

# THE CONCEPT OF EMOTIONAL LABOUR WITHIN THE BOUNDARIES OF SOCIAL RESPONSIBILITY

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## Abstract

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The research aims to investigate the main areas of influence on work motivation and personal satisfaction in intensive emotional labour ambit: teaching profession. Once explained the concepts related to the process of negative influence on engagement, motivation, and poor performance effects, capable of attacking health (burnout), the authors decided to investigate the preponderant aspects of resilience to hostile and emotional labour-intensive work contexts. In this direction, the authors opted for field analysis, through the help of questionnaires on a vast cross-regional sample of professional teachers working in Italian public schools, on the other hand, it has been sampled the category of aspiring teachers (in literature observed as higher early stage motivated). It has been possible to attribute the role of activator of resilience to the ability to making-sense of the role and job carried out, resorting to the interpretative power of aphorisms, according to individual and institutional social responsibility. In this sense, teachers would demonstrate high resilience levels, validating the existence of a crucial power in making-sense against emotional labour intensity and hostile work environment, considering themselves however satisfied beyond the difficulties.

**Keywords:** Emotion, Organizational Change, Sense-Making, Work Motivation, Education, Social Responsibility

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## 1. INTRODUCTION

If the motivational activity would be a difficult task, to be motivated would be the fundamental power to guarantee great quality in public services as the teaching profession should provide in terms of individual and institutional social responsibility (Afsar, Maqsoom, Shahjehan, Afridi, Nawaz, & Fazliani, 2020). The study proposed uses the concept of emotional labour (EL) to investigate areas of pressure and strain for teachers in Italy of all orders and grades in public schools, according to the evidence that teaching would be a typical occupation for Italian citizens (1 million teachers on

3 million of total employed in Italian-public-sector<sup>1</sup>). The efforts in understanding emotions, and how EL is becoming an essential aspect of modern workplaces appear concentrated on several perspectives (Schachter & Singer, 1962; Arnold, 1969; Zajonc, 1985; Lazarus, 1980; Morris & Feldman, 1996; Fineman & Sturdy, 1999). Public service motivation (PSM) would be traditionally linked with public services working (Parker, 2015) and it would be defined as a personal predisposition to answer the motives involved in public institutions, associating it to not-for-profit sector voluntariness and activity (Perry, 1996; Perry,

<sup>1</sup> <https://www.eticapa.it/eticapa/ragioneria-generale-dello-stato-conto-della-pa-2015/>

Brudney, Coursey, & Littlepage, 2008; Lawton, Rayner, & Lasthuizen, 2013), re-evaluating the sense of social-responsibility (Vandenabeele, 2011), connecting PSM with compassion, self-sacrifice, and commitment to public goals. For which concern the trigger to investigate EL under the lens of PSM (Ritz, Brewer, & Neuman, 2016), this kind of insight led the authors to consider in which way teachers would face a difficult work context, without or often not sufficiently developed motivational levers, pursuing high quality levels required by public organizations (schools) in an even changing and competitive period, perceived as not sufficiently remunerated.

According to Li and Liu (2014), Kim (2012), and Vandenabeele (2009), in line with the theoretical assumptions of teachers' PSM, this category of civil servants could show higher PSM level, placing higher values in their educational job, even if perceived by the external as a quite neglected professional choice, provoking inauthenticity sentiments (Zapf, Vogt, Seifert, Mertini, & Isic, 1999; Zapf, Seifert, Schmutte, Mertini, & Holz, 2001; Zapf, 2002; Abraham, 1998). A multitude of studies have been conducted in the last decades through different interpretative lenses, examining the existing relations between EL, motivation, work contexts, satisfaction and well-being (Grandey, 2000; Khaskheli et al., 2020; Li & Wang, 2016; Locke, 1976; Pandey & Singh, 2015; Ashforth & Humphrey, 1993; Dudau & Brunetto, 2020; Elliott, 2017; Lee, 2018; Leidner, 1999; Kinman, Wray, & Strange, 2011; Lu & Guy, 2014; O'Brien & Linehan, 2014; Rayner & Espinoza, 2016; Schachter & Singer, 1962; Banks van Zyl & Noonan, 2018; Wharton, 1999). Unfortunately, the studies published on the theme do not reach unambiguous conclusions, considering their findings as divergent perspectives. Scarce research production would reflect the attention on the antecedents to resilience power against EL especially in a public education context, while greater interest was reserved for nursing, professional service firms' employees (PSFEs), and street level bureaucrats (SLBs) (Kinman & Leggetter, 2016; Hochschild, 1983; Fineman, 2012; Gillman et al., 2015; Brunetto et al., 2016; Elliott, 2017; Rayner & Espinoza, 2016) except in terms of emotional intelligence (Salovey & Mayer, 1990), improvement for teachers (Yin, 2015). Remains exceedingly opened the debate among authors on EL as a dramatic influencing factor of well-being and satisfaction on the job, and others who assert that through effective management it would be possible to improve satisfaction feelings (Collie, Shapka, & Perry, 2012; Stockard & Lehman, 2004). Using the concept of EL, the authors try to promote the potential to make unique contributions to the debate about teachers' social role, motivations, and perceptions beyond monetary aspects (O'Brien & Linehan, 2014). According to that perspective, the aphorisms could better shape the lines of intangible attribution (Cardon, Zietsma, Saporito, Matherne, & Davis, 2005). In this case, the authors use quotes from "The Little Prince" (de Saint-Exupéry, 1961) to better explain quite evanescent concepts (Cardon et al., 2005). In this sense, teachers would demonstrate likely greater job satisfaction regarding their educational profession because of the wider opportunities range to pursue the public interest through their role (Li & Wang, 2016), following an issue already opened by

Weick, Sutcliffe, and Obstfeld (2005) about the sense-making, that would involve circumstances into a situation being a boost to the action. According to Weick et al. (2005), through this study, the authors take into account the role that the sense-attribution could play in filling important gaps in organizational theory. The research in the ambit of the public sector, under the lens of past and current reforms and regulations, shaping an already difficult context more hostile, would consider sense making as a primary source of humans' determination, often forgotten, but able to make people act and work responsibly for a long-time in formal organizations.

The authors' aim would be to explore the teaching profession under the light of New Public Management (NPM) reform, law modifications, and ministerial guidelines. On one hand, to investigate the job perception and satisfaction related to high stressful work condition in terms of EL; on the other one, the authors focus the attention trying to help understand the critical aspects and contextual difficulties able to influence motivation and satisfaction levels related to this group of public sector professionals, in line to the role of sense making and social responsibility that could positively affect working performances and service quality.

The authors consider an investigation on the emotional side of teaching experience in schools as a source of both job satisfaction and stress (Rayner & Espinoza, 2016; Travers & Cooper, 1996). In this sense, the use of aphorisms would help the authors, empowering interpretative efforts in shaping the lines on the role of intangible forces that operate to pursue PSM and social responsibility in educational contexts. Teachers' EL context would be a strong point of interest in investigation of the specific variables that permit long-term employment in this sector, facing an adverse situation, unlike other sectors in public works as white collars and office employees. The research would contribute to the literature on EL in the public sector, sense making, and social responsibility especially focused on the institutional/social role of teachers of all orders and levels in Italy. The main field of investigation appears characterized by one of presumed the most difficult teaching environment, as Campania region is (second only to the Sicily for school abandon and poverty)<sup>2</sup>.

