

Further Education Teachers' Wellbeing: A Discussion of Equal Opportunities and Career Progression

Walifa Rasheed-Karim

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ABSTRACT: *This research examines the relationship between wellbeing, career aspirations and equal opportunities prospects among FE teachers and support staff expectations. An online questionnaire asked further education (FE) teachers to comment on items of: - Emotional Labour, Teachers' Emotional Labour, Teachers' Emotional Labour Strategy and Burnout. Further Education teachers also noted the number of stressors they generally encountered. Although female teachers experienced more stressors, their wellbeing was relatively higher than male teachers. Furthermore, wellbeing was higher for the majority ethnic group (White British) FE teachers. The importance of this research is that an association is made between the wellbeing of FE teachers and that it influences the choices they make for continual professional development (CPD). This has consequences for staff retention in FE colleges. Thematic analysis of focus group interviews suggests that equal opportunities for FE teachers require further investigation as well as career progression across ethnicities among U.K. FE colleges.*

KEY WORDS: FE, emotions, burnout, ethnicity, gender, CPD

INTRODUCTION

There is a higher proportion (61%) of female teachers compared to males in the FE and adult education sectors (Education and Training Foundation, 2019). However, as leadership positions in FE open in 2022, it is envisaged that female teachers are more likely to fill leadership job roles as statistically, they are greater in number. Consequently, it is expected they will be taken out of the emotional expectations required of them (Larson, 2008). Teachers would have different duties and would be involved in the evolution of social change. Chen (2017) reported that leadership may be helping administrators to produce effective practices such as creating opportunities for underrepresented minorities so that all students can reach their potential. The content of leadership practice for FE was delineated by Straw (2017). The author pointed out that a career progression report by the Education and Training Foundation added that career progression requires gaining more leadership and management responsibility in subject development and planning as well as team management,

carrying out academic and practice-based research, and having a permanent full-time contract. Teachers reported that career progression entailed gaining a formal teaching qualification at level 6/7 (first degree and master levels), on-the-job experience as well as achieving qualified teacher learning and skills (QTS) status. The most significant barrier to career progression reported was 'workload' and lack of time for continual professional development (CPD) or higher-level study. Teachers also reported a lack of encouragement and support from the institution's management, lack of promotion, and lack of appropriate specialist CPD. It could be that lack of promotion and issues surrounding CPD is a 'gendered' issue. That is, female teachers may be unable to devote time for professional development such as study due to responsibilities with childcare and other roles which require nurturing characteristics. That is, there are issues with work-life balance.

The Department for Education (DfE, 2022) reported that teachers from various ethnic groups are fewer in leadership roles at schools and they may take decisions to move to other schools if they perceive an organisational culture that cannot serve their aims and objectives in terms of career progression. Teachers may choose to pursue opportunities outside of the state school sector. Furthermore, research conducted by Leitner (2021) and commissioned by the Association of Colleges (AoC, 2021) produced an executive summary which concluded that FE was left behind in the commercial sector in engaging with Equality, Diversity and Inclusion (EDI) and this is apparent among teaching staff. The report recommended that educational boards need to develop and apply strategies that are evidence-based in promoting EDI. This is important because it is envisaged that job roles in colleges including leadership positions are representative of the diversity of applicants.

Emotional Labour

There are various definitions of emotional labour. Arlie Hochschild (2012) defined emotional labour as how people carry out their job role in the workplace; in this case, teaching requires managing feelings to create emotional displays (surface and/or deep acting) in exchange for a wage. Emotional labour is recognised as an occupational requirement with rules for how employees should feel/display with others. While useful to the organisation, it may have negative impacts on the employee.

Others such as Morris and Feldman (1996) defined emotional labour as effort devoted to the planning and control required when showing emotions that are desirable by organisations during interpersonal transactions. This definition includes college expectations of teachers when they interact with students and peers as well as the tension or conflict they experience when teachers have to display *not* naturally felt emotions (fake emotions). Grandey (2000) defined emotional labour as the process of managing emotions so that they are suitable for professional display rules.

By interacting with students in the classroom and staff, teachers often use emotions to regulate emotions and meet social expectations. Rafaeli and Sutton (1990) asserted that cues arise from employees' gender, and social status. Teachers on a day-to-day basis are in a communicative

network with students and peers. Morris and Feldman (1996) proposed that individuals will regulate their emotions (frequency, duration, and routines of interpersonal interactions) in jobs requiring frequent contact with others.

Consequently, how teachers meet the needs of students and manage other demands to a high standard is affected by their use of emotions and how they manage these. It is envisaged that if FE teachers cannot regulate emotions effectively, burnout may ensue. The Emotional Labour Scale (Brotheridge & Lee, 2003) is used to measure emotional labour. Another measure is the Teachers Emotional Labour Scale (TELS) developed by Cuker (2009) and adapted by Brown (2011). This scale incorporates measures used to study emotional labour in organisational psychology. Emotional labour strategies are approaches that individuals use to manage emotions (Yin, 2016; Yin, Huang & Lee, 2017).

Cultural Influences on Burnout

The concept of 'burnout' is important in understanding how people react to conditions of the workplace. Maslach (1993) asserted that burnout is an important indicator of strain and consists of emotional exhaustion, depersonalisation (detached response to other people), and personal accomplishment (feelings of achievement). There is a process of development from the first stage of emotional exhaustion to feelings of lack of accomplishment. Burnout is a state experienced by individuals as emotional, mental, and physical exhaustion caused by stress over long periods (Maslach & Jackson, 1996). The link between emotional regulation, emotional labour, and burnout is hypothesised in Figure One. This model is significant according to Allen *et al.* as the global economy of customer services needs to understand cross-cultural differences in emotional labour because of its impact on the wellbeing of employees and the performances of companies. The authors explained that in their study among U.S service workers there was an increase in surface acting resulting in a high increase in emotional exhaustion; but with Chinese workers, there was a minor increase in exhaustion. Personal accomplishments decreased as surface acting increased in the U.S. sample, while personal accomplishments stayed much the same despite an increase in surface acting among the Chinese sample. The result exemplified how people perceive their work environments and how this results in different behaviours across cultures. Zaho *et al.* (2020) examined teams in a large Chinese electronics company and reported that surface acting increased emotional exhaustion and reduced task performance. Nevertheless, deep acting was not associated with emotional exhaustion but was positively linked with performances as a team member.

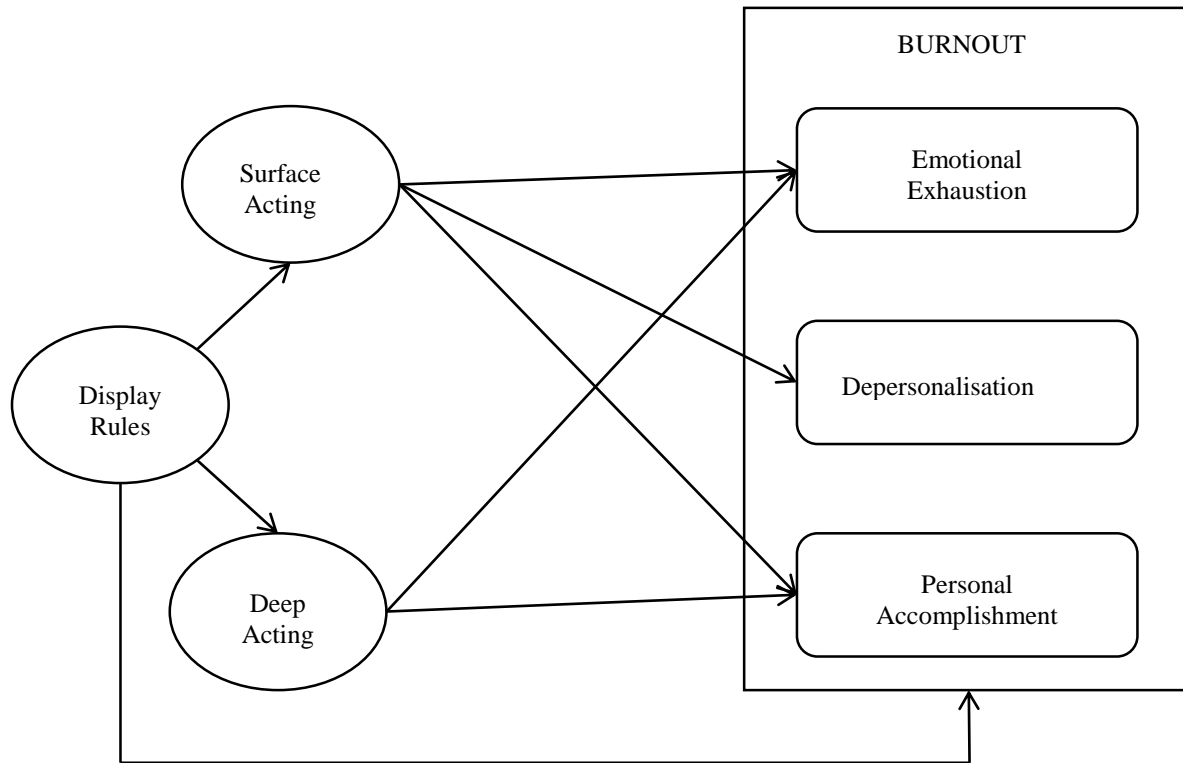


Figure 1: Model of a Hypothetical Relationship Between Emotional Labour and Burnout (Allen, Diefendorff & Ma, 2014)

Many FE teachers see their major aim as helping students achieve goals in learning and this means they need to understand their students' cultural inheritance as well as their own. Independent cultures such as that of the United States may determine types of emotional displays (Brown *et al.*, 2014). There are implications for the retention of teachers, how they prepare for their working hours, the type of supervision they receive, and how they would benefit from enrichment programmes.

