



## A STUDY ON THE DEEP ACTING DIMENSION OF EMOTIONAL LABOR AND THE MEDIATING EFFECT OF FAMILY SUPPORT SUPERVISOR BEHAVIOR ON WORK FAMILY CONFLICT AND TURNOVER INTENTION OF VOCATIONAL COLLEGE TEACHERS UNDER THE FAMILY SCHOOL CO-EDUCATION POLICY

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### Abstract:

This study examines teachers in higher vocational colleges in China as the research subjects. It investigates the mediating role of emotional labor's deep acting dimension and family-supported supervisor behavior in the process of work-family conflict's influence on turnover intention. The study employed a quantitative research methodology with 431 formal samples. Data analysis results show that work-family conflict has a significant positive impact on teachers' turnover intention. The deep acting dimension of emotional labor has a significant negative impact on turnover intention, and deep acting plays an intermediary role between work-family conflict and turnover intention. Family-supported supervisor behavior has a significant negative impact on turnover intention and plays a mediating role between work-family conflict and turnover intention. The research results are expected to provide a useful reference for administrators of higher vocational colleges, helping them to formulate corresponding measures, effectively alleviate teachers' work-family conflict, and reduce turnover rates, thus ensuring stable development and education quality in higher vocational colleges.

**Keywords:** teachers in higher vocational colleges, turnover intention, work-family conflict, emotional labor, family-supported supervisor behavior

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## 1. Introduction

Teachers are the "main force" in the development and promotion of education in China and play a fundamental role (Griffeth *et al.*, 2020). However, the instability and mobility of teachers will directly affect the quality of school education and teaching activities and then affect the academic development of students (Silvia *et al.*, 2021). Chinese scholars Huang and Zhu (2020) believe that teachers are faced with multiple contradictions such as work and family, and have greater psychological pressure, which is easy to cause emotional fluctuations; The serious imbalance between pay and return and the influence of different types of leaders' leadership behaviors have led to the phenomenon of high mobility of teaching teachers in higher vocational colleges. It can be seen that the current situation of teachers' stability is not optimistic, and turnover is very common. How to reduce the turnover rate of teachers has become an urgent problem in educational practice.

On the issue of teacher' turnover, scholars have put the study of turnover intention in an increasingly important position after discussion (Ye, 2020). Zhang (2014) also believes that the most accurate variable to predict the actual turnover behavior of organization members is turnover intention. By understanding, applying and managing the antecedent variables, result variables and intermediary variables related to turnover intention, such as work-family conflict, emotional labor and family-supported supervisor behavior, Chinese higher vocational colleges can better prevent and reduce teachers' turnover behavior in the practice of teaching management, so as to maintain a stable school teaching staff and improve the quality of teachers.

However, with the fierce social competition, students' education has been paid more and more attention by schools and parents (Li *et al.*, 2019). especially the imperfect implementation of the policy of "home-school co-education", which makes more and more teachers have the idea of leaving their jobs. In many higher vocational colleges that have implemented the policy of co-education between home and school, the responsibility of the management of the whole school is lacking or even transparent. However, teachers have to face the complicated family situations of students and the uneven quality of parents. Once there are complaints and disputes, teachers are in an absolute "weak position" (Obrenovic *et al.*, 2020). and many teachers have to choose the "Buddhist Department" or leave their jobs directly.

At present, under the implementation of the policy of "home-school co-education", the contradiction that teachers can't take care of their work and family is more prominent (Orell & Pihlaja, 2020). Teachers' emotional pressure cannot be released. In the interaction between home and school, teachers' emotional labor is very important (Lee & Chelladurai, 2018). Teachers' work not only belongs to high-intensity mental activities, but also has a certain emotional colour (Wharton, 2009). As a special group with ideals and pursuits, teachers are full of enthusiasm and responsibility for their work at first, but when they don't get corresponding incentives, they will react emotionally and make a

choice of lying. The Buddhist system looks at the problem. Under the background of home-school co-education, the requirements of schools for school administrators and leaders are also rising (Lee & Chelladurai, 2018). Family-supported school supervisor behavior helps to reduce teachers' turnover intention. The background of home-school co-education may have a positive impact on family-supported school leaders, but there may also be challenges (Griffeth *et al.*, 2020).

Based on the theory of social exchange, this study constructs an action path between turnover intention and work-family conflict, family-supported supervisor behavior and emotional labor as intermediaries. If teachers in higher vocational colleges are faced with irreconcilable role conflicts of work-family conflict, teachers will make trade-offs in their own interests, which may have a direct impact on turnover intention (Rhoades & Eisenberger, 2002). Because of the particularity of the working environment and occupation, teachers' emotional labor plays a key role in dealing with occupation-related relations. Among them, the surface acting role of emotional labor acting is a negative role, which may aggravate emotional exhaustion and increase turnover intention; the deep acting of emotional labor can buffer all kinds of psychological conflicts, reduce psychological exhaustion, and thus reduce the intention to leave. As a social resource, family-supported supervisor behavior promotes the exchange of leaders and members. Based on the theory of social exchange, family-supported supervisor behavior can alleviate work-family conflicts, strengthen the exchange, utilization and preservation of resources, and enhance employees' commitment to the organization (Reyes *et al.*, 2019). Social exchange theory provides a systematic theoretical framework for understanding work-family conflict, teacher turnover intention, family-supported supervisor behavior and emotional labor (Lawler, 2001).

To sum up, this study is mainly about the influence of work-family conflict on teachers' turnover intention in higher vocational colleges in Jiangsu Province, China, under the background of family-school co-education, and studies the mediating role of teachers' emotional labor and school leaders' family-supported supervisor behavior. I hope to provide empirical support for the importance and mechanism of turnover intention, work-family conflict, emotional labor deep acting and family-supported supervisor behavior and provide guidance and reference for reducing teacher turnover rate, improving school education and teaching quality and education management.

## 2. Literature Review

### 2.1 Theoretical Basis

Social exchange theory (SET) provides an important theoretical perspective in analyzing the mediating role of emotional labor and family-supported supervisor behavior in the influence of work-family conflict on teachers' turnover intention (Homans, 1958). Social exchange theory focuses on the interaction between individuals and organizations, based on the relationship between "return" and "cost". Under this framework, the relationship

among teachers, working environment and family can be regarded as a social exchange process (Cropanzano *et al.*, 2017).

Social exchange theory focuses on the balance between "input" and "return" in interpersonal and organizational interaction (Mutenheri, 2017). When the input is greater than the return, individuals feel an unbalanced exchange, resulting in pressure and dissatisfaction, and then may change their behavior (such as leaving their jobs).

First, the role of work-family conflict (WFC) and social exchange theory. Work-family conflict refers to the conflict between family responsibility and work responsibility at the same time, and they can't effectively balance the two (Lee & Chelladurai, 2018). According to the theory of social exchange, this conflict can be regarded as an imbalance of resource allocation between the two roles of teachers, which leads to the imbalance of input and return (Balogun & Afolabi, 2018). Work-family conflict leads teachers to invest more time and energy in two aspects. For example, if the work pressure of school teachers increases, family time and energy will decrease, and vice versa. If teachers can't get emotional support, a sense of accomplishment or proper rest from work or family effectively, they will feel that the return is insufficient. The imbalance of work-family conflict will aggravate this feeling and increase work pressure and emotional burden (Sun & Wang, 2019).

Secondly, the relationship between the intermediary role of emotional labor and social exchange theory. Emotional labor is a process in which teachers manage and adjust their emotions at work, especially when there is a conflict between work and family (Yuh *et al.*, 2017). According to the social exchange theory, emotional labor, as an extra input, amplifies the negative impact of work-family conflict. Specifically, under the framework of social exchange theory, emotional labor, as a "hidden input", teachers may need to hide or suppress their negative emotions in the face of work-family conflicts in order to maintain their professional image and emotional consistency (Cropanzano *et al.*, 2017).

Although this kind of emotional labor is not obvious, it is still an important input. When emotional labor is excessive and there is no corresponding emotional support or return, it will lead to emotional exhaustion (Ahmad *et al.*, 2023). Emotional labor will also aggravate the exchange imbalance. Emotional labor increases the "emotional cost" of teachers in their work, especially when there is a great demand for emotional labor and emotional input cannot be supported in time. According to the theory of social exchange, when teachers feel that they have paid too much emotional labor, but the return from the organization or family is insufficient, they will feel dissatisfied, thus increasing their intention to leave.

