Emotional Labor as a Mediator for the Structural Relationship between Emotional Job Demands, Teaching Satisfaction and Performance: The Moderating Role of Emotional Intelligence

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Abstract

Introduction: The aim of the present study was to test the structural model of emotional job demands, teaching satisfaction and the performance of teachers with the mediatory role of emotional labor and the moderator role of emotional intelligence.
Method: The participants were 432 (227 first set and 205 second set) teachers of Qazvin which were chosen through stratified random sampling. All of them completed the emotional labor and teaching satisfaction questionnaire of Yin and the performance questionnaire of Paterson. Data were tested through the modeling of structural equations. Findings showed that the measurement model for the emotional labor is valid with three markers of surface action, deep action and natural expression of emotion.
Results: Teachers' understanding of emotional job demands had a direct structural effect on the application of emotional labor strategies by the teachers (GA= -0.28, t = -3.02, P<0.01). Teachers' understanding of emotional job demands had an indirect effect on the teaching satisfaction through the strategies of emotional labor (Sobel test =3.43, p<0.001). Also, teachers' understanding of emotional job demands had an indirect effect on teachers' performance with the mediator role of emotional labor strategies (Sobel test= 3.14, p<0.001). The application of the emotional labor strategies had a direct effect on the teaching satisfaction (BE= -1.09, t= -19.01, P< 0.001) and teachers' performance (BE= -1.17, t= -5.08, P<0.01). Teaching satisfaction had a direct effect on teachers' performance (BE= -0.39, t=2.38, P<0.01).
Conclusion: Emotional intelligence significantly moderated the structural relationship between teachers' understanding of emotional job demands, the use of emotional labor strategies, teaching satisfaction and performance. This is while, in this model the measurement of emotional labor did not play a moderator role. Emotional job demands and emotional labor strategies were effective antecedents for performance and teaching satisfaction of teachers, especially teachers with high emotional intelligence. Job satisfaction and performance of the teachers should be studied considering the individual factors such as the emotional job demands, emotional labor strategies and the role that emotional intelligence plays.

Keywords: Emotional Job Demands, Emotional Labor, Teaching Satisfaction, Performance

Introduction

The growth and development of every society are not possible unless it has a dynamic educational system. Moreover, the evolution of a given educational system relies on the improved performance of its instructors. Having professional knowledge is not the only requirement of a teacher; rather, the teacher must also manage the emotions of the students. A teacher not only must make mental and physical efforts but also needs to have a high emotional effort (1). Teachers must be alert towards their professional emotional

needs, master, and regulate their emotions (2). Researchers have shown that education requires an emotional effort and a kind of emotional labor (3, 4). Education, with teachers at its front, needs having interpersonal interactions, strong emotional commitments, and efficient emotional management (4). The study conducted by Naring, Velerick, Van de Van (5) showed that emotional job demands in education are a predictor of emotional labor. Emotional labor is a multidimensional structure, which reflects different processes such as emotional display rules, expressed emotions at work, emotion dissonance, and internal emotion regulation. This concept was originally defined by Hochschild (6).He considered the interaction with customers as a show, where the customers are audiences, the staffs are casts, and the work environment is as a stage. According to this researcher, emotional labor is the control of staffs' emotions for adjusting with occupational norms (emotional display rules). Since the first conceptualization of Hochschild, several studies have been conducted on emotional labor and its nature, dimensions, background, and results, which all produced valuable descriptive information about different aspects of this process in various jobs (7, 8). Studies on emotional labor can be classified into two main categories: job-focused approaches and employee-focused approaches (9). The first approach prioritizes occupational features; i.e., emotional display rules, the frequency of customer interaction, variety, duration, and intensity of emotional job demands during the occupational interactions. On the other hand, the second approach, highlights the emotional management process (i.e., effort and control) and internal conditions of the employees during the selection of emotional labor (10). Moreover, according to Grandey (11), the emotional job demands in work environments forces employees to apply different emotional labor strategies. Gosserand (8) proposed two strategies for emotional express regulation, surface acting and deep acting. In surface acting, individual emotions are different from the emotional demands of the organization and the individual does not regulate his/her internal emotions and creates emotion behavior needed by the organization. In comparison, in deep acting, individual emotions are discordant with the emotional demands of the organization and the employees orient their internal emotions toward expressing the emotions required by the organization. Some researchers presented the "expression of naturally felt emotions" (internal individual emotions that are discordant with the required emotion rules) as the third type of emotional labor strategy (2, 6, 12). Researchers have unanimously accepted that emotional labor in teachers focuses on these three strategies (surface acting, deep interaction, and expression of naturally felt emotions (4, 12-17). Accordingly, the surface acting creates an emotional discrepancy between the real and expressed emotions and thus threatens individuals' health. On the other hand, deep acting and expression of naturally felt emotions are consistent with the real emotions of individuals, which is healthy for the individuals (18). Although emotional labor was originally applied for describing operational tasks in servicing sections such as flight attendants and clerks, it is now also applied to some high-level professionals such as medicines, lawyers, and education (19). Nevertheless, expression of emotions in different jobs is rather dependent on the emotional display rules.