Following the aims of this study, the authors refer to the individual (internal and external) sphere, to the social climate, to organizational culture and career perspectives; all aspects affecting work motivation and responsibility. The authors concentrate the efforts on these aspects investigating the main stimulus able to move job satisfaction in difficult conditions, maintaining higher quality and social responsibility levels. Nowadays a great percentage of work would be related to innovation and technology, the attempt to rebuild interest in the construction of a "new humanism" (Morin, 2012; Decree No. 254 of November 16 2012), focusing attention on the person as bio-psycho-social unit (Engel, 1977),

<sup>2</sup> School Abandon and Poverty – ministerial document accessible at: <https://www.miur.gov.it/documents/20182/2155736/La+dispersione+scolastica+a+nell%27a.s.2016-17+e+nel+passaggio+all%27a.s.2017-18.pdf/1e374ddd-29ac-11e2-dede-4710d6613062?version=1.0&t=1563371652741>

the authors decided to devote attention to the decisive aspects of the “psychological contract” that binds people to their professional activities, focusing the investigation on a large slice of workers, who are characterized by what is academically defined as “emotional labour”. The main research proposition of this study would be to examine the relationship between teachers’ public service motivation and their job satisfaction levels, strictly interconnected with the social responsibility they show in daily work and hostile contexts, through direct self-perception investigation.

For which concern the formal structure of the paper the authors anticipate that Section 1 introduces the topic and main interesting points of the methodology and theoretical frame. Section 2 would be focused on the parallelism between EL and teaching profession under the lights of the NPM and Italian school reform. Section 3 would explain research methodology. Section 4 shows the results related to the field analysis conducted. Section 5 provides a critical perspective related to contribution. Section 6 concludes. The authors also provide Appendix, which reports the analytical Figures 1-7 and attachments (Table A.1 and Table A.2) useful to provide reproducibility of the research.

## **2. LITERATURE REVIEW: EMOTIONAL LABOUR AND SOCIAL RESPONSIBILITY BETWEEN SCHOOL REFORMS AND WELL-BEING CONDITIONS**

As affirmed by Li and Wang (2016) there would be evidence about public service motivation and its strict relation with job satisfaction, especially in the public service sector. In this sense, the main characteristic of the teaching profession would be the one of involvement especially due to the work directly correlated with the development of future generations (responsibility sense). In this context, the authors’ perspective on the making-sense approach could have a determinant role, trying to pursue the research proposition following this point of view.

The authors can expect that teaching professionals’ public service motivation could be considered as fundamental in job satisfaction determinance (Locke, 1976), mostly because they work and act in a reward-scarce context (Harvey-Beavis, 2003), in which the career developments are not direct, with a scarce external consideration and poor positive feedback. So, intrinsic motivation appears determinant against to the difficulties provided by the burdensome EL, but where motivational levers are scarcely adopted or the characteristics of the sector and legal chains oblige the management to perform a status-quo condition, another internal force needs to maintain a great level of work well-being and service quality in terms of social responsibility.

The authors try to investigate the existence of this force, naming it “the little prince approach”. The question posed by Bos and Willmott (2001) about privileging reason over emotion as a source of moral action and reflectiveness (Afsar & Umrani, 2020), starts to consider emotion in professional ethics with an important role. Emotion would be routinely subordinated to reason, but in the authors’ perspective, it becomes a crucial point

in relation to a comfortable work context and a great climate for higher qualitative standards of public services, in this case: the teaching profession. This group of professionals would be based on a strong emotional effort both on control of personal emotional status to guarantee good services levels, positive emotion, and empathic climate creation, structuring a good learning context and operational setting. This process would involve a strong EL. Hochschild (as cited in Grandey, 2000) used this term to describe how employees are able to manage feelings and emotional expressions daily on the job, showing specifically related emotions as desired by organizational vertices objectives and job tasks, activating internal control systems.

Compassionate care is fundamental in teaching activities, the empathic climate (Bellet & Maloney, 1991; Rothschild, 2006) and collaborative teamwork (Morrison, Wakefield, Walker, & Solberg, 1994), are two pillars characterizing this profession. When taking in place compassionate care, the expected emotional state could not arise in a spontaneous manner, risking a kind of dissonance among internal originated and showed emotions. Teachers act engaging models of strategic emotion regulation, as observed in nurses’ activities by Banks van Zyl and Noonan (2018). That approach would be traceable as social responsibility sense.

Dudau and Brunetto (2020) consider that an ever increasing technology context and artificial intelligence emergence (Kaplan & Haenlein, 2019; Roblek, Meško, & Krapež, 2016) would lead organizations to human replacement. By contrast, EL would remain essentially a human prerogative impossible to code in machine languages.

Teachers always use EL and in literature is widely accepted that they are subject to a high incidence of stress, work harassment, bullying, and in several not rare cases burnout syndromes (Fiorilli, De Stasio, Cianfriglia, & Serpieri, 2015).

Dudau and Brunetto (2020) consider that a scarce managerial approach to these problems has been considered. In addition, scarce use of motivational levers, often blocked, above all in the public sector due to restricted budgets, would make “emotional workers” as great creators of sense making through the development of emotional resilience in pursuing their job-mission with higher responsibility levels. In these highest stress occupations, workers are often forced to hide their real emotions when interacting with the public (Brunetto et al., 2016). This kind of context would have a strong repercussion and cost in terms of health and workplace well-being. The burnout syndrome due to the hostile work condition, improved by emotional efforts would conduct to low job satisfaction, work harassment, and low engagement (Farr-Wharton et al., 2016; Farr-Wharton et al., 2019; Pandey & Singh, 2015). These workers are uniquely placed to enable value creation in public services (Lee, 2018). By contrast, they have the power of value destruction.

The internal force of making-sense proposition would appear powerful and disruptive energy able to create perdurance of responsibility, especially for a great public service quality (PSQ), as teachers would pursue. Despite the literature appears divided considering performance-related-pay (PRP) a strong motivational lever for teachers (Bloom & Milkovich,

1998), the research results would be aligned with authors as Arrowsmith and Marginson (2010), Kellough and Lu (1993), and Greene (2019), affirming that teachers would go beyond remuneration and rewards systems, positive feedbacks, career development and external perception of the job as useful for the entire society, pointing interest on the internal boost to self-attribution of importance in an adverse situation, pursuing the common good (Zamagni, 2008; Dietz, Ostrom, & Stern, 2008) also balancing their satisfaction through a mirror-system.

The action of regulation of emotional status and facial expressions under requirements of specific organizational guidelines would be a condition to guarantee a good quality service, but it costs in terms of stressing and pressure.

For which concern the personal side, individual intrinsic motivation would be an individual's perception of an experience with a task (Deci & Ryan, 1985). On the other hand, team intrinsic motivation originates from individual intrinsic motivation shaped by the interactions between members of the same group (Morgeson & Hofmann, 1999) improving organizational productivity (Yantu, 2018) (educating community motivation and teachers team motivation are obliged by law to cooperate - Law No. 107/2015).

Kinman and Kinman (2001) state that a person's motivation is influenced by factors from within and from outside the self and one of the influence determinants in improving employee motivation at work would be the organizational climate.

In this perspective, Giorgi (2017) declares a renewed concept: the resonance. Resonance has been recognized as an alignment with audiences' objectives (for example, pupils' feedback). For which concern employee's engagement, in recent years there would have been a great interest in it. As declared by Saks (2006) many would affirm that employee's engagement predicts employee's outcomes, organizational success, and financial performance, contrarily, at the same time, it has demonstrated that a wide-range disengagement is present (Bates, 2004; Richman, 2006), producing cost in terms of not expressed productivity (Saks, 2006).

According to what aforementioned, would be clear the main influencing factors on job satisfaction, unavoidably affecting performances, and service quality. In this frame, the social responsibility sense would be crucial, especially for higher emotional intensive professions (as teaching) in shaping resilience to hostile contexts, promoting qualitative services.

Rosi, Tucek, Potocan, and Jurse (2018) have interpreted the education-system in light of globalization. The market orientation to be global competitors affects educational environments, above all in Italy where new laws and organizational change are taking place. This environment is increasing competition among people and among institutions, in which teachers are competitors, students are competitors, schools are competitors, schools' directors are competitors and individual and institutional social responsibility would be a pillar in considering perdurance and quality of the educational system.

