

Teachers' Emotional Labor in Relation to Classroom Management Practices of University of Bohol, Tagbilaran City, Bohol

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ABSTRACT

Teaching is a profession with the highest requirements for emotional labor or the regulation of emotions. Facial expressions, poise, and bearing have an impact on their interaction with the students. Classroom management is a prerequisite to teaching. This study investigates the relationship between college professors' emotional labor and classroom management practices at the University of Bohol (UB) in Tagbilaran City, Bohol. The researcher utilized a quantitative descriptive survey method using the Teachers Emotional Labor Scale developed by Cukur (2009) and Classroom Management Practices of Washburn (2010). The respondents were regular college professors from the 11 tertiary colleges of the UB. The results revealed that college professors had high emotional labor for they are moderately able to manage their emotions during classes and highly practiced their classroom management. Furthermore, results showed an insignificant degree of relationship between the profile of the professors and their emotional labor. Likewise, there was no relationship between the profile and the classroom management practices of the respondents. Results further revealed that the teachers' emotional labor is not correlated with their classroom management practices.



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Keywords: Teachers Emotional Labor, Classroom Management Practices, Quantitative Descriptive Correlational, Spearman Rank Correlation, Bohol, Philippines

INTRODUCTION

Teaching is an educative process with social, technological, individual, cultural, and scientific components. It is a profession with the highest demand for emotional labor or the control of emotions. In the present educational perception, teachers are expected to take upon themselves a variety of roles, such as becoming role models for students, guiding them, teaching them to learn, and instilling democratic attitudes and values. During this interaction, the teachers are expected to impart knowledge, inculcate values, and communicate emotionally with students (Zheng, 2017). Their poise, bearing, facial expressions, and manner of dressing impact their interaction with students. Teachers' personalities must be natural and genuine, devoid of pretenses and artificiality; thereby, they must be consistent, accurate, and authentic (Corpuz & Salanda, 2015). With these varied roles a teacher must perform, they should make a conscious effort not to reflect their problems into their relationship in school as they must try to adhere to the norms mandated as a professional. One of the many roles a teacher has to play is that of a classroom manager. Every teacher is faced with the challenge of making his/her classroom a place for effective teaching and learning (Serrano & Paez, 2015). Effective teaching and learning cannot take place in a poorly managed learning environment. Classroom management is not yet teaching, yet it is a prerequisite to teaching. A common problem, sometimes the most common, that beginning teachers face is poor classroom management. Teachers cannot and should not teach when their class is inattentive, much worse when it is unruly. When chaos becomes the norm, both the teachers and students suffer. In contrast, a well-managed classroom does not just come out from nowhere. It takes a good deal of effort to create that conducive classroom climate.

The study aims to determine the relationship and effect of the teacher's emotion and classroom management practices to develop improvement measures based on the results. Further, it intends to help enhance faculty development to produce productive and competitive teachers.

The Emotion Regulation Theory of Gross (1998) backed the underpinning of this study. Emotion regulation is how individuals influence which emotions they have when they have them and how they experience and express these emotions. Individuals differ in their use of emotion regulation strategies such as reappraisal and suppression, and that these individual differences have implications for affect, well-being, and social relationships. Individuals may regulate their emotions at several points in the emotion process.

The Affective Event Theory (AET) of Weiss and Cropanzano (1996) strongly believes in the importance of the emotion of its members in organizational management. This theory also suggests that the working conditions in an organization directly affect the job attitude and behavior of its members and affect their emotions like psychological frustrations. It also states that the individual characteristics of their members regulate the negative or positive effects of their emotions. The AET model suggests that the performance of an organization needs to also include the emotional response of the members and the official profits.

The Self-Determination Theory postulated by Deci and Ryan (2005) supports our natural intrinsic tendencies to behave in effective and healthy ways. The Attribution Theory proposed by Weiss and Cropanzano (1996) suggests that the employee's working conditions in an organization directly affect job attitude and behavior and affect their emotion, like psychological frustration. The theory also articulates that the individual characteristics of the members moderate the positive or negative results.

Jones Model of Positive Discipline - Dr. Fred Jones (1996) defines classroom discipline as "the business of enforcing classroom standards and building patterns of cooperation to maximize learning and minimize disruptions." Furthermore, he said that teachers should model appropriate behavior and use appropriate classroom management methods to build positive classroom discipline.