Emotional display rules represent organizational expectations for the emotional expression appropriate for a given job. A proper perception of emotional display rules develops and improves norms of the society, jobs, and organizations (18). Some studies investigate the relationship between the requirements of job emotion and individuals' health (20). The emotional job demands (frequency of interpersonal interactions and intensity of emotions in these interactions) reflect the effective occupational requirements for applying labor emotion strategies (2, 21). It has been proven that identification of emotional rules is necessary for education and teachers must not express extremely high or low emotions (22). Indeed, teachers must examine the emotional display rules and individual emotion management in work environments and even their own private life. Yin and Lee (23) states that emotional display rules in work environment in Chinese teachers are classified into four categories: highly emotive education, hiding the negative expressions, maintaining a positive emotional state, and emotional management for accomplishing educational goals. Researchers highly recommended teachers perception of job emotions since they interact with students and their parents, colleagues, and school managers (24). Emotional display rules for preventing expression of negative emotions are different in the classroom, after classroom, when interacting with students, managers, etc. According to Liu (16), emotional display rules, which assist instructors to reach educational goals, are affected by the culture, society, educational experiences, and organizational goals. A serious challenging issue of this study, however, is that how to regulate expression of emotions and stick with emotional display rules through the emotional intelligence.

Emotional intelligence in teaching is a strong dynamic process where the interchange, learning, understanding, and listening play key roles in making communications. Emotional intelligence is considered as an ability to supervise the emotions and feelings of themselves and others and present the use of such information for directing the individual thoughts and acts. Emotional intelligence can be classified into four distinct themes including appraisal and expression of emotion in the self, appraisal and recognition of emotion in others, regulation of emotion in the self, and the use of emotion to facilitate performance (25, 26). Emotional intelligence is indeed the ability of instructors for the careful understating and suitable regulation of the emotions that develop their emotional and cognitive growth. In contrast, emotional labor implies that teachers must be aware of their job emotions and make efforts towards maintaining their emotions in work environments. Therefore, it is wise to assume that emotional intelligence of teachers regulates the effects of emotional job demands in applying different

emotional labor strategies. Teachers with high emotional intelligence are likely to have a proper perception of teaching emotional demands and apply different emotional labor strategies proportional to the conditions (2, 26). In this regard, Yin and Lee (23) found that emotional intelligence has a direct correlation in a positive direction with deep acting and expression of naturally felt emotions while having a weak correlation in a negative direction with surface acting (27). According to Yin (2), emotional intelligence is effective in all emotional labor strategies. In particular, emotional intelligence predicts the surface acting in a negative direction while predicting the deep acting and expression of naturally felt emotions in a positive direction. Yin (2) and Mikolajzack (28) claim that emotional intelligence have a protective effect on emotional labor process and thus teachers with high emotional intelligence understand teaching emotional demands better and are more skilled in regulating the emotion in the self.

According to some evidence, emotions and understanding the emotional job demands and application of emotional strategies, in particular, are suitable predictors of job satisfaction. Job satisfaction, as an emotional adjustment with the job and working conditions, is indeed a phenomenon that transcends the boundaries of past organizations and affects our daily and private lives. Ho and Au (17) believe that job satisfaction of teachers is a pleasant emotional state that leads to their job success. Generally speaking, job satisfaction, as an index of the mental health of the teachers, shows that to what extent the instructors like education and teaching (29). The relationship between job satisfaction and emotional labor strategies in education has been recently investigated and found that applying surface acting and deep acting strategies correlated with job satisfaction in a negative and positive direction, respectively (4, 12, 13, 30, 31). Job performance is a very important psychological structure that determines either the success or a failure of organizations (32).

