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Exploring the Relationship among University Teachers' Emotional Intelligence, Emotional Labor Strategies, and Teaching Satisfaction

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Abstract

In this study we investigated the impact of emotional intelligence on university teacher satisfaction with emotional labor strategies as mediators. In order to evaluate this relationship, three scales were used WLEIS, TELSS and TSS for emotional intelligence, emotional labor strategies and teaching satisfaction respectively. The data was collected from 449 university teachers including both adjunct and permanent. Structured equation model and phantom model were utilized to analyze the mediating effect of emotional labor strategies on emotional intelligence and teaching satisfactions. In this study second-order factor of emotional intelligence was used and findings showed that emotional intelligence has a significant positive relationship with teaching satisfaction whereas surface acting and deep acting have negative impact on teaching satisfaction. However, expressions of naturally felt emotions have a positive insignificant relationship with the dependent variable. Surface acting and deep acting when worked as a mediator, they resulted in negative association between emotional intelligence and teaching satisfaction. Generally, this research revealed that emotional intelligence was critically important for the satisfaction of teachers with their work. This study would also help the university management to incorporate those emotional labor strategies which would in turn enhance teaching satisfaction.

Keywords: Emotional Intelligence, Emotional labor strategies, Teacher satisfaction, University, Pakistan.

In today's modern world, teaching is considered to be one of the most significant and challenging professions. Teachers, unarguably, play an imperative part in the dissemination of knowledge and in the success of students (Corbett & Wilson, 2002; McIntyre & Battle, 1998; Murphy, Delli, & Edwards, 2004) as their objective is not only to educate them but also to make sure that the students learn appropriate social and cultural attitudes along with the proficiencies (Vesely, Saklofske, & Leschied, 2013). Moreover, teaching can be regarded as a sensible, verbal and social practice of communication in which teachers inspire the students and their attitudes by utilizing messages and interactive cues (Mottet, Richmond, & McCroskey, 2006). Since teaching is considered to be an emotional process they should manage, scrutinize and control their feelings in order to attain teaching efficiency and to make a constructive environment for learning. Also, educators who are passionate about teaching and who portray their sentiments of zeal, pleasure, self-assurance and gratification towards it are the perfect educators (Winograd, 2005). Emotions have an integral part in the growth (Hargreaves, 1998; Yin & Lee, 2011), learning (Hayes, 2003; Intrator, 2006), improvement and in the creation and alteration of the individuality of the teachers (Hamachek, 2000; Zembylas, 2003).

The two main essential factors contributing to the success of a university are effective teaching and efficient learning (Singh & Jha, 2012). Singh and Jha (2012) states that in higher education, two worthwhile elements being carried by educators into a classroom, are subject matter and the knowledge of teaching techniques. Yet, Mortiboys (2013) further suggests that emotional intelligence is one additional unrevealed element which a teacher presents to the students as

learning includes efforts, disappointment, excitement and enthusiasm (Claxton, 1999). Emotions, as proposed by analysts (Fineman, 2000; Hochschild, 1983; Miller, Considine, & Garner, 2007) are inseparably meshed into a teaching organization, but still it is labeled as a realistic, conscious and systematic establishment which lacks illogical, impulsive and uncontrollable feelings. Various research shows that emotions trigger and excite the brain for improved memory (Dalgleish, 2004) and they are essential for sensory development as they assist in the storing and recalling of information (Rosenfield, 1988). As anxiety inhibits learning (Ornstein & Sobel, 1987), hence an educator should comprehend the feelings of the learners and act correspondingly. This eventually results in the creation of an optimistic environment and it assists learners to give improved performance (Singh & Jha, 2012).

Trigwell (2012) suggests that the way a teacher emotionally understands a perspective of teaching; it is directly associated with the way a teacher considers her teaching. Teacher's positive emotions would relate to the student-oriented teaching methods while the negative ones would relate with transmission methods. Furthermore, Hosotani and Imai-Matsumura (2011) states that teachers regard emotional competence to be their expertise and a fine teacher would efficiently incorporate this skill into his teaching. Taking emotions into account, emotional intelligence (Shapiro, 1997; Wesinger, 1998) and emotional labor of teachers are the most attention-grabbing subjects for the analysts' and the advisors, nowadays. Emotional intelligence (EI) is the capability to correctly recognize, to access and produce feelings in order to support thinking process, to comprehend the emotional knowledge and to actively control the emotions for the sake of enhancing both emotional and intellectual development (J. D. Mayer, Salovey, & Caruso, 2004) (p.10). Emotional intelligence is also considered as an essential tool for enhancing the life quality and the performance of employees at the job. Therefore, teachers with better emotional intelligence display better job performance and higher satisfaction towards their job as compared to the ones having lower emotional intelligence (Ignat & Clipa, 2012).

Talking about emotional labor (EL), it is regarded as the emotion-associated requirements of work which are enforced by the organization and it denotes a specific sort of demands of the job (Wong & Law, 2002). According to Grandey (2000); Hochschild (1983), EL is the management of one's feelings according to the system of an organization. Hochschild (1983) suggests that emotional labor requires improving, forging and/or repressing the sentiments in order to transform the illustrations of emotions. Defining emotional labor in terms of teachers, it is their attempt to reduce, produce and control their emotions and the display of feelings in accordance with the opinions and expectations which are perceived about the teaching profession (Hochschild, 1983; Wharton, 2009; Winograd, 2003). Teachers need to deal with the emotional demands put up by their heads, colleagues, students and parents through emotional labor in order to disseminate the knowledge and to communicate with their surroundings, successfully (Yin & Lee, 2011). Concerning the effectiveness, teachers are required to get themselves involved in emotional labor (Schmisseur, 2003). The profession of teaching, famous for being overburdened and unappreciated (Tifft, 1988), makes teachers susceptible to stress, anger and anxiety (Winograd, 2005).

