

The Impact of Constructive Thinking on Emotional Labour and Job Satisfaction among High School Teachers

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ABSTRACT

National Policy on Education (1986) mentions that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions that will help motivate and inspire teachers on constructive and creative lines. In light of this the present study is done to see if there is any impact of constructive thinking on the emotional labour and job satisfaction of high school teachers. Constructive thinking refers to the ability to relate to others in an effective way (emotional intelligence), solve interpersonal problems in a proper way (social intelligence) and the ability to effectively solve problems that arise in everyday life (practical intelligence) with minimum amount of stress (Epstein 1990). Emotional labour, is the display or constraint of emotional expression as part of the work role to meet organizational, social or occupational expectations, it is an integral aspect of working life for many employees (Mann, 1997) and Job Satisfaction Is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Jex 2002). The study was conducted on 100(50 men & 50 women) high school teachers from the schools in the city of Hyderabad. These teachers had work experience of 10-15 years and were in the age group 35-45 yrs. The findings of the study suggest that there is a negative effect of global constructive thinking on emotional labour indicating that if constructive thinking is high emotional labour will be less among teachers. Positive relation is found between constructive thinking and job satisfaction and no significant relation is found between emotional labour and job satisfaction. On the dimensions of constructive thinking it is found that women are higher on behavioural coping which means women indulge more in action oriented thinking, which deals with thinking in a way that promotes effective action. Whereas men are found high on categorical thinking compared to women. This indicates that they view issues in black-and-white terms, without acknowledging shades of gray something like rigid thinking. On dimensions of emotional labour women are found high on deep acting which indicates that they alter the emotions within themselves rather than faking it. Women are also found high on display on emotions which suggests that they are better in expressing their emotion in comparison with men. As the finding of the study suggest the constructive thinking has a

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negative impact on emotional labour and positive impact on job satisfaction, it can be said by enhancing constructive thinking by training can help to reduce emotional labour and improve job satisfaction among teachers.

Keywords: *Teacher, Constructive Thinking, Emotional Labour, Job Satisfaction*

Modern trends in education and governmental policies have increased the number of institutions and enrolment rate of students both at school and higher education level and from the traditional role of an instructor, the role of teacher has changed to that of a facilitator, a resource person, a director, a mentor, and an administrator. In terms of influence, teachers seem to stand far ahead of others. A major share of a student's life is spent with teachers. Teachers knowingly or unknowingly mould the behaviors of students. Personality, attitude, values and the state of mind of teachers directly influences the student community.

It is said that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions that will help motivate and inspire teachers on constructive and creative lines. It is often found that aspects in teaching profession such as challenging classrooms and social stress (dealing with many people at a time) affect the mental health of the teachers.

But it has to be recognized that apart from imparting knowledge to the students, a teacher is always expected to show the positive attitude towards students and other people in the society. A teacher needs not only good professional knowledge but also better emotional management. Thus a teacher is not only physical and mental laborer but also an emotional laborer.

In light of this the present study is done to see if there is any impact of constructive thinking on the emotional labour and job satisfaction of high school teachers.

Constructive Thinking

Epstein defines constructive thinking as the ability to relate to others in an effective way and satisfactorily (emotional intelligence), solve interpersonal problems in a proper way (social intelligence) and the ability to effectively solve problems that arise in everyday life (practical intelligence) with minimum amount of stress.

The components of constructive thinking are Emotional Coping which refers to effective dealing of negative feelings and Behavioural Coping which refers to action oriented thinking. It deals with thinking in a way that promotes effective action. Both emotional coping and behavioural coping together encompass the ability to deal effectively with the inner world of feelings and the outer world of events.

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There are also four maladaptive patterns that describe the opposite of constructive thinking.

1. *Categorical thinking*: refers to rigid thinking, viewing issues in black-and-white terms, without acknowledging shades of gray
2. *Personal superstitious thinking*: this term does not refer to traditional superstitions but to personal superstitions, or the mental games people play to prepare themselves for disappointment
3. *Esoteric thinking* : refers to beliefs about unusual and paranormal phenomena and standard superstitions
4. *Naive optimism*: refers to a tendency to jump to conclusions after a positive outcome, as if a single success guaranteed that things would always work out the way one liked

Emotional Labour

When the job roles require employees to display particular emotions and suppress others, they do their emotion management for a wage. Hochschild (1983) termed this regulation of one's emotions to comply with occupational or organizational norms as "emotional labor."

