

**Emotion meaning and emotion episodes in the Setswana language group in the
North West Province**

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COMMENTS

- The reader must note that the publication and reference style of this mini-dissertation is in accordance with the instructions for publication (5th ed.) of the American Psychological Association (APA). This is in accordance with the policy of the Programme in Industrial Psychology at the North West University to use the APA style in all scientific documents.
- The mini-dissertation is submitted in the form of four (4) chapters, consisting of the following: an introductory chapter, a second chapter (having a research article as content), chapter, a third 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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SUMMARY

Title: Emotion meaning and emotion episodes in the Setswana language group in the North West Province

Key words: Emotions, emotional dimensions, meaning grid, episode grid, emotion structure, culture.

Emotions are the very heart of people's experiences. Moreover, emotions determine people's focus because they influences people's interests and define dimensions of people's worlds across cultures. However, past research on emotions has argued about the meaning of basic emotions being relative or universal cross cultures. It seems as if researchers are avoiding the issues regarding the meaning of negative and positive emotions and how these emotions are expressed within a cross-cultural context. One of the biggest concerns is that if the descriptions of people's positive and negative emotions are not understood, it becomes difficult for people from different cultural backgrounds to maintain healthy relationships and relate their emotions with one another. Apart from the lack of research regarding the meaning of emotions across cultures, emotion and emotion experiences in the extrinsic and intrinsic level to the employee, especially within the cross cultural context, is also an under researched topic in South African organisations. The reason for this is that organisations view emotions as a complicated subject to understand and tend to focus more on maintaining positive emotions at work rather than creating a stable emotional climate in an organisation for employees.

The lack of creating a stable emotional climate within an organisation and addressing adverse discrete emotions and emotional experiences could have harmful effects on employees' mental health and physical well-being. Furthermore, the absence of measuring instruments to investigate the emotions and emotional experiences of employees may result into experiencing painful personal incidents, lack of pride in one's accomplishments, lack of engagement and commitment, negative behaviour and attitudes, and intentions to quit. These experiences might trigger any negative emotions such as anger, hate, irritation, disappointment, despair and frustrations.

The above problem statement gave a reason to investigate whether the meaning of emotions differs across cultures or is the same cross culturally, to identify the meaning structure of emotions and to identify the emotions and emotion experience of the employees within the work environment's extrinsic and intrinsic level experience to the individual. Therefore, the Componential Emotions Theory was a relevant theory to determine the meaning of emotions within the Tswana speaking group. The theory of determining emotions and emotion episodes by the Affective Events Theory was followed as a way of determining emotions and emotion experiences comprehensively in the Setswana speaking language group.

The Componential Emotion Theory was adapted to provide a clarification of how people across cultures describe their emotion terms. According to the Componential Emotion Theory, emotion terms across cultures can be described through cognitive appraisal, subjective feelings, facial expressions, verbal expressions, gesture, bodily sensations, action tendencies and emotion regulation. Regarding the Affective Events Theory (AET), the theory suggests that emotion episodes at work can cause or be generated by either positive or negative emotions at work. The theory represents an understanding of how employees emotionally respond to certain emotion episodes that occur in various organisational settings.

The following research objectives were formulated based on the above-mentioned description of the research problem. The research objectives were addressed into two research articles where study 1 (the meaning of emotion) was the first research article and study 2 (studying the emotion episodes and associated emotions) was the second research article.

The objectives of study 1 were to determine the meaning of emotions as conceptualised in a literature review with specific reference to emotion dimensions; to determine how emotions and culture are conceptualised in a literature review with specific reference to the Setswana language group; to describe the Componential Emotion Theory in the literature as an approach to study the meaning of emotion in cultural contexts; to determine if the 24 emotion terms as measured by the Grid instrument, will refer to all components by revealing the meaning of an emotion structure in Setswana; to determine if the Meaning Grid will display acceptable alpha coefficients when compared with internationally studies having a value of 0, 80 and higher; to determine if the

meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the evaluation-pleasantness dimension; to determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the potency-control dimension; to determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the activation-arousal dimension; to determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the unpredictability dimension; and to draw conclusions and suggest future research about the meaning of emotion in the Setswana language group.

In this part of the study, the sample consisted of (N=122) and was taken from a higher education institution in the North-West Province. A Setswana translated version of the shortened form of the Meaning Grid instrument was administered. Four pilot studies were conducted (Meaning Grid) which consisted of (N=28) and the data gathering was held in a higher education institution in the North West Province. After all four pilot studies had been conducted, the shortened form of the GRID (Translated in Setswana) was then administered using the paper and pencil method (61 emotion features). Furthermore, by utilising the SPSS program, Principal Component Analysis (PCA) was executed to determine the number of factors and indicate the emotion dimensions present in the Setswana language group. In terms of inter-rater reliability, the cronbach-alpha for each respondent was calculated on their rating of emotion terms. A cut-off point for each item - total correlations of at least 0,20 - was used for inclusion for the final determination of reliability. In essence, it means that unreliable raters were dropped in order to keep the reliability high.

The Componential Emotion Theory of Scherer (1987) was applied and indicated a four-factor model that should first be extracted namely: evaluation-pleasantness, activation-arousal, potency-control and unpredictability. However, examination of a three and four factorial extraction was not interpretable. The two emotion words, namely sadness and shame, were eliminated because they were outliers in the rotations done. Further inspection of the Scree-plot indicated that a two factor solution should be extracted. A principal component analysis (PCA)

(done on the mean corrected scores) were therefore computed for two factors after a varimax rotation – which was interpretable as Evaluation-pleasantness and potency-control dimensions. The results and the interpretation of the two components (dimensions) are based on their relationship with the 61 emotion features. A further analysis was done to determine the component loadings of the 24 Grid emotion term on each factor. This gave an indication of the position of the emotion terms on the specific factors (evaluation-pleasantness and potency-control dimensions). Furthermore, the positions of each emotion term in relation with other emotions were graphically represented in a scatter plot.

The objectives of study 2 were to conceptualise emotions at work as from a literature research; To determine the relevance of discrete emotions, emotion episodes and the use of the Affective Events Theory for the work context as presented in the research literature; to determine emotion episodes that are experienced in the workplace by Setswana employees; to determine emotion episodes and associated emotions reported on an extrinsic level of Setswana speaking working adults; to determine emotion episodes and associated emotions reported on an intrinsic level of Setswana speaking working adults; and to draw conclusions and make suggestions for future research about the emotion episodes and related emotions of Setswana employees.

Within this part of the study a non-probability availability sample ($N= 120$) was taken from the mining industry, tourism industry, and community services including the government, manufacturing, agriculture, construction and the infrastructure industry. A pilot study was utilised as a prerequisite for the successful execution, and completion of this research study allowed the researcher to acquire thorough background knowledge about specific problems that the researcher intended to investigate. Thereafter, the Tswana employees understood the questions and could report without effort on emotion episodes at work that they experienced.