The difference in performance and efficiency of teachers (either high or low) has been constantly a challenging issue. The job emotion, which has been recently an interest of many researchers, is among the factors highly affecting the occupational performance of teachers. The emotionally healthy individuals are capable of identifying their emotions and express them in their own way, dealing with their emotional needs, and being responsible for their behaviors. Some people unleash their emotions freely without considering its consequences, while some others are more conservative about expressing their feelings (33). According to Ye and Chen (1) employing surface acting is correlated in a negative direction with job performance while applying deep acting and expression of naturally felt emotions are correlated with it in a positive direction. Accordingly, it can be claimed that the negative effects of emotional labor in teachers are induced by applying surface acting.

Considering the lack of comprehensive studies about emotional labor and since it is in its early stages, it seems that this index can assist reaching job satisfaction through identifying emotional labor strategies. Hence, the present study was conducted to design a structural model of the mediatory role of emotional labor between job emotion needs and jobs satisfaction and performance of teachers. Through this model, shown in Figure 1, the regulating role of emotional intelligence is also investigated.

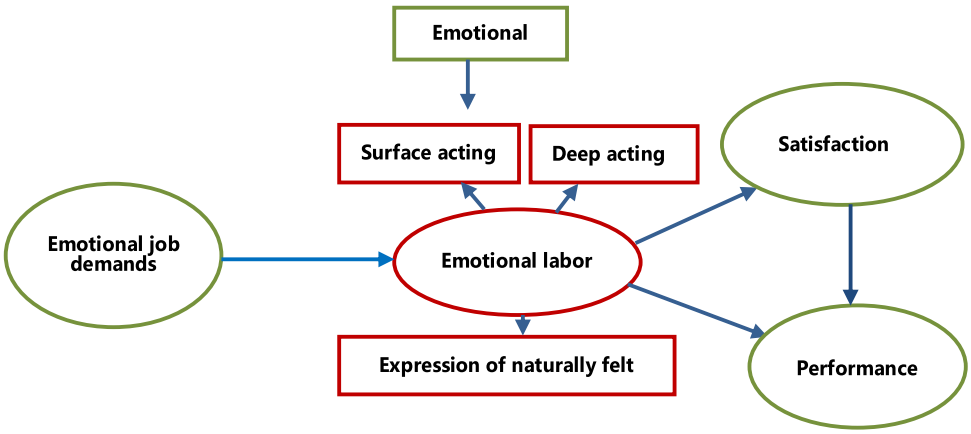

Figure 1. The imaginary modeling of the structural equation of the carrier emotion with teaching satisfaction and success with the mediatory role of emotional labor and Moderator role of emotional intelligence

Method

The present research is a descriptive correlational study conducted on 1932 teachers from Qazvin, Iran. Bentler [cited in (34)] recommended the sample size should be estimated based on the parameters of the model. The ratio of sample size to the parameters of the model should be 5: 1, 10: 1 to 50: 1 so that the statistical tests become straightforward. In this study, 432 teachers (227 from first grade and 205 from second grade of high school), which 175 were (41%) males and 257 were females (59%), were selected through stratified sampling method. The instruments used in this research are as follows:

Emotional labor demand scale: This scale typically represents the frequency of customer interactions, duration, and intensity needed by a given job. To evaluate emotional labor, a 4-scale scale (three scales from Wong et al. (25) and one scale from Yin (2) was applied. For instance, see the expression "To do better teaching, I have to spend most of my time interacting with students and their families". The scales are scored based on a Likert's scale from 1 to 5. Yin (2)

reported the reliability of this questionnaire using Cronbach's alpha coefficient to be .65. The reliability of the questionnaire was calculated as .63 in the present study.

Emotional intelligence questionnaire: The 12-scale emotional intelligence scale proposed by Wong et al. (25) was used for measuring the emotional intelligence of the teachers. An example of the expressions in this questionnaire is "I am capable of controlling my feeling and moods and handle my problems reasonably". The scales are in a range of "I completely agree" to "I completely disagree" and scaled based on the 5-grade Likert's scale. Yin (2) reported the reliability of this instrument as .92 using the Cronbach's alpha coefficient. The reliability of the questionnaire in this research was calculated to be .86.

