberg also differentiated that motivational factors are intrinsic to the job, whereas, hygiene factors are extrinsic to the job. Degree of job satisfaction or dissatisfaction among employees can be influenced by various factors, such as the job being too easy or too hard, fascinating or boring (Alshmemri et al. 2017). Moreover, possibility for growth is the real potential for a person to grow personally and advance in their career are known as possibilities for growth. Furthermore, positive recognition occurs when workers accomplish particular targets or give outstanding performance and are awarded. On the other hand, negative recognition at work consists of critique for the accomplished task. Literature shows that a bundle of empirical studies on emotional labour of school teaching was carried out. However, limited data was available at higher education level and there was a need to conduct research in this perspective. Additionally, limited data was available in the context of Asian countries, particularly those in the developing world. The universities of these regions are particularly expecting more hard work from the teaching faculty to enhance and sustain quality education similar to universities in the developed countries. Considering these factors and limitations, a comprehensive study was designed and carried out using the mixed method approach to cover the focused theme.

Research Objectives

The aim of this study was to recognise the relationships between 'emotional labour strategies and job satisfaction' of university teachers. The objectives were as follows.

1. To determine frequently employed emotional labour strategy among university teachers.
2. To find out the level and indicators of job satisfaction of university teachers.

3. To examine the relationship between emotional labour strategies and job satisfaction.

METHODOLOGY

For the current research, the first part is quantitative and the second part is qualitative. A mixed method approach was utilised by the researcher for data analysis by using relevant statistical techniques in SPSS. Convergent parallel mixed methods design was used as research design. In this research design, the researcher collected and analysed the data independently and separately, and in the second phase results of both data sets are merged and compared to check the similarities and differences (Creswell and Creswell 2018). As the aim of the current study was to investigate the relationship between different variables, therefore, SPSS was used to analyse quantitative data through mean and Pearson correlation coefficient. Qualitative data was analysed by conducting thematic analysis (Braun and Clarke 2006).

Participants

The target population of the research study was teaching faculty (social sciences and humanities) of 12 public sector universities of twin cities (Islamabad and Rawalpindi) of Pakistan. Among these, 9 universities are in Islamabad and 3 are situated in Rawalpindi. Teaching faculty within the social sciences and humanities faculties was 852 (375 males and 477 females). The sample size for the quantitative survey was

466. For the quantitative research survey, a stratified random sampling technique was used. For the qualitative part 8 (4 males and 4 females) participants were selected for semi-structured interviews. For the appropriate representation of the population, lecturers, assistant professors and associate professors were considered.

Research Instruments

For the quantitative part of this study, two adopted scales were used. To measure three aspects of emotional labour strategies, that is, deep acting, surface acting and genuine acting, the scale of Kiral (2016) was adopted. Surface acting was measured with a seven-item scale, and deep acting was measured with a four-item scale. Similarly, an eight-item scale was used to assess the teachers' genuine emotions. To measure job satisfaction, the research instrument of Abdullah et al. (2017) was adopted. It had 45 items and consisted of a five-point Likert scale ranging from 'strongly agree' to 'strongly disagree'. For the qualitative part of this study, on the basis of research questions, five semi-structured interview questions were developed and used for the current study.

RESULTS

The first objective was to determine which emotional labour strategy is frequently employed by the university teachers. To address this, mean values of emotional labour strategies were required. It was observed (Table 1) that

Table 1: Emotional labor strategies and job satisfaction of university teachers (N=466)

Constructs	Indicators	Minimum	Maximum	Mean	SD
Emotional Labor Strategies	SA	1.25	4.50	1.62	.607
	DA	1.20	4.60	1.79	.893
	GA	1.00	4.67	4.02	1.048
Job Satisfaction	AU	1.33	4.56	4.29	.604
	SU	1.40	4.80	4.30	.617
	PO	1.33	4.67	4.32	.609
	MY	1.20	4.80	4.30	.626
	IN	1.40	4.80	4.30	.638
	CO	1.25	4.75	4.31	.614
	SAL	1.25	4.75	4.34	.629
	WO	2.00	4.25	3.62	.363

