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AN ANALYSIS OF FEMALE TEACHERS' EMOTIONAL LABOR AND WORK-LIFE CONFLICTS AT THE SECONDARY LEVEL

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Abstract

The present study explores the relationship between female teachers' perception of emotional labor and work-life conflict at the secondary level. The objectives of the current study were to assess female teachers' emotional labor at the secondary level, to identify the female teachers' work-life conflict at the secondary level, and to find out the correlation between female teachers' emotional labor and work-life conflicts. The study was quantitative in nature and correlational research design was used. A sample of four hundred and forty-three teachers (443), including two hundred and thirty (230) public and two hundred and thirteen (213) private secondary school teachers, was selected through stratified sampling technique from female secondary schools of district Layyah. The researcher used the survey method for the collection of data. Teachers' Emotional Labor Strategy Scale developed by Yin in 2012 and Work-Life Stress Scale by Ahmad et al. in 2020 were adapted and modified according to the objectives of the study (Yin, 2012; Ahmad et al. in 2020). Data was analyzed through descriptive statistics such as mean, percentages, standard deviation, and Pearson correlation coefficient by using SPSS. The findings of the study showed that there was a statistically positive and significant correlation between teachers' perception of emotional labor and work-life conflict at the secondary level. In the end, it was recommended that secondary school heads should be focused to organize training programs for building female teachers' emotional regulation abilities. Psychological Techniques should be used to meet the emotional demands of work.

Keywords: Emotional, Labor, Conflict, Abilities, Training

Introduction

Managing emotional labor is a fundamental factor of employment, particularly in the education sector (Huang et al., 2019). Hochschild coined originally the phrase emotional labor in 1983 to refer to the act of purposefully suppressing or expressing one's emotions to achieve organizational goals (Brown, 2011). The concept of emotional labor is to express the emotions that are essential in interpersonal relations (Robbins & Judge, 2009). The talent to control one's emotions is necessary for professional performance because emotional labor is a part of the normal working process. All males and females are considered global citizens nowadays and have equal rights. Females are taking part in every field of life and are starting effective professional lives (Saleem, Deeba, & Raza, 2022). Moreover, it has been acknowledged that emotional labor may have a beneficial or harmful effect on achieving organizational goals. It is discovered that exhibiting superficial conduct had a negative relationship while expressing really felt emotions had a favorable relationship. (Ortiz, Hernandez, et al. 2023), It is well recognized that teachers are at risk of experiencing emotional exhaustion because of the necessity for higher amount of emotional labor behavior in teaching. To minimize the effects of negative emotional labor and discover practical solutions, educational institutions should conduct motivating studies (Basim et al., 2013). Furthermore, Emotional labor behaviors have four dimensions such as deliberate difference, surface acting, deep acting, and the manifestation of natural feelings. Teachers tend to employ surface acting over deliberate differences of opinion (Xu, 2012). It was discovered that various emotional labor techniques had various effects on teachers' emotional collapse. (Laghari, Chachar, et al. 2023), Deep acting and expressing one's natural emotions were adversely connected with emotional tiredness while surface acting was certainly linked with emotional burn out (Yin et

al., 2019). This means that deep acting is useful for mental health, but surface acting is frequently thought to be harmful to mental health. Recent research has argued that surface acting leads to poor self-esteem, self-denial, and estrangement. It can also lead to exhaustion, distress, and depression (Indregard et al., 2018). Employees may be inclined to emotional labor particularly when they are psychologically and physically exhausted (Mishra & Kumar, 2016). Furthermore, the sociocultural backgrounds affected the emotional parameters of teachers and educational activities. They are positively related to organizational goals and enable teachers to achieve their teaching objectives. (Tahira, Muhammad, Asma, 2023), Teachers may approach to students' parents with interest, following their commitment, being courteous, sympathetic, accepting, and stating their ideas, and any of these could be interpreted as an indication of emotional labor (Liu, 2012). Our social and personal lives are fundamentally influenced by our emotions. Therefore, good emotions are shown while negative ones are suppressed. (Han & Gao, 2023), Due to work overload, role conflict, uncertainty, and time pressure, people who juggle work and family obligations frequently suppress and restrict their emotions. To be socially and professionally acceptable, the people must manage eventually and constantly his or her emotions (Montgomery et al., 2006). However, it has been noted in our culture that female teachers have been working extremely hard even during their free time to increase their social position, maintain their dignity, and meet their professional and academic standards (Ajala, 2017). This leads to confrontations, sacrificing and diverting their job and family life, increasing strain, declining their physical and emotional health, and ultimately harming their contribution and performance at their workplaces (Wijayati et al., 2020). It is widely acknowledged that conflicts or incompatibilities between work and