Data collection was done through the Episode Grid, and two questions on emotion episodes were used for collecting emotion episodes in Setswana namely: the participants had to report their most intense emotion episode that they have experienced within their workplace in detail, for example, what happened? How did the episode begin? How did it evolve? How did it end? Secondly, the participants were asked to describe the three most important emotions or feelings

that were experienced in the particular event. The described episodes were then categorised into different categories on intrinsic and extrinsic level experienced to the individual. Furthermore, the specific episodes were divided into two types of category levels namely extrinsic emotion episodes and intrinsic emotion episodes. The categories that were found on the extrinsic level concerning emotion episodes at work were acts of management, acts of colleagues, company procedure/company policy, acts of customers, work procedure, external environment and acts of subordinates. Concerning the intrinsic level about emotion episodes at work, the categories that were found included task problems/making mistakes, personal incidents, goal achievement, receiving recognition, physical incidents, discrimination, workload and lack of control. The emotions that were experienced on the extrinsic level comprised emotion terms such as anger, disappointment, anxiety, hurt, irritation, disgust, annoyance, fear, sadness, despair, worry, frustration, embarrassment, shame, hate, stress and anxiety. Regarding the emotions experienced on the intrinsic level, the emotion terms that were described included anger, disappointment, anxiety, hurt irritation, fear, sadness, despair, frustration, hate, pride, stress, compassion, guilt and happiness.

Recommendations for the organisation and future research were made.

OPSOMMING

Titel: Emosiebetekenis en emosie-episodes in die Setswanataalgroep in die Noordwes Provinsie.

Sleutelwoorde: emosies, emosiedimensies, betekenisatriks, emosiestruktuur, kultuur.

Emosies is die hart van mense se ervarings. Nog meer, emosies bepaal mense se fokus want hulle beïnvloed mense se belangstellings en bepaal die dimensies van mense se wêreld oor kulture heen. Navorsing oor emosies verskil oor die betekenis van basiese emosies en of dit relatief is, of universeel. Dit skyn asof navorsers die sake vermy wat betrekking het op die betekenis van positiewe en negatiewe emosies, en hoe dit uitgedruk word binne konteks van verskeie kulture. Indien die beskrywings van mense se positiewe en negatiewe emosies nie verstaan word nie, word dit moeilik vir mense uit verskillende kultuur-agtergronde om gesonde verhoudings te handhaaf en hulle emosies met mekaar in verband te bring. Behalwe vir die gebrek aan navorsing oor die betekenis van emosies oor kulture heen, is emosie en emosie-ervarings op intrinsieke en

ekstrinsieke vlak, veral oor kulture heen, ook 'n onderwerp waaroor baie min navorsing in Suid-Afrikaanse maatskappye gedoen is. Organisasies beskou emosies as 'n ingewikkelde onderwerp om te verstaan, en fokus meer daarop om positiewe emosies by die werk te handhaaf as om binne die organisasie 'n positiewe klimaat te skep vir werknemers vir die ervaring van emosies.

Die gebrek aan die skep van 'n emosionele klimaat en die aanspreek van verskillende emosies en emosie-ervarings kan 'n nadelige uitwerking op werknemers se geestelike en fisiese gesondheid hê. Die gebrek aan meetinstrumente om emosies en emosie-ervarings te ondersoek kan ook lei tot die ervaar van pynlike persoonlike insidente, gebrek aan trots oor prestasies, gebrek aan betrokkenheid en onderneming, negatiewe gedrag en gesindheid, en voornemens om te bedank. Hierdie ervarings kan aanleiding gee tot negatiewe emosies soos woede, haat, irritasie, teleurstelling, moedeloosheid en frustrasie.

Bogenoemde probleemstelling het 'n rede gebied om ondersoek in te stel of die betekenis van emosies oor kulture heen verskil of dieselfde is; om die betekenisstruktuur van emosies en die emosie-ervarings van elke individuele werknemer te identifiseer op intrinsieke en ekstrinsieke vlak binne die werkomgewing Die *Komponentele Emosie Teorie* was relevant om die betekenis van emosies binne die Tswanasprekende groep te bepaal. Die teorie van die vasstel van emosies en emosie-episodes deur die *Affective Events Theory* is gebruik om emosies en emosie-ervaring omvattend te bepaal binne 'n spesifieke kultuurgroep, die Setswanasprekende taalgroep.

Die *Affective Events Theory* is aangepas om duidelikheid te gee oor hoe mense oor kulture heen hulle emosiemerme beskryf. Hiervolgens word emosiemerme beskryf deur kognitiewe taksering, subjektiewe gevoelens, gesigsuitdrukings, verbale uitdrukings, gebare, liggaamsensasie, aksieneigings en emosiebeheer. Die *Affective Events Theory* (AET) meen dat emosie-episodes by die werk kan veroorsaak word deur positiewe of negatiewe emosies by die werk, of dit veroorsaak. Hierdie teorie bied 'n verduideliking van hoe werknemers emosioneel reageer op sekere emosie-episodes wat voorkom in verskillende werkomgewings.

Die volgende navorsingsdoelwitte is geformuleer, gebaseer op bogenoemde beskrywing van die navorsingsprobleem. Hierdie doelwitte is aangespreek in twee navorsingsartikels: studie 1 (die

betekenis van emosie) was die eerste navorsingsartikel, en studie 2 ('n studie van emosies en emosie-episodes) was die tweede navorsingsartikel.

Die doelwitte van studie 1 was om die betekenis van emosies te bepaal soos gekonseptualiseer in 'n literatuuoroorsig met spesifieke verwysing na emosiedimensies; om te bepaal hoe emosies en kultuur gekonseptualiseer word in 'n literatuuoroorsig met spesifieke verwysing na die Setswana taalgroep; om die *Komponentele Emosie Teorie* as 'n benadering te beskryf om die betekenis van emosie binne kulturele konteks te bestudeer; om vas te stel of die 24 emosieterme soos deur die betekenisatriks gemeet na alle komponente sal verwys deur die betekenis van 'n emosiestruktuur in Setswana te openbaar; om te bepaal of die betekenisatriks aanvaarbare aplha koëffisiënte sal vertoon wanneer vergelyk met internasionale studies met 'n waarde van 0,80 en hoër; om vas te stel of die betekenis van emosie (soos gemeet binne die konteks van die *Komponentele Emosie Teorie* benadering) in 'n steekproef van Setswanaspreekende studente die evaluasie-aangenaamheidsdimensie sal insluit; om vas te stel of die betekenis van emosie (soos gemeet binne die konteks van die *Komponentele Emosie Teorie* benadering) die mag-beheerdimensie sal insluit; om te bepaal of die betekenis van emosie in 'n steekproef van Setswanaspreekende studente die aktivering-stimulasiedimensie sal insluit; om te bepaal of die betekenis van emosie (soos gemeet binne die konteks van die *Componential Emotions Theory* benadering) in 'n steekproef van Stswanasprekende student die onvoorspelbaarheidsdimensie sal insluit; en om gevolgtrekkings te maak en toekomstige navorsing aan te beveel oor die betekenis van emosie binne die Setswanataalgroep.