Brotheridge and Grandey (2002) suggested that demands placed on individuals from the workplace compounded by job-focused and employee-focused emotional labour led to burnout with emotional exhaustion. However, in job-focused emotional labour there is an interaction between people on a day-to-day basis such as in teaching. Brotheridge and Grandey (2002) acknowledged the importance of examining the applicability of burnout. That is, the consequence of burnout in the workplace. The research conducted hypothesises that well-being in terms of emotional labour and burnout is linked to FE teachers' ambitions in terms of career progression and taking job opportunities within their departments.

Gender, Emotional Labour, and Burnout

It is believed that teaching is an ideal job for women because of long holidays and this was compatible with family responsibilities (Ledwith & Colgan, 1996). El-Alayli, Hassan-Brown, and Ceynar (2018) pointed out that students expected female professors to be more nurturing than male professors. Furthermore, female professors reported that friendship bonds with students was expected. That is, behaviours of female teachers are created partly by gender norms and societal expectations (Cislaghi & Heise, 2019). Greenglass, Burke, and Koniarskie (1997) pointed out that women were better able to reduce burnout than men because of their ‘...greater investment in and valuation of friendship...and because they are abler to turn to and enjoy activities other than work, such as socialising and the arts’. This is in comparison with males. Consequently, the authors argued that social support found in the workplace buffered women against burnout. This is exemplified by the increase of women in management and leadership roles over the years, but gender stereotypes have not declined, and this prevents women’s career progression (Tabussum & Nayak, 2021). Nevertheless, the courses women teachers deliver may be a factor in experiencing emotional labour.

Research conducted by Chowdhry (2013) investigated the emotional demands on female teachers who taught care courses, such as ‘Health and Social Care’ in a Scottish FE college. She discussed the findings of a qualitative case study utilising the concept of emotional labour to explore how female care lecturers experience the demands of their work. The findings suggested that the influence of the FE sector, and professional and gender identities were evident in teaching and care ethics. These variables were related to the emotional demands faced by the teachers. Teachers found it difficult to challenge excessive levels of emotional labour associated with their work. The findings concluded that teaching care courses involved a variety of demands made on teachers’ emotions and these demands were linked to students’ levels of motivation. Teachers used surface acting, deep acting, or the expression of genuine emotion.

Chen (2010) found no significant gender differences in emotional labour:- surface acting, deep acting, and naturally felt emotions. However, surface acting for males was higher than for females but naturally felt emotions were significantly higher for females than for males. According to Chen this result may be explained by the different ways in which male and female teachers react to stress, although a collectivist culture may be another explanation. Brudnik (2011) reported that physical education teachers reacted to professional stress with emotional exhaustion or reduced personal accomplishment. However, at a high emotional exhaustion level, women depersonalised their pupils and experienced burnout. Among younger male teachers, with reduced personal accomplishment at school and with cynicism, the effect of burnout increased. It is suggested that male and female teachers react differently to stress, and this may depend on the length of time in roles amongst other factors. Tunguz (2016) further explained that emotional labour in academic tenure varied with the length of service and gender. Drawing from previous research on display rules and power, tenure and gender were hypothesised as influencing the extent to which college faculty laboured to provide ‘service with authority’ when interacting with students. Survey results

revealed that faculty low in power (untenured faculty) exhibited higher levels of emotional labour when interacting with students, as compared with colleagues high in power (tenured faculty). Additionally, tenure had a diminishing effect on emotional labour amongst male faculty but heightened stress amongst female faculty.

It was explained by Van Horn *et al.* (1997) after research on Canadian and Dutch teachers that males experienced emotional exhaustion and depersonalisation at a higher level than female teachers. The authors concluded that men had less effective coping strategies than women and sex differences were related to social processes. This may be because women value friendships that offer social support, acting as a buffer against burnout (Greenglass, Burke & Konarski, 1997). Based on a literature review between 1979 to 2017, Olsen et al (2019) reported that female teachers use deep acting strategies but experience emotional exhaustion and negative emotions such as anger. Male teachers, on the other hand, distanced themselves from disruptions in the classroom and used surface acting. Although they experienced depersonalisation, they were successful in managing disruptions and promoted student's/pupils' interests in topics. It is suggested that FE colleges policymakers need to engage with critical social theories of gender to understand the social and cultural conditions in which gender beliefs, norms, and stereotypes are created.

Research Questions

- ✚ To what extent is ethnicity and gender related to emotional labour and burnout and stressors?
- ✚ Are the variables of ethnicity, gender, emotional labour and burnout related to FE teachers' career progression and job opportunities.

METHODOLOGY

An Information sheet was given to participants and related that pseudonyms would be used, and they can withdraw from the research if necessary. Participants also completed an ethical consent form. Thirteen participants took part in focus group interviews; 38 FE teachers and support staff of which 29 were females, 5 males and 4 non-binary across ethnicities completed an online questionnaire. Participants produced answers to the following scales: emotional labour scale (ELS) developed by Brotheridge and Lee (2003), the teachers' emotional labour scales (TELS) (Cuker, 2009; Brown, 2011), and the scales for the adapted version of the emotional labour strategy for negative display rule perception and perceived display rule demands- Emotional labour strategy scale (ELSS) (Diefendorff, Croye & Gosserand, 2005). Finally, participants completed the Burnout Scale (Maslach, 1993).

Fricker and Schonlau (2012) and Nayak and Narayan (2019) identified the advantages and disadvantages of using online surveys/questionnaires. An advantage for using online questionnaires is that there is no interviewer effect such as biases of gender, ethnicity, or professional seniority. Furthermore, emailing is a quick way of collecting data and respondents may find completing an online survey convenient.

A disadvantage is that online research questionnaires do not allow researchers to ask many questions and it is not known who completed the questions. Some questions may be unanswered, and others may not be relevant to all respondents. Additionally, it is not possible to probe or prompt respondents to provide in-depth answers. The researcher's aim was to interpret a relatively small interview data set. Thematic analysis (TA) of data was carried out to identify the number of stressors experienced by teachers and it enabled the researcher to gather quotes from focus group interviews. That is, TA enabled the frequency of themes to be uncovered within the whole text (Ibrahim, 2012).

RESULTS

Cross tabulation analysis was performed to identify the gender-based difference between the male and female respondents regarding the variables: Stressors, Burnout, Emotional Labour Scale, Emotional Labour Scale for Teachers, and Emotional Labour Strategy Items (adapted version). The gender variable was cross tabulated against the above listed variables and the results in the form of bar charts are shown in Figures Two-Seven. Results showed that the majority of respondents were white female teachers with few white male teachers.