Although emotional intelligence and emotional labor are getting immense acknowledgment amongst the researchers and psychologists, their influence on the job satisfaction of teachers has scarcely been studied (Yin, Lee, Zhang, & le Jin, 2013) especially the teachers of higher education institutions. Therefore, this study makes efforts to focus on this gap by exploring teacher's emotional intelligence, understanding emotional labor strategies and analyzing the significance of teacher's satisfaction amongst the higher education teachers in Pakistan.

The purpose of this quantitative study is to investigate the concept of emotional intelligence and emotional labor strategies on university teacher satisfaction (including both adjunct and permanent) working in Karachi, Pakistan. Besides, this study contributes to the existing body of knowledge in a manner that it explored the relationship of emotional intelligence and emotional labor with teacher satisfaction. Moreover, these two independent variables have further constructs which gives an in-depth view of this study.

Literature Review

Emotional intelligence and Teachers' work

In the 1960s, emotional intelligence (EI) was introduced for the first time by Ghent (1961) in literary criticism and by Leuner (1965) in psychiatry. Afterward, the theory of EI was further developed by Salovey and Mayer (1990). EI can be described as “the subsection of social intelligence which includes the capability to control one’s own and others sentiments to distinguish them and to use this information to guide one’s thinking and actions" (Salovey & Mayer, 1990) (p. 189). J. Mayer (1997) further updated the definition of emotional intelligence as "The abilities to accurately perceive emotions, to access and generate emotions in order to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (p.10). Moreover, Bar-On (2010) argues that EI is an essential section of psychology, which influences the performance, happiness and wellbeing of people.

Moreover, Mayer, DiPaolo, and Salovey (1990) proposed that emotional intelligence is made of four clear constructs:

- **SEA** (self-emotional appraisal) refers to the assessment and illustration of emotions in one’s own self. This is associated with the people’s capability of comprehending their true sentiments and their ability to naturally show these feelings. Individuals with greater abilities in this regard will be able to comprehend and determine their feelings before others (Wong & Law, 2002).
- **OEA** (other’s emotional appraisal) refers to the evaluation and the acknowledgment of the sentiments of other people. This is the capability of individuals to observe and recognize the sentiments of people surrounding them. Individuals with this capability are more empathic and can easily read the minds of others (Wong & Law, 2002).
- **ROE** (regulation of emotions) is the management or monitoring of one’s own sentiments. ROE allows individuals to regulate their feelings thus leading to a faster recovery from mental stress (Wong & Law, 2002).
- **UOE** (use of emotion) is the utilization of feelings in order to assist performance. UOE lets people utilize their feelings by leading them in the direction of productive activities and their individual performance.

SEA and OEA are the main feature of emotional work (Zapf, Seifert, Schmutte, Mertini, & Holz, 2001). According to Karim and Weisz (2011) teachers who are intelligent emotionally are the ones who deep act since they can easily comprehend the feelings of their students in classrooms, read their minds and also they can acknowledge their own emotions. Therefore, this ability is essential for the teachers belonging to higher education institutions as here feelings of the students are the significant precursors to interact with them efficiently (Karim & Weisz, 2011). Furthermore, employees with emotional intelligence have the ability to (i) expose their feelings (ii) can soberly involve or disengage from a feeling, (iii) seriously monitor their own and other’s feelings, and (iv) efficiently control own emotions and that of others through the moderation of negative emotions and the enhancement of pleasant ones (J. Mayer, 1997). Effective ROE lets people stimulate and bear a positive emotional state which consequently encourages a facilitating attitude and motivation (Joseph & Newman, 2010). As for teachers this ability is quite beneficial since it stops them from showing their bad mood off to their students, colleagues or other staff members and so it can be anticipated that teachers with higher ROE are less expected to embrace the strategy of emotion suppression and most likely to adopt cognitive appraisal which is an effectual strategy (Karim & Weisz, 2011). Lastly, a higher education teacher with greater UOE, concentrates in a better way in classrooms and responses creatively and emotionally suitable to the students. Yin et al. (2013) suggest that emotional intelligence includes teacher’s capability to precisely understand and positively shape feelings in regard to enhancing and improve their emotional and intellectual growth.

Satisfaction of teachers from their work or teaching satisfaction (TS) refers to an enjoyable sentimental state which occurs as a result of the evaluation of teacher’s work, assisting

their job values (Ho & Au, 2006; Weiss, 2002). Muhamad and Jais (2016) stressed that emotional intelligence plays a significant role in shaping teachers' personality and has a powerful impact on teachers' commitment and work. Another study conducted by Lopez and Extremera (2017) explained that teachers have profound feelings about their professions as they perform all duties with full devotion which is reflected in their values and ethics. Pérez-Fuentes *et. al* (2018) suggested that people who were not emotionally intelligent failed to fulfill their job demands which resulted in burnout and reduced commitment. According to Hirschfeld (2000) teaching satisfaction happens to be an essential predictor of teachers' mental health and it portrays that how much a teacher likes her profession.

