

國民小學教師情緒勞務、工作倦怠與工作滿意度相關之研究

鄧肖琳, 鐘瑞翎

工業管理學系

管理學院

hteng@chu.edu.tw

摘要

The status of teachers in Taiwan has gone down within the changing of time, however, the expectation and demands to teachers is not less but increasing. The public has negative stereotype impression over elementary teachers. Emotion of teachers is easily repressed and overlooked. Workers required by their organization to control self behavior and to show appropriate emotion is so called emotion labor. In the previous evaluation work of emotion labor questionnaire, it conducts mostly Likert Scale. Nevertheless, the feeling of human cannot be segmented. Scale approach cannot express the human mentality, in addition to fuzzy and uncertainty of feeling. However, interval linguistic variables assist participants to express their feeling easier. It is closer to human mentality and characteristic of feeling to make choice in either between two neighboring linguistic variables than to make choice in between numeric. Therefore, this study conducts interval linguistic variable to design questionnaire. The aim of the questionnaire is to understand the emotion labor of elementary school teachers, their job burnout and job satisfaction. Analysis of variable association will be derived by structural equation modeling in consideration of the impact of emotion labor on variable as well as the impact of organization and personal factors on emotion labor, job satisfaction and job burnout. The result has shown that there is significance difference in variable and dimension toward emotion labor, job satisfaction and job burnout of elementary school teachers although having different background or organization. Moreover, there is positive correlation between emotion labor and job satisfaction. At the meantime, there is also positive correlation between emotion labor and job. In the end, job satisfaction has mediating effects on emotion labor and job burnout.

關鍵字：Emotion Labor, Job Burnout, Job Satisfaction, Fuzzy Interval Linguistic Variables