

**Emotional Labour and Burnout among Public Middle
School Teachers in South Korea**

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ABSTRACT

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The severity of teachers' emotional labour and burnout has become more significant recently; however, only a limited number of researches have examined the relationship between emotional requirements and burnout of teachers. This study aims (1) to investigate the level of emotional labour, emotional consonance, and burnout among South Korean middle school teachers, and (2) to explore the relationship of burnout with emotional labour and emotional consonance. This study was conducted in a sample of 152 teachers, with two scales measuring emotional labour and burnout respectively: Dutch Questionnaire on Emotional Labour (D-QEL) and The Dutch Educators Survey (mbi-nl-es). The results indicate that South Korean teachers perform a high level of emotional labour; while they show low emotional consonance. They are also found to be highly burnt-out, particularly in emotional exhaustion and depersonalization. Correlational analyses reveal that emotional exhaustion is significantly correlated with every dimension of emotional labour. Depersonalization has a positive, statistically significant correlation with surface acting and suppression. Multiple linear regression analyses suggest that among the dimensions of emotional labour, surface acting is the strongest predictor of emotional exhaustion and depersonalization. However, no relationship is found between emotional labour and reduced personal accomplishment. In contrast, the key finding is that emotional consonance, the absence of emotional labour, is negatively correlated to every dimension of burnout. Moreover, emotional consonance contributes to the increase in personal accomplishment. This result suggests an approach from a different direction

towards understanding emotional requirements for future research: the positive influences of emotional consonance.

Keywords: emotional labour, burnout, emotional consonance, South Korea

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1 INTRODUCTION

1.1 Background of the Study

Teaching is a profession which entails a high level of work-related stress (Hakanen, Bakker, & Schaufeli, 2006; Johnson et al., 2005). A variety of challenging working conditions at school are intertwined to cause job dissatisfaction, stress, and burnout among teachers. On the grounds that teaching is one of the human-service occupations which require constant, dynamic interactions with the recipients—students, this study focuses on the aspect of teachers' emotion, in particular, emotional labour (Hochschild, 1979) in order to understand their stress and burnout (Maslach, 1982). Many researchers acknowledged that teaching as a profession requires substantial emotional labour (Day, 1999; Isenbarger & Zembylas, 2006; Ogonna & Harris, 2004; Zembylas, 2004). A great deal of literature has recognised that emotional labour is associated with negative psychological consequences such as stress and burnout. Teacher burnout has been consistently related with undesirable outcomes such as greater job dissatisfaction, increased turnover rate and intention to quit, negative work attitudes, and degraded work performance (Lee & Ashforth, 1996; Wolpin, Burke, & Greenglass, 1991; Wright & Bonett, 1997; Wright & Cropanzano, 1998).

Western countries have witnessed a significant drop-out rate of teachers in the past decades. In the U.S., one fourth of novice teachers leave their occupation before their third year, and nearly 40% quit teaching within the first 5 years after being qualified (Milner & Hoy, 2003; National Center for Education Statistics, 2004; National Commission on Teaching and America's future, 2003; Smith & Ingersoll, 2004). In Germany, less than one out of ten teachers remains until retirement (Macdonald, 1999). Exhaustion among some teachers who remain in the teaching

field may lead to degradation of the quality of instruction in the classroom and harm students' learning experiences in school (Olivier & Venter, 2003).

South Korea has succeeded in producing a notable academic achievement among students in international academic performance tests such as PISA (Programme for International Student Assessment) and TIMSS (The Trends in International Mathematics and Science Study) in the recent years as a result of the steady effort to improve the quality of education. While concerns for students' academic success and well-being have been increased, less attention has been paid to the educators, whose performances are critical to attaining such desired educational goals. The recent report from the OECD Teaching and Learning International Survey (TALIS) (OECD, 2014) reveals that South Korean teachers have the lowest job satisfaction at work. Despite the prominent benefits of being a teacher such as job security once tenured, moderate annual salaries, a national pension system, and longer holidays than those company workers have, South Korean lower secondary teachers ranked the top when giving positive responses to the statement, "I regret that I decided to become a teacher (20.1%)." In addition, studies of occupational stress and burnout demonstrate that a large number of South Korean teachers are burnt-out, especially in the aspect of emotional exhaustion (Ryu, 2002; Shim, 1999). Another survey from Korean Federation of Teachers' Association (KFTA, 2014) consistently manifests the severity of South Korean teachers' stress. 78.1% of respondent teachers showed a high level of stress of which the symptoms are anger, depression, and loss of self-esteem.

It is highly plausible that South Korean teachers may perform a higher level of emotional labour as they spend the longest hours for student counselling and communication with parents. On average they devote almost twice the number of hours that teachers in other countries do. In particular, South Korean middle school teachers admit that they increasingly feel difficulty in student discipline and classroom management due to students' misbehaviour (OECD, 2014). There arose

a new phenomenon that South Korean teachers avoid being in charge of homeroom (Bae, 2012). Teachers are reluctant to become homeroom teachers because being in charge of homeroom in South Korea places huge responsibilities on teachers in all aspects of students' daily life including moral and ethical issues and character education. Taking care of all issues from trivial events to more serious matters that frequently and abruptly happen in and even out of school can be emotionally and physically burdensome. It becomes more demanding when the number of students in the class exceeds over 30 and students are uncooperative and disruptive. Owing to the increased burden of students' discipline issues and school violence, middle schools especially have more difficulty designating homeroom teachers. Han (2014) reported that the rate of the infringement of teacher rights caused by violence and threat against teachers was at its highest in middle school. Oh (2012) also reported that South Korea reached its peak in the application rate for "honourable retirement—earlier retirement than the regular retirement age" in 2012. Among them, seven out of ten people answered that they wished to retire earlier because of emotional labour and stress resulting from student misbehaviour and discipline matters. Due to the effect of socio-cultural and historical changes in the process of modernisation, reduced respect and lack of gratitude towards teachers and their discipline actions have aggravated their stress and left them vulnerable to burnout (Kim & Park, 2006; Park & Lee, 2012).

1.2 Purpose of the Study

Even though the severity of emotional labour and burnout among teachers has become more significant and the consequences from such phenomena are detrimental, there is relatively less research related to emotional components and burnout of teachers at the present. Particularly, seldom are teachers' emotional requirements and burnout explicitly studied in South Korean context. As teaching is a profession with a high involvement of various interactions with students on a

daily basis, the emotional and physical state of teachers have a huge impact on students and their learning. Burnt-out teachers have a negative influence not only on a school system but also students' academic studies and well-being. Thus, it is critical to acknowledge emotional labour and burnout among South Korean teachers and spark the necessity to help teachers to prevent or cope with burnout before it becomes chronic. Therefore, this current study firstly aims to measure the level of emotional labour, emotional consonance, and burnout among South Korean middle school teachers respectively. Secondly, it investigates how teachers' emotional labour is correlated with their burnout. Thirdly, it seeks to determine whether emotional labour is a predictor of burnout for South Korean middle school teachers. Lastly, it investigates how teachers' emotional consonance correlates burnout with emphasis on the dimension of personal accomplishment.

2 REVIEW OF THE LITERATURE

2.1 Emotional Labour

Emotional labour, “the deliberate suppression or expression of emotion to meet the goals of an organization” (Brown, 2011), was first introduced by Hochschild (1979) in relation to service-oriented jobs. Occupations in which human interactions play an important role employ emotion display rules or feeling rules (Ashforth & Humphrey, 1993; Diefendorff, Croyle, & Gosserand, 2005; Grandey, 2000) implicitly or explicitly by organizational demands. Display rules set the standards that specify which emotion displays are appropriate along with certain situations and how such emotional expressions should be displayed (Diefendorff, Richard, & Croyle, 2006). Employees are required to comply with the rules by regulating their emotions appropriately. Hochschild (1979) in seminal work identified two main ways of managing and controlling emotions: surface acting and deep acting. As one of the forms of emotional labour, ‘surface acting’ refers to the effort of exhibiting desired emotions that are not actually felt in order to achieve organizational goals. For instance, a worker in a shop is generally expected to smile and talk kindly and cheerfully to customers to boost the sales of the products, even if the worker is tired or in a bad mood. Such emotion display rules apply in the assumption that customers who are satisfied with the welcoming service atmosphere are more likely to purchase the goods. ‘Deep acting’ denotes making endeavour in modifying one’s emotions aligned with the emotional expressions of the needs of the organizations (Grandey, 2003). Zapf (2002) illustrated this process as “trying to influence what they feel in order to ‘become’ the role they are asked to display.” Surface acting solely involves changing the

observable expressions while inner feelings remain unchanged. On the contrary, deep acting refers to the actual effort to change one's inner feelings. For example, nurses can be frustrated with patients' repeated complaints and requirements. However, they try to understand and empathise with their patients' pains and difficult situations and change their frustrated emotions to positive ones so that they can be helpful to the patients in the end.