The competitive pressure and the evaluation programs (internal/external), the restricted public

funds, and the ever-wider offer about education programs and courses in several ambits are creating an ever-increasing pressure with the aim to boost service quality. The reasons mentioned make it possible to say that the education environment is radically changing, and teachers' role is becoming under-evaluated by external context. That would influence motivation levels, work satisfaction, and service quality, in a word: the well-being on the job.

In this sense, quoting a phrase emerged in an interview with a school director: "*teachers' work would be a front-line role in a daily war*", by contrast, this kind of work would be "*rewarding and satisfying*".

Maslow (1943), Herzberg, Mausner, and Snyderman (1959) and others accomplish studies on needs, satisfaction, and several conditions that could influence motivation, positioning workers' types and its traits. A question would emerge spontaneously above all, in stressing context like schools (Travers & Cooper, 1996), characterized by ever changing rules and guidelines and often without possibilities in terms of permanent updating, promotional and personal growth, scarce conditions for career development: where would be positional the "emotional workers" as teachers are?

Following the orientation for which self-fulfilling and improvement (Maslow, 1943), each individual would prefer to be not merely a single part of the scheme, not interchangeable and perceiving the role as significant. Deinstitutionalizing these fundamental elements and primary levers to maintain satisfaction and quality, the individual responsibility-sense would be displaced, losing its motivational power. Then another force must necessarily be present, capable of guaranteeing resilience.

In this frame view, the authors try to engage the investigation on the preponderant aspects of the attribution of meaning to work (making-sense dynamic) as a determinant of the motivational factor that pushes beyond the difficulties of professions based on the control of emotions (Grandey, 2000), especially in the public services sector as teaching profession would be.

For which concern public service motivation it would be possible to say that employees with higher levels of motivation show more effort in their work, demonstrating higher levels of attachment/commitment to their organization (Moynihan & Pandey, 2007; Pedersen, 2013).

It would be possible to distinguish between the public and private sectors. Comparing both private sector performances to the private one, a different dimension would appear. In the private sector, individual performance would be equated to task-goal performance and organizational citizenship behaviours (Organ, Podsakoff, & MacKenzie, 2006) would be considered as extra-role as social responsibility (Cheema, Afsar, & Javed, 2020; Khaskheli et al., 2020).

From the emergence of NPM and the equated perspective attempting to translate private sector practices into public ones, the situation is becoming quite critical for public service motivation. In fact, Ruffini and Modarelli (2015) declare that public workers are leaving their civil servant nature. More in general, the nature of public service should go beyond the contract (Alford, 2009; Benington &

Moore, 2010; O'Flynn, 2007; Osborne, Radnor, & Strokosh, 2016).

On the other hand, Akerlof (as cited in Koumenta, 2015), unpaid overtime would be understood as a "gift exchange", a kind of reciprocal action in response to employer generosity (Akerlof, 1982). For the paper proposal, the re-pay effect would be expressed (in the educational context) from contextual feedback (alumni, colleagues, and hierarchic superiors). In this sense, the value of feedback (London, 1995; Steelman & Rutkowski, 2004) would be directly motivating in enhancing positive behaviours and work satisfaction response with a consequent service quality growth.

The NPM influenced work models for the public sector. The public sector logic would concentrate the efforts on value for individual and collective service users, according to the whole society. That would be the primary goal of public services. In this sense, the high intensive EL in the public sector would be an important aspect for the delivery of services in a number of jobs, especially under the 4.0 revolution that are substituting humans with artificial intelligence (Frey & Osborne, 2017; Roblek et al., 2016).

The control effort on emotions (Grandey, 2000) that humans in several sectors have to take in the place, exchanging it to a wage in view to guarantee great quality levels of services, as aforementioned, has a great cost in terms of health, as emerges from a work done by Nardella, Iudicone, and Sansonetti (2017), although in Italy the law specifies all possible risk factors<sup>3</sup> related to work, including stress and burnout<sup>4</sup>.

Recent research conducted in Italy has shown that 67% of Italian teachers have burnout syndrome (Fiorilli et al., 2015).

The public administration reform started between the '80s and '90s, based the actions on the inspiratory principle of the NPM (Hood, 1991; Diefenbach, 2009; Pollitt, 2009). In this sense, the work is done, the objectives reached, the remuneration, the reward systems, the climate, the justice perception, the career development, the leadership style and contextual feedback, external and internal perception of the role and motivation, became crucial topics in an ever changing public context.

Remarking the boundaries of reshaped working-model in the public sector, it would be necessary to include in the cause-effect condition the existing influences between the performance-oriented logic and the bio-psycho-social condition of the worker in line with the job performance and individual satisfaction.

As affirmed by several authors as Thiel and Leeuw (2002), Bach, Kessler, and Heron (2007) when NPM was introduced as a managerial perspective for the public sector, there was a period of changes and reform. The results were visible in increased competition climate, in the adoption of business orientation practices, and the increased power of public managers (Diefenbach, 2009; Christensen & Lægred, 2007; Lapsley, 2009).

In this business-oriented public context, employees appeared subjected to changes that

nowadays are producing effects especially on the side of intensified auditing processes and evaluation mechanisms operated by vertices and by a wide range of stakeholders, intended as public services' customers.

Within this quite changed context, the renewed perspectives oblige public service employees to face higher levels of EL (Power, 2003; Du Gay, 2000; Hsieh, Jin, & Guy, 2012; Lu & Guy, 2014).

According to the referring context, it would be possible to shape the lines of the main points of interest highlighted by the school reform in Italy (Law No. 107/2015)<sup>5</sup>.

The new working conditions required for a better educational system in Italian schools appear externally influenced by new organizational orientation pursuing: flexibility, diversification, effectiveness, and efficiency of the school service; integration and better use of resources and structures; introduction of innovative technologies; coordination with the local context.

On the side of autonomy promotion, the law involves a system reengineering and a new educational approach, changed in terms of teaching methods (laboratorial teaching) and learning processes; it appears strictly promoted the cooperation among subjects constituting the educational community, like team-working for student success, functional to the educational, organizational and project needs, quite never experienced before (Romei, 1999).

This quite "Copernican revolution", added to the specific environmental and geographical place in which professionally operates, evaluation model based on self-evaluation and development plans, digital competences requirement to elderly staff would create a sense of uncertainty, inadequacy, probably empowering stressful conditions and cutting motivational levels and satisfaction.

On this line, the teachers' burnout (Fiorilli et al., 2015) could be associated with the work-induced stress (in helping professions) attributed to the adverse consequences of becoming overburdened with EL (Elliott, 2017).

Therefore, that point of evidence would be a starting point for the investigation purpose; on the one hand, would validate teachers' satisfaction and in addition, demonstrating higher levels of stress according to what was reported by Fiorilli et al. (2015).

Into the specificity of the case proposed and the sample involved, in the same way of flight attendants, doctors, and nurses, operating under

<sup>5</sup> Main points of Law No. 107/2015:

Organization oriented to: flexibility, diversification, effectiveness and efficiency of the school service; integration and better use of resources and structures; introduction of innovative technologies; coordination with the local context.

Autonomy: it involves a system reengineering and an educational approach change in terms of teaching methods (laboratorial teaching) and learning processes; the educational community appears obliged to cooperate as team-working for student success; it is functional to the educational, organizational and projectual needs.

New PTOF: it is a programmatic document structured on three years base about educational offer.

PNSD: National plan of digital school.

Extraordinary employment plan: with specific entrance conditions in terms of competences in several areas (previously not required) and certificates – specializations etc. (previously not required).

RAV and PDM: evaluation model based on self-evaluation and development plan.

Plan for inclusion: specific document for inclusion index and individualized and personalized teaching methods.

<sup>3</sup> International Classification of Diseases 28 May 2019 - Burn-out is included in the 11th Revision of the International Classification of Diseases (ICD-11).

