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**EMOTIONAL LABOR AMONG TEACHERS OF STA. ANASTACIA  
ELEMENTARY SCHOOL: BASIS FOR EMOTIONAL  
REGULATION**

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Sta. Anastacia Elementary School

**ABSTRACT**

Heim Ginott encountered a realization as regards the emotional responsibilities of a teacher inside the classroom, which I quote:

*"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or de-humanized."*

This emphasized the encompassing influence of a teacher to a student such that when a teacher's emotion on specific situation is not managed it may damage a student one way or another for life. As a hardworking professional, teachers need to hide their personal feelings, and remain calm and positive at times. A teacher's job requires them to manage their emotions, or the way they express those emotions, to meet organizational expectations. This is called 'emotional labor.' People in a service-oriented role – hotel workers, airline flight attendants, tour operators, coaches, counselors, and teachers – often face the demands of emotional labor.

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What is emotional labor? Arlie Hochschild created the term 'emotional labor' in 1983 to describe the things that service workers do that goes beyond physical or mental duties. Showing a genuine concern for customers' needs, smiling, and making positive eye contact are all critical to a customer's perception of service quality. These types of activities, when they're essential to worker performance, are emotional labor.

Schools often place a great deal of strategic importance on service orientation, not only to students and parents but also to colleagues and stakeholders as well. While emotional labor is applicable to many areas of business, the consequences are probably greatest in traditional service roles. However, in an increasingly service-oriented marketplace, it's important to understand how emotional labor affects teachers, and what DepEd can do to support and manage any issues.

When one is engaged in emotional labor, there is a need to control the feelings to fulfill the goals and expectations of your organization. From a practical standpoint, this means that it's either **(a) express only positive feelings**, or **(b) hide or manage** negative feelings. To deal with negative emotions, people tend to do one of the following:

- Show emotion they don't really feel.
- Hide emotion they really do feel.
- Create an appropriate emotion for the situation.

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This can be done using two emotional labor techniques:

- **Surface acting** – You fake, or pretend to have, an emotion by using unnatural and artificial body language and verbal communication. Smiling and using a soft tone of voice help you show emotion that you don't feel, or hide emotion that you do feel.
- **Deep acting** – You control your internal emotions, directing them to believe that you actually are happy, and enjoying the interaction with the other person. Rather than feel like you're pretending, you convince yourself you're not experiencing a negative reaction.

When you continually need to show only those emotions that are appropriate for the job, despite how you really feel, this can often lead to emotional conflict between your real emotions and those you show to others.

This is the reason why the Philippine government, pursuant to the provisions of paragraph (e), Article 11, of R.A. No. 7836, otherwise known as the Philippine Teachers Professionalization Act of 1994 and paragraph (a), section 6, P.D. No. 223, as amended, required the Board for Professional Teachers to adopt the Code of Ethics for Professional (Public School) Teachers.

Article VIII (The Teachers and the Learners) Section 2 of the Code of Ethics for Professional (Public School) Teachers states that:

*"A teacher shall recognize that the interest and welfare of learners are of first and foremost concern and shall deal justifiably and impartially with each of them."*

Moreover, Section 8 of the Department of Education (DepEd) Order No. 40 series 2012 known as "Child Protection Policy" reminds the teachers of their Duties and Responsibilities

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over the children under their supervision, instruction, and custody. Considering that everyone is entitled to human rights, a person should treat and be treated with equality and fairness. This implies that no matter what the race, color, gender, language, religion, political, national, or social origin and/or socio-economic status is, people must be given an equal opportunity to enjoy the fundamental rights of living in a decent and a harmonious environment.

This study aimed to determine the degree of emotional labor being experienced by the teachers at Sta. Anastacia Elementary School in terms of level of compliance with the Article 4 of Code of Ethics and Section 8 of Child Protection Policy. This study also proposed emotion regulation strategies to mitigate the negative consequences of emotional labor.

## Context and Rationale

Emotions are an extremely important part of our lives, and they profoundly affect our actions, even though we're not always aware of them. Skillful understanding and balancing of emotions is called Emotion Regulation. Emotion regulation is a general term that encompasses several component parts, which include being aware of and paying direct attention to emotions, understanding and labeling emotions, allowing emotions to occur without necessarily acting on them, and managing or modifying emotional reactions so as to meet important goals.

