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**Data Summary for  
Emotional Labour: An Exploration of Teachers' Emotions**

September 2012

*Purpose of the project:* Dr. Lia Daniels of the Department of Educational Psychology collaborated with Dr. Anne Frenzel from the University of Munich (Germany) to validate the English version of Dr. Frenzel's teachers' emotions scale.

*Description of the project:* Drs. Daniels and Frenzel were interested in exploring teachers' emotions through a scale validation process. The study of teachers' emotions and the development of a valid way to measure the work-related emotions teachers experience (some call 'emotional labour') is of particular importance since high attrition of teachers and early retirement rates are being reported across countries. No specific hypotheses were proposed a priori and in general the data will be made open for graduate students to pursue.

*Procedure:* Data collection took place at a 2-day teachers' convention in Edmonton, Alberta. Teachers at the convention centre were approached by research assistants and asked to participate by completing our survey on-site. In total, 377 completed surveys were collected over a period of two days in Spring 2012.

*Data summary:* The remainder of the document is intended as feedback to our participants. Thank you so much for your willingness to complete this survey. We have included information that we hope you find interesting and informative, as outlined below. If you have any further questions, please contact the principle investigator, Lia Daniels, at [lia.daniels@ualberta.ca](mailto:lia.daniels@ualberta.ca)

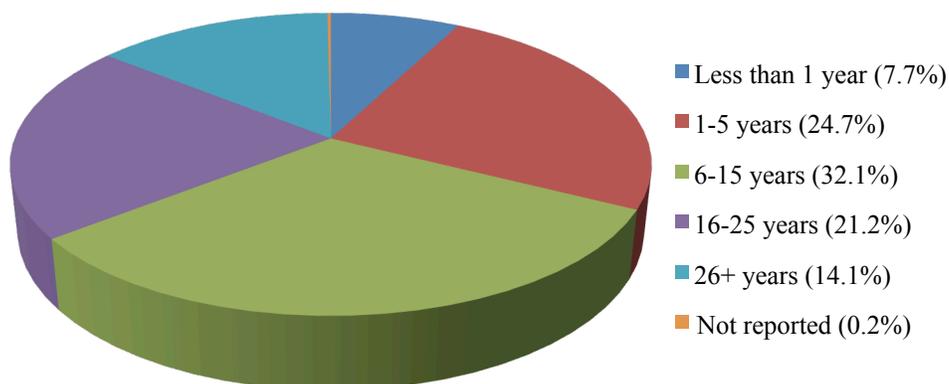
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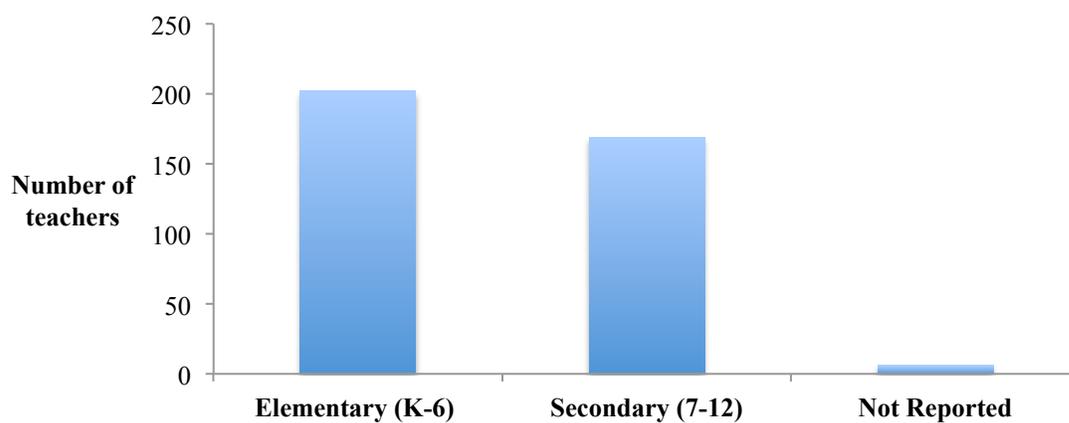
## Description of Participants

377 teachers (75.9% female, 23.9% male, 0.2% not specified) completed our one-time survey.