<sup>4</sup> [https://www.who.int/mental\\_health/evidence/burn-out/en/](https://www.who.int/mental_health/evidence/burn-out/en/)

specific emotional constraints, teachers operate under pedagogical rules and law guidelines.

The need would be to create a favourable climate and context, a great learning setting for the students, improving inclusion (Booth & Ainscow, 2011), managing the frustrating situation, managing difficult moments of periodical occurrences in adolescence or childhood (for example), transferring cultural notions through the creation of fruitful learning moments. Therefore, these conditions could create stress and in the long-run burnout, affecting performances and service quality, that would have been balanced by social responsibility sense, often displaced by the hostile context.

Hakanen, Bakker, and Schaufeli (2006) would furnish a great theoretical representation based on the job demands-resources model, used as the frame of this study. They show a paradigm in which are involved two parallel processes in work related well-being among teachers. One would be an “energetical process” in which job demands would create the frame of efforts triggering stress conditions, burnout, and ill health (i.e., job demands → burnout → ill health) identifying aspects related to the job tasks and that require strong physical and/or psychological (i.e., cognitive or emotional) efforts associated with certain costs in terms of health. The other one would be named “motivational process” (i.e., job resources → engagement → organizational commitment) in which job resources, intended as factors able to reduce job demands (physical, psychological, social, or organizational job tasks able, on one hand, to reduce job demands influence and their costs in terms of health could create engagement and organizational commitment, improving motivation) (Macey & Schneider, 2008; Steinhaus & Perry, 1996; Afsar et al., 2020). For these reasons, lower job resource levels could negatively affect workers’ well-being; in the specific case, teachers with a lack of job resources would increase burnout probability influencing performance and quality.

Several definitions of engagement are present in literature (Shuck, Reio, & Tonette, 2011; Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002a; Schaufeli, Salanova, Gonzalez-Roma, & Bakker, 2002b; Bakker et al., 2008). Saks (2006) affirms that burnout researchers define engagement as the opposite or positive antithesis of burnout (Maslach et al., 2001).

Engaged employees show high energy and self-efficacy levels. That would help them to influence hostile events affecting their lives. For this reason, Bakker (2011) explains that engaged employees are physically, cognitively and emotionally connected with their job, describing a personal frame that involves the investing activity related to “hands, head and heart” (Ashforth & Humphrey, 1993; Rich, Leapine, & Crawford, 2010).

In this direction would operate the motivational process, linking job resources with organizational commitment through work engagement (Afsar et al., 2020).

Teaching could be associated with the meaning of PSFEs because they would be immersed in a knowledge-emotional-intensive organization (educational context - schools), in which these autonomous professionals would directly interact with internal and external stakeholders (Leidner, 1999).

To understand these factors related to workers’ engagement status would be important because disengagement paradigms (Kahn, 1990) would be expensive. In this sense, the aphorism, “and now here is my secret, a very simple secret: It is only with the heart that one can see rightly; what is essential is invisible to the eye” (de Saint-Exupéry, 1997, p. 98), would be better explaining. To pursue the aim of the research, it would be crucial to clarify and to explicate the imbalances between several activator drivers of individual perception, through work engagement emotional repercussion and consequent evaluation affecting job performance. For the reasons aforementioned, the authors provide Table 1.

**Table 1.** Relation between individual bio-psycho-social condition and job performance

<i>The relation between employee, job and performance</i>			
<i>Driver</i>	<i>Perception</i>	<i>Evaluation</i>	
Feedback on the work performance	Internal	Negative	Positive
	Hierarchic		
	External		
The climate on the job	Internal	Negative	Positive
	External		
Career development	Internal	Negative	Positive
	External		
	Effective		
Remuneration	Internal	Negative	Positive
	External		
	Effective		
Incentives and reward system	Internal	Negative	Positive
	External		
	Effective		
Satisfaction	Internal	Negative	Positive
Consciousness	Internal	Lower	Higher
Intrinsic motivation	Internal	Lower	Higher
Social utility	External	Negative	Positive
	Effective		
	Internal		
Emotional repercussion		Disengagement	Engagement

Source: Authors’ elaboration empowered from drivers provided by Robinson, Perryman, and Hayday (2004), Saks (2006).

The aspects reported would be quite exhaustive to provide a clear frame on influencing aspects able

to enhance PSM with good repercussions and consequences in terms of service quality and

personal satisfaction. The making-sense perspective would be diverse to work engagement; in fact, the authors decide to attribute the following aphorism to better comprehend that, "It is the time you have wasted for your rose that makes your rose so important" (de Saint-Exupéry, 1997, p. 98).

Investments in emotional efforts within the job tasks required would contribute to organizational objectives. Workers, as teachers who invest emotional energy into their roles, would empower performance-orientation and service quality, through the increasing connection among cooperation within teamwork, pursuing societal challenges and organizational goals (Rich et al., 2010). This perspective would be a kind of moderator of job demands influences.

With this work, the authors investigate the presence of this force in teaching professions, able to go beyond intrinsic motivation, money, hostile context, and other motivational levers activable by managerial intervention because, "what makes the desert beautiful, said the little prince, is that somewhere it hides a well" (de Saint-Exupéry, 1997, p. 104).

### 3. RESEARCH METHODOLOGY

On the methodological side, the questionnaire used for the survey-based investigation would be configured as a structured-survey submitted to a wide spectrum of teachers employed in the public sector, concerning staff motivation. The perspective of the investigation would be to compare teachers with years of experience and aspiring ones in training through a wide-ranging geographical distribution ensuring generalization possibility (Dolnicar & Grun, 2007; Burgess, 2001; Krosnick & Presser, 2009; De Leeuw, Hox, & Dillman, 2008).

The questionnaire has been structured in 10 affirmative sentences graduated thanks to a pentenary Likert scale and the eleventh question would be related to the internal and external perception of the job (role-status-symbol). The authors adopted a rigorous, transparent and reproducible approach to the research and field analysis, furnishing detailed information on the research design, sample involved, steps, and questionnaire that has been structured in three parts; the first one with anonymous personal data (gender, age, role - teacher or aspiring teacher); the second one composed by 10 questions graduated with a response pentenary Likert scale (1 = totally disagree; 5 = totally agree); the third one based on 7 possible attributions to the role by internal and external perception (satisfactory; stressful; remuneration not commensurate with efforts; frustrating; fallback solution; demeaning perspective; relevant perspective).

The questions posed and the perception scheme has been submitted on a voluntary basis to the sample involved (total 1048). The sample composition is predominantly based on teachers with more than 10 years in the structured role (10-15 year subjects at risk - Fiorilli et al., 2015) in several schools placed in Campania region (Italy). To ensure a control system the authors provide a smaller sample from Piedmont region (Italy) schools. On the other hand, the authors propose a sample based on aspiring teachers regularly

enrolled in the specialization course about the didactic help for disability, considerable as one of the most stressing contexts related to EL and recognized in the literature as early stage higher motivated.

Detailed information on the sample are the following: Campania teachers: No. 719; Gender: males 21%, females 79%; Age range: 18-29 - 1%, 30-44 - 22%, 45-64 - 77%; Control sample in Piedmont region: No. 60; Gender: males 37%, females 63%; Age range: 18-29 - 3%, 30-44 - 20%, 45-64 - 77%; Aspiring teachers: No. 269; Gender: males 16%, females 84%; Age range: 18-29 - 20%, 30-44 - 63%, 45-64 - 17%.

The authors fix the research objectives deriving from the following research question:

*RQ: How teachers produce resilience to a hostile work context, maintaining social responsibility in terms of PSM and service quality?*

On this line, it has been possible to evaluate the PSM and satisfaction in hostile contexts with high EL intensity, 1) investigating on the possibility to consider the probable higher motivation level in the teaching profession as a result of another force determinant that internally pushes motivation without managerial intervention, and 2) on the possibility to consider teaching professions with higher sense-making level, according to the possibility in filling a gap in organizational theory (Weick et al., 2005).