Emotional labor scale: The 13-scale teacher's emotional labor scale of Yin (35) was used to measure emotional labor in the subjects. The questionnaire consists of surface acting (questions 17 to 20), deep acting (questions 23-26), and expression of naturally felt emotions (questions 27-29) scales. For instance, "I try hard to express the emotions I think are necessary to show the students and their parents". The scales are scored using a 1-5 Likert's scale. Yin (2) reported the reliability of this questionnaire as for surface acting (.84), deep acting (.73), and expression of naturally felt emotions (.69) using the Cronbach's alpha coefficient. In the present study, these coefficients were calculated as .91, .92, and .90 for surface acting, deep acting, and expression of naturally felt emotions, respectively.

Teacher's job satisfaction scale: The 5-scale teachers' job satisfaction scale proposed by Ho & Au (17) was used to measure satisfaction of teachers from their job. For instance, "teaching is most of the time my favorite job". The scales in this questionnaire were scored on a five-point Likert's scale from 1 to 5. Yin (2) reported the reliability of this instrument as 0.88 using Cronbach's alpha coefficient while it was calculated as .95 in the present study.

Paterson's job satisfaction scale: This instrument, originally designed by Patterson (36), was translated into Farsi by Arshadi and Shokrkon (37). The questionnaire consists of 16 scales and 4 subscales (obeying the regulation at work, commitment at work, cooperation at work, and work improvement). The scales are scored from 1 to 5 using a Likert's scale. Khoshkam and Shokrkon (38) reported the reliability of this instrument using Cronbach's alpha and split half coefficients as .82 and .80, respectively. In the present study, the reliability of this questionnaire was calculated to be .93 using Cronbach's alpha.

The confirmatory factor analysis was applied to examine and test the validity of the model. In order to test the model and assess the moderator role of emotional intelligence the structural equation modeling and nonparametric analysis of variance were applied, respectively. Data were analyzed using SPSS19, LISREL8.50, and EQS6.1 software packages.

Results

The mean and standard deviation of the variables used in this research are presented in Table 1. The findings of the present study show that teachers' score in the perception of emotional job demands was 16.99 ± 1.8. This score was 49.74 ± 5.49for emotional intelligence. Also, for deep acting and expression of naturally felt emotions, these scores were 15.33 and 11.21, respectively. The average job satisfaction and teachers' job performances were 20.31 ± 4.61 and 71.12 ± 8.04, respectively. The maximum correlation with a positive direction was observed between job satisfaction and job performance while the maximum correlation in a negative direction was between job satisfaction and surface acting. In the next order, the maximum correlation is between job satisfaction and deep acting. This correlation of job satisfaction with intelligent emotion in a positive direction is also theoretically expected. A similar pattern in job performance correlation was also observed for the mentioned variables.

The hypothesized structural equation modeling was tested. The exogenous variable of the model was emotional job demand while the endogenous variables were emotional labor (surface acting, deep acting, and expression of naturally felt emotions), job performance, and job satisfaction. Evaluating the fitting indexes of the model revealed that X2/df in the original model is about 5.34, implying a relative lack of fitting in the model. Other indices, however, imply the fitting of the model (Table 2). Since the ratio of X2 to the degree of freedom (DOF) is affected by the sample size and considering the suitable fitting values of the model, the hypothesized model was selected as the ultimate model.

Table 1. Mean, standard deviation, and zero correlation among the variables in this study (n =432)

Variable	M	SD	R	1	2	3	4	5	6	7
1- emotional job . demands	16.99	1.89	4-20	0.63						
2- emotional . intelligence	49.74	5.49	12-60	0.17**	0.89					
3- surface acting.	15.08	4.49	6-30	-0.12*	-0.43**	0.91				
4- deep acting.	11.21	2.53	4-20	0.20**	0.53**	-0.59**	0.92			
5- expression of naturally felt emotion	15.33	2.94	3-15	0.09	0.43**	-0.54**	0.37**	0.90		
6- Teaching satisfaction	20.31	4.60	5-25	0.13*	0.48**	-0.66**	0.61**	0.58**	0.98	
7- performance.	71.12	8.04	16-80	-0.02	0.59**	-0.58**	0.51**	0.49**	0.68**	0.93

(Validity coefficient are reported on the matrix diameter); * $p < 0.05$, ** $p < 0.01$)

Table 2. Fitting indices of the hypothesized model

Index	X2/df	RMSEA	NFI	NNFI	CFI	IFI	GFI	FI
Value	5.34	0.09	0.97	0.96	0.98	0.98	0.97	0.93

In this model, emotional labor is represented as a latent variable with three indicators (surface acting, deep acting, and expression of naturally felt emotions). To estimate the parameters, surface acting was selected as the reference variable. The findings showed that the structural path coefficient of the emotional labor is significant on deep acting (LY = - 0.56, t = - 15.88, p< 0.01) and expression of naturally felt emotions (LY = - 0.45, t = - 14.60, p< 0.01). . Thus, the structure of emotional labor is comprised of validity indicators.