The relationship between turnover intention and social exchange theory. Turnover intention can be regarded as the result of teachers' coping with work-family conflict and emotional labor burden (Cropanzano *et al.*, 2017). When the communication relationship between teachers in these two aspects is unbalanced, they will feel that it is "not worthwhile" to stay in the organization, so they will consider leaving. It is manifested in the Turnover intention caused by the imbalance of exchange relations. Social exchange

theory emphasizes that when individuals think that their contribution (such as time, energy and emotional input) greatly exceeds the return from work, they will take action to correct this imbalance. In this case, resignation becomes an important self-protection mechanism (Ahmad *et al.*, 2023).

Social interaction theory is often used to explore the antecedents of certain variables, such as leadership characteristics, membership characteristics and organizational composition characteristics (Sha & Zhang, 2017). As a direct predictor of employee turnover behavior (Reyes *et al.*, 2019), turnover intention is influenced by family-supported supervisor behavior (Hamme *et al.*, 2009).

From the perspective of social exchange, family-supported supervisor behaviors are more manifested in honesty and integrity, equal treatment of employees, balanced support for families, buffering work-family conflicts, increasing employees' belief in mutual benefit and reducing turnover intention (Bagger & Li, 2014). Theoretical and empirical research shows that family-supported supervisor behaviors can affect employees' work results through the process of social exchange. Family-supported supervisor behaviors provide expected results for subordinates, and employees will engage in behaviors that are beneficial to organizations and supervisors to repay their leadership. Based on the social exchange theory, Bagger and Li (2014) found that high-quality exchange of leading members will lead employees to show higher acting levels, be willing to take on more responsibilities in the organization, and meet their emotional needs, thus reducing their turnover intention (Ahmad *et al.*, 2023).

## **2.2 Work-Family Conflict and Turnover Intention**

The existing research in China confirms that the conflict and interference between work and family have become an important variable to predict turnover intention. Kossek *et al.* (2023) found that with the emergence of work-family conflict, job satisfaction will be weakened, and employees' job burnout and turnover intention will also increase significantly; Yang and Chen (2020) found that the interference between work and family in an organization has an impact on the turnover intention of organization members; Wen *et al.* (2018) found that the conflict between work and family is positively related to turnover intention through empirical research.

There have been a large number of foreign research conclusions showing that there is a positive relationship between work-family conflict and turnover intention, including Stella (2002), Boyar (2003), Kelly (2008), Amstad (2011), Hammer *et al.* (2011), etc., all of which have made relevant studies on the generation of turnover intention of organizational members and reached similar conclusions. Ding *et al.* (2018) think that the sudden decline of work-family balance reduces job satisfaction and makes employees leave their jobs. Allen *et al.* (2012) think that work-family conflict can directly affect employees' turnover intention.

Based on previous scholars' research conclusions, this study predicts that work-family conflict is positively related to turnover intention. When job requirements

interfere with family life, the most direct result is that individuals will increase their willingness to find another job and may finally make a decision to formally leave the organization (Vangapandu, 2021).

To sum up, this study puts forward the following assumptions:

**H1:** The work-family conflict of teachers in higher vocational colleges in Jiangsu Province, China, has a positive and significant impact on turnover intention.

### **2.3 Study on the Relationship between Work-Family Conflict and Emotional Labor**

The research of Cheung and Tang (2009) shows that work-family conflict has different effects on two different dimensions of emotional labor: surface acting and deep acting. Work-family conflict usually has a significant positive impact on surface acting. This is because the work-family conflict will increase the individual's stress and negative emotions, which leads to the individual's tendency to cover up the real emotions through a simpler surface acting so as to cope with the emotional requirements at work (Gao *et al.*, 2012). Surface acting is more direct than deep acting; that is, the expression of true feelings is more direct, and it will not consume more resources of individuals. Facing the increase of work-family conflict, more teachers in school will tend to choose surface acting and increase emotional labor.

For deep acting, the influence of work-family conflict may be negative (Cheung & Tang, 2009). Work-family conflict will consume individual psychological resources and energy, making it difficult for them to effectively act deeply, that is, to achieve more sincere emotional expression by adjusting their internal emotional state. From the definition of emotional labor, we can see that emotional labor involves employees' efforts and self-control in the process of interacting with customers in order to show the emotions required by the organization, requiring employees to express the positive emotions needed by the organization, while ignoring employees' own true emotions (Zapf, 2002). Especially for teachers, when they can't balance the dual roles of work and family, individuals will have emotional out of control, job burnout and other unhealthy psychological activities, which will make teachers feel emotional exhaustion (Morris & Feldman, 1996), unable to act in depth and reduce teachers' emotional labor. However, when teachers in schools are confronted with negative emotions caused by work-family conflict, they may suppress their true emotions and force themselves to adjust their emotional expression according to school regulations, that is, to use emotional labor to give satisfactory services to clients and reduce their satisfaction with work and life (Zhao *et al.*, 2023). In order to meet the requirements of work, with the increase of work-family conflict, teachers' restraint of their true emotions will inevitably increase. However, with the increase of work-family conflict, teachers' emotional labor will be unsustainable and eventually unable to act. With the more serious work-family conflict, emotional labor will become lower and lower.

Therefore, work-family conflict generally has a positive impact on surface acting (increasing the frequency of surface acting) and a negative impact on deep

acting (reducing the occurrence of deep acting). Based on this, this study puts forward the following assumptions:

**H2a:** The work-family conflict of teachers in higher vocational colleges in Jiangsu Province, China, has a significant positive impact on emotional labor surface acting.

**H2b:** The work-family conflict of teachers in higher vocational colleges in China and Jiangsu Province has a significant negative impact on the deep acting of emotional labor.

## **2.4 Study on the Relationship between Work-Family Conflict and Family Support Supervisor Behavior**

With the development of the economy and society and the improvement of living standards, the needs of employees to balance work and family are constantly changing. Researchers point out that leadership support is an important factor to predict employees' work-family conflict (Moen & Fernandez, 1987), and regard leadership support for employees' work-family balance as an important social support resource (Kossek & Nichol, 1992). Thomas and Ganster (1995) made a conceptual summary of "*family-supporting leaders-leaders who can understand, sympathize with and support employees' work-family troubles*" for the first time when studying the influencing factors of work-family conflict and stress. This concept mainly points out the emotional support function of leaders to employees' families, which includes giving employees flexible work arrangements and giving employees appropriate family care (Crain & Stevens).

In addition to organizational support and family support, family-supported supervisor behavior, as the main source and research mainstream of social support in the field of work-family conflict, has become one of the ways to balance and alleviate and reduce the work-family conflict of employees (Nie & Xie, 2018). The concept of family-supported supervisor behavior is mainly aimed at alleviating work-family conflicts, helping employees to better undertake work and family responsibilities, fulfil corresponding obligations, and handle the relationship between work and family life (Ode-Dusseau, 2012).

Beauregard and Henry (2009) think that family-supported supervisor behavior should involve two aspects at the same time, not only family but also work, which can balance the work-family conflict of employees more effectively (Rofcanin *et al.*, 2017). At the same time, in addition to providing emotional support, family-supported leaders should also seek more convenience for employees through innovative new work management, including providing employees with flexible work arrangements (Wang *et al.*, 2019). In addition, family-supported leaders can provide employees with practical experience in this field through instrumental support and their own exemplary handling behavior to balance the needs of work and family and help employees ease conflicts (Larry *et al.*, 2017). To sum up, this study puts forward the following assumptions:

**H3:** Family-supported supervisor behavior in higher vocational colleges in China and Jiangsu Province has a significant negative impact on teachers' work-family conflicts.

## **2.5 Research on the Relationship between Emotional Labor and Turnover Intention**

Brian *et al.* (2001) found that the two dimensions of emotional labor—surface and deep acting have different effects on turnover intention. The surface acting of emotional labor usually has a significant positive impact on turnover intention, while the deep acting of emotional labor usually has a negative impact on turnover intention.

First of all, the surface acting of emotional labor has a positive impact on turnover intention. Ramachandran *et al.* (2011) stated in the study that emotional labor can predict turnover intention, and employees who act out surface roles at work have higher turnover intention. Surface acting requires employees to hide or disguise their true emotions in emotional labor to meet the job requirements, which will lead to emotional exhaustion, increased work pressure and decreased job satisfaction, thus increasing employees' turnover intention (Walsh & Bartikowski, 2013). Zhang and Zhang (2023) through the investigation of employees in catering and communication industries in Chongqing and Wuhan, it is found that there is a positive correlation between surface acting and turnover intention, and thus a hypothesis is put forward that surface acting of emotional labor is significantly positively correlated with turnover intention and has a significant positive predictive effect.