Between the several influencing forces existing, the authors investigate what would be the one taken in place by teachers providing resilience to face hostile conditions without external managerial intervention through the use of aphorisms in interpreting data.

It appears important to describe the context properly chosen by the authors to search the sample for the survey and adequately considers the variables of school abandon and poverty. To compare the situation in a cross-regional way, a control group of teachers from another privileged region has been provided.

The authors propose the survey in a specific region, after considering the distribution of Italian regions by school abandon and poverty, updated to 2019 by ministerial documents.

In this way, it would be possible to say that the Campania region (second only to Sicily) has a high level of poverty and a high level of early school abandonment.

For this precise reason, the authors decided to investigate and search the sample in this really difficult context affecting motivation and work satisfaction in teachers.

The control sample provided by the authors has been extracted from the Piedmont region, which would be in a privileged position with low values of poverty and educational dispersion.

For which concern the sample based on aspiring teachers, the regions chosen by the authors to restrict the action range, but to guarantee a great cover of the territory and robustness of the data are Campania (high school abandon and poverty level), Lazio (average value of both abandon and poverty levels) and Tuscany (in a privileged position with a low level of poverty and school abandon).

The distribution of the sample has been provided by the authors favouring a balance, which

otherwise would not have been possible if the data had been collected only in a certain place.

The authors' choice was perceived as necessary to conduct the investigation on high-intensity emotional-contribution professions, cause of greater stress, long-term loss of motivation, in a sector (such as school) subject to continuous changes, and in recent years also on a technological side, that many teachers have engaged in a painful way (Law No. 107/2015).

Above all, teachers most centred on the traditional teaching method, appear subject to a radical change, also due to a greater bureaucratization of the profession (Niskanen, 1975), team-working, reporting and control activities over the work (Power, 2003), tightening of sanctions on absenteeism and subsequent fiscal checks on the truthfulness.

These measures have certainly created destabilizations in a field in which career prospects and salary progression steps, are already blocked, with scarce adoption of incentive systems, still of uncertain predisposition, as well as non-monetary reward systems.

#### 4. FIELD ANALYSIS RESULTS

Through this article, the authors would like to show unpublished and credible results deriving from a field analysis, based on the experiences of workers who perform daily EL during their work activities

(Wharton, 1999), pursuing responsibly qualitative performances and dedication in the long-run.

EL would be crucial according to the performance of interactive service work, otherwise, jobs involving primary interaction with direct stakeholders. In the case proposed by the authors, the effort would be concentrated on investigating the paradigm of teaching professionals, able to contribute to social development in often-hostile work environmental context.

Thanks to the survey, it has been possible to consider the main factors influencing motivation, engagement, and work performance, in several cases, able to affect well-being on the job.

It has been operated a discerning activity to better frame the data analysis and other graphical representations of data have been provided by the authors and reported in Appendix (Figures 1-7).

The authors structured Table 2 selecting specific questions proposed to the sample divided into three groups (Campania region teachers; Piedmont region teachers; aspiring teachers in Italy). Table 2 considers only the answers aggregated between 4-5 Likert graduation, favouring a simpler reading, also showing the internal perception (i.p.) and the external perception (e.p.) related to the influencing factor code (Glaser & Strauss, 1967; Jabareen, 2009; Peterson, Feldt, Mujtaba, & Mattsson, 2008). The influencing factors are reported as follows in Table 2.

**Table 2.** A comparative analysis between sample categories provided by factor influence code

Question No.	Influence factor code	Campania region teachers*	Piedmont region teachers*	Aspiring teachers in Italy*
6	Consciousness (6)	91,10%	91,67%	90,33%
10	Feedback (10)	91,93%	90,00%	88,48%
1	Climate/team work (1)	80,81%	65,00%	72,86%
2	Climate (2)	96,11%	98,33%	96,28%
3	Career development (3)	44,78%	51,67%	42,01%
9	Remuneration (9)	80,39%	85,00%	69,52%
Internal perception	Remuneration (i.p.)	57,16%	66,67%	63,57%
External perception	Remuneration (e.p.)	37,55%	40,00%	47,21%
4	Incentives/reward system (4)	45,06%	68,33%	47,58%
5	Satisfaction (5)	81,36%	76,67%	91,08%
Internal perception	Satisfaction (i.p.)	73,99%	61,67%	93,68%
External perception	Satisfaction (e.p.)	24,90%	11,67%	23,05%
6	Social utility (6)	91,10%	91,67%	90,33%
8	Social utility (8)	93,60%	83,33%	96,65%
Internal perception	Role/fallback (i.p.)	1,81%	6,67%	1,49%
External perception	Role/fallback (e.p.)	43,67%	55,00%	24,09%
Internal perception	Stressful condition (i.p.)	33,24%	38,33%	48,70%
External perception	Stressful condition (e.p.)	24,90%	23,33%	50,19%

Source: Authors' elaboration - \*(4-5 Likert scale).

Through Table 2, it has been possible to interpret the data provided with the following meanings, also providing a critical-hermeneutical perspective on them. For which concern the consciousness of the professional choice, related to the question No.6, the sample involved (Campania teachers 91,10%; 91,67% by control sample in Piedmont region and aspiring teachers 90,33%) appears for about 90% perfectly conscious of the choice. This factor would be greatly aligned with a precise and structured view of the job.

Regarding the feedback on the job provided by the work context intended as the complex exchanges system with several stakeholders, related to the question No.10 (Campania teachers 91,93%, control sample in Piedmont region 90,00% and

aspiring teachers 88,48%). Also, in this case the mean appears about the 90% of great motivational boost related to the positive feedback condition. In the case of investigation about climate, specifically concentrated on teamwork aspects, related to the question No.1, the situation would change, in fact, the mean appears about the 72% (Campania teachers 80,81%; control sample in Piedmont region 65,00% and aspiring teachers 72,86%). On the other side, more generally on climate at work as a positive influencing factor of motivation, related to the question No.2 (Campania teachers 96,11%; control sample in Piedmont region 98,33% and aspiring teachers 96,28%), the mean would be up to 95%.

For this reason, it would be possible to say that, however, a small part of teachers prefers individual work, also when is promoted by law to favour a cooperative team-working context between educational community, territory, families, students, and colleagues. By contrast, the sample involved (both the categories) appears positively influenced on the motivational side by a good and comfortable climate on the job. From a strictly organizational point of view, the proposition to implement the collegiality of the Italian education system, promoted by the various legislators over the years, would seem evident. In the wake of the NPM, already at the end of the '90s, a new perspective was taking shape in the school environment (Law No. 59/1997 - Bassanini Reform) and the transition from a national central system was operated to a managerial perspective through a tripartite autonomy of the individual institutes (didactic, organizational and research). At the turn of the '90s and the beginning of the new millennium with Presidential Decree No. 275/1999, the educational institutions had the opportunity to implement and plan educational training and interventions adapted to different contexts, in compliance with the freedom of teaching (Article 33 of the Constitution). Subsequently, with Law No. 3/2001, the autonomy aforementioned acquired constitutional status (Article 117 of the Constitution). Therefore, educational institutions became legal entities and school-director the employer. With Ministerial Decree No. 44/2001, accounting, administrative and budgetary autonomy, meaning autonomous management of funds received for state contributions, taxes, and student contributions, plus other forms of self-financing, were added to the vision of autonomy initially arranged. At the same time, changes were requested to the education system and the Official Journal of the European Union that on December 18 2006 published the Recommendation of the European Parliament and the Council on "key competences for lifelong learning", implemented in Italy through Ministerial Decree No. 139/2007. Following interventions and substantial applications of school autonomy occurred through the Law No. 107/2015.