The link of EI with teaching profession has a contradicting evidence (Drew, 2006). The view that characteristics linked with elevated EI are important for educators to possess is accepted majorly, however, according to (Byron, 2001) the scores of EI remained similar for both pre-service and normed teachers. On the contrary, the study conducted by showing that the scores of EI were more than average for all the teachers. Moreover, many studies have been conducted to assess the emotional intelligence of teachers (Karim & Weisz, 2011; Wong, Wong, & Peng, 2010; Karakucs, 2013). From past literature, the inconsistent relation has been observed between EI and TS. The research conducted by Anari (2012); Wong et al. (2010); Klusmann, et al. (2016) showed positive relationship, suggesting that teachers having higher emotional intelligence tend to be more satisfied with their job, whereas research carried out by Platsidou (2010) recommends that there is no considerable relation between teacher's job satisfaction and emotional intelligence. Hence, it is important to test what sort of relationship between emotional intelligence and job satisfaction exist among university teachers. To test this relationship following hypothesis is stated:

H_{1a}: *Emotional Intelligence is significantly related to Teaching Job Satisfaction.*

Emotional labor, Emotional Labor Strategies and Teaching

Emotional labor (EL), introduced over 30 years ago by Hochschild (1983), is basically the management of emotions in order to craft a noticeable facial and corporal demonstration. Formerly, EL was used to refer to the work carried out by shop floor employees like flight attendants, clerks etc. but now it is widely used for professionals like lawyers, doctors, and personal trainers. Wharton (2009) further describes it as the procedure through which employees are anticipated to supervise their emotions according to the rules and guiding principles imposed by the organization. Moreover, Morris and Feldman (1996) suggest that emotional labor is the "effort, planning, and control required to display organizationally desired emotions during interpersonal transactions ". It means that workers adjust their feelings in order to adapt to the norms of an organization concerning the demonstration of feelings and they do so through the manipulation of their own emotions especially in the case when their feelings contradict with display rule of the organizations. Lately, it has been recommended that teaching is the profession which needs emotional labor since it meets three standards given by Hochschild (1983) and the teachers of higher education have greatest level of emotional labor (Karim & Weisz, 2011) since i) they are involved in direct interaction with teachers, managerial team, other analysts and students; ii) teachers need to show understanding and compassion during the interaction with their students iii) the management of higher education regulate the emotions of teachers by evaluating performance through the assessment from students and other informants.

There are three types of strategies which are used by employees on account of effectively doing emotional labor: surface acting (SA), deep acting (DA) (Grandey, 2003; Hochschild, 1983) and, expression of naturally felt emotion (ENFE) (Ashforth & Humphrey, 1993; Diefendorff, Croyle, & Gosserand, 2005) which will further be discussed in the text.

Literature has been found in which the relationship between emotional intelligence and emotional labor is investigated (Grandey, 2000; Wong & Law, 2002; Austin, Dore, & O'Donovan, 2008; Mikolajczak, Menil, & Luminet, 2007; Totterdell & Holman, 2003; Daus & Ashkanasy, 2005). According to Johnson and Spector (2007), people who have higher levels of emotional intelligence know their own feelings well as compared to the ones who have lower levels of emotional intelligence and also they are capable of regulating their emotions hence, these kinds of people can

better involve in emotional labor on account of satisfying display rules and also rendering their services positively. Individuals with higher levels of emotional intelligence produce the needed emotions successfully, when they opt for deep acting and when opting for surface acting, they are likely to create a convincing display, therefore it can be stated that emotional intelligence is the underlying capability which let employees do emotional labor by using EL strategies (Johnson & Spector, 2007). Moreover, the association between emotional intelligence and emotional labor strategies of teachers is a thought-provoking yet less investigated a topic in higher education (Yin et al., 2013).

According to Hebson, Earnshaw, and Marchington (2007) teachers are required to execute emotional labor. They are possibly isolated (Zembylas, 2002) due to which their productivity, passion and commitment may get affected (Hulsheger, Lang, & Maier, 2010; Naring, Briet, & Brouwers, 2006; Philipp & Schupbach, 2010). On the contrary, other analysts (Naring et al., 2006) differ in the opinion which suggests that EL negatively impacts teaching as according to them EL participates highly in providing teachers with job satisfaction, keeping them committed and increasing their efficiency (Isenbarger & Zembylas, 2006; Winograd, 2003; Hargreaves, 1998). Higher education teachers must further consider and help students with their mental, societal and physical issues, regularly. These communications suggest that the higher education teachers have a constant association with students and are thus, overloaded with emotional labor.

Research carried out by Adelmann (1995); Wharton (2009) found a positive association between emotional labor and job satisfaction while (Abraham, 1998) discovered a negative association. Specifically talking about the strategies of emotional labor, surface acting can cause feelings which are not real, create mental stress, and ultimately leads to job dissatisfaction, however, deep acting creates positive emotions and experiences causing satisfaction of job (Kruml & Geddes, 2000). A study conducted by Hsieh, Hsieh and Huang (2016) explained that when individuals sense the need of showing their positive emotions, they eventually end up striving to experience it which results in higher job satisfaction. On the contrary, Lee and Hwang (2016) found that surface acting leads to job dissatisfaction due to its unfavorable consequences such as mental stress on employee well-being whereas deep acting results in positive experiences of job which further leads towards job satisfaction. Furthermore, Bono and Vey (2005) discovered negative association of surface acting with job satisfaction and the insignificant relationship of deep acting with job satisfaction.