Canter's Assertive Classroom Management Theory (1976) states that the teacher should be assertive and take full control of the classroom. He/she can do it by setting specific behavior rules and the positive and negative consequences that would result from students listening to or breaking the rules. These rules and consequences must be known and understood by the students. Assertive discipline allows teachers to handle discipline problems with minimal disruption to the lesson.

The teaching process is a face-to-face human interaction between teachers and students. The teachers are expected to impart knowledge, inculcate values, and perform emotional communication with students during this process. As a service industry provider, teachers find it inevitable to put in emotional labor. However, the assessment of the usefulness of emotional labor varies among teachers (Zheng, 2017).

Researches in education have explored the important role of emotions in teaching. Some researchers assume that teaching is the same as other occupations, such as the service sector, that require employees to regulate their emotions for their customers. If teaching involves emotional labor, it should be unpleasant, frustrating, and even alienating. However, many researchers found that emotional labor in teaching would bring desirable outcomes, such as increased job satisfaction, commitment, self-esteem, and effectiveness in work (Tsang, 2011).

The study aimed to determine the level of emotional labor experienced and classroom management practices of the respondents. It investigates the relationship between emotional labor and classroom management practices. When respondents are grouped according to college assignment, it determines the degree of variance in emotional labor and classroom management practices. It determines the degree of variance on the different dimensions of emotional labor and classroom management practices.

RESEARCH METHODOLOGY

To achieve the study's objectives, the researcher used the quantitative descriptive survey method with the help of a standardized questionnaire on emotional labor and classroom management practices as a data-gathering tool. Universal purposive sampling was used. It consists of three parts. Part I delved into the profile of the respondents in terms of age, gender, civil status, highest educational attainment, number of years teaching, department/college assignment. Part II is on the level of emotional labor utilizing the standard tool on Teacher Emotional Labor Scale developed by Cukur (2009), which was based on the four dimensions to capture the emotional regulation processes of performing emotional labor: automatic emotion regulation, surface acting, emotional deviance, and deep acting. Part III delved on the ten dimensions of Classroom Management Practices, using the tool made by Sandy Washburn (2010).

Regarding the standard tool used for emotional labor and classroom management practices, an email was sent to the authors of the tool asking permission for the utilization of the tool. Inclusion criteria of the respondents are the teaching staff/faculty members with regular status from the 11 colleges of UB. Universal and purposive sampling was done. Weighted means were computed to measure the central tendencies.

Before gathering the data, the study has underwent a review from the UB Research Ethics Committee (UB-REC) for the ethical standards in the conduct of the study. Afterward, an ethics clearance was issued to proceed with the data gathering. The researcher distributed the questionnaire to the respondents after explaining the purpose and procedure of the study. Informed consent was obtained from the respondents. With regards to the standard tool used for emotional labor and classroom management practices, an email was sent to the authors of the tool asking permission for the utilization of the tool. After gathering the data, it was computed, tabulated, analyzed, and interpreted to serve as the basis for forming conclusions and recommendations of the study.

Spearman Rank Correlation was used to determine the correlation between teachers' emotional labor and classroom management practices. The figure below shows the Likert Scale used for Emotional Labor and Classroom Management Practices.

Emotional Labor			
1.00 – 1.74	D	Disagree	Very Low Emotional Labor
1.75 – 2.49	SLA	Slightly Agree	Low Emotional Labor
2.50 – 3.24	MA	Moderately Agree	High Emotional Labor
3.25 – 4.00	STA	Strongly Agree	Very High Emotional Labor
Classroom Management Practices			
1.00 – 1.74		NP	Not Practiced
1.75 – 2.49		LP	Less Practiced
2.50 – 3.24		MP	Moderately Practiced
3.25 – 4.00		HP	Highly Practiced

RESULTS AND DISCUSSION

Level of Emotional Labor of the respondents. Table 1 shows the overall composite mean of **2.50** which indicates that the 70 respondents

from eleven colleges/departments Moderately Agree that they can manage or regulate their feelings and expressions to fulfill the emotional requirements of their job as a college or higher education teacher/professor, based on their emotional labor scale. Automatic emotion regulation is first, followed by surface acting, emotional deviance is third, and deep acting is last in the hierarchy of emotional labor dimensions or techniques. The results of the study is supported by the Emotion Regulation Theory of Gross (1998) that the professors were able to regulate their emotions inside the classroom.