Secondly, the deep acting of emotional labor usually has a negative impact on turnover intention, that is, there is a negative correlation between true emotional acting and turnover intention (Bosch *et al.*, 2018). Deep acting means that employees can adjust and change their inner emotions to meet the requirements of the work situation. This method causes less emotional exhaustion and usually brings higher job satisfaction and emotional pleasure, thus reducing turnover intention. When and Li (2014) studied the relationship among emotional labor, psychological capital and turnover intention of salespeople, they found that deep acting was negatively correlated with turnover intention, with a significant level of .010 and a correlation coefficient of -.586. Mesmer-Magnus *et al.* (2012) thinks that when adopting the strategy of deep acting and natural acting, the psychological mood of salespeople is consistent with the organizational requirements, and will not consume more psychological and emotional energy, while salespeople who adopt surface acting are prone to emotional exhaustion and job burnout, so their turnover rate is relatively high (Crain & Stevens, 2018). Accordingly, the author thinks that there may be a significant positive correlation between surface acting and turnover intention, and surface acting may have a positive effect on turnover intention. There may be a significant negative correlation between deep acting and turnover intention, which has a negative impact on turnover intention (Grandey, 2024).

Accordingly, the author thinks that there may be a significant positive correlation between surface acting and turnover intention, and surface acting may have a positive



effect on turnover intention. There may be a significant negative correlation between deep acting and turnover intention, which has a negative impact on turnover intention (Grandey, 2024). Based on this, this study puts forward the following assumptions:

**H4a:** Teachers' emotional labor surface acting in higher vocational colleges in Jiangsu Province, China has a significant positive impact on turnover intention.

**H4b:** The deep acting of teachers' emotional labor in higher vocational colleges in China and Jiangsu Province has a significant negative impact on turnover intention.

## **2.6 Research on the Relationship between Family Support Supervisor Behavior and Turnover Intention**

Family-supported supervisor behavior has a certain influence on turnover intention, the most direct predictor of employees' actual turnover behavior, based on the perspective of social exchange and resources. On the basis of this research, the relationship between family-supported supervisor behavior and teachers' turnover intention has attracted scholars' attention (Hai *et al.*, 2015).

Family-supported supervisor behavior can help employees balance the acquisition of work and family resources, promote the gains of work and family, reduce the loss of resources caused by the imbalance of conflicts in the two fields, and reduce the turnover intention (Odele-Dusseau *et al.*, 2016). In addition, the influence of family-supported supervisor behavior on turnover intention can also be realized through its supportive behavior, so that employees can have more sense of identity and belonging to the organization and leadership (Bogler & Somech, 2004). Accordingly, this study suggests that if employees can't balance the responsibilities of work and family at the same time, in order to ensure their own resources, they will spontaneously reduce the input of resources on one hand, or even stop investing resources directly, showing that they are divorced from marriage in the family aspect and leave their jobs in the work aspect (Hobfoll, 1989). As a valuable social support resource, family-supported supervisor behavior has a great ability to relieve employees' work-family conflict and reduce the pressure caused by the imbalance of work-family resources. Family-supported supervisor behavior can reduce the possibility of staff resource shortage, thus reducing turnover intention (Zhang *et al.*, 2013).

Bagger and Li (2014) found that family-supported supervisor behavior plays a part in the turnover intention of employees in American enterprises. family-supported supervisor behavior will have a direct impact on the relationship between leaders and members in the organization, and then affect the acting of employees in the field of work (Grandey & Cropanzano, 1999). At present, with the continuous development of individual consciousness, many employees only regard the organization as a stage platform of their career. The supportive behavior of leaders enhances employees' recognition and belonging to the organization, thus affecting employees' turnover intention.

From the above, researchers agree that family-supported supervisor behavior can negatively predict turnover intention. Based on this, this study puts forward the following assumptions:

**H5:** Family-supported supervisor behavior of teachers in higher vocational colleges in Jiangsu Province, China has a significant negative impact on turnover intention.

## **2.7 Study on the Relationship between Work-Family Conflict, Emotional Labor and Turnover Intention**

At present, many scholars ignore the emotional factors of employees in the study of the relationship between work-family conflict and turnover intention. Too much emotional labor at work will have a negative impact on teachers' mental health (Hu, 2016), which will lead to psychological reactions of shrinking and escaping. The two dimensions of emotional labor—surface acting and deep acting—may indeed play an intermediary role between Work-Family Conflict (WFC) and Turnover Intention, but it depends on specific situations and individual differences. The following are the possible mechanisms of the two as intermediaries:

The intermediary role is played by the surface layer. Surface acting is a kind of "drama" strategy which only involves the management of observable facial expressions. For example, although employees are unwilling to interact with customers, they may fake smiles at customers. Surface behavior requires employees to consciously try to suppress real emotions and show false emotions (Wharton, 2009), so employees may feel tired (Alicia, 2015). The surface acting of emotional labor is a state of emotional disharmony, which often leads to an unreal feeling. This process will lead employees to disguise themselves, such as lying, and the accumulation of fake emotions will lead to the feeling of personality alienation (Lee, 2017). Therefore, the surface acting of emotional labor will increase emotional exhaustion and work pressure, reduce job satisfaction, and then enhance turnover intention (Lee, 2017).

Therefore, surface acting may play a positive mediating role between work-family conflict and turnover intention.

The mediating effect of deep acting is negative, and the specific effect depends on how individuals cope with work-family conflicts and the effectiveness of their emotional regulation strategies (Larry, 2017). Deep acting is to make emotional expression more sincere by adjusting inner emotions. Although work-family conflict will consume employees' psychological resources, making deep acting more difficult to achieve, when employees can effectively act deeply, they will usually reduce emotional exhaustion, improve job satisfaction, and thus reduce turnover intention. Therefore, deep acting may play a negative mediating role between work-family conflict and turnover intention, or the mediating role may be weak.

Therefore, the two dimensions of emotional labor do mediate between work-family conflict and turnover intention, but the influence direction is different. Surface

acting may play a significant positive intermediary role between work-family conflict and turnover intention; Deep acting may play a negative or weak intermediary role. Based on this, this study puts forward the following assumptions:

**H6a:** Teachers' emotional labor surface acting in higher vocational colleges in Jiangsu Province, China, plays an intermediary role between work-family conflict and turnover intention.

**H6b:** The deep acting of teachers' emotional labor in higher vocational colleges in China and Jiangsu Province plays an intermediary role between work-family conflict and turnover intention.

## **2.8 Study on the Relationship between Work-Family Conflict, Family-Supported Supervisor Behavior and Turnover Intention**

Family-supported supervisor behavior is defined as related to the organizational results of employees (Hammer *et al.*, 2013), which is a supportive behavior that leaders pay for employees to fulfil their family roles. This is the work-family support provided by the leadership for employees, and it also has an important relationship with employee behavior. Johnson (2014) further put forward that family-supported supervisor behavior, as a supportive management behavior to alleviate work-family conflict, plays a key role in alleviating work-family conflict and reducing turnover behavior of employees. Therefore, we can study family-supported supervisor behavior as a social resource and a mechanism to solve work-family conflict, which can not only benefit employees but also enable organizations to take positive actions through employee feedback, such as spontaneous active work. Hammer *et al.* (2009) on the basis of this study, concluded that family-supported supervisor behavior has a significant negative correlation with employees' work-family conflict and turnover intention, and its predictive power is more than that of the original supportive supervisor.

Compared with other leadership behaviors, family-supported supervisor behavior, as a kind of social support resource, can be more sensitive to the needs of employees' work and family and can allow employees to enjoy more flexibility and greater autonomy in their work when implemented in specific management behaviors. Family-supported leaders will also actively teach their employees their own experience of how to ease and balance the work-family conflict with their exemplary behavior, giving employees more support and understanding (Hammer *et al.*, 2013). From the perspective of resource conservation theory, employees with family-supported supervisor behavior, a social resource, can better balance their roles and arrange their time at work and family, so as to reduce the conflict between work and family, thus reducing the turnover intention. The meta-analysis of Kossek *et al.* (2011) also proves that the reduction of work-family conflict, assisted by family-supported supervisor behavior, contributes to the improvement of employees' work performance, the promotion of autonomous behavior, the improvement of job satisfaction and the

reduction of turnover behavior. Based on this, this study puts forward the following assumptions:

**H7:** Family-supported supervisor behavior of teachers in higher vocational colleges in China and Jiangsu Province plays an intermediary role between work-family conflict and turnover intention.