Emotion regulation skills develop over the course of infancy and childhood and continue to mature during adolescence. These skills are critical to mental health, academic

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achievement, and good social relationships. Poor emotion regulation skill (called emotional dysregulation) is viewed as a core feature of emotional problems and maladjustment. Such dysregulation has been linked to problems like depression, substance abuse, cutting, poor performance and aggressive behavior, to name a few.

Emotions can feel "out of control" when adolescents experience acute or long-term stress. Under stress, humans cope in a variety of ways. One coping tendency is to avoid or suppress difficult emotions, such as anger, jealousy or fear. Behaviors that may reinforce this emotional avoidance, like substance abuse, can become a preferred way to cope because they temporarily and artificially reduce the intensity of difficult feelings. An opposing tendency is to become preoccupied with emotions, for example, by constantly worrying or ruminating about problems. This coping style can lead to heightened anxiety and depression. Over-reliance on either extreme, or cycling between both, can prevent adolescents from developing the balance and flexibility which is the hallmark of healthy emotion regulation.

Educators play a very significant role in keeping young children, pupils, and students, free from harm and/or any form of abuses. They share a very crucial task of striving to create a safe learning environment, identifying people who are suffering or are potentially at risk and taking appropriate actions or steps to ensure that children are safe, sound and secured, especially in schools for these are supposed to be a safe haven for children. They should never fear walking the halls or along corridors or playing on the school grounds because someone is hell-bent on making their lives miserable and doing threats on them. Even still, when kids go home, they should be able to leave drama of the school day behind. However, this is not

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the case, With the advent and rise of social networking sites, more and more kids are going into their accounts just to find someone from their school who has posted humiliating or embarrassing things about them.

School administrators, teachers, and parents, have to be active and vigilant in implementing preventive measures and interventions to help protect every child, such include but are not limited to designating and training staff to identify signs of abuse, or bullying in particular, and/or organizing a school child protection policy that defines procedures to be applied in such cases. Even though the home is where the molding and cultivating of the minds of the children start, the school is another important institution that has to protect the children from harm and to uphold the ideals and principles indicated in the Child and Youth Welfare Code of the Philippines. It is the responsibility of the schools to provide a safe, learning environment for learners. Aside from a safe physical learning facility, there is also a need to provide an atmosphere free from violence and fear brought about by violence.

## INNOVATION, INTERVENTION, AND STRATEGY

Proposed Emotion Regulation Strategies to Mitigate the Negative Consequences of Emotional Labor

The strategy goals are the following:

1. To provide universal, developmentally appropriate mindfulness instruction that fosters mental health and wellness;

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2. To enhance emotion awareness and emotion management skills and to foster wholesome emotional balance;
  3. To strengthen attention;
  4. To expand the repertoire of skills for stress management;
  5. To help students integrate mindfulness into everyday life.

Mindfulness practice offers the opportunity to develop hardiness in the face of uncomfortable feelings that otherwise might provoke a response that could be harmful (e.g. “acting out” by taking drugs, displaying violent behavior or “acting in” by becoming more depressed). Mindfulness training can complement and strengthen other approaches that promote emotion regulation, reduce stress, and develop attention.

## **ACTION RESEARCH QUESTIONS**

The main purpose of this study is to determine the degree of emotional labor being experienced by the teachers at Sta. Anastacia Elementary School in terms of level of compliance with the Article 4 of Code of Ethics and Section 8 of Child Protection Policy. This study also proposed emotion regulation strategies to mitigate the negative consequences of emotional labor.