H1: Teachers' perception of emotional job demand directly and structurally affects the application of their emotional labor strategies. Model fitting results revealed that teachers perception of emotional job demand has a direct negative construct effect on the application of emotional labor strategies (GA = - 0.28, t = - 3.02, p< 0.01). The higher teachers' perception of the emotional job demands, the lower emotional labor would be.

H2: Teachers' perception of emotional job demand indirectly and structurally affects the application of their emotional labor strategies. Studying the parameters of the structural equation modeling shows that understanding emotional job demands have indirect structural effects in a positive direction on job satisfaction ($Sobel_{test}$ = 3.43, p< 0.001). In other words, the higher teachers' perception of emotional job demands, the higher job satisfaction.

H3: Teachers' perception of emotional job demands indirectly and structurally affects their job performance through the mediatory role of emotional labor strategies. Studying the parameters of structural modeling shows that understanding the emotional job demands has an indirect structural effect in a positive direction on job performance ($Sobel_{test}$ = 3.14, p< 0.001). In other words, the higher the perception of teachers of emotional job demands, the higher job performance.

H4: Implementing emotional labor strategies directly and structurally affects teachers' job satisfactions. Model fitting results revealed that employing emotional labor strategies has a direct negative structural effect on job satisfaction (BE = - 1.09, t = - 19.01, p< 0.001) and teachers who apply surface acting strategies present a weaker job satisfaction.

Table 3. Standard and nonstandard coefficients for the parameters of the hypothesized model

Variable	Standard coefficient	Nonstandard coefficient	SD	T
Measurement model				
Surface acting	0.81	١	-	-
Deep acting	-0.69	-0.56	0.04	-15.88
Expression of naturally felt emotion	-0.64	-0.45	0.03	-14.06
Satisfaction	1	1	-	-
Performance	1	1	-	-
Emotional job demands	1	1	-	-
Error emotional labor	0.97	12.90	1.27	10.17
Error satisfaction	0.25	5.46	0.67	8.10
Error performance	0.46	29.87	2.24	13.30
Structural model				
Emotional job demands- emotional labor	-0.14	-0.28	0.09	-3.02
emotional labor- Satisfaction	-0.86	-1.09	0.06	-19.01
emotional labor- performance	-0.53	-1.17	0.23	-5.09
Satisfaction- performance	0.22	0.39	0.16	2.38

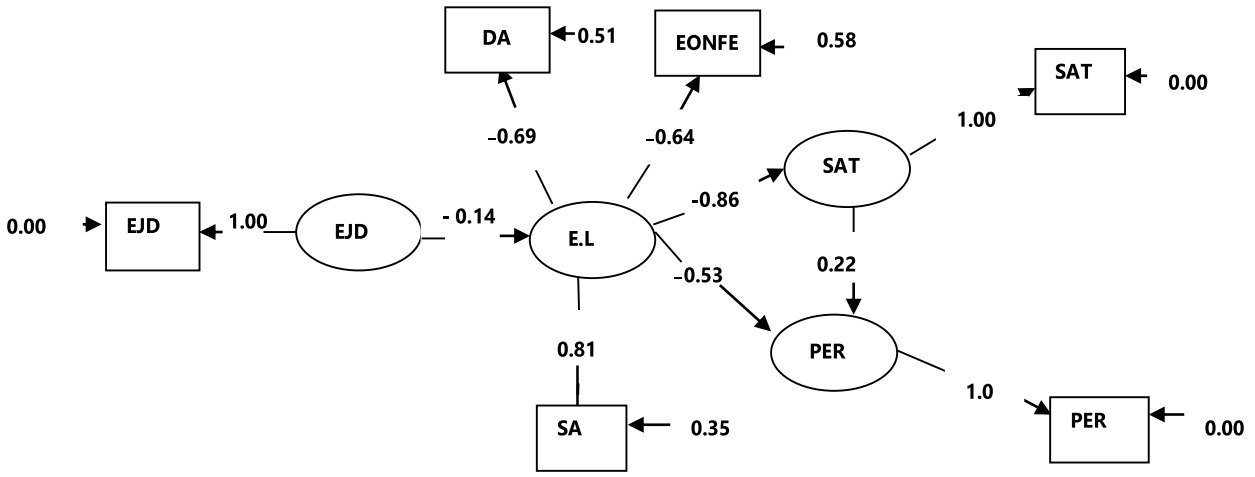

Figure 2. The final model tested using the structural equations of perception of emotional job demands with teaching satisfaction and performance (note: the reported values are standard coefficients; all coefficients are significant at 0.05).
EJD: Emotional job demands- EL: Emotional labor-SAT: Satisfaction-PER: Performance-SA: surface acting
DA: Deep acting-EONFE: Expression of naturally felt emotion