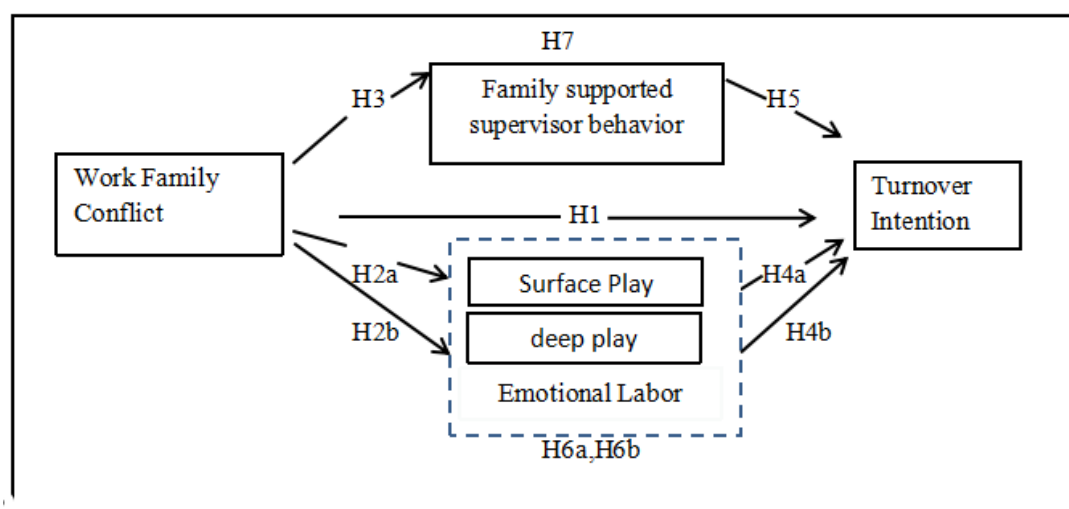
### 3. Material and Methods

According to the above-mentioned research purpose, research motivation and literature discussion, this part collects data by questionnaire survey to understand the current situation and relationship among teachers' Turnover intention, work-family conflict, family-supported supervisor behavior and emotional labor in higher vocational colleges in China and Jiangsu Province. This chapter is divided into five parts. The first part is the research framework; the second part is the research object; the third part is the research method; the fourth part is research tools; and the fifth part is abbreviations and meanings.

#### 3.1 Research Framework

Based on the motivation and purpose of the study and literature research, this study aims to explore the influence of work-family conflict on the turnover intention of front-line teaching teachers in higher vocational colleges with home-school co-education in China and Jiangsu Province, and the mediating role of school family-supported supervisor behavior and emotional labor in the work-family conflict on teachers' turnover intention. Four-variable analysis is carried out by using statistical methods, and the research framework chart 3.1 is drawn up as follows:

#### 3.2 Research Framework



### 3.3 Research Object

The first-line teachers in higher vocational colleges who participated in this questionnaire survey came from 11 cities in Jiangsu Province, China, covering a wide area. Jiangsu Province is an economically developed province in the eastern coastal area of China, and its urban and rural structure, distribution of educational resources and school management system can be representative of China's education system. At present, Jiangsu Province, as a major education province in China, has 543 higher vocational colleges (Wang & Long, 2020), covering all majors and directions, faculty and students. Jiangsu province has always performed well in national academic competitions and educational examinations, and its schools generally enjoy a high level of education. Studying schools in Jiangsu Province is helpful to understand the characteristics of educators and the implementation of educational policies in the environment of higher vocational colleges, and its samples are universal (Ye, 2020).

In the formal research sample, the background variables of teachers' basic information of higher vocational colleges in China and Jiangsu Province are: gender, age, education background and marital status. In terms of gender, there are 191 males, accounting for 44.320%, 240 women, accounting for 55.680%. In terms of age distribution, there are 129 people under 30 years old, accounting for 29.930%, 31-40 years old, 169 people, accounting for 39.210%, 41-50 years old, 84 people, accounting for 19.490%. There are 49 people aged 51 and above, accounting for 11.370%. In terms of academic qualifications, there are 48 junior college students, accounting for 11.140%, 270 undergraduate students, accounting for 62.650%, and 113 graduate students or above, accounting for 26.220%. Judging from the marital status, there are 132 unmarried people, accounting for 30.630%, and 299 married people, accounting for 69.370%.

### 3.4 Research Methods

This study mainly adopts the questionnaire survey method, which is the most commonly used in the process of doctoral thesis creation, collects research materials and data from the research subjects in written form with strictly designed psychometric items or questions (Raju, 2014).

According to Tinsley and Tinsley (1987), the number of formal questionnaires should be combined with the number of questions, and the ratio of the number of items to the number of samples should be between 1: 5 or 1: 10. There are 38 questions in this paper, and the maximum ratio is 1: 10 as the reference ratio of this study. Therefore, this study needs at least 380 valid samples. At the same time, considering the possibility of invalid questionnaires, 450 formal questionnaires were finally distributed, and 431 valid questionnaires were retained after deleting the invalid questionnaires with short answer time and obviously unreasonable answers, with an effective collection rate of 95.778%.

### 3.5 Research Tools

In this study, a questionnaire survey was used, and according to the above literature review and related theories and research purposes, after confirming the research framework and objects, the measurement tools suitable for this study were selected for testing. This questionnaire measurement tool includes four scales: Turnover Intention Scale, Work-Family Conflict Scale, Family Support Leadership Scale and Emotional labor Scale. The following will explain the four scales, respectively:

#### 3.5.1 Turnover Intention Scale

This study adopts the turnover intention questionnaire compiled by Farh *et al.* (1998), a Hong Kong scholar, as a measuring tool for the turnover intention of front-line teaching teachers in Jiangsu vocational schools. The scale consists of four items. Ai (2016) showed good reliability and validity when measuring the turnover intention data of in-service teachers in colleges and universities. Scholars such as Xing and Chen (2009) have applied the Turnover Intention Scale to the empirical study of future school teachers' turnover intention. The homogeneity reliability of the scale is .78,  $\alpha$  coefficient is .84. The scale is relatively reliable, with good internal consistency reliability and retest reliability (Wharton, 2009).

#### 3.5.2 Work-Family Conflict Scale

This study adopted the Work-Family Conflict Scale (WFCS) compiled by Carlson *et al.* (2000), which was translated and revised by Gan (2007). The scale includes three dimensions (time conflict, pressure conflict and behavior conflict), which has been used repeatedly in education management and is more suitable for measuring the influence of teachers' work on family conflict in higher vocational colleges. Wang (2021) and Dawn *et al.* (2000) used this scale to study the work-family conflict of teachers in China, and the  $\alpha$  coefficient was .84. The test-retest reliability is  $r = .73$ .

#### 3.5.3 Emotional Labor Scale

This study adopts the emotional labor scale compiled by Grandey and Gabriel (2015) and revised by Wu (2003), which includes 11 items and two dimensions, namely surface game and deep game. The reliability of internal consistency is .75, the internal consistency is 0.58-0.85. This scale has been used many times in education management. Yang (2020) and Wei *et al.* (2021) used the scale to study the emotional labor of Chinese teachers, which proved that the scale has good reliability and validity.

#### 3.5.4 Family Support Supervisor Behavior Scale

This study takes the 14-question scale of Hammer *et al.* (2013) as a reference, and the reliability and validity of the questionnaire are also tested in empirical research (Crain *et al.*, 2014; Hammer *et al.*, 2013), the reliability of emotional support dimension in the four dimensions is 0.90; The reliability of instrument support dimension is 0.86; The reliability

of example behavior is 0.86; The reliability of innovative work family management is 0.86.

### 3.6 Abbreviations and Meanings

SPSS = Statistical Package for the Social Sciences. which is a professional software for statistical analysis widely used in fields such as social sciences, business, and data mining.
AMOS = Analysis of Moment Structures, is a statistical software specifically designed for structural equation modeling (SEM) analysis. It is typically used in conjunction with SPSS for fitting and analyzing complex models.
CR = Composite Reliability. It is used to evaluate the internal consistency of latent variable indicators, that is, to measure whether each measurement indicator can reliably reflect the same underlying concept.
AVE = Average Variance Extracted. It is used to evaluate the convergent validity of latent variables, reflecting the proportion of variance explained by a latent variable to the total variance of its measurement indicators.
MSV = Maximum Shared Variance. The maximum shared variance is an indicator used to evaluate the discriminant validity between latent variables. It represents the maximum degree of variance sharing between a latent variable and other latent variables in the model. If the MSV of a latent variable is greater than its AVE (Average Variance Extracted), it indicates that the overlap between the latent variable and other latent variables is too large, indicating insufficient discriminant validity, that is, the latent variable cannot be well distinguished. Therefore, MSV is an important indicator used to check the independence between latent variables, and it is usually expected to be smaller than AVE to indicate good discriminant validity between latent variables.
CI = Confidence Interval. A confidence interval is an interval estimate that represents the probability of a population parameter (such as mean or proportion) falling within a certain confidence level (e.g. 95% or 99%). For example, if we calculate a 95% confidence interval of [5, 10], this means there is a 95% chance that the true population parameter values will fall between 5 and 10.