life have adverse effects on female teachers' physical and emotional well-being. Additionally, it affects how they live in the the family and how much time they spend with their loved ones (Erdamar & Demirel, 2014). Work-life conflict is described as a form of clash between two domains where the stresses from work and life fields are commonly contradictory in certain respects. Work-life conflict falls under two broad categories, work that interferes in family and family that disturbs work (Linh et al., 2016). A study on school teachers revealed that work-life balance can improve the teachers' social well-being and decrease burnout. According to the work-life model, work-family balance benefits schoolteachers to feel less depressed and drained. (Bridge, Horey, et. al. 2023), Work performance and workplace stress are interrelated. If teachers are incompetent to manage work and life obligations, both will disturb harmfully their performance (Bostrom et al., 2020). In addition to the emotional health of pupils, the skilled and emotional welfare of teachers is also influenced by teachers' emotions. The emotional labor of teachers has received a growing attraction in the sector of educational research. (Muhammad, Muhammad, Arshad, 2023), The correlations between teachers' emotional labor with teachers' wellbeing had been the subject of several research studies. To sum up, the current study was tried to do to fill out the gap by finding out the relationship of female teachers' perception of emotional labor and work-life conflict at secondary level. The findings of the study may be supportive not only for female teachers but also may be beneficial for administrators of the schools to sort out the teachers' emotional problem and work-life conflict issues. (Van, Gotch, et. al. 2024), School heads may implement beneficial strategies to overcome and solve this issue by guiding the teachers how they can regulate their emotions to make balance their job.

Research Objectives

1. To identify the female teachers' work-life

conflict at the secondary level.

2. To find out the correlation between female teachers' emotional labor and work-life conflicts at the the secondary level.

3. To assess female teachers' emotional labor at the secondary level.

Research Methodology

Correlational research design was used in the study which is the type of quantitative research design to examine the relationship between female secondary school teachers' emotional labor and work-life conflict. Correlational research designs examine the relationship between two variables expressed in a quantitative form. One basic purpose of correlational design is to explain the link between two or more two variables (Creswell, 2012). In research studies, 2360 female PSTs, ESTs, and SSTs including 1396 public and 964 private teachers working at 147 secondary schools of district Layyah were considered as a population in the study. A stratified sampling method was used in the research study. The sample of the study was finalized with the help of Kotrlik & Higgins's formula (Higgins & Kotrlik, 2001). Further proportional sampling method was also used to divide the sample into different tehsils and designations. The sample of the present study comprised 443 including 230 public and 213 private female secondary school teachers of Layyah district.

Research Tool

A the standardized survey tool was adapted and modified on the Likert 5-point scale format which ranged from strongly disagree=1 to strongly agree=5 for attaining the purpose of the study. The the standardized questionnaires were adapted as it is ensure their validity and reliability. Teachers' Emotional Labor Strategy Scale (TELSS) by Yin, 2012 was adopted which had three sub-scales surface acting, deep acting, and manifestation of natural emotions. The scale was modified according to the study of the teachers' emotional labor.

Data Analysis

Descriptive analysis techniques like Mean and SD were used to investigate the female teachers' perception of emotional labor and work-life conflict through SPSS. Additionally, Pearson's R correlation was also used to discover an association between female teachers observed emotional labor and work-life conflict at the secondary level.

Table 1
Teachers' Opinions about Emotional Labour

No	Statements	SDA f (%)	DA f (%)	N f (%)	A f (%)	SA f (%)	Mean	SD
1	Emotional labor is an important aspect of my job as a teacher.	00	37 (8.4)	80 (18.1)	169 (38.1)	157 (35.4)	4.00	.93
2	Emotional labor involves managing my emotions and responding to students' emotional needs.	00	00	68 (15.3)	159 (35.9)	216 (48.8)	4.33	.73
3	Effective management of emotional labor is essential to prevent work-life conflict.	00	35 (7.9)	129 (29.1)	278 (62.8)	01 (0.2)	3.55	.64
4	Emotional labor contributes to job satisfaction and effectiveness as a teacher.	07 (1.6)	19 (4.3)	44 (9.9)	61 (13.8)	312 (70.4)	4.47	.95
Overall perception of emotional labor							4.08	0.81