The autonomy of the educational institution, and the request to translate from a notional approach (teacher-centric view) linked to the logic of the ministerial program, to a broader approach strictly related to competences (pupil-centric view), capable of overcoming the strict division existing among disciplines (especially in the past), promoting a transdisciplinary path, would reflect the crucial role of team-working. This would be a requirement that today appears in a predominant way, but which remains partly anchored to atavistic visions. The preference of teachers towards individual work was largely recognized in Italy in the last two decades (Romei, 1999), contrary to what is considered at the international level (Morrison et al., 1994). Today the picture seems to have changed under the regulatory profile and individual propensity, but still strongly constrained under the organizational profile, which provides for a few moments of meeting to favour adaptation, flexibility, programming transdisciplinarity, and organic and synergistic comparison underlying the mesostructure framed by the team of teachers and the other stakeholders.

On another side, specifically on the motivational lever connotated as career development possibility, related to the question No.3 (Campania teachers 44,78%; control sample in Piedmont region 51,67% and aspiring teachers 42,01%), the situation appears different. The mean of the answer would be about 45% of positive perception in future career development. The wider part of the sample answered the question with a negative perception, affirming the public educational context would be static in terms of career development, without fixed advancement, but related only to the individual voluntariness to follow another career as school director. The wider part of the sample involved affirms that this condition would negatively affect motivation on the job. In addition to what aforementioned, reflections on the monetary aspects of the job would be necessary. Teachers' salaries in Italy appear quite unbalanced if compared with other considerable Medium-High Income Countries (MHICs) (OECD, 2020). The aspects related to the remuneration, related to the question No.9 (Campania teachers 80,39%; control sample in Piedmont region 85,00% and aspiring teachers 69,52%) would demonstrate that a mean up of 75% decided to start teaching profession without monetary interest; the level appears lower among the aspiring teachers, probably due to the actual economic condition. In conclusion, the level appears anyway satisfying for which concern teachers' intrinsic motivation.

Contrary, the internal perception related to the remuneration (i.p.) appears perceived up to 60% as not correspondent to the efforts (Campania teachers 57,16%; control sample in Piedmont region 66,67% and aspiring teachers 63,57%) reinforced by a negative external perception (remuneration e.p.) (Campania teachers 37,55%; control sample in Piedmont region 40,00% and aspiring teachers 47,21%) about 60%.

This portion of the sample externally perceives its own remuneration as a respondent to the effort. That would be an interesting aspect in terms of negative external influence on motivation related to the role perception. Two cases would show the frame emerged during the survey activity. A teacher involved in the sample declared, *"often the external perception on remuneration would be that we are stealing the salary"*; another one wrote on the paper sheet *"I am not interested in the other opinion on that"*.

The former would be a predictor of common sense related to the teaching professions, teachers' remuneration, and their commonly perceived social role; the latter would show a strong protection-wall to external influence on motivation, reflecting a good balance, due to individual traits, between higher external influencing common sense and individual one.

In anyways, it would be possible to say that about half and more teachers perceive their salary from external as higher than the effort effectively pushed, and if these data were read in addition to a context in which incentives/reward systems related to the question No.4 appear scarcely implemented by the half of the sample involved (Campania teachers 45,06%; control sample in Piedmont region 68,33% and aspiring teachers 47,58%), that could constitute a dramatic motivational environment, dramatically affecting

performances and service-quality. By contrast, despite the perception by external context (satisfaction e.p.) would demonstrate lower values in terms of satisfaction. So, people would consider teachers as not satisfied with their role and only about 20% of the sample would perceive a strong satisfaction by external (Campania teachers 24,90%; control sample in Piedmont region 11,67% and aspiring teachers 23,05%). Paradoxically, the internal perception of satisfaction (satisfaction i.p.) (Campania teachers 73,99%; control sample in Piedmont region 61,67% and aspiring teachers 93,68%) and the effective satisfaction declared related to the question No. 5 (Campania teachers 81,36%; control sample in Piedmont region 76,67% and aspiring teachers 91,08%) would demonstrate a great value (about 80%) with higher peaks (about 90%) for aspiring teachers, as recognized in literature in the early stages of professional activity, implementing virtuously higher motivational boost, and consequent satisfaction.

The scenario proposed and until now analyzed, would lack other variables. One of these would be the role perception in terms of fallback choice, both on the internal and external side (role/fallback i.p. - e.p.).

The referring frame survey-based would suggest, once again (i.e., remuneration perception aforementioned) an important fracture between internal and external side, because only about the 3% of the sample involved (Campania teachers 1,81%; control sample in Piedmont region 6,67% and aspiring teachers 1,49%) would declare that the professional choice was a fallback decision, contrarily to what affirmed for which concern the external perspective. So, a great part of the sample involved (about 40%) would perceive externally consideration of the role as a fallback professional choice (Campania teachers 43,67%; control sample in Piedmont region 55,00% and aspiring teachers 24,09%).

The lower percentage in data provided by aspiring teachers sample would be due to the assumptions considered before relatively to satisfaction, showing higher motivational levels. The interesting point would be about the working environment, considered as stressful, both on the internal, stressful condition related to the i.p. (Campania teachers 33,24%; control sample in Piedmont region 38,33% and aspiring teachers 48,70%) and external side, a stressful condition related to the e.p. (Campania teachers 24,90%; control sample in Piedmont region 23,33% and aspiring teachers 50,19%).

The case proposed would be symptomatic for which concern the role perception. In this sense, the internal perception of the stressing conditions would be due to the effective efforts directly related to the sample involved teaching activities (up to 5 years in charge). By contrast, a lower level related to the external perception would be due to the scarce external perceived role consideration (i.e., as aforementioned for remuneration).

The higher level of perceived stress conditions, for which concern the aspiring teachers sample, would be due to a probable sense of inadequacy triggered by the early stage employment. In the complex, the stressful condition perception would be widely recognized and suffered by teachers.

The factor the authors identify as the crucial one to face hostile work conditions suffered by

teachers would be highlighted relatively concerning the social utility. In fact, the sample involved would show high levels of social utility perception (related to question No. 6).

About 90 % of the sample shows that it is significantly oriented to the future generations development (Campania teachers 91,10%; control sample in the Piedmont region 91,67% and aspiring teachers 90,33%). On the other hand, (Campania teachers 93,60%; control sample in Piedmont region 83,33% and aspiring teachers 96,65%) the most of the teachers involved (about 90%) show a strong consideration of their role, affirming that they decided to apply for teaching profession because of the possibility to actively contribute to the subjects in education progress and growth. According to the authors' point of view, this perspective would be the main activating factor of resilience in educational working contexts.

The authors provide, in the following paragraph, a critical perspective to the research and data analysis.

## 5. DISCUSSION ON CRITICAL PERSPECTIVE AND CONTRIBUTIONS

Employees in modern organizations would bring their entire person to the workplace (Schaufeli, 2013). Ulrich (1997) considers that organizations have no chance to increase productivity without engaging the entire person "*mind and the soul*" to be full at work (Kahn, 1992). The same would be true for which concern public service quality and individual/institutional social responsibility.

Teachers as a specific kind of professionals using intensively EL, in absence of organizational capabilities to move motivational levers and to engage workers' body and soul, they would appear able to self-produce a generative force to face the difficulties in their work context.

It would be possible to say that commitment interacts with engagement influencing it. Becker (2009) affirms that teachers are professionals focusing their commitment not only on the organization in which they work but also on several other parties and stakeholders routinely interacting with them. This commitment source would be internal to the organization and external. Several studies on commitment provided by McLean Parks, Kidder, and Gallagher (1998), Redman and Snape (2005), and more recently by Vandenberg (2009), affirm that it would emerge in employees' work within and across organizational boundaries as in the public sector context.