## 4. Results and Discussion

### 4.1 Descriptive Statistical Analysis

The sample data (450 copies) used in this study are extracted from the mother group-the first-line teaching teachers in higher vocational colleges in Jiangsu Province by random sampling, and the proportion of the key characteristics such as gender and age is consistent with that of the mother group. For example, through comparative analysis, the proportion of males and females in the sample is 44.320% and 55.680% respectively, which is highly consistent with the data of the female population (45.450% for males and 54.550% for females), which ensures the authenticity of the sample and the extrapolation of the results.

**Table 4.1:** Descriptive Statistical Summary Table of Research Objects ( $n=431$ )

Category	Option	Number of people	Percentage (%)
Gender	Man	191	44.320%
	Woman	240	55.680%
Age	Under 30 years old	129	29.930%
	31-40 years old	169	39.210%
	41-50 years old	84	19.490%
	51 years old and above	49	11.370%
Academic degree	University college	48	11.140%
	Undergraduate course	270	62.650%
	Master's degree or above	113	26.220%
Marriage	Unmarried	132	30.630%
	Married	299	69.370%

**Note:** This table presents a descriptive statistical summary of the research object, and the data source is this study.

## 4.2 Reliability and Validity Analysis

AMOS is used to evaluate the reliability and validity of data. As shown in Table 2, the results show that the model has good reliability and effectiveness (Hair, 2009). For each component, including turnover intention, work-family conflict and emotional labor dimension, Kronbach's alpha value is higher than the acceptable critical value of 0.700, indicating high reliability. According to the suggestion of Hair (2009), the reference value CR of composite reliability is greater than .700 indicates good performance. The comprehensive reliability (CR) coefficients of the three scales selected in this study are greater than the reference values in each dimension. 700 (Hair, 2009), which shows that the measurement items of each variable are internally consistent. This study uses aggregate validity to verify the validity. Fornell (1983) asserted that if AVE (mean variance of extraction) is greater than or equal to 0.5, the convergence efficiency will be observed.

**Table 4.2:** Reliability and Validity Results

Variable	Dimension	No. of Items	Reliability		Validity		
			CR	Cronbach's a	AVE	MSV	Discriminant
Turnover Intention		Four	.887	.828	.663	.657	MSV<AVE
Work -family conflict	Time Conflict	Three	.779	.778	.647	.646	MSV<AVE
	Pressure Conflict	Three	.784	.791	.651	.643	MSV<AVE
	Behavioral Conflict	Three	.799	.838	.560	.558	MSV<AVE
Emotional labor	Surface acting	Five	.807	.739	.556	.550	MSV<AVE
	deep acting	Six	.803	.893	.540	.537	MSV<AVE
Family Supportive Supervisor Behaviors	Emotional support	Three	.759	.867	.536	.530	MSV<AVE
	Tool support	Four	.709	.796	.532	.531	MSV<AVE
	Role model behavior	Four	.799	.799	.526	.522	MSV<AVE
	Innovative Work Family Management	Three	.712	.794	.531	.529	MSV<AVE

According to the table, if the AVE value of each item is greater than 0.5, it shows that the measurement model has good convergence validity for each dimension. In addition, the effectiveness of discrimination was checked. Fornell and Lacker criteria were used in this



study. The square root of the extracted average variance should be greater than the correlation with all other concepts. According to the data in Table 2, AVE is higher than MSV, which fully meets the criteria of Fornel and Lacker, indicating satisfactory discriminant validity.

### 4.3 Correlation Analysis

**Table 4.3:** Correlation Analysis between Variables

Variable	M	SD	Turnover intention	Work family conflict	Family supportive supervisor behavior	Emotional labor surface acting	Deep acting of emotional labor
Turnover intention	2.581	.586	one				
Work family conflict	2.174	.835	.667**	one			
Family supportive supervisor behavior	3.524	.762	-.363**	-.650**	one		
Emotional labor surface acting	2.800	.603	.066	.093	-.362**	one	
Deep acting of emotional labor	3.719	1.008	-.322**	-.455**	.509**	.232**	one

**Note 1:** \* $p < .050$ , \*\* $p < .010$ , \*\*\*  $p < .001$ ; The diagonal is the open square root of each construct AVE, and the Pearson correlation coefficient of each construct is below the diagonal.

**Note 2:** This table presents the correlation analysis among the variables, and the data source is this study.

In order to test the correlation between variables, Pearson correlation coefficient is used to test the correlation between turnover intention, work-family conflict, family-supported supervisor behavior and emotional labor behavior. The analysis results show that the correlation coefficient between work-family conflict and turnover intention is .667, and the correlation between variables is medium and high, and it is positively significant ( $p < .010$ ), assuming that H1 holds; The correlation coefficient between work-family conflict and emotional labor is .093, which is not significant, assuming that H2a is not established; The correlation coefficient between work-family conflict and emotional labor is -.455 and it is negatively significant ( $p < .010$ ), and the correlation between variables is low. Suppose H2b is established; The correlation coefficient between work-family conflict and family-supported supervisor behavior is -.650, and the correlation between variables is medium and high, and it is negatively significant ( $p < .010$ ), assuming that H3 holds; The correlation coefficient between turnover intention and the surface acting of emotional labor is .066, which is not significant, assuming that H4a is not established; The correlation coefficient between turnover intention and emotional labor is -.322, and the correlation between variables is low, with a negative significance ( $p < .010$ ), assuming that H4b holds. The correlation coefficient between

family-supported supervisor behavior and turnover intention is  $-.363$ , and the correlation between variables is low, with a negative significance ( $p < .010$ ), assuming that H5 holds.

#### 4.4 Regression Analysis

This study used Hayes' (2012) SPSS model to examine the mediating effect of emotional labor and family support supervision behavior on the relationship between work family conflict and turnover intention among vocational college teachers in Jiangsu Province. And the main method for verifying the mediating effect, Bootstrap method, was used to further test the mediating effect of family support supervisor behavior. The specific data analysis is as follows.

In Model 1, the work-family conflict of teachers in higher vocational colleges in Jiangsu Province has a significant positive impact on turnover intention ( $B = .651$ ,  $p < .001$ ), indicating that the more serious the work-family conflict of teachers in higher vocational colleges in Jiangsu Province, the higher the turnover intention.

In Model 2, the work-family conflict of teachers in higher vocational colleges in Jiangsu province has no significant effect on the surface acting of emotional labor ( $B = .076$ ), but it has a significant negative effect on the deep acting of emotional labor ( $B = -.564$ ,  $p < .001$ ), indicating that emotional labor changes negatively with the level of work-family conflict.

In Model 3, work-family conflict, turnover intention and intermediary variable emotional labor surface acting and deep acting are brought into the model together. Work-family conflict still has a significant positive impact on turnover intention ( $B = .447$ ,  $p < .001$ ), but emotional labor surface acting ( $B = .002$ ) has no significant impact on turnover intention, and emotional labor deep acting ( $b = -.032$ ). Combined with the regression results of models 1, 2 and 3, it can be seen that under the influence of controlling gender, age, education and marital status, emotional labor surface acting and deep acting play a partial intermediary between work-family conflict and turnover intention.

In order to further test the mediating effect of emotional labor, this study uses the Bootstrap method, which is an effective and accurate mediating test method (Hayes & Rockwood, 2017). According to the suggestion of Diccio and Romano (1988), the Bootstrap sample number is set to 2000, and the confidence level is set to 95%. The test results show that the direct effect value of emotional labor as an intermediary is ( $.446$ ,  $P < .001$ , 95% CI  $[.389, .504]$ ); The indirect effect value is ( $-.026$ , 95% CI  $[-.043, -.017]$ ); The total effect value is ( $.457$ ,  $P < .001$ , 95%CI  $[.407, .507]$ ), and the mediating effect accounts for 28.183 of the total effect. The results show that emotional labor plays a part in the mediating effect between work-family conflict and turnover intention, and the research assumes that H6a is supported. H6b is not established, that is, the mediating effect played by emotional labor surface.