Note: SA: surface acting, DA: Deep acting, GA: genuine acting, AU: Authority, SU: Supervision, PO: Policies and facilities, MY: My work itself, IN: Interpersonal relationship, CO: Commitment, SAL: salary, WO: work load

genuine expression of emotions has the highest mean value ($M=4.02$, $SD=1.048$), whereas, surface acting strategy had the lowest value ($M=1.62$, $SD=.60$) as compared to deep acting strategy ($M=1.79$, $SD=0.89$). To address the objective 2, analysis was conducted for the indicators including authority (AU), supervision (SU), policies and facilities (PO), my work itself (MY), interpersonal relationships (IN), commitment (CO), salary (SAL) and workload (WO). It was observed (Table 1) that salary had the highest mean value ($M=4.34$, $SD=0.62$), while workload had shown the lowest value ($M=3.62$, $SD=0.363$).

To address the objective 3, Pearson correlational analysis was conducted among above mentioned indicators related to job satisfaction. Table 2 shows the correlation coefficient (r) and p values of indicators related to surface acting and job satisfaction. Significant and negative correlation was observed between surface acting strategy and job satisfaction.

Table 3 shows the r values of indicators related to deep acting and job satisfaction. Significant and positive correlation was observed between deep acting strategy and job satisfaction. Authority had shown highest coefficient value (0.39) while workload had minimum (0.297). Similarly, Table 4 shows the correlation coefficient (r) and p values of indicators related to job satisfaction and genuine acting strategy. Significant and positive correlation was observed between genuine acting strategy and job satisfaction.

Key Findings of Quantitative Analysis

The quantitative findings revealed that among emotional labour strategies, the genuine expression strategy is mostly preferred at university level. Similarly, salary was the most prominent factor for motivation and job satisfaction. Deep acting and genuine expression of emotions

Table 2: Relationship between surface acting and job satisfaction (N=466)

Const.	Mean (SD)	1	2	3	4	5	6	7	8	9
SA	1.6 (.60)	1								
AU	4.2 (1.2)	-.98**	1							
SU	4.3 (.60)	-.970**	.972**	1						
PO	4.3 (.60)	-.982**	.981**	.966**	1					
MY	4.3 (.62)	-.973**	.975**	.962**	.966**	1				
IN	4.3 (.63)	-.962**	.971**	.949**	.972**	.949**	1			
CO	4.3 (.61)	-.961**	.967**	.958**	.971**	.951**	.963**	1		
SAL	4.3 (.62)	-.955**	.955**	.931**	.944**	.951**	.911**	.944**	1	
WO	3.6 (.36)	-.820**	.827**	.817**	.830**	.814**	.803**	.835**	.841**	1
JS	33.8 (4.5)	-.98**								

** Correlation is significant at the 0.01 level (2-tailed).

Note: AU: Authority, SU: Supervision, PO: Policies and facilities, MY: My work itself; IN: Interpersonal relationship, CO: Commitment, SAL: salary, WO: work load, JS: Job satisfaction, Const.: Constructs

Table 3: Relationship between deep acting and job satisfaction (N=466)

Const.	Mean (SD)	1	2	3	4	5	6	7	8	9
AU	4.2 (1.2)	1								
SU	4.3 (.60)	.97**	1							
PO	4.3 (.60)	.98**	.96**	1						
MY	4.3 (.62)	.97**	.96**	.96**	1					
IN	4.3 (.63)	.97**	.94**	.97**	.94**	1				
CO	4.3 (.61)	.96**	.95**	.97**	.95**	.96**	1			
SAL	4.3 (.62)	.95**	.93**	.94**	.95**	.91**	.94**	1		
WO	3.6 (.36)	.82**	.81**	.83**	.81**	.80**	.83**	.84**	1	
DA	3.7 (1.2)	.39**	.37**	.37**	.38**	.38**	.38**	.39**	.29**	1
JS	33.8 (4.5)	.38								

** Correlation is significant at the 0.01 level (2-tailed).

Note: AU: Authority, SU: Supervision, PO: Policies and facilities, MY: My work itself; IN: Interpersonal relationship, CO: Commitment, SAL: salary, WO: work load, JS: Job satisfaction, Const.: Constructs

Table 4: Relationship between genuine acting and job satisfaction (N=466)