Deep Acting (DA)

Deep acting is basically the adaption of internal feelings which are required to show the organizational preferred sentiments (Karim & Weisz, 2011). According to Yin et al. (2013) DA is concerned with the transformation of emotions with the help of cognitive techniques.

The relationship between deep acting and emotional intelligence is argumentative since Austin et al. (2008) suggest mixed kind of associations between DA and EI as according to them individuals with higher EI do not need to act emotionally as compared to those who have lower EI and so negative association between EI and DA can be observed, however, since DA allows a more reliable emotional response, it can lead to positive emotional outcomes thus resulting in a positive relation between DA and EI. Brotheridge (2006) and Karim and Weisz (2011) found a positive association as according to their findings, university teachers who are emotionally intelligent, would get involved in deep acting more whereas Mikolajczak et al. (2007) reported negative results. Therefore, it is important to check the nature of relationship between emotional intelligence and deep acting among university teachers. To test this relationship following hypothesis is stated:

H_{2a}: *Emotional Intelligence significantly impacts deep acting.*

Many studies have been carried out in order to study the relationship between deep acting and job satisfaction. Brotheridge and Lee (2002) and Grandey (2003) suggest that association is seen between deep acting and job satisfaction while the research, carried out by F. Cheung, Tang, and Tang (2011), discovered the insignificant relationship between EI and DA. However, studies carried by Yin and Lee (2012) and Zhang and Zhu (2008) suggested a positive correlation between deep acting and job satisfaction. Hence, on the above discussion it can be hypothesized that:

H_{2b}: Deep acting has a significant impact on teacher's satisfaction.

Also the mediator role of deep acting is to be observed, therefore, the hypothesis could be:

H_{2c}: Deep acting mediates the relationship between emotional intelligence and teaching satisfaction.

Surface Acting (SA)

Surface acting (SA) is the alteration of the emotional expression without altering the internal feelings (F. Y. l. Cheung & Tang, 2009) and according to Yin et al. (2013) SA is more concerned with faking the emotions in order to keep up with the organizational demand. Emotional intelligence is said to have different associations with surface acting. According to Austin et al. (2008) and Mikolajczak et al. (2007), EI is negatively associated with surface acting suggesting that individuals who are emotionally intelligent, the level of surface acting is reduced in them. Therefore, it is important to check the nature of connection between emotional intelligence and surface acting among university teachers. In order to test this relationship following hypothesis is stated:

H_{3a}: Emotional Intelligence significantly impacts surface acting.

As discussed above, various studies have been conducted to study the relationship between surface acting and job satisfaction. Again mixed results are obtained. Previously carried out researches (Beal, Trougakos, Weiss, & Green, 2006; Brotheridge & Lee, 2002; Grandey, 2003) have consistently shown that surface acting is negatively associated with job satisfaction while F. Cheung et al. (2011) found the insignificant result. In order to make a claim based on above literature it can be hypothesized that:

H_{3b}: Surface acting is significantly related to teaching satisfaction.

Lately, it is suggested by Lee and Ok (2012) that surface acting does not mediate the relationship between emotional intelligence and job satisfaction of the employees of the hotel, however the evidence provided is limited and so the role of surface acting as a mediator is yet to be revealed. Hence, the hypothesis would be:

H_{3c}: Surface acting mediates the relationship between emotional intelligence and teaching satisfaction.

Hence, both SA and DA are the most common approaches used by the researchers (Grandey, 2003; Hochschild, 1983).

Expression of Naturally Felt Emotions (ENFE)

Ashforth and Humphrey (1993) and Diefendorff et al. (2005) pointed that along with surface acting and deep acting, expression of naturally felt emotions (ENFE) is another kind of EL strategy. Since, though expressing the naturally felt emotions might be the norm, employees might still put efforts to make sure that their expression is incongruent with the requirement of the organization.

Since relationship exists between emotional intelligence and emotional labor, as suggested through literature (Austin et al., 2008; Mikolajczak et al., 2007). Hence, it is important to test what sort of relationship exist between emotional intelligence and expressions of naturally felt emotions among university teachers. To test this relationship following hypothesis is stated:

H_{4a}: Emotional Intelligence significantly impacts expressions of naturally felt emotions.

Nevertheless, contradictory and mixed results have been observed in the previous literature as the research carried out by Austin et al. (2008) shows insignificant, Mikolajczak et al. (2007) show negative while Liu, Prati, Perrewe, and Ferris (2008) show positive association between emotional intelligence and emotional labor.

Emotional labor allows teachers to inhibit or control their sentiments and feeling which usually lead to the alteration in the job satisfaction and the stress of teachers related their job.