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## PART 1. DEGREE OF EMOTIONAL LABOR OF TEACHERS

**Directions.** Please read each statement carefully and provide your answers by putting a check mark (/) on the spaces provided. Please use the following scale in determining your degree of emotional labor:

5	Always	100% of the time in a week
4	Often	75% of the time in a week
3	Sometimes	50% of the time in a week
2	Rarely	25% of the time in a week
1	Never	0% of the time in a week

<i>Statements</i>		5	4	3	2	1
SA1	I put on a "show" or "performance" in my teaching job.					
SA2	I put on a "mask" in order to display the emotions I need to perform my teaching job.					
SA3	I pretend to have the emotions I need to display for my teaching job.					
SA4	I put on an act in order to deal with students in an appropriate way.					
SA5	I fake a good mood.					
DA6	I work hard to feel the emotions that I need to show to my students.					
DA7	I make an effort to actually feel the emotions that I need to display towards students.					
DA8	I work at conjuring up the feelings I need to show to students.					
EC9	I react to my students emotions naturally and easily.					
EC10	I easily express positive emotions to students as expected for my job.					
SUP11	I hide my anger about something my student has done.					
SUP12	I hide my disgust over something my student has done.					

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**PART 2. COMPLIANCE TO THE PROFESSIONAL CODE OF ETHICS FOR PUBLIC SCHOOL TEACHERS**

**Article IV – The Teacher and the Learners**

**Direction:** Indicate by a check mark under the appropriate column which best describes your answer using the responses described below.

- 4 Strongly Agree
- 3 Agree
- 2 Disagree
- 1 Strongly Agree

<b>Article IV – The Teacher and the Learners.</b>		4	3	2	1
1	Pupils' interest and welfare is my foremost concern.				
2	I treat the Pupils justly and impartially.				
3	I do not consider difference in intellectual ability, social standing and favors received from parents as reasons for individual and special attention of pupils.				
4	I am not influenced by any consideration except merit in evaluating the works of pupils.				
5	It is improper for teachers to ask directly or indirectly personal services or other forms from parents.				
6	I do not accept, directly or indirectly tutorial services of my pupil, remuneration other than the compensation authorized for my services as teachers.				
7	I believe that it is not proper for teachers to court their pupils.				
8	I know that corporal punishments of offending pupils are prohibited.				
9	I do not give deductions in scholastic rating on students who committed an act that are not manifesting of poor scholarship.				

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**PART 3. COMPLIANCE TO THE CHILD PROTECTION POLICY**

**Section 8: Duties and Responsibilities of Teachers**

**DIRECTION:** Please assess your level of compliance to the DepEd Order No. 40 s, 2012, put a checkmark (✓) on the number that represents your response.

- 4 Fully Complied
- 3 Complied
- 2 Moderately Complied
- 1 Not Complied

	<b>Section 8: Duties And Responsibilities Of School Personnel (Teacher)</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I exercise Special parental authority and responsibility over the child while under my supervision, instruction and custody inside or outside the premises of the school, entity or institution.				
2	I keep the child in my company and support, educate and instruct them by right precept and good example.				
3	I give the child love and affection, advice and counsel, companionship and understanding.				
4	I enhance, protect, preserve and maintain their physical and mental health at all times.				
5	I furnish the child with good and wholesome educational materials, supervise their activities, recreation and association with others, protect them from bad company and prevent them from acquiring habits detrimental to their health, studies and morals.				
6	I represent the child all matters affecting their interests.				
7	Inculcate the value of respect and obedience.				
8	I practice positive and non-violent discipline, as may be required under the circumstances; provided, that in no case shall corporal punishment be inflicted upon the child.				
9	I perform such other duties as are imposed by law upon them, as substitute parents or guardians.				
10	I strictly comply with the school's child protection policy.				

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## **ACTION RESEARCH METHODS**

### **A. Research Design**

This study will use the descriptive method of research to assess and describe the degree of emotional labor the teachers of Sta. Anastacia Elementary School is experiencing.

Moreover, the degree of relationship will also be tested between and among the teachers' emotional labor and their compliance to the Article 4: The Teachers and the Learners (Code of Ethics) and Section 8: Duties and responsibilities of School Personnel-Teachers (Child Protection Policy). Correlation type of research is something that goes beyond mere gathering and tabulating of data. It involves fact-finding, of the null hypothesis to determine the presumed relationship between the variables.

### **B. Respondents of the Study**

The study's intended participants were the 43 teachers at Sta. Anastacia Elementary School for the school year 2021-2022. The researcher utilized the 43 teachers because the study was being explored and the population was controllable, they were designated target respondents. They are also crucial in data collection.