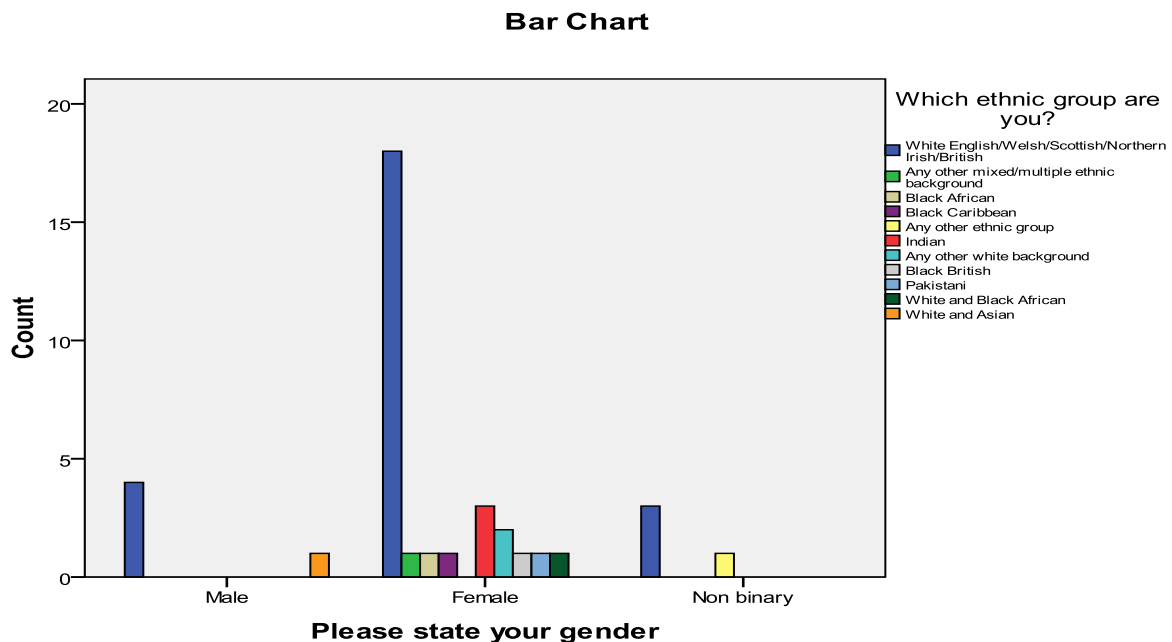


Figure 2: Gender and Ethnicity

Burnout items include: - I feel used up at the end of the workday (Emotional Exhaustion); I deal very effectively with the problems of my students (Personal Accomplishment) and I worry that

this job is hardening me emotionally (Depersonalisation). The majority of the females were found to have lower Burnout Scale values than the males, which means females reported experiencing less burnout than males.

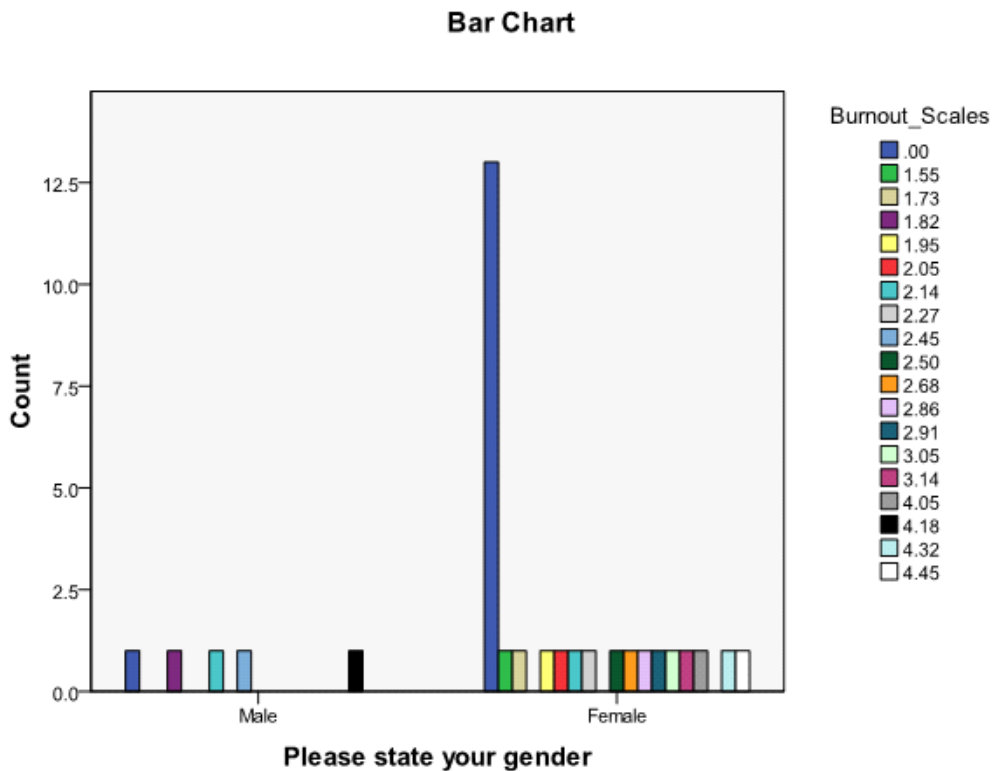


Figure 3: Gender and Burnout Scales

Items for the Emotional Labour Scale (ELS) include: ‘*express particular emotions needed for my job and use a variety of emotions in dealing with people*’. The majority of the females were found to have a lower Emotional Labour Scale value than males. This means the wellbeing of females based on the Emotional Labour Scale was higher than males.

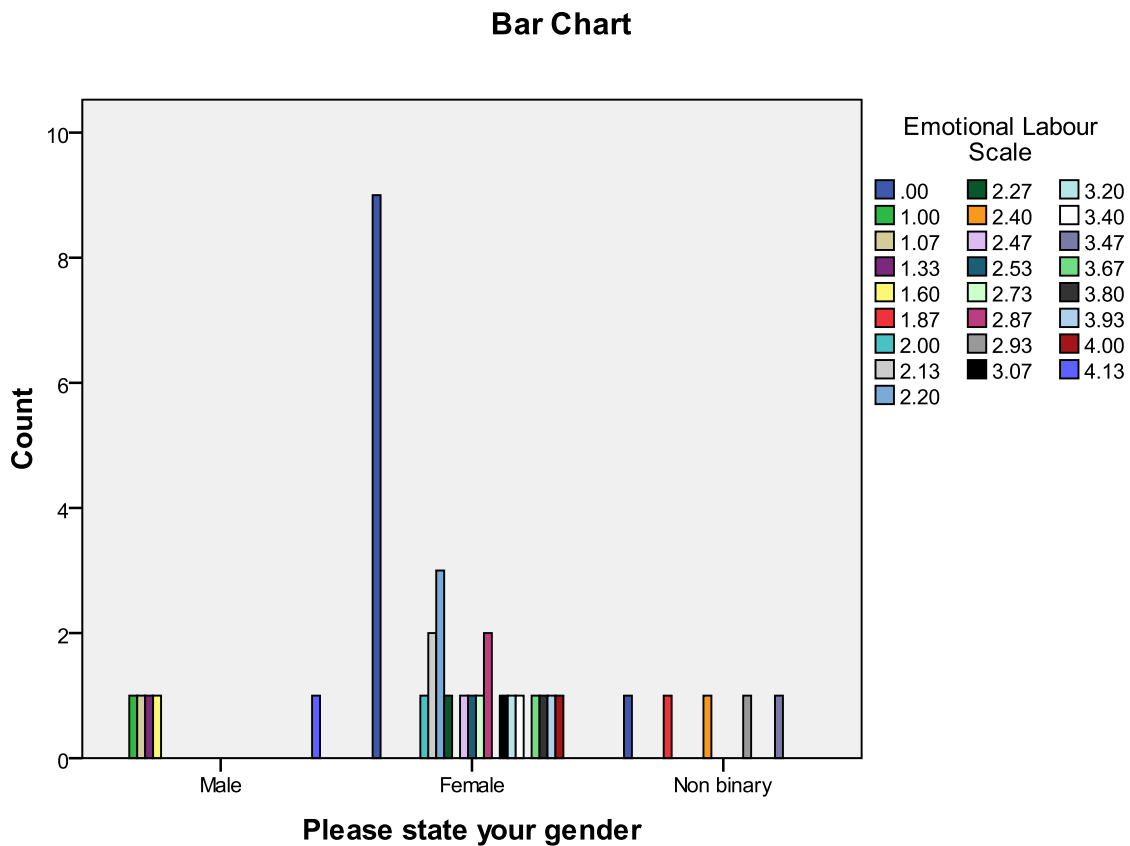


Figure 4: Gender and Emotional Labour Scale

Items for the Teachers Emotional Labour Scale (TELS) include: ‘*the emotions I show to my students match the emotions I feel (Natural Expressions); as a teacher I feel I must perform certain emotions to my students (Surface Acting); make an effort to actually feel the emotions needed to display to others (Deep Acting); even when I’m upset or angry, I make others think I’m in a good mood (Hiding Feelings); show emotions I do not feel (Faking Emotions)*. The majority of the females were found to have a lower Emotional Labour Scale for Teachers than males, which means the wellbeing score of females based on the scale was higher than for males.