In hierdie deel van die studie was die steekproef (N=122), en dit is geneem van 'n hoër onderwysinstelling in die Noordwes-Provinsie. 'n Verkorte weergawe van die betekenisatriks is in Setswana vertaal en gebruik. Vier loodsstudies is gedoen (N=28) en die data is ingesamel aan 'n hoër onderwysinstelling in die Noordwes Provinsie. Nadat die vier loodsstudies gedoen is, is die Setswana-vertaalde verkorte weergawe van die betekenisatriks weer aangewend deur van die papier-en-potloodmetode gebruik te maak (61 emosies.) Deur verder die SPSSprogram te gebruik, is 'n analise van die hoofkomponente (PCA:*Principal Component Analysis*) gedoen om die aantal faktore te bepaal en die emosiedimensies aan te dui wat in die Setswana-taalgroep teenwoordig is. Om betroubaarheid te verhoog, is die cronbach-alpha vir elke respondent

bereken op hulle gradering van emosiemeterme. 'n Afsnypunt vir elke item – totale korrelasie van minstens 0,20 – is gebruik vir insluiting om finaal die betroubaarheid te bepaal. Dit beteken in der waarheid dat onbetroubare respondente buite rekening gelaat is om betroubaarheid hoog te hou.

Die *Komponentele Emosie Teorie* van Schere (1987) is aangewend en het 'n vier-faktormodel aangedui wat eers uitgelig moes word en wat na vier emosies verwys: evaluasie-aangenaamheid, aktivering-stimulasie, mag-beheer en onvoorspelbaarheid. Die eksaminering van 'n drie-en vier-faktorekstraksie kon nie geïnterpreteer word nie. Die twee emosiewoorde, hartseer en skaamte, is uitgesluit omdat hulle te ver uitgelê het in die rotasies wat gedoen is. Verdere inspeksie van die Scree-verspreiding het aangedui dat 'n twee-faktoroplossing uitgewys moes word. 'n Hoofkomponent-analise (PCA) op die gekorrigeerde gemiddeldes is dus geprosesseer vir twee faktore nadat 'n *varimax*-rotasie gedoen is – en dit kon as evaluasie-aangenaamheid en mag-beheer dimensies geïnterpreteer word.

Die resultate en die interpretasie van die twee dimensies is gebaseer op hul verhouding met die 61 emosie-eienskappe. 'n Verdere analise is gedoen om die komponentladings van die 24-item betekenismatiks op elke faktor te bepaal. Dit het 'n aanduiding gegee van die posisie van die emosiemeterme op die spesifieke faktore (evaluasie-aangenaamheid en mag-beheer dimensies). Die posisies van elke emosiemeterme in verhouding met ander emosies is op 'n verspreidingsprofiel aangedui.

Die doelwitte van studie 2 was om emosies by die werk te konseptualiseer vanuit 'n literatuuroorsig; om die relevansie te bepaal van diskrete emosies, emosie-episodes en die gebruik van die *Affective Events Theory* binne die werk-konteks, soos in die navorsingsliteratuur aangedui; om die emosie-episodes te bepaal wat deur Setswana-werknemers in die werkplek ervaar word; om emosie-episodes en die emosies wat daarmee verband hou soos aangemeld op ekstrasie vlak by Setswanasprekende werkende volwassenes te bepaal; om emosie-episodes en die emosies wat daarmee verband hou soos aangemeld op intrinsieke vlak by Setswanasprekende volwasse werknemers te bepaal, en om tot gevolgtrekkings te kom en

aanbevelings vir toekomstige navorsing te maak oor die emosies en emosie-episodes van Setswana werknemers.

In hierdie gedeelte van die studie is 'n nie-waarskynlikheids beskikbaarheidssteekproef (N=120) geneem van die mynboubedryf, toerismebedryf en maatskaplike dienste wat insluit die regering, vervaardigings-, landbou-, konstruksie- en infrastruktuurbedryf. 'n Loodsstudie is gedoen as voorvereiste vir die suksesvolle uitvoer en voltooiing van hierdie studie, en het die navorser in staat gestel om deeglike agtergrondkennis op te doen oor bepaalde probleme wat ondersoek sou word. Daarna het die Tswanawerknemers die vrae begryp en kon hulle sonder moeite rapporteer oor emosie-episodes wat hulle by die werk ervaar het.

Data-insameling is deur die episodematriks gedoen, en drie vrae oor emosie-episodes is gebruik om inligting oor emosie-episodes in Setswana in te samel. Die deelnemers moes in detail rapporteer oor die mees intense emosie-episode wat hulle by die werk ervaar het, bv: Wat het gebeur? Hoe het die episode begin? Hoe het dit ontwikkel? Hoe het dit ge-eindig? Tweedens moes deelnemers die drie belangrikste emosies of gevoelens beskryf wat hulle ervaar het in die bepaalde gebeurtenis. Die episodes wat beskryf is, is dan in verskeie kategorieë ingedeel op intrinsieke en ekstrinsieke vlak soos deur die individu ervaar. Verder is die episodes in twee kategorievlakke ingedeel, nl. ekstrinsieke emosie-episodes en intrinsieke emosie-episodes. Die kategorieë wat op ekstrinsieke vlak gevind is rakende emosie-episodes was optrede van die bestuur, optrede van kollegas, maatskappyprosedure/ maatskappybeleid, optrede van klante, werkprosedures, eksterne omgewing en optrede van ondergeskiktes. Sover dit die intrinsieke vlak van emosie-episodes by die werk betref, was die kategorieë onder andere taakprobleme/die maak van foute, persoonlike insidente, doelwitbereiking, erkenning, fisieke insidente, diskriminasie, werklading en gebrek aan beheer. Emosies wat op die ekstrinsieke vlak ervaar is, het ingesluit woede, teleurstelling, angstigheid, seergemaaktheid, irritasie, afkeer, wrewel, vrees, hartseer, moedeloosheid, bekommernis, frustrasie, verleentheid, skaamte, haat en stres. Sover dit emosies wat op die intrinsieke vlak ervaar is betref, is die emosieterme woede, teleurstelling, angstigheid, seergemaaktheid, irritasie, vrees, hartseer, moedeloosheid, frustrasie, haat, trots, stres, medelye, skuldgevoelens en geluk.

Aanbevelings is gemaak vir die organisasie en vir toekomstige navorsing.

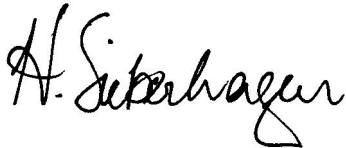
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CHAPTER 1

Introduction

This dissertation focuses on determining the meaning of emotions of participants in a higher education institution and emotion episodes at work within the Setswana speaking language group. More specifically, the focus is on determining an emotion meaning structure for the Setswana language group and to report on emotion episodes at work with the relevant emotion experiences reported in the specific emotion episodes.