H5: Implementing emotional labor strategies directly and structurally affects teachers' job performances. Model fitting results showed that implementing emotional labor strategies have a direct negative structural effect on job performance (BE = - 1.17, t = - 5.08, p< 0.01) and teachers who apply surface acting present weaker job

performance.

H6: Job satisfaction directly and structurally affects teachers' job performances. Model fitting results showed that job performance has a direct impact in a positive direction on the job performance of teachers (BE = 0.39, t = 2.38, p< 0.01) and teachers with high job satisfaction demonstrate a higher job performance.

Emotional intelligence as a moderator variable

To study the moderator role of emotional intelligence, at first, it was divided into two upper and lower segments and then the fitting model was detected for people with high emotional intelligence. To investigate the moderator role of emotional intelligence, it was postulated that the parameters of the fitting model and structural model are considered as constant for subjects both with high and low emotional intelligence. Otherwise, these parameters would not be constant. Hence, the structural fitting model was detected for people with high emotional intelligence followed by assuming that the parameters of the fitting model and structural model are constant invariable for people with high emotional intelligence. Findings show that for those with high emotional intelligence, the scheme illustrated in Figure 3 provides a suitable fitting

In this model, understanding teachers emotional job demand has a direct effect in a negative direction on their job satisfaction (GA = - 0.25, t = - 4.44, p< 0.01). Moreover, understanding teachers emotional job demand has a direct effect in a negative direction on job performance (GA = - 0.19, t = - 4.93, p< 0.01). Other hypothesized parameters are the same as those shown in Figure 2. The direct and indirect coefficients of the hypothesized models are shown in Table 4.

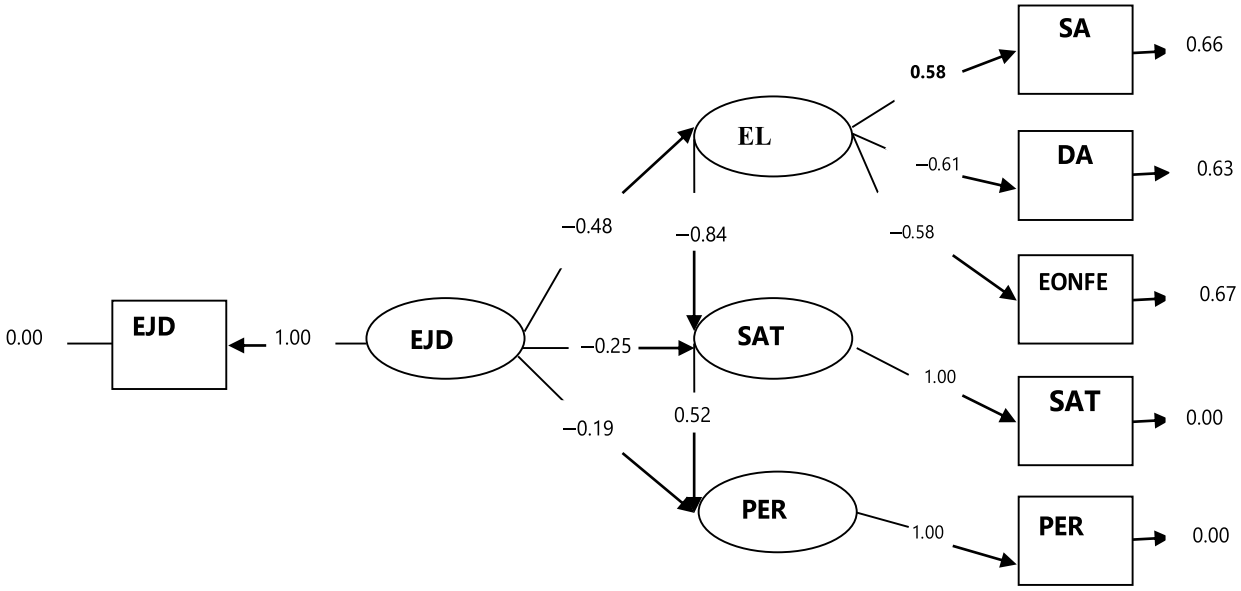

Figure 3. The final model fitted using structural equations of teachers' perception of emotional job demand with teaching satisfaction and performance in people with high emotional intelligence (note: the reported values are standard coefficients; all coefficients are significant at 0.05).