### **C. Instrumentation**

Three (3) sets of questionnaires will be used in this study:

1. Questionnaire on Emotional Labor. The researcher adopted the Dutch Questionnaire on Emotional Labor (D-QEL) developed and validated by Naring, G., Briet, M, & Brouwers, A. in 2011. Part of the instructions in the questionnaire is to adapt the items according to the

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respondent's work environment. Thus, since the respondents of this study consist of elementary public-school teachers, the word "teachers" is added to fit the demands of the current study.

2. Questionnaire on the Code of Ethics – Article 4: The Teacher and the Learners. The items of the questionnaire are directly lifted from Sections 1-5 of the Article 4: The Teacher and the Learners.

Likert scale 4 (Strongly Agree) to 1 (Strongly Disagree) defines the degree of compliance of the Teachers to the required Code of Ethics for public school teachers. Higher weighted means represent higher levels of compliance assessed.

3. Questionnaire on the Child Protection Policy – Section 8: Duties and Responsibilities of School Personnel – Teachers. The items of the questionnaire are directly derived from Sections 8 (Duties and Responsibilities of School Personnel), which specifically included the teachers, of the DepEd Order No. 40, s. 2012.

Likert scale 4 (Strongly Agree) to 1 (Strongly Disagree) defines the degree of compliance of the respondents to required Code of Ethics for public school teachers. Higher means represent higher levels of compliance assessed.

## D. Data Gathering Procedure

A letter was written requesting the school principal to allow the researcher to conduct the study in Sta. Anastacia Elementary School. After the approval, the researcher

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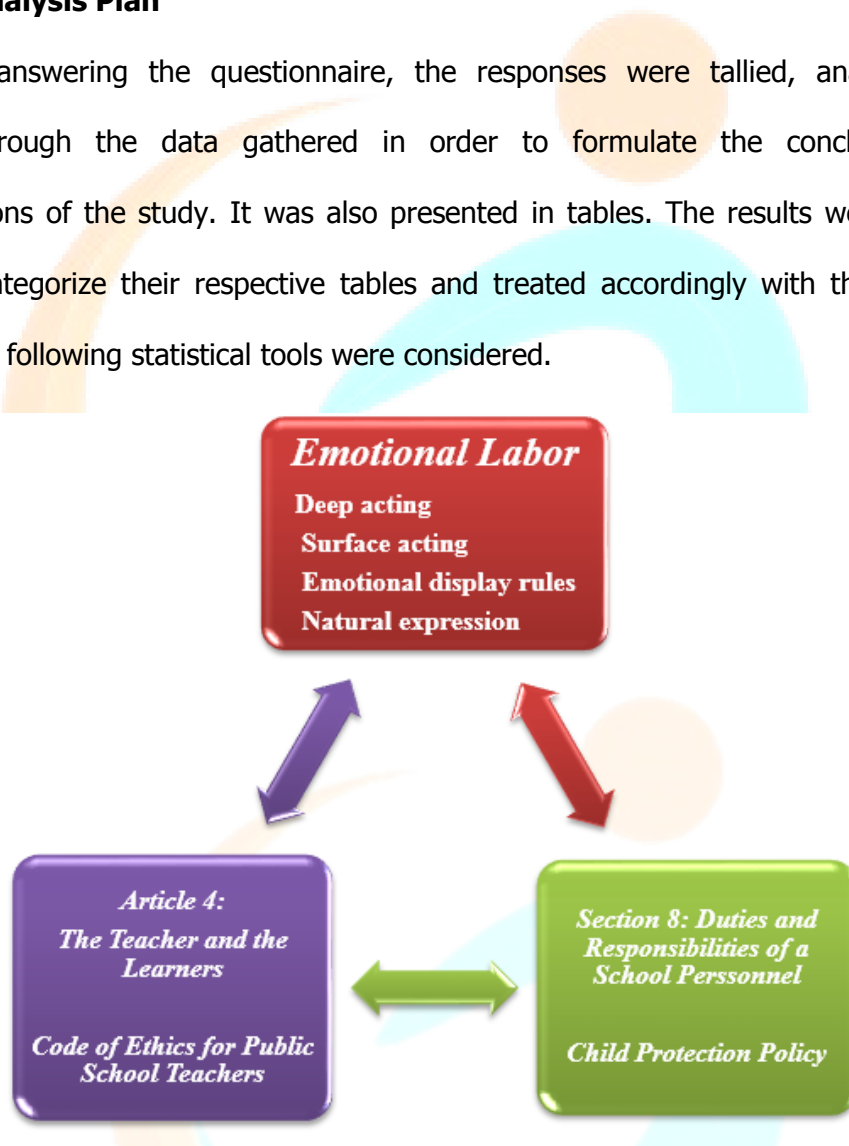
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communicated with the teachers and agreed about the questionnaires. The researcher explained the directions clearly to the respondents. The data was collected from the respondents through google form. The respondents completed answering the questionnaire at their convenience and with secured confidentiality.