Chapter 1 contains the problem statement, research objectives and research methodology used in this study. The chapter begins with a problem statement, providing an overview of previous related research conducted on the meaning of emotions and emotion episodes. Thereafter, the related research-questions will be presented. A discussion of the research design will follow, with details regarding the empirical study, research methods, participants, procedure, statistical analyses and measuring instruments. It concludes with a chapter summary giving an overview of the chapters and related research articles that comprise this dissertation.

1.1 PROBLEM STATEMENT

Overview of the problem

Research on emotions at work is important because people experience and communicate about emotions on a daily basis. Emotions also play a major role in various ways on work behaviours and attitudes (Ashkanasy, Hartel & Zerbe, 2000; Briner, 1999; Kanfer, Klimoski & Lord, 2002). In previous years, attention was mainly on emotion expressions in the workplace and not on emotion experiences in the work context (Sherman, 2003). Research in the past rather focused on linking emotions with certain workplace outcomes, such as emotional intelligence and well-being. However, researchers argue that emotion research should focus on what emotions mean, as different aspects of emotions are currently studied in the emotion research domain, without a

consistent meaning use of emotion (Fontaine, Scherer, Roesch & Ellsworth, 2007; Kitayama & Kurokawa & Markus, 2000).

In addition emotions should be studied in the natural settings (for example the workplace) in which they occur (Gooty, Gavin & Ashkanasy, 2009). Moreover, emotion research must investigate the meaning of emotion in different cultures in order to understand how emotions convey meaning in specific cultural contexts (Oatley, 1993). These research issues are indicative of the fact that although emotion research has uncovered important information, it is necessary to take a step back and first determine what the meaning of emotions are, and investigate emotion episodes at work within specific cultural groups. The aim of this research will therefore be in the first place to determine the meaning of emotion and secondly to investigate emotions at work of a specific cultural group.

However, there seems to be much debate in literature on the meaning per se of what emotions are, and on the components emotions are made up of (Fontaine, Markham, Poortinga & Setiadi, 2002; Rowe, 2005). There seems to be different meanings of emotions in literature and different components of emotions are studied. In this regard, emotions were defined in the past as in comparison to moods and on how they continuously change and respond in specific events (Briner, 1999). In contrast, according to (Erickson, 1993), emotions are the way in which people deal with and express their feelings within the work environment, and substantiate and motivate others. In the study of emotions different components of emotions are studied, for example, cognition (e.g. appraisal) (Frijda, 1986), evaluation, (Frijda, 1986; Parkinson, 1995); internal reaction (e.g. heart rate) (Yik, Russell & Feldman-Barrett, 1999); overt behaviour (approach, avoidance) (Frijda, Kuipers & Terschure, 1989), facial expressions (e.g. frown, smile) (Ekman & Oster, 1979; Stemmler, 2003); and goal structures (Ellsworth & Scherer, 2003; Krauth-Gruber, Niedenthal & Ric, 2006; Scherer, 2005).

Apart from the dilemma about the different meanings on the study of emotions, research on emotion experiences in the natural settings in which they occur (for example the workplace) is still under way (Gooty, Gavin & Ashkanasy, 2009). By studying emotions at work, insight on emotion episodes and emotion experiences can be uncovered, addressed and emphasized

(Gilbert, 2002; Konzelmann Ziv, 2007). Therefore, conducting an investigation on emotion episodes at work will contribute to a wider understanding of how employees experience emotions at work (Broussine & Vince, 1996). However, research indicates that the experience and the expression of emotions vary within different cultures and therefore emotions need to be investigated within different cultural groups (Solomon 1997; Van Eeden & Wissing, 1997a). In this regard Sekwena (2006) argues for investigation of the Tswana cultural group, as research on this language group in South Africa is still under represented. No study has to date been undertaken to explore emotion meaning and emotion experiences in the Tswana cultural group.

The Componential Emotion Theory can be applied to study the meaning of emotions in different cultural groups (Du Toit & Nicholls, 2008; Fontaine et al., 2002). According to Fontaine et al. (2002), this theory can be used to measure the meaning of emotions across cultures. The Componential Emotion Theory (Scherer, 1987) considers emotion as an active episode in the existence of a life form, which includes a series of uninterrupted alteration in all of its subsystems (for example, cognition, motivation, physiological reactions, motor expressions, and feeling — the components of emotion) in order to adjust adaptability to actions of high significance (adopting a functional approach in the Darwinian tradition, Ellsworth & Scherer, 2003; Scherer, 2001). The Component Process Model (CPM; Scherer, 2001) offers a thorough explanation of the structural design of emotions and the fundamental process of emotions. However, it is mainly appropriate to talk about the appearance and particular function of awareness in emotional processing. The Componential Emotion Theory offers a solution to study the meaning of emotions across cultures (Scherer, 2005). Regarding the second research issue (studying emotions in the natural settings in which they occur (workplace), the Affective Events theory can be applied to study emotion episodes in the workplace (Cropanzano & Weiss, 1996).

The Affective Events Theory offers a workplace perspective on the experience of emotion episodes at work (Grandey, Tam & Brauburger, 2002). Few research studies have been conducted on specific episodes that trigger employees' emotions at work (Ashton-James & Ashkanasy, 2005). Most studies that have investigated specific events at work are focused on burnout (Leiter, 2008) that results from stressful events at work. Therefore, in order to obtain a sufficient understanding regarding emotion experiences at work, it is necessary to apply the

Affective Events Theory (Cropanzano & Weiss, 1996) to investigate the affective events in the workplace (emotion episodes at work).

The Affective Events Theory (Cropanzano & Weiss, 1996) suggests that employees at work experience either positive or negative emotions, which elicit employees' actions and attitudes. Furthermore, the theory proposes that these positive and negative emotions are mainly basic emotions, for instance, anger, hate, jealousy, guilt, joy, happiness and pleasure. The theory argues that emotions are experienced as a result of emotional reactions to emotion episodes (Grandey, Tam & Brauburger, 2002).

The conclusion can be made that the meaning of emotions (in Setswana speakers) and emotion episodes (in Setswana employees) thus has to be studied at work while taking cultural contexts into consideration in order to gain understanding on the meaning of emotions and emotion experiences within different cultures. In this regard, the Componential Emotion Theory and the Affective Events Theory can be used to gain an understanding of the meaning and experience of emotions, and it is useful as method to study emotions within different cultures.

In the remainder, the concept of emotion meaning and culture will be further explored, the Componential Emotion Theory will be presented, and emotions in the workplace will be investigated. The literature review will conclude with a discussion of the Affective Events Theory.

