

Research on the Relationship Between Emotional Labor and Job Burnout of Educational Administrators of Several Universities in Yantai

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Abstract: In order to understand the relationship between emotional labor and job burnout of educational administration administrators, this study conducted a questionnaire survey on related questions. Emotional labor and job burnout are significantly correlated. The three strategies in emotional labor have different effects on job burnout. Surface behavior is weakly significantly correlated with job burnout, deep behavior is weakly significantly correlated with job burnout, and natural behavior is very strongly significantly correlated with job burnout. Additionally, Surface behavior had weak significant effects on emotional exhaustion, deindividuation, and sense of achievement. Meanwhile, the deep behavior of educational administrators has significant effects on emotional exhaustion, deindividuation, and sense of achievement. Furthermore, natural behavior is very strongly significantly correlated with emotional exhaustion, deindividuation, and sense of achievement. These findings will provide a wide range of assistance to educational administrators to promote their emotional management, ensure a positive work attitude and improve work efficiency.

Keywords: Emotional Labor, Job Burnout, Educational Administrators.

1. Introduction

Emotional labor is a process in which individuals regulate and manage their emotions according to the requirements of work in order to express the specific emotions required by work. In China, the educational administrators serve the upper leadership as well as the teachers and students in order to provide better services. Educational administrators often need to suppress their true emotions and show "appropriate" working emotions, resulting in higher intensity of "emotional labor" than other professions in the process of work. The accumulation of a large number of long-term emotional labor inevitably leads to negative effects such as job burnout among educational administrators. Job burnout usually has a double negative impact on educational administrators and universities. On the one hand, it causes low enthusiasm of educational administrators and on the other hand, it affects the teaching order and education quality of schools. It is necessary to study the mechanism of emotional labor and job burnout.

At present, many scholars have verified the correlation between emotional labor and job burnout through empirical studies, and the research results show that emotional labor has a significant impact on job burnout (Yang Chen, 2017). However, the current research focuses on the relationship between emotional labor and emotional exhaustion, ignoring the other two dimensions of emotional labor and job burnout (reduced personal accomplishment and deindividuation). According to the available literature, most of the relevant empirical studies only discussed the impact of emotional labor on emotional exhaustion, but did not involve the reduction of personal accomplishment and deindividuation. Based on the above thinking, we can deeply explore the influence of emotional labor on the three dimensions of job burnout in order to understand the relationship between

emotional labor and job burnout more comprehensively.

This paper takes the emotional labor of educational administrators in universities as the starting point, and adopts the questionnaire survey method to study the relationship between the common strategies of emotional labor of educational administrators and job burnout. In order to enrich the research results of the relationship between emotional labor and job burnout, it provides references and suggestions for university educational administrators to regulate and control negative emotions and improve the performance of teaching management.

2. Methodology

2.1. Participants

The participants of this study were educational administrators from Yantai University, aged 21-65 years old. A total of 300 participants were selected through a purposive sampling method.

2.2. Procedure

The emotional labor scale used in this study is based on the questionnaire compiled by Diefendorff (2005) and integrated with the professional characteristics of educational administration workers in Chinese universities (Chinese version). The scale consists of three dimensions: surface behavior, deep behavior and natural behavior. There are 14 questions in the questionnaire: questions 1-7 are used to measure the emotional labor surface acting of university educational administrators, questions 8-11 are used to measure the deep acting of university educational administrators, and questions 12-14 are used to measure the natural acting of university educational administrators. The emotional labor scale uses the Likert 5-point scoring method, and the total score ranges from 14 to 70 points. The range

from "1" to "5" of each question indicates that the degree of conformity increases successively, and the higher the score is, the higher the emotional labor involvement of the subject.

The burnout scale used in this study is the MBI-GS scale (Chinese version) compiled by Li Chaoping and Shi Kan (2003) according to Maslach (2001). The questionnaire was composed of three dimensions: low achievement, emotional exhaustion and dehumanization. There are 15 questions in the questionnaire, among which 1-5 are used to measure the emotional exhaustion of university educational administration workers, 6-10 are used to measure the deindividuation of university educational administration

workers, and 11-15 are used to measure the low sense of personal fulfillment of university educational administration workers. Likert7 points are used to score the questionnaire, with "0" to "6" representing "never" to "every day" respectively, and the score range is 0-90 points.

2.3. Data Analysis

SPSS 23.0 was used for data analysis. Descriptive statistics were used to describe the demographic characteristics of the participants, and Pearson correlation analysis was used to analyze the correlation between emotional labor and job burnout.

Table 1.