Table 4. Standard and nonstandard coefficients of the hypothetical model in people with high emotional intelligence

Variable	Standard coefficient	Nonstandard coefficient	SD	t
Measurement model				
Surface acting	0.58	1	-	-
Deep acting	-0.61	-0.69	0.07	-9.42
Expression of naturally felt emotion	-0.58	-0.59	0.07	-9.11
Satisfaction	1	1	-	-
Performance	1	1	-	-
Emotional job demands	1	1	-	-
Error emotional labor	0.07	3.58	0.60	5.96
Error satisfaction	0.44	4.90	0.68	7.19
Error performance	0.72	25.48	1.63	15.68
Structural model				
Emotional job demands→ emotional labor	-0.48	-0.61	0.08	-7.93
Emotional job demands → satisfaction	-0.25	-0.49	0.11	-4.43
Emotional job demands → performance	-0.19	-0.67	0.14	-4.93
emotional labor→ satisfaction	-0.84	-1.29	0.14	-9.17
satisfaction → performance	0.52	0.93	0.07	13.45

H7: Emotional intelligence moderates the model of emotional labor measurement. According to the seventh hypothesis of the present study, emotional intelligence in the emotional labor fitting model (i.e., deep acting and expression of naturally felt emotions) plays a moderator role. Invariance was tested for two parameters. The deep

acting parameter and the expression of naturally felt emotions parameter in people with high and low emotional intelligence. The surface acting variable was considered as the reference variable for the model of emotional labor measurement. Findings show that the structural effect of emotional labor on deep acting and expression of naturally felt emotions are χ^2 = 0.24 (p> 0.05) and χ^2= 0.34 (p> 0.05), respectively. This is constant in people with high and low emotional intelligence. Therefore, since the fitting model shows no significant difference and is stable, no evidence exists for proving the seventh hypothesis.

H8: Emotional intelligence plays the moderator role of emotional labor in the structural equation of teachers understating of emotional job demand and job satisfaction and performance. The eighth hypothesis of the present study states that emotional intelligence regulates the structural equation of teachers understanding the emotional job demands with emotional labor, structural equation of teachers understanding emotional job demands with job satisfaction, structural equation of teachers understanding emotional job demands with teachers' performance, structural equation of emotional labor with job satisfaction, and structural equation of job satisfaction with job performance of the teachers. To assess invariance, the parameters of the structural model were tested in two high and low emotional intelligence groups. The findings show that the structural effect of perception of emotional job demand on emotional labor is not stable in two groups with high and low emotional intelligence (χ^2 = 77.43, p< 0.01).

The structural paths for the perception of emotional job demand on emotional labor (χ^2 = 77.43, p< 0.01), perception of emotional job demand on job satisfaction (χ^2 = 12.78, p< 0.01), perception of emotional job demand on job performance (χ^2 = 18.06, p< 0.01), emotional labor on job satisfaction (χ^2 = 7.98, p< 0.01), and job satisfaction on job performance (χ^2 = 3.32, p< 0.05) were significantly different in two groups with high and low emotional intelligence. Hence, emotional intelligence has a moderator role on the structural equations (Table 5).

Table 5: Invariance test of the parameters in two groups with high and low emotional intelligence

Variable	Groups	X^2	P
Measurement model			
Emotional labor→ deep acting	LY(2,1)	0.24	0.63
Emotional labor→ Expression of naturally felt emotion	LY(3,1)	0.91	0.34
Structural model *Emotional job demands → Emotional labor*	*GA(1,1)*	*77.43*	*0.01*
Emotional labor→ satisfaction	BE(2,1)	7.98	0.01
Emotional job demands → performance	GA (3,1)	18.06	0.01
Emotional job demands → satisfaction	GA(2,1)	12.78	0.01
satisfaction → performance	BE(3,2)	4.06	0.04