The above table shows the findings of teachers' perception of emotional labor. In statement number one, the total mean value of teachers was calculated as 4.00 and the standard deviation was calculated as 0.93. The mean value was 4.00 (more than 3.00) which showed that the majority of the teachers had a view that emotional labor was an important aspect of their job as a teacher. In statement number two, the total mean value of teachers was calculated at 4.33 and the standard deviation was calculated at 0.73. The mean value showed that the majority of the teachers had a view that emotional labor involved managing their emotions and responding to students' emotional needs. In statement number three, the total mean value was calculated at 3.55 and the standard deviation was calculated at 0.64. The mean value showed that the majority of the teachers

had a view that effective management of emotional labor was essential to prevent work-life conflict. In statement number four, the total mean value was calculated at 4.47 and the standard deviation was calculated at 0.95. The mean value showed that the majority of the teachers had a view that emotional labor contributed to job satisfaction and effectiveness as a teacher.

Table 2
Teachers' perception of surface acting

No	Statements	SDA f (%)	DA f (%)	N f (%)	A f (%)	SA f (%)	Mean	SD
5	I put on a performance during students or parents' interaction.	11 (2.5)	24 (5.4)	50 (11.3)	101 (22.8)	257 (58.0)	4.28	1.03
6	I display fake mood to students or their parents unlike my inner feelings.	17 (3.8)	22 (5.0)	66 (14.9)	95 (21.4)	243 (54.9)	4.18	1.10
7	I display the fake emotions while dealing with students or their parents.	20 (4.5)	31 (7.0)	56 (12.6)	104 (23.5)	232 (52.4)	4.12	1.15
8	I pretend to the emotions required for school job.	10 (2.3)	37 (8.4)	62 (14.0)	88 (19.9)	246 (55.5)	4.18	1.10
9	I use a 'mask' to express the sentiments necessary for the school responsibilities.	23 (5.2)	108 (24.4)	73 (16.5)	66 (14.9)	173 (39.1)	3.58	1.35
10	I show an 'act' to deal with pupils or parents in a suitable manner.	41 (9.3)	112 (25.3)	67 (15.1)	61 (13.8)	162 (36.6)	3.43	1.43
Overall surface acting							3.96	1.19

The above table shows the findings of teachers' perception of surface acting. In statement number five, the total mean value of teachers was calculated at 4.28 and the standard deviation was calculated at 1.03. The mean value showed that the majority of the teachers had a view that they put on a 'show' while intermingling with students or their parents. In statement number six, the total mean value was calculated as 4.18 and the standard deviation was calculated as 1.10. The mean value showed that the majority of the teachers had a view that they showed fake moods to students or their parents different from their feelings. In statement number seven, the total mean value was calculated at 4.12 and the standard deviation was calculated at 1.15. The mean value showed that the majority of the teachers had a view that they displayed fake emotions when dealing with students or their parents. In statement number eight, the total mean value was calculated as 4.18 and the

standard deviation was calculated as 1.10. The mean value showed that the majority of the teachers had a view that they pretended to the emotions required for their school job. In statement number nine, the total mean value was calculated at 3.58 and the standard deviation was calculated at 1.35. The mean value showed that the majority of the teachers had a view that they use a mask to express the emotions necessary for the school responsibilities. In statement number ten, the total mean value was calculated at 3.43 and the standard deviation was calculated at 1.43. The mean value showed that the majority of the teachers had a view that they should act to deal with students or parents suitably.

Table 3
Teachers' perception of deep acting

No	Statements	SDA f %	DA f %	N f %	A f %	SA f %	Mean	SD
11	I attempt to really practice the emotions for students or their parents.	15 (3.4)	67 (15.1)	77 (17.4)	73 (16.5)	211 (47.6)	3.90	1.25
12	I try to truly feel the needed emotions to display in front of students or parents.	23 (5.2)	70 (15.8)	66 (14.9)	69 (15.6)	215 (48.5)	3.86	1.31
13	I try best to feel the needed emotions to express before pupils or parents.	15 (3.4)	51 (11.5)	77 (17.4)	61 (13.8)	239 (54.0)	4.03	1.22
14	I exert at increasing the feelings inside me needed to show to students or their parents.	10 (2.3)	53 (12.0)	69 (15.6)	75 (16.9)	236 (53.3)	4.07	1.17
15	When helping students, if I pretend to be happy, I start to feel it in reality.	12 (2.7)	52 (11.7)	64 (14.4)	89 (20.1)	226 (51.0)	4.05	1.17
16	While getting ready for school responsibilities, I state to have a good day myself.	21 (4.7)	38 (8.6)	53 (12.0)	85 (19.2)	246 (55.5)	4.12	1.20
Overall deep acting							4.00	1.22