Building Hochschild's work (1979) as a starting point, various researchers contributed to establishing a concept of emotional labour from different points of views. Ashforth and Humphrey (1993) approached emotional labour with a focus on observable behaviours and noted that emotional labour occurs when "the laborer deliberately attempts to direct his or her behaviour toward others in order to foster both certain social perceptions of himself or herself and a certain interpersonal climate." Morris and Feldman (1996) illustrated emotional labour in relation to its need to be understood contextually in societal norms and environment. They acknowledged that the main forms of emotional labour are surface acting and deep acting. Others added 'suppression' (Briët, Näring, Brouwers, & van Droffelaar, 2005; Ybema & Smulders, 2002). While surface acting and deep acting entail expressing emotions actively, 'suppression' refers to hiding emotions in order to be effective for the job. For instance, a doctor who can be horrified by the scene of a badly-injured patient hides their fear in order to treat the patient effectively as a professional. As there has not been a clear consensus over the concept of emotional labour and its measurement yet (Glomb & Tews, 2004), Näring et al. (2007) created a new emotional scale (Dutch Questionnaire on Emotional Labour (D-QEL)) by adding suppression as a separate sub-dimension of emotional labour to the existing scales.

'Emotional consonance' represents the naturally felt emotions or genuine emotions (Ashforth & Humphrey, 1993; Diefendorff et al., 2005). One can feel required emotions naturally, spontaneously, and effortlessly. Thus, emotional

consonance is the absence of emotional control. For instance, a nurse can truly feel sadness over a patient's acute illness. Zapf (2002) addressed this as "automatic emotion regulation," while Hochschild (1979) called it "passive deep acting." Ashforth and Humphrey (1993) determined that emotional consonance belongs to emotional labour since one still may have to put conscious effort to make sure their displayed emotions are congruent with organizational demands. However, Diefendorff et al. (2005) distinguished it as a separate factor, and based on his work, Näring et al. (2007) built it as a distinct dimension in Dutch Questionnaire on Emotional Labour (D-QEL) and measured emotional consonance separately from the other dimensions.

2.2 Emotional Labour in Teaching

Research related to emotional labour is extended to various people-work professions (Brotheridge & Grandey, 2002) including teaching. Teaching requires performing emotional labour to a great extent as teaching is an emotional practice by nature (Hargreaves, 1998). Teaching is not simply a matter of transferring expertise in subject and pedagogical knowledge with teaching techniques. Good teaching involves forming positive teacher-student relationships and offers students opportunities for experiences of feeling closeness and connectedness with the teacher. Building rapport between teachers and students will in turn facilitate students' learning and internal growth. As teachers engage in diverse, complex interactions with a number of students on a daily basis, they are prone to perform an immense amount of emotional labour.

Like other organizations, schools also employ feeling rules to regulate teachers' emotions in a relationship with students, parents, and colleagues, though they are not explicitly taught (Bellas, 1999; Näring, Briët, & Brouwers, 2006). Expectations of the virtues of a good teacher reinforce emotion display rules. In Wragg's study (1994), students described a good teacher as "polite," "kind,"

“loving,” and “friendly.” Students would like teachers to be stern and fair, but not authoritative (Wragg & Wragg, 1998). Teachers are required a wide range of emotional displays from a gentle smile to a stern face to exhibit the ideal teacher quality that meets the social expectations. Also, in order to perform their tasks adequately and effectively at school, during the interaction with students, teachers need to express and exaggerate some emotions (Ogbonna & Harris, 2004) and suppress other emotions (Ybema & Smulders, 2002) according to the situations. Zembylas (2004) illustrated that teachers are expected to show enthusiasm and cheerfulness as a way of maintaining students’ attention. Teachers sometimes have to modify their disappointment into encouragement over students who do not show improvements even after being taught the same lesson many times. They also should hide their anxiety or fear and give a calm and strict impression, when confronted with students who appear to be disruptive and even threatening.

Emotion work is associated with a form of impression management because employees intend to establish certain social images of themselves by expressing appropriate emotions in situation (Ashforth & Humphery, 1993). Teachers wish to develop and sustain a professional image under the control of societal norms, values, and expectations about teachers as a professional. Teachers regard controlling and managing emotions adequately and effectively as one of the components of being a professional teacher. Thus, once they think they fail to meet the standards of regulating emotions, they are more likely to lose confidence and feel frustrated.

Hochschild (1979) argued that the worker can be “estranged or alienated from an aspect of self” while performing emotional labour, which thereby causes psychologically-detrimental consequences. When experiencing incongruity between their genuine feelings and their outer expressions, ‘emotional dissonance’ (Abraham, 1998; Mann, 1999) repeatedly over a long period of time, workers are likely to suffer from stress and psychological strain (Brotheridge & Lee, 1998).

Ogbonna and Harris (2004) revealed that teachers find it stressful to fake their emotions when they actually do not feel the feelings. In addition, teachers often feel exhausted intellectually and emotionally when dealing with student misbehaviours (Chang & Davis, 2009). Emotional labour—the crucial component of interactive service work involves various kinds of emotional displays of workers and cannot be achieved without cost. Its impact will be discussed in the next section.

2.3 Burnout and Teaching

‘Burnout’ has been considered to be a reaction to chronic occupational stress within occupations which involve service and human interactions (Maslach, Jackson, & Leiter, 1996). The syndrome has been consistently found among professionals who do people-work such as nurses (Pick & Leiter, 1991), teachers (Farber, 1991), trainers (Waugh & Judd, 2003), social workers (Pines & Kafry, 1978), and mental health workers (Pines & Maslach, 1982). Freudenberger and Maslach (1974, 1982) coined and defined the term ‘burnout’. Freudenberger (1974) introduced the syndrome as the condition of continuous fatigue and exhaustion with a loss of commitment which has been accumulated over a long period of time, after observing the wear-out symptoms among free-clinic workers. Based on his seminal work, Maslach (1982) extended the definition of burnout to include three distinct states such as (1) emotional exhaustion, (2) depersonalization, and (3) reduced personal accomplishment (Maslach, 1982).

The first component of burnout, ‘emotional exhaustion’ refers to the feelings of being emotionally spent and depleted (basic stress dimension of burnout). Schwarzer, Schmitz, and Tang (2000) enumerated the symptoms of emotional exhaustion as “fatigue, debilitation, loss of energy, and wearing out.” Burnt-out workers feel afraid to face another day or work because they lack energy and find it hard to replenish it.

The second component, 'depersonalization' denotes "having a negative, callous, or excessively detached attitude towards other people" (interpersonal dimension of burnout) (Maslach, Schaufeli, & Leiter, 2001). They no longer desire sustaining emotional involvement with others because they learn through repeated experiences that the more they care, the more they get emotionally hurt. They employ this emotion-distancing strategy to protect themselves. While they practice this, they become indifferent to the people they serve and their personal matters. Later, they realise that they have changed over time in attitudes in their job from being joyful and willing to help others to avoiding intense interactions with clients unless necessary. They reflect and evaluate what they have done and gradually feel a sense of guilt and frustration.

The last component, 'reduced personal accomplishment' represents a decline in feelings of competence and productivity at work (self-efficacy dimension of burnout). They feel that they are unable to deal with work demands and develop a sense of inadequacy for the helping professions. What makes the matters worse is that they believe their work is not appreciated and noticed by work-related people.