Components of Emotional Labour

1. surface acting or the faking of the desired emotion and the masking of undesirable emotion
2. deep acting , whereby the employee elicits the desired emotions in themselves
3. Automatic regulation: Automatic regulation is the automatic display of an organizationally desired emotion deriving from an emotion that is spontaneously felt.
4. Display of emotions: refers the way the person displays their emotions to others generally in a way pleasant to others.

Job Satisfaction

It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Jex 2002).

Components of job satisfaction are following

1. Promotion
2. Supervision
3. Fringe benefits
4. Contingent rewards
5. Operating conditions
6. Co workers
7. Nature of work
8. Communication

REVIEW OF LITERATURE

Constructive thinking

Epstein (1998), has seen that good constructive thinking is related to success in the work, physical health, emotional adjustment, success in personal relationships and greater satisfaction in life in general. Valliant .G (2000) found that constructive thinking contributed success in highly competitive and demanding occupations. It is also seen that Constructive thinking positively effects subjective well being (Alvarez & Camargo, 2007). And finally Epstein (1998) found men have higher constructive thinking than women.

Emotional Labour

Research indicates that high emotional labour can affect psychological health of employees (Rathi et al, 2012).It generates feelings of inauthenticity of self and poor interpersonal relations (Brookreidge, 2014).

It is also seen that in some professions have more emotional labour: Grandey (2002) found that Teachers & nurses have more emotional labour than office clerks and Female employees were found to have more emotional labour than male employees(Taylor & Tyler(2000),Gray.B(2010),Maheto.m& P.Raju(2015).

In regard to constructive thinking and emotional labour Judge & Locke (1993) found that the affects of dysfunctional thought processes on subjective well being were stronger than any other predictor.

Job Satisfaction

Research states that there are various factors that influence job satisfaction such as Self Esteem (Alavi&Askaripur, 2003), Longer tenure(Sarker, Crossmin & Chinnelepituck,2003) Promotion(Kelleberg & Mastekasa,2001),Job resiliency(Larrabee et al 2010) and Life Satisfaction (Furnham,2005).

Regarding relation between constructive thinking and job satisfaction Locke (1993) concluded that well being& job satisfaction may be increased by reducing the degree to which employees think dysfunctionally and organizational interventions may be effective and well advised and Neck & Manz (1996) found that individuals who received training in Constructive thinking strategies exhibited higher levels of mental performance, positive affect and job satisfaction relative to a no-training group.

The research on the relationship between emotional labour and job satisfaction has found both positive (Adelmann, 1995; Wharton, 1993) and negative relationships (Abraham, 1998; Morris & Feldman, 1997). Specifically Rutter and Fielding (1998), found that a perceived need to suppress genuinely felt emotion in the workplace is negatively associated with job satisfaction.

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Need and Significance of the study

Teachers are the most powerful agents who influence the behaviour of the students and therefore teachers should possess emotional stability as well as healthy attitude towards their jobs. According to Smith and Segal (2011) "People who are emotionally stable and healthy have the tools for coping with difficult situations and are creative in bad times as well as good".

Cognitive theorists state that thoughts, feelings and behavior are all connected and that individuals can overcome difficulties and meet their goals by identifying and changing unhelpful or inaccurate thinking, problematic behavior, and distressing emotional responses. Thus constructive thinking helps in managing emotions at workplace and also enhances job satisfaction. The present study is an attempt to understand this aspect.

The study finds relevance among teaching profession as this is the profession which deals with students all the time. Thus teachers need to suppress their emotions and show emotion which they do not actually feel leading to emotional exhaustion, stress and job dissatisfaction.

METHODOLOGY

Aim of the Study

To know the effect of Constructive thinking on Emotional labour and Job Satisfaction among high school teachers

Objectives of the Research

1. To study the effect of constructive thinking on emotional labour among high school teachers.
2. To know the effect of constructive thinking on job satisfaction among high school teachers.
3. To find out the effect of emotional labour on job satisfaction among high school teachers.
4. To assess whether male and female teachers differ on their constructive thinking, emotional labour and job satisfaction.

Hypotheses

- H1: Constructive thinking will have a negative effect on emotional labour.
- H2: Constructive thinking will have a positive effect on job satisfaction
- H3: Emotional labour has a negative effect on job satisfaction
- H4: Men will have higher constructive thinking than women
- H5: Women will have higher emotional labour than men.
- H6: There will be no significant difference among men and women on job satisfaction

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Sample

The sample of 100 teachers (50 men and 50 women) was collected from schools in Hyderabad. The schools were approached and the list of teachers was collected. From the list teachers who had B.Ed degree, 10-15 yrs of experience and who are in the age range of 35-45 yrs were chosen randomly by lottery method.