The above table shows the findings of teachers' perception of deep acting. In statement number eleven, the total mean value was calculated at 3.90 and the standard deviation was calculated at 1.25. The mean value showed that the majority of the teachers had a view that they tried to experience the emotions to show to students or parents. In statement number twelve, the total mean value was calculated at 3.86 and the standard deviation was calculated at 1.31. The mean value showed that the majority of the teachers had a view that they exerted to feel the emotions needed to display toward students or their parents. In statement number thirteen, the total mean value was calculated as 4.03 and the standard deviation was calculated as 1.22.

The mean value showed that the majority of the teachers had a view that they worked best to feel the sentiments needed to display to pupils or parents. In statement number fourteen, the total mean value was calculated as 4.07 and the standard deviation was calculated as 1.17. The mean value showed that the majority of the teachers had a view that they worked hard at developing the feelings inside them needed to show to students or their parents. In statement number fifteen, the total mean value was calculated at 4.05 and the standard deviation was calculated at 1.17. The mean value showed that the majority of the teachers had a view that when helping students, if they pretended, they were happy, they could start to feel it. In statement number sixteen, the total mean value was calculated as 4.12 and the standard deviation was calculated as 1.20. The mean value showed that the majority of the teachers had a view that when getting ready for school responsibilities, they told themselves that they were going to have a good day.

Teachers' perception of the Expression of natural emotions: This section describes the respondents' perception of the expression of natural emotions. The table shows the findings of teachers' opinions about the expression of naturally felt emotions.

Table 4
Teachers' perception of the expression of natural emotions

No	Statements	SDA f %	DA f %	N f %	A f %	SA f %	Mean	SD
17	My displaying emotions to students or their parents matched my feelings.	15 (3.4)	32 (7.2)	73 (16.5)	94 (21.2)	229 (51.7)	4.10	1.13
18	I show the natural emotions to students or parents.	14 (3.2)	42 (9.5)	60 (13.5)	95 (21.4)	232 (52.4)	4.10	1.15
19	My expressed emotions to students or their parents are original.	14 (3.2)	23 (5.2)	61 (13.8)	107 (24.2)	238 (53.7)	4.20	1.06
Overall expression of naturally felt emotions							4.13	1.11

The table shows the findings of teachers' perception of the expression of naturally felt emotions. In statement number seventeen, the total mean value was calculated as 4.10 and the standard deviation was calculated as 1.13. The mean value showed that the majority of the

teachers had a view that the emotions they showed to students or their parents matched what they spontaneously felt. In statement number eighteen, the total mean value was calculated as 4.10 and the standard deviation was calculated as 1.15. The mean value showed that the majority of the teachers had a view that the emotions they showed to students, or their parents came naturally. In statement number nineteen, the total mean value was calculated at 4.20 and the standard deviation was calculated at 1.06. The mean value showed that the majority of teachers had a view that the emotions they expressed to students, or their parents were genuine.

Table 5
Teachers' opinion about family interference in work

No	Statements	SDA f %	DA f %	N f %	A f %	SA f %	Mean	SD
1	Family related responsibilities keep me preoccupied during school duty.	13 (2.9)	51 (11.5)	67 (15.1)	61 (13.8)	251 (56.7)	4.10	1.20
2	Thoughts related to children often distract attention from school responsibilities.	15 (3.4)	69 (15.6)	62 (14.0)	69 (15.6)	228 (51.5)	3.96	1.26
3	Due to extreme struggle, family duties hinder my professional abilities.	08 (1.8)	57 (12.9)	67 (15.1)	74 (16.7)	237 (53.5)	4.07	1.17
4	Family duties regarding in-laws stress me that other teachers criticize about my absent mindedness.	47 (10.6)	111 (25.1)	87 (19.6)	58 (13.1)	140 (31.6)	3.30	1.41
5	I am often inattentive at school due to pressure at home.	29 (6.5)	109 (24.6)	90 (20.3)	56 (12.6)	159 (35.9)	3.47	1.36
6	During school timing, I often organize domestic duties on call due to which I feel upset in front of others.	21 (4.7)	119 (26.9)	69 (15.6)	69 (15.6)	165 (37.2)	3.54	1.35
7	Family duties holdback my teaching ability.	47 (10.6)	104 (23.5)	83 (18.7)	53 (12.0)	156 (35.2)	3.38	1.43
Overall family interference in work							3.69	1.31