However, this research tries to overturn the results expressed in public contexts in terms of motivation and engagement (Pech & Slade, 2006; Ruffini & Modarelli, 2015), showing in the case of the job with higher emotional contents, in a context marked by wide structural, remunerative and often social difficulties, a broad spectrum of perspectives, in which the attribution of meaning (making sense) would become a force that overcomes motivation, poor pay, the absence of positive feedback, or the presence of frustrating situations and difficulties in career progression, shaping a niche of qualitative public-service-employees social responsibility-based. If avoid or at least stem the phenomenon of disengagement affecting this sector at all levels and

without too many distinctions, a logic based on mutual exchange should therefore be created (Breton & Wintrobe, 1988) on gratuity and public recognition (Frey, 1997, 2005), reconstructing the actual existing fractures in principles that in the past have strongly characterized the civil servant (Team ARSu, 2020).

A necessary reinterpretation in terms of the loyalty of the relationship between the individual worker and the organization, on the other hand, the organization and society (positive social role perception) would lead to positive repercussions on the perception of professional role within the institution and role from the external environment.

In this sense, teachers would be quite neglected, but a great example of resilience (Southwick & Charney, 2018) confirming the existence of a crucial power in making-sense against EL intensity and hostile work environment, with a high level of investment in terms of internal individual energy. According to the aphorism provided by de Saint-Exupéry (1997), "People have forgotten this truth, but you mustn't forget it; you become responsible forever for what you've tamed, you're responsible for your rose" (p. 98).

That would permit these intensively stressed professionals, to gain higher satisfaction levels due to the projection of sense-attribution to the role played in society and for the society reflecting internal-institutional social responsibility.

## 6. CONCLUSION

The proposed research work, based on field analysis mediated by a survey-based approach, tries to open an interpretative window, through aphorisms and empirical evidence, on the analysis of high risk contexts in terms of working well-being and stressful working conditions. Specifically, it has been chosen as a context particularly suitable for the objectives of the study: the teaching profession.

To be a teacher in an environment particularly characterized by early school leaving and poverty (such as Campania region, Italy), would have

negative repercussions in terms of work motivation and personal satisfaction.

Adding the aforementioned factors, also to those of the public sector, characterized by tight budgets and little use of motivational levers, as well as specific factors of the category, such as the lower possibility of career progression and legal constraints that often block automatic remuneration steps (when existing they are very limited) and in constant changing, it would be possible to shape a really hostile environment.

In this way, as it happens for the health professions (nurses), in addition to the burnout risk and the emotional work effort imposed by organizational and institutional constraints, the job renounce of the role should be widely advanced (Elliott, 2017).

The results of this research, on the contrary, would demonstrate how for the teaching professions, through the so-called "little prince approach", in particular, a variable would be the determinant of higher levels of satisfaction and motivation: the sense-making according to the individual social responsibility that becomes institutional (if collective on the job).

In this direction, to face the arising problems, related to a work context considered and perceived as a fallback and demeaning choice, frustrating and stressful, not duly remunerated for the efforts, professionals who work in the sector would activate a resilience force in making-sense to their role.

Contrary to what plausibly common sense would find valid, the misleading perception of dissatisfaction, disengagement, and low motivation would find a natural response in the inverse condition proposed by the study.

Probable limits of the research would be traced and underlined on the side of the sample involved. From this perspective, it would have been possible to involve private schools' teachers to compare perceptions and views related to the same working category in different sectors, under the lens of parallel regulations. This limitation would be considered as a specific focus for the future development of the study.

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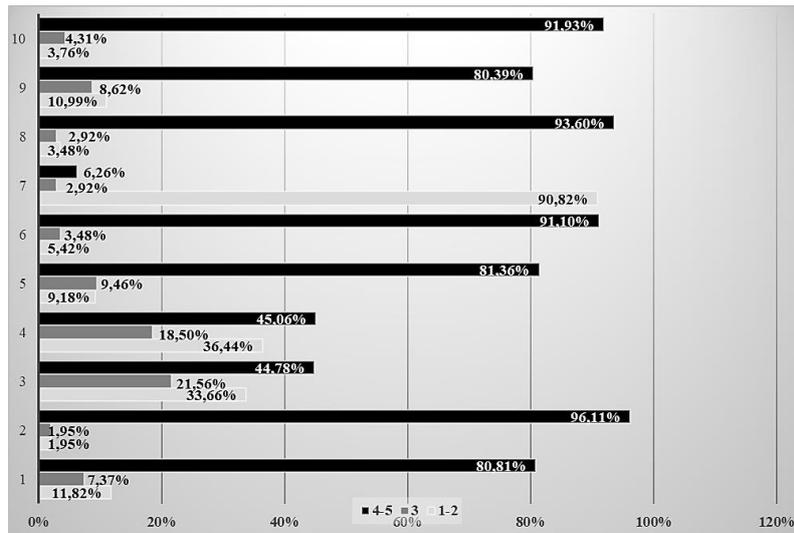
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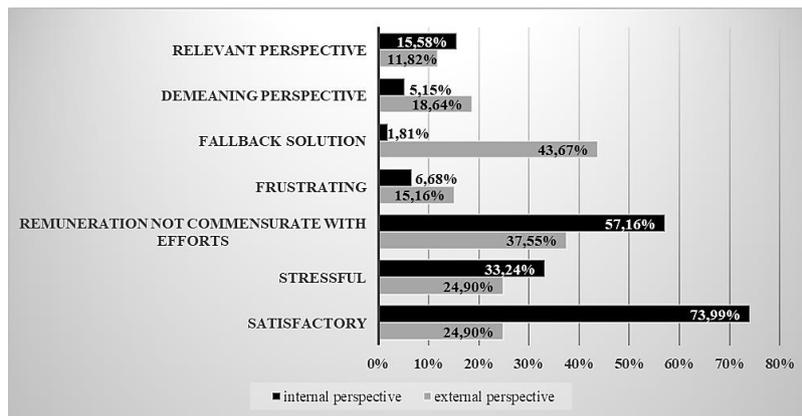
APPENDIX

Figure 1. Campania region teachers



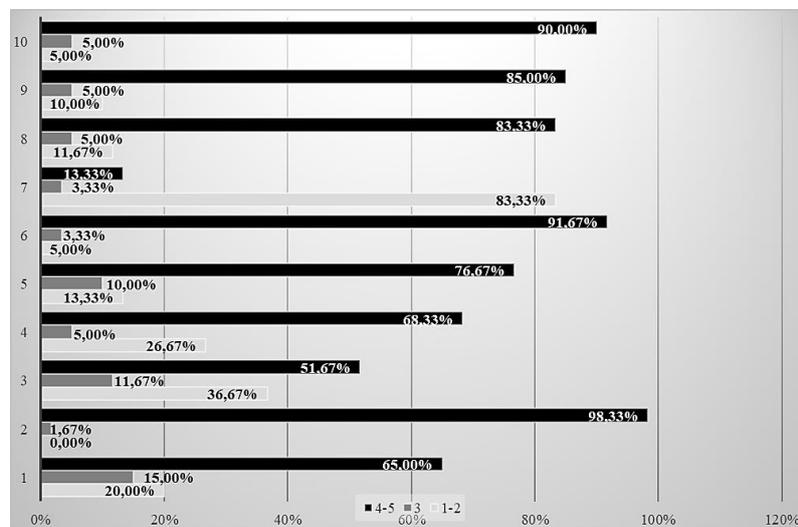
Source: Authors' elaboration.