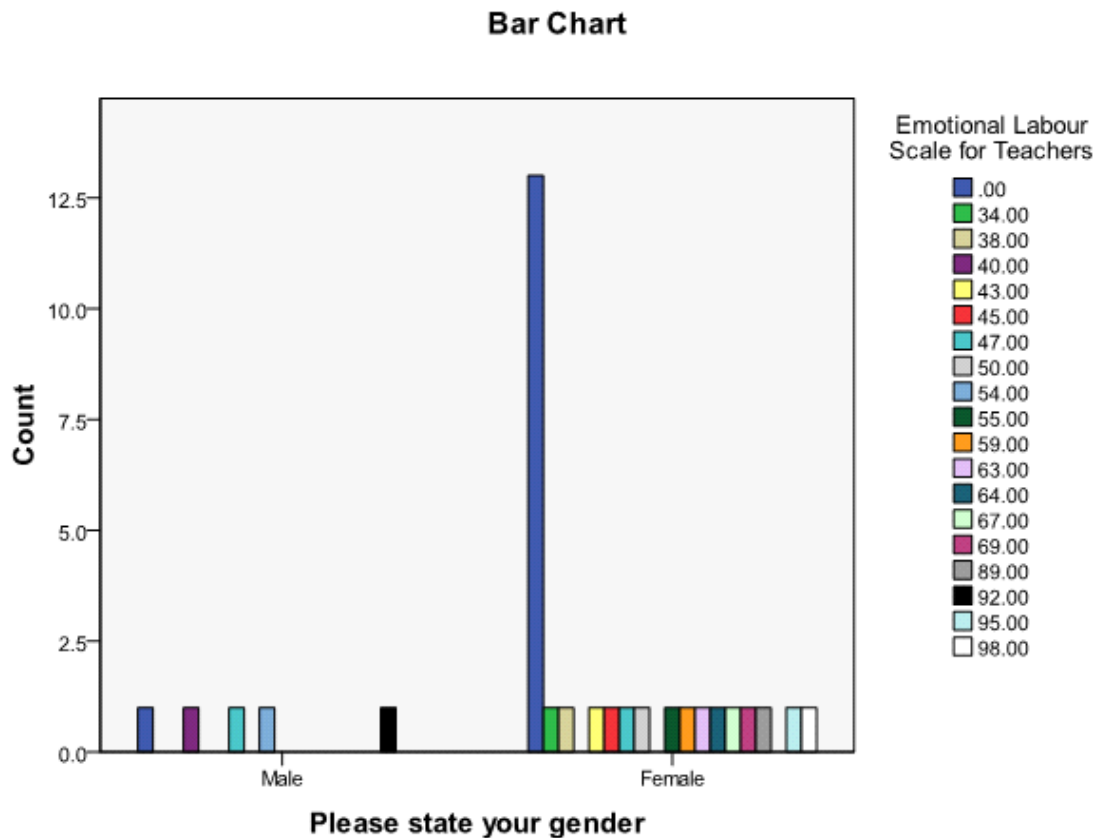


Figure 5: Gender and Emotional Labour Scale for Teachers

Items for the Teachers Emotional Labour Strategies Items (ELSS) are: -

-My place of work expects me to act enthusiastically in my interaction with students (Schaubroeck & Jones,2000).

-Part of my job is to make my students feel satisfied with the work I do (Grandey, 2003).

The majority of the females were found to have lower Emotional Labour Strategy Items (adapted version) values than males, which means the wellbeing score of females based on Emotional Labour Strategy Items (adapted version) was higher.

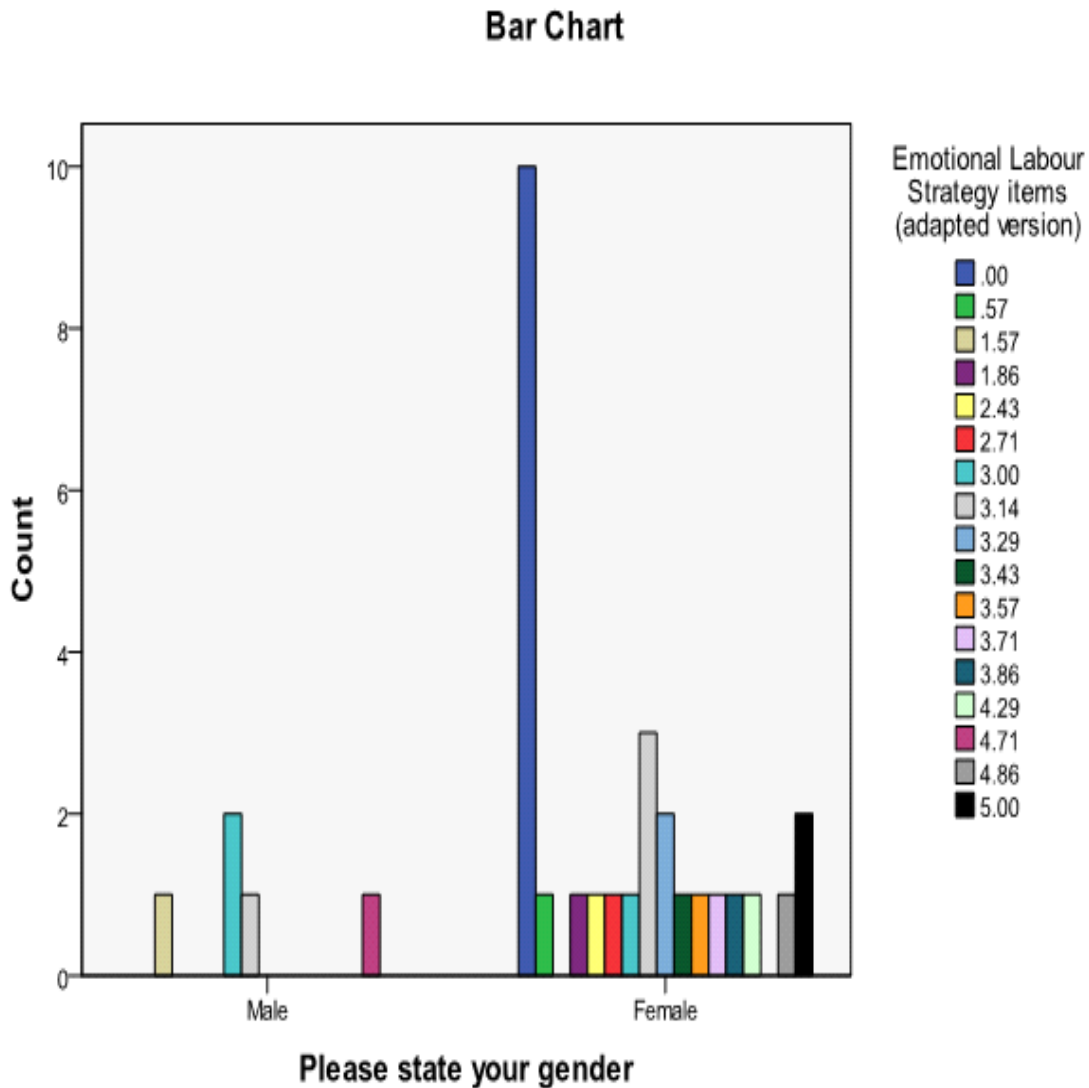


Figure 6: Gender and Emotional Labour Strategy Items

The number of stressors encountered by the male and female respondents is shown below. The majority of the females encountered two stressors, however the majority of the males encountered one stressor, therefore reporting encountering fewer stressors in their workplace.