### E. Data Analysis Plan

After the answering the questionnaire, the responses were tallied, analyzed, and interpreted through the data gathered in order to formulate the conclusions and recommendations of the study. It was also presented in tables. The results were properly arranged to categorize their respective tables and treated accordingly with the statistical treatment. The following statistical tools were considered.



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With the provisions of the Code of Ethics for Public School Teachers (Article 4) and the Child Protection Policy (Section 8) it is mandated that students should be protected from harm and be treated with utmost care such that teachers should priorities adherence above all else in spite of whatever emotional problems or situations they have been going through for a particular day. Furthermore, it is the policy of the school that teachers should be in their best professional behavior every minute of the day in school. Thus, teachers, most of the time, experience emotional labor in order to abide by the provisions of the law and school policy.

Teachers of Sta. Anastacia Elementary School encountered different experiences that would have affected the way they deal with students. A teacher encountered the misfortune of being caught in a grave vehicular accident which is a nerve wrecking experience. The researcher undergoes the saddest experience of losing her first baby. But through all these personal experiences, a teacher needs to go through emotional labor as the job requires. Just as high school dropout and graduation rates are a persistent issue of concern in the education arena, teacher turnover rates are similarly troubling. There are some teachers packing up their desks and leaving the classroom. The researcher decided to conduct a study that will look into the emotional labor experience by teachers.

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## DISCUSSION OF RESULTS AND RECOMMENDATIONS

This chapter presents, discusses, analyzes, and interprets the data gathered in this study. The discussions focused on the degree of emotional labor being experienced by the teachers at Sta. Anastacia Elementary School in terms of level of compliance with the Article 4 of Code of Ethics and Section 8 of Child Protection Policy.

### 1. DEGREE OF EMOTIONAL LABOR OF TEACHERS

#### Degree of Emotional Labor

<i>Statements</i>		<b>WM</b>	<b>VI</b>
<b>Surface Acting</b>			
SA1	I put on a "show" or "performance" in my teaching job.	4.32	Often
SA2	I put on a "mask" in order to display the emotions I need to perform my teaching job.	4.34	Often
SA3	I pretend to have the emotions I need to display for my teaching job.	4.27	Often
SA4	I put on an act in order to deal with students in an appropriate way.	3.87	Often
SA5	I fake a good mood.	3.95	Often
		<b>4.11</b>	Often
<b>Deep Acting</b>			
DA6	I work hard to feel the emotions that I need to show to my students.	4.01	Often
DA7	I make an effort to actually feel the emotions that I need to display towards students.	4.22	Often
DA8	I work at conjuring up the feelings I need to show to students.	4.05	Often
		<b>4.10</b>	Often
<b>Emotional Consonance</b>			
EC9	I react to my students emotions naturally and easily.	4.21	Often
EC10	I easily express positive emotions to students as expected for my job.	4.23	Often
		<b>4.22</b>	Often
<b>Suppression</b>			
SUP11	I hide my anger about something my student has done.	4.10	Often
SUP12	I hide my disgust over something my student has done.	4.13	Often

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	<b>4.11</b>	Often
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Collectively, the respondents manifest highest level in emotional consonance (WM = 4.22) followed by surface acting (WM = 4.15), next is Suppression (WM=4.11), and lowest level is Deep Acting (WM = 4.10).