Persons who enter helping professions are more vulnerable to burnout by the nature of their personality and characteristics (Maslach, 1982). Most of the human service professionals choose their work in the belief and expectation that they will make contributions to the lives of people that they serve by helping people in need. They receive great satisfaction from being of a help to someone, and it gives them meaning and purpose to their work and lives. As Pines, Aronson, and Kafry (1981) depicted that they are "essentially humanitarian" and they tend to be "more oriented more towards people," they have high needs for social approval for their work and ability to help others. If their expectations of succeeding in helping others are not fulfilled, their self-esteem and confidence would decrease and they have higher chance to go burnout (Burke & Richardsen, 1996; Maslach, 1982).

The consequences of burnout are deleterious. Burnout increases job dissatisfaction, turnover intention, absenteeism, and physical illness (Chong & Monroe, 2015; Honkonen et al., 2006; Mostert, Rothmann, Mostert, & Nell, 2008; Parker & Kulik, 1995; Williams et al., 2001). It eventually deteriorates the quality of service provided to clients (Maslach & Goldberg, 1998).

Teaching is a profession with a high level of burnout (Chang, 2009). Burnt-out teachers feel emotionally drained and depressed from the repeated experiences of unpleasant emotions. Also, teachers who experience a higher degree of burnout are inclined to withdraw from student-teacher relationships and to lose self-efficacy over their teaching tasks. They no longer believe their efforts can make a difference in the lives of their students and tend to feel inefficacious about their teaching (Burke, Greenglass, & Schwarzer, 1996).

2.4 Burnout Caused by Emotional Labour

An increasing number of studies have explored the relationship between emotional labour and burnout in the concerns of job turnover and commitment within organizations. Yet, the discussion about the impact of emotional labour on burnout is currently inconclusive.

Research on the relationship between emotional labour and burnout provides mixed results. Several studies have reported that one of the most important consequences of emotional labour is burnout (Näring et al., 2006; Zhang & Zhu, 2008). Akin, Aydın, Erdoğan, & Demirkasımoğlu (2014) noted that emotional labour is a significant predictor of burnout among Turkish primary school teachers. In the case of surface acting, it was reported to have a positive correlation with emotional exhaustion (Grandey, 2003; Meier, 2005; Näring, Vlerick, & Van de Ven, 2011), and depersonalization (Brotheridge & Grandey, 2002; Näring et al. 2006; Schaible & Gecas, 2010). Bono and Vey (2005) found that teachers frequently hide their genuine emotions along with police officers, fire fighters, and security

officers. They acknowledged that suppressing emotions has a strong relationship with emotional exhaustion. The rationale behind is that both surface acting and suppression increase 'emotional dissonance,' the gap between one's genuine feelings and displayed emotions. The sense of incongruence between genuinely-felt and expressed emotions can be problematic as workers find themselves hypocritical by faking their emotions regularly at work. In line with this argument, Diefendorff and Gosserand (2003) noted that the size of discrepancies between displayed and felt emotions is positively related to burnout. Heuven and Bakker (2003) also found that emotional dissonance is a strong predictor of emotional exhaustion. Thus, emotional dissonance can be construed to be evidence for burnout.

Deep acting, on the other hand, is an effort to modify their inner feelings to meet the goals of the organizations, thus it decreases emotional dissonance. The findings about deep acting with burnout have been inconsistent. Johnson and Spector (2007) discovered a negative relationship between deep acting and emotional exhaustion, while Grandey (2003) reported a positive relationship between the variables. In the study of Näring et al. (2006), deep acting was not found to be related to personal accomplishment, which is in contrast with the findings in another study (Brotheridge & Grandey, 2002). Most studies reported no significant relationship between deep acting and job burnout components (Glomb & Tews, 2004; Goldberg & Grandey, 2007; Montgomery, Panagopolou, de Wildt, & Meenks, 2006; Totterdell & Holman, 2003). Mixed results can be construed from the intricate nature of deep acting that it contributes to decline in emotional dissonance but it still requires individuals to consume emotional and cognitive energy in order to change their inner feelings.

There exist many cases that employees genuinely feel the emotions in congruent with the desired expressions. Though scarce are the current studies on emotional consonance, the lack of emotional labour, and its impact on job

performance, research indicates that emotional consonance is related to decreased job alienation and increased job well-being (Adelman, 1995). Näring et al. (2006) suggested that emotional consonance can be useful in understanding personal accomplishment, the feelings of contribution at work. In line with the study, Zhang and Zhu (2008) later reported that genuinely felt emotions are negatively correlated to reduced accomplishment among primary school teachers. Emotional consonance means employees do not have to pretend any emotions but express their authentic feelings spontaneously and effortlessly. It was asserted that instead of eliciting (deep acting) or pretending to feel (surface acting) a desired emotion, displaying naturally felt emotions may have a positive effect on personal accomplishment.

In summary, there is not a clear consensus over the relationship between emotional labour and burnout in the literature. Surface acting and suppression appear to have a high rate of burnout while deep acting has mixed results. It is also hard to find research about emotional consonance and its impact on job accomplishment. Thus, it is necessary to clarify the relationship between emotional labour and burnout and investigate more about the impact of emotional consonance on burnout.

3 IMPLEMENTATION OF THE STUDY

3.1 Research Questions

This study investigates the following research questions:

RQ1. What are the levels of emotional labour (surface acting, deep acting, and suppression) and emotional consonance among South Korean middle school teachers?

RQ2. What is the level of emotional labour in the dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment among South Korean middle school teachers?

RQ3. Are each dimension of emotional labour and emotional consonance correlated with burnout in the dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment?

RQ4. Does emotional labour contribute to burnout among South Korean middle school teachers?

RQ5. Is emotional consonance correlated with personal accomplishment?

3.2 Research Design

The research design selected for this study was a cross-sectional, correlational design. A quantitative method was adopted to gauge the level of emotional labour and burnout. A cross-sectional survey was selected for this study as the researcher

intended to describe a relationship, not finding cause and effect. Thus, the data was collected at one point in time, right before the first semester of the school ended. The correlation study investigates the relationships between variables and identifies to what extent variables are correlated (Gay, Mills, & Airasian, 2005). Though the correlational study does not reveal that one variable causes another or others, it can determine the existence of the relationships and how strongly the variables are correlated. This study design identifies to what degree emotional labour is correlated with and predicts burnout among South Korean middle school teachers. Furthermore, it investigates how emotional consonance is related to burnout with emphasis on personal accomplishment.

3.3 Participants

The target population of this study was middle school teachers in different areas in South Korea. The sample consisted of 152 South Korean middle school teachers throughout the nation. Participants were selected among the teachers who have teaching experiences at least more than one year.

The demographic information gathered in this study encompasses the following variables: (1) gender, (2) age, (3) years of teaching experiences, (4) subject that they teach, (5) being in charge of homeroom or not, (6) school size, (7) teaching hours, and (8) contact hours with students and parents respectively except classes. Table 1 contains descriptive statistics for the demographic characteristics of the participants.

TABLE 1. *Demographics of participants*

		Frequency	Percent
Gender	Male	29	19.1
	Female	123	80.9
Age	20s	48	31.6
	30s	87	57.2
	40s	11	7.2
	50s	5	3.3
	No response	1	0.7
Years of teaching experiences	1-3 yrs	69	45.4
	4-7 yrs	48	31.6
	8-10 yrs	18	11.8
	11-14 yrs	8	5.3
	15 yrs & above	9	6.1
Average (Std. Deviation)		5.61 (4.69)	
Homeroom Vs.	Homeroom T	108	71.1
Non-homeroom	Non-Homeroom T	44	28.9
School size	6 classes & under	12	7.9
	7-12 classes	21	13.8
	13-18 classes	51	33.6
	19-24 classes	30	19.7
	25 classes & above	38	25.0
Total		152	100.0

Among the collected sample of 152 participants, the majority of the respondents were female (123, 80.9%), and only one-fifth (29, 19.1%) were male. The gender ratio in the sample reflects the current trend of an increased percent of female teachers in Korean education job market. Teachers are employed after taking a

highly competitive teacher selection test, and the female ratio of applicants who pass the test has been constantly on the rise in the last two decades. According to the announcement from Seoul Metropolitan Ministry of Education, of those successful candidates, females constitute 78.2% in 2012 and 83.3% in 2013 (Park, 2012; Koh, 2013). As the number of successful female applicants has increased, the numerical gap of teachers between male and female is being widened, generating gender imbalance at school. It was reported that currently 67.9% of the public school teachers are female (Korean Educational Development Institute, 2014).