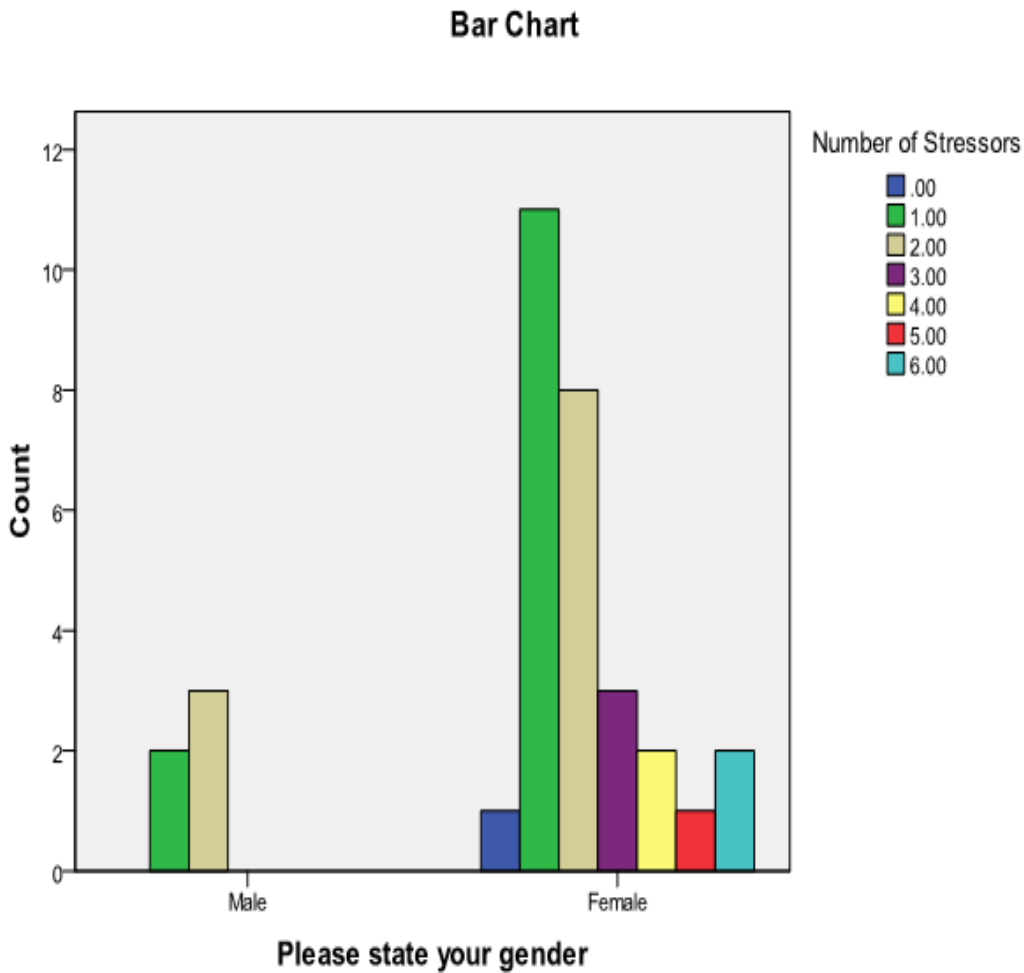


Fig 7: Gender and Number of Stressors

Independent Sample t-Test

The gender-based difference between the respondents’ responses to the number of stressors, and five scales was evaluated by conducting independent sample T-test in SPSS. The results are summarised in Table 1.

Table 1:- T-Test (Group Statistics)

	Please state your gender	N	Mean	Std. Deviation	Std. Error Mean
Burnout Scale	Male	5	2.1182	1.49572	.66891
	Female	28	1.4870	1.55473	.29382
Emotional Labour Scale	Male	5	1.8260	1.30952	.58563
	Female	28	1.9168	1.45144	.27430
Emotional Labour Scale for Male Teachers	Male	5	.5700	.00707	.00316
	Female	28	.4204	.27209	.05142
Emotional Labour Strategy items (adapted version)	Male	5	3.0840	1.11280	.49766
	Female	28	2.1532	1.85233	.35006
Number of Stressors	Male	5	1.6000	.54772	.24495
	Female	28	2.1786	1.56474	.29571

There were 5 male and 28 female respondents present in the research sample, and an independent sample t-test was conducted to evaluate whether there was any statistically significant difference between their mean responses. In Table 1 the mean (average) responses of the male and the female teachers for the number of stressors and the five scales is provided.

It was identified that the mean difference between the male and female responses for the number of Stressors, Burnout Scale, Emotional Labour Scale and Emotional Labour Strategies Items (adapted version) was not significant. Females experienced more stressors than males. However, the mean male responses for burnout scales was 2.1182, while the mean female responses for burnout scales was 1.4870; this shows that males had higher burnout scales scores than females. Similar results were found for other scales namely, Emotional Labour Scale for teachers, and Emotional Labour Strategy Items (adapted version), where the mean male responses were higher than the female responses. Further cross tabulation analysis was performed to find out the ethnic group-based difference between the responses from different ethnicity regarding the variables.

The variable ethnic group was cross tabulated against the variables as shown below in the bar charts (Figures Eight-Twelve). It is important to note that the majority (25 out of 37) of the respondents were from White English/Welsh/Scottish/Northern Irish/British ethnic groups and there were one to two respondents from the other ethnic groups and hence their representation was insignificant.

As shown in Figure Eight, the majority of the respondents from White English/Welsh/Scottish/Northern Irish/British ethnic groups were found to have a 0.00 Burnout Scale value, which shows that this ethnic group had a lower Burnout Scale value than other ethnicities. This means these ethnic groups report experiencing less burnout than other ethnic groups.

NB: SPSS bar charts not discernible by colour.

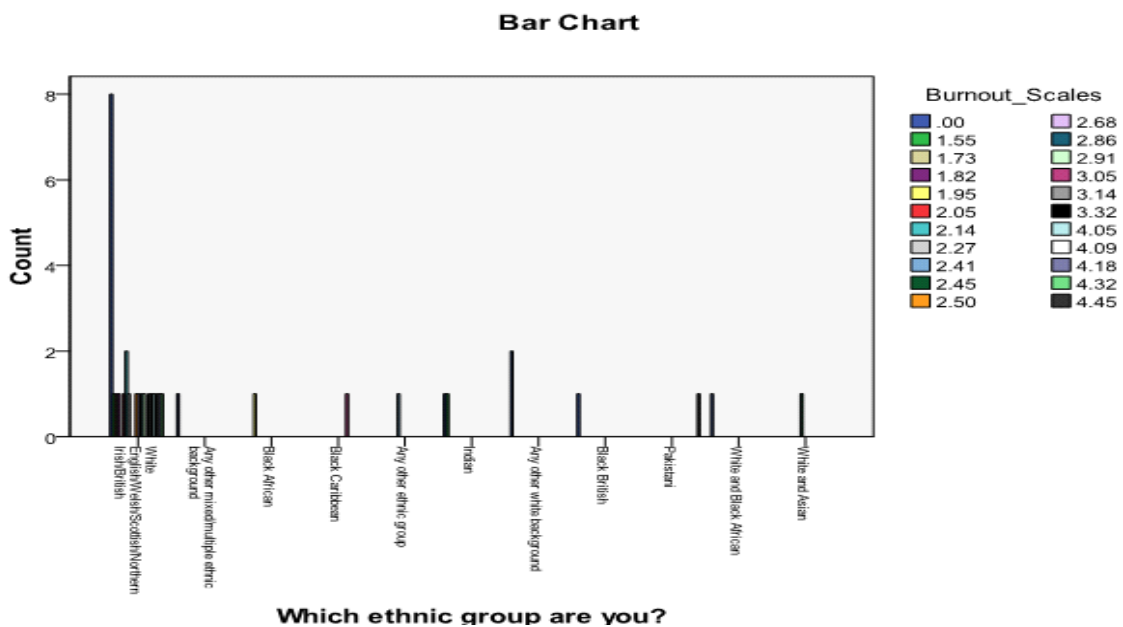


Figure 8: Ethnicity and Burnout Scale

The majority of the respondents from the White English/Welsh/Scottish/Northern Irish/British ethnic groups were found to have the lowest Emotional Labour Scale value. Therefore, the reported wellbeing of English/Welsh/Scottish/Northern Irish/British ethnic groups based on the Emotional Labour Scale was higher than other ethnic groups.

NB: SPSS bar chart not discernible by colour.