1.1.2 Literature review

Emotion meaning and culture

Emotions as a dynamic process can be verbally expressed within the social norms that rule those emotions (Fineman, 2003). Furthermore, an emotion reflects who individuals are, how they would like to be treated and the feelings that they share with other people (Brief & George, 1996; Briner, 1999). However, different components of emotions are studied in the emotion research literature that leads to the question of what emotions are and what needs to be studied if one wants to determine the meaning of emotion (Fontaine et al., 2002). Some researchers focus on

the antecedents of emotions and evaluation of situations (Frijda, 1986) in terms of a respondent's well-being (Ellsworth & Scherer, 2003). Other researchers study the physiological reaction patterns and behavioural impressions of emotions (Ekman & Friesen, 1969).

The action readiness after the experience of emotions also receives attention in emotion literature (Frijda, Kuipers & Terschure, 1989). The most popular research of emotion focuses on the subjective experiences (Yik, Russell & Feldman-Barrett, 1999) of emotion as well as inhibition and control over emotions (Fontaine, Markham, Poortinga & Setiadi 2002). Apart from the meaning of emotion research issue, emotion in the workplace cannot be disregarded within the examination of a cross-cultural view (Ferris, Hochwarter, Perrewé & Zellars, in press).

Emotions may also be admired or despised by different cultures, in other words some emotions may be seen as particularly worthy or unworthy. This means that although cultures might share the same emotions, there may be considerable difference in the relative emphasis placed on them. When envisioning the emotional universe as a multidimensional space, some regions may be densely occupied in some cultures while the same regions may be nearly empty in other cultures (Ellsworth & Scherer, 2003).

Cross cultural studies on the meaning of emotions have been restricted by difficulty in finding the different emotion meanings that are used by different cultural groups. Literature on the meaning of emotions across cultures sights a distinction on how emotions vary across cultures and how emotions are universal across cultures (Mesquita & Frijda, 1992; Mesquita, 2001; Mesquita, 2003). However, the research on relativism and universality of the meaning of emotions across cultures is directed by two perceptions. Firstly, research on universality of emotions across cultures pays attention to the probability that people in different cultures may have different meaning of emotions (Russell, 1983). Secondly, relativism focuses on observing how emotions occur and are articulated (Scherer & Wallbott, 1994).

According to the relativists such as Lewicka, Nitt and Russell (1989), emotions are closely linked with the social and cultural context in which they materialise. Therefore, due to the remarkable cultural multiplicity in South African organisations, this study will form a perfect

framework within which to study the impact of emotion experiences on different cultural groups (Shaver, Schwartz, Kirson & O'Conner, 1987). Moreover, these relativists suggest that, emotions such as guilt and compassion may prove to differ across cultures from other emotions such as hate and irritation (Russell, 1983). Wierzbicka (1992) states that there is no universal emotion term across cultures. In addition, Ekman and Oster (1979) support the notion that there is universality across cultures in the expression of the following emotion concepts; happiness, anger, disgust, sadness and fear (Romney, Moore & Rusch, 1997).

The emotion research field needs more studies conducted in different cultures, based on languages with different historical roots, so that the issue of universality versus relativity can be evaluated extensively (Elfenbein & Ambady, 2002). In this regard, an investigation of the emotions across culture is crucial if one wants to begin to understand the meaning of emotions (Scherer & Wallbott, 1994).

The meaning of emotion across cultures can be understood through people's appraisal of events, the bodily sensations, motor expressions, action tendencies, subjective experiences, and emotion regulation, and mostly only one or two of these components have been included (Ellsworth & Scherer, 2003; Krauth-Gruber, Niedenthal & Ric, 2006; Scherer, 2005). Furthermore, these components provide a solution to the contradiction on whether the meanings of emotions differ or are the same across cultural groups (Fontaine et al., 2002). In this regard, the Componential Emotion Theory can be utilized to investigate the meaning of emotion in specific cultural contexts.

The Componential Theory is not only known within the modern world of psychology, but it also appears to be incorporated with the cross-cultural studies. The reason for this is that it is just an overall guideline and does not have a thorough explanation that is usually found in any literature study; its aim is to primarily outline the different approaches that are found in emotion theory. Fehr and Russel (1984) report that the Componential Theory is regarded as a best way to explain emotions rather than view emotions from a classical perception. The main reason for the above stated is that "the concept of emotion is a matter of degree rather than all-or-none and that no sharp boundaries separate members from non-members" (p. 464).

Ellgring and Scherer (2007) note that Componential Appraisal Models have been built-up to detain the lively and versatile scenery of emotions recognised by people within all the divisions of these term emotions (for example, perceiving, inspiring, bodily processes that involve responses, and motor requisites). This Componential Theory is in collaboration with numerous emotion hypotheses within the world of emotional psychology (Fontaine et al., 2002). Emotions within the Componential Theory are moderately in a structured form that is coordinated with other mechanisms, like assessments, psyche physical constraints that vary with how a human acts and behaves, including slanted occurrences that are drawn out by means of certain conditional background (Frijda, 1986; Frijda, Mesquita & Scherer, 1997). This is the reason why Componential Theory provides an inclusive structure to study the meaning of emotion comprehensively.

The Componential Emotion Theory

The Componential Emotion Theory is a comprehensive emotion theory which implies that it focuses on dynamic multi-componential processes that are triggered by specific situational antecedents. This implies that emotion should be investigated with regard to situational circumstances as well as the synchronised activity it causes in each six of the components of emotion, e.g. the appraisal of events, psychophysiological changes (bodily sensations), motor expressions (face, voice, gestures), action tendencies (the direction and energy of behavioural systems), subjective experiences (feelings), and emotion regulation (Ellsworth & Scherer, 2003; Krauth-Gruber, Niedenthal & Ric, 2006; Scherer, 2005), the action tendency component, the subjective feelings component, the expression component, and the regulation component (Fontaine, Markham, Poortinga & Setiadi 2002).

Motor expressions consist in turning the exteroceptor organs away from the stimulus and orofacial actions serve to close or narrow the orifices, e.g. gaze aversion, eye closing, brow lowering, nose wrinkling, nostril compression, mouth closing with lip pressed or open mouth with tongue protrusion to expel noxious matter. Vocally, a "narrow", squeezed-sounding voice (high frequency energy, raised with narrow bandwidth, laryngopharyngeal nasality) will result because of the constriction of parts of the vocal tract (fauces, pharynx, vocal tract wall tensing),

In terms of body movement, instrumental and locomotor distancing or avoidance responses are expected (Leventhal, 1984). Subjective experiences (feelings) are viewed as the representation of all subsystem changes in a monitor system. Predictions are made as to which evaluation patterns are likely to be responsible for a number of subjective feeling states designated by standard language labels (Gehm & Scherer, in press).

In terms of action systems, ongoing locomotion, gesturing, and instrumental actions are interrupted, and all sensory organs are directed towards the novel stimulus by straightening the posture, raising and turning the head, raising eyelids and eyebrows, frowning, and opening mouth and nostrils. Many of these movements also optimise the processing of visual, auditory, and olfactory stimulation, for example, the presumed increase in visual acuity through frowning (Redican, 1982). Many of these motor movements are also highly visible, and may be enhanced for communicative purposes in order to alert conspecifics. Vocalisations may also be added to this effect (Ekman, 1982). Bodily symptoms are recapitulations of formerly purposeful activities. They allude to actions which cannot be realised under the present condition such as reorientation of attention and changing facial and body language (Scherer, 2005).