The above table shows the findings of teachers' perception of family interference in work. In statement number one, the total mean value was calculated at 4.10 and the standard deviation was calculated at 1.20. The mean value showed that the majority of the teachers had a view that family-related responsibilities kept them preoccupied during school duty. In statement number two, the total mean value was calculated at 3.96 and the standard deviation was calculated at 1.26. The mean value showed that the majority of the teachers had a view that thoughts about their children often distracted their attention from school responsibilities. In statement number three, the

total mean value was calculated at 4.07 and the standard deviation was calculated at 1.17. The mean value showed that the majority of the teachers had a view that despite extreme efforts, family responsibilities hindered their professional abilities. In statement number four, the total mean value was calculated at 3.30 and the standard deviation was calculated at 1.41. The mean value showed that the majority of the teachers had a view that family duties regarding in-laws often stress that other teachers criticize their absent-mindedness. In statement number five, the total mean value was calculated at 3.47 and the standard deviation was calculated at 1.36. The mean value showed that the majority of the teachers had a view that they are often inattentive at school due to home tension. In statement number six, the total mean value was calculated at 3.54 and the standard deviation was calculated at 1.35. The mean value showed that the majority of the teachers had a view that during school hours, they often managed family responsibilities on the phone due to which they felt upset in front of others. In statement number seven, the total mean value was calculated at 3.38 and the standard deviation was calculated at 1.43.

Teachers' Perception of Work Interference in Family: This section describes the respondents' perception of work interference in family matters. Table 4.9 shows the results of teachers' opinions about how work interferes with family matters.

No	Statements	SDA f %	DA f %	N f %	A f %	SA f %	Mean	SD
8	My teaching profession makes it hard to spend time with family.	42 (9.5)	106 (23.9)	71 (16.0)	73 (16.5)	151 (34.1)	3.42	1.41
9	School timing makes it hard to spend proper time with family.	45 (10.2)	115 (26.0)	68 (15.3)	57 (12.9)	158 (35.7)	3.38	1.44
10	Due to school tasks, I often cannot justify home duties.	49 (11.1)	107 (24.2)	76 (17.2)	48 (10.8)	163 (36.8)	3.38	1.46
11	School duties often make me worn out to take care of my family.	26 (5.9)	85 (19.2)	78 (17.6)	73 (16.5)	181 (40.9)	3.67	1.33
12	School exhaustion often generates stress between my husband and me.	24 (5.4)	90 (20.3)	89 (20.1)	92 (20.8)	148 (33.4)	3.56	1.28
13	Due to school obligations, I often ignore responsibilities towards relatives, which results in stress between my husband and me.	15 (3.4)	100 (22.6)	77 (17.4)	102 (23.0)	149 (33.6)	3.61	1.25
14	I often ignore my children's responsibilities while achieving school assignments.	19 (4.3)	78 (17.6)	80 (18.1)	88 (19.9)	178 (40.2)	3.74	1.27
Overall work interferes in family							3.54	1.35

Table 6

The above table shows the findings of teachers' perception of work interference in families. In statement number eight, the total mean value was calculated at 3.42 and the standard deviation was calculated at 1.41. The mean value showed that most of the teachers had a view that they tried to experience the emotions that their job made it hard for them to pass time with their family. In statement number nine, the total mean value was calculated at 3.38 and the standard deviation was calculated at 1.44. The mean value showed that the majority of the teachers had a view that school hours made it hard to spend appropriate time with family. In statement number ten, the total mean value was calculated at 3.38 and the standard deviation was calculated at 1.46. The mean value showed that the majority of the teachers had a view that due to school tasks, they often could not fulfill their home responsibilities. In statement number eleven, the total mean value was calculated at 3.67 and the standard deviation was calculated at 1.33. The mean value showed that the majority of the teachers had a view that school responsibilities often made them feel physically tired to look after their families. In statement number twelve, the total mean value was calculated at 3.56 and the standard deviation was calculated at 1.28. The mean value showed that the majority of the teachers had a view that school fatigue often created stress between their husbands and them. In statement number thirteen, the total mean value was calculated at 3.61 and the standard deviation was calculated at 1.25. The mean value showed that the majority of the teachers had a view that due to school obligations, they often ignored duties regarding in-laws, which resulted in stress between their husbands and them. In statement number fourteen, the total mean value was calculated at 3.74 and the standard deviation was calculated at 1.27.