Bar Chart

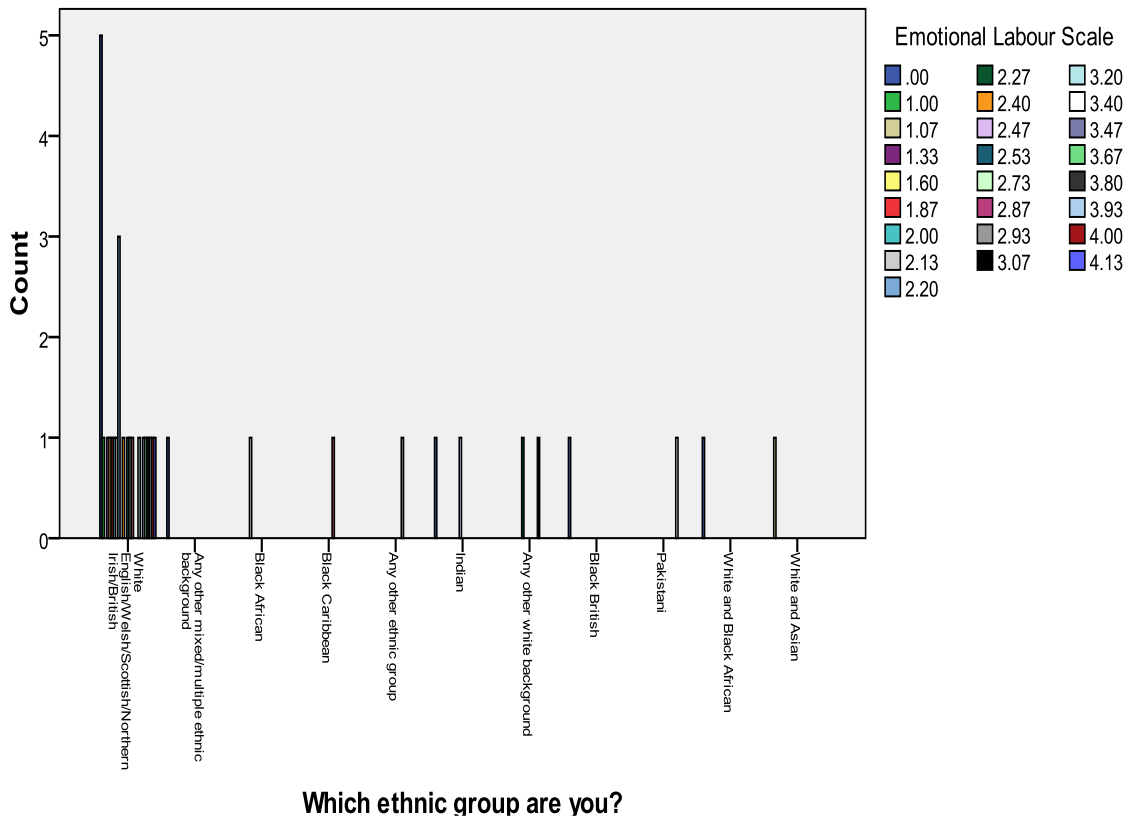


Figure 9: Ethnicity and Emotional Labour Scale

The majority of the respondents from the White English/Welsh/Scottish/Northern Irish/British ethnic groups had Emotional Labour Scale for Teachers values varying from 0.56 to 0.60, which shows this group has higher Emotional Labour Scale for Teachers values than other ethnicities. It means teachers from these ethnic groups have lower wellbeing based on Emotional Labour Scale for Teachers than other ethnic groups. In comparison, the teachers from the Indian ethnic group were found to have a higher Emotional Labour Scale for Teachers value. Therefore, Indian teachers had lower wellbeing than English/Welsh/Scottish/Northern Irish/British ethnic groups.

Bar Chart

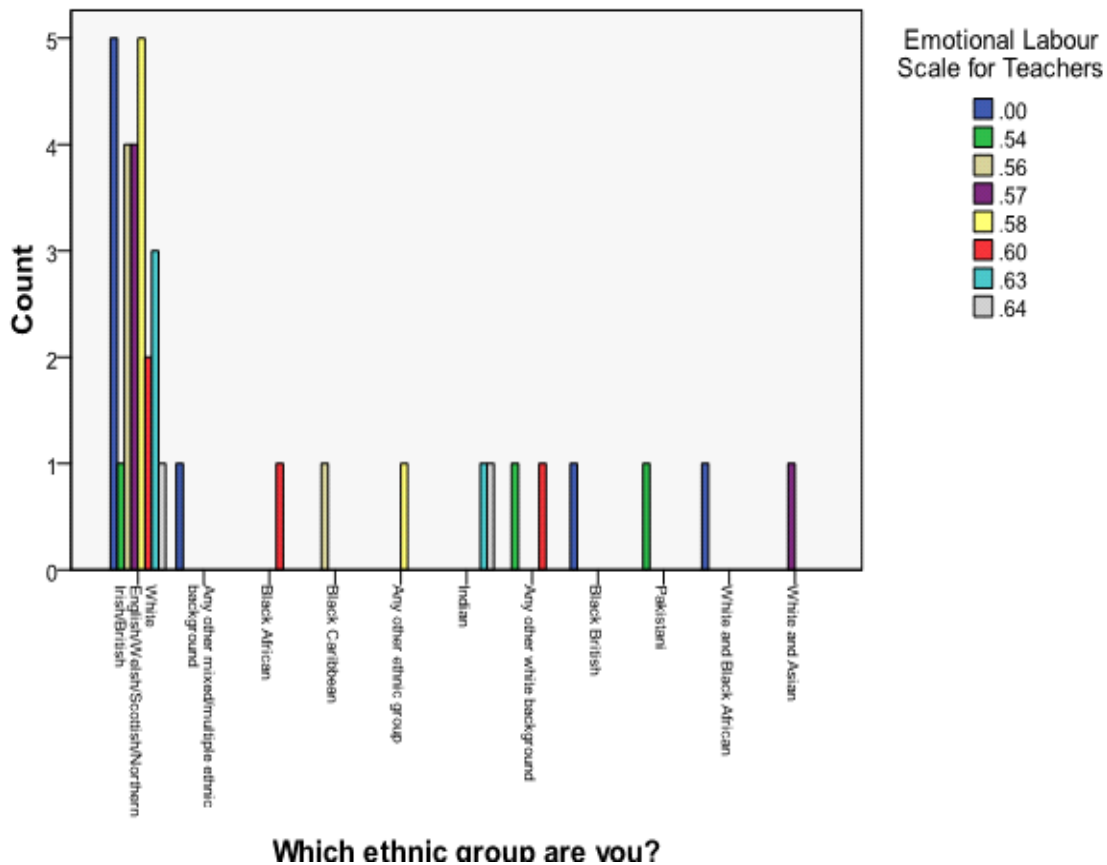


Figure 10: Ethnicity and Emotional Labour Scale for Teachers

The majority of the respondents from the White English/Welsh/Scottish/Northern Irish/British ethnic groups were found to use fewer Emotional Labour Strategy Items than other ethnic groups. This means that the reported wellbeing of teachers from these ethnic groups based on Emotional Labour Strategy Items (adapted version) was higher than teachers from other ethnic groups. NB: SPSS bar charts not discernible by colour.

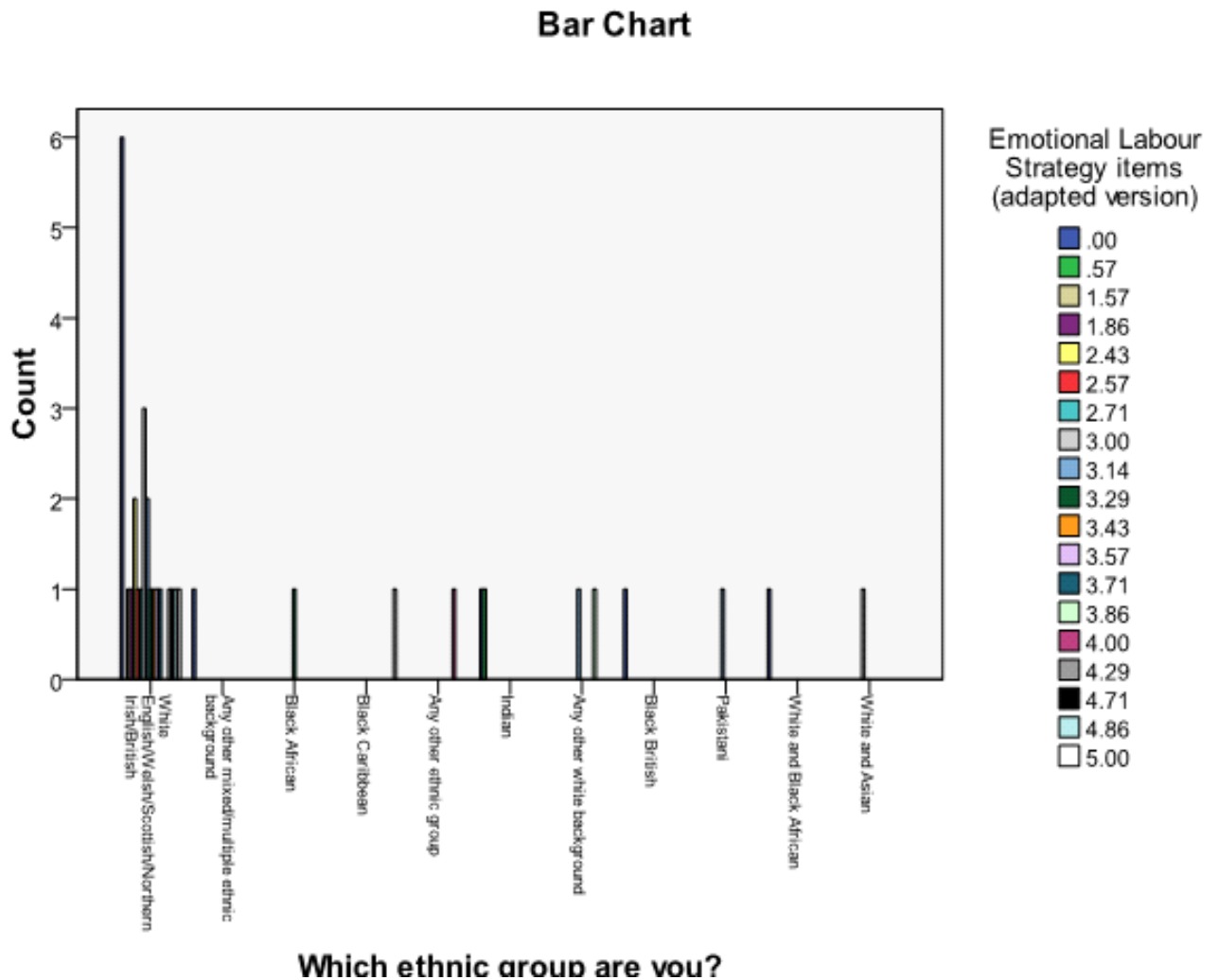


Figure 11: Ethnicity and Emotional Labour Strategy Items

The majority of the respondents from the White English/Welsh/Scottish/Northern Irish/British ethnic groups were found to encounter one stressor at the workplace, and also the majority of the respondents from Pakistani, Indian, and White and Black African ethnic groups were also found to have one stressor. This means that the majority of the teachers from these ethnic groups encountered fewer stressors at the workplace than other ethnic groups.

