

Abstract

This study was designed to assess the relationships among emotional labor strategies (i.e., frequency, intensity, variety, surface acting and deep acting), emotional intelligence, workplace stress, job demand, subjective wellbeing, and job satisfaction of college teachers. Cross-sectional research design was used to collect data from 340 college teachers, recruited through a conveniently approached purposive sampling strategy. Emotional Labor Scale, Emotional Intelligence Scale, Workplace Stress Scale, 'Demand', Job Stress subscale, Job Satisfaction Survey and Satisfaction with Life Scale were used to measure the constructs. The results of product moment correlation revealed that job satisfaction was significantly negatively associated with workplace stress and emotional labor subscales (viz., intensity, variety, deep acting and surface acting) respectively ($r = -.74, -.19, -.16, -.15, -.21$), and significantly positively associated with emotional intelligence, job demand and wellbeing respectively ($r = .35, .52, .64$). Wellbeing was significantly negatively associated with workplace stress ($r = -.66$) and significantly positively associated with job demand and emotional labor (viz., frequency) respectively ($r = .33, .17$). Job satisfaction was negatively predicted by workplace stress and emotional labor (viz., variety) and positively predicted by job demand ($R^2 = .55, .63, .60$). Wellbeing was negatively predicted by workplace stress and positively predicted by emotional intelligence and job demand. ($R^2 = .43, .58, .65$). Workplace stress mediated the relationship between emotional labor and job satisfaction, and subjective wellbeing. Whereas, workplace stress, job demand and job satisfaction serially mediated the relationship between emotional labor, emotional intelligence, and subjective wellbeing. Job satisfaction differs in terms of gender, age, experience and salary play, whereas wellbeing differs in terms of experience and salary. This study has wide implications to contribute in teachers welfare and betterment of the teaching profession.