## COMPLIANCE TO THE PROFESSIONAL CODE OF ETHICS FOR PUBLIC SCHOOL TEACHERS

### Article IV – The Teacher and the Learners

	<b>Code of Ethics: Article IV – The Teacher and the Learners.</b>	WM	VI
1	Pupils' interest and welfare is my foremost concern.	3.87	Strongly Agree
2	I treat the Pupils justly and impartially.	3.65	Strongly Agree
3	I do not consider difference in intellectual ability, social standing and favors received from parents as reasons for individual and special attention of pupils.	3.50	Strongly Agree
4	I am not influenced by any consideration except merit in evaluating the works of pupils.	3.61	Strongly Agree
5	It is improper for teachers to ask directly or indirectly personal services or other forms from parents.	3.57	Strongly Agree
6	I do not accept, directly or indirectly tutorial services of my pupil, remuneration other than the compensation authorized for my services as teachers.	3.53	Strongly Agree
7	I believe that it is not proper for teachers to court their pupils.	3.65	Strongly Agree
8	I know that corporal punishments of offending pupils are prohibited.	3.64	Strongly Agree
9	I do not give deductions in scholastic rating on students who committed an act that are not manifesting of poor scholarship.	3.55	Strongly Agree
	OVERALL WEIGHTED MEAN	3.62	Fully Complied

The teachers perceived themselves as fully complied with the Article IV, The Teacher and the Learners, of the Code of Ethics for Public School Teachers. This is proven by the

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weighted mean perceptions ranging from 3.50 to 3.87. The overall weighted mean of 3.62 is

evidence that they fully complied with the provisions of the Code of Ethics.

## COMPLIANCE TO THE CHILD PROTECTION POLICY

### Section 8: Duties And Responsibilities Of Teachers

	<b>Section 8: Duties And Responsibilities Of School Personnel (Teacher)</b>	<b>WM</b>	<b>VI</b>
1	I exercise Special parental authority and responsibility over the child while under my supervision, instruction and custody inside or outside the premises of the school, entity or institution.	3.69	Fully Complied
2	I keep the child in my company and support, educate and instruct them by right precept and good example.	3.70	Fully Complied
3	I give the child love and affection, advice and counsel, companionship and understanding.	3.68	Fully Complied
4	I enhance, protect, preserve and maintain their physical and mental health at all times.	3.60	Fully Complied
5	I furnish the child with good and wholesome educational materials, supervise their activities, recreation and association with others, protect them from bad company and prevent them from acquiring habits detrimental to their health, studies and morals.	3.48	Complied
6	I represent the child all matters affecting their interests.	3.40	Complied
7	Inculcate the value of respect and obedience.	3.63	Fully Complied
8	I practice positive and non-violent discipline, as may be required under the circumstances; provided, that in no case shall corporal punishment be inflicted upon the child.	3.54	Fully Complied
9	I perform such other duties as are imposed by law upon them, as substitute parents or guardians.	3.61	Fully Complied
10	I strictly comply with the school's child protection policy.	3.65	Fully Complied
	OVERALL WEIGHTED MEAN	3.60	Fully Complied

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The Teachers opined that they comply with the provision of Section 8 of DepEd Order No. 40, s. 2012 with an overall weighted mean of 3.60.

They perform as substitute parents or guardians (WM = 3.61) love and affection, advice and counsel, companionship and understanding (WM = 3.68) and inculcate to the child the value of respect and obedience (WM = 3.63).

As regards to education, furnish the child with good and wholesome educational materials, supervise their activities, recreation and association with others (WM = 3.48).

Gooc's (2015) study entitled "Compliance To The Department Of Education Order No. 40 "Child Protection Policy": A Guide On Its Implementation" determined the level of compliance of the respondents at Cluster 2 City of Santa Rosa, Laguna to DepEd Order No. 40, s. 2012 "Child Protection Policy". The results revealed that the Teachers *complied* with the provision of Section 8 of DepEd Order No. 40, s. 2012 with an overall weighted mean of 2.77.

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