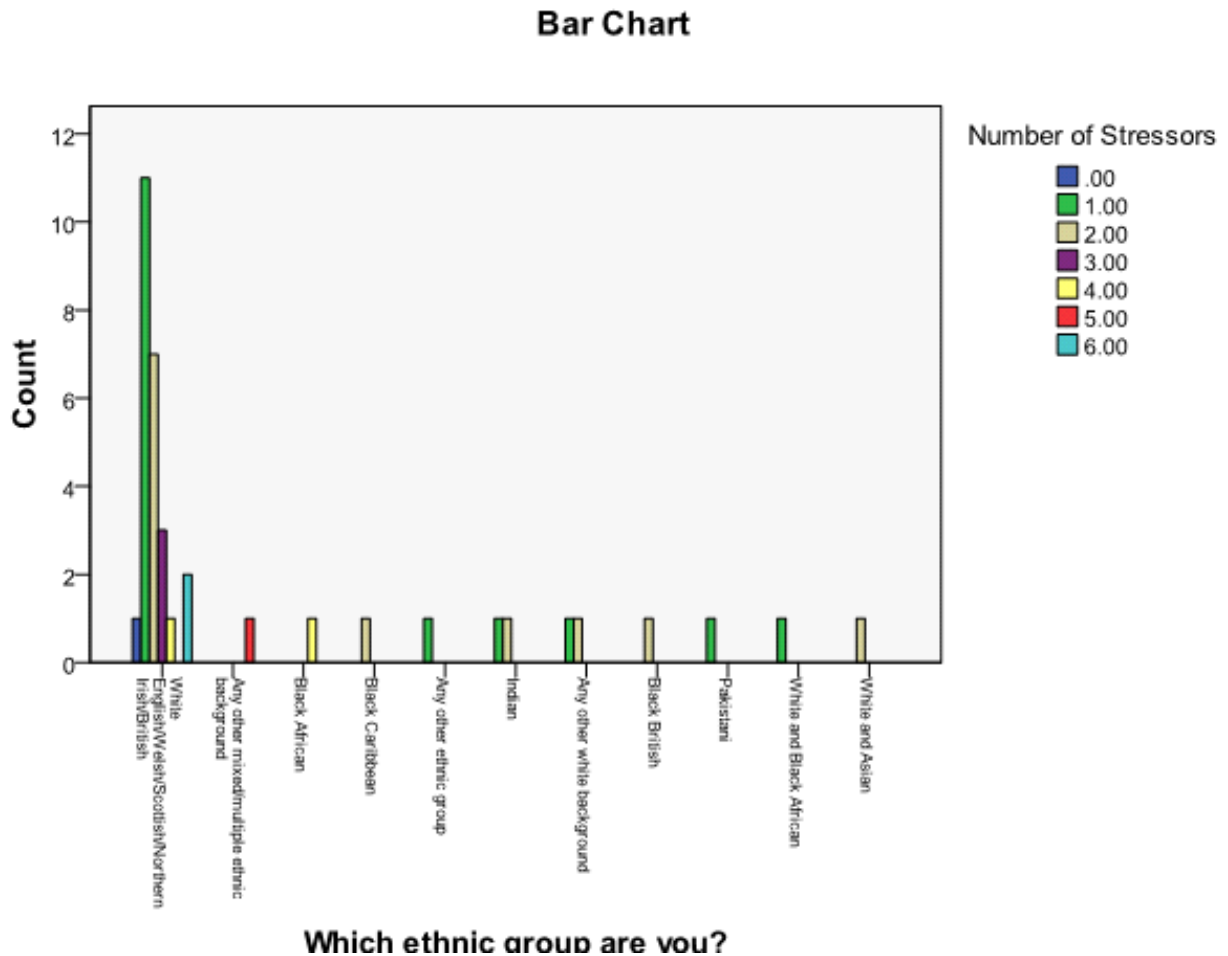


Fig 12: Ethnicity and Number of Stressors

DISCUSSION

Career Plans

The researcher asked ‘how does your current job role influence your choices for future career plans’? Peter would like to move into a new sector and Straw’s (2017) research cited this as significant in teachers’ career progression. Claire was not certain as she would like to keep skills gained before her role in support teaching/tutor at an FE college and study for a qualification in this field. Claire said: *‘I want to be a qualified interpreter, but to stay here and branch out at the same time’*.

That is, she considered having a specialist subject and this according to Straw's research was a route for progress for teachers. That is, Claire believed that by improving her knowledge in a specific subject which may entail studying for a degree her job opportunities would widen. Her pay scale may also improve. Helen added that support tutors could become a class teacher or learning development mentors or move to other departments. She said: *'people come in to support and move on to do different things in the college and become teachers, and become learning development mentors'*.

Research conducted by Straw (2017) reported that barriers to progression in FE include lack of encouragement from management and lack of promotion or development opportunities. The researcher probed by asking if there were opportunities for promotion in participants' current roles. Helen said *'there were opportunities for promotion but sometimes you're waiting for the person above to retire'*. Claire agreed and thought that teachers needed to *'express an interest for an opportunity'*. It is evident that pay is a factor which is a barrier to progression in the FE sector. Straw's research noted zero contract hours, staff in part-time and temporary roles not eligible for paid training and bias or discrimination in the promotion process which was gender related as also based on favouritism. This inevitability would affect staff pay scales.

The researcher asked participants if they were happy with their current salary. Claire said she did not make suggestions, and this implied she would not ask for a change in salary. However, Ofsted (2019) summarised that FE teachers enjoyed teaching and maintained good relationships with colleagues and students. Ofsted found that many teachers believed that the disadvantages of their profession were prominent, and that the FE sector was undervalued in society. This, according to Ofsted, was due to ineffective policies and insufficient funding which did not enable the meeting of goals. Ofsted concluded that levels of satisfaction with life were lower than the general public and that this was due to the workplace stressors impacting on occupational and general wellbeing of teachers.

Others such as Amani, were struggling to gain a pay increase and considered improving her prospects elsewhere.

AMANI: 'Unfortunately, I haven't had an opportunity to further my career in terms of team, like a team role or supervisor role or lecturer B role so therefore I thought maybe I can take my career path elsewhere so considering a different country'.

However, Hannah would like to use skills acquired in her job role in a different role in the future. She said: *'working with people with mental health and looking at potentially doing that in the future, and I've got that from working in this job'*. Peter would like to be a writer and thought that his English classes helped his grammar. Paula identified that the stressors found in the workplace pushed teachers to find job roles outside of teaching in FE.

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PAULA: *'And you'll find a lot of staff leaving the teaching profession because of the workload and because they either go into industry or they're going in to become learning development mentors because the level of stress and what's required is a lot more flexible'.*

James on the other hand, kept his job role and would not apply for job roles which were possibly better paid.

JAMES: *I could have applied for a team leader role here, you know gone upstairs, you know applied for jobs up there, but I like being sort of on the forefront and where it all happens than being a bit isolated. I want to be you know in with learners.*

(See Appendix One for transcript)

Equal Opportunity

The researcher asked, 'do you think that equal opportunity policies are adequately implemented'?

Helen thought that equal opportunities were possibly not adequately implemented for staff but felt that discriminatory attitudes were dealt with immediately by Human Resources. Jean however, noted an imbalance of gender with fewer males in her department. Nevertheless, Steve pointed out that females were not discriminated against in terms of promotion. He said *'with staff? I don't feel like females get discriminated against or any in terms of like promotions or -'*

(See Appendix Two for transcript)

CONCLUSIONS

Females experienced better wellbeing but were concerned about their future job opportunities and career progression when retirement was not imminent. This was especially the case for teachers from minority ethnic groups as they considered their job security and prospects with pay. The researcher asked: - are you satisfied with your pay, your job security?

BELA: *'Certainly not'. The college I work in is one of the least paid colleges in this area compared to other colleges. So, we are feeling that we are not you know, it's not comparable to other colleges'. Amani agreed; - 'Not really'.*

Paula and Samantha provided reasons for early retirement or moving out of education. Paula said: *'we've had one pay rise in like ten years* and Samantha said - *You know you can earn more money outside than actually teaching.* Wellbeing is therefore associated with the pay scale, career prospects and job opportunities and this is apparent among the majority of females who took part in the focus group interviews.

As Ma *et al.* (201) pointed out, emotional labour and burnout are associated, and this was more evident among male FE teachers. However, this was not associated with negative views of career progression and job opportunities despite experiencing more stressors in their job roles. The

majority ethnic group experienced better wellbeing, and this reflected in their choices for career progression and perceptions of job opportunities.

IMPLICATIONS OF RESEARCH

The importance of the research is that it makes associations between conditions of the workplace in terms of number of stressors impacting FE teachers and their wellbeing measured by emotional labour and a burnout scale. The research makes the contention that continual professional development (CPD) is managed by the extent to which FE teachers' wellbeing is maintained or apparent to them. The research forms the basis for examining how CPD of FE teachers is influenced by gender, ethnicity and wellbeing and their effects on staff retention. Moreover, the research indicates that colleges should address career aspirations of FE teachers and support staff for future job roles across genders and ethnicities as this may influence early career staff retention as well as older more experienced staff.

FUTURE RESEARCH

This research finding show that career progression in departments of FE colleges is determined according to the skills teachers developed in colleges and elsewhere in other posts. Furthermore, the extent to which FE teachers' wellbeing is maintained in college posts is a determinant of their future job aspirations. If teachers experience personal accomplishment, they may choose to remain in their current role and not apply for leadership positions. However, if stressors impact female teachers' wellbeing, then they may choose to move either to other colleges, job types in the U.K. or immigrate. To maintain staff retention across ethnicities and genders, leaders in FE may choose to mitigate the negative effects of emotional labour and burnout. The operationalisation of this requires further research. That is, investigations are required pertaining to the reasons for ethnic differences in the experience of stressors, emotional labour and burnout. Although female teachers experienced emotional labour at a slightly higher level than males, they also were able to maintain their wellbeing. The reasons for this require more research because it may indicate the ways by which male teachers could be encouraged to learn to manage stress levels, emotional labour and burnout through mentoring and peer support by their female colleagues. This type of intervention strategy requires investigation through action research.

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APPENDIX ONE – CAREER OPPORTUNITIES

SUPPORT STAFF DEPARTMENT

RESEARCHER: How does your current job role influence your choices for future career plans?

PETER: I think in the future I'd like to be a writer. So, I think being in English classes is interesting, to read through literature, just to help my own grammar.

CLAIRE: Yes, it's a bit of a difficult one really because I was in the interpretive field. I was a communicator and then I was an interpreter, and now I'm a communicator again and I want to be a qualified interpreter, but to stay here and branch out at the same time. So, I've kind of flitted between the two, so it's kind of a path I've been on for about twenty-three years. I just want to stay in the field basically.

RESEARCHER: Are there opportunities for promotion in this job, in what you do? But you're at the highest level, are you?

HELEN: Yes. I'm not on my way to retirement but I've dropped down one day a week now, because I've got a grandchild and an aged mother and a pension. So really, it's not career promotion for me it's just sort of treading water until I finish. There are opportunities for promotion, not massive opportunities, but in our department, there are opportunities. We have lots of different people doing lots of different jobs, so there is the chance to move up. But sometimes you're waiting for the person above you to retire.

RESEARCHER: How about you?

CLAIRE: Yes, the same.

RESEARCHER: There is opportunity, is there?

CLAIRE: I think there's opportunity if you want them, if you express an interest. Yes.

PETER: I think maybe but as a support role, it's mainly like support I suppose.

HELEN: People come in to support and move on to do different things in the college and become teachers, and become learning development mentors, move to different departments. So, there is a lot of, there's opportunities that way.

RESEARCHER: Do any of you make suggestions about salary? Are you happy with your current state of income?

CLAIRE: Don't really make suggestions, no.

HELEN: No.

RESEARCHER: Thank you.

ESOL DEPARTMENT

RESEARCHER: So how does your current job role influence your choice for future career plans?

AMANI: OK so well in terms of career opportunities, I've learnt a lot since, well since I was here, since I've been – how long have I been here? Four years? So I have learnt a lot. Unfortunately, I haven't had an opportunity to further my career in terms of team, like a team role or supervisor role or lecturer B role so therefore I thought maybe I can take my career path elsewhere so considering different country.

RESEARCHER: OK so you mentioned Australia?

AMANI: Yes, so hopefully I'll be going to Australia to continue either teaching or maybe take a different career path or maybe management in the future.

Researcher: But are you satisfied with your pay, your job security?

BELA: Certainly not.

AMANI: Not really.

BELA: The college I work in is one of the least paid colleges in this area compared to other colleges. So, we are feeling that we are not you know, it's not comparable to other colleges.

RESEARCHER: Thank you.

FOUNDATION LEARNING DEPARTMENT/ HAIR AND BEAUTY DEPARTMENT

RESEARCHER: How does your current job role influence your choices for future career plans?

HANNAH: It gives me I guess inspiration for what I might want to do in the future. I guess I can take bits of the job that I enjoy and then hopefully find a career in that area of the job role. For instance, working with people with mental health and looking at potentially doing that in the future, and I've got that from working in this job.

RESEARCHER: Does anyone want to say anything else? And how does your current job role influence your choices for future career plans?

PAULA: I think most of us are trying to retire. I'm thinking I'm just glad I'm going out of this profession and not coming into it, really, because yeah, because the amount of work that's now required and the amount of responsibilities we have as a lecturer is just, it's massive so for me, on a personal level, I'm kind of glad I'm coming out of it, not starting it. And you'll find a lot of staff leaving the teaching profession because of the workload and because they either go into industry or they're going in to become learning development mentors because the level of stress and what's required is a lot more flexible.

SAMANTHA: I think obviously it is an issue, it's a government issue isn't it because a lot of people are coming out of teaching and I think the majority is because there's not as many perks as there used to be, to be honest. You know you can earn more money outside than actually teaching so why put yourself there and everything else? So, I think from that aspect, industry is offering a lot more than what teaching is offering and yeah, you might get 47 days holiday. However, 37, 37 days holiday.

PAULA We've had one pay rise in like ten years. The police have had like a pay rise every year for like ten years and we've had one pay rise in ten years.

NICOLA: We were doing 35 hours a week, weren't we? Then that went up to 37.

PAULA: There was no consultation on that holiday. I would have preferred a week's holiday to a one percent pay rise, personally, and that was taken off us with, by an old principal with no consultation to union because the union never agreed to it. It was the governors and an old principal.

RESEARCHER: Thank you.

LEARNER SUPPORT STAFF DEPARTMENT

RESEARCHER: Can you give a false name please? How does your current job role influence your choices for future career plans?

MARK: Future career plans? I plan to retire. I have no future career plans. It suits me fine because I'm doing what I like to do.

Researcher: So how does your current job role influence your choices for future career paths?

JAMES: And I'm happy where I am. From leaving school this is only the second job I've had in 19 years. You know my background I've worked on mental health for adult services for Bolton Council. I've been here six years so kind of working with young people is all I know but it's what I have a passion for so I'm very much, you know this is where I want to be and there's been opportunities where I could have applied for a team leader role here, you know gone upstairs, you know applied for jobs up there but I like being sort of on the forefront and where it all happens than being a bit isolated. I want to be you know in with learners.

JAMES: Yeah, hands on basically, and just you know in the heart of things, that understanding.

RESEARCHER: Thank you.

APPENDIX TWO-EQUAL OPPORTUNITIES

SUPPORT STAFF DEPARTMENT

RESEARCHER: Do you think that equal opportunity policies are adequately implemented?

HELEN: I would say for the learners, yes. I'm not sure about the staff. But for the learners, we're a very inclusive college for learners.

RESEARCHER: But in terms of staffing, you're all from the same grouping of people. There are no ethnic groups sitting with us. But how do you think discrimination is dealt with?

HELEN: If discrimination was reported, it would be dealt with very swiftly.

RESEARCHER: By whom?

HELEN: By HR.

RESEARCHER: Is that just among the students?

HELEN: That's the staff. And the same for the students, isn't it?

CLAIRE: Yes.

HELEN: If the teachers or the support workers notice discrimination then it's jumped on straight away.

RESEARCHER: Thank you.

LEARNER SUPPORT DEPARTMENT AND SPORT DEPARTMENT

Do you think that equal opportunities policies are adequately implemented?

JEAN: I think so. We don't have many males in our particular department, but I think so.

RESEARCHER: So why do you think so?

JEAN: There are males in other parts of support so it's just not in this department so there are quite a few males if you're talking of just this site.

RESEARCHER: But in terms of you as a department of teachers, do you feel about equal opportunities policies that they are implemented on a level of par with –

STEVE: With staff? I don't feel like females get discriminated against or any in terms of like promotions or

JAMES: Very equal, aren't we?

STEVE: Yeah, we work very well as a team and there's a lot of respect for everyone. We just work together. People come and go all the time and we just try and fit them in together.

JAMES: Respect for one another regardless of job titles. We just club together and just chip away and just get the end results really.

RESEARCHER: Thank you.