Kring and Sloan's (2007) express the starting point that emotion regulation refers to attempts individuals make to influence which emotions they have, when they have them, and how these emotions are experienced and expressed. According to Frijda, Mesquita and Scherer (1997), appraisal of events is the clue to why conditions trigger different emotions, as well as what distinguishes one emotion from another. The process of appraisal is described by Frijda as follows: A specific event causes a specific emotion for an individual under those specific conditions. Thus the role of appraisal is to link emotional responses to external circumstances and internal goals and beliefs (Lazarus, 1991).

Appraisal does not only account for arousal, but also for other emotion components, such as valence, action readiness, and physiological arousal (Frijda, Kuipers & Schure, 1989). Furthermore, Frijda (1993) found that appraisal patterns systematically project on to emotion categories; and that there is a strong correlation between certain patterns of appraisal and certain emotion labels.

Ellsworth and Scherer (2003) describe appraisal theories as a model that explains differences through similarities. “They suggest how emotions that seem extremely unfamiliar, once explained, may become comprehensible to people from a different culture” (Ellsworth & Mesquita, 2001, p 233). It is said that if different cultures appraise a situation similarly, they will experience the same emotions. If they experience different emotions it is due to the fact that they appraise the situation differently (Scherer, 2004). The link between appraisal patterns and emotions is universal - the if-then eventuality. Ellsworth and Scherer (2003) give the following examples: If people attribute a negative event to bad luck or fate, they will feel sad or depressed; if it is attributed to the actions of another person, they will feel angry; if they blame themselves, the consequent emotion will be guilt. It should be noted that emotions in different cultures can be perceived to be similar only to the extent to which they are characterised by similar patterns of appraisals. Also, the similarity on some dimensions does not rule out differences on other dimensions of appraisal (Ellsworth & Scherer, 2003). Apart from determining the meaning of emotions in different cultural groups, emotions must also be investigated in the natural settings in which they appear (Gooty, Gavin & Ashkanasy, 2009) – for purposes of this study it will be the work context.

Emotions in the workplace

Work lives affect workers through emotions (Fox & Spector, 2002). With regard to emotions in the workplace, the underlying statement based on a number of literature studies is that “*the emotional dimension is an inseparable part of the organizational life and can no longer be ignored*” by researchers (Ashkanasy, Hartel & Zerbe, 2000, p. 4). In the past organisations and organisational psychologists have ignored emotions for a number of reasons. According to Briner (1999), the first problem was that organisations are more task oriented; therefore peoples’ emotions are being ignored. Secondly, there was an assumption that organisational psychologist are already studying emotion experiences at work (Broom & Strazdins, 2003). Lastly, a perception existed that emotions are uninteresting to study and can be difficult to research.

Recent research, however, argues for more attention on the study of emotions at work, so that there will not be a pessimistic mindset concerning emotions, especially within the organisation

(Ashforth & Humphrey, 1995; Fineman, 2003). Perrewe and Carlson (2002) suggest that it is of utmost importance that more research on emotions at work has to be conducted, as well as focus on the place from which emotion issues can be investigated. Therefore, the issue of emotions in the workplace cannot be disregarded within the examination of cross-cultures (Ferris, Hochwarter, Perrewe & Zellars, in press).

Various organisations experience challenges on how to study and inspect emotional actions (Ashforth & Humphrey, 1995). Research indicates that emotions are present, but what is still lacking is knowledge about emotions that are experienced at work (Briner, 1999). Where there is no thorough understanding or knowledge about emotions, people are unable to communicate the emotions they are experiencing at work (Caruso, Mayer & Salovey, 1999).

Armstrong argued in 1991 already that emotional experiences of employees need to be investigated within the organisational settings. Broussine and Vince (2000) state that, many organisations have a perception that it is unsuitable to express emotions at work. The assumption that emotions do not play a major role in the organisation is abnormal (Martin & Vince, 1993). Haines (2000) points out that there is no confirmed and verified approach on how organisations can allow employees to display their emotions especially when the organisation keeps altering their surroundings without any plan or approach. Van Zyl (2002) assigns fault on the exclusion of Human Resource Management for not ensuring that the well-being (emotional-state) of the workers is looked after.

Moreover, regardless of how many studies have been conducted on the emotional side of the organisation (Ashkanasy, Zerba & Hartel, 2002; Fineman, 2003; Kanfer, Klimoski & Lord, 2002), there is still more that should be investigated on the experience of emotion episodes in the workplace. Emotions such as rage, misery, sadness and grief tend to exist in every workplace (Frost, 2003), but these feelings are hardly ever displayed at work and the emotion episodes that cause these emotions are unknown. Bellas (1999) adds that the emotions of people at work are mostly overlooked, while attention is paid to management skills. Broussine and Vince (1996) state that emotions of employees should be seen as a significant component that can be studied

within the organisation. In this regard, the Affective Events Theory can be utilized to investigate emotion episodes in the workplace.

Affective Events Theory

According to the Affective Events Theory (Cropanzano & Weiss, 1996) events at the workplace have real emotional influence on employees' behaviours and attitudes. The theory suggests that there are certain events (emotion episodes) that can trigger employees' emotions, for instance victimisation, bullying, and politics (Mackay, 2010), lack of appreciation from management (Kogut & Zander, 1993), and lack of organisational transformation (Pearce & Robbins, 2008) which is also considered to be an event that triggers emotional responses such as anger, hate, and anxiety. Moreover, emotions that are experienced at work can also elicit employees' responses towards events, for instance anxiety and fear due to job insecurity (Probst, 2005) or sadness which can result in low performance at work. It can therefore be concluded that certain emotions can either be elicited because of events, or emotions can influence certain events at work. Thus, the Affective Events Theory will give a full framework by explaining the emotional experiences at work, employees' experiences of emotional work events and responses to these events.

The conclusion can be drawn that, emotion research in organisations is an important area of study. However, as indicated above, there are differences as to what the meanings of emotions are. Emotion experiences at work is an under researched topic in South Africa and in the North West Province. Lastly, studies in South Africa that take a cross cultural view on emotions have not yet emerged at work. In addition, if one wants to gain a holistic perspective of the emotion experiences, emotions at work need to be investigated. The objective of the study will be twofold: First, to establish the meaning of emotion (emotion structure) for Setswana-speaking individuals in the North West Province, and secondly, to determine the emotion episodes of the Setswana speaking employees.

The following research questions can be formulated based on the above-mentioned description of the research problem. The research questions will be investigated in two research articles where study 1 (the meaning of emotion) will be the first research article and study 2 (studying the emotion episodes) the second research article.