The most common age of middle school teachers in this study was 30s (57.2%), followed by 20s (31.6%), 40s (7.2%), and 50s (3.3%). Nearly half of the teachers (45.4%) had 1 to 3 years of teaching experiences, with 31.6% having 4-7 years, 11.8% 8-10 years, 5.3% 11-14 years, 3.9% 15 years and above. The average of teaching experience years was 5.61 (SD = 4.69). Age and the years of teaching experience indicate that many of the participants are relatively younger teachers who recently entered the teaching profession.

A considerable number of the teachers (71.1%) were homeroom teachers, while 28.9% were non-homeroom teachers. Being a homeroom teacher in South Korea denotes being in charge of a homeroom class, having a huge responsibility for the academic achievement, school life, and well-being of at least 30 students throughout the whole year. It reflects the school situation where younger teachers tend to be designated as a homeroom teacher since many are reluctant to undertake the task.

About one third (33.6%) of participants belonged to middle-sized schools with 13-18 classes. 25 percent of teachers worked for schools with 25-36 classes, followed by 19.7 % with 19-24 classes, 13.8% with 7-12 classes, and 7.9% with 6 classes and under. It indicates participants work for relatively larger public schools.

TABLE 2. *Descriptive statistics for teaching and contact hours with students and parents*

Per week	N	M	SD	Min.	Max.
Teaching hours	149	17.95	3.739	0	24
Contact hours with students	150	7.45	6.042	0	40
Contact hours with parents	151	2.26	3.027	0	20

Table 2 illustrates the time teachers devote themselves to work. Teachers of the sample spend 17.95 hours (SD = 3.739) per week for teaching on average, 7.45 hours (SD = 6.042) for counselling or talking with students, and 2.26 hours (SD = 3.027) for talking with parents. Contact hours with students vary more among individual participants than the other hours.

3.4 Data Collection

The sampling was done in three different ways: visiting schools randomly, chain-referral, and an on-line survey. The researcher visited 7 middle schools randomly in different cities and towns after acquiring permission from the principal or vice-principal orally before going to the school. 35 samples were collected by the visit. As the researcher worked in middle school for several years, acquainted teachers were contacted and distributed with the surveys by mail. They referred the survey to their co-workers, and 45 samples were gathered. In total, 80 samples were collected through the paper survey. The rest 72 participated in an on-line survey after the researcher posted a notice about the research plan on two websites where many teachers often share information about education, teaching methods, and

teaching materials. Participation was voluntary, and an incentive was provided as follows: participants who completed off-line surveys were given Finnish Xylitol gums; while those who participated in an on-line survey received a free coffee coupon.

3.5 Instrumentation

In order to measure the level of each dimension of emotional labour and burnout, participants were provided with the following existing validated instruments: Dutch Questionnaire on Emotional Labour (D-QEL) (Näring, G., Briët, M., & Brouwers, A., 2007) and The Dutch Educators Survey (mbi-nl-es) (Horn, J. E. van & Schaufeli, W. B., 1998). The English versions of the two instruments were utilized after being translated into Korean and confirmed with backward translation with three Korean English teachers. Demographic information including age, gender, teaching experience, homeroom & non-homeroom, teaching hours, and contact hours with students and parents was collected.

Emotional labour. Dutch Questionnaire on Emotional Labor (D-QEL) (Näring, G., Briët, M., & Brouwers, A., 2007) assesses the level of emotional labour with 13 items in four dimensions such as surface acting(5), deep acting(3), emotional consonance(2), and suppression(3). Since researchers have not reached an agreement on the concept of emotional labour and its measurement (Glomb & Tews, 2004), Näring et al. (2007) developed a new measure of emotional labour by adding and combining items based on existing subscales from emotional labour scale (ELS) (Brotheridge & Lee, 1998, 2003; Grandey, 2003; Kruml & Geddes, 2000). Among the four dimensions, emotional consonance was not included when measuring emotional labour since it should not be subsumed under emotional

labour. Unlike other dimensions in which people need an active effort or emotional strain to perform certain actions, emotional consonance assesses the absence of this effort. Emotional consonance, however, was used when investigating the relationship with burnout, with an emphasis on the dimension of personal accomplishment.

The scale used in this research had a slight change by removing one item (“I put on a show at work.”) in the dimension of surface acting from the original scale. It appeared to have a very close meaning with another item (“I put on an act in order to deal with students and their parents in an appropriate way.”) when translated from English to Korean. Specifically, the meanings of “put on a show” and “put on an act” were translated in Korean very similarly in a practical manner. In order to avoid redundancy in the survey questionnaire, the item which has less wording was eliminated. Thus, a total of 12 items were asked on a scale ranging from 1=seldom; 2=sometimes; 3=regularly; 4=often; to 5=always. The data collected from this study was analysed to examine the reliability of the instruments in the questionnaire. Cronbach alpha coefficient for each dimension of the scale this study implemented is provided in parentheses. Due to the elimination of one item in surface acting, Cronbach alpha coefficients for all measurements showed a slight decrease in every dimension from the result of Näring et al. (2007). Cronbach alpha coefficient for surface acting was .71, followed by deep acting .79, suppression .66, and emotional consonance .61 (see Table 3).

TABLE 3. *Items and Cronbach's α of the sub-dimensions of Dutch Questionnaire on Emotional Labour (D-QEL)*

	Dimensions	N of items	Items	Cronbach's α
Emotional labour	Surface acting	5(4)	I put on a "mask" in order to express the right emotions for my job.	.79 (.71)
			I pretend to have the emotions I need to display for my job.	
			I put on an act in order to deal with students and their parents in an appropriate way.	
			I fake a good mood.	
			I put on a show at work. (removed)	
	Deep acting	3	I work hard to feel the emotions that I need to show to others.	.81 (.79)
			I make an effort to actually feel the emotions I need to display toward others.	
			I work hard to feel the emotions that I need to show to others.	
	Suppression	3	I hide my anger about something someone has done.	.61 (.66)
			I hide my disgust over something someone has done.	
			I hide my fear of a student (or a parent) who appears threatening.	
Lack of emotional labour	Emotional consonance	2	I react to students' emotions naturally and easily.	.70 (.61)
			I easily express positive emotions to students and parents as expected for my job.	
	Total	13(12)		

Burnout. The Dutch Educators Survey (mbi-nl-es) (Horn, J. E. van, & Schaufeli, W. B. , 1998) comprised of 22 items that estimate the burnout level among teachers with three dimensions: emotional exhaustion (8 items), depersonalization (7 items), and personal accomplishment (7 items). It was a modified version of Maslach Burnout Inventory-Human Services Survey (MBI-HSS) consistent with the school environment. The eight items in the emotional exhaustion subscale describe feelings of emotionally spent and drained by one's work as the individual stress component. The seven items in depersonalization of which two items were added to strengthen the validity and increase its internal consistency (Enzmann, Schaufeli, & Girault, 1995) gauge the negative and detached response to other people at work as the interpersonal component. The subscale of personal accomplishment contains seven items that describe the feelings of successful achievement in one's work with students as the self-efficacy component. As the personal accomplishment subscale is positively worded, when measuring burnout, it was reversely coded in order to be indicative of burnout as 'reduced personal accomplishment.' However, when investigating the relationship between emotional consonance and personal accomplishment, the positively framed items were used. The items were scored on a 7-point frequency rating scale ranging from 0 to 6. All scores were scores from 0=never; 1=seldom; 2=now and then; 3=regularly; 4=often; 5=very often; to 6=always (see Table 4). It is important to note that Maslach, Jackson, & Leiter (1996) suggested refraining from summing a total score of the three dimensions. Therefore, the study measured each dimension respectively.