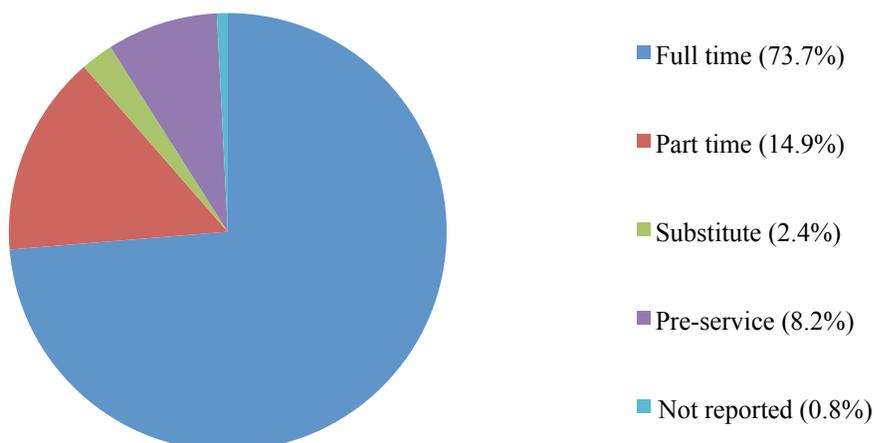
### Teaching Experience



### Teaching Levels



### Employment Status



### **Positive and Negative Affect Schedule (short form)**

331 participants responded in full to this portion of the survey, while 46 did not.

This scale was used to measure the extent of how participants generally feel, measuring positive emotions (e.g., *alertness, determination*) and negative emotions (e.g., *ashamed, upset*).

This portion of the survey was measured on a 5-point scale (1 = *Never* and 5 = *Always*) revealing the following results.

Mean (Positive) – 3.89

Mean (Negative) – 1.85

Median – 2.90

Minimum – 1.50

Maximum – 3.80

Standard Deviation – 0.337

Overall, teachers reported feeling positive emotions more often than negative.

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### **Social Desirability Scale**

361 participants responded in full to this portion of the survey, while 16 did not.

This scale was used to measure aspects of social desirability possessed by participants. Social desirability involves the tendency of individuals to project favourable images of themselves. Those who score highly tend to over-report socially desirable and under-report socially undesirable information about themselves.

The point of this scale is to see if participants are responding to the survey by supplying the answers they “think the researchers want to hear” or that is most acceptable by society – but not necessarily true of themselves.

Teachers responded *True* or *False* to questions (e.g., *I always try to practice what I preach*). Each participant’s score was added as a total sum of 10 questions with *True* possessing a value of 1, and *False* possessing a value of 2.

Participants provided socially desirable answers, on average, to 5.35 of the 10 questions.