Study 1:

1. How is the meaning of emotions and emotion dimensions conceptualised in a literature review?
2. How are emotions and culture conceptualised in a literature review with specific reference to the Setswana language group?
3. How is the Componential Emotion Theory described in the literature as an approach to study the meaning of emotion in cultural contexts?
4. Will the 24 emotion terms as measured by the Grid instrument, refer to all components by revealing the meaning of an emotion structure in Setswana?
5. Will the Meaning Grid display acceptable alpha coefficients when compared with internationally studies having a value of 0, 80 and higher?
6. Will the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample include the evaluation-pleasantness dimension?
7. Will the meaning of emotion (as measured in the context of the Componential Emotion theory approach) in a Setswana-speaking students sample include the potency-control dimension?
8. Will the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample include the activation/arousal dimension?
9. Will the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample include the unpredictability dimension?
10. What conclusions can be drawn and suggestions be made for future research about the meaning of emotion in the Setswana language group?

Study 2:

1. How are emotions at work conceptualised in the literature research?
2. What is the relevance of discreet emotions, emotion episodes and the use of the Affective Events Theory for the work context as presented in the research literature?
3. Which emotion episodes and related emotions are experienced in the workplace by Tswana employees?
4. What are the emotion episodes and associated emotions reported on an extrinsic level of Setswana speaking working adults?
5. What are the emotion episodes and associated emotions reported on an intrinsic level of Setswana speaking working adults?
6. What conclusions can be drawn and suggestions be made for future research about the emotion episodes and related emotions of Tswana employees?

1.2 RESEARCH OBJECTIVES

The research objectives are divided into general and specific objectives.

1.2.1 General objective

The general objective of this research is to study the symptoms of emotion meaning and emotion episodes within the Setwana-Speaking group in the North West Province. This will be done in order to identify the meaning structure of emotions and to identify the emotional experience of the Setswana-speaking group in the North West Province.

Specific objectives

Study 1:

- To determine the meaning of emotions as conceptualised in a literature review with specific reference to emotion dimensions.

- To conceptualize emotions and culture and the relevance thereof to the work setting as determined by a literature review.
- To describe the Componential Emotion Theory in the literature as an approach to study the meaning of emotion in cultural contexts.
- To determine if the 24 emotion terms as measured by the Grid instrument, will refer to all components by revealing the meaning of an emotion structure in Setswana.
- To determine if the Meaning Grid will display acceptable alpha coefficients when compared with internationally studies having a value of 0, 80.
- To determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the evaluation-pleasantness dimension.
- To determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the potency-control dimension.
- To determine if the meaning of emotion (as measured in the context of the Componential emotion theory approach) in an Setswana-speaking students sample will include the activation/arousal dimension.
- To determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the unpredictability dimension.
- To draw conclusions and suggest future research about the meaning of emotion in the Setswana language group.

The following general hypotheses will formulated to achieve the general research objective:

- *H₁: The 24 emotion terms as measured by the Grid instrument, will refer to all components by revealing the meaning of an emotion structure in Setswana. More specifically, the following hypothesis will be formulated and tested in this study:*

- *H₂: The Meaning Grid will display acceptable alpha coefficients when compared with international studies having a value of 0,80 and higher.*
- *H_{3a}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the evaluation-pleasantness dimension.*
- *H_{3b}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the potency-control dimension.*
- *H_{3c}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in an Setswana-speaking students sample will include the activation-arousal dimension and,*
- *H_{3d}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the unpredictability.*

Study 2:

- To conceptualise emotions at work as from a literature research.
- To determine the relevance of discrete emotions, emotion episodes and the use of the Affective Events Theory for the work context as presented in the research literature.
- To determine emotion episodes that are experienced in the workplace by Setswana employees on extrinsic and intrinsic level.
- To determine emotion episodes and associated emotions reported on an extrinsic level of Setswana speaking working adults.
- To determine emotion episodes and associated emotions reported on an intrinsic level of Setswana speaking working adults.

- To draw conclusions and make suggestions for future research about the emotion episodes and related emotions of Setswana employees.

PARADIGM PERSPECTIVE OF THE RESEARCH

A specific paradigm perspective that includes the intellectual climate and the market of intellectual resources directs the research (Marais & Mouton, 1992). Marais and Mouton (1992) interpret paradigms based on a set of meta-theoretical, theoretical and methodological points of view, in which these aspects have been chosen from the intellectual climate and the market of intellectual resources of a certain regulation. The term "paradigmatic research" refers to study that is carried out inside the structure of a provided study custom or paradigm.

1.3.1 Intellectual climate

The intellectual climate positions itself as a concept that includes a range of metatheoretical principles, of which the subsequent concepts will be put together for the use of this research: emotions, the meaning of emotions, emotional dimensions and emotion episodes.

1.3.2 Discipline

This research falls within the boundaries of the behavioural sciences and more specifically Industrial Psychology.

The sub-disciplines of Industrial Psychology that are focused in this research are Personnel Psychology and also Organisational Behaviour. From a disciplinary angle, this study is mainly based on the term industrial psychology, in which, according to Bass (1989), it is embedded within other disciplines, predominantly in the behavioural sciences (psychology, anthropology, and sociology), economics, and physical science.

Industrial psychology consists of a scientific inspection (studying, research), assessment (evaluation, measurement, diagnosis), best possible operations (selection, placement,

management), and persuading (change, training, development, motivation) of usual and (in a lesser sense) unusual demeanour in relations with the surroundings (physical, psychical, social, organisational) as it is evident within the proficient and industrial section of this earth (Anon, 2002). Furthermore, the sub-disciplines of industrial psychology which investigate the effect of organisational dynamics on the individual are:

Organisational psychology: Organisational psychology includes the environment as a whole and incorporates people in groups, or separates people from groups. Organisational Psychology is also concerned with the organisation as a system that involves individuals and groups, and the way in which the environment has been constructed. The primary aims of this concept include the positioning of the employee, adequacy and the capacity to produce, as well as environmental efforts (Bergh & Theron, 2005).

Psychometrics: Validity and reliability are one of the two measurement standards and psychological instruments that are constructed, and are used in psychometrics accordingly (Foxcroft & Roodt, 2001). In chapter two researches, Psychometrics will be applied by examining the reliability and validity of all the psychological measures.

Occupational mental health: Occupational mental health gives an indefinite continued progress of existence that is proved by the exertion of continuous force and embraces a constructive well-being. (Anon, 2003). Within this research emotions are comprised as an adaptable concept that can be influenced through environmental inferences that conduct workers' knowledge of enormous amounts of work from the scepticism perceptions to the positivistic perceptions, or emotions at work that can be easily dealt with. This means that emotions and emotion episodes are indeed connected with occupational mental health.

Marais and Mouton (1993) state that these type of research studies do not indicate the variations in the different research studies because of their validity that partly covers various hypothetical directions since a substantive degree of overlap exists between different theoretical orientations, representations and methods. Therefore, a multi-paradigmatic approach will be applied in this study.