TABLE 4. *Items and Cronbach's α of the sub-dimensions of The Dutch Educators Survey (mbi-nl-es)*

Dimensions	N of items	Items	Cronbach's α
Emotional exhaustion (individual stress component)	8		.90 (.90)
Depersonalization (interpersonal component)	7		.66 (.72)
Personal accomplishment (self-efficacy component)	7		.82 (.82)
Total	22		

Table 4 displays the internal consistencies (Cronbach's α) of the Korean version of this instrument in the current study. Cronbach alpha coefficient for each dimension of the scale in this study is presented in parentheses. Compared to the result from Horn et al. (1998), there was an increase from .66 to .72 in depersonalization. No differences were found in the dimensions of emotional exhaustion and personal accomplishment.

3.6 Data Analysis

The Statistical Package for the Social Sciences (SPSS) was used to complete all statistical analyses in the current study. Descriptive statistics was performed for all variables including frequencies and percentages for the demographic and background variables such as gender, age, years of teaching experiences, the subject that they teach, being in charge of homeroom or not, school size, teaching hours, and contact hours with students and parents respectively excepts classes. Range, means, and standard deviations were computed based on the total scores for the degree of the independent variable (emotional labour-surface acting, deep acting, and suppression- and emotional consonance) and the dependent variable (burnout-emotional exhaustion, depersonalization, and personal accomplishment). Pearson correlations (r) was used to investigate the relationship, direction, and strength between the independent variable and the dependable variable, with $p \leq 0.05$. A multiple linear regression analysis was conducted to evaluate how well emotional labour predicts burnout, and a single regression analysis was utilized to what extent emotional consonance contributes to personal accomplishment.

4 RESULTS

The statistical analyses were performed in order to answer the research questions in this study, and this chapter presents the results of data analyses. First, descriptive results for the scaled variables related to emotional labour and burnout are provided. The results were provided with those in the previous researches so as to estimate the degree of the variables in a way of comparison. Second, analyses for correlation and regression between independent and dependent variables are presented.

4.1 The Level of Emotional Labour and Emotional Consonance

Table 5 shows the degree of emotional labour among the participants in the three sub-dimensions: surface acting, deep acting, and suppression. Also, emotional consonance-lack of effort for emotional labour-is presented. Overall, the summated mean scores on each emotional labour dimension were $M=13.86$ ($SD=2.72$) in surface acting, $M=10.90$ ($SD=2.18$) in deep acting, and $M=10.57$ ($SD=2.15$) in suppression. Emotional consonance score was 6.52 ($SD=1.56$).

TABLE 5. *Descriptive data of emotional labour and emotional consonance among South Korean middle school teachers*

	N	Min.	Max.	M	SD
Surface acting	152	6.00	20.00	13.86	2.72
Deep acting	152	3.00	15.00	10.90	2.18
Suppression	152	4.00	15.00	10.57	2.15
Emotional consonance	152	2.00	10.00	6.52	1.56

TABLE 6. *Range, means and standard deviations of emotional labour and emotional consonance of D-QEL subscales of 276 experienced teachers in the study of Näring et al. (2011, p. 19)*

	N	Range	M	SD
Surface acting	271	5-24	10.3	3.3
Deep acting	267	3-12	5.8	2.3
Suppression	274	2-9	4.3	1.3
Emotional consonance	276	3-10	7.6	1.2

In order to estimate the degree of emotional labour among South Korean middle school teachers more visibly, the previous research results of a sample of 276 experienced teachers on emotional labour (Näring et al., 2011) were provided in Table 6 for comparison. As one of the items in surface acting in the current study was removed, it was difficult to compare the scores for surface acting between the two results. However, the other dimensions such as deep acting, suppression, and emotional consonance were compared.

The scores of the present study participants' emotional labour were greatly higher than those in the previous research sample in every dimension. On the other hand, emotional consonance among the participants was lower than that among the previous research sample. Further, Cohen's effect size value ($d=2.27$ in deep acting and $d=3.52$ in suppression) was found to exceed Cohen's (1988) convention for a large effect ($d=.80$). The effect size for emotional consonance ($d=0.97$) was also found to be large. However, the effect size of surface acting was not measured because of the scale modification. These findings demonstrate that

South Korean middle school teachers perform a higher level of emotional labour and have lower emotional consonance.

4.2 The Level of Burnout

Table 7 shows the summated scores which were divided by the number of items in each dimension of burnout. The dimension of personal accomplishment was reversely coded so that it could represent the diminished personal accomplishment. The mean score for emotional exhaustion was 3.37 (SD=1.18), depersonalization 2.47 (SD=0.90), and lack of personal accomplishment 2.12 (SD=0.77).

TABLE 7. *Descriptive data of burnout among South Korean middle school teachers*

	N	M	SD	Min.	Max.
Emotional exhaustion	152	3.37	1.18	.00	6.00
Depersonalization	150	2.47	.90	.43	6.00
Lack of personal accomplishment	151	2.12	.77	.43	5.00

*Due to some missing data, the total number of respondents may vary slightly in each variable.

The summated scores were divided by the number of items for comparison with the previous research on educators' burnout level (Horn & Schaufeli, 1998). Schaufeli and Van Dierendonck (1995) classified numerical cut-off points based on five percentile ranges (5th, 25th, 75th, and 95th) so that they could assume the severity of burnout into refined categories: very low, low, average, high, and very high. Table 8 shows its specific details.

TABLE 8. *Categories scores of burnout in the MBI-NL-ES (Horn & Schaufeli, 1998, p. 32)*

Very high	score > 95th percentile
High	75th percentile < score ≤ 95th percentile
Average	25th percentile < score ≤ 75th percentile
Low	5th percentile < score ≤ 25th percentile
Very low	score ≤ 5th percentile

In order to evaluate the level of burnout among the present study, the previous research result from Maslach burnout Inventory for Educators (Horn & Schaufeli, 1998) was provided in Table 9 for comparison.

TABLE 9. *Descriptive statistics and norm scores for burnout among secondary school teachers (Horn & Schaufeli, 1998, p. 35)*

Scale	M	SD	5%	25%	75%	95%	N
Emotional exhaustion	2.02	1.23	.38	1.13	2.75	4.38	1074
Depersonalization	1.48	.84	.29	.86	2.00	3.00	590
Lack of personal accomplishment	1.99	.94	.57	1.29	2.57	3.57	1030

In the light of the normative scores from the previous research, the scores of emotional exhaustion and depersonalization of the current study participants belonged to 'high.' The scores for lack of personal accomplishment fit into 'average.' Further, the Cohen's effect size was found to be large in both dimensions (d=1.12 in emotional exhaustion, d=1.13 in depersonalization). However, the effect size value for personal accomplishment was small (d=0.15). Such comparison

indicates that the South Korean middle school teachers have a high level of burnout over all.

4.3 The Relationship of Burnout with Emotional Labour and Emotional Consonance

The third research question regarding the relationship of burnout with emotional labour and emotional consonance among middle school teachers in South Korea was investigated conducting Pearson correlation coefficient (see Table. 10).

TABLE 10. *Pearson r Correlations between emotional labour (surface acting, deep acting, and suppression), emotional consonance, and burnout (emotional exhaustion, depersonalization, and lack of personal accomplishment)*

Variable	1	2	3	4	5	6	7
1. Surface acting	-						
2. Deep acting	.555**	-					
3. Suppression	.411**	.340**	-				
4. Emotional consonance	-.338**	-.233**	-.243**	-			
5. Emotional exhaustion	.392**	.323**	.317**	-.334**	-		
6. Depersonalization	.210**	.109	.173*	-.393**	.582**	-	
7. Lack of personal accomplishment	.148	.116	.107	-.517**	.431**	.488**	-

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

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

There was a weak, positive, and statistically significant correlation between every dimension of emotional labour and emotional exhaustion: surface acting $r = .392$, $p < 0.01$, deep acting $r = .323$, $p < 0.01$, and suppression $r = .317$, $p < 0.01$.

Depersonalization had a weak, positive, statistically significant correlation with surface acting and suppression: $r = .210$, $p < 0.01$ and $r = .173$, $p < 0.05$ respectively.