Teachers' Perception of Psychological Stress Due to Spouse: This section describes the respondents' perception of psychological stress

due to their spouse. Table 4.10 shows the results of teachers' opinions about psychological stress due to spouses.

Table 7

Teachers' perception of psychological strain due to spouse

No	Statements	SDA f %	DA f %	N f %	A f %	SA f %	Mean	SD
15	Husbands criticize on giving priority to school over my children household tasks.	35 (7.9)	100 (22.6)	93 (21.0)	86 (19.4)	129 (29.1)	3.39	1.32
16	As a teacher, husband regards me an irresponsible wife.	27 (6.1)	105 (23.7)	113 (25.5)	60 (13.5)	138 (31.2)	3.40	1.31
17	As a working lady, husband often criticizes me not spending proper time with in-laws.	28 (6.3)	106 (23.9)	112 (25.3)	58 (13.1)	139 (31.4)	3.40	1.31
18	Job and family duties imbalance is the cause of husband's condemnation on my administration.	29 (6.5)	110 (24.8)	99 (22.3)	60 (13.5)	145 (32.7)	3.41	1.34
19	My husband overlooks my monetary needs due to my salary.	46 (10.4)	86 (19.4)	88 (19.9)	86 (19.4)	137 (30.9)	3.41	1.37
20	Lack of husband's appreciation to balance work and family responsibilities.	39 (8.8)	91 (20.5)	104 (23.5)	78 (17.6)	131 (29.6)	3.39	1.33
Overall psychological strain due to spouse							3.40	1.33

The above table shows the findings of teachers' perception of psychological stress due to spouses and the reason behind their stress. In statement number fifteen, the total mean value was calculated at 3.39 and the standard deviation was calculated at 1.32. The mean value showed that the majority of the teachers had a view that school responsibilities often made them feel physically tired to look after their families. In statement number sixteen, the total mean value was calculated at 3.40 and the standard deviation was calculated at 1.31. The mean value showed that the majority of the teachers had a view that being a teacher, husbands often considered them irresponsible wives. In statement number seventeen, the total mean value was calculated at 3.40 and the standard deviation was calculated at 1.31. The mean value showed that the majority of the teachers had a view that as a working woman, her husband often criticized her for not giving appropriate time to in-laws. In statement number eighteen, the total mean value was calculated at 3.41 and the standard deviation was calculated at 1.34. In statement number nineteen, the total mean value was calculated at 3.41 and the standard deviation was calculated at 1.37. The mean value showed that the majority of the teachers had a view that

their husband ignored their financial needs because of their earnings. In statement number twenty, the total mean value was calculated at 3.39 and the standard deviation was calculated at 1.33. The mean value showed that the majority of the teachers had a view that there was a lack of thankfulness from husbands to balance work and family responsibilities.

Table 8

Teachers' perception of psychological stress due to societal perception

No	Statements	SDA f %	DA f %	N f %	A f %	SA f %	Mean	SD
21	Working hours of female teacher are reflected an entertainment.	36 (8.1)	90 (20.3)	120 (27.1)	58 (13.1)	139 (31.4)	3.39	1.33
22	In spite of affordability, often families do not arrange maids for working ladies	37 (8.4)	84 (19.0)	96 (21.7)	73 (16.5)	153 (34.5)	3.50	1.35
23	Looking after old persons is an extra obligation, which results in mental discomfort.	33 (7.4)	79 (17.8)	135 (30.5)	53 (12.0)	143 (32.3)	3.44	1.30
24	Working women are considered inefficient in household tasks.	27 (6.1)	49 (11.1)	112 (25.3)	65 (14.7)	190 (42.9)	3.77	1.27
25	Our culture had outdated outlooks in domestic responsibilities from working ladies.	23 (5.2)	54 (12.2)	111 (25.1)	76 (17.2)	179 (40.4)	3.75	1.24
26	Inviting uninformed guests on holidays often interrupts a week planning.	29 (6.5)	72 (16.3)	96 (21.7)	67 (15.1)	179 (40.4)	3.66	1.32
Overall psychological stress due to Society							3.59	1.30