Discussion

The present study was conducted to test the structural model of emotional job demand with teachers' job satisfaction and job performance using the mediatory role of emotional labor and the moderator role of emotional intelligence. The findings of the present research showed that the structural equations between teachers perception of the emotional job demands are mediated by their job performance and job satisfaction through emotional labor. In the final model proposed in this study, the requisite of teachers' job performance and satisfaction is their perception of emotional job demand. In other words, the interpersonal interactions and the intensity of emotions expressed by the teachers (their behavior toward their emotional job demand) depends on whether the individuals' emotions in work conditions are different from the emotion demand of the organization. If individuals do not mediate their internal emotions in interpersonal interactions and rather express the external emotional behavior demand of the organization, a lower job satisfaction, and a poorer job performance would be reached. Some evidence shows that surface acting strategy serves as an inadequate strategy (11) with negative consequences such as mental pressure, job burnout, and depression(5, 12, 13). Nevertheless, if the individuals express their naturally felt emotions or their internal emotions that are not consistent with emotional norms of the job, they would show a higher job satisfaction and performance. Unlike the findings of Zhang and Zhu (13), the present research shows that the expression of naturally felt emotions has a significant effect on job satisfaction. These results are consistent with those of Bolton (39) and Yin (2) about the role of philanthropic emotions management in work environments. Overall, the results of the present research are in agreement with those of Hargrieves (40), Zembylas (22), Vinograd (41), Liu (24), Yin & Lee (4), Yin (23), Ye & Chen (1), Hochschild (6), Yin (2), Lee and Hwang (31). These findings have many practical implications. Indeed, the reduced job satisfaction and performance of the teachers might be the cost of controlling their feelings in order to adjust to job norms, which might be considered as the essential consequence of emotional labor in the work environments of the teachers. However, Isenbarger and Zembylas (3) showed that ethical considerations are among the most important components of educational job norms that force teachers to consider the effects of their emotional expressions on students, their families, and the colleagues. Teachers must protect students against negative consequences of improper emotions. Studies have shown that although emotional display rules in education are different from the real emotions of the teachers, the teachers are required to adjust with educational requirements. For instance, hiding negative

emotions and keeping positive emotions even if they are not actually felt (2, 4).

Another finding of this work is that emotional intelligence regulates the structural equation of teachers' perception of emotional job demand with job performance and job satisfaction while the emotional labor strategies have a mediatory role herein. Some teachers are capable in the regulation of emotion in their selves and others, appraisal and recognition of emotion in others, and use of emotion to facilitate and direct the thoughts and practice. These characteristics represent the "emotional intelligence" of a teacher. Indeed, in interpersonal interactions and the expressed emotions not forcing the individual to regulate his/her internal emotions and express the external emotional demands of the organization is rather dependent on his/her perception of emotions and feelings of the self and others. The expression of an unrealistic emotion or hiding internal emotion when an individual regulates or modifies his/her behavior by controlling others' emotions may not lead to the reduced job satisfaction or job performance. However, these findings are consistent with those reported by Mayer (42), Mikolajczak (28), and Yin (2). The findings of this study, on the other hand, are inconsistent with those of Cheung (12), who showed that none of the three labor emotion strategies are good predictors of job satisfaction.

The first limitation of this research is about its design. As this study is a correlational study, the obtained equations are simultaneous-type. However, we cannot extract causal deductions from the correlational relations. The second concern is about the measurement instruments. Although the applied instruments have proper validity and reliability, there are some flaws about the self-report instruments (e.g., lack of self-perception and lack of honesty), which are difficult to control. The next limitation of this study is about the study population. The findings of the present research can be extended only to the teachers of Qazvin.

Based on the findings of the present study, it is proposed to apply pilot studies to evaluate the effect of emotional job demand and the mediatory role of emotional labor on job satisfaction and performance to be able to provide some evidence from extending the findings of this research from correlational relations to causal relations. Furthermore, it is proposed to also apply other data collection methods, such as a direct measure of behavior, in order to prepare some evidence from extending one method to another. Collecting data from other parts of the country for the structural model of the present study would provide some evidence for extending the findings of the model. Hence, it is suggested repeating this model also in other educational parts of the country (Iran). Since emotional intelligence plays a moderator role in regulating emotional labor relations in the model, it is suggested considering the role of emotional intelligence in every study about emotional labor.

Conclusion

Individual factors such as the need for understanding the emotional job demand and emotional labor strategies have effective impacts on job satisfaction and job performance. Considering that the emotional intelligence moderates the mediating relations of the variables, its important role in the network of relationships should be considered.

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