No relationship was found between lack of personal accomplishment and emotional labour: surface acting $r = 0.148$, $p = 0.069$, deep acting $r = 0.116$, $p = 0.157$, and suppression $r = 0.107$, $p = 0.192$. Apart from emotional labour, emotional consonance had a significant, negative correlation with every dimension of burnout: emotional exhaustion $r = -.334$, $p < 0.01$., depersonalization $r = -.393$, $p < 0.01$., and lack of personal accomplishment $r = -.517$, $p < 0.01$.

4.4 Contribution of Emotional Labour on Burnout

The fourth research question to what extent components of emotional labour contribute to burnout was investigated with multiple linear regression analyses.

The results of the analyses are presented in Table 11 and 12.

TABLE 11. *Multiple regression coefficients summary of predicting emotional exhaustion*

Model		B	Std. Error	β	t	Sig.
1	Surface acting	1.359	.260	.392	5.218	.000
2	Surface acting	1.092	.282	.315	3.876	.000
	Suppression	.823	.357	.187	2.307	.022

Note: $\Delta R^2 = .148$ for Model 1 ($p < .000$), $\Delta R^2 = .172$ for Model 2 ($p < .05$)

TABLE 12. *Multiple regression coefficients summary for predicting depersonalization*

	Model	B	Std. Error	β	t	Sig.
1	Surface acting	.486	.186	.210	2,616	.010

Note: $\Delta R^2 = .038$ ($p < .01$)

A multiple linear regression was calculated to predict emotional exhaustion and depersonalization based on surface acting, suppression, and deep acting. An examination of the Table 11 and 12 implies that the best predictor of emotional exhaustion and depersonalization was surface acting. Deep acting was excluded in the stepwise regression test. For emotional exhaustion, a weak regression equation was found ($F(2, 149) = 16.665$, $p < 0.000$), with an Δr^2 of .148. Participants' predicted emotional exhaustion is equal to $3.203 + 1.092(\text{surface acting}) + 0.823(\text{suppression})$. Participants' surface acting had a larger impact on emotional exhaustion ($\beta = .315$, $p < 0.000$) than suppression ($\beta = .187$, $p < 0.05$). As surface acting and suppression increase, emotional exhaustion increases. For depersonalization, only surface acting very slightly contributed ($F(1, 148) = 6.481$, $p < 0.01$), with an Δr^2 of 0.038. As surface acting increases, depersonalization slightly increases ($\beta = .210$, $p < 0.01$).

4.5 Emotional Consonance and Personal Accomplishment

Pearson correlation coefficient and a single regression analysis were conducted to determine the relationship between emotional consonance and personal accomplishment and to figure out to what degree emotional consonance contributes to personal accomplishment. The results of the analysis are shown in Table 13 and 14.

TABLE 13. *Correlation between emotional consonance and personal accomplishment*
(*N=151*)

	Personal accomplishment
Emotional consonance	.517**

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

TABLE 14. *Regression summary for predicting personal accomplishment*

Variable	B	Std. Error	β	t	Sig.
Emotional consonance	.255	.035	.517	7.373	.000

Note: $\Delta R^2 = .267$ ($p < .000$)

A moderate, positive relation was found between the two variables ($r = .517$, $p < 0.000$). Also, a regression equation was found ($F(1,149) = 54.354$, $p < 0.000$), with an Δr^2 of 0.267. When participants' emotional consonance increased, personal accomplishment increased by 0.255 ($p < 0.000$).

5 DISCUSSIONS, LIMITATIONS, AND CONCLUSIONS

The purpose of the current study was to measure the level of emotional labour, emotional consonance, and burnout among South Korean middle school teachers, and to investigate the impact of emotional labour and emotional consonance on burnout. The results indicate that South Korean teachers perform a high level of emotional labour and have a low degree of emotional consonance. Also, they were found to be highly burnt-out, specifically in the dimensions of emotional exhaustion and depersonalization. The reasons for such results can be explained from cultural, social, and practical point of views. Under the influence of Confucianism, teachers are still regarded as mentors or masters and expected to act like them in South Korea. The traditional view and expectations placed on teachers make them reluctant or unable to express their genuine feelings such as distress or anger in front of students. There is also a pervasive atmosphere in the Korean society that teachers should not complain about their work conditions, but count their blessings because their jobs are secure and regularly paid with other benefits as the nation gradually experiences economic downturn and high unemployment. More often than not, teachers' commitments and contributions go unnoticed and unappreciated as society takes their work for granted, and lack of social approval frustrates teachers even more. In addition, teachers in South Korea are implicitly expected to play the role of a parent at school. It often creates a very close, special relationship between teachers and students. Establishing a special relationship brings both teachers and students unique contentment and satisfaction from their growing bonds. However, on the other hand, it places more responsibility on teachers regarding students' morals and behaviour. As Korean society experienced

changes in economic and social conditions after modernization and industrialization, the structure of families was shifted from extended to nuclear. It thereby weakened the functions of traditional families. The economic crisis fuelled domestic troubles, and South Korea has seen an unprecedented divorce rate, resulting in an increased number of children living with a single parent. Such trends have strengthened the role of teachers as parents, and teachers are being more challenged by the growing responsibility of taking care of students' well-being. Thus, teachers feel that they are more obliged to make more emotional commitments than in the past. Indeed, results indicate that they spend 4.1 hours per week talking to students for counselling and dealing with problems outside of the class period and 2.1 hours communicating with parents. Contact hours with students aside from teaching ranked the top, which is almost double the OECD average (2.4 hours per week). Contact hours with parents also ranked third (OECD, 2014). The current research also revealed that the participant teachers spend on average 7.45 and 2.26 hours per week talking to students and parents respectively. Taking account of the time consumed for interaction with students and parents, it is not very surprising that the degree of Korean teachers' emotional labour is high.

In line with the previous research, surface acting was found to have a weak but significant, positive correlation with both emotional exhaustion and depersonalization in this study (Akin et al., 2004; Lee, 2010; Montgomery et al., 2006; Näring et al., 2006; Totterdell & Holman, 2003). However, no significant relationship was found between surface acting and personal accomplishment. Suppression was also found to be positively correlated with both emotional exhaustion and depersonalization. The result is the replication of the earlier findings from the study of Näring et al. (2006). As the literature has not reached a consensus on the concept and components of emotional labour, suppression was not measured separately in most research studies. Multiple studies have used a measure of 'emotional dissonance' that consists of both suppression and surface

acting (Heuven & Bakker, 2003; Pugliesi, 1999; Zapf, Seifert, Schmutte, Mertini, & Holz, 2001). Recently, some researchers added a subscale to estimate suppression to the Emotional Labour Scale (Lee & Brotheridge, 2006). From the findings of the current study, it could be suggested that emotional dissonance either by surface acting or suppression consumes more emotional resources in individuals. It subsequently causes them to feel emotionally depleted. Diefendorff and Gosserand (2003) noted that when the size of discrepancies between displayed and genuinely-felt emotions expands, burnout level increases accordingly. It supports the idea that employees who are emotionally exhausted tend to emotionally detach themselves from customers or clients in order to protect themselves by avoiding involvement in interactions with other people (Hochschild, 1983). In short, emotional exhaustion caused by emotional dissonance is extended to affect the second dimension of burnout, depersonalization.

Another finding in this study was that deep acting was only positively correlated to emotional exhaustion. In the literature, there are similar and different findings. Akin et al. (2014) reported that when deep acting increases, every dimension of burnout increases among Turkish primary school teachers. On the contrary, Lee (2010), and Zhang and Zhu (2008) found that deep acting was negatively related to emotional exhaustion. Brotheridge and Grandey (2002) identified a negative correlation between deep acting and diminished personal accomplishment among public and private sector employees. Grandey (2003) found no correlation between deep acting and emotional exhaustion in executive assistants. Also, Erickson and Grove (2007) stated that deep acting was not correlated with burnout among nurses. The inconsistent results could be explained by the dual nature of deep acting. Deep acting allows individuals to have emotional consonance by changing their inner feelings in accordance with the organizationally desired ones. As individuals feel congruent between their inner and displayed ones, they may feel less hypocritical about themselves. Yet it still

requires one to consume cognitive and emotional resources in order to modify their perception and feelings.