**Table 4.4.1:** Analysis Table of Intermediary Model of Emotional Labor

Variable	Model 1			Model 2						Model 3		
	Turnover intention			Surface acting of emotional labor			Deep acting of emotional labor			Turnover intention		
	$\beta$	SE	t	$\beta$	SE	t	$\beta$	SE	t	$\beta$	SE	t
Male	.046	.043	1.083*	.012	.059	.194	-.073	.089	-.821	.045	.043	1.048*
< 30 years old	-.781	.265	-2.948***	-.989	-.369	-2.682**	-1.243	.552	-2.253*	-.802	.268	-2.989**
31-40 years old	.006	.070	1.087*	.009	.098	.095	-.195	.146	-1.332	.003	.071	.035
41-50 years old	.011	.078	1.401*	.003	.108	.023	-.157	.162	-.969	.008	.078	.102
University college	.152	.075	2.037***	-.025	.104	-.238	-.142	.156	-.912	.148	.075	1.997*
Undergraduate college	.022	.049	4.369*	.057	.068	.832	-.071	.102	-.696	.020	.049	.406
Be unmarried	.866	.256	3.387***	.954	.356	2.681**	1.058	.532	1.987	.884	.259	3.415**
Work family conflict	.651	.027	16.713***	.076	.035	1.561	-.564	.053	-10.739***	.447	.027	16.713***
Surface acting										.002	.037	.053
Deep acting										-.032	.025	-7.552*
R2		.468			.029			.221			.469	
Variance ratio		46.478***			1.569			14.917***			37.120***	

**Note 1:** \*  $p < .050$ , \*\* $p < .010$ , \*\*\* $p < .001$ ; B is the non-standardized coefficient, and SE is the standard error.

**Note 2:** Gender, age, educational background and marital status are dummy variables. According to the gender situation, men were set as the experimental group and women as the reference group. Age: People under 30 years old, 31-40 years old and 41-50 years old were taken as the experimental group, and those over 51 years old were taken as the reference group. In the case of academic qualifications, the college and undergraduate courses are set as the experimental group, and the graduate students and above are the reference group; In the case of marriage, unmarried people were set as the experimental group and married people as the reference group.

**Note 3:** This table presents the intermediary model analysis of emotional labor, and the data source is this study.

In Model 1, the work-family conflict of teachers in higher vocational colleges in Jiangsu Province has a significant positive impact on turnover intention ( $\beta = .726$ ,  $p < .001$ ), indicating that the more serious the work-family conflict of teachers in higher vocational colleges in Jiangsu Province, the higher their turnover intention.

In Model 2, the work-family conflict of teachers in higher vocational colleges in Jiangsu Province has a significant negative impact on family-supported supervisor behavior ( $\beta = -.598$ ,  $p < .001$ ), indicating that family-supported supervisor behavior changes negatively with the level of work-family conflict.

In Model 3, work-family conflict, turnover intention and intermediary variable family-supported supervisor behavior are brought into the model together. Work-family conflict ( $\beta = .509$ ,  $p < .001$ ) and family-supported supervisor behavior ( $\beta = -.088$ ,  $p < .010$ ) still have significant effects on turnover intention. However, in model 3, the B value of work-family conflict and family-supported supervisor behavior on turnover intention is smaller than that in model 1. Combined with the regression results of models 1, 2 and 3, it can be seen that family-supported supervisor behavior plays a partial intermediary role between work-family conflict and turnover intention under the influence of controlling gender, age, education and marital status.

In order to further test the mediating effect of family-supported supervisor behavior, this study uses the Bootstrap method, which is an effective and accurate mediating test method (Hayes & Rockwood, 2017). According to the suggestion of Diccio and Romano (1988), the Bootstrap sample number is set to 2000, and the confidence level is set to 95%. The test results show that the direct effect value is (.510, P

< 510,  $p < .001$ , 95% CI [.445, .575]). The indirect effect value is (-.053, 95%CI [-.006, -.098]); The total effect value is (.457,  $P < .001$ , 95%CI [.407, 507]), and the mediating effect accounts for 37.275% of the total effect. The results in Table 4.30 show that the mediating effect of family-supported supervisor behavior between work-family conflict and turnover intention is verified again, and the research hypothesis H7 is supported.

**Table 4.4.2:** Analysis Table of Intermediary Model of Family Supporting Supervisor Behavior

Variable	Model 1			Model 2			Model 3		
	Turnover intention			Family supportive supervisor behavior			Turnover intention		
	$\beta$	SE	t	$\beta$	SE	t	$\beta$	SE	t
Male	.046	.043	1.083*	-.046	.058	-.795	.503	.033	15.438***
< 30 years old	-.781	.265	-2.948***	-.365	.357	-1.023	-.749	.264	-2.839***
31-40 years old	.006	.070	1.087*	-.034	.095	-.361	.009	.070	1.131
41-50 years old	.011	.078	1.401*	-.072	.105	-.690	.017	.077	2.232*
University college	.152	.075	2.037***	-.044	.101	-.436	.156	.074	2.101***
Undergraduate college	.022	.049	4.369*	-.100	.066	-1.508	.302	.049	1.618*
Be unmarried	.866	.256	3.387***	-.343	-.345	.996	.836	.255	3.284***
Work-family conflict	.726	.025	18.114***	-.598	.034	-17.583***	.509	.058	10.650***
Family supportive supervisor behavior							-.088	.036	2.453**
Adjusted R2		.468			.429			.476	
Variance ratio		120.945***			64.602***			66.706*	

**Note 1:** \*  $p < .050$ , \*\*  $p < .010$ , \*\*\*  $p < .001$ ;  $\beta$  is the non-standardized coefficient, and SE is the standard error.

**Note 2:** Gender, age, educational background and marital status are dummy variables. According to the gender situation, men were set as the experimental group and women as the reference group. Age: People under 30 years old, 31-40 years old and 41-50 years old were taken as the experimental group, and those over 51 years old were taken as the reference group. In the case of academic qualifications, the college and undergraduate courses are set as the experimental group, and the graduate students and above are the reference group; In the case of marriage, unmarried people were set as the experimental group and married people as the reference group.

**Note 3:** This table presents the intermediary model analysis of family supportive supervisor behavior, and the data source is this study.

## 5. Recommendations

### 5.1 Do a Good Job of Coordination to Alleviate Work-family Conflicts

The results of this study show that the work-family conflict of teachers in higher vocational colleges in China, China, Jiangsu, China and Jiangsu will cause job burnout, affect job satisfaction, and form a turnover intention, which may eventually lead to a negative path of pressure to leave their jobs (Carlson *et al.*, 2000). Therefore, it is suggested that colleges and universities should coordinate the work requirements of teachers in higher vocational colleges in China and Jiangsu Province, and give them appropriate autonomy, so that teachers in higher vocational colleges in China and Jiangsu Province can flexibly control their own resources such as time, so as to alleviate a series of negative effects caused by work-family conflict (Li & Liu, 2017). For example, telecommuting can also bring more convenience for teachers in higher vocational colleges in Jiangsu Province, China, to balance family and work, thus improving their job satisfaction. At the

same time, schools should pay attention to the personal feelings and interests of teachers in higher vocational colleges in China and Jiangsu Province, take more supportive measures to ease conflicts, rationally arrange various affairs at work, and formulate scientific and reasonable policies to help teachers in higher vocational colleges in China and Jiangsu Province adapt to interpersonal environment and teamwork, improve organizational commitment, and alleviate the economic, material and spiritual difficulties faced by teachers in higher vocational colleges in China and Jiangsu Province (Liu *et al.*, 2020). Secondly, to create a harmonious family atmosphere and establish an equal cooperative relationship within the family, family members should support the work of female teachers in action and emotion, reduce the family burden of female teachers, and change the division of labor in the family, so that female teachers can devote more time and energy to their work. For example, men are encouraged to share childcare and family affairs equally, and domestic servants are hired to share housework, or retired parents are invited to help (Yang & Chen, 2020).

## **5.2 Improve School Management and Reduce Turnover Intention**

First of all, it is necessary to reduce the work pressure on teachers. Reducing the unnecessary training and overtime hours of teachers in higher vocational colleges, creating a harmonious working environment for teachers and returning home with a relaxed and happy mood can alleviate family conflicts (Wu, 2018). Secondly, teachers themselves should also coordinate the time and energy consumed by work and family. Spending appropriate time with their families can make their emotional state adjust in time, and at the same time, they can relieve their pressure and put themselves into work in a better state. On the other hand, some teachers in higher vocational colleges undertake administrative affairs outside of work and communication work under the policy of co-education between home and school, which takes up time, cost and work pressure. If school leaders can implement their duties in time according to the situation and provide timely support for education, teachers' turnover intention will be correspondingly reduced (Chen & Zheng, 2021).