Previous researches revealed that positive relationship exists between the expression of naturally felt emotions and job satisfaction (F. Cheung et al., 2011; Zhang & Zhu, 2008). Therefore, the hypothesis for ENFE would be:

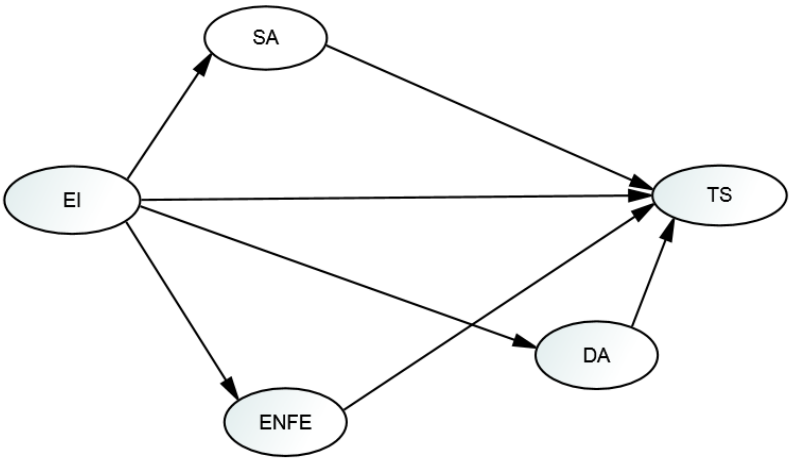
H_{4b}: *Expression of naturally felt emotions has a significant impact on teacher's satisfaction.*

Since the mediating role of expression of naturally felt emotions is to study, the hypothesis is:

H_{4c}: *Expressions of naturally felt emotions mediates the relationship between emotional intelligence and teaching satisfaction.*

Conceptual Framework

Based on the literature review and above formulated hypothesis, the authors of this study have understood the need for further exploration of the relationship between emotional Intelligence and teachers' satisfaction and the mediating role of emotional labor strategies on teachers' satisfaction in a higher education institutes and universities. Figure 1. shows the conceptual model of this research in which there is one dependent variable which is teaching satisfaction (TS) while emotional intelligence (EI) is an independent variable derived as a second order factor of self-emotional appraisal (SEA). Other emotional appraisal (OEA), regulation of emotions (ROE), and use of emotions (UOE) and three emotional labor (EL) strategies, surface acting (SA), deep acting (DA) and expression of naturally felt emotions (ENFE) are mediators. This research explores the relationship between emotional intelligence, and teaching satisfaction among the teachers of higher education in the presence of emotional labor strategies as a mediator.



EI = Emotional Intelligence, EL = Emotional Labor, TS = Teachers' Satisfaction, DA = Deep Acting, SA = Surface Acting, ENFE = Expression of Naturally Felt Emotion

Figure 1. Research Framework

Research Methodology

Due to the complexity in the studied model and limitation of structural equation modeling (SEM) programs for assessing specific indirect effects, we used Phantom Model approach. In structural models, the direct effect of variable EI on TS is the effect that is not mediated by any other variable in the model. The indirect effect from EI to TS is the sum of all mediated effects between the EI (causal variable) and the final outcome (effect variable) TS. The total effect is the sum of the direct and indirect effect. For example, a specific effect of EI on TS that is mediated by SA (Surface Acting)

cannot be determined with the available SEM programs. The evaluation of such specific effects calls for the special technique called Phantom Model.

Measurement

The dimensions assessed in this study (i.e. emotional intelligence, emotional labor strategy and teachers' satisfaction) and the survey items that comprised them were adopted from different sources. The 16-items Wong and Law (2002) Emotional Intelligence Scale (WLEIS) was employed to assess university teachers' emotional intelligence. The 13-items Teacher Emotional Labor Strategy Scale (TELSS) adapted by Yin and Lee (2012) was used to assess teacher emotional labor strategies and for teachers' perception of teaching satisfaction, 5-items single factor Teaching Satisfaction Scale (TSS) developed by Ho and Au (2006) was used.

Before finally launching the survey, a pilot testing for the instrument was carried out on a sample of 50 university teachers. This helped the researcher to improve minor editorial errors and fine-tune the survey instrument. To have, a representative sample both private and public universities were targeted. The questionnaire was distributed in person and non-probability convenience sampling method was adopted. A total of 550 questionnaires were distributed, 449 usable completed questionnaires were received (81.6 %) and statistical procedures were applied to analyze the data. Cronbach's alpha was used to evaluate the internal consistency of the items and for construct validity Exploratory Factor Analysis (EFA) using principal component analysis was performed by using SPSS 22. Furthermore, in order to validate the three measures incorporated in this research, the Confirmatory factor analysis (CFA) was utilized. Finally, the hypothesized relationship among the latent variables, the structural equation model was used by using AMOS 22.

Data Analysis and Results

Exploratory Factor Analysis

This research uses greatly recommended principal components method which reduces its thirty-four Likert based items to evaluate whether the data set used in this research are usable for the suggested model or not; model fitness analysis was carried out for the confirmation and modification of the model. The model fitness was verified by using three types of fit measures which are Absolute Fit Measure includes Chi-square (χ^2), Goodness of Fitness Index (GFI) and Root Mean Square Error of Approximation (RMESA); Incremental Fit Measures includes Adjusted Goodness of Fit Index (AGFI), Normed Fit Index (NFI), Comparative Fit Index (CFI), Incremental Fit Index (IFI), Relative Fit Index (RFI); and Parsimony Fit Measures includes Parsimony Comparative Fit Index (PCFI), Parsimony Normed Fit Index (PNFI) (Hair, Black, Babin, & Anderson, 2010).