Though there was no significant relationship between every dimension of emotional labour and reduced personal accomplishment, emotional consonance was found to have a significant, positive correlation with personal accomplishment. The result was similar to the findings in previous research (Akin et al., 2004; Näring et al., 2006; Zhang & Zhu, 2008) with a beta weight of .517. Akin et al. (2004) argued that showing one's authentic feelings may have a positive effect on personal accomplishment instead of pretending to have desired emotions (surface acting) or attempting to change inner feelings (deep acting). Emotional consonance is the absence of their emotional effort, thus it requires less emotional demands on workers. This study also found that there was a negative relationship between emotional consonance and emotional exhaustion ($r=-.334$, $p<0.01$) as well as depersonalization ($r=-.393$, $p<0.01$). Individuals with higher emotional consonance are likely to be less emotionally drained. Feeling less exhausted enables them to exert more mental energy to engage in interactions with customers or clients. Thus, they are less inclined to detach themselves from interactions with others. They feel less guilt and frustration from their attitude and behaviours when evaluating their work. Therefore, it can be asserted that when workers think that they are able to effectively interact with customers at work with more energy and positive attitude towards clients, they gain enhanced confidence and competence at work. It encourages them to evaluate their work performance more positively. In turn, it leads them to feelings of higher self-efficacy and personal accomplishment.

There has been a dearth of studies related to emotional consonance and its impact so far. This research gives an intriguing insight and direction into understanding emotional labour from a different perspective. This study suggests that future studies could investigate more into emotional consonance and its

influences, so that we can understand more about the functions and significance of human emotions in work life.

Some shortcomings in this study need to be addressed, however. Firstly, one of the items of surface acting in the emotional labour scale was removed because of the problems of translation ambiguity from English to Korean. The change in the reliability coefficient was not considerable. There was a slight decrease in Cronbach's alpha from 0.79 to 0.71 in surface acting. Yet, it still affected the reliability of the original scale. In addition, eliminating the item hindered the research from using Cohen's size effect and directly comparing the result of surface acting with the previous study. Secondly, the mixture of random convenience sampling - visiting schools randomly, chain-referral, and an on-line survey- was used to collect data from a large sample. As the sampling methods are not congruent with one another, the result may not be generalizable to the entire population of South Korean middle school teachers.

Emotional labour cannot be achieved without sacrifice, and the consequences of burnout are costly. Burnout can have a detrimental effect on mental and physical health, as well as job satisfaction and commitment (Kousteilos & Tsigills, 2005; Lee, 2004). Emotional exhaustion is significantly and negatively related to work performance among human services personnel (Wright & Bonett, 1997). Even though South Korea attracts the brightest and most ambitious graduates to enter the teaching profession (Wang, Coleman, Coley, & Phelps, 2003), South Korean teachers have difficulties in performing to their full ability and competence due to their emotional labour and job-related stress. In the report of TALIS, they showed lower self-efficacy as a teacher than the average of teachers in OECD countries (OECD, 2014). KFTA's research (2014) also described that the factors which aggravate dissatisfaction most are difficulties in managing disruptive children and lack of administrative support for dealing with discipline problems and demanding parents.

Students' successful learning and achievement are areas of interest for all concerned about education, but it cannot be evidently accomplished without the contributions and effort of teachers since they have a huge influence on students through every-day communications and interactions. Thus, this study urges the need for helping teachers to cope with stress and to prevent burnout, before it becomes chronic with respects to understanding the importance of emotions and emotional labour in teaching. Firstly, it is critical to acknowledge that teaching is an emotional practice (Hargreaves, 1998). In South Korea, it is very recent that teachers were officially classified into emotional labour workers (Kim, 2012). Teachers, teacher educators, and administrations need to have a thorough understanding of emotional labour and its process and impact on teachers. Managerial efforts should aim towards monitoring and evaluating teacher stress and burnout. Teachers should be regularly and consistently trained to effectively deal with emotional domains and manage stress with coping strategies from the beginning of their career. The increase in their well-being will improve their job performance and satisfaction, which will subsequently enhance the experiences and well-being of students in the long run.

In summary, this study revealed that South Korean teachers perform a considerable amount of emotional labour and show a high burnout level. Though it is not very strong, emotional labour is a significant predictor of job burnout. In particular, surface acting is the strongest predictor of emotional exhaustion and depersonalization. Emotional dissonance either caused by surface acting or suppression is positively related to emotional exhaustion and depersonalization. Deep acting is found to be positively correlated to emotional exhaustion only. The key finding in this study is that emotional consonance has a negative correlation with every dimension of burnout, while it contributes to the increase of personal accomplishment. Given the increasing demand of emotional labour among teachers, this present study adds to the understanding of the emotional labour and

its impact on job burnout. Furthermore, the implications of the current study about emotional consonance on increased personal accomplishment, as well as decreased emotional exhaustion and depersonalization, elevate the need to investigate more about emotional consonance and its positive influences in service-oriented occupations.

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APPENDIX A: Script for the Introduction of the Study to Participants and
Demographic Survey (English)

A Survey on Emotional Labour and Burnout among South Korean Middle School Teachers

Dear Teachers,

I am conducting a research entitled: Quantitative Research on Emotional Labour and Burnout among South Korean Middle School Teachers. I started this study in the hope that it may spark the necessity to help teachers to prevent or cope with burnout in relation with emotional labour.

Your participation will involve completing two validated surveys and a demographic questionnaire. The survey should take no longer than 15 minutes to complete. Your participation in this study is voluntary. For your effort and time, I am offering Finnish Xylitol gum as a gift. Also, plausible benefit can be provided by raising awareness of teacher stress and burnout and reducing them.

If you have any questions concerning this study, please feel free to contact me at 010-3448-6415 or via e-mail: pp0486@hanmail.net. Thank you so much for your time and consideration.

Sincerely,
Youngmi Kim
Master's in Education, University of Jyväskylä

I . Demographic Variables

1. Gender: ① M () ② F ()
2. Year of birth: _____
3. Years of teaching experience: _____
4. Subject:
5. What grade are you in charge of? (1, 2, 3)
6. Are you? a ①Homeroom teacher ②Non-homeroom teacher
7. The number of classes in your school: _____
8. How many hours do you teach per week? _____
9. How many hours do you spend talking to your students except teaching in class per week? _____
10. How many hours do you spend talking to parents per week? _____

APPENDIX B. Dutch Questionnaire on Emotional Labour (D-QEL) (English)

III. Emotional Labour

	Questions	seldom	sometimes	regularly	often	always
	In order to perform tasks well as a teacher,	(1)	(2)	(3)	(4)	(5)
1	I react to students' emotions naturally and easily.	1	2	3	4	5
2	I easily express positive emotions to students and parents as expected for my job.	1	2	3	4	5
3	I work hard to feel the emotions that I need to show to others.	1	2	3	4	5
4	I hide my anger about something someone has done.	1	2	3	4	5
5	I hide my disgust over something someone has done.	1	2	3	4	5
6	I put on a "mask" in order to express the right emotions for my job.	1	2	3	4	5
7	I pretend to have the emotions I need to display for my job.	1	2	3	4	5
8	I put on an act in order to deal with students and their parents in an appropriate way.	1	2	3	4	5
9	I make an effort to actually feel the emotions I need to display toward others.	1	2	3	4	5
10	I fake a good mood.	1	2	3	4	5
11	I hide my fear of a student (or a parent) who appears threatening.	1	2	3	4	5
12	I work at conjuring up the feelings I need to show to students and patients.	1	2	3	4	5

APPENDIX C: The Dutch Educators Survey (mbi-nl-es) (English)

IV. Burnout - The Dutch Educators Survey (mbi-nl-es)

	Questions	Never	Seldom	Now and then	Regularly	Often	Very often	Always
		(0)	(1)	(2)	(3)	(4)	(5)	(6)
1		0	1	2	3	4	5	6
2		0	1	2	3	4	5	6
3		0	1	2	3	4	5	6
4		0	1	2	3	4	5	6
5		0	1	2	3	4	5	6
6		0	1	2	3	4	5	6
7		0	1	2	3	4	5	6
8		0	1	2	3	4	5	6
9		0	1	2	3	4	5	6
10		0	1	2	3	4	5	6
11		0	1	2	3	4	5	6
12		0	1	2	3	4	5	6
13		0	1	2	3	4	5	6
14		0	1	2	3	4	5	6

15		0	1	2	3	4	5	6
16		0	1	2	3	4	5	6
17		0	1	2	3	4	5	6
18		0	1	2	3	4	5	6
19		0	1	2	3	4	5	6
20		0	1	2	3	4	5	6
21		0	1	2	3	4	5	6
22		0	1	2	3	4	5	6

APPENDIX D: Script for the Introduction of the Study to the Participants and
Demographic Survey (Korean)

교사의 감정노동과 심리적 소진에 관한 설문

안녕하십니까, 여러 가지 바쁜 업무 가운데 귀중한 시간 내주셔서 감사합니다.
저는 선생님들께서 교육현장에서 겪으시는 감정노동과 심리적 소진이라는 주제로
논문연구를 하고 있습니다. 시대가 변하면서 교사라는 직업의 어려움과 부담은 커지고
정신적, 육체적 고갈을 경험하는 사례가 늘고 있습니다만, 국내에 이에 관한 관심과
연구가 많지 않아, 교사들이 더 나은 환경에서 근무할 수 있는 방법을 찾고자 이 연구를
시작하게 되었습니다.