Profile Variables	Frequency (f)	Percentage (%)
Sex		
Male	158	52.40
Female	142	47.60
Total	300	100
Age		
21-30 years old	29	9.66
31-40 years old	117	39.00
41-50 years old	122	40.67
50 years old and above	32	10.67
Total	300	100
Marital Status		
Married	232	77.33
Unmarried	48	16.00
Other	20	6.67
Total	300	100
Highest Educational Attainment		
Undergraduate	22	7.33
Master	223	74.33
PhD	55	18.34
Total	300	100
Current Job Position		
Section- level post	63	21.00
Section-level deputy post	217	72.33
Ordinary staff	20	6.67
Total	300	100
Years of service		
Less than 1 year	23	7.67
>1-5 years	80	26.67
>6-10 years	52	17.33
More than 20 years	52	17.33
Total	300	100

Table 2. Relationship Between the Respondents' Emotional labor and Job Burnout

emotional labor (n = 300)		job burnout			Overall
		Emotional Exhaustion	Deindividuation	Sense of Achievement	
Surface Behavior	Pearson	.283	.223	.278	.205
	Coefficient				
Deep Behavior	Sig.	.000	.000	.000	.000
	Pearson	-.310	-.269	-.312	-.239
Natural Behavior	Coefficient				
	Sig.	.000	.000	.000	.000
Overall	Pearson	-.885	-.861	-.886	-.768
	Coefficient				
Overall	Pearson	.630	.699	.629	.517
	Sig.	.000	.000	.000	.000

3. Results

Table 1 shows that majority of the educational administrators Participants are in the age group 41-50 years old, male, married, master, section-level deputy post, and had served for >11-20 years in Yantai university.

Table 2 shows the relationship between the educational administrators' emotional labor and job burnout. Generally, overall emotional labor and overall job burnout are moderate significant correlated ($r = .517, p < 0.05$). Hence, the null hypothesis is rejected, suggesting that emotional labor significantly influences job burnout among educational administrators. This implies that there is a substantial relationship between the level of emotional labor and the degree of job burnout with Chinese culture among educational administrators.

Based on the results, The three strategies in emotional labor have different effects on job burnout. surface behavior is weak significant correlated with job burnout ($r = .205, p < 0.05$), deep behavior is weak significant correlated with job burnout ($r = -.239, p < 0.05$), and natural behavior is very strong significant correlated with job burnout ($r = -.768, p < 0.05$). This means that there is a significant positive correlation between surface behavior and job burnout, and a significant negative correlation between deep behavior and natural behavior and job burnout.

Additionally, Surface behavior had significant effects on emotional exhaustion ($r = .283, p < 0.05$), deindividuation ($r = .223, p < 0.05$) and sense of achievement ($r = .278, p < 0.05$). Hence, the null hypothesis is rejected, the more surface acting involved in the job, the higher the level of emotional exhaustion, deindividuation, and reduced sense of personal fulfillment at the end of the job.

Meanwhile, The deep behavior of educational administrators has significant effects on emotional exhaustion ($r = -.310, p < 0.05$), deindividuation ($r = -.269, p < 0.05$), and sense of achievement ($r = -.312, p < 0.05$). The more deep behavior in the work, the lower the degree of emotional exhaustion, deindividuation, and reduced sense of personal achievement at the end of the work.

Furthermore, natural behaviors very strongly significant correlated with emotional exhaustion ($r = -.885, p < 0.05$), deindividuation ($r = -.861, p < 0.05$), and sense of achievement ($r = -.886, p < 0.05$). These findings indicate that educational administrators with real emotional expression of emotional labor strategies have lower levels of emotional exhaustion, deindividuation and low sense of achievement.

4. Discussion

The results imply that there is a significant correlation

between emotional labor and job burnout of educational administrators, that is, emotional labor directly affects the degree of job burnout. The three strategies in emotional labor have significantly different impacts on job burnout. Among them, surface behavior has a significant positive correlation with job burnout, while deep behavior and real emotional expression have a significant negative correlation with job burnout, indicating that educational administrators who are not good at using emotional labor strategies have stronger job burnout, and vice versa. Educational administrators who use deep behavior or real emotions to express emotional labor strategies have weaker job burnout, which is consistent with the results of Cecilie (2015) and other studies. The educational administrators who use surface behavior are prone to emotional contradictions, which makes their emotions in a state of exhaustion, while the strategies of deep acting and real emotion expression can effectively change their inner emotions.

5. Conclusion

Emotional labor directly affects the degree of job burnout. The three strategies in emotional labor have significantly different impacts on job burnout. Among them, surface behavior has a significant positive correlation with job burnout, while deep behavior and real emotional expression have a significant negative correlation with job burnout, indicating that educational administrators who are not good at using emotional labor strategies, that is, educational educational who use surface behavior have a stronger sense of job burnout. educational educational who use deep behavior or natural expression emotional labor strategy have weaker job burnout.

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