Secondly, improve the sense of organizational support of teachers in higher vocational colleges. The leadership of higher vocational colleges should also fully understand teachers' abilities, make them work in the most suitable positions, give timely affirmation to the achievements of their work, provide help to the problems encountered in their work, and care about teachers' living conditions, which can improve teachers' sense of organizational support (Demirtas, 2015). Specifically, teachers who are satisfied with their own rewards will love their work and increase their work input; On the contrary, it will reduce the work input. Therefore, a good incentive system is a necessary scheme to improve teachers' sense of organizational support and their work engagement (Bartczak & Szymankowska, 2019). In addition, teachers with different genders, ages, educational background and marital status are managed differently. Teachers' own loyalty and sense of belonging to the organization are also related to age and

education (Yan & Zeng, 018). Therefore, this part of teachers in higher vocational colleges should be given more opportunities, and teachers with special contributions should be given certain material and spiritual rewards (Demirtas, 2015).

### **5.3 Strengthen Leadership Training and Family Supportive Supervisor Behavior**

Under the background of home-school co-education, not only the pressure on teachers increases, but also higher requirements are put forward for school leaders. Through the research results, we know that family-supported leadership plays an important role in alleviating work-family conflicts and reducing teachers' turnover intention (Hai *et al.*, 2015). First, school management should strengthen leadership training to make leaders realize that different leadership styles will have different effects on teachers' work attitudes and behaviors, and leadership styles, concepts and behaviors can be shaped and influenced; Leaders should keep pace with the times, increase benevolent leadership behavior and moral leadership behavior, care for employees, and give them opportunities for development and promotion. At the same time, schools should also provide systematic training on family-supported supervisor behavior for school leaders to help them understand how to better support teachers' family needs and enhance their leadership ability (Nie & Xie, 2018). Secondly, the school leadership should strive to create a harmonious and win-win school atmosphere and turn the school leaders from the policy givers and password catchers into the supporters and backers of teachers' work. Encourage friendly communication and mutual support among teachers and between teachers and leaders and form a joint force to face the challenges of work and family together (Greenhaus *et al.*, 2012). You can organize staff activities and team building on a regular basis, so as to enhance the understanding and contact between the schools and form a harmonious and United interpersonal relationship and working atmosphere; In addition to strengthening the training of leaders, it is also necessary to cultivate the school culture of school teachers, so that teachers can deeply understand the history and future planning of the school, enhance the confusion of employees, improve the matching of teachers' values, and enhance all teachers' recognition of family-supported supervisor behavior (Kossek, 2016). Regularly evaluate the implementation effect of family-supported supervisor behavior, including teachers' satisfaction, turnover rate and other indicators, so as to provide a basis for subsequent improvement (Las Heras, 2015).

### **5.4 Enhance Self-Regulation Ability and Optimize Emotional Management**

The balanced relationship between teachers' work and family field in higher vocational colleges in Jiangsu Province, China is inseparable from the management policies of the school and the strong support of the family, but the most important thing is their own unremitting efforts. Therefore, it is suggested, first of all, to make a good life plan in advance and strengthen personal emotional management. Reasonably allocate time and energy in the field of work and family and find a balance between busy work and heavy

housework (Zhao *et al.*, 2023). Secondly, cultivate good professional feelings and ethics, and actively improve work ability. The improvement of working ability helps to resist pressure and depression. Teachers in higher vocational colleges in Jiangsu Province, China, should have the feeling of being proud of cultivating students and have a strong sense of professionalism and responsibility for this profession. In order to achieve the purpose of teaching and educating people, they need to constantly improve themselves, surpass themselves and improve themselves (Chen & Zheni, 2021). Thirdly, teachers need to know and evaluate themselves objectively and treat their strengths and weaknesses dialectically; that is, they should not overestimate themselves so as to avoid a psychological gap when encountering difficulties. You can't underestimate yourself, and you are under pressure because of inferiority (Hu, 2016). Bravely face the conflict between work and family and self-development, strive to overcome the difficulties and setbacks encountered in work and life, enhance self-adjustment ability and psychological resilience, and take effective measures to relieve stress (Dan & Li, 2014). It is of positive significance to establish a firm belief in self-esteem, self-confidence and self-reliance, and let one's own character cultivation exert a subtle influence on children and family members.

Through an in-depth understanding of teachers' performance and challenges in emotional labor under the background of home-school co-education, higher vocational colleges can formulate corresponding support measures and training plans to help teachers better cope with emotional pressure at work and improve work engagement and teaching quality (Li, 2018). Generally speaking, the results of this study not only reveal the positive image of teachers' emotional labor in higher vocational colleges, but also have important guiding significance for the practice of higher vocational education, help to improve the quality of education, cultivate teachers with more emotional wisdom, and provide students with a better teaching experience.

## 6. Conclusion

### 6.1 The Relationship between Work-Family Conflict and Turnover Intention

The results show that there is a significant positive correlation between work-family conflict and turnover intention of teachers in higher vocational colleges in Jiangsu Province, China (Sun & Wang, 2021). In other words, the higher the level of work-family conflict of teachers in higher vocational colleges in China and Jiangsu Province, the higher their turnover intention will be. Turnover intention is a result variable of work-family conflict. When encountering the conflict caused by work and family, teachers in higher vocational colleges in Jiangsu Province, China, first consume their own resources to deal with it. However, if resources are lost and cannot be replenished in time, continuous consumption will produce pressure, which will make their work attitude more negative to protect the remaining resources (Shao, 2021). Conflict leads to the increase of negative emotions perceived by teachers when they act corresponding roles

in different fields, thus reducing the level of job involvement and job satisfaction. Teaching staff is an important core competitiveness of colleges and universities. If work-family conflict affects job satisfaction, it will lead to job burnout or inefficiency, and even absenteeism, Turnover intention, and eventually turnover (Judge *et al.*, 2020). Therefore, to improve the job satisfaction of teachers in higher vocational colleges in China and Jiangsu Province, it is necessary to start from the root causes of work-family conflict, reduce the conflict between work and family, and improve the level of satisfaction.

## **6.2 Relationship between Work-Family Conflict and Emotional Labor**

The results show that the work-family conflict of teachers in higher vocational colleges in China and Jiangsu Province has no significant influence on the surface acting of emotional labor, but it has a significant negative influence on the deep acting of emotional labor (Gao *et al.*, 2012), that is to say, the work-family conflict of teachers in higher vocational colleges in China and Jiangsu Province has no influence on the surface acting of emotional labor, while the higher the work-family conflict of teachers in higher vocational colleges in China and Jiangsu Province, the lower their level of deep acting of emotional labor.

The surface acting of emotional labor is a kind of superficial emotional management behavior when teachers face external pressure (such as the needs of students or parents), and it is more of a responsive emotional labor. Work-family conflict mainly occurs in teachers' inner life, but because surface acting is only the displaying of superficial emotions and does not involve the deep adjustment of emotions, work-family conflict will not have a significant impact on teachers' superficial emotional labor (Yanchus *et al.*, 2015). Even in the face of conflicts between family and work, teachers can still rely on their professionalism and mechanized emotional expression to meet the needs of work scenes. Surface acting is relatively simple; it is more an "external" emotional expression and does not require teachers to invest too much emotion. Even if teachers are faced with the dual pressure of work and family, they can cope with it through simple emotional cover-up, so as to reduce the interference of conflict on their work (Wang & Li, 2017). Therefore, there is no significant direct correlation between work-family conflict and surface acting. The deep acting of emotional labor requires teachers to truly feel and convey the emotions needed in their work rather than simply dealing with them superficially. The stress and anxiety caused by work-family conflict will consume teachers' emotional resources, making it difficult for them to really mobilize positive emotions from their hearts in teaching (Cheung & Tang, 2009). Therefore, work-family conflict will have a significant negative impact on teachers' emotional labor.



### **6.3 Relationship Between Work-Family Conflict and Family Supporting Supervisor Behavior**

The results show that there is a significant negative correlation between work-family conflict and family-supported supervisor behavior of teachers in higher vocational colleges in Jiangsu Province, China (Hammer *et al.*, 2009; Hammer *et al.*, 1979). That is, the higher the level of work-family conflict of teachers in higher vocational colleges in China and Jiangsu Province, the lower their family-supporting leadership behavior. When teachers face high work-family conflicts for a long time, they will keep negative emotions for a long time, which will affect communication with leaders. When leaders give supportive behaviors in time, it is difficult for them to feel them, and even produce rebellious psychology (Moen & Fernandez, 1987). With the increase of work-family conflict, teachers will gradually become dissatisfied with the various arrangements of the school, and they will think that the school leaders' support is insufficient and have not alleviated their pressure (Kossek & Nichol, 1992). From the school's point of view, teachers' work-family conflict will weaken teachers' positive perception and response to family-supported supervisor behavior (Thomas & Ganster, 1995). Even if the leaders show family support behavior, it will be difficult to have a positive impact because the work-family conflict of teachers is too large, resulting in a negative and significant impact (Crain & Stevens, 2018). To sum up, the work-family conflict of teachers in higher vocational colleges in China, Jiangsu Province has a significant negative impact on family-supported supervisor behavior. With the increase of work-family conflict, teachers' perception of family-supported supervisor behavior is lower. Therefore, in actual management, school leaders in higher vocational colleges should first focus on helping teachers reduce work-family conflicts and improve teachers' perception and acceptance of family-supported supervisor behaviors, so as to better realize the positive effect of leadership support (Crain & Stevens, 2018).