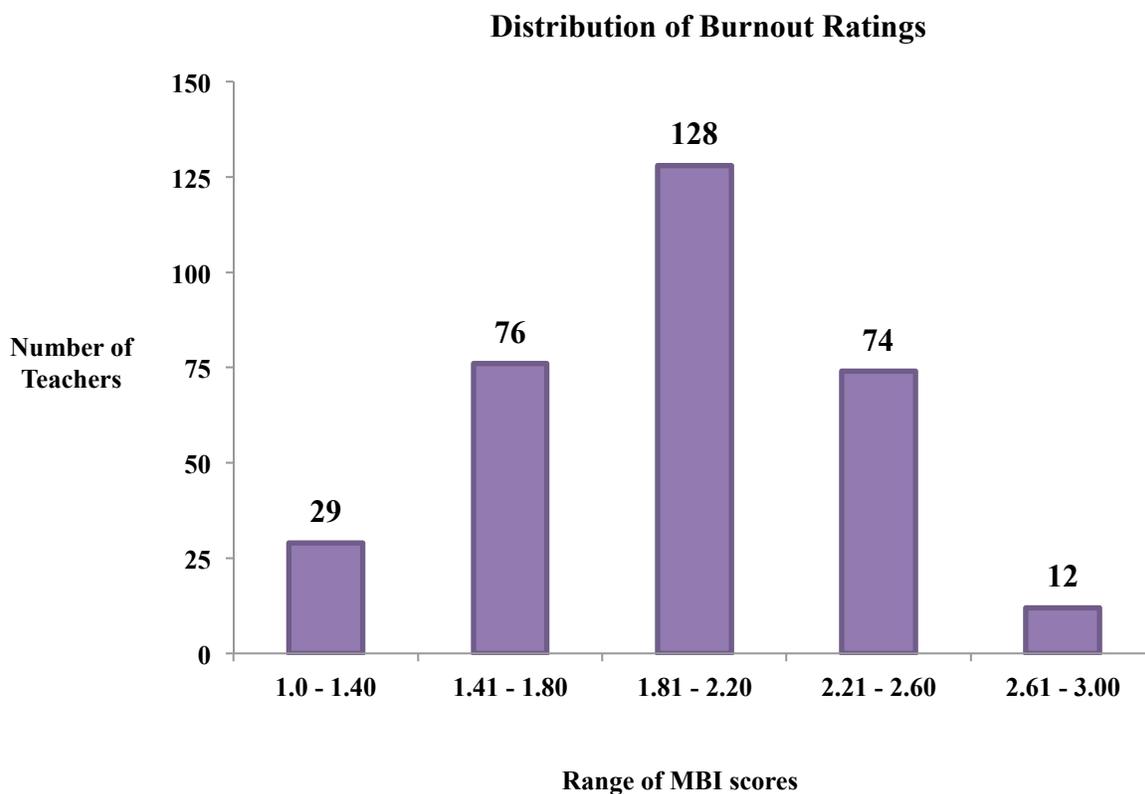
### **Maslach Burnout Inventory (MBI)**

319 participants responded in full to this portion of the survey, while 58 did not.

This scale was used to measure participants' self-perception regarding physical, emotional and mental exhaustion with regards to their profession.

Participants responded to each item using a 4-point scale (1 = *Strongly Disagree* and 4 = *Strongly Agree*). The average was 1.96, indicating that the majority of participants were not experiencing emotional burnout.

As displayed through the graph, participants in this study did not use 4 (*Strongly Agree*) when responding to burnout items (scores ranged from 1 to 3).



(1 = Lowest possible level of burnout, 4 = Highest possible level of burnout)

Note: These items were interspersed with items from the following section (see *General Experience of Teacher Emotions*).

### General Experience of Teacher Emotions

347 participants responded in full to this portion of the survey, while 30 did not.

This scale was used to measure the general experiences regarding the teachers' emotions. Items were associated with one of 4 categories (*enjoyment, anxiety, anger and enjoy*). Participants responded to each item on a 4-point scale (1 = *Strongly Disagree* and 4 = *Strongly Agree*).

	<b>Enjoyment</b> (e.g., <i>I often have reason to be happy while I teach</i> )	<b>Anxiety</b> (e.g., <i>I generally feel tense and nervous while teaching</i> )	<b>Anger</b> (e.g., <i>Teaching generally frustrates me</i> )
<b>Mean</b>	2.63	1.82	1.63
<b>Median</b>	2.56	1.75	1.50
<b>Minimum</b>	1.38	1.00	1.00
<b>Maximum</b>	3.25	4.00	4.00

Note: These items were interspersed with items from the previous section (see *Maslach Burnout Inventory*).

Overall, participants generally agree with positive experiences (enjoyment) and disagree with negative experiences of teacher emotions (anxiety and anger).

### Class-Specific Experience of Teacher Emotions

326 participants responded in full to this portion of the survey, while 51 did not.

While the previous scale measured a teacher's general experience of emotion, this scale was used to measure the participants' emotions regarding a specific class of students (participants were asked to respond to each item from the perspective of "walking into a classroom on a typical Tuesday morning"). Participants responded to items (within 3 categories: *enjoyment, anxiety, and anger*) on a 4-point scale (1 = *Strongly Disagree* and 4 = *Strongly Agree*).

	<b>Enjoyment</b> (e.g., <i>I enjoy teaching these students</i> )	<b>Anxiety</b> (e.g., <i>I feel uneasy when I think about teaching these students</i> )	<b>Anger</b> (e.g., <i>Sometimes I get really mad at these students</i> )
<b>Mean</b>	3.30	1.73	1.68
<b>Median</b>	3.00	1.50	1.75
<b>Minimum</b>	1.00	1.00	1.00
<b>Maximum</b>	4.00	4.00	4.00

Overall, participants were *more likely* to agree with positive (i.e., *enjoyment*) experiences of class-specific teacher emotions and disagree with negative (i.e., *anxiety* and *anger*) experiences.