

**An empirical Investigation on the effect of emotional labour
on the well – being of Teachers**

By

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Declaration

I certify that the work described in this research was carried out by me under the supervision of Dr. (Ms) Bhadra J. H. Arachchige, Senior Lecturer Department of Human Resource Management– University of Sri Jayawardenepura, and a report on this has not been submitted in whole or in part to any university or any other institution for another Degree/ Diploma.

N.N.P. Dias
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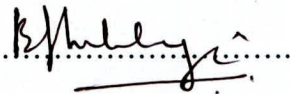
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Approval of the Supervisor

I certify that the above statement made by the candidate is true and that this research is suitable for submission to the University for the purpose of evaluation.



Date. 05.12.2011...

Dr. (Ms) Bhadra J. H. Arachchige

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ABSTRACT

People are emotional. Emotions are involved in jobs, especially in the service sector that has face to face interaction with a client. Emotional labor is defined as the management of feelings to create a publicly observable facial and bodily display; which is sold for a wage and therefore has exchange value”. Emotional labor has negative as well positive effects.

The overall objective of this study was to investigate whether emotional labor affects individual well-being. There were three specific objectives. The first one was to identify relationships between the dimensions and consequences of emotional labor. Deep acting and surface acting were considered as dimensions of emotional labor. Employee well-being as well as consequences of emotional labor was considered as burnout and job satisfaction in this study. Emotional exhaustion, depersonalization and lack of personal accomplishment were regarded as the indicators of burnout. Two additional objectives were established other than hypothesis testing, to investigate whether school teachers are more likely to operate on surface acting rather than deep acting and to investigate whether school teachers on deep acting, experience fewer adverse effects of emotional labour than those on surface acting.

This study was based on the positivistic paradigm and attempted to quantify the subjective experiences of emotional labor with burnout and job satisfaction to test the hypothesized relationships between the variables. The selected sample was 75 government school teachers from one national school who might normally be expected

to have a right control over their emotions at work. A data collecting instrument, the questionnaire, was developed based on the literature of pervious researches. Eight hypotheses were established to test the relationships between dimensions of emotional labor and their consequences. Spearman's correlation analysis and multiple regression analysis were used to test the study hypothesis against the data collected. Analysis of quantitative information of this study was carried out using Statistical Package for Social Sciences (SPSS Version 16.0).

The positive relationship with surface acting and emotional exhaustion was supported by the findings of this study, indicating that surface acting, one of the dimensions of emotional labor, was a significant predictor of experiencing burnout of a teacher. However deep acting, the other dimension of emotional labor was not a significant predictor of experiencing burnout of a teacher. Surface acting explained 8 % of variance on emotional exhaustion, indicating that emotional labor has little effect on individual well-being of teachers. While testing the second objective the cross tabulation disclosed low Surface acting /high deep acting as the largest category, comprising 68 % of the sample respondents. When answering the third objective the test concluded that the high surface acting dimension experiences more adverse effects than low surface acting and no relationships were found among the deep acting.

If well-being of teachers improved the school system gets benefits such as reduced absenteeism, emotional exhaustion, depersonalization and lack of personal accomplishment, stress and turnover, and increased work satisfaction. The results of this study can be used in selection, training and development and induction of teachers. Emotional component of the teacher's job is underemphasized in Sri Lanka and required attention must be given to it.