Reliability and Construct Validity

EFA, CFA and Cronbach's alpha coefficient were used to examine the reliability and construct validity of all three scales together. The results of the examination on the scales are presented in Table 1 and Table 2. Results showed that all eight factors had acceptable reliability coefficients, with Cronbach alpha coefficient ranging from 0.693 to 0.854. As for the construct validity, the CFA results showed that the first-order factor structure had acceptable goodness-of-fit indices see Table 4. To have an aggregate Emotional Intelligence (EI) factor from the sub-constructs of EI factors a second-order factor structure of WLEIS is assessed (Yin et al., 2013). SEA, OEA, UOE and ROE which are the first-order constructs of EI lie in the second-order construct which is Global Emotional Intelligence (GEI). The second order CFA results showed a good data fit see Table 4.

SEM Analysis

To test the hypothesized relationship among global emotional intelligence, emotional labor strategies and teaching satisfaction, hypothesized model was tested using SEM. In Figure 1 we provide the model with the direct effect of GEI, on SA, DA, ENFE and TS, as well as the indirect effects of the GEI on TS through the mediation of emotional labor strategies. This model produce of very

good fit with the data (χ^2 = 548.895, *d f* = 235, *CMINDF* = 2.336, *GFI* = 0.912, *CFI* = 0.910, *TLI* = 0.894, *IFI* = 0.911, *PCFI* = 0.775, *PNFI* = 0.727). GEI significantly positively influence SA, DA and TS. There is a significant effect of the mediators (SA, DA and ENFE) on TS in the model. In this model where multiple mediations exist specific mediation effects are of focal interest (Mackinnon, 2000). Mediation, in this study, is tested by using the guidelines given by (Barron and Kenny). Specific effects permit comparison and ranking of the mediators which provide a better understanding of mediation process. In our case, the effect of the GEI on TS has carried through three parallel mediating paths (via SA, DA and ENFE). Therefore, it is important to know which mediated effect is strong and more relevant (Mackinnon, 2000).

Table 1: Reliability and validity

Items	Loadings
SELF-EMOTION APPRAISAL (SEA) **Cronbach's = 0.818**	
I have a, good sense of why I have certain feelings most of the time.	0.823
I have, good understanding of my own emotions.	0.782
I really, understand what I feel.	0.785
I always, know whether or not I am happy.	0.678
OTHER EMOTIONAL APPRAISAL (OEA) **Cronbach's = 0.734**	
I always, know my friends? emotions from their behavior.	0.701
I am a, good observer of others' emotions.	0.800
I am, sensitive to the feelings and emotions of others.	0.675
I have, good understanding of the emotions of people around me.	0.702
USE OF EMOTIONS (UOE) **Cronbach's = 0.693**	
I always, set goals for myself and then try my best to achieve them.	0.586
I always, tell myself I am a competent person.	0.645
I am a, self-motivated person.	0.687
I would, always encourage myself to try my best.	0.736
REGULATION OF EMOTIONS (ROE) **Cronbach's = 0.811**	
I am, able to control my temper and handle difficulties rationally.	0.792
I am, quite capable of controlling my own emotions.	0.825
I can, always calm down quickly when I am very angry.	0.763
I have, good control of my own emotions.	0.728
SURFACE ACTING (SA) **Cronbach's = 0.854**	
I put on, a show or performance when interacting with students or their parents.	0.741
I show, feelings to students or their parents that are different from what I feel, inside.	0.784
I fake, the emotions I show when dealing with students or their parents.	0.777
I just, pretend to have the emotions I need to display for my job.	0.742
I put on, a mask in order to display the emotions I need for the job.	0.699
I put on, an act in order to deal with students or their parents in an appropriate way.	0.678
DEEP ACTING (DA) **Cronbach's = 0.796**	
I try to, actually experience the emotions that I must show to students or their, parents.	0.817
I make, an effort to actually feel the emotions that I need to display toward, students or their parents.	0.77
I work, hard to feel the emotions that I need to show to students or their parents.	0.692
I work, at developing the feelings inside of me that I need to show to students or, their parents.	0.668

EXPRESSION OF NATURALLY FELT EMOTIONS (ENFE) **Cronbach's = 0.705**	
The, emotions I show students or their parents match what I spontaneously feel.	0.756
The, emotions I show students or their parents come naturally.	0.818
The, emotions I express to students or their parents are genuine.	0.729
TEACHING SATISFACTION (TS) **Cronbach's = 0.772**	
In most ways, being a teacher is close to my, ideal.	0.766
My, conditions of being a teacher are excellent.	0.816
I am, satisfied with being a teacher.	0.752
So far I, have gotten the important things I want to be a teacher.	0.627
If I, could choose my career over, I would change almost nothing.	0.481
Note: All the items were measured on 5-point Likert scaling	

Table 2. *Confirmatory Factor Analysis*

Constructs	Items	Loading	CR	AVE	MSV	ASV
Surface Acting	SA2	0.730	0.803	0.506	0.299	0.087
	SA3	0.700				
	SA4	0.780				
	SA5	0.740				
Teaching Satisfaction	TS1	0.730	0.778	0.538	0.174	0.073
	TS2	0.750				
	TS3	0.720				
Regulation of Emotion	ROE1	0.680	0.826	0.543	0.137	0.062
	ROE2	0.760				
	ROE3	0.770				
	ROE4	0.670				
Self-Emotion Appraisal	SEA1	0.780	0.803	0.579	0.115	0.073
	SEA2	0.830				
	SEA3	0.660				
Deep Acting	DA1	0.730	0.780	0.471	0.299	0.104
	DA2	0.690				
	DA3	0.710				
	DA4	0.690				
Other-Emotions Appraisal	OE1	0.800	0.803	0.505	0.118	0.070
	OE2	0.620				
Use of Emotion	UOE1	0.670	0.622	0.452	0.174	0.106
	UOE2	0.680				
Expression of Naturally Felt Emotion	ENFE2	0.740	0.660	0.494	0.096	0.032
	ENFE3	0.630				