Tools Used

1. Constructive Thinking Inventory (Epstein, 1998)
2. Emotional Labour Scale (Niharika Gaan, 2011)
3. Job Satisfaction Scale (Paul.E Spector, 1985)

Tool Description

1. **Constructive thinking:** This inventory consists of 108 items which are answered on five point scale from strongly disagree to strongly agree. 69 items are scored Straight (Strongly disagree=1, Disagree=2, undecided=3, Agree=4, Strongly agree=5). 39 items are scored reverse (Strongly disagree=5, Disagree=4, undecided=3, agree=2, Strongly agree=1) and 39 items are scored)
2. **Emotional Labour Scale:** The emotional labour scale has 12 items. the responses are made on 5 point Likert scale which are 1=never, 2=rarely, 3=sometimes, 4=often and 5=always. The score ranges from 1-60. Higher the score higher will be the emotional labour. Therefore lower score is desirable.
3. **Job Satisfaction Scale:** The Job satisfaction questionnaire has 36 items to be responded on 6 point scale 1=disagree very much, 2=disagree moderately, 3=disagree slightly, 4=agree slightly, 5=agree moderately and 6=agree very much. Out of 36 items 18 items are negative items for which reverse score is done i.e 6=disagree very much, 5=disagree moderately, 4=disagree slightly, 3=agree slightly, 2=agree moderately and 1=agree very much.
4. The score range on this scale is 36-216 and higher the score better is the job satisfaction.

Procedure

The teachers who were selected by lottery method were contacted. After their consent they were given the constructive thinking questionnaire, emotional labour scale and job satisfaction scale. They were asked to fill the questionnaire as honestly as possible. Assurance was given to them that their responses will be kept confidential. After completion of the questionnaires, they were taken back for scoring. The scoring was done according to instructions in the manual.

Statistical Methods

The data analysis was done using the Pearson correlation method and t-ratio.

RESULTS AND DISCUSSION

Table-1: Showing coefficient of correlation between the constructive thinking and emotional labour and their components

	Surface Acting	Deep Acting	Automatic Regulations	Display of Emotions	Emotional Labour
Global Constructive thinking	-0.132 (0.189)	-0.043 (0.669)	-0.120 (0.235)	-0.094 (0.352)	-0.470** (0.000)
Emotional Coping	0.040 (0.692)	0.475** (0.000)	-0.064 (0.526)	0.034 (0.736)	-0.450** (0.000)
Behavioural Coping	0.080 (0.427)	-0.056 (0.583)	0.069 (0.498)	-0.023 (0.817)	-0.348** (0.000)
PST	0.339** (0.000)	0.102 (0.310)	-0.060 (0.552)	-0.034 (0.735)	0.085 (0.399)
Catogorical thinking	-0.119 (0.236)	-0.151 (0.133)	0.024 (0.816)	0.079 (0.437)	-0.129 (0.200)
Estoric thinking	0.104 (0.304)	-0.189 (0.059)	0.031 (0.760)	-0.173 (0.085)	-0.203* (0.042)
Naïve optimism	-0.126 (0.213)	0.153 (0.127)	-0.004 (0.970)	-0.172 (0.087)	-0.093 (0.360)

From table 1 it can be seen that global constructive thinking is negatively correlated to emotional labour, $r = - 0.470$, $n=100$, $p=0.000$. This means if constructive thinking is high emotional labour will be less. The hypothesis 1 is therefore is accepted.

It can also be seen that emotional coping is negatively correlated to emotional labour, $r = - 0.450$, $n=100$, $p=0.000$. this indicates that people who deal with negative feelings effectively have less emotional labour.

Behavioural coping is also negatively correlated to emotional labour $r = - 0.348$, $n=100$, $p=0.000$. indicating that people who have more action oriented thinking have less emotional labour.

Personal superstitious thinking is positively correlated to surface acting $r = 0.339$, $n=100$, $p=0.000$. this means that people who are good at playing mental games to prepare themselves from disappointment are show fake emotions and suppress real emotions which is required at work place.

Estoric thinking is negatively correlated to emotional labour $r = -0.203$, $n=100$, $p=0.042$. this means that superstitious people have high emotional labour.

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Table 2: Coefficient of Correlation between Global Constructive Thinking and Job Satisfaction of high school teachers.

	Job Satisfaction	N	Significance level
Global Constructive Thinking	0.230**	100	(0.000)

From table 2 it can be seen that there is a positive correlation between global constructive thinking and job satisfaction $r = 0.230$, $n = 100$, $p = 0.000$. therefore if constructive thinking is high job satisfaction thinking is high. Thus hypothesis 2 is accepted.