In statement number twenty-one, the total mean value was calculated at 3.39 and the standard deviation was calculated at 1.33. The mean value showed that the majority of the teachers had a view that the working hours of female teachers were considered a source of recreation. In statement number twenty-two, the total mean value was calculated at 3.50 and the standard deviation was calculated at 1.35. The mean value showed that the majority of the teachers had a view that despite affordability, often families did not arrange maids for working ladies, which caused psychological stress on women. In statement number twenty-three, the total mean value was calculated at 3.44 and the standard deviation was calculated at 1.30. The mean value showed that the majority of teachers had a view that looking after an old was an extra responsibility, which resulted in psychological uneasiness. In statement number twenty-four, the total mean value was calculated at 3.77 and the standard deviation was calculated at 1.27. The mean value showed

that the majority of the teachers had a view that working women were considered inefficient at household chores. In statement number twenty-five, the total mean value was calculated at 3.75 and the standard deviation was calculated at 1.24.

Relationship between Teachers' Emotional Labor and Work-Life Conflict: The relationship between different factors of teachers' emotional labor and work-life conflict was calculated based on teachers' perceptions using the Pearson Correlation Coefficient.

Correlation between Different Factors of Emotional Labor and Work-Life Conflict: This section describes the correlation between different factors of emotional labor and work-life conflict using the Pearson Correlation Coefficient.

Table 9

		PEL	SA	DA	NFE	FIW	WIF	PSH	PSS	PSW
Perception of Emotional Labor (PEL)	Pearson Correlation	1	.405*	.394*	.365*	.219*	.206*	.105*	.221*	.262*
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.027	.000	.000
Surface Acting (SA)	Pearson Correlation	.405*	1	.666*	.586*	.463*	.397*	.315*	.413*	.399*
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
Deep Acting (DA)	Pearson Correlation	.394*	.666*	1	.608*	.430*	.350*	.256*	.332*	.337*
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000
Naturally Felt Emotions (NFE)	Pearson Correlation	.365*	.586*	.608*	1	.367*	.262*	.203*	.314*	.315*
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
Family Interference in Work (FIW)	Pearson Correlation	.219*	.463*	.430*	.367*	1	.591*	.523*	.582*	.584*
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
Work Interference in Family (WIF)	Pearson Correlation	.206*	.397*	.350*	.262*	.591*	1	.683*	.630*	.614*
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
Psychological Strain due to Husband (PSH)	Pearson Correlation	.105*	.315*	.256*	.203*	.523*	.683*	1	.688*	.590*
	Sig. (2-tailed)	.027	.000	.000	.000	.000	.000		.000	.000
Psychological Strain due to Society (PSS)	Pearson Correlation	.221*	.413*	.332*	.314*	.582*	.630*	.688*	1	.735*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
Psychological Strain due to Work (PSW)	Pearson Correlation	.262*	.399*	.337*	.315*	.584*	.614*	.590*	.735*	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	

**Correlation is significant at the 0.01 level (2-tailed). Listwise N=443

*Correlation is significant at the 0.05 level (2-tailed).

The table presented the correlation between different factors of emotional labor and work-life conflict at the secondary level. The correlation between teachers' perception of emotional labor and family interference in work was positively significant but weak ($r=0.219^{**}$, $p< 0.05$). Likewise, the correlation between the perception of emotional labor and work interference in the family was also positively weak and significant ($r=0.206^{**}$, $p<0.05$). Similarly, the correlation between the perception of emotional labor and psychological strain due to the spouse was also positively significant but weak ($r=.0.105^*$, $p< 0.05$). Furthermore, the correlation between the perception of emotional labor and psychological strain due to society was also positively significant but weak ($r=0.221$, $p< 0.05$). Likewise, the correlation between the perception of emotional labor and psychological strain due to work was also positively significant but weak ($r=0.262^{**}$, $p<0.05$). Furthermore, the correlation between surface acting and family interference in work was also positively significant ($r=0.463^{**}$, $p< 0.05$). The correlation between surface acting and work interference in the family was also positively significant ($r=0.397^{**}$, $p< 0.05$). The correlation between surface-acting and psychological strain due to husbands was also positively significant ($r=0.315^{**}$, $p< 0.05$). The correlation between surface acting and psychological strain due to society was also positively significant ($r=0.413^{**}$, $p< 0.05$). The correlation between surface-acting and psychological strain due to work was also positively significant ($r=0.399^{**}$, $p< 0.05$). Furthermore, the correlation between deep acting and family interference in work was also positively significant ($r=0.430^{**}$, $p< 0.05$). The correlation between deep acting and work interference in the family was also positively significant ($r=0.350^{**}$, $p< 0.05$). The correlation between deep acting and psychological strain