### **6.4 Relationship between Emotional Labor and Turnover Intention**

The results show that the surface acting of emotional labor has no significant effect on turnover intention of teachers in higher vocational colleges in Jiangsu Province, China, while the deep acting of emotional labor has a significant negative effect on turnover intention (Diefendorf & Croyle, 2005). That is to say, the surface role of teachers' emotional labor in higher vocational colleges in China and Jiangsu Province has no influence on turnover intention, while the higher the deep role of teachers' emotional labor in higher vocational colleges in China and Jiangsu Province, the lower the level of turnover intention (Ramachandran *et al.*, 2011).

Because surface acting is an emotional management strategy that is not heartfelt and tends to be disguised, it will not lead to teachers' real psychological fluctuations. Even if teachers' surface emotional labor fluctuates, it will not affect their turnover intention (Zhang and Zhang, 2023). Deep acting is an emotional labor in which the true

feelings in the heart are completely consistent with the emotions expressed, which requires teachers not only to act emotions on the surface, but also to constantly adjust themselves in the heart, so as to truly meet the needs of professional emotions and work requirements (Bartikowski, 2013), which requires teachers to constantly invest in real emotions and constantly adjust in this process. In the long run, teachers are easy to feel psychological pressure, which eventually leads to emotional exhaustion and increases Turnover intention. Therefore, the leadership of higher vocational colleges should pay more attention to teachers' mental health, so as to avoid teachers' mental fatigue due to excessive investment in deep acting (Dan & Li, 2014). Schools should establish effective incentive mechanisms, such as flexible working arrangements and extra paid holidays, to improve teachers' job satisfaction and reduce teachers' turnover intention due to insufficient emotional input (Mesmer-Magnus *et al.*, 2012).

### **6.5 Relationship between Family Supportive Supervisor Behavior and Turnover Intention**

The research shows that there is a significant negative relationship between family-supported supervisor behavior and turnover intention. That is, the higher the family-supported supervisor behavior, the lower the turnover intention of teachers (Hammer *et al.*, 2009; Hammer *et al.*, 2017). family-supported supervisor behavior, as a socially supported resource, gives employees flexible working hours and other specific work arrangements through social exchange and resource conservation theory, comforts and understands them emotionally, and sets an example in their own behavior. When teachers face work-family conflicts, it can help them effectively relieve pressure, thus improving teachers' professional commitment and sense of belonging, and reducing the Turnover intention caused by pressure (Bagger & Li, 2014). At the same time, if teachers feel the family support behavior of leaders, they will repay the support of leaders with practical actions, resulting in more independent positive behaviors and innovative work outside of work, which will bring about the improvement of work performance and job satisfaction, and further reduce the turnover intention of teachers (Jha & Jha, 2013). In short, under the background of co-education between home and school, there is a significant negative relationship between family-supported supervisor behavior and turnover intention of teachers in higher vocational colleges in Jiangsu Province. If schools can change in time and optimize the style of leadership, it will be of great help to stabilize the teaching staff (Gerstner & Day, 1997).

### **6.6 The Mediating Role of Emotional Labor in Work-Family Conflict and Turnover Intention**

The results show that there is no significant relationship between work-family conflict and turnover intention in the surface role of emotional labor of teachers in higher vocational colleges in China, Jiangsu Province, China (Hu, 2016), and there is a significant negative intermediary role between work-family conflict and turnover intention

in the deep role of emotional labor in higher vocational colleges in China, Jiangsu Province, China. The surface acting of emotional labor means that teachers show positive emotions on the surface, although they don't necessarily feel these emotions in their hearts. Deep acting means that teachers truly feel and express positive emotions in their hearts, which stems from their real concern for work and students (Alicia, 2015). Firstly, the intermediary relationship of surface acting is analyzed. Because the surface acting of workers is more external acting, the relationship between teachers' turnover intention and the regulation of superficial emotions may not be significant. Teachers may still be able to adapt to the working environment through surface acting, so it may not directly trigger the intention to leave (Larry *et al.*, 2017). Different from surface acting, deep acting requires teachers to put their emotions into their hearts. Work-family conflict makes teachers face greater emotional burden, which leads to lower emotional input in deep acting. When teachers can't truly express their emotions at work, it may lead to emotional exhaustion and decreased job satisfaction, which in turn increases the turnover intention (Chi *et al.*, 2017). If the deep emotional input is not supported or recognized, it will lead to a significant increase in teachers' turnover intention. This is because teachers feel unable to realize their inner emotional needs, which leads to negative emotions in their work. Although surface acting may play a mediating role between work-family conflict and turnover intention, its influence is usually not significant (Lee, 2017). However, deep acting directly affects turnover intention through emotional input, which shows a significant negative relationship. Educational institutions should pay attention to teachers' emotional labor status, provide corresponding support, help teachers cope with the conflict between work and family, especially in the deep emotional input and support, and promote teachers' professional stability and satisfaction.

In higher vocational colleges in Jiangsu province, teachers' emotional labor surface acting and deep acting play different intermediary roles between work-family conflict and turnover intention. Surface acting has a limited influence on turnover intention, while deep acting shows a significant negative relationship. Managers should pay attention to teachers' emotional labor to reduce the negative impact of work-family conflict and improve teachers' job satisfaction and professional belonging (LARRY, 2017).

### **6.7 The Mediating Role of Family Supportive Supervisor Behavior in Work-Family Conflict and Turnover Intention**

The results show that family-supported leadership plays a significant mediating role between work-family conflict and turnover intention (Hammer *et al.*, 2011). Specifically, work-family conflict affects teachers' perception of family-supported supervisor behavior, and then affects their turnover intention. When teachers feel family support, they can face the conflict between work and family more actively and reduce their willingness to leave.

Work-family conflict refers to the pressure and contradiction between teachers' work and family roles, which leads to the inability to effectively balance them. This kind

of conflict not only affects teachers' mood and work performance but also may have a negative impact on their career development (Kelly, 2014). family-supported supervisor behavior means that leaders pay attention to and support employees' family needs in the management process, such as providing flexible work arrangements and understanding family responsibilities. This kind of leadership behavior can help employees better cope with the conflict between work and family and improve their job satisfaction and loyalty (Johnson, 2014). family-supported supervisor behavior can effectively reduce the negative impact of work-family conflict on teachers. When teachers feel the family support from leaders, they will feel more secure in the face of work and family pressure, thus reducing the anxiety caused by conflict (Ode, 2015). Through family supportive leadership behavior, teachers can better balance work and family responsibilities and enhance job satisfaction. When teachers' job satisfaction is improved, their turnover intention will decrease. Family-supported supervisor behavior can enhance teachers' sense of belonging and loyalty to the organization (Bagger & Li, 2014). In a supportive environment, teachers are more likely to think that organizations attach importance to their family needs, which will further reduce their intention to leave. Higher vocational colleges can encourage leaders to show more family-supporting behaviors in their work by training and guiding them (Xu & Zhao, 2011). This can not only improve teachers' job satisfaction but also indirectly reduce the turnover rate by reducing work-family conflicts. Schools can also provide teachers with flexible work arrangements and family-friendly policies, such as flexible class hours, telecommuting and extra paid holidays, which can effectively reduce work-family conflicts (Wei & Wang, 2019). School leaders need to take the initiative to care about teachers' family status, establish good communication channels, and timely understand and help teachers deal with possible work and family conflicts.

### **Acknowledgements**

We would like to express our heartfelt thanks to all the respondents who participated in this study.

### **Availability of data and materials**

The dataset used or analyzed during the current research period can be obtained from the first author, provided that it is reasonably requested.

### **Author's contribution**

**Yangyang Zhou:** Concepts and design, statistical analysis, data analysis/interpretation, drafting of documents.

**Man Jiang:** Administrative, technical or material support, supervision, and final approval.

### Funding Statement

This study received no specific financial support.

### Conflict of Interest Statement

The author declares that there are no potential conflicts of interest regarding the research, authorship, and/or publication of this article.

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