Const.	Mean (SD)	1	2	3	4	5	6	7	8	9
AU	4.2 (1.2)	1								
SU	4.3 (.60)	.97**	1							
PO	4.3 (.60)	.98**	.97**	1						
MY	4.3 (.62)	.98**	.96**	.97**	1					
IN	4.3 (.63)	.97**	.95**	.97**	.95**	1				
CO	4.3 (.61)	.97**	.96**	.97**	.95**	.96**	1			
SAL	4.3 (.62)	.96**	.93**	.94**	.96**	.91**	.94**	1		
WO	3.6 (.36)	.83**	.82**	.83**	.81**	.80**	.84**	.84**	1	
GA	3.8 (1.3)	.40**	.38**	.37**	.38**	.39**	.38**	.39**	.30**	1
JS	34.8 (4.6)	.40								

** Correlation is significant at the 0.01 level (2-tailed).

Note: AU: Authority, SU: Supervision, PO: Policies and facilities, MY: My work itself; IN: Interpersonal relationship, CO: Commitment, SAL: salary, WO: work load, JS: Job satisfaction, Const.: Constructs

are positively related with job satisfaction whereas, surface acting is negatively associated with job satisfaction.

RESULTS

Qualitative Phase

Theme 1: 'Surface Acting'

Subtheme a: Struggle with inner emotions and pretend fake emotions (Fig. 1)

Subtheme b: How does it make you feel?

All the teachers shared that they are facing such situations sometimes where they have to use the surface acting strategy at the workplace as per need, with regard to its effect on them, and mostly said that they feel successful, and a few percent said that they feel drained or exhausted. Below are some examples of how the university teachers perceived the surface acting emotional labour. For example, one teacher while sharing about utilisation of surface acting and its effect said the following.

Responder 1 said, "Sometimes, when extra workload is assigned, without informing ahead of time or taking willingness, it becomes very difficult to deal with the inner self and with the work as well. I think in this way the quality of work taken from the employees is also decreased."

"However, it is difficult to manage such situations, but it is really hard to give a bad impression even if it was a bad day, as at the end I become much tired, but it gives me a feeling of

success that I have tried my level best to complete all the tasks given in appropriate way."

Another teacher shared her experience about surface acting and its effects in the following words.

Responder 2 said, "Yes, there are times of internal stress when I do not agree with my seniors in some matters but still I have to control my emotions and pretend to be composed and show expected behaviour. This time is much difficult and a critical one. In the case of students, it is challenging to deal with some students specifically having behavioural issues. For example, I had one student with behavioural issues, but with relevant and continued discussions, I focused on his problems, and his problems were removed gradually, and he was a quite behaved student now."

"If it is related with students, I feel successful but if the situation is related to other people around at the workplace, for example, seniors, it creates stress sometimes."

Another teacher shared multiple situations he faced and shared different internal emotions with regard to different situations.

Responder 3 said, "There are many such situations I confront during my job that can be both idiosyncratic and nomothetic. Like I'm not feeling well but I have to act. Sometimes, I'm not satisfied with the environment of the class but I have to act normal by controlling my emotions. Sometimes, I'm not satisfied with the overall job environment like pay structure, job timing but I had to act normal."

"Both depending on the situation and contribution I'm making, like I know that I'm contributing for students and that gives me satisfaction but sometimes it creates depression for me when I have to deal with that for a longer period of time."

One teacher shared that when she joined the university as a teacher she was faced with and utilised surface acting, which encountered her with negative consequences.

Responder 4 said, *"I think initially I struggled with my inner emotions of anger and grief while interacting with students having disciplinary issues and I tried my level best to hide my emotions but sometimes I failed to do so."*

"It made me feel drained."

Another teacher shared that in the new semester, when new admissions are there, she faced difficult situations and used surface acting strategy. Besides this she has shared effects of surface acting as well.

Responder 5 said, *"Yes, it happens with me, specifically in every new semester, I have more challenges, as the students enter into a new environment, and they have different sorts of issues, like adjustment with teachers and classmates, academic matters, behavioural issues, etc."*

"However, it is difficult but I manage with them, as it is part of my job and I do it devotedly. At the end of the day, It always gives me a feeling of success."

Other teachers shared the negative consequences of using surface acting at the workplace.

Responder 6 said, *"Yes, it happens with me particularly with students who have issues with learning readiness and rude behaviour it is quite difficult to suppress the inner feelings as the face tells the story but anyhow I try my level best to manage my inner and outer emotions and tried my best to cope the situation."*

"I think it made me feel drained."

One teacher shared that she uses surface acting strategy to make the students more disciplined personalities in the future life, and she also shared the consequences of using this strategy for her.

Responder 7 said, *"One of my students was habitual to submit the given assignment late, even after my repeated reminders. I wanted to*

make an effort to teach him about the value of time management, so I involved the head of the department with me, and I refused to accept his assignment by saying that he may contact the head of the department for this serious concern. At my face, I showed him my angry attitude, but at heart, I want to give him some lessons."

"It made me feel successful, as I played my role in the personality formation of my student."

Another teacher shared the aspect of utilising surface acting strategy during interaction with her colleagues and its effects.

Responder 8 said, *"Sometimes during interaction with my colleagues, internally, I feel so difficult and struggle with my inner emotions. For example, in the staffroom, once, I was not agreeing with my colleague to decide about some program to be held in the way she was sharing, but I suppressed my internal emotions and behaved with her professionally."*

"It made me feel successful that I handled the situation as per job requirement, professionally and ethically as well."

Theme 2: 'Deep Acting'

Subtheme a: Balance between inner and displayed emotions.

Subtheme b: How does it make you feel?

Most of the teachers shared that they are facing such situations usually where they have to use the deep acting strategy at the workplace as per need, with regard to its effect on them. Most said that they feel successful, delightful and accomplished, while a few said that they feel drained or exhausted. There was one participant who said that prolonged situations of deep acting makes him exhausted.

For example, one teacher while sharing about utilisation of deep acting and its effect shared the following.

Responder 1 said, *"It happens many times when I deal with students like I'm in class for teaching and someone misbehaves and my inner emotions compel me to react but my training as my job requires me to hold back my emotions. Sometimes, I'm teaching and students in the class are not ready for learning, and the same happens that I have to control my inner emotions."*

"I feel both, sometimes a sense of accomplishment and sometimes exhaustion when I

have to deal with that situation for a longer period of time."

Another teacher shared her experience of deep acting and its effects in these words.

Responder 2 said, *"Yes, sometimes I, as a person, do not feel comfortable with any person but still, I have to control and do some tasks with that person. It may be difficult sometimes, but I understand my role as a teacher, which gives me strength internally and with little effort I manage the situations either with students or with other people at the workplace."*

"I feel proud because it is a requirement of my job and when I fulfill my job requirement, I feel satisfied."

Another teacher shared her experience about students having learning readiness issues.

Responder 3 said, *"I have faced such situations wherein the students who lack in learning readiness encountered me with irrelevant questioning, and they try to divert my attention from the lesson. At those times, the responsibilities and role of a teacher comes to my mind and as a teacher, I simply show a big heart to manage the situation."*

"It is really a sign of self-satisfaction when you have achieved the objectives of the day."

One teacher shared his very recent experience about using deep acting and its effects in these words.

Responder 4 said, *"Yes, it happened just a few days ago that one of my students argued and misbehaved with me and left the class. It made me very angry as well as sad when I faced this sudden and unexpected situation. But, after some time I managed my emotions and started thinking about how I need to behave in that particular situation. So, I didn't make any rash and impulsive decisions or created any chaos which made that student apologise. Now, I do not feel any anger towards that student."*

"I think it gave me a sense of accomplishment as well as a feeling of pride because by just controlling my emotions and by taking the right decision, it changed the whole situation."

Another teacher shared her views about misconduct and cheating issues.

Responder 5 said, *"Sometimes, I manage with my natural emotions to deal with unexpected situations created like misconduct of students and cheating. Then I control my natural emo-*

tions and behave according to the job's demand. I think that relevant training may play a very crucial role to help me to deal with such situations."

"At the end of the day I feel delighted that I managed the situation successfully and it gives me a deep sense of accomplishment."

One teacher also shared that she tried to avoid such situations.

Responder 6 said, *"Yes, some people are quite difficult to handle and I tried to avoid such situations."*

"It makes me feel exhausted."

Another teacher shared her experience about appropriate ways of communication.

Responder 7 said, *"Yes, there are many times when I have to discuss with the students about moral values and appropriate ways of communication, as they are acting in the opposite direction and it is challenging for me to react in a decent manner, but my job requirement enables me to handle such situations."*

"It makes me feel proud and gives me internal satisfaction that I am trying to do my job in a better way."

Another teacher shared her experience about staying on the ground during sports.

Responder 8 said, *"Yes, there are many times, for example, during sports days, the students are out of the classroom. They usually become aggressive and talk in indecent manners with one another. It's really very tough for me to handle them. I try to use a deep acting strategy and stay calm inside and outside, this happens only when I have some guidance and training."*

"It makes me feel successful definitely."

Theme 3: 'Genuine Expression of Emotions'

Subtheme a: Genuine emotions without any effort of faking emotions.

Subtheme b: How does it make you feel?

All the teachers shared that they are facing such situations where most of the time they are using genuine expression of emotions strategy at the workplace as per need, with regard to its effect on them. Mostly, teachers said that they feel successful, and one teacher said that they feel drained or exhausted.

For example, one teacher while sharing about utilisation of genuine expression of emotions and its effect said the following.

Responder 1 said, *"Yes, of course, most of the time, I'm emotionally involved with my job. Getting tired or drained creates no impact on my work efficiency but I love my job and it helps me to easily overcome every issue I encounter."*

"Sense of accomplishment and satisfaction as a result, I easily start my next day with energy and a positive mind set."

Another teacher shared her way of developing genuine emotions.

Responder 2 said, *"Most of the time, I feel emotions naturally and genuinely with my students and with other people, for example, with all my students from the very first day through orientation sessions. I develop a strong teacher-student bond, which helps me to handle all the relevant matters of students in a natural way with care. Same is the case with other people at the workplace. Although, sometimes, I do not bother with what I feel, and focus on what is required because it is more important regarding the job at the workplace."*

"I feel excited and feel accomplishment internally in such situations."

Another teacher shared that it is because of her adoption of this profession.

Responder 3 said, *"Yes, I do mostly and I think it's a matter of professionalism. I have adopted this profession, now I'm part of it, and I have to do all the tasks given. When I put myself in such thoughts, it makes me feel that it is my duty to do all these works."*

"It creates a sense of accountability."

Another teacher shared that she uses genuine emotions at the workplace due to her passion towards this profession, and she also shared its effects.

Responder 4 said, *"Yes, usually I display appropriate emotions as per my job requirement naturally and genuinely without any effort of faking emotions. It may be due to my passion towards teaching."*

"It gave me a sense of accomplishment."

One teacher gave the reason that she feels happy, and that is why she utilises genuine emotions.

Responder 5 said, *"I feel happy to interact with students and feel very pleasant when I am involved in the teaching process. That's why it is very rare in case of any emergency, may be at*

home or at a personal level, that I may feel stressed. I feel internal satisfaction when I stay among students at the workplace."

"At the end of the day, I feel relaxed, happier with a rich feeling of achievement."

Another teacher shared her thoughts about genuine expression of emotions and its effects.

Responder 6 said, *"Initially, it would make me feel depressed but when I get involved it seems ok with me. And my passion does not let me get depressed for long."*

"It gives me a sense of accomplishment."

One teacher shared that she used this strategy as she feels internal satisfaction.

Responder 7 said, *"Yes, most of the time I utilise this strategy, as I want to be open and transparent at the workplace with my students and other relevant people, it gives me happiness and this is the reason that I'm here in this profession, and I want to stay in this profession."*

"It gives me internal satisfaction."

Another teacher shared her empathetic emotions about students.

Responder 8 said, *"Yes, most of the time I utilise this strategy, as I feel empathy for my students. I try to solve the different issues, as if I was the student, what were my expectations from my teachers and what were my problems and how they may be solved in a better way. These thoughts enable me to utilise genuine expression of emotions and really it works most of the time well and gives fruitful results."*

"It makes me feel successful."

Theme 4: 'Level of Job Satisfaction'

Subtheme a: Satisfaction with 'authority, supervision, facilities and policies, my work itself, interpersonal relationships, commitment, salary, workload'.

More than 80 percent of the teachers were found to be satisfied. Almost 20 percent of teachers were not satisfied with workload and salary, and they suggested improvement regarding these categories.

One teacher shared that he is partially satisfied.

Responder 1 said, *"Not totally but partially yes, I am satisfied with many policies but not satisfied with many policies. University environment is overall good and congenial. Work-*

load and salary both are the factors impacting the efficiency of teaching staff more than anything, so it needs more discussion by involving teachers in that. As they need more improvement."

Another teacher shared that she is satisfied with all the facets of job satisfaction.

Responder 2 said, "Yes, I'm satisfied in all regards."

Another teacher shared that she is not satisfied with the workload policy sometimes.

Responder 3 said, "Yes, overall, I'm satisfied but sometimes matters regarding workload creates anxiety."

Another teacher was found to be satisfied but she also gave some suggestions.

Responder 4 said, "Yes, mostly. However, I feel that a new induction program should also be included for new hiring."

Another teacher also shared that he is satisfied with all elements of job satisfaction.

Responder 5 said, "Yes, I am satisfied with university policies, environment, facilities, workload and salary provided to me as a university teacher."

One teacher shared that she is also satisfied excluding the salary.

Responder 6 said, "Yes, I'm satisfied, except the salary given, it should be improved."

One teacher shared that, initially she was not, but now she is satisfied.

Responder 7 said, "Yes, I'm satisfied now, when I joined university as a teacher, I was not satisfied with many things, but gradually when understanding developed, it created happiness, internal and external satisfaction."

Another teacher said she is satisfied and wants to continue this job.

Responder 8 said, "Yes, I'm satisfied with all the facets of job satisfaction and willing to continue this job."

Theme 5: 'Emotional Labour Strategies' Relationship with Job Satisfaction'

Subtheme: Relationship of utilisation of specific strategy of emotional labour with job satisfaction.

Most of the teachers are found to be satisfied. Almost all the teachers shared that emotional labour strategies are related with job satisfaction. They shared that 'deep acting and genuine expression of emotions' make them job satisfied but 'surface acting' makes them less

satisfied, so there may be relevant training for better utilisation of emotional labour strategies.

One teacher showed satisfaction but gave suggestions for relevant trainings as well

Responder 1 said, "Yes, use of emotional labour strategies is related with job satisfaction. There may be relevant guidance and trainings for the teachers to use appropriate strategies at the workplace, which will be beneficial for them and for the employer as well."

Another teacher shared that surface acting makes her less satisfied.

Responder 2 said, "Yes, it is very much related. Surface acting may make me feel less job satisfied sometimes."

Another teacher, as Responder 3, shared, "Yes, it is sometimes, as I mentioned before, when extra workload without asking my willingness is given, although I manage to do but inside, there is a voice that why, I'm here at this workplace, maybe it is not the better place for me to work. These feelings may be ended, but aroused and keeps my job satisfaction in a changeable pattern."

Another teacher shared that the use of 'deep acting and genuine expression of emotions' makes her job satisfied.

Responder 4 said, "Yes, use of surface acting creates stressful situations and affects the job satisfaction negatively, however use of deep acting and genuine expression of emotions is positively associated with job satisfaction."

One teacher also shared the same feelings.

Responder 5 said, "Yes, I think that surface acting is negatively, but deep acting and genuine expression of emotions is positively associated with job satisfaction at the workplace."

Another teacher shared that prolonged use of surface acting affects job satisfaction negatively.

Responder 6 said, "Yes, if there are prolonged stressful situations at the workplace, they affect job satisfaction negatively."

Another teacher shared that she uses deep acting and genuine expression of emotions strategy.

Responder 7 said, "Yes, it is a very important factor, which plays a significant role towards job satisfaction. I usually use deep acting and genuine expression of emotions strategy, which makes me job satisfied."

Another teacher shared that most of the time she utilises deep acting strategy, which makes her job satisfied.

Responder 8 said, *“Yes, certainly, if I’m emotionally stressed inside, how can I be job satisfied and it happens sometimes, but mostly I feel myself to be job satisfied, as mostly I utilize deep acting at the workplace.”*

At the end of the interview, teachers were asked for some additional comments if they wanted to give any.

One teacher shared, *“As a university teacher we must be focused on our job demands and try to make our personal life separate, as it makes us able to control and be satisfied with our emotions in a better way.”*

Another teacher expressed, *“It really needs to plan and conduct workshops and seminars to handle the emotions and provide relevant trainings to university teachers for this purpose, in this way the conducive learning environment will prevail in universities and students may learn better.”*

Integration of the Transcript Findings

After the data analysis, quantitative and qualitative data sets were merged, to get deeper understanding of focused findings. For the present work, quantitative results revealed that university teachers used emotional labour strategies at the workplace. In addition, most of the university teachers are satisfied with their job. Qualitative findings have well supported this data set.

One respondent stated, *“Yes, of course, I’m emotionally involved with my job most of the time in reference to the use of genuine expression of emotion. My efficiency at work is unaffected by fatigue or exhaustion, but I enjoy what I do, which helps me to easily overcome every issue I encounter.”*

For utilisation of deep acting strategy another respondent said, *“It happens many times when I deal with students like I’m in class for teaching and someone misbehaves and my inner emotions compel me to react, but my training as my job requires me to hold back my emotions. Sometimes, I’m teaching and students in the class are not ready for learning. The same happens but I have to control my inner emotions.”*

For utilisation of surface acting, one respondent stated, *“Yes, it happens with me, specifically in every new semester, I have more challenges, as the students enter into a new envi-*

ronment, they have different sorts of issues, adjustment with teachers and classmates, academic matters, behavioural issues, etc. However, it is difficult but I manage with them, as it is part of my job and I do it devotedly.”

Divergence in the Level of Job Satisfaction

Findings indicated that use of surface acting strategy for some teachers is negatively related with job satisfaction, as one teacher while talking about this matter shared that when she is assigned with some extra workload without taking my willingness, these are the times, when thoughts like, *“This is not a better place for me to work”* arose. Other teachers also shared that during utilisation of surface acting, satisfaction with the job becomes low. Most of the teachers agree that there is a negative affiliation between surface acting and job satisfaction. Though, if the use of surface acting strategy is not prolonged, they feel successful and satisfied, dissatisfaction aroused with prolonged situations. Teachers also shared that as they are internally attached with this profession, they do not feel stress rather a sense of happiness and satisfaction, however they also point out that there may be relevant trainings for the teachers to utilise appropriate emotional labour strategies at the workplace and make themselves job satisfied.

DISCUSSION

Genuine Expression of Emotions as Most Preferred Strategy

The first objective was to determine which emotional labour strategy is frequently employed by the university teachers. Findings revealed that surface acting strategy, deep acting strategy and genuine expression of emotions are employed by the university teachers. However, genuine expression of emotions was the most preferred strategy as compared to others.

Possible explanation of greater inspiration for an employee to use genuine expression of emotion is less cognitive effort of the employee because it allows them to express their emotions as experience compared to surface or deep act-

ing. Interestingly, it was observed that the job position or authority level also makes educators confident and less stressed, and enables them to show genuine expressions. These findings are well aligned with the findings of previous studies (Iftikhar and Nasreen 2023; Smith 2019).

Additionally, Mahoney (2012) argued that genuine emotions might secure extrinsic benefits like good teacher grading or intrinsic rewards such as stronger relationships with students. In contrast to it, Ngcobo et al. (2022) reported that employees dissociate their felt emotions from their expressed emotions because they perceive surface acting as the most challenging form of emotional labour.

Salary and Workload Transform the Level of Job Satisfaction

The second objective was to find out the level of job satisfaction of university teachers. Findings showed that the mostly university teachers are satisfied with workload, salary, policies and facilities, commitment interpersonal relationships, their work itself, supervision and authority systematically at the workplace. Most participants admitted the value of emotions in their professional life and agreed that they experience different levels of emotional labour at the workplace.

The majority of university instructors were satisfied with their jobs. Nevertheless, a small percentage of teachers expressed dissatisfaction with their salaries and workload, suggesting that these factors may need to be improved. Employee satisfaction generally decreases with lower pay, whereas higher pay usually results in higher employee satisfaction (Gronau and Hamermesh 2001). A few educators stated that although many policies are good enough, there is still room for improvement. They also mentioned that yet workload and salary increase work efficiency, and so they should be reviewed by the relevant authorities. The theme observed is consistent with the findings of research by Ogbonna and Harris (2004) who concluded that increased emotional states may be hiding increasing workloads. Similarly, Kinman and Leggetter (2016) and Karakus et al. (2024) had also noticed that university lecturers were dealing with an increased workload. Other educators articulated their satisfac-

tion with the facilities offered, their pay, their workload, the atmosphere, and the supervision. Findings also revealed that initially, few educators were not satisfied, eventually became satisfied after understanding the university environment. Salary, which involves salaries, promotions and other necessary requirements for a profession, remains the main predictor of teachers' job satisfaction (Butali et al. 2013; Danish et al. 2019). In general, workers who experience higher levels of satisfaction earn more money. Additionally, they suggested that newly hired faculty members might benefit from induction training that helps them better understand their roles as university teachers within a specific university.

Relationship Between Emotional Labour Strategies and Job Satisfaction

The third objective was to find out the relationship between emotional labour strategies and job satisfaction. The majority university teachers in the current research study expressed satisfaction in their roles as educators. This might be because educators engage in emotional regulation and view it as an integral aspect of their professional identity. Moreover, they perceive that the teaching profession is a lifelong ambition for teachers. Others who came into the teaching profession coincidentally were also happy and satisfied with their job and want to stay in this profession. Consistent to the findings, numerous studies have also revealed that deep acting supports a higher perception of one's own efficacy in the workplace. Employees will experience greater job satisfaction and a sense of personal achievement when they make an effort to feel the emotions that the organisation demands them to display (Grandy and Mavin 2014). Moreover, the outcomes of Hagenauer and Volet's (2014) study also showed that university teaching is extremely emotional and that the appropriateness of emotional experiences and expressions primarily depends on the environment based on institutional and cultural norms, values, and methods (Dube and Ndofirepi 2024).

One of the qualitative respondents of the current study also stated that while surface acting makes them less satisfied with their jobs, deep acting and genuine expression of emotions make them content and suggested that appro-

appropriate trainings may be accessible to make better use of emotional labour techniques. Other researchers observed that when interacting with students, both surface and deep acting as regulatory strategies, with increased surface acting levels (Ogbonna and Harris 2004; Zaretsky et al. 2023).

Qualitative thematic findings also indicated that usually teachers had to handle problematic students in the classroom by regulating their own emotions because they got the appropriate coaching. After handling the situations, teachers felt satisfied, but stress may occur when students with learning readiness issues persist for an extended period of time.

Convergence and Divergence of Quantitative and Qualitative Findings

Quantitative results revealed that university teachers used emotional labour strategies at the workplace. In addition, most of the university teachers are satisfied with their job. Qualitative findings had well supported this data set. However, divergence in job satisfaction due to salary and assigned workload was reported. Similarly, divergence observed in the quantitative results of surface acting and job satisfaction. Findings showed that a significant and negative correlation was between surface acting strategy and job satisfaction quantitatively. Though, if the use of surface acting strategy is not prolonged, they feel successful and satisfied, dissatisfaction aroused with prolonged situation. One possible reason for this might be the suppressing one's genuine emotions, which over time leads to self-estrangement, which is distressing for employees and elevates their sense of detachment and minimises their level of job satisfaction (Guy et al. 2015; Hsieh et al. 2012). Employees who utilised this strategy experience higher levels of emotional exhaustion and job dissatisfaction (Grandey 2000). Another potential reason might be the availability of data from limited respondents. Previous research on the relationship between emotional labour and job satisfaction also had contradictory findings. Overall, surface acting has been linked with poor performance at work, negative outcomes related to the workplace, and increased levels of burnout (Krannitz et al. 2015; Liu et al. 2020). An excessive extent of emotional dissonance alienates employee from their duties.

CONCLUSION

The quantitative findings revealed that among emotional labour strategies, the genuine expression strategy is mostly preferred at university level. Deep acting and genuine expression of emotions are positively related with job satisfaction whereas, surface acting is negatively associated with job satisfaction. Qualitative findings well supported the quantitative outputs. However, divergence in job satisfaction due to salary and assigned workload was observed.

RECOMMENDATIONS

Findings of this work are highly encouraging. The researchers therefore recommend educators and policymakers to consider the emotional labour factors of university teachers and establish relevant trainings and policies for implementation.

1. Interestingly, it was observed that the job position or authority level makes educators confident and less stressed, and enables them to show genuine expressions. Focusing on this point, the administration of universities should organise appropriate trainings for the teaching faculty to utilise emotional labour strategies appropriately at the workplace. They may be guided to use deep acting and genuine expression of emotions strategies, which may improve their job satisfaction as well.
2. Partial divergence in job satisfaction due to salary and assigned workload was observed. Concerning job satisfaction, there may be possible discussion between the teachers and departmental administration to solve workload and salary matters accordingly, so that they may do their duties in the best possible way.

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