1.3.3 Meta-theoretical assumptions

The main concepts that are used in this study include the literature review that is conducted through the Componential Theory (including the humanistic concepts and the systems theory) and the Affective Events Theory. The relativism, universality, behaviouristic, positivistic and functionalistic paradigms will entail and collaborate with the empirical study.

1.3.3.1 Literature review

According to Chiang and Maslow (1977), the *humanist paradigm* is a school of thought and scientifically highlights that individuals are liberated to do whatever pleases them, and also have free agents with a free will, who have imaginative and productive steer to successfully achieve what they want. These are usually referred to as decisive factors for Psychological health.

Bell and French (1999) indicate that the *Systems theory* is considered to be a dominating theoretical mechanism that provides knowledge about the way the environment is adjusted and how the work environment is altered. Bell and French (1999) define a system as a bundle of items or objects that have been collectively joined in association with other items. For the purpose of this research, the meaning of emotions across cultures, emotion episodes, emotion dimensions, workers' experiences, and the connection amongst all these concepts, creates a centre of attention within the environmental structures.

1.3.3.2 Empirical study

The empirical study is presented within the behaviouristic, positivistic and functionalistic frameworks.

According to Benjamin, Hopkins and Nation (1990) the *behaviouristic paradigm* focuses on the statement that individuals differ in the way they behave and react. The behaviouristic paradigm also outlines that a person's achievements are restricted by the organisation. According to this empirical study, behaviourists are considered to completely depend on technical and reasonable

influences that enable them to measure and assess the connection that exists within the organisational relationship between environmental proceedings. In turn the life form and the incentives then reflect back to these behaviourists (Benjamin et al., 1990). These behaviourists believe it is unnecessary to try to understand emotions and consciousness, but it is important to understand peoples' behaviours and actions (Van Niekerk, 1996). Within this research, the meaning of emotions and the emotion episodes at work are replicated in the behaviouristic paradigm. The behaviouristic paradigm is reflected in the environmental traits of emotions, and to know if it has a strong force on how the people taking part in this study will react and behave.

Johnsen (1975) states that the *positivistic paradigm* presumes that all recognised proceedings entail a variety of possessions that arise in various factual practicalities amongst one another and the single "particulars" are those possessions and associations that are able to be physically viewed and calculated in an experiential way. Positivism primarily focuses on assembling verbal communication in which all understanding can be summarised into a minimum figure to a small number of acceptable principles and penalties. This is set to make disciplinary study intent by objective by eradicating the bias of the subjective area (Baker, 1992). For the purpose of this study, the meaning of emotions and emotion episodes is the variable that will be neutrally addressed.

The assumption of the functionalistic framework (quantitative approach) is that its focus is on controlled rules and regulations, and the practical side is based on its point of reference. It provides a general knowledge of how the work environment is helpful, experimental and understanding (Anon, 2003). Civilisation has tangible, genuine survival and organised collective qualities. It is also oriented to create a well-organised and synchronised condition of relationships. It gives the confidence to societal studies to study the functions of mankind. Therefore, this means that the way humans act and behave has continuously been viewed as relevant circumstances held in a genuine realm of solid and substantial communal relations (Anon, 2003). The functionalistic paradigm provides a necessity for examining the hypothesis, the function of realistic troubles people experience (Van Niekerk, 1996). By using the functionalistic paradigm, the meaning of emotions across culture and the emotion episodes experienced at work will be outlined.

1.3.4 Market of intellectual resources

The market of intellectual resources refers to the "collection of beliefs which has a direct bearing upon the epistemic status of scientific statements" (Mouton & Marais, 1993, p. 21). The two main sorts of intellectual resources that comprise theoretical beliefs involve the construction of the factual occurrences, and the methodological beliefs. Market of intellectual resources is all about the essential qualities of the procedures of the studies. Therefore, with regard to theoretical beliefs, theories will be offered, including theoretical models and hypotheses, as well as theoretical explanations regarding the meaning of emotions, emotion and culture, emotions at work and emotion episodes experienced at work.

1.3.4.1 Theoretical beliefs

The theoretical statements for this research include the conceptual definitions and the models and theories of this research.

A. Conceptual definitions

The relevant conceptual definitions are given below:

Emotions are personally and generally regarded as vibrant and are usually in progress amid other emotions, various conducts and similarities. As Briner (1999) indicates:

Emotion occurs in the context of a personal narrative – our history, the present and anticipated future. For example, in order to understand the significance of someone becoming angry at work, knowing about the proximal event that triggered the angry response is certainly important, but what may be much more relevant is the history of that person and his/her situation, how the event came to have meaning, what the person does as a consequence of being angry, and how what they do then impacts on future emotions, cognitions and behaviours. (p. 337)

Emotion work refers to the way in which a worker deals with and manages his/her feelings within the work environment, substantiates and motivates others (Erickson, 1993).

B. Models and theories

A model is aimed at giving a structure of thoughts in order to make certain that there is a logical perceptive of the problem statement (Bell & French, 1999). A theory can be defined as a certain type of spoken declaration, representation, or sequence of research that portrays the developing scenery of the occurrence. Theory explains the way particular circumstances lead to particular performances or relations (Leedy & Orrrod, 2001).

The Componential Emotion Theory

The Componential Emotion Theory offers a comprehensive theory to investigate the meaning of emotion and emotion episodes within different cultural groups and will determine if the meaning of emotion within different cultures are universal or relativistic across cultures (Scherer, 2005). Past work primarily derived dimensions of emotion from the perceived similarity of emotion labels or facial expressions, or from individual differences in verbal descriptions of emotional experiences, and the dimensions have often been derived from a theoretical manner (Fontaine, Suprapti, Poortinga & Setiadi, 2002).

The Componential Emotional Emotion Theory focuses on the different components such as the appraisal of events, the bodily sensations, motor expressions, action tendencies, subjective experiences, and emotion regulation, and mostly have included only one or two of these components (Ellsworth & Scherer, 2003; Krauth-Gruber, Niedenthal & Ric, 2006; Scherer, 2005). Furthermore, the theory attempts to uncover whether these components of emotions differ or are the same across cultures and how these components of emotions relate across cultures. Moreover, the Componential Emotion Theory suggests that cultural values can strongly affect peoples' appraisal of events, the bodily sensations, motor expressions, action tendencies, subjective experiences, and emotion regulation depending on their emotions, norms and social contexts (Sangsue, Scherer, Scherer, Wranik & Tran, 2004).

The Componential Appraisal Models have been built up to detain the lively and versatile scenery of emotions recognised by people within all the division of these term emotions (e.g., perceiving, inspiring, bodily processes that involve responses, and motor requisites) (Ellgring & Scherer, 2007). This Componential Theory is in collaboration with numerous emotion hypotheses within the world of emotional psychology (Fontaine, Markham, Poortinga & Setiadi, 2002). Emotions within the Componential Theory are moderately in a structured form that is coordinated with other mechanisms, like assessments, psyche physical constraints that vary with how humans act and behave, including slanted occurrences that are drawn out by means of certain conditional background (Frijