



## **الجهد الانفعالي وعلاقته بفاعلية الذات التدريسية والهوية المهنية لدى معلمي المرحلة الإعدادية**

**إعداد**

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## Emotional Labor and its relationship with a Teaching Self-Efficacy and professional Identity among Preparatory School Teachers

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### Abstract:

The current research aimed to identify the relationship between Emotional Labor and teaching self-efficacy, as well as to identify the relationship between Emotional Labor and professional identity among the research sample of Preparatory School Teachers. It also aimed to verify the differences between the actual average and the hypothetical average of the Emotional Labor scores among Preparatory School Teachers. Also verifying the differences in emotional labor in light of the gender, And revealing the role of teaching self-efficacy and professional identity in predicting emotional labor among the research sample. The basic research sample consisted of (207) male and female teachers whose ages ranged between (30-45 years) with an arithmetic mean (38.34) and a standard deviation (3.49), and the researcher used the method Descriptive, correlational, comparative to achieve the research objectives. To verify this, three measures were applied: the emotional labor measure (prepared by the researcher) and the teaching self-efficacy measure (prepared by the researcher) and the professional identity scale prepared by (Samsudin et al, 2021) translated by (Hilal, 2022) (The results of the research revealed the existence of a statistically significant relationship at the level (0.01) between the scores of middle school teachers on the emotional labor scale and their scores on the dimensions of the effectiveness scale teaching self and total degree, The results also indicated that there was a statistically significant relationship at the level of (0.01) between of Preparatory School Teachers scores on the emotional labor scale and their scores on the dimensions of the professional identity scale and the total score. It also showed that there were statistically significant differences between the actual average and the hypothetical average of the Preparatory School Teachers emotional labor scores. The results indicated that there were no statistically significant differences on the emotional labor scale depending on the gender variable and the number of years of experience variable and their interaction. The results also indicated the possibility of predicting emotional labor through teaching self-efficacy and professional identity among of Preparatory School Teachers.

**Keywords:** Emotional labor, Teaching Self-Efficacy, Professional Identity.

































































































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