Table 3. *Correlation Matrix*

	UOE	SA	TS	ROE	SEA	DA	OEA	ENFE
UOE	0.672							
SA	0.287	0.712						
TS	0.417	0.074	0.734					

ROE	0.370	0.357	0.110	0.737				
SEA	0.339	0.052	0.330	0.263	0.761			
DA	0.348	0.547	0.237	0.242	0.223	0.686		
OEA	0.333	0.287	0.243	0.148	0.304	0.343	0.710	
ENFE	0.008	-0.102	0.310	-0.074	0.276	0.158	0.087	0.703

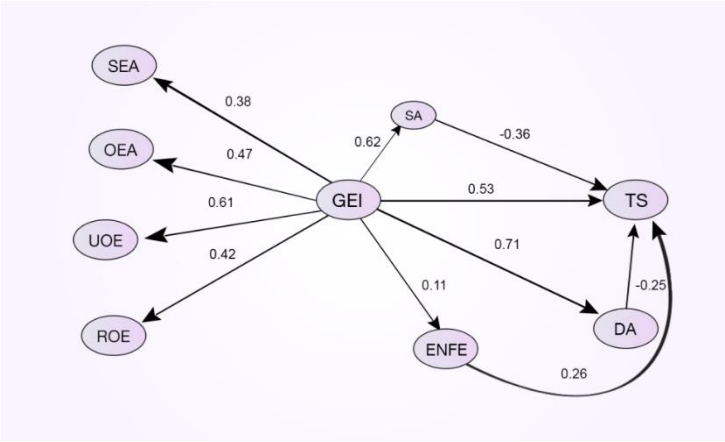


Figure 2. SEM Results

Table 4. *Model Fitness*

Fit Indices	Recommended Value	Model Value	
		2nd Order CFA	SEM
Absolute Fit			
χ^2 (chi-square)		511.985	548.895
df (degrees of freedom)		232	235
Chi-square/df (χ^2/df)	<3[a]	2.207	2.336
GFI (Goodness of Fit Index)	>0.9[a]	0.919	0.912
RMSEA (Root Mean Square Error of Approximation)	<0.08[b]	0.052	0.055
Incremental Fit Measures			
AGFI (Adjusted Goodness of Fit Index)	>0.90[a]	0.895	0.887
CFI (Comparative Fit Index)	>0.90[a]	0.920	0.910
IFI (Incremental Fit Index)	>0.90[a]	0.921	0.911
TLI (Tucker Lewis index)	>0.90	0.905	0.894
Parsimony Fit Measures			
PCFI (Parsimony Comparative of Fit Index)	>0.50[a]	0.773	0.775
PNFI (Parsimony Normed Fit Index)	>0.50[a]	0.726	0.727

Sources: [a]Bagozzi and Yi (1988); [b] Browne and Cudeck (1993)

Table 5 shows the direct and indirect effects of GEI in which GEI has a positive significant relationship with teaching satisfaction (C path=0.53(0.001)). This suggests that H1 is accepted. Moreover, GEI also has positive relationships with surface acting (0.62(0.000)) and deep acting (0.71(0.001)), however, an insignificant relationship exists between GEI and ENFE(0.11(0.281)). This shows that the hypotheses H2a and H3a are accepted while H4a is rejected.

Table 5 also shows that surface acting has a negative significant relationship with teaching satisfaction (-0.36(0.04)), deep acting also has a negative significant relationship with teaching satisfaction (-0.25(0.069)) while the relationship of expression of naturally felt emotions with teaching satisfaction is positive and significant (0.26(0.05)). This implies that surface acting, deep acting and expression of naturally felt emotions have a strong effect on teaching satisfaction, thus accepting H2b, H3b and H4b. All the indirect effects (a1b1+a2b2+a3b3) are significant while C' path, which is the direct effect of GEI on TS after partialling out the effect of the mediator, is strong and significant.

Table 5. *Direct and indirect effects of GEI*

Independent Variable	C path	a1 Path	a2 Path	a3 Path	C' path	a1b1+a2b2+a3b3	Total effect
GEI	0.53 (0.001)	0.62 (0.000)	0.71 (0.001)	0.11 (0.281)	0.919 (0.001)	0.025 (0.005)	0.537 (0.001)
b1 Path: SA to TS	-0.36 (0.04)						
b2 Path: DA to TS	-0.25 (0.069)						
b3 Path: ENFE to TS	0.26 (0.05)						

The cell values are standardized regression weights b1,b2 & b3 are direct effect of the mediators on TS a1,a2 & a3 are direct effect of GEI on three mediators SA, DA & ENFE respectively

The Phantom model approach enables the estimation and comparison of the three specific mediation effects (Macho & Ledermann, 2011). The phantom model of the hypothesized model allows the calculation of the specific effects as shown in Table 6. It can be seen from table 6 that the direct effect of GEI on TS is very strong, positive and significant. The total effect is also positive and significant whereas the total indirect effect is negative yet significant. Now considering the specific indirect effects, the indirect effects of GEI on TS due to DA and SA are negative yet significant, however, the indirect effect of GEI on TS due to ENFE is positive and significant suggesting that the hypotheses H2c, H3c and H4c are accepted.