Table 1. Level of Emotional Labor

Teachers Action	WM	DV	R
1. Automatic Emotion Regulation	2.73	MA	1
2. Surface Acting	2.55	MA	2
3. Emotional Deviance	2.45	SLA	3
4. Deep Acting	2.25	SLA	4
Overall Composite Mean	2.50	MA	

Classroom Management Practices. Table 2 shows the overall composite mean is **3.38 or Highly Practiced** in the level of classroom management practices experienced by the college professors which means that they have implemented and followed through, monitored, and improved their use of classroom management practices as needed. It would not be challenging to manage college students because they are already mature and self-motivated learners. The results were supported by Canter's Assertive Classroom Theory stating that teachers/professors should be assertive and take full control of the classroom. Teachers were able to use assertive discipline that allows them to handle discipline problems with minimal disruption to the lesson. The learners were also college students allowing teachers to manage their classrooms properly.

Table 2. Summary of Classroom Management Practices

Teachers Action	WM	DV	R
1. Maximizing structuring and predictability in the classroom	3.55	HP	2
2. Establishing, teaching, and positively stated classroom expectations.	3.45	HP	5.5

Teachers Action	WM	DV	R
3. Managing behaviour through effective instructional delivery.	3.62	HP	1
4. Actively engaging students in observable ways	3.51	HP	4
5. Evaluating Instruction	3.45	HP	5.5
6. Maximizing positive interactions	3.20	MP	8
7. Using a continuum of strategies to acknowledge appropriate behaviour	3.07	MP	10
8. Using a continuum of strategies to respond to inappropriate behaviour	3.20	MP	8
9. Developing caring and supportive relationships.	3.20	MP	8
10. Teaching about responsibility and provide opportunities for students to contribute to the good functioning of the classroom.	3.53	HP	3
Overall Composite Mean	3.38	HP	

Table 3. Shows the correlation between respondent's Emotional Labor and Classroom Management Practices

Variables	Statistical Test Used	Test Value	P-Value	Decision	Interpretation
Emotional Labor and Classroom Management Practices	Spearman Rank Correlation	0.105	0.388	Failed to reject the null hypothesis	There is no significant correlation between the variables.

The Spearman Rank Correlation was utilized to determine the association between the emotional labor of the teachers and their classroom management strategies. At 0.05 level of significance, the obtained P-value of 0.388 is more indicate that it failed to reject the null hypothesis. There is no substantial relationship between emotional labor and classroom management approaches, according to the findings. Whatever the extent of the instructors' emotional labor, it has no bearing on their classroom management techniques. Professors are able to regulate their emotions to comply with the occupational or organizational norms. Classrooms are evolving, according to Zook (2017). A new generation of teachers, developing technologies, student behavior, or a mix of factors can all

contribute to change. The results imply that the professors' emotional labor has nothing to do with how they managed their classrooms.

CONCLUSIONS

The following conclusions were drawn based on the findings.

Professors in the eleven colleges of the UB moderately agreed that they can manage or regulate their feelings and expressions to fulfill the emotional requirements of their job as a college or higher education teacher/professor. Tenured professors at the UB have highly practiced level of classroom management practices. There is no substantial relationship between emotional labor and classroom management approaches. Whatever the extent of the instructors' emotional labor has no bearing on their classroom management techniques. There is no substantial relationship on the emotional labor among the 11 colleges in the university. However, a significant degree of variance is noted among the ten dimensions of classroom management practices among the 11 colleges in the University.

RECOMMENDATIONS

From the findings and conclusions, the following recommendations are established.

1. In terms of the professors' emotional labor, they should be encouraged to improve on their emotional deviance and deep acting strategies in regulating their emotions because, as teachers, they are increasingly required to manage their emotions and control between keeping a certain distance toward their students to protect a professional attitude while showing a sensitive, emphatic attitude on the other hand (Hebson, 2007)
2. As a teacher, there are instances where you have to moderately use deep acting so that you cannot hurt the feelings of others.
3. It is recommended that teachers use learner-centered activities so that they can positively interact with their students 2-3 times per hour.
4. Instead of displaying class goals in a wall chart for acknowledgment of appropriate behaviors, the teachers are encouraged to use pleasant words and praise their students for positive behaviors.

5. The university should conduct school activities that will involve the parents or invite them to witness any programs or activities in their colleges.
6. To conduct further studies by using the tool for emotional labor and classroom management practices to elementary and high school teachers.
7. To conduct further studies including the non-tenured college professors.

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