due to husbands was positively significant and weak ($r=0.256^{**}$, $p< 0.05$). The correlation between deep acting and psychological strain due to society was also positively significant ($r=0.332^{**}$, $p< 0.05$). The correlation between deep acting and psychological strain due to work was also positively significant ($r=0.337^{**}$, $p< 0.05$). Furthermore, the correlation between naturally felt emotions and family interference in work was also positively significant ($r=0.367^{**}$, $p< 0.05$). The correlation between naturally felt emotions and work interference in the family was also positively significant ($r=0.262^{**}$, $p< 0.05$). The correlation between naturally felt emotions and psychological strain due to husbands was also positively significant ($r=0.203^{**}$, $p< 0.05$). The correlation between naturally felt emotions and psychological strain due to society was also positively significant ($r=0.314^{**}$, $p< 0.05$). The correlation between naturally felt emotions and psychological strain due to work was also positively significant ($r=0.315^{**}$, $p< 0.05$).

Overall Correlation between Female Teachers' Emotional Labor and their Work-Life Conflict:

This section describes the overall correlation between female teachers' emotional labor and work-life conflict based on teachers' perceptions using the Pearson Correlation Coefficient.

Table 10

Overall correlation between teachers' emotional labor and work-life conflict

		Work-life conflict
Emotional labor	Correlation Coefficient	.565**
	Sig. (2-tailed)	.000
	N	443

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

The table shows the overall relationship between teachers' emotional labor and their work-life conflict at the secondary level. As shown in Table, there was a positive relationship between teachers' emotional labor and their work-life conflict at the secondary level on the correlation of ($r=$

0.565** & $p = 0.000$) and that is statistically significant since the Sig. (2-tailed), p -value which is equal to 0.000 is less than 0.05. Based on the results, it can be concluded that teachers' emotional labor has a moderate positive and significant correlation with their work-life conflict at the secondary level.

Discussion

The current study was conducted to explore the relationship between female teachers' perception of emotional labor and work-life conflict at the secondary level. It was clear from the findings that emotional labor had a positive and significant correlation with work-life conflict. It was found that teachers who were involved in more emotional labor activities were more likely to experience more work-family issues. This was because the emotional requirements of a teaching job could affect teachers' personal lives and make it hard to relax and de-stress after work. (Molera, Martos, Perez, et al. 2024), The current study also found that female teachers who were engaged in more emotional labor responsibilities had to face more work-family conflict, even if they had high levels of teacher self-efficacy. It can also be concluded that female teachers were more likely to engage in emotional labor than male teachers and this could lead to increase work-family conflict. The findings of the study agree with those of previous studies (Grandey & Gabriel, 2015; Yanchus et al., 2010). The findings of the current study are consistent with those of (Näring et al., 2006) that female teachers who engaged in more emotional labor were more likely to experience burnout, emotional exhaustion, and anxiety. Teachers' emotional labor had a positive impact on the classroom's emotional climate and students' academic achievement (Zhu et al., 2021). It was found that emotional labor and work-family conflict were both negatively associated with teachers' well-being. It was suggested that school heads and school administration should help to reduce emotional labor and work-family conflict by supporting teachers, creating a

positive school climate, and encouraging work-life balance.

Conclusion

From the analysis of the study, it was concluded that the majority of the teachers agreed that the emotional labor strategies affected their professional and domestic life. Many teachers agreed that effective management of emotional labor was necessary to prevent work-family issues. Many teachers agreed that surface acting harmed their lives. However, they agreed that deep acting and expression of natural emotions were beneficial for their emotion regulation. The majority of the teachers agreed that their family issues and family responsibilities created hurdles in their teaching job. Factors of emotional labor like surface acting, deep acting, and naturally felt emotions had a positive and statistically significant but moderate relationship with factors of work-life conflict like family interference in work, work interference in family, psychological stress due to husbands, psychological stress due to society and psychological stress due to work.

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