Table: 3 Coefficient of Correlation between Emotional Labour and Job Satisfaction for high school teachers

	Job Satisfaction	N	Significance level
Emotional Labour	-0.011	100	0.721

From table 3 it can be seen that there is no significant relation between emotional labour and job satisfaction $r = -0.011$, $n = 100$, $p = 0.721$. Therefore emotional labour does not have any effect on job satisfaction. Thus hypothesis 3 is not accepted.

Table: 4- showing means SD and t ratio among men and women on Constructive Thinking among high school teachers.

	Men		Women		t-ratio	sig
	Mean	SD	Mean	SD		
Global Constructive thinking	98.5	15.84	101.8	16.01	1.02	0.321
Emotional Coping	96.8	16.47	100.1	17.98	1.35	0.245
Behavioural Coping	43.2	7.31	52.08	9.01	2.12*	0.04
Personal Superstitious Thinking	22.8	4.86	25.2	4.97	1.10	0.255
Catagorical thinking	45.8	8.54	32.9	6.65	3.00**	0.00
Estoric thinking	49.12	9.85	47.8	8.84	0.92	0.432
Naïve optimism	18.69	7.19	19.87	5.90	1.05	0.354

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From table 4 it can be seen that there is no significant difference on constructive thinking among men ($M=98.5$, $SD=15.84$) and women ($M=101.8$, $SD=16.01$). $t=1.02, p=0.321$. Both men and women were found to have average constructive thinking. Therefore hypothesis 4 which states that Men will have higher constructive thinking than women is not accepted.

It can also be seen that women teachers were found to be high on behavioural coping ($M=52.08$, $SD=9.01$) than men teachers ($M=43.2$, $SD=7.31$) $t=2.12, p=0.04$. This indicated that thinking of women is more in action oriented than thinking of men.

It is also seen that men teachers were found to be high on categorical thinking ($M=45.8, SD=8.54$) than women teachers ($M=32.9, SD=6.65$) $t= 3.00, p=0.00$. This means that men are more rigid in thinking. They view issues in black-and-white terms, without acknowledging shades of gray.

Table:5- showing means, SD and t ratio among men and women on Emotional Labour among high school teachers.

	Men		women		T-ratio	Sig
	mean	SD	Mean	SD		
Surface Acting	6.26	1.73	7.32	2.235	1.92	0.10
Deep Acting	6.83	2.57	10.01	3.98	3.24**	0.00
Automatic Regulation	6.98	2.51	6.06	2.11	0.12	0.456
Display of Emotions	7.39	1.57	9.28	1.94	2.79*	0.04
Overall Emotional Labour	29.46	4.29	28.02	3.48	1.12	0.340

From table 5 it can be seen that there is no significant difference on emotional labour among men ($M=29.46$, $SD=4.29$) and women ($M=28.02$, $SD=3.48$). $t=1.12, p=0.340$. Both men and women were found to have high emotional labour. Therefore hypothesis 5 which states that women will have high emotional labour than men is not accepted.

From above table 5 it can be seen that women were found to be high on deep acting ($M=10.01$, $SD=3.98$) than men ($M=6.83$, $SD=2.57$) $t=3.24, p=0.000$. This indicates that women try to alter their emotions and try genuinely to feel emotions that is required by the job.

Women were found to be high on display of emotions ($M=9.28$, $SD=1.94$) than men ($M=7.39$, $SD=1.57$) $t=2.79, p=0.04$. This means that women display emotions in a better way mostly pleasantly to others than men.

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Table: 6 showing means SD and t ratio among men and women on Job Satisfaction in teaching profession

	Men		Women		t-ratio	sig
	Mean	SD	Mean	SD		
Job satisfaction	137.5	9.75	135.2	8.66	1.02	0.127

No significant relation was found between men ($M=137.5, SD=9.75$) and women ($M=135.2, SD=8.66$) $t= 1.02, p=0.127$ on job satisfaction. Both men and women are average on job satisfaction. Therefore hypothesis 6 is accepted.

CONCLUSION

The present study has revealed that emotional labour is high among high school teachers. Thus it is important to address this issue as emotional labour further leads to stress and burnout.

It is also found that constructive thinking has a negative effect on emotional labour. This proves that if constructive thinking is high emotional labour will be less. Thus by introducing constructive thinking training among high school teacher can help them to overcome difficulties raised from emotional labour.

As the study also finds a positive relation between constructive thinking and job satisfaction. Constructive thinking strategies will also help in this aspect among high school teachers.

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