선생님들의 성의 있고 솔직한 답변은 본 연구의 소중한 자료로 쓰일 것이며,
설문결과내용은 연구의 목적 이외에는 절대로 사용되지 않습니다. 설문에 응하시는
선생님들께 귀한 시간 내주신 점에 감사하는 마음으로 작게나마 핀란드산 자일리톨 껌을
선물로 드립니다. 선생님들의 건강과 행복, 보람 있는 교직생활이 되시기를 기원합니다.

2015년 6월

핀란드 위바스킬라 대학교 교육대학원
교육학전공 석사과정 김영미 드림
(pp0486@hanmail.net/ 010-3448-6415)

I. 인구통계학적 자료

다음은 연구의 통계처리를 위한 기초자료입니다.

1. 성별: ① 남() ② 여()
2. 태어난 연도: _____
3. 경력: _____년 (휴직기간 포함 교육 총 경력)
4. 담당교과: _____
5. 담당학년: _____
6. 담임/비담임여부: ① 담임 ② 비담임
7. 학교의총학급규모: _____학급
8. 주당수업시간: _____
9. 주당 학생상담 및 생활지도시간: _____
10. 주당 학부모 상담시간: _____

APPENDIX E. Dutch Questionnaire on Emotional Labour (D-QEL) (Korean)

Ⅲ. 감정노동						
다음은 귀하가 학교에서 실제로 수행하는 업무의 특성에 관한 내용들입니다. 각 설명들이 귀하의 현재 업무특성과 비교해 볼 때 어느 정도 인지를 해당 항목에 체크해주시시오.						
문 항	질문	전혀 그렇지 않다	대체로 그렇지 않다	보통 이다	대체로 그렇다	매우 그렇다
	나는 교사로서 업무를 잘 수행하기 위해	(1)	(2)	(3)	(4)	(5)
1	학생들과 학부모들이 나타내는 감정에 별다른 노력이나 꾸밈없이 쉽고 자연스럽게 반응한다.	1	2	3	4	5
2	나의 직업상 기대되는 긍정적인 감정을 학생과 학부모에게 쉽게 표현할 수 있다.	1	2	3	4	5
3	상황에 따라 타인에게 보여줘야 할 정서를 느끼기 위해 열심히 노력한다.	1	2	3	4	5
4	나는 누군가 저지른 좋지 않은 일에 대해 화가 나지만 화난 감정을 숨긴다.	1	2	3	4	5
5	나는 누군가 저지른 일에 대해 혐오감을 느끼지만 싫어하는 감정을 드러내지 않는다.	1	2	3	4	5
6	학생들에게 표현해야 한다고 생각되는 적절한 감정을 보이기 위해 일종의 가면을 쓰고 있다.	1	2	3	4	5
7	상황에 따라 보여 줘야 한다고 생각되는 정서나 감정 (예: 자상함, 배려, 엄격함, 칭찬, 격려 등)을 가진 듯이 행동한다.	1	2	3	4	5
8	학생과 학부모를 적절한 방법으로 대하기 위해 연기를 하듯 행동한다.	1	2	3	4	5
9	학생과 학부모에게 보여줘야 할 필요가 있는 감정들을 표현하기 위해 노력한다.	1	2	3	4	5
10	내가 느끼는 감정과 관계없이 기분 좋은 듯이 행동한다.	1	2	3	4	5
11	나는 위협적으로 행동하는 학생이나 학부모 앞에서 두려움을 드러내지 않으려 한다.	1	2	3	4	5
12	상황에 따라 표현해야 한다고 생각되는 적절한 감정을 내 안에서 실제로 만들어 내려고 애쓴다.	1	2	3	4	5

APPENDIX F: The Dutch Educators Survey (mbi-nl-es) (Korean)

IV. 심리적 소진								
교사들처럼 사람들과의 직접적 상호작용을 오랜 시간 하는 직업 종사자들은 만성적인 스트레스에 대한 반응으로 정서적 고갈이나 탈진에 이를 가능성이 높는데, 이런 증상들을 심리적 소진(burnout)이라고 합니다. 최근이나 지난 수개월 동안 지속적으로 일어났거나 혹은 계속 일어날 것이라고 생각되는 곳에 체크해 주시기 바랍니다.								
문 항	질문	전혀 그렇지 않다	그렇지 않다	별로 그렇지 않다	보통 이다	약간 그렇다	그런 편이다	매우 그렇다
	나는……	(0)	(1)	(2)	(3)	(4)	(5)	(6)
1	학교에서의 일 때문에 정서적으로 메마른 느낌이다.	0	1	2	3	4	5	6
2	하루가 끝날 무렵, 진이 다 빠졌다는 느낌이 든다.	0	1	2	3	4	5	6
3	아침에 일찍 일어나 일을 해야 한다는 생각에 벌써부터 피곤하다.	0	1	2	3	4	5	6
4	학생들이 느끼는 감정을 쉽게 이해할 수 있다.	0	1	2	3	4	5	6
5	내가 일부 학생들을 마치 물건처럼 냉정하게 다루고 있는 것 같다.	0	1	2	3	4	5	6
6	하루 종일 다른 사람들과 일하는 것은 스트레스다.	0	1	2	3	4	5	6
7	학생들과 관련된 문제를 효과적으로 처리한다.	0	1	2	3	4	5	6
8	수업과 업무로 인해 기진맥진한 상태가 된다.	0	1	2	3	4	5	6
9	교직을 통해 학생들의 삶에 긍정적 영향을 미치는 것 같다.	0	1	2	3	4	5	6
10	교직에 종사한 이후에 전보다 다른 사람 일에 대해 무감각해졌다.	0	1	2	3	4	5	6
11	교직이 나를 감정적으로 무뎠지게 하는 것 같아 걱정된다.	0	1	2	3	4	5	6

12	학교일로 인해 좌절감을 느낀다.	0	1	2	3	4	5	6
13	너무 과중한 업무에 시달리는 것 같다.	0	1	2	3	4	5	6
14	일부 학생들에게 일어난 개인적인 일에 크게 신경 쓰지 않는다.	0	1	2	3	4	5	6
15	학생들과 편안한 분위기를 쉽게 조성할 수 있다.	0	1	2	3	4	5	6
16	학생들과 친밀하게 일하고 나면 기분이 좋다.	0	1	2	3	4	5	6
17	교직을 통해 가치 있는 일을 많이 이루었다.	0	1	2	3	4	5	6
18	내 한계에 다 다른 느낌이다.	0	1	2	3	4	5	6
19	학교에서 감정적인 문제를 차분하게 다룬다.	0	1	2	3	4	5	6
20	학생들이 본인의 문제에 대해 책임이 나에게 있다고 비난하는 것 같이 느낀다.	0	1	2	3	4	5	6
21	학교에서 타인의 개인적 문제가 나를 곤란하게 하지만, 나는 이 문제에 크게 관여하고 싶지 않다.	0	1	2	3	4	5	6
22	학생들의 개인적 문제에는 거리를 두려고 한다.	0	1	2	3	4	5	6