Table 6. *Direct and indirect effects of GEI (Phantom Model)*

	Beta	B	SE		
Total Effect	0.537	1.265 (0.000)	0.852		
Direct Effect	0.919	2.164 (0.000)	3.402		
Total Indirect Effect	-0.382	-0.899 (0.013)	2.665		
Specific indirect effects (phantom modeling approach)		B	SE	LB	UB
Indirect Effect due to DA		-0.429 (0.08)	1.05	-2.98	0.038
Indirect Effect due to SA		-0.531 (0.001)	1.921	-4.376	-0.123
Indirect Effect due to ENFE		0.061 (0.013)	0.039	-0.098	0.192

LB = Lower Bound, UB = Upper Bound

Discussion and Conclusion

The main goal of this paper is to investigate the influence of global emotional intelligence on teaching satisfaction, through the mediation of emotional labor strategies (deep acting, surface acting and expressions of naturally felt emotions). By using SEM it is determined that GEI influences teaching satisfaction through all three strategies of emotional labor. The Phantom model used in this study gives a clear view of the mediating role of deep acting, surface acting and expressions of naturally felt emotions. The results show that global emotional intelligence strongly influences teaching satisfaction directly and also through the mediators.

This paper provides an insight into the part played by emotional intelligence and emotional labor strategies in the work of teachers. This study incorporates second-order factor structure of emotional intelligence instead of the first-order factor structure. The reason behind using GEI (second-order factor) is that with the good data fit it shortly and precisely reflects the factor structure of emotional intelligence of teachers of higher education, along with coping up the problem of multicollinearity. Similar findings are reported by Karakucs (2013) indicating that the four first-order variables are predicted by a second-order variable of emotional intelligence.

Outcomes suggest that emotional intelligence enhances teacher's satisfaction which in turn facilitates their sense of happiness and satisfaction (Bar-On, 2010). Moreover, the significant impact of emotional intelligence on surface acting and deep acting and insignificant impact on expressions of naturally felt emotions is consistent with many types of researches (Austin et al., 2008; Karim & Weisz, 2011). The greater influence of emotional intelligence on deep acting indicates that teachers are required to utilize their cognitive abilities to alter the mental precursor of feelings (Ashforth & Humphrey, 1993; Hochschild, 1983; Wharton, 2009).

The significant relationships between surface acting and deep acting, in a negative direction, with teacher's satisfaction is congruent with the researches carried out by Zhang and Zhu (2008); Kinman, Wray, and Strange (2011) while the positive significant association of expressions of naturally felt emotions with teacher's satisfaction is in line with the researches carried out by F. Cheung et al. (2011); Zhang and Zhu (2008). These outcomes show that teachers of higher education can be dissatisfied if they are asked to adopt surface acting and deep acting as they both lead to the faking of emotions whether in good faith or bad faith and teachers tend to act more or fake their feelings when they are dissatisfied with their work. These labor strategies cause emotional disagreement and there is always a clash between internal feelings and the display of feelings thus leading to job dissatisfaction. Whereas, teachers choose expressions of naturally felt emotions in order have a consistency between what they actually feel and display and thus highlighting the significance of displaying true emotions in teacher's work.

Research Implications and Future Research Directions

The consistent emotional contact between teachers and individuals surrounding them is demanded by an effective teaching and learning system. Hence, teachers' emotional intelligence and the strategies of emotional labor they adopt plays a significant role in the determination of their satisfaction and mental health (Hayes, 2003). The findings of this paper imply that emotional intelligence should be given importance in the organizations and this can be achieved by introducing teacher training programs focusing on the emotional intelligence competency building in order to improve teachers' expertise and enhance their skills to perceive and monitor their own feelings and that of others. This kind of teachers' training programs would help them to create emotional relationships, sharpen their emotional awareness, enhance their interpersonal viewpoints, provide guidance and improve their emotional management. Considering the emotional labor strategies, teachers should be provided with the knowledge of surface acting, deep acting and expressions of naturally felt emotions and how these labor strategies can be adopted in a positive manner. Furthermore, management is encouraged to assist teachers to accept and adopt the norms of the profession of teaching, through which the performance of emotional labor would be in a spontaneous manner.

There are some limitations of the study. The study is conducted on the teachers of higher education irrespective of considering the nature of job they are performing (full time or part time teachers). Moreover, specific audience is targeted and the impact of limited number of variables on

teachers' satisfaction is studied thus, the results of this study cannot be generalized. Hence, for the research to be conducted in future, it is recommended to carry out a comparative analysis where the nature of job should be considered. Also, other motivating aspects of emotional intelligence and emotional labor strategies of teachers across cultures should be investigated. To sum up, this research gives some empirical information regarding the influence of emotional intelligence on teaching satisfaction and the mediating role of emotional labor strategies. The SEM analysis and Phantom model applied to the data showed that emotional intelligence strongly and positively influences teaching satisfaction while the emotional labor strategies fully mediate this relationship.

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