Figure 2. Campania region teachers' external/internal perspective



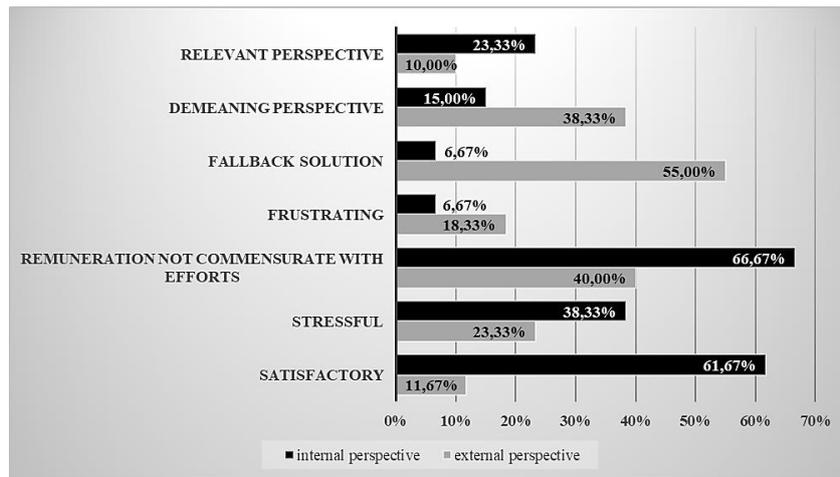
Source: Authors' elaboration.

Figure 3. Piedmont region teachers control sample



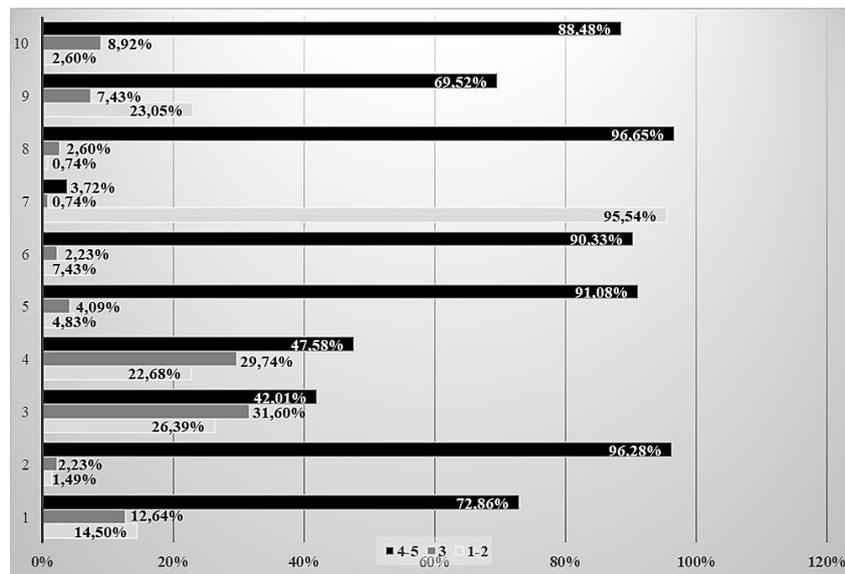
Source: Authors' elaboration.

Figure 4. Piedmont region teachers control sample external/internal perspective



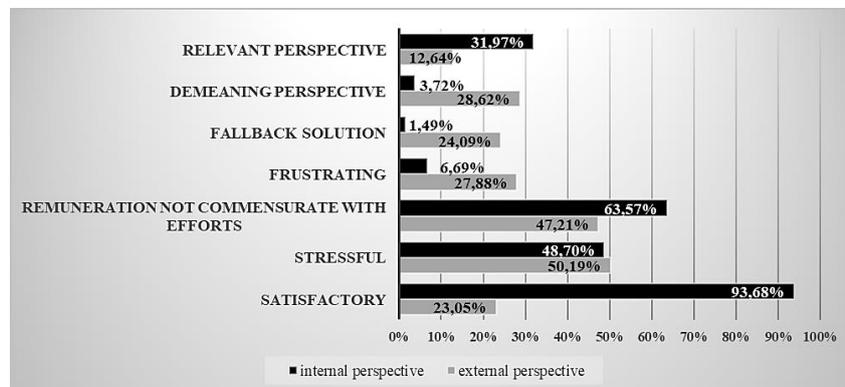
Source: Authors' elaboration.

Figure 5. Aspiring teachers Italian sample



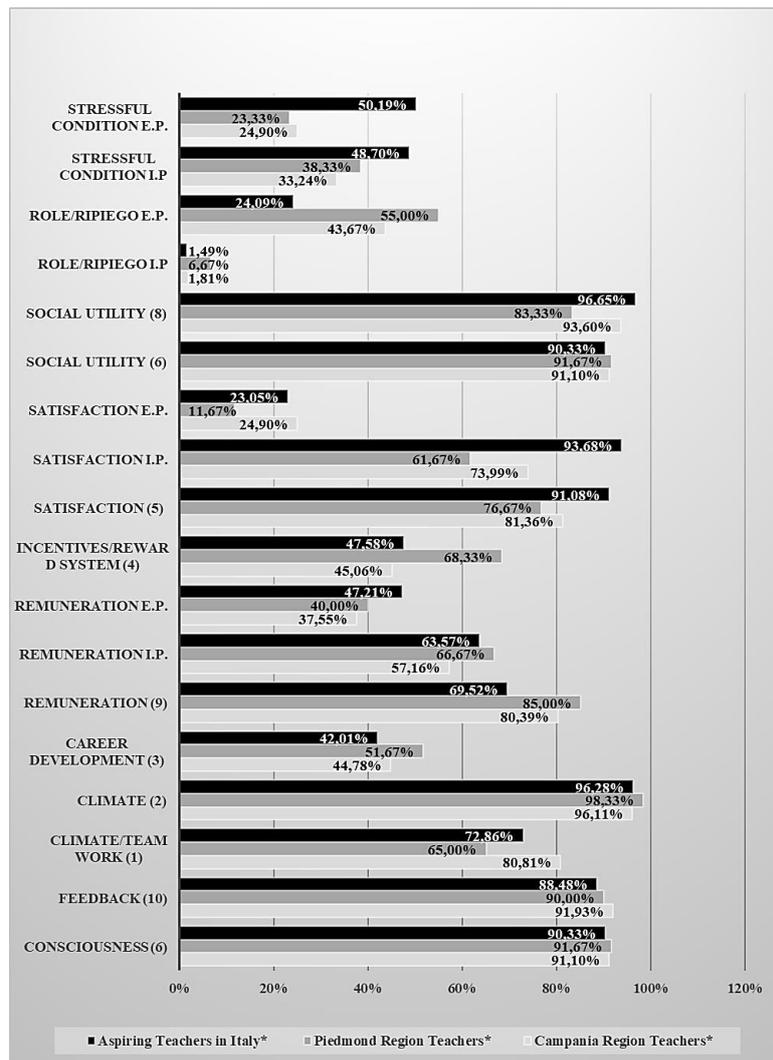
Source: Authors' elaboration.

Figure 6. Aspiring teachers Italian sample external/internal perspective



Source: Authors' elaboration.

Figure 7. Graphical comparative analysis by influence factor code



Source: Authors' elaboration.

Table A.1. Questionnaire

No.	
1	I believe that teamwork is more rewarding than individual work.
2	I believe that the positive and comfortable atmosphere of the working environment is determinant for work motivation and favors the achievement of self-motivating objectives.
3	In my work environment, the professional development path appears static and the career advancement is not directly linked to pre-established steps, but to the individual voluntariness to pursue an alternative professional path (directors); this negatively affects motivation to work.
4	In my work environment moments dedicated to incentives and rewards are scarce or absent.
5	I am satisfied with the professional path I have chosen.
6	The professional path chosen is for me a conscious choice, matured over time and significantly oriented towards the development of future generations.
7	The professional path chosen is a fallback choice for me.
8	The ability to actively contribute to the progress and growth of individuals in education makes me satisfied.
9	I have embarked on my professional career regardless of the monetary aspects connected to it.
10	I think I feel more motivated at work if the emotional perspective and feedback are positive from the whole context.

Source: Authors' elaboration.

Table A.2. Perception scheme

External perspective	Internal perspective
Satisfactory	Satisfactory
Stressful	Stressful
Remuneration not commensurate with efforts	Remuneration not commensurate with efforts
Frustrating	Frustrating
Fallback solution	Fallback solution
Demeaning perspective	Demeaning perspective
Relevant perspective	Relevant perspective

Source: Authors' elaboration.