

**EMOTION WORK AND WELL-BEING OF HUMAN RESOURCE PERSONNEL IN A MINING  
INDUSTRY**

**T Beyneveldt Hons BA**

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- The mini-dissertation is submitted in the form of three (3) chapters, consisting of the following: an introductory chapter, a second chapter (having a research article as content), as well as a concluding chapter. Each chapter of the mini-dissertation has its own reference list.

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## ABSTRACT

**Title:** Emotion work and well-being of human resource personnel in a mining industry.

**Key words:** Emotion work, well-being, service workers, mining industry, emotional intelligence, burnout, deep acting, surface acting, emotional dissonance, engagement, social support.

Human Resource personnel as part of their daily jobs provide a service to other employees within a mining industry. These service workers may experience dissonance between their actual feelings and the feelings they are expected to display. For these service workers to be more engaged at work, emotional intelligence and social support is vital. If these factors are not in place, their well-being may be in jeopardy.

The objective of this research was to determine the relationship between Emotion Work, Emotional Intelligence, Well-being and Social Support of service workers in a human resource field within a mining industry. A cross-sectional survey design was used. The study population (n = 229) consisted of human resource personnel in the Limpopo and North West Province. The Greek Emotional Intelligence Scale (GEIS), Frankfurt Emotion Work Scales, Utrecht Work Engagement Scale, Oldenburg Burnout Inventory and Social Support Scale, as well as a biographical questionnaire, were used as measuring instruments. Cronbach alpha coefficients, factor analysis, inter-item correlation coefficients, Pearson product moment correlation coefficient and stepwise multiple regression analysis were used to analyse the data.

An analysis of the data indicated that correlations between the following constructs are statistically and practically significant. The results show that Positive Display is statistically and positively practically significantly related (medium effect) to Interaction Control. Caring/Empathy is positively practically significantly related to Positive Display (medium effect). Furthermore the Control of Emotions (medium effect) and Emotion Management (large effect) are both positively practically significantly related to Caring/Empathy. Emotional Resilience however is negatively practically significantly related to Caring and Empathy (medium effect). Emotion Expression Recognition is positively practically significantly related to Control of Emotion (medium effect). However, both Exhaustion (medium effect) and Emotional Resilience (medium effect) are negatively practically significantly related to Control of Emotions. Engagement is positively practically significant (medium effect) to Emotion Management. Emotion Resilience (medium effect) positively correlates with Exhaustion while Engagement (medium effect) negatively correlates with Exhaustion. Engagement positively practically correlates with Resilience (medium effect). Social Support of both supervisor and co-workers positively relates to engagement to a medium effect.

Principal component analysis performed on the GEIS resulted in a four-factor solution. The first factor was Caring and Empathy, which includes the willingness of an individual to help other people and understand others' feelings. The second factor was Control of Emotion, which is the ability of the individual to control and regulate emotions within themselves and others. Emotion Expression/Recognition, which is the ability of the individual to express and recognise his or her own emotional reactions, was the third factor, and the fourth was Emotion Management, which is the ability of an individual to process emotional information with regard to perception, assimilation, understanding and management of emotions. All four factors correlate with that of the GEIS originally developed by Tsaousis (2007) and accounted for 31% of the total variance in emotional intelligence.

A Multiple Regression Analysis with Exhaustion as dependent variable was carried out. The results show that Emotion Work factors accounted for 2% of the total variance and Emotional Intelligence factors for 12% of the total variance. More specifically it seems that the lack of Caring and Empathy and Emotion Management predicted Exhaustion in this regard. However, when Emotional Intelligence factors were entered into the model, an increase of 10% variance was shown of the variance explained in Exhaustion. Emotion Work, Emotional Intelligence and Social Support predicted 14% of the variance explained in the level of Exhaustion by participants.

A Multiple Regression analysis with Emotional Resilience as dependent variable was carried out. The results show that Emotion Work factors accounted for 6% of the total variance. More specifically; it seems that Dissonance predicted the level of Emotional Resilience. When Emotional Intelligence factors were entered into the model, an increase of 15% was shown. Caring and Empathy and Control of Emotions predicted Emotional Intelligence the best. Lastly, when Social Support factors were entered into the regression analysis, the variance explained showed an increase of 5%. Support of Family and Others predicted Emotional Resilience the best. In total, Emotion Work, Emotional Intelligence and Social Support factors explained 20% of the variance in Emotional Resilience.

A Multiple Regression Analysis with Engagement as dependent variable with Emotion Work factors, Emotional Intelligence factors and Social Support as predictors of Engagement was done. Entry of Emotion Work factors at the first step of the regression analysis did not produce a statistically significant model and only accounted for 1% of the variance. However, when Emotional Intelligence factors were entered in the second step of the analysis, it accounted for approximately 7% of the variance. More specifically, it seems that Caring and Empathy predicted Engagement. When Social Support factors were entered into the third step of the analysis, an increase of 27% was found. All the Social Support factors (Social Support of Family and Others, Supervisors and Co-workers) accounted for 27% of the variance explained in Engagement. Emotion Work, Emotional Intelligence and Social Support predicted 33% of the total variance explained in the level of Engagement.

Limitations within the study were identified, and recommendations were made for human resource personnel in a mining industry, as well as for future research.

## OPSOMMING

**Titel:** Emosie-werk en welstand van menslikehulpbron-personeel in die mynbedryf.

**Sleutelwoord:** Emosie-werk, welstand, kliëntediens-werkers, mynbedryf, emosionele intelligensie, uitbranding, innerlike voorgee, oppervlakkige voorgee, emosionele dissonansie, verbintenis, sosiale ondersteuning.

Menslikehulpbron-personeel lewer 'n diens aan ander werkers in die mynbedryf as deel van hulle alledaagse werk. Die kliëntediens-werkers kan dalk emosionele dissonansie ervaar tussen hulle werklike gevoelens en dit wat van hulle verwag word om te openbaar. Vir die kliëntediens-werkers om meer verbonde te wees aan die werksplek, is emosionele intelligensie en sosiale ondersteuning baie belangrik. As dié faktore nie aanwesig is nie, kan hulle welstand 'n risiko wees.

Die doelwit van die navorsing was om die verhouding tussen Emosie-Werk, Emosionele Intelligensie, Welstand en Sosiale Ondersteuning van kliëntediens-werkers binne die menslikehulpbronne-veld in die mynbedryf vas te stel. 'n Dwarsnecopname-ontwerp is in die studie gebruik. Die studiepopulasie (n = 229) het bestaan uit menslikehulpbron-personeel binne die mynbedryf in die Limpopo en die Noordwes Provinsie. Die Griekse Emosionele-Intelligensieskaal (GEIS), Frankfurt-Emosie-Werk-Skaal, Utrecht-Werksbegeestering-Vraelys, Oldenburg-Uitbrandings-vraelys en Sosiale-Ondersteuning-Skaal, asook 'n biografiese vraelys is gebruik as meetinstrumente. Cronbach alfa-koeffisiënte, faktor-analise, interitem-korrelasiekoeffisiënte, Pearson-produk-momentkorrelasiekoeffisiënte, asook stapsgewyse meervoudige regressie-analise is gebruik om die data te ontleed.

'n Ontleding van die data het daarop gedui dat korrelasiekoeffisiënte tussen die volgende konstrunkte van beide statistiese en praktiese beduidende aard is: Posiewe Vertoon en Interaksie-beheer (positief; medium effek), Omgee en Empatie, en Posiewe Vertoon (positief; medium effek), Beheer van Emosies en Omgee en Empatie (positief; medium effek), Emosionele Bestuur, en Omgee en Empatie (positief; groot effek), Emosionele Weerstand, en Omgee en Empatie (negatief medium effek). Emosionele Uitdrukking/Herkenning is positief prakties beduidend teenoor Beheer van Emosies (medium effek), alhoewel beide Emosionele Uitputting (medium effek) en Emosionele Weerstand (medium effek) negatief praktiese beduidend is teenoor Beheer van Emosies. Werksbegeestering is positief prakties beduidend teenoor Emosionele Bestuur (medium effek). Emosionele Weerstand (medium effek) is positief prakties beduidend teenoor Emosionele Uitputting, terwyl Werksbegeestering (medium effek) 'n negatief praktiese beduidendheid het teenoor Emosionele Uitputting. Werksbegeestering is positief prakties beduidend teenoor Emosionele Weerstand. Sosiale Ondersteuning van beide Mede-werkers en Toesighouers het 'n positief praktiese beduidendheid teenoor Werksbegeestering (medium effek).

'n Hoofkomponent-analise van die GEIS het gelei tot 'n vier-faktor-oplossing. Die eerste faktor, naamlik Omgee en Empatie, is waar 'n individu bereid is om ander te help en ook ander se gevoelens in ag te neem en te verstaan. Die tweede faktor is Beheer van Emosies. Dit is die vermoë van 'n individu om sy emosies te beheer en te reguleer in hom- of haarself en in ander. Die derde faktor is Emosionele Uitdrukking/Herkenning, wat die vermoë is van 'n individu om sy of haar emosies te vertoon en te herken. Die vierde faktor, Emosionele Bestuur, is die vermoë van 'n individu om emosionele informasie met persepsie, assimilasië, verstandhouding en bestuur van emosies in verband te hou. Al vier faktore stem ooreen met dié van GEIS wat oorspronklik deur Tsaousis (2007) ontwikkel is en verklaar 31% van die totale variansië in emosionele intelligensië.

'n Meervoudige regressië-analise met Uitputting as afhanklike veranderlike is uitgevoer. Die resultate toon dat Emosie-werk 2% van die totale variansië en Emosionele Intelligensië faktore 12% van die variansië verklaar. Meer spesifiek voorspel die afwesigheid van Omgee en Empatie, asook Beheer van Emosies Emosionele Uitputting. Wanneer Emosionele Intelligensië faktore in die model ingesluit is, was daar 'n 10% vermeerdering in die variansië van Emosionele Uitputting. Emosie-werk, Emosionele Intelligensië en Sosiale Ondersteuning voorspel 14% van die variansië in Emosionele Uitputting by die deelnemers.

'n Meervoudige regressië-analise met Emosionele Weerstand as die afhanklike veranderlike is uitgevoer. Die resultate toon dat Emosie-werk faktore 6% van die totale variansië verklaar, en meer spesifiek dat Emosionele Dissonansië die vlak van emosionele weerstand voorspel. Wanneer Emosionele Intelligensië as afhanklike veranderlike ingevoer is in die model, het dit met 15% gestyg. Omgee en Empatie, asook Beheer van Emosies voorspel Emosionele Intelligensië die beste. Laastens, toe Sosiale Ondersteuning faktore bygereken is in die meervoudige regressië-analise, is die variansië vermeerder met 5%. Ondersteuning van Familie en Ander voorspel Emosionele Weerstand die beste. Emosie-werk, Emosionele Intelligensië en Sosiale Ondersteuning faktore verduidelik altesaam 20% van die variansië in Emosionele Weerstand.

'n Meervoudige regressië-analise met Werksbegeestering as die afhanklike veranderlike met Emosie-werk faktore, Emosionele Intelligensië faktore en Sosiale Ondersteuning faktore as voorspellers van Werksbegeestering is uitgevoer. Die eerste stap om Emosie-werk faktore in te sluit, het nie 'n statisties beduidende model opgelewer nie en het net 1% van die variansië verklaar. Alhoewel Emosionele Intelligensië faktore ingesluit is in die tweede stap van die analise, het dit slegs bygedra tot 7% van die variansië. Meer spesifiek voorspel Omgee en Empatie Werksbegeestering. As Sosiale Ondersteuning faktore ingesluit is in die derde stap van die analise, het 'n verhoging van 27% plaasgevind. Al die Sosiale Ondersteuning faktore (Sosiale Ondersteuning van die Familie en Ander, van Toesighouers en van Mede-werkers) dra 27% van die variansië by. Werksverbondenheid. Emosie-werk, Emosionele

Intelligensie en Sosiale Ondersteuning voorspel 33% van die totale variansie in die vlak van Werksverbondenheid.

Beperkings in die studie is geïdentifiseer. Aanbevelings is gemaak vir die profesie van menslikehulpbron-personeel in die mynbedryf, asook vir toekomstige navorsing.

## **CHAPTER 1**

### **INTRODUCTION**

In this chapter the problem statement and the motivation for the research will be discussed. The purpose of the research will be formulated; the methodology of the research outlined and the methods used for statistical analysis described.

#### **1.1. PROBLEM STATEMENT**

##### **1.1.1 Overview of the problem**

Emotions are a pervasive, inseparable part of the human experience and of organisational life (Glomb & Tews, 2004). According to Avrey, Renz, and Watson (1998), emotions were ignored in the study of organisational behaviour in the past. The workplace was viewed as a rational environment, where emotions would get in the way of sound judgement. More specifically, researchers are beginning to explore how emotions are managed by employees to improve work outcomes (Grandey, 2000). Briner (1999) emphasises that although there appears to be much current interest in emotions within work and organisational psychology and related fields, these interests have not yet led to a large body of published theory and evidence, nor to a range of practical techniques for assessing or intervening in emotion at work.

Zapf (2002) contends that to be compatible with other fields of work and organisational psychology, the term emotion work, rather than emotional labour (from a sociology perspective) is preferred. Although emotion work is required because of its positive effects for the organisation, and because it may be a necessary part of accomplishing a task, many researchers have identified unfavourable long-term consequences for those that have to perform emotion work (Tschan, Rochat, & Zapf, 2005). It is important to note that arguing for the relevance of emotion work for interaction with colleagues is not incompatible with the notion that emotion work may be more frequently encountered in service professions. After all, in these professions one has to interact with both colleagues and clients.

The spectacular growth of the service sector has resulted in a growing attention to the consequences of performing emotion work (Heuven, Bakker, Schaufeli, & Huisman, 2006). Lewig and Dollard (2003) also state that the rapid rise of the service sector has made the study of emotion work increasingly important within the area of occupational stress research. They also argue that it is important from a practical perspective that organisations are aware of the impact of emotional and psychological demands on employees in order to optimise well-being of front line workers and decrease the cost of turnover and absenteeism.

The emotion work model (Grandey, 2000) has not yet been tested within a human resource environment. Further the mining industry is a very demanding and unstable environment, due to continuous interaction with management, clients and co-workers. As far as researcher's knowledge is concerned no previous research has been done specifically on human resource workers within a mining environment and it is therefore imperative and beneficial to determine what the result of emotion work within this field would be and so to give recommendations on the outcome of the study.

According to Briner (1999), from an employee's perspective it is important that emotion work is safe in terms of its possible effects on well-being. From an employer's perspective, the quality of the product or service is vital and so too, therefore, is the ability of the employer to perform emotion work in a way that is effective.

### **1.1.2 Literature review**

The conceptual model of emotion work as proposed by Grandey (2000) can be used as a theoretical guideline for the constructs discussed in this study. Even though the model will be discussed in depth, only some of the concepts of the model will be the focus in this study, namely *emotion work*, *well-being*, which includes *burnout* and *engagement*, *emotional intelligence* and *social support*.

Emotion work, the core of the model, and part of the emotional regulation process, has two constructs, namely deep acting and surface acting. Emotion work, according to the model, has a direct outcome on individual well-being that results in long-term consequences of burnout or engagement. The model illustrates individual factors which impact on emotion work. This includes emotional intelligence. Furthermore the impact of organisational factors, which include social support of supervisor and co-worker support, on emotion work is also illustrated.

Physical and cognitive aspects of work have been the centre of psychology since the beginning of this century. It is only recently that researchers have started to investigate emotional work demands (Zapf, 2002). According to Briner (1999) researchers have for some time been concerned about the possibly damaging long-term effects of engaging in emotion work and also of having multiple emotional roles both at work and home (Wharton & Erickson, 1993). However, according to Briner, work in this field, especially on burnout, remains theoretically limited. According to Dorman and Zapf (2004), emotion work has been investigated across a wide variety of service occupations, including flight attendants, cashiers, bank clerks, and call centre employees.

Emotion work was introduced by Hochschild (1983), who referred to it as the management of feeling to create a publicly observable facial and bodily display. Similarly, as defined by Grandey (2000), emotion work may involve enhancing, faking, or suppressing emotions to modify the emotional expression.

Schultz, Bagraim, Potgieter, Vredge, and Werner (2003) say that emotion work represents the difference between the felt and displayed emotions of employees. Beal, Trougakso, Weiss, and Green (2006) define emotion work as managing of outward expressive display that is desired by the organisation.

The interactionist approach highlights other definitions of emotion work, where emotions are expressed in, and partially determined by, the social environment (Grandey, 2000). Emotion work refers to the quality of interaction between employees and clients (Zapf, 2002). According to Meier, Mastracci, and Wilson (2006) emotion work is the projection of feelings and emotions needed to gain the cooperation of clients or co-workers, and the ability to see another side of the issue and integrate that perspective into what the organisation does. Morris and Feldman (1996) define emotion work as “the effort, planning, and control needed to express organisationally desired emotion during interpersonal transactions”. Diefendorff and Gosserand (2003) describe emotion work as a cyclical discrepancy-monitoring and reduction process in which perceptions of emotional displays and display rules typically are reduced through the use of emotion regulation strategies.

In summary emotion work can therefore be defined as the management and regulation of one's feelings, where there is a difference in feelings that are felt and feelings that are displayed. This in turn is controlled by the environment, with people expressing feelings according to that desired by the organisation.

The core processes of emotion work are deep acting and surface acting.

The process of surface acting (managing observable feelings) and deep acting (managing feelings) match the working definition of emotion work as a process of emotional regulation, and they provide a useful way of operationalizing emotion work (Grandey, 2000). Hochschild (1983) used the idea of deep and surface acting to explain how employees manage their displayed emotions.

Deep acting refers to the efforts to change the actual experience of emotions (Beal et al., 2006). Active deep acting refers to the case where an employee has to make an effort to regulate emotions. This is so because there is a need to actively strive to evoke thoughts, images, and memories to induce a certain emotion (Briner, 1999). Montgomery, Panagopolou, de Wildt, and Meenks (2006) refer to deep acting as the changing focus of personal thoughts and changing appraisals. Deep acting is therefore the effort to regulate felt emotions. Time is spent to change the focus of actual emotions which are felt.

A study by Brotheridge and Grandey (2002) suggests that deep acting contributes to a greater sense of personal efficacy at work and a heightened sense of personal accomplishment, suggesting positive benefits to this aspect of work. Näring, Briët, and Brouwers (2006) did however not find that deep acting was related to personal accomplishment.

Surface acting on the other hand refers to efforts to change the external expression of emotions (Beal et al., 2006). According to Zapf (2002), surface acting means that employees try to manage the visible aspects of emotions that appear on the surface and which can be noticed by the interaction partner to bring them in line with the organisational display rules while the inner feelings remain unchanged. Display rules exist to make social interactions smooth so that higher-level performance objectives can be met. The emotion work process involves constantly comparing one's emotional display with display rules to ensure that the displays are appropriate (Diefendorff & Gosserand, 2003). If a discrepancy between displays and display rules is detected, individuals may use emotion regulation strategies to bring future emotional displays into line with display rules (Gosserand & Diefendorff, 2005). Surface acting (Montgomery et al., 2006) is concerned with modifying expression.

According to different studies surface acting can have both positive and negative consequences. A study by Beal et al. (2006) suggests that surface actors can regulate emotions effectively on an episode to episode basis but could find the episode more difficult. One finding by Brotheridge and Grandey (2002) contradicts other findings, where frequency of interactions and the display rules to show positive emotions are both related to a heightened sense of personal accomplishment, contradicting burnout and emotion work arguments that high customer contact is inherently stressful.

Surface actors, however, exhibit more general tendencies to devalue themselves and experience fewer positive emotions. The findings of Montgomery et al. (2006) showed that emotional display rules and job-focused labour were related to burnout and psychosomatic complaints. More specifically, the need to hide negative emotions and engage in surface acting was related to negative outcomes (specifically exhaustion). This is also illustrated in the study done by Brotheridge and Grandey (2002), where surface acting was significantly related to exhaustion, depersonalisation and a diminished sense of personal accomplishment. Näring et al. (2006) also found that surface acting was related to emotional exhaustion, suppression and depersonalisation. Diefendorff, Croyle, and Grosserand (2005) highlighted in the results of their study that displaying naturally felt emotions was used by individuals more often than deep acting or surface acting, suggesting that it plays a prominent role in displaying emotions at work.

Zapf, Vogt, Seifert, Mertini, and Isic (1999) propose that the requirements to display positive emotions, negative emotions, and sensitivity requirements are not necessarily stressful but may become so through emotional dissonance. Emotional dissonance occurs when an employee is required to express emotions, which are not genuinely felt in a particular situation (Zapf, 2002). A person may feel nothing when a certain emotion display is required, or the display rule may require the suppression of undesired emotions and the expression of neutrality or a positive emotion instead of a negative one. Not being able to feel what one should, may cause the individual to feel false and hypocritical and, in the long run, may lead to the alienation from one's own emotions, poor self-esteem, and depression.

According to Lewig and Dollard (2003) emotion work makes interaction with customers more predictable, and allows the service worker to maintain objectivity and emotions by cognitively distancing him- or herself from implicated emotions. On the other hand, emotion work can become dysfunctional between felt emotions and displayed emotions. This incongruence between feeling and action, termed emotional dissonance, may ultimately lead to lowered self-esteem, depression, cynicism, and alienation from work.

The findings of Lewig and Dollard (2003) suggest that emotional dissonance mediated the relationship between positive emotional display and emotional exhaustion. Emotional dissonance was found to exacerbate the level of emotional exhaustion at high levels of psychosocial demands. Similar indications were found by Heuven et al. (2006) in a study with cabin attendants, where the relationship between emotionally charged interactions and recipients with both emotional exhaustion and work engagement is fully mediated by emotional dissonance.

In an overview, surface acting is the change of expression, while the inner feelings remain unchanged. Surface acting is a means of alignment with display rules. Surface acting results in emotional dissonance. According to previous research done, surface acting can regulate emotions but can also lead to fewer positive emotions which could ultimately lead to deterioration of well-being.

Continuous changes along with the increase of pressure to perform may result in feelings of distrust, strain in personal relationships, psychological strain, fatigue and tension, all affecting the well-being of employees (Coetzer, 2004). Tracking and addressing the effectiveness of employees in the work context in areas that could impact on the standards of their service, is important. According to Coetzer, burnout and engagement are specific focus areas in this regard.

The unique feature of burnout is that its stress results from the social interaction between helpers and their recipients (Maslach, 1982). Jackson, Schwab, and Schuler (1986) mentioned that burnout research continues to focus on the human services sector, including social workers, nurses, teachers, lawyers, physicians, police officers and other occupations requiring large amounts of contact with people in need of aid. According to Dorman and Zapf (2004) authors acknowledge that burnout occurs in jobs dealing with a variety of customers and clients. Brotheridge and Grandey (2002) argued that although emotional exhaustion is at the core of burnout, the burnout literature has rarely considered work demands as predictors of burnout.

According to Zapf, Seifert, Schonutte, Mertini, and Holtz (2001) the management of one's emotions which comprises the control and adequate expression of one's emotions and this is considered a central part of work in health care professions. The interaction with patients, clients or children demand empathy and emotional involvement, which many employees consider more and more difficult as time goes by.

Burnout is an indication of an employee's growing inability to adequately manage his or her emotions when interacting with clients.

According to Schaeferli, Salanova, Gonzalez-Roma, and Bakker (2002), instead of looking exclusively to the negative pole, researchers recently extended their interest to the positive pole of workers' well-being. Seen from this perspective; burnout is rephrased as the erosion of engagement with the job.

Maslach and Leiter (1997) assumed that engagement is characterised by energy, involvement, and efficacy, which is considered the direct opposite of the three burnout dimensions of exhaustion, cynicism, and lack of professional efficacy respectively. Engaged employees, according to Schaeferli et al. (2002), have a sense of energetic and effective connections with their work activities and they are able to see themselves as able to deal completely with the demands of their job. Näring et al. (2006) found that emotional consonance gives a cue to understanding personal accomplishment. They mention that there is an increasingly interest in what makes people enthusiastic about their work and what makes them feel competent.

Ashkanasy and Dasborough (2003) highlighted that the interest in organisational behaviour and its focus on emotions has increased in the last few years. With the growing interest of emotions in organisations over the last decade, interest in emotional intelligence has also increased.

Emotional intelligence is referred to as the ability to recognise and use emotional information in social interactions. Those with high emotional intelligence are skilled at handling social encounters, and in fact may make others feel good about themselves as well (Goleman, 1995). According to Schultz et al. (2003) emotional intelligence is more than merely maintaining cordial relationships; it's about managing one's own emotions and the emotions of others in such a manner that it creates a path to goal attainment.

According to Prati, Douglas, Ferris, Ammeter, and Buckley (2003) emotional intelligence reflects the ability to read and understand others in social context, to detect the nuance of emotional reaction, and to utilise such knowledge to influence others through emotional regulation and control. As such, it represents a critically important competency for effective leadership and team performance in organisations today.

Kahn, Hessling, and Russell (2003) commented that the highest levels of well-being are found among people who believe that they have a high level of social support regardless of how much support they receive or how many people they know. Social support has a direct positive significance on health and an indirect effect on health via the reduction of job stressors (Zapf, 2002). Gross (1998) indicated that in customer service settings, where positive expressions are expected, feeling positive about the social environment may mean that less emotion work is necessary.

In a proposed model by Krademas (2006) behaviour is based on knowledge structures and appraisal processes. He therefore says that self-efficacy and perceived social support represent knowledge about self (being capable) and the world (being friendly), which in turn results in appraising the future as possibly nice and fruitful (optimism), and in better functioning and better health status. Optimism was significantly predicted by daily emotional social support, resilience and self-efficacy.

In summary the model of Grandey (2000) captures the process of emotion work into surface acting and deep acting. The impact of emotion work on the well-being of an individual is reviewed, burnout and engagement is exclusively important in well-being. The impact of emotional intelligence and social support on the outcome of emotion work is also made known.

The following research questions can be formulated based on the above-mentioned description of the research problem:

- How are the constructs emotion work and well-being conceptualised in literature?
- How valid and reliable are the measures of emotion work, well-being (burnout and engagement, emotional intelligence and social support) on service workers within a mining industry?
- Is there a correlation between emotion work, emotional intelligence, well-being and social support?
- Do emotion work, emotional intelligence and social support predict the variance explained in well-being?
- What recommendations can be made for future research with regard to the well-being of this population?

## **1.2. RESEARCH OBJECTIVES**

The research objectives consist of general and specific objectives.

### **1.2.1 General objective**

The general objective of this research is to determine the relationship of emotion work to and its effect on the well-being of human resource personnel within a mining industry.

### **1.2.2 Specific objective**

**The specific research objectives are:**

- To conceptualise emotion work and well-being from literature.
- To determine the validity and reliability of the measures of emotion work, well-being (burnout and engagement), emotional intelligence and social support of human resource personnel within a mining industry.
- To determine the correlation between emotion work, emotional intelligence, well-being and social support.
- To determine if emotion work, and emotional intelligence and social support predict the variance explained in well-being?
- To make recommendations for future research regarding the well-being of this population.

## **1.3 PARADIGM PERSPECTIVE OF THE RESEARCH**

A certain paradigm perspective that includes the intellectual climate and the market of intellectual resources (Mouton & Marais, 1996) directs the research.

### **1.3.1. Intellectual climate**

*The intellectual climate refers to:*

- Meta-theoretical beliefs held by those practising within the discipline (e.g. Industrial Psychology)
- Beliefs about the nature of social reality and the discipline
- Beliefs that are not testable
- Assumptions that underlie testable statements
- Paradigm perspective

### **1.3.2. Discipline**

This research falls within the boundaries of the behavioural sciences and more specifically Industrial Psychology. Schultz and Schultz (1986) describe Industrial Psychology as the application of methods, facts and principles of psychology to people at work.

The components or sub-disciplines of Industrial Psychology are Career Psychology, Personnel Psychology, Organisational Psychology, Psychometrics, Consumer Behaviour and Ergonomics. Within this research the focus is on Personnel Psychology and Psychometrics.

### **1.3.3. Meta-theoretical assumptions**

Five paradigms are relevant to this research. Firstly, the literature review is done within the humanistic paradigm and systems theory, and secondly the empirical study is done within the behaviouristic, positivistic and functionalistic paradigms.

#### **1.3.3.1. Literature review**

According to Meyer, Moore, and Viljoen (1993) the humanistic paradigm is a school of thought that emphasises all aspects of the person. The following basic assumptions are relevant in this regard:

- The individual as an integrated whole
- The individual as a dignified human being
- The positive nature of man
- The conscious processes of the individual
- The person as an active being
- Emphasis on psychic health

Systems theory (Schultz et al., 2003) holds the view that people respond to change in the environment and work as part of interrelated elements.

Functional systems are characterised by

- Man is an open system and functions in constant interaction with his physical and social environment.

#### **1.3.3.2. Empirical Study**

- A cross-sectional research design
- Study population and sample
- Intervention (if applicable)

- Measuring battery
- Data analysis
- Research procedure

The behaviouristic paradigm (Neuman, 1997) emphasises measuring observable behaviour or outcomes of mental life and advocates the experimental method for conducting rigorous empirical tests of hypotheses.

The positivistic paradigm is based on the assumption that knowledge gained by understanding the laws of human nature with the use of quantitative data and hypotheses testing can be utilised for the purpose of making improvements and predictions. Within positivism, human beings are seen as rational, and probabilistic causal laws are used to explain human events (Neuman, 1997).

The functionalistic paradigm emphasises and values the utilitarian and applied aspects of psychological structures and contents (Brennan, 1991).

#### **1.3.4. Market of intellectual resources**

*The market of intellectual resources refers to:*

- Theoretical definitions
- Theoretical models and theories
- Methodological beliefs

##### **1.3.4.1. Theoretical beliefs**

Theoretical beliefs can be described as definitions, theories and models.

###### **A. Conceptual definitions**

The relevant conceptual definitions are given below:

- Emotion work

Emotion work (Zapf, 2002) refers to the quality of interaction between employees and clients. Clients are used here to refer to any person who interacts with an employee, for example patients, children, customers, passengers, or guests. During face-to-face or voice-to-voice interaction, many employees are required to express appropriate emotions as a job requirement.

- Concepts of emotion work

- ❖ Deep acting

Holchschild (1983) defines active deep acting as the method used when an individual tries to influence what they feel in order to become the role they are asked to display. According to Beal et al. (2006) deep acting refers to the effort to change the actual experience of the emotion.

- ❖ Surface acting

Surface acting, according to Zapf (2002), means that employees try to manage the visible aspects of emotions that appear on the surface and which can be noticed by the interaction partner to bring them in line with the organisational display rules while the inner feelings remain unchanged. Surface acting means that emotional dissonance exists between the inner feelings and the outer expression which persists during the interaction.

- ❖ Emotional dissonance

Emotional dissonance is defined by Giardini and Frese (2006) as the extent to which felt emotions differ from the emotion that should be expressed as required by display rules.

- ❖ Burnout

Burnout, according to Dorman and Zapf (2004), is considered as an indication that employees are no longer able to adequately manage their interaction with clients.

- ❖ Emotional intelligence

Emotional intelligence, as defined by Stein and Book (2003), is a set of skills that enables us to make our way in a complex world – the personal, social and survival aspects of overall intelligence, the elusive common sense and sensitivity aspects that are essential to effective daily functioning.

## B. Model and theories

A model is an example for comparison (Rosnow & Rosenthal, 1996), whereas theory is a system of interconnected abstractions of ideas that condenses and organises knowledge about the social world (Neuman, 1997).

The following models and theories are relevant to this study:

- The model of emotion work (Grandey, 2000)

The model gives a process of reorganising and integrating the previous models of emotion work around the working definitions and utilising the general emotion regulation theory, which provides a conceptual model of emotion work (Grandey, 2000). Antecedents of emotion regulation are the situational variables, as stated by Gross (1998). In the context of emotion work, the situational

variables include the employee's interaction with customers. The emotion regulation literature, integrated with emotion work theories, supports the existence of several means of performing emotion management in work settings. Two such methods are called deep acting and surface acting, which can be understood as ways of regulating feelings or manipulating expressions. The effortful processes of surface acting and deep acting may be related to employee stress and health as well as organisational well-being.

- **Action theory (Zapf, 2002)**

According to Zapf (2002) the basic concept of the action theory is the hierarchical –sequential organisation of action. Work activity consists of a sequence of action steps, directed by a pyramid-like hierarchical structure of goals and sub-goals (Frese & Zapf, 1994). The goal initiates a certain action. The feedback processes tests whether the goal was attained or not. Each goal can be divided into sub-goals. Sub-goals again can be divided into sub-sub-goals and so forth. Thus, a pyramid-like structure of hierarchically nested goals and sub-goals emerges.

Using the action theory framework, the psychological focus is on the regulation of emotions according to a goal given or directed by the organisation. In this sense, emotion work is part of intentional and goal-directed behaviour.

#### **1.3.4.2. Methodological beliefs**

Methodological beliefs can be defined as beliefs concerning the nature of social sciences research. Examples include traditions within the philosophy of the social sciences, such as positivism, phenomenology and functionalism as well as methodological models such as the quantitative and qualitative model (Mouton & Marais, 1996).

The empirical study is presented within the positivistic and functionalistic framework.

The research makes use of a quantitative approach where statistical analysis is used, which includes references to means, standard deviation, internal consistency, reliability, validity, practical significant correlation coefficients and regression analysis.

### **1.4 RESEARCH DESIGN**

A cross-sectional survey design will be used to collect the data and to attain the research objectives. A Cross-sectional design, according to Rosnow and Rosenthal (1996) takes a slice of time and compares subjects on one or more variables simultaneously. The survey is a data-collection technique in which questionnaires are used to gather data about an identified population. This design is also used to assess interrelationship among variables within a population (Shaughnessy & Zechmeister, 1997). The cross-

sectional research design is best suited to address the descriptive and predictive functions associated with the correlation design, whereby relationships between variables are examined.

*The aim of the research design is to:*

- Establish what the cause and what the effect is between variables in the study.
- See how specific variables may explain the relationship between Emotion Work, Emotional Intelligence, Well-being and Social Support.
- Find more than correlation evidence necessary to make causal statements.
- Use sophisticated statistical techniques to help with causal interpretations.
- Identify moderator variables (variables that effect direction or strength of relationship between two variables) to enhance the ability to interpret results. Draw one or more samples from the population at one time and use the information collected to describe the population at that point in time.
- Focus on description - describing the characteristics of the population or the differences between two or more populations.
- Assess interrelationships among variables within a population, ideally suited to the descriptive and predictive functions associated with correlation research.
- Assess changes in attitudes or behaviour over time.

## **1.5 RESEARCH METHOD**

This research, pertaining to the specific objectives, consists of two phases, namely a literature review and an empirical study.

### **1.5.1 Phase 1: Literature Review**

In phase 1 a complete review regarding the following constructs is done:

- Emotion work
- Burnout
- Emotional intelligence
- Well-being
- Social Support

### **1.5.2 Phase 2: Empirical study**

Phase 2 consists of the following steps in the form of descriptive research:

### **1.5.3 Study population**

In this quantitative study the sample will be made up of human resource personnel in a mining industry.

#### **1.5.4 Measuring battery**

Five questionnaires will be administered to measure the emotional regulation process and will include methods to measure emotion work, emotional intelligence, engagement and organisational factors.

#### **Influence of individual factors**

*The GEIS (The Greek Emotional Intelligence Scale)* was developed to provide firstly a reliable and valid self-report measure of emotional intelligence (EI), and secondly to enlighten with new research data the theoretical controversy that has recently arisen between those who argue that EI is a construct that can be viewed within the context of information possessing aptitude and those who argue that EI can be viewed within the context of the personality domain (Tsaousis, 2007).

According to Tsaousis (2007) the GEIS demonstrates acceptable psychometric properties, which justify its use as a reliable and valid measure of EI. All scales demonstrated high internal consistency, indicating that they are homogeneous in their measurements. Furthermore, test-retest data covering a four-week period indicates the temporal reliability of the GEIS. According to Tsaousis all the GEIS scales demonstrated moderate to high positive correlation coefficients with constructs such as empathy, social skills (social intelligence), emotional expressiveness, and well-being. On the other hand, the GEIS scales correlate negatively with constructs such as locus of control, negative affect, low physical and psychological well-being and work stress.

As far as the second goal of the development of the instrument goes, Tsaousis (2007) correlated the GEIS scales with both types of intelligence. The results provided support that the GEIS is associated with the personality domain.

The GEIS (Tsaousis, 2007) consists of 52 items measuring four basic emotional skills, namely Expression and Recognition of Emotions, Control of Emotions, Use of Emotions for Facilitating Thinking, and Caring and Empathy.

A study by Vakola, Tsaousis, and Nikolaou (2003) explored the link between personality traits, emotional intelligence and attitudes towards organisational change. The finding confirmed relationships among these variables, providing a need for an individual level approach to managing change.

#### **Well-being**

*The Utrecht Work Engagement scale (UWES)* (Schaufeli et al., 2002) is used to measure the level of work engagement of participants. The UWES includes three dimensions, namely vigour, dedication and absorption, which is conceptually seen as the opposite of burnout and is scored on a seven-point frequency-rating scale, vary from 0 “never” to 6 “every day”. The questionnaire consists of seventeen

questions and includes questions like “I am bursting with energy every day in my work”; “Time flies when I am at work” and “My job inspires me”. The alpha coefficient for the three sub-scales varied between 0,80 and 0,91 (Schaufeli et al.).

Storm and Rothmann (2003) obtained the following alpha coefficients for the UWES in a sample of 2 396 members of the South African Police Service: vigour: 0,78; dedication: 0,89; absorption: 0,78. Naudé and Rothmann (2004) in a study of 318 emergency medical technicians in Gauteng found the following: vigour and dedication: 0,87 and absorption: 0.61. The short version of the UWES English form is used in this study.

The *Oldenburg Burnout Inventory (English version) (OLBI)* was originally developed in Germany and measures burnout with two dimensions, namely exhaustion and disengagement (Demerouti, Bakker, Vardakou, & Kantas, 2002). The six items of the exhaustion sub-scale are generic and refer to general feelings of emptiness, overtaxing from work, a strong need for rest, and a state of physical exhaustion. Disengagement refers to distancing oneself from the object and the content of one's work and to negative, cynical attitudes and behaviours towards one work in general (Demerouti et al.).

In the study done by Le Roux (2004) to validate the factors of the OLBI existing for different language groups, it was found that two factors of the OLBI exist for different language groups within South Africa, specifically within the earthmoving equipment industry. Further the results highlighted that no differences with respect to levels of burnout exist between various demographic characteristics.

### **Emotion work**

*Frankfurt Emotion Work Scales (FEWS)*. Based on the existing literature on emotion work and action theory (Zapf et al., 1999), emotional regulation requirements (sub-scales: the requirements to express positive emotions; the requirement to express and handle negative emotions, the requirement to be sensitive to clients' emotions, and the requirement to show sympathy), emotional regulation possibilities (control), and emotional regulations problems (emotional dissonance) were differentiated. Questionnaires were developed and applied in a sample of employees in a handicapped children's home (N=83), in the hotel business (N=175) and employees working in call-centres (N=250). Scales showed satisfactory reliabilities. Exploratory and confirmatory factor analysis revealed minor problems with discriminate validity of the scales. Construct validity showed that the emotion work scales were both positively and negatively related with psychological health (Zapf et al.).

### **Organisational factors**

*Social Support Scale*. The construct social support is measured with a 10-item questionnaire based on the work of Caplan, Cobb, French, Harrison, and Pinneau (1975) which was done on the relation between job

demands and worker health. In their findings they state that social support appears to be of major importance to the psychological well-being of the workers. Low support from supervisors and from others at work is associated not only with job dissatisfaction, but also depression (with a correlation of at or above 0,30). The items in the questionnaire cover the extent to which people around the employee provide support by being good listeners or by being persons he or she can rely on when help is needed. The following is a sample of the questions: "How much does each of these people go out of their way to do things to make your work life easier for you?" The respondent is asked to answer this question with regard to three categories of people, namely (1) Your immediate supervisor, (2) Other people at work, and (3) Your wife/husband, friends and relatives (Caplan et al.). Validity and reliability within a South African context will be established in this study.

### **1.5.5 Statistical analysis**

The SPSS programme will be used to carry out statistical analysis regarding reliability, validity, construct equivalence and predictive bias of the measuring instruments, descriptive statistics, analysis of variance, correlation coefficients, canonical analysis and moderated multiple regression analysis (SPSS Inc., 2008).

Prior to principal factor extraction, principal component extraction will be done to estimate the number of factors, the presence of outliers and the factorability of the correlation matrices. Descriptive statistics (means, standard deviations, skewness and kurtosis) will be used to describe the data. Cronbach alpha coefficients and inter-item correlations will be used to determine the internal consistency, homogeneity and unidimensionality of the measuring instruments (Clark & Watson, 1995). A multiple regression analysis will be conducted to determine the percentage variance in the dependent variable that is predicted by the independent variables.

Pearson product moment correlation coefficients will be used to specify the relationship between the variables. In terms of the statistical significance, it was decided to set the value at 95% confidence interval level ( $p < 0,05$ ). Effect sizes (Steyn, 1999) will be used to decide on the practical significance of the findings. A cut-off point of 0,30 (medium effect, Cohen, 1988) is set for the practical significance of the correlation coefficients.

## **1.6 DIVISION OF CHAPTERS**

The chapters will be presented as follows:

Chapter 1: Introduction

- Chapter 2:      **Research article: Emotion work and well-being of human resource personnel in a mining industry.**
- Chapter 3:      **Conclusion, limitations and recommendations**

### **1.7 CHAPTER SUMMARY**

**In this chapter the problem statement and the motivation for the research was discussed. The purpose of the research was formulated; the methodology of the research outlined and the methods used for statistical analysis described.**

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**CHAPTER 2**

**RESEARCH ARTICLE**

# EMOTION WORK AND WELL-BEING OF HUMAN RESOURCE PERSONNEL IN A MINING INDUSTRY

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## ABSTRACT

The objective of this research was to determine the relationship between Emotion Work, Emotional Intelligence, Well-being and Social Support of human resource personnel in a mining industry. A cross-sectional survey design was used. The study population (n = 229) consisted of human resource personnel in a mining industry. The Greek Emotional Intelligence Scale, Frankfurt Emotion Work Scales, Utrecht Work Engagement Scale, Oldenburg Burnout Inventory and Social Support Scale, as well as a biographical questionnaire, were used as measuring instruments. Cronbach alpha coefficients, factor analysis, inter-item correlation coefficients, Pearson product moment correlation coefficients, stepwise multiple regression analysis and Multivariate analysis of variance (MANOVA) were used to analyse the data. The results indicated that Emotional Intelligence directly influenced Emotion Work, Well-being and Social Support. An analysis of the data indicated that correlations between the different constructs are statistically and practically significant. Principal component analysis performed on the Greek Emotional Intelligence Scale resulted in a four-factor solution namely, Caring and Empathy, Control of Emotion, Emotion Expression/Recognition and Emotion Management. Emotion Work, Emotional Intelligence and Social Support predicted 14% of the variance explained in the level of Exhaustion, 20% of the variance in Emotional Resilience and 33% of the total variance explained in the level of Engagement.

## OPSOMMING

Die doelwit van die navorsing was om die verhouding tussen Emosie-werk, Emosionele Intelligensie, Welstand en Sosiale Ondersteuning van menslike hulpbron personeel in die mynbedryf vas te stel. 'n Dwarssneeopname-ontwerp is in die studie gebruik. Die studiepopulasie (n = 229) het bestaan uit hulpbron personeel in 'n mynbedryf. Die Griekse Emosionele-Intelligensieskaal, Frankfurt-Emosie-Werk-Skaal, Utrecht-Werksbegeesting-Vraelys, Oldenburg-Uitbrandingsvraelys en Sosiale Ondersteuning-Skaal, asook 'n biografiese vraelys, is gebruik as meetinstrumente. Cronbach alfa-koeffisiënte, faktor-analise, interitem korrelasiekoeffisiënte, Pearson-produk-momentkorrelasiekoeffisiënte, stapsgewysmeervoudige regressie-analise, asook meervoudig variasie analyse (MANOVA) is gebruik om die data te ontleed. Die resultate ondersteun die waarskynlikheid van 'n direkte effek van Emosionele

Intelligensie op Emosie-werk, Welstand en Sosiale Ondersteuning. 'n Ontleding van die data het daarop gedui dat korrelasiekoëffisiënte tussen die verkillende konstrunkte statisties en beduidend is. 'n Hoofkomponent-analise van die Griekse Emosionele-Intelligensie-Skaal het gelei tot 'n vierfaktor-oplossing naamlik, Omgee en Empatie, Beheer van Emosies, Emosionele Uitdrukking/Herkenning en Emosionele Bestuur. Emosie-werk, Emosionele Intelligensie en Sosiale Ondersteuning voorspel 14% van die variansie in Emosionele Uitputting , 20% van die variansie in Emosionele Weerstand en 33% van die variansie in die vlak van Werksverbondenheid.

The relationship between emotion work and well-being have become an area of interest in the study of organisation behaviour issues (Heuven, Bakker, Schaufeli, & Huisman, 2006; Lewig & Dollard, 2003). The relationship between emotion work and organisational factors like *social support* (Gallagher & Vella-Brodrick, 2008; Gray, 2002; Montes-Berges & Augusto, 2007) and individual factors like gender (Guy & Newman, 2004; Meier, Mastracci, & Wilson, 2006) and *emotional intelligence* (Austin, Dore, & Mc Donovan, 2008; Mikolajczak, Nelis, Hansenne, & Quoidbach, 2008) have also been the focus of study during the last decade.

Emotion work has been investigated across a wide variety of service occupations, including flight attendants, cashiers, bank clerks, and call centre employees (Dorman & Zapf, 2004). However, limited research has been conducted on human resources personnel – an occupational category that interacts with staff on a day to day basis. Most studies done in the field of human resources are strategies which include retention of staff, HIV/AIDS, management strategies, and the reputation of the human resources field (Buck & Watson, 2002; Ferris et al., 2007; Khatri, Wells, McKune, & Brewer, 2006; Tobias, Drainoni, & Wood, 2004). The study of emotion work and its relationship between individual and organisational factors could therefore be valuable in a human resources population.

The conclusion can be drawn that an investigation of the relationship between emotion-work, emotional intelligence, social support and well-being are constructs to be considered as important issues in the study of organisation behaviour. Grandey (2000) confirms this in including these factors in a conceptual model of emotion regulation in an organisational setting (Figure 1) and thereby also emphasising the importance of the study of emotion work and related constructs in the organisation. The focus of this study will be on emotion work, well-being which includes burnout and engagement, emotional intelligence and social support.

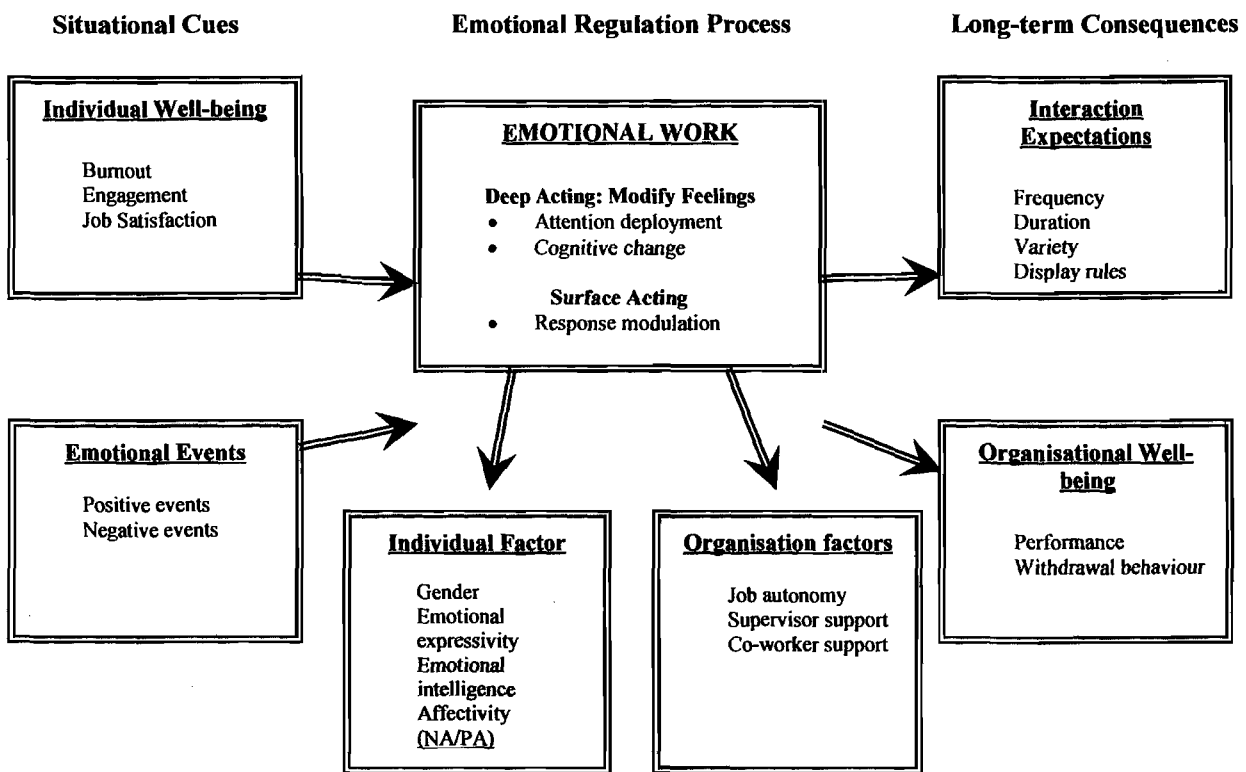


Figure 1. Proposed conceptual framework of emotion regulation performed in the work setting. NA = negative affect; PA = positive affect.

## EMOTION WORK

Emotion work (Zapf, 2002) refers to the quality of interaction between employees and clients. The term client is used here to refer to any person who interacts with an employee, for example patients, children, customers, passengers, or guests. During face-to-face or voice-to-voice interaction, many employees are required to express appropriate emotions as a job requirement.

Emotion work was introduced by Hochschild (1983) and referred to as “the management of feeling to create a publicly observable facial and bodily display”. Similarly emotion work is defined as outwardly controlled displayed expressions (Beal, Trougakos, Weiss, & Green, 2006; Diefendorff & Gosserand, 2003; Grandey, 2000; Schultz, Bagriam, Potgieter, Vredge, & Werner, 2003). The interactionist approach highlights emotion work as emotions that are expressed in, and partially determined by, the social environment (Grandey, 2000; Morris & Feldman, 1996; Zapf, 2002). Zapf contends that to be compatible with other fields of work and organisational psychology, the term emotion work, rather emotional labour (from a sociology perspective) is preferred.

According to Meier et al. (2006), the importance of emotion work to an organisation is the ability to see another side of the issue and integrate that perspective into what the organisation does. According to

Lewig and Dollard (2003) emotion work makes interaction with customers more predictable, and allows the service worker to maintain objectivity and emotional equilibrium by cognitively distancing him- or herself from implicated emotions.

The process of surface acting (managing observable feelings) and deep acting (managing feelings) match the working definition of emotion work as a process of emotional regulation, and they provide a useful way of operationalizing emotion work (Grandey, 2000). Hochschild (1983) used the idea of deep and surface acting to explain how employees manage their displayed emotions.

Deep acting as defined by Hochschild (1983) is when an individual tries to influence what they feel in order to become the role they are asked to display. Active deep acting refers to the case where an employee has to expend effort to regulate emotions. This is so because there is a need to actively strive to evoke thoughts, images, and memories to induce a certain emotion (Briner, 1999). Deep acting is the effort to change either the actual experience of the emotion or changing the focus of personal thoughts and changing appraisals (Beal et al., 2006; Montgomery, Panagopolou, de Wildt, & Meenks, 2006).

Brotheridge and Grandey (2002) suggests that deep acting contributes to a greater sense of personal efficacy at work, a heightened sense of personal accomplishment, suggesting positive benefits to aspects of work. Näring, Briët, and Brouwers (2006) did however not find that deep acting was related to personal accomplishment.

The second concept relating to emotion work is surface acting. According to Zapf (2002) surface acting means that employees try to manage the visible aspects of emotions that appear on the surface and which can be noticed by the interaction partner to bring them in line with the organisational display rules while the inner feelings remain unchanged. Surface acting, according to Beal et al. (2006), refers to efforts to change the external expression of the emotion.

A study by Beal et al. (2006) suggests that surface actors can regulate emotions effectively on an episode-to-episode basis. Brotheridge and Grandey (2002) found that the frequency of interactions and the display rules to show positive emotions related to a heightened sense of personal accomplishment. This contradicts burnout and emotion work arguments where high customer contact is inherently stressful. Other studies highlighted that displaying naturally felt emotions was used by individuals more often than deep acting or surface acting, suggesting that it plays a prominent role in displaying emotions at work (Diefendorff, Croyle, & Gosserand, 2005).

Surface acting suggests that emotional dissonance exists between the inner feelings and the outer expression, which persists during the interaction. Emotional dissonance has been described as a situation when an employee is required to display an emotion that is not genuinely felt in a particular situation (Zapf,

Vogt, Seifert, Mertini, & Isic, 1999; Zapf, 2002). Giardini and Frese (2006) define it as the extent to which felt emotions differ from the emotion that should be expressed as required by display rules.

A person may feel nothing when a certain emotion display is required, or the display rule may require the suppression of undesired emotions and the expression of neutrality or a positive emotion instead of a negative one. Not being able to feel what one should feel may cause the individual to feel false and hypocritical and, in the long run, may lead to alienation from one's own emotions, poor self-esteem, and depression. Zapf et al. (1999) propose that the requirements to display positive emotions, negative emotions, and sensitivity requirements are not necessarily stressful but may become so through emotional dissonance. This incongruence between feeling and action, termed emotional dissonance, may ultimately lead to lowered self-esteem, depression, cynicism, and alienation from work. (Lewig & Dollard, 2003).

Positive and negative outcomes on an individual's emotional role were investigated as a result of emotion work (Ogbonna & Harris, 2004; Zapf et al., 1999). Studies suggest that emotional dissonance mediates the relationship between positive emotional display (work engagement) and emotional exhaustion (high levels of psychosocial demands) (Heuven et al., 2006; Lewig & Dollard, 2003).

## **WELL- BEING**

Emotion work has been researched to evaluate the effect it has on an individual's emotional role at work with specific results relating to disengagement, exhaustion, burnout and negative emotions (Beal et al., 2006; Brotheridge & Grandey, 2002; Heuven et al., 2006; Lewig & Dollard, 2003; Montgomery et al., 2006).

Continuous changes along with the increase of pressure to perform may result in feelings of distrust, strain in personal relationships, psychological strain, fatigue and tension, all affecting the well-being of employees (Coetzer, 2004). Tracking and addressing the effectiveness of employees in the work context in areas that could impact on the standards of their service is important. According to Coetzer, burnout and engagement are specific focus areas in this regard.

### **Engagement**

Both Maslach and Leiter (1997) and Schaefer, Salanova, Gonzalez-Roma, and Bakker (2002) use the term "energy" and "involvement, connection" to focus on the term engagement. Näring et al. (2006) further foster engagement as an increasingly interest in what makes people enthusiastic about their work and what makes them feel competent.

Confirming this, in a study by Van Zyl (2003) involving educators on senior level in the Sedibeng West district, South African, it was highlighted that engagement is characterised by energy, involvement and

efficacy. The study also highlighted that individuals who are engaged are likely to increase their productivity.

In a study done with cabin attendants to examine the role of self-efficacy in the performance of emotion work, Heuven et al. (2006) found that emotionally charged interactions with passengers are related to emotional exhaustion and engagement through their influence on emotional dissonance.

### **Burnout**

The second concept relating to well-being is burnout. Burnout is a stress outcome typically found in employees in the helping industries. Burnout occurs when an employee becomes emotionally over involved in interactions with customers and has little way to replenish those emotional resources being spent (Jackson, Schwab, & Schuler, 1986). When a situation induces repeated emotional responses that the employee must regulate, the employee may experience emotional exhaustion, or energy depletion and fatigue. To cope with these feelings, employees may detach from the customers by objectifying or depersonalising themselves. This may lead to feeling negative about their work, to the point where they experience a diminished sense of personal accomplishment (Cordes & Dougherty, 1993).

Burnout is an indication of an employee's growing inability to adequately manage his or her emotions when interacting with clients (Dorman & Zapf, 2004; Maslach, 1982) and that it is considered a central part in work within the health professions and human service sector (Jackson et al., 1986; Zapf, Seifert, Schonutte, Mertini, & Holtz, 2001).

Emotional exhaustion is at the core of burnout however literature has rarely considered work demands as predictors of burnout. Surface acting is significantly related to exhaustion, depersonalisation and a diminished sense of personal accomplishment (Brotheridge & Grandey, 2002). Näring et al. (2006) found that surface acting was related to emotional exhaustion, suppression and depersonalisation.

The research of Montgomery et al. (2006) on work-family interference, emotion work and burnout showed that emotional display rules and job-focused labour were related to burnout and psychosomatic complaints. More specifically, the need to hide negative emotions and engage in surface acting was related to negative outcomes (specifically exhaustion).

Tugade, Fredrickson and Feldman-Barrett (2004) argue that positive emotions are not merely by products of psychological resilience. Rather, they serve an important function in the ability of resilient individuals to rebound from stressful encounters. Given that positive emotions may serve important health-promoting functions, it is possible that certain individuals who have a greater tendency to harness positive emotions to their advantage in times of stress may reap beneficial consequences in the coping process. The coping process or the ability to bounce back from negative emotional experiences is called resilience (Block &

Kremen, 1996). The study done by Sand and Miyazaki's (2000) outcome indicated that coping mechanisms that are more direct (e.g., confronting stress or talking about stress, included emotions) are more likely to lead to lower levels of burnout than retreat tactics such as ignoring, avoiding, or leaving a stressful situation.

### **Emotional intelligence**

Further to the effect of emotion work on well-being the impact of emotional intelligence on the consequence of emotional work is imperative.

Ashkanasy and Dasborough (2003) highlighted that the interest in organisational behaviour and its focus on emotions have increased in the last few years. With the growing interest of emotions in organisations over the last decade, interest in emotional intelligence has also increased. However research regarding emotional intelligence has focused more on team development (Feyerherm & Rice, 2002; Welch, 2003) and leadership development (Dulewics & Higgs, 2003; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003) than it has on Emotion Work (Giardini & Frese, 2006).

Emotional intelligence is defined as a set of skills that enables us to make our way in a complex world – the personal, social and survival aspects of overall intelligence, the elusive common sense and sensitivity aspects that are essential to effective daily functioning (Stein & Book, 2003). Othman, Abdullah, and Ahmad (2008) recognize emotional intelligence as the ability to perceive accurately, appraise, and express emotions, the ability to access and/or generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional intelligence.

Emotional intelligence is the ability to recognise and use emotional information in social interactions. Those with high emotional intelligence are skilled at handling social encounters, and in fact may make others feel good about themselves as well (Goleman, 1995). According to Schultz et al. (2003) emotional intelligence is more than merely *maintaining cordial relationships*; it's about *managing one's own emotions and the emotions of others in such a manner that it creates a path to goal attainment*.

Dulewicz and Higgs (2003) include emotional intelligence elements such as motivation, interpersonal sensitivity, intuitiveness, conscientiousness, integrity and dealing with people as some of the main tasks for managers within the organisation. Ashkanasy and Dasborough (2003) agree that emotions play an important role in the understanding of organisations and the teaching of leadership.

Othman et al. (2008) proposed that emotional intelligence is important in assisting employees to achieve highly in five facets of work effectiveness, namely job role, career role, innovator role, team role and

organisation role. Further in service shops, the influence of emotional intelligence was moderate but the role of emotion work was increasingly important. In mass service, emotional intelligence did not significantly contribute to high work effectiveness; instead, emotion work plays its effective role in promising work effectiveness.

Vakola, Tsaousis, and Nikolaou (2003) explored the link between personality traits, emotional intelligence and attitudes towards organisational change. The finding confirmed relationships among these variables, providing a need for an individual level approach to managing change.

According to one of the latest but few studies done on emotion work and emotional intelligence, Austin et al. (2008) suggested that there is a growing interest in individual differences in emotion work and in organisational display rule perceptions. Personality and emotional intelligence are relevant, but their effects have been examined in a relatively small number of publications. Their study showed that emotional intelligence was unrelated to deep acting, negatively associated with surface acting and positively associated with positive display rule perceptions. According to their study it appears that high emotional intelligence individuals are less likely to make use of the emotionally superficial surface acting strategy; this may be related to their superior emotion regulation capabilities.

Mikolajczak et al. (2008) found that the construct of emotional intelligence encompasses individual dispositions related to the perception, processing, regulation, and utilisation of emotional information. The analysis revealed that emotional intelligence promoted the choice of adaptive strategies not only in the case of stress, but also anger, sadness, fear, jealousy, and shame. Emotional intelligence also promoted the use of adaptive strategies to maintain joy. Findings showed that high emotional intelligence individuals' choice of adaptive strategies to down-regulate various negative emotions and maintain positive ones explained their decreased propensity to experience these negative emotions and their increased propensity to experience positive ones.

### **Social Support**

The emotion regulation theory proposed by Gross (1998) discusses the environment as a cue to the emotional response. In customer service settings, where positive expressions are expected, feeling positive about the social environment may mean that less emotion work is necessary.

Support may help employees cope with stress of service jobs (Grandey, 2000). According to Godwyn (2006), the cultivation of long-term relationships that involve trust and confidentiality allows interactions to transcend the economic exchange involved in purchasing of goods and services.

In a proposed model by Krademas (2006), behaviour is based on knowledge structures and appraisal processes. He says that self-efficacy and perceived social support represent knowledge about self (being

capable) and the world (being friendly) which in turn results in appraising the future as possibly being nice, fruitful (optimism), in better functioning and better health status. Their findings showed that daily emotional social support reflects a basic schema that the person is lovable, and self-efficacy reflects a basic schema that the person is capable and shapes optimism.

According to Zapf (2002) social support has a direct positive effect on health, and an indirect effect on health via the reduction of job stressors. Pienaar, Sieberhagen, and Mostert (2007) found in a study of employees working in a gold mine in South Africa that social support from the supervisor related strongly to job satisfaction.

Montes-Berges and Augusto (2007) explored the relationship between perceived emotional intelligence, coping, social support and mental health in nursing students. The results pointed out that clarity and emotional repair are predictors of social support, and emotional repair is the main predictor of mental health.

Gallagher and Vella-Brodrick (2008) examined the predictive value of social support and emotional intelligence and their interaction effects on subjective well-being. This study clarifies the predictive value of social support, emotional intelligence and their interaction on subjective well-being, and provides the first published insight into a possible conditional relationship between social support and subjective well-being with regard to emotional intelligence, suggesting that social support may not always be necessary for subjective well-being.

Gray (2002) found that engaging the emotions of families enables high quality and effective support in the family home where family support workers are needed to deliver services.

Montgomery et al. (2006) looked at the effect of work-family interference and its effect on emotion work. The study suggests that for employees inhibited emotional states are more likely to be decompressed within the family environment, which presents more opportunities for emotional expression relative to their workplace.

Taken as a whole, the model of Grandey (2000) illustrates the impact of constructs included in the study of emotion work. The impact of emotion work on the well-being of an individual is proposed, the result being either that of burnout or engagement. The impact of emotional intelligence and social support and its effects on emotion work is reviewed.

Based upon the literature study (as set out above), the following hypotheses can be investigated:

H1: There is a correlation between Emotional Intelligence, Emotion Work, Social Support and Well-being within a sample of human resource employees.

H2: Emotional Intelligence, Emotion Work and Social Support predict the variance explained in the Well-being of human resource employees.

## **1. RESEARCH METHOD**

### **1.1 Research Design**

In order to reach the objective of this research, a cross-sectional survey design was used. Cross-sectional designs are used for simultaneously examining groups of subjects in various stages, while the survey describes a technique of data collection in which questionnaires are used to gather data about the identified population (Burns & Grove, 1993). This design is well suited for the descriptive and predictive functions associated with correlation research, whereby relationships between variables are examined (Shaughnessy & Zechmeister, 1997).

### **1.2 Participants**

An availability sample (N=229) was taken from human resource personnel in a mining industry. According to Table 1 the study population consisted of 49,7% male participants and 50,2% female participants. Furthermore, according to race, the sample consisted of Whites (51,5%) and Africans (43,7%). Coloureds, Indians and others made up the remaining (4,7%) human resource personnel. The majority of the participants achieved a highest qualification of Grade 12 (39,3%). The participants' ages ranged mostly between 40 and 49 (40,2%).

Table 1

*Characteristics of the Participants*

Item	Category	Frequency	Percentage
Gender	Male	114	49,7
	Female	115	50,2
Race	White	118	51,5
	African	100	43,7
	Coloured	6	2,6
	Indian	1	0,4
	Other	4	1,7
	Education level	Below Grade 10	6
	Grade 10 (Std 8)	12	5,2
	Grade 11 (Std 9)	6	2,6
	Grade 12 (Std 10)	90	39,3
	Technical College Diploma	26	11,4
	Tecknikon Diploma	37	16,2
	University Degree	18	7,9
	Postgraduate Degree	16	7,0
	Other	18	7,8
Age	> 19 years	30	13,1
	20-29 years	52	22,7
	30-39 years	12	5,2
	40-49 years	92	40,2
	50-59 years	41	17,8
	60-69 years	2	0,9

**1.3 Measuring battery**

The measuring battery consists of questionnaires to test the emotional regulation process and includes the measures of Emotion Work, individual Well-being and organisational factors.

**Emotional Intelligence**

The *Greek Emotional Intelligence Scale* (GEIS) (Tsaousis, 2007) measures four basic emotional skills, namely: expression and recognition of emotions, control of emotions, the use of emotions to facilitate thinking, and caring and empathy.

The 52-item instrument is a reliable and valid measure of Emotional Intelligence due to its acceptable psychometric properties (Tsaousis, 2007). More specifically, the factor analytic data suggests a four-factor solution. The Cronbach alpha coefficients for the four factors range between 0,80 and 0,92. All scales demonstrate high internal consistency, indicating that they are homogeneous in their instruments.

Furthermore, test-retest data covering a four week period indicates the temporal reliability of the GEIS in that correlation coefficients range between 0,79 and 0,91 (Tsaousis). Data from five different studies provide support for good convergent and discriminant validity of the GEIS scales, suggesting that the test taps a fairly broad range of related emotional construct such as positive correlations with empathy, social skills, emotional expressiveness, and well-being, as well as negative correlation with locus of control (negative affect), low physical and psychological well-being and work stress (Tsaousis). These findings justify the concurrent validations of the newly developed instrument and are therefore used in the study.

### **Well-being**

The *Utrecht Work Engagement Scale (UWES)* (Schaufeli et al., 2002) includes three dimensions, namely vigour, dedication and absorption, and ultimately measures engagement. Engagement is scored on a seven-point frequency-rating scale that varies from 0 “never” to 6 “every day”. The questionnaire consists of seventeen questions and includes questions like “I am bursting with energy every day in my work”; “Time flies when I am at work” and “My job inspires me”. The alpha coefficient for the three sub-scales varied between 0,80 and 0,91 (Schaufeli et al.).

Storm and Rothmann (2003) obtained the following alpha coefficients for the UWES in a sample of 2 396 members of the South African Police Service: vigour: 0,78, dedication: 0,89, and absorption: 0,78. Naudé and Rothmann (2004) in a study of 318 emergency medical technicians in Gauteng found the following: vigour and dedication: 0,87 and absorption: 0,61. Results of the study by Jackson (2004) also indicated that engagement as measured by the UWES is indeed a three factor construct consisting of vigour, dedication and absorption. However in examining the factor structure some undesirable psychometric characteristics were found to be associated with several items of the UWES. The short version of the UWES - English forms are used in this study.

Demerouti, Bakker, Vardakou, and Kantas (2002) have developed and offered initial construct validity and evidence for the *Oldenburg Burnout Inventory (English version) (OLBI)* and used to measure burnout. The OBLI features two scales, namely Exhaustion and Disengagement. The most current version of the OBLI features questions that have balanced positive and negative wording (Bakker, Demerouti, & Verbeke, 2004). The OBLI also features questions designed to assess cognitive and physical components of exhaustion (Halbesleben & Demerouti, 2005). Internal consistency of the OBLI is acceptable, with Cronbach alpha scores ranging from 0,74 to 0,87; scores are all above 0,70. Test-retest reliability showed significant correlations from time 1 to 2. Factorial validity indicates a two-factor model (Disengagement and Exhaustion). Construct validity was also using Structural Equation Modelling (SEM).

Le Roux (2004) found in a study to validate the factors of OLBI which exist between different language groups in South Africa within an earthmoving equipment industry that no differences with respect to levels of burnout exist between various demographic characteristics. Further the study indicated that two factors of the OLBI exist for different language groups.

### **Emotion Work**

The *Frankfurt Emotion Work Scales (FEWS)* (Zapf et al. 1999) sub-scales include the requirements to express positive emotions, the requirement to express and handle negative emotions, the requirement to be sensitive to clients' emotions, the requirement to show sympathy, emotional regulation possibilities (control), emotional regulations problems (Emotional Dissonance) and client contact. Scales show satisfactory reliabilities. Exploratory and confirmatory factor analysis revealed minor problems with discriminate validity of the scales with samples of employees in a handicapped children's home (N=83), in the hotel business (N=175) and with employees working in call-centres (N=250). Scales showed satisfactory reliabilities. Construct validity showed that the Emotion Work scales were both positively and negatively related with psychological health (Zapf, et al.).

### **Organisational factors**

The construct Social Support is measured by the *Social Support Scale* with a ten-item questionnaire based on the work of Caplan, Cobb, French, Harrison, and Pinneau (1975), which was done on the relation between job demands and worker health. In their findings Social Support appears to be of major importance to the psychological well-being of the workers. Low support from supervisors and from others at work is associated not only with job dissatisfaction, but also depression (with a correlation of at or above 0,30). The items in the questionnaire cover the extent to which people around the employee provide support by being good listeners or by being persons he or she can rely on when help is needed. The following is a sample of the questions: "How much does each of these people go out of their way to do things to make your work life easier for you?" The respondent is asked to answer this question with

regard to three categories of people, namely (1) Your immediate supervisor, (2) Other people at work, and (3) Your wife/husband, friends and relatives (Caplan et al.). Validity and reliability within a South African context will be established in this study.

#### **1.4 Statistical analysis**

The statistical analysis was carried out with the aid of the SPSS programme (SPSS Inc., 2008). Descriptive statistics (means, standard deviations, skewness and kurtosis) were used to depict the data. Cronbach alpha coefficients were used to determine the internal consistency, homogeneity and unidimensionality of the measuring instruments (Clark & Watson, 1995). Coefficient alpha contains important information regarding the proportion of variance of the items of a scale in terms of the total variance explained by the particular scale. Principal axis factoring was done to estimate the number of factors, the presence of outliers and the factorability of the correlation matrices.

Pearson product-moment correlation coefficients were used to specify the relationships between the variables. In terms of statistical significance it was decided to set the values at a 95% confidence interval level ( $p \leq 0,05$ ). Effect sizes (Steyn, 1999) were used to determine the practical significance for the findings. A cut-off point of 0,30 medium effect (Cohen, 1988) was set for the practical significance of correlation coefficients.

A multiple regression analysis was conducted to determine the percentage variance in the dependent variable that is predicted by the independent variables. The effect size (which indicates practical significance) in the case of multiple regressions are given by the following formula (Steyn, 1999):

$$f^2 = R^2 / 1 - R^2$$

A cut-off point of 0,35 large effect (Steyn, 1999) was set for the practical significance.

Multivariate analysis of variance (MANOVA) was used to determine the significance of the differences between the levels of Emotional Intelligence, coping strategies, Burnout and Engagement. MANOVA tests whether or not mean differences among groups in a combination of dependent variables are likely to have occurred by chance (Tabachnick & Fidell, 2001). In MANOVA, a new dependent variable that maximises group differences was created from the set dependent variable. Wilk's Lambda is used to test the likelihood of the data, on the assumption of equal population mean vectors for all groups, against the likelihood on the assumption that the population mean vectors are identical to those of the sample mean vectors for the different groups.

## RESULTS

The descriptive statistics and Cronbach alpha coefficients of the GEIS, FEWS, OBLI, UWES and Social Support Scale are given in Table 2.

Table 2  
*Descriptive Statistics and Cronbach Alpha Coefficients of the Measuring Instruments*

Item	Mean	SD	Skewness	Kurtosis	$\alpha$
<b><u>Emotion Work</u></b>					
Interaction Control	11,73	2,91	-1,75	3,88	0,71
Dissonance	13,55	4,54	-0,27	0,65	0,70
Positive Display	15,68	3,35	-1,44	3,68	0,70
<b><u>Emotional Intelligence</u></b>					
Caring/empathy	57,43	6,53	-0,28	0,24	0,78
Control of Emotions	32,56	5,61	-0,64	0,70	0,73
Emotion Expression Recognition	29,71	6,31	0,003	-0,34	0,74
Emotion Management	23,87	3,77	-2,17	10,18	0,76
<b><u>Well-being</u></b>					
Exhaustion	10,32	2,31	-0,16	0,30	0,60
Emotion Resilience	8,24	2,60	0,11	2,20	0,61
Engagement	34,37	11,63	-0,63	3,37	0,85
<b><u>Social Support</u></b>					
Social Support /Family	13,73	4,99	-1,03	0,81	0,90
Social Support/Supervisor	11,16	4,58	2,33	27,55	0,63
Social Support/Co Workers	11,05	3,44	-1,52	2,45	0,86

Inspection of Table 2 shows that acceptable alpha coefficients are obtained from the scales. All the alpha coefficients are higher than the guideline of  $\alpha > 0.70$  (Nunnally & Bernstein, 1994), except for Exhaustion, Emotional Resilience and Supervisory Support, which are just below the given. The scores on the GEIS, UWES, OLBI, Emotion Work Scale, and Social Support scale are relatively normally distributed, except for Internal Control, Positive Display, Emotion Management, Emotion Resilience, and Engagement. The skewness of the Social Support Scale is also below the required. The scale, Social Support of the Supervisor, was rated higher by the respondents. It can therefore be assumed that the respondents felt more positive about Social Support specifically by their Supervisor. Further it appears that most of the measuring instruments have acceptable internal consistency.

A principal component analysis with oblique direct oblimin rotation was performed on the 52 items of the GEIS. The cut-off value of 0,30 was set for inclusion of a variable in the interpretation of a factor. According to the results, a four-factor solution emerged, accounting for 31% of the total variance. Each factor is described below (Tsaousis, 2007).

Factor 1 is *Caring and Empathy* and relates to the willingness of the individual to help other people and his or her ability to understand someone else's feelings, as well as re-experience them. This factor also relates to the ability to use emotions. Examples of items included in this sub-scale are: "*I sympathize with others' personal problems*" and "*I believe I am a person who helps and is considerate of others*".

Factor 2 is *Control of Emotion* and relates to the ability of the individual to control and regulate emotions in themselves and others. Examples of items included in this sub-scale are: "*I usually control my anger*" and "*I often get angry and afterwards I find my anger inexcusable*".

Factor 3 is *Emotion Expression/Recognition* and relates to the ability of the individual to express and recognise his or her own emotional reactions accurately. Examples of items included in this sub-scale are: "*I am able to explain my emotional state to others*" and "*I find it difficult to express my emotions to others*".

Factor 4 relates to the ability of the individual to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion. Examples of items included in the sub-scale are: "*I trust my abilities and undertake the resolution of difficult situations*" and "*When faced with failure, I tend to behave energetically by designing a new plan of action*".

The results of the factor analysis on the GEIS are shown in Table 3. Loading of variable on factors, communalities and percent variance are shown. Variables are ordered and grouped by size of loadings to facilitate interpretation. Labels for each factor are suggested in a footnote.

Table 3

*Factor Loadings, Communalities ( $h^2$ ), Percentage Variance for Principal Factors Extraction and Direct Oblimin Rotation on GEIS items*

Item	F1	F2	F3	F4	$h_2$
27. I adapt easily and react creatively to any obstacles.	<b>0,54</b>	0,15	0,04	-0,07	0,60
29. I find various alternative solutions to a problem.	<b>0,48</b>	0,06	-0,03	-0,18	0,52
24. I am always willing to help someone who is confronted with personal problems.	<b>0,44</b>	-0,11	-0,04	-0,08	0,37
19. I respect others' emotions	<b>0,42</b>	0,16	0,02	-0,03	0,55
36. I make others feel comfortable with me.	<b>0,42</b>	0,16	0,06	-0,122	0,38
16. My worry and stress do not decrease my ability to complete any task.	<b>0,41</b>	0,07	-0,13	0,07	0,29
21. I sympathize with others' personal problems.	<b>0,39</b>	-0,00	0,02	-0,25	0,42
34. I respond to the emotions of others.	<b>0,38</b>	-0,13	0,22	-0,15	0,51
32. I feel confident before important events in my life.	<b>0,36</b>	0,02	-0,14	-0,14	0,63
41. I am open to listen to others.	<b>0,35</b>	0,05	0,05	-0,30	0,48
28. When I am conversing with someone, I concentrate on what he/she is telling me.	<b>0,35</b>	-0,09	0,10	-0,27	0,36
18. I believe that few people understand my emotions.	<b>0,33</b>	0,06	-0,03	-0,29	0,42
35. I get carried away by emotions of anger.	0,05	<b>0,67</b>	-0,07	-0,01	0,57
15. I often get angry and afterward I find my anger inexcusable.	-0,12	<b>0,59</b>	0,07	-0,02	0,58
52. When trying to help someone, I unintentionally give directions by strongly criticizing them.	0,13	<b>0,52</b>	0,05	0,07	0,56
6. When I am under pressure I snap.	0,10	<b>0,50</b>	-0,11	0,02	0,53
3. I have a tendency to focus on the negative side of things.	0,14	<b>0,46</b>	-0,06	-0,03	0,44
2. I often have conflicting emotions for the same person.	-0,10	<b>0,46</b>	0,08	-0,10	0,37
38. I have the tendency to show my impatience with others.	0,06	<b>0,43</b>	0,03	0,10	0,55
7. When I am upset, everything bothers me.	0,08	<b>0,42</b>	-0,06	-0,13	0,46
47. When I am experiencing a sad event, I react intensely.	-0,16	<b>0,41</b>	-0,05	0,11	0,35
20. I find it difficult to express my emotions to others.	0,10	0,06	<b>0,70</b>	-0,11	0,64
13. I am unable to explain my emotional state to others.	-0,02	0,06	<b>0,63</b>	-0,21	0,56
23. I am reserved in expressing emotions.	-0,02	-0,16	<b>0,48</b>	0,04	0,56
11. I am careful not to reveal my emotions to others	-0,20	-0,15	<b>0,45</b>	0,07	0,53
26. I rarely analyze my emotions.	0,05	0,27	<b>0,41</b>	0,09	0,34
4. Most people cannot understand exactly what I feel.	0,00	0,33	<b>0,36</b>	0,04	0,41
43. I find it difficult to describe exactly what I feel with words.	0,06	0,31	<b>0,36</b>	-0,06	0,39
44. It is difficult for me to be optimistic.	0,16	0,31	<b>0,31</b>	0,12	0,41
42. I am usually pessimistic about future accomplishments.	-0,18	0,19	<b>0,30</b>	0,09	0,52
18. I believe that few people understand my emotions.	-0,14	0,23	<b>0,30</b>	0,02	0,49
50. I can easily understand what someone else feels by putting myself in his/her position.	-0,08	-0,02	0,07	<b>-0,78</b>	0,65
46. I show my concern to others.	-0,02	-0,03	0,09	<b>-0,63</b>	0,55
48. I trust my abilities and undertake the resolution of difficult	0,04	0,10	-0,08	<b>-0,62</b>	0,67

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situations.

51. When someone is talking about his/her problems, I almost feel like I have experienced these problems myself.	0,03	-0,18	-0,05	<b>-0,60</b>	0,54
45. When faced with failure, I tend to behave energetically by designing a new plan of action.	0,18	0,07	0,00	<b>-0,45</b>	0,53
31. I usually control my anger.	0,21	0,19	-0,11	<b>-0,34</b>	0,48
Variance explained	13,00%	9,10%	5,20%	3,70%	31,00%

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**F1:** Caring and Empathy/Use of emotions; **F2:** Emotion Control; **F3:** Emotion Expression & Recognition  
**F4:** Emotion Management

The product-moment correlation coefficients between Emotion Work, Emotional Intelligence, Well-being and Social Support are reported in Table 4.

Table 4

*Correlation Coefficients between Emotion Work, Emotional Intelligence, Well-being (Burnout and Engagement) and Social Support*

	1	2	3	4	5	6	7	8	9	10	11	12	13
Interaction Control	,												
Dissonance	0,09	,											
Display Positive	0,30*+	0,22*	,										
Caring Empathy	0,13*	-0,01	0,30*+	,									
Control of Emotions	0,04	-0,14*	0,13*	0,30*+	,								
Emotion Expression Recognition	0,00	-0,09	0,07	0,03	0,30*+	,							
Emotion Management	0,13*	0,00	0,20*	0,67*++	0,14*	-0,05	,						
Exhaustion	0,06	0,17*	0,03	-0,17*	-0,30*+	-0,00	0,02	,					
Emotional Resilience	0,05	0,17*	-0,08	-0,31*+	-0,31*+	-0,09	-0,16*	0,30*+	,				
Engagement	0,01	-0,17*	0,03	0,33*+	0,14*	-0,02	0,30*+	-0,35*+	-0,30*+	,			
SS Family Others	0,09	0,09	0,08	0,22*	0,10*	0,19*	0,18*	-0,03	0,04	0,24*	,		
SS Supervisor	-0,00	-0,04	0,04	0,22*	0,08	0,14*	0,17*	-0,14*	-0,22*	0,40*+	0,45*+	,	
SS Co-Worker	0,01	-0,08	-0,01	0,17*	-0,12	-0,06	0,22*	-0,14*	-0,02	0,41*+	0,27*	0,48*+	,

\* Correlation is significant at the 0, 01 level

+ Correlation is practically significant  $r \geq 0, 30$  (medium effect)

++ Correlation is practically significant  $r \geq 0, 50$  (large effect)

Hypothesis 1 is therefore partially accepted, as some, but not all of the constructs, correlate.

Table 4 shows a positive practically significant correlation between Caring/Empathy and Emotion Management (large effect). Positive Display is statistically and positively practically significant related (medium effect) to Interaction Control. Caring/Empathy is also positively practically significantly related to Positive Display (medium effect). Furthermore Table 4 shows that Control of Emotions is positively practically significantly related to Caring/Empathy (medium effect). Emotion Expression Recognition is positively practically significantly related to Control of Emotion (medium effect). Exhaustion is negatively practically significantly related to Control of Emotions (medium effect). Emotional Resilience is negatively practically significantly related to Caring/ Empathy as well as Control of Emotions (medium effect) and positively practically significantly related to Exhaustion (medium effect). Engagement is positively practically significantly related to Caring/Emotion, Emotional Management as well as Emotional Resilience and negatively practically significantly related to Exhaustion (medium effect). Supervisory Support is positively practically significantly related to Engagement and Social Support of Family and Others (medium effect). Co-workers Support is positively practically significantly related to Engagement and Social Support of Supervisors (medium effect).

The results of a hierarchal multiple regression analysis with Exhaustion as dependent variable is displayed in Table 5.

Table 5

*Multiple Regression Analysis with Exhaustion as Dependent Variable*

Model		Unstandardised Coefficients		Standardised Coefficients	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta R$
		B	SE	Beta					
1	(Constant)	9,73	0,97		9,99	0,00	0,14	0,02	0,00
	Interaction Control	-0,02	0,06	-0,02	-0,24	0,81			
	Dissonance	0,08	0,04	0,14	2,01	0,05*			
	Display Positive	-0,02	0,05	-0,03	-0,34	0,74			
2	(Constant)	13,11	1,78		7,38	0,00	0,35	0,12	0,10
	Interaction Control	-0,03	0,06	-0,03	-0,42	0,68			
	Dissonance	0,05	0,04	0,09	1,22	0,23			
	Display Positive	0,03	0,05	0,04	0,50	0,62			
	Caring Empathy	-0,07	0,03	-0,18	-2,23	0,03*			
	Control of Emotions	-0,11	0,03	-0,26	-3,50	0,00*			
	Emotion Expression Recognition	0,04	0,03	0,10	1,48	0,14			
	Emotion Management	0,11	0,05	0,19	2,39	0,02*			
3	(Constant)	14,22	1,84		7,73	0,00	0,38	0,14	0,02
	Interaction Control	-0,03	0,06	-0,03	-0,47	0,64			
	Dissonance	0,04	0,04	0,07	0,95	0,35			
	Display Positive	0,02	0,05	0,0	0,36	0,72			
	Caring Empathy	-0,05	0,03	-0,15	-1,79	0,08			
	Control of Emotions	-0,12	0,03	-0,28	-3,76	0,00			
	Emotion Expression Recognition	0,04	0,03	0,10	1,48	0,14			
	Emotion Management	0,12	0,05	0,19	2,49	0,01			
	SS Family Others	-0,00	0,04	-0,00	-0,05	0,96			
	SS Supervisor	-0,00	0,04	-0,00	-0,01	0,99			
	SS Co-Worker	-0,12	0,06	-0,15	-1,99	0,05*			

a Dependent Variable: Exhaustion

Table 5 summaries the regression analysis with Emotion Work factors, Emotional Intelligence factors and Social Support as predictors of Exhaustion. Entry of Emotion Work factors at the first step of the regression analysis did not produce a statistically significant model ( $F_{(3,208)} = 1,35$ ;  $p = 0,26$ ), and only accounted for 2% of the variance. However, when Emotional Intelligence factors were entered in the second step of the analysis, a statistically significant model was produced ( $F_{(7,204)} = 4,00$ ;  $p = 0,00$ ), accounting for approximately 12% of the variance. More specifically, it seems that the lack of Caring and

Empathy ( $\beta = -0,18$ ;  $t = -2,23$  ;  $p \leq 0,05$ ), Control of Emotions ( $\beta = -0,26$  ;  $t =$  ;  $p \leq 0,05$ ), and Emotion Management ( $\beta = 0,19$  ;  $t = 2,39$  ;  $p \leq 0,05$ ), are significant predictors of experiencing Exhaustion. When Social Support factors were entered into the third step, the variance explained increased by 2 % ( $\Delta R = 0,02$ ).

In total, Emotion Work, Emotional Intelligence and Social Support factors explained 14% of the variance in Exhaustion of human resource employees.

The results of a hierarchal multiple regression analysis with Emotional Resilience as dependent variable is displayed in Table 6.

Table 6

*Multiple Regression Analysis with Emotional Resilience as Dependent Variable*

Mode 1		Unstandardised Coefficients		Standardise d Coefficient s	<i>t</i>	<i>p</i>	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta R$
		B	SE	Beta					
1	(Constant)	7,49	0,92		8,13	0,00	0,24	0,06	0,05
	Interaction Control	0,03	0,06	0,04	0,48	0,63			
	Dissonance	0,14	0,04	0,24	3,51	0,00*			
	Display Positive	-0,09	0,06	-0,12	-1,69	0,09			
2	(Constant)	14,52	1,81		8,03	0,00*			
	Interaction Control	0,04	0,06	0,05	0,69	0,49	0,40	0,15	0,09
	Dissonance	0,11	0,04	0,18	2,76	0,00*			
	Display Positive	-0,02	0,06	-0,03	-0,39	0,70			
	Caring Empathy	-0,07	0,03	-0,19	-2,38	0,02*			
	Control of Emotions	-0,10	0,03	-0,21	-3,14	0,00*			
	Emotion Recognition	Expression	-0,02	0,03	-0,05	-0,69	0,49		
Emotion Management		0,00	0,05	0,00	0,08	0,94			
3	(Constant)	13,94	1,82		7,67	0,00	0,45	0,20	0,05
	Interaction Control	0,02	0,06	0,02	0,36	0,72			
	Dissonance	0,10	0,04	0,18	2,68	0,00			
	Display Positive	0,00	0,06	0,00	0,02	0,99			
	Caring Empathy	-0,09	0,03	-0,24	-3,09	0,00			
	Control of Emotions	-0,09	0,03	-0,19	-2,83	0,00			
	Emotion Recognition	Expression	-0,03	0,03	-0,08	-1,22	0,22		
	Emotion Management		0,00	0,05	0,00	0,05	0,96		
	SS Family Others		0,09	0,04	0,18	2,39	0,02*		
	SS Supervisor		-0,05	0,04	-0,09	-1,25	0,21		
SS Co-Worker		0,11	0,06	0,14	1,86	0,06			

Table 6 summarises the regression analysis with Emotion Work factors, Emotional Intelligence factors and Social Support as predictors of Emotional Resilience. Entry of Emotion Work factors at the first step of the regression analysis produced a statistically significant model ( $F_{(3, 22)}=4,7; p = 0,00$ ), accounting for approximately 6% of the variance. More specifically, it seems that Dissonance ( $\beta = 0,24; t = 3,51; p \leq 0,05$ ), predicted Emotional Resilience. When Emotional Intelligence factors were entered into the second step of the regression analysis a statistically significant model was also produced ( $F_{(7, 22)} = 5,7; p = 0,00$ ) accounting for 15% of the variance. More specifically, it was Caring and Empathy ( $\beta = -0,19; t = -2,38; p \leq 0,05$ ) and Control of Emotions ( $\beta = -0,21; t = -3,14; p \leq 0,05$ ) that predicted Emotional

Resilience the best. Lastly, when Social Support factors were entered into the regression analysis, the variance explained showed an increase of 5% ( $\Delta R= 0,05$ ). More specifically it was Social Support of Family and Others that predicted Emotional Resilience the best. In total, Emotion Work, Emotional Intelligence and Social Support factors explained 20 % of the variance in Emotional Resilience.

The results of a hierarchal multiple regression analysis with Engagement are displayed in Table 7.

Table 7

*Multiple Regression Analysis with Engagement as Dependent Variable*

Model		Unstandardised Coefficients		Standardised Coefficient	t	p	R	R <sup>2</sup>	ΔR
		B	SE	Beta					
1	(Constant)	35,05	4,26		8,22	0,00	0,11	0,01	-0,00
	Interaction Control	0,31	0,29	0,08	1,04	0,30			
	Dissonance	-0,27	0,18	-0,10	-1,47	0,14			
	Display Positive	-0,04	0,26	-0,01	-0,16	0,87			
2	(Constant)	12,59	8,56		1,47	0,14	0,30	0,07	0,06
	Interaction Control	0,28	0,29	0,07	0,98	0,33			
	Dissonance	-0,18	0,18	-0,07	-1,01	0,31			
	Display Positive	-0,32	0,26	-0,09	-1,21	0,23			
	Caring Empathy	0,47	0,15	0,26	3,23	0,00*			
	Control of Emotions	0,09	0,15	0,04	0,60	0,55			
	Emotion Recognition	-0,02	0,13	-0,01	-0,13	0,90			
	Emotion Management	-0,14	0,24	-0,05	-0,59	0,56			
3	(Constant)	2,39	7,50		0,32	0,75	0,58	0,33	0,27
	Interaction Control	0,06	0,25	0,01	0,24	0,81			
	Dissonance	-0,19	0,16	-0,07	-1,19	0,24			
	Display Positive	-0,04	0,23	-0,01	-0,19	0,85			
	Caring Empathy	0,24	0,13	0,13	1,91	0,06			
	Control of Emotions	0,25	0,13	0,12	1,93	0,05			
	Emotion Recognition	-0,17	0,11	-0,09	-1,55	0,12			
	Emotion Management	-0,19	0,20	-0,06	-0,92	0,36			
	SS Family Others	0,31	0,16	0,13	1,96	0,05*			
	SS Supervisor	0,46	0,17	0,18	2,73	0,01*			
	SS Co-Worker	1,16	0,24	0,34	4,82	0,00*			

Table 7 summarises the regression analysis with Emotion Work factors, Emotional Intelligence factors and Social Support as predictors of Engagement. Entry of Emotion Work factors at the first step of the regression analysis did not produce a statistically significant model ( $F_{(3,22)} = 0,93$ ;  $p = 0,42$ ), and only accounted for 1 % of the variance. However, when Emotional Intelligence factors were entered in the second step of the analysis, a statistically significant model was produced ( $F_{(7,22)} = 2,3$ ;  $p = 0,00$ ),

accounting for approximately 7% of the variance. More specifically, it seems that Caring and Empathy ( $\beta = 0,26$ ;  $t = 3,23$ ;  $p \leq 0,05$ ), predicted Engagement. When Social Support factors were entered into the third step of the analysis, an increase of 27% was found ( $\Delta R = 0,27$ ). All the Social Support factors (Social Support of Family and Others, Supervisors and Co-workers Support) accounted for 27% of the variance explained in Engagement.

Hypothesis 2 is therefore partially accepted.

## DISCUSSION

The aim of this study was to determine the relationship between Emotional Intelligence, Well-Being (Burnout and Engagement) and Social Support and Emotion Work of human resource personnel in a mining industry.

The Cronbach alpha coefficients of all the measuring instruments are considered acceptable according to the guidelines of  $\alpha > 0.70$  (Nunnally & Berstein, 1994) except for the alpha coefficients of Exhaustion, Emotional Resilience and Supervisory Support. The scores on the questionnaires, including GEIS (Emotional Intelligence), FEWS (Emotion Work), UWES (Engagement), OLBI (Burnout) and Social Support Scale were distributed normally, with the exception of Internal Control, Positive Display, Emotion Management, Emotion Resilience and Engagement. The skewness of Social Support was also below the required.

Four factors were extracted from the 52 items of the GEIS accounting for 31% of the total variance. The first factor was Caring and Empathy which includes the willingness to help other people and understand their feelings. The second factor was Control of Emotion, which is the ability to control and regulate emotions in themselves and others, the third Emotion Expression/Recognition, which is the ability of the individual to express and recognise their own emotional reactions, and the fourth Emotion Management, which is the ability of an individual to process emotional information with regard to perception, assimilation, understanding and management of emotions. All four factors correlate with that of the GEIS (Tsaousis, 2007).

The results identify Interaction Control to have a positive correlation with Positive Display of Emotions (medium effect). This indicates that human resource personnel who are able to have power over the dealings with other colleagues, in other words practicing Emotion Work, will be able to show constructive, positive and practical display of emotions. Montes-Berges and Augusto (2007) agreed that Emotional Regulation is the ability of a person to interrupt his or her negative emotional states and to prolong the positive ones. This automatic regulation is associated with more positive satisfaction with interaction patients, and surface acting (Emotion Work) associated with less satisfaction with interaction

patients; a difference that may be caused by patients reacting positively to authentic emotional display and negatively to inauthentic emotional displays (Martinezinigo, Totterdell, Alcover, & Holman, 2007). This concludes that to recognise a need to manage ones own emotion and those of clients is critical in order to deliver an adequate service (Scott & Myers, 2005).

The results further show that Positive Display of emotions is positively related to Caring and Empathy (medium effect) which is supported in literature (Constantine & Gainor, 2001; Miville, Carlozzi, Gushue, & Ueda, 2006). This indicates that when human resource personnel are able to demonstrate their emotions in an optimistic way, they will be able to show Empathy and Care towards others. This highlights the possibility that Emotion Work (Positive Display of Emotions) can be a result of Emotional Intelligence (Caring and Empathy).

Caring and Empathy positively correlated with Control of Emotions (medium effect) and Emotional Management (large effect). This indicates that if human resource personnel show concern and thoughtfulness as well as compassion towards others, they will be able to manage their emotions as well as deal with these emotions to a larger degree. This in essence indicates the skill of Emotional Intelligence. Miville et al. (2006) agree in a study that mental health counsellors who are more Emotionally Intelligent and are empathetic, are less likely to be emotionally aroused and reactive as they attempt to understand the emotional experience of others and stay more focused in getting things done. Placing oneself in others' shoes involves being able to accurately sense and respond to emotions as well as thoughts (Constantine & Gainor, 2001).

Control of Emotions correlated positively with Emotion Expression Recognition (medium effect) and negatively correlates with Exhaustion and Emotional Resilience (both to a medium effect). If human resource personnel are in charge of their emotions, they will be able to distinguish their emotions (which accompany Emotional Intelligence). However, if they do not manage their emotions, they will experience exhaustion (Benson, Truskett, & Findaly, 2007; Chan, 2006; Martinezinigo et al., 2007) and will not be able to cope (Mikolajczak et al., 2008; Montes-Berges & Augusto, 2007; Morehouse, 2006; Tugade et al., 2004; Wothington & Spencer, 2004), putting their Well-being at risk.

Engagement correlates positively with both Social Support of Supervisor and Social Support of Co-worker support, both to a medium effect. If human resource personnel experience more support from both their supervisor and co-workers, they will be more engaged at work (Aggarwal, Datta, & Bhargaa, 2007; King, Tergerson, & Wilson, 2008; Mostert & Rathbone, 2001; Wynns & Konsenfeld, 2004), this enhancing their Well-being (Bozionelos, 2006; Halbesleben & Buckley, 2006; Jenkins & Elliot, 2003; Montes-Berges & Augusto, 2007; Sand & Miyazaki, 2000; Vaananena, Pahkina, Kalim, & Buunk, 2004) including satisfaction with life (Gallagher & Vella-Brodrick, 2008).

A multiple regression analysis with Exhaustion as dependent variable was done. The results indicate that the entry of Emotion Work factors at the first step of the regression analysis did not produce a statistically significant model and only accounted for 2% of the variance. However, when Emotional Intelligence factors were entered in the second step of the analysis, a statistically significant model accounted for approximately 12% of the variance. More specifically, it seems that the lack of Caring and Empathy, Control of Emotions and Emotion Management are significant predictors of experiencing Exhaustion. When Social Support factors were entered into the third step, the variance increased by 2%. More specifically it was the Social Support of Co-workers that predicted Exhaustion the best. In total, Emotion Work, Emotional Intelligence and Social Support factors explained 14% of the variance in Exhaustion of human resources employees. The prediction can thus be made that underdeveloped Emotional Intelligence skills among human resource employees, especially the lack of concern and compassion, the lack of being in command of ones own emotions and the lack of Emotion Management may result in Exhaustion. Similar findings of the correlation between Emotional Intelligence and Exhaustion were found by Benson et al. (2007), Chan (2006), Martinezinigo et al. (2007) and Scott and Myers (2005).

In the multiple regression analysis with Emotional Resilience as the dependent variable the entry of Emotion Work factors at the first step of the regression analysis produced a statistically significant model accounting for approximately 6% of the variance. More specifically, it seems that Dissonance predicted the variance explained in Emotional Resilience. When Emotional Intelligence factors were entered into the second step of the regression analysis, a statistically significant model was also produced, accounting for 15% of the variance. More specifically, it was Caring and Empathy and Control of Emotions that predicted the variance explained in Emotional Resilience the best. Lastly, when Social Support factors were entered into the regression analysis, the variance explained showed an increase of 5%. More specifically it was Social Support of Family and Others that predicted Emotional Resilience the best. In total, Emotion Work, Emotional Intelligence and Social Support factors explained 20 % of the variance explained in Emotional Resilience. The conclusion can therefore be drawn that Emotional Intelligence, which includes the concern and genuine understanding for others as well as the control of emotions, plays a role in the experience of emotional resilience within human resource personnel. Similar studies confirmed the relationship between Emotional Intelligence and Emotional Resilience (Mikolajczak et al., 2008; Montes-Berges & Augusto, 2007; Morehouse, 2006; Slaski & Cartwright, 2002; Tugade et al., 2004; Worthington & Scherer, 2004).

A multiple regression analysis with Engagement as the dependent variable shows that entry of Emotion Work factors at the first step of the regression analysis did not produce a statistically significant model which only accounted for 1 % of the variance. However, when Emotional Intelligence factors were entered in the second step of the analysis, a statistically significant model was produced accounting for approximately 7% of the variance. More specifically, it seems that Caring and Empathy predicted Engagement. When Social Support factors were entered into the third step of the analysis, an increase of

27% was found. All the Social Support factors (Social Support of Family and Others, Supervisors and Co-workers) accounted for 27% of the variance explained in Engagement. According to the results the prediction can therefore be made that if human resource employees experience support from their family they will be more Engaged in the work place. This is confirmed in other studies where Social Support promotes Engagement at work (Aggarwal et al., 2007; Salanova, Agut, & Peiro, 2005; Kernbach & Schutte, 2005).

The study had several limitations. Firstly, a cross-sectional survey design was used, and therefore it was impossible to prove the causality of the obtained relationship. Since self-report questionnaires were used, descriptions given by participants are likely to be inaccurate in comparison to a description an outsider would give of the same person (Hofstee, 1994). The average level of educations of the respondents and the array of language as well as cultural groups in the study may effect the interpretation of the questions which differed among participants. The study was conducted only in the Limpopo and North West Province of South Africa and cannot be generalised to the whole mining industry, especially when the size of the sample is kept in mind. Confidentiality can also be seen as a limitation. Some participants may be suspicious that the results will be discussed with their supervisors, colleagues or family, this resulting in the increase of fear of the consequences should they respond to the questions honestly. Finally the length of the questionnaire could influence the results, seeing that participants grew tired and lost interest.

## **RECOMMENDATIONS**

Implementation of individual, managerial and organisational practice to reduce emotion work depends on the clear understanding of the constructs that go with it (i.e. emotional dissonance, surface acting and deep acting). Also understanding how well-being (burnout and engagement), emotional intelligence and social support impact on emotion work can be valuable. This will assist in understanding the individual's emotional reactions and how to deal with them more effectively.

Interventions should be put in place to ensure that human resource personnel understand the concepts of well-being, emotional intelligence and social support and the impact they have on the model of emotion work. Education around the long-term consequences of emotion work should be incorporated as well as on-the-job coaching with regard to the handling of emotions. Performance monitoring may have an effect on a whole host of regulatory strategies (Totterdell & Parkinson, 1999). The causes of emotions at work could be strengthened by studying a wider variety of content performance monitoring characteristics (e.g., source, target, the inclusion of positive and negative forms of feedback) and monitoring cognitions (e.g., trust, fairness; Stanton, 2000).

Employees should be trained to regulate their inner emotions (i.e., engage in deep acting) when dealing with difficult and unfair customers, to prevent experiencing anger that makes the surface acting component of emotion work more effortful and stressful.

Since well-being plays a central role in the process of emotion work, reducing stressors that may cause burnout (exhaustion) seems to be necessary. If stressors are allowed to prolong unattended, the organisation can expect to encounter negative costs related to elevated levels of burnout, absenteeism, employee turnover and lowered levels of service. The organisation is therefore advised to take note of the impact of stressors such as the characteristics of the job in the working environment in order to protect both the employee and the organisation.

There are many individual differences that may be related to emotion work. Emotion work researchers need to integrate the personality variables into the emotion work framework, in order to understand the concept more clearly. Future studies should focus more on the positive work-related attitudes and behaviours at work and on positive constructs such as work engagement and its role on the work wellness of employees within different occupational settings.

Due to the instrument not being culturally fair, an unbiased measurement questionnaire of emotion work should be developed to ensure clarity on the content and meaning of the questions.

Research should focus on a wider range of occupations with regard to the experience of emotion work and not only in human resource personnel in the mining industry. This will also result in larger samples, enabling the generalisation of findings to other similar groups.

Performance and skills development where the improvement in skills increases employees' ability to cope with work demands, and the effects this has on emotion work and well-being, can also be investigated. Also, the effect of emotional intelligence training and emotion work of employees on the satisfaction of customers served by the employees can be investigated. Further future research can examine the effect of the level of emotional intelligence and emotion work of service providers on different customer population groups.

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## CHAPTER 3

### CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

This chapter encompasses conclusions regarding the literature review and the empirical study according to the specific objectives. The limitations of the study are highlighted and recommendations are made for the organisation as well as for future studies. Emotion work has been researched to evaluate the effect it has on individual emotional role at work with specific results relating to disengagement, exhaustion, burnout and negative emotions (Beal, Trougakos, Weiss, & Green, 2006; Brotheridge, & Grandey, 2002; Heuven, Bakker, Schaufeli, & Huisman, 2006; Lewig & Dollard, 2003; Montgomery, Panagopolou, de Wildt, & Meenks, 2006).

#### 3.1. CONCLUSIONS

In this section conclusions in terms of specific objectives and empirical findings obtained in the present study are presented.

- *To conceptualise emotion work and well-being from the literature.*

On the basis of the literature study the following hypotheses were investigated:

- H1: There is a correlation between Emotional Intelligence, Emotion Work, Social Support and Well-being within a sample of human resource employees
- H2: Emotional Intelligence, Emotion Work and Social Support predict the variance explained in the Well-being of human resource employees.

Physical and cognitive aspects of work have been the centre of psychology since the beginning of this century; it is only recently that researchers started to investigate Emotion work demands (Zapf, 2002). Researchers are beginning to explore how emotions are managed by employees to improve work outcomes (Grandey, 2000).

Previous research concentrated specifically on well-being which includes concepts such as burnout, engagement/disengagement and job satisfaction (Beal et al., 2006; Brotheridge & Grandey, 2002; Heuven et al., 2006; Lewig & Dollard, 2003; Montgomery et al., 2006) and gender issues (Guy & Newman, 2004; Meier, Mastracci, & Wilson, 2006). Research regarding emotional intelligence has focused more on team development (Feyerherm & Rice, 2002; Welch, 2003) and leadership development (Dulewics & Higgs, 2003; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003) than it has on emotion work (Giardini & Frese, 2006). Social support issues have concentrated more on emotional intelligence and work-family-

interference than on emotion work (Gallagher & Vella-Brodrick, 2008; Montgomery et al., 2006). Therefore it will be valuable to research emotional intelligence, social support as well as well-being concepts within the emotion work field of study.

The process of surface acting (managing observable feelings) and deep acting (managing feelings) match the working definition of emotion work as a process of emotional regulation, and they provide a useful way of operationalizing emotion work (Grandey, 2000). Hochschild (1983) used the idea of deep and surface acting to explain how employees manage their displayed emotions. The incongruence between feeling and action, termed emotional dissonance, may ultimately lead to lowered self-esteem, depression, cynicism, and alienation from work. (Lewig & Dollard, 2003).

Tracking and addressing the effectiveness of employees in the work context in areas that could impact on the standards of their service is important. According to Coetzer (2004), burnout and engagement are specific focus areas in this regard. Näring, Briët and Brouwers (2006) foster engagement as an increasing interest in what makes people enthusiastic about their work and what makes them feel competent. Burnout is an indication of an employee's growing inability to adequately manage his or her emotions when interacting with clients as highlighted by many researchers in the field of emotion work (Dorman & Zapf, 2004; Maslach, 1982).

According to Schultz, Bagraim, Potgieter, Vredge, and Werner (2003) emotional intelligence is more than merely maintaining cordial relationships; it's about managing one's own emotions and the emotions of others in such a manner that it creates a path to goal attainment. With the growing interest of emotions in organisations over the last decade, interest in emotional intelligence has also increased.

In a proposed model by Krademas (2006), behaviour is based on knowledge structures and appraisal processes. He says that self-efficacy and perceived social support represent knowledge about self (being capable) and the world (being friendly), which in turn results in appraising the future as possibly nice and fruitful (optimism), and in better functioning and better health status. According to Zapf (2002) social support has a direct positive effect on health, an indirect effect on health via the reduction of job stressors and there is some evidence for a moderating effect implying that the correlation between stressors and strainers are high when social support is low.

- *To determine the validity and reliability of the measures of Emotion Work, Well-Being (Burnout and Engagement) Emotional Intelligence and Social Support on human resource personnel in a mining industry.*

The descriptive statistics shows that acceptable alpha coefficients were obtained from all the scales. All the alpha coefficients were higher than the guideline of  $\alpha > 0.70$  (Nunnally & Bernstein, 1994), except for Exhaustion, Emotional Resilience and Supervisory Support that was just below the given. The scores on

the Greek Emotional Intelligence Scale, Utrecht Work Engagement Scale, The Oldenburg Burnout Inventory, Frankfurt Emotion Work Scales, and Social Support scale are normally distributed except for Internal Control, Positive Display, Emotion Management, Emotion Resilience, and Engagement. The skewness of the Social Support scale was also just below the required. It therefore appears that most of the measuring instruments have acceptable internal consistency.

A principal component analysis with oblique direct oblimin rotation was performed on the 52 items of the GEIS. The cut-off value of 0,30 was set for inclusion of a variable in the interpretation of a factor. According to the results, a four-factor solution emerged, accounting for 31% of the total variance.

- *To determine the correlation between Emotion Work, Emotional Intelligence, Well-Being and Social Support.*

The correlation shows a positive practically significant correlation (large effect) between Caring/Empathy and Emotion Management. Positive Display is statistically and positively practically significant related (medium effect) to Interaction Control. Caring/Empathy is also positively practically significantly related to Positive Display (medium effect). Furthermore the correlation shows that Control of Emotions is positively practically significantly related to Caring/Empathy (medium effect). Emotion Expression Recognition is positively practically significantly related to Control of Emotion (medium effect). Exhaustion is negatively practically significantly related to Control of Emotions (medium effect). Emotional Resilience is negatively practically significantly related to Caring/ Empathy as well as Control of Emotions (medium effect) and positively practically significantly related to Exhaustion (medium effect). Engagement is positively practically significantly related to Caring/Emotion, Emotional Management as well as Emotional Resilience and negatively practically significantly related to Exhaustion (medium effect). Supervisory Support is positively practically significantly related to Engagement and Social Support of Family and Others (medium effect). Co-workers Support is positively practically significantly related to Engagement and Social Support of Supervisors (medium effect).

- *To determine if Emotion Work, Emotional Intelligence and Social Support predict the variance explained in Well-being?*

The multiple regression analysis summarises the regression analysis with Emotion Work factors, Emotional Intelligence factors and Social Support as predictors of Exhaustion. A multiple regression analysis with Exhaustion as dependent variable was done. The results indicate that the entry of Emotion Work factors at the first step of the regression analysis did not produce a statistically significant model. However, when Emotional Intelligence factors were entered in the second step of the analysis, a statistically significant model was produced. More specifically, it seems that the lack of Caring and Empathy, Control of Emotions and Emotion Management are significant predictors of experiencing

Exhaustion. When Social Support factors were entered into the third step, the variance increased. More specifically it was the Social Support of Co-workers that predicted Exhaustion the best.

In the multiple regression analysis with Emotional Resilience as the dependent variable, the entry of Emotion Work factors at the first step of the regression analysis produced a statistically significant model. More specifically, it seems that Dissonance predicted the variance explained in Emotional Resilience. When Emotional Intelligence factors were entered into the second step of the regression analysis, a statistically significant model was also produced. More specifically, it was Caring and Empathy and Control of Emotions that predicted the explained variance in Emotional Resilience the best. Lastly, when Social Support factors were entered into the regression analysis, the variance explained showed an increase; more specifically it was Social Support of Family and Others that predicted Emotional Resilience the best.

A multiple regression analysis with Engagement as the dependent variable shows that entry of Emotion Work factors at the first step of the regression analysis did not produce a statistically significant model. However, when Emotional Intelligence factors were entered in the second step of the analysis, a statistically significant model was produced. More specifically, it seems that Caring and Empathy predicted Engagement. When Social Support factors were entered into the third step of the analysis, an increase was found.

- *To determine recommendations for future research regarding the well-being of this population.*

Recommendation for this study will be discussed in 3.3 of this chapter.

### **3.2. LIMITATIONS**

A cross-sectional survey design was used, and it is therefore impossible to prove the causality of the obtained relationship. Further studies should therefore be conducted on the relationship between emotion work, emotional intelligence, social support and well-being (burnout and engagement).

Since self-report questionnaires were used, descriptions given by participants are likely to be inaccurate in comparison to a description an outsider would give of the same person (Hofstee, 1994). Some of the items with regard to biographical detail seemed more subjective in that no clear guidelines were given with regard to division of industry sectors and departments.

The average level of education of the respondents and the variety of language as well as cultural groups in the study may have an effect on the interpretation of the questions, which differed among participants.

English being the language medium of the study, the skill level of the language among participants, where English may be a second, third or even fourth language, could have influenced the results.

The study was conducted only in the Limpopo and North West Province of South Africa and cannot be generalised to the whole mining industry, especially when the size of the sample is kept in mind.

Confidentiality can also be seen as a limitation. Some participants may be suspicious that the results will be discussed with their supervisors, colleagues or family, this resulting in the increase of fear of the consequences should they respond to the questions honestly.

Finally, the length of the questionnaire could influence the results, seeing that participants grew tired and lost interest.

### **3.3 RECOMMENDATIONS**

The following recommendations are made to the profession as well as for future research in South Africa.

#### **3.3.1. Recommendations for the profession**

Implementation of individual, managerial and organisational practice to reduce emotion work depends on the clear understanding of the constructs that go with it (i.e. emotional dissonance, surface acting and deep acting). Also understanding how well-being (burnout and engagement), emotional intelligence and social support can impact on emotion work can be valuable. This will assist in understanding individual's emotional reactions and how to deal with them more effectively.

Interventions should be put in place to ensure that human resource personnel understand the concepts of well-being, emotional intelligence and social support and the impact they have on the model of emotion work. Education around the long-term consequences of emotion work should be incorporated as well as on-the-job coaching with regard to handling of emotions. Rupp and Spencer (2006) mentioned that organisations might consider providing emotional regulation training for their service workers. Results reported by Grandey (2003) found that deep acting results in less emotional exhaustion than does surface acting. If employees can be trained to regulate their inner emotions (i.e., engage in deep acting) when dealing with difficult and unfair customers, they will be prevented from experiencing the anger that makes the surface acting component of emotion work more effortful and stressful.

Since well-being plays a central role in the process of emotion work, reducing stressors that may cause burnout (exhaustion) seems to be necessary. If stressors are allowed to continue unattended, the organisation can expect to encounter negative costs related to elevated levels of burnout, absenteeism,

employee turnover and lowered levels of service. The organisation is therefore advised to take note of the impact of stressors such as the characteristics of the job in the working environment in order to protect both the employee and the organisation.

### **3.3.2. Recommendations for future research**

There are many individual differences that may be related to emotion work. Emotion work researchers need to integrate the personality variables into the emotion work framework, in order to understand the concept more clearly. Future studies should focus more on the positive work-related attitudes and behaviours at work and on positive constructs such as work engagement and its role on the work wellness of employees within different occupational settings.

Due to the instrument not being culturally fair, an unbiased measurement questionnaire of emotion work should be developed to ensure clarity on the content and meaning of the questions.

Research should focus on a wider range of occupations with regard to the experience of emotion work by client service workers and not only in human resource personnel in the mining industry. This will also result in larger samples, enabling the generalisation of findings to other similar groups.

Holman, Chrissick and Totterdell (2002) mentioned that emotion work is only one way that emotions might be regulated at work. Performance monitoring may have an effect on a whole host of regulatory strategies and this need to be addressed (Totterdell & Parkinson, 1999). The causes of emotions at work could be strengthened by studying a wider variety of content performance monitoring characteristics (e.g., source, target, the inclusion of positive and negative forms of feedback) and monitoring cognitions (e.g., trust, fairness) (Stanton, 2000).

Performance and skills development where the improvement in skills increases employees' ability to cope with work demands, and the effects this has on emotion work and well-being, can also be investigated. Also, the effect of emotional intelligence training and emotion work of employees on the satisfaction of customers served by the employees can be investigated, thus taking a look at the customer's experience of emotion work and its effect on their satisfaction with the service provided. Further future research may examine the effect of the level of emotional intelligence and emotion work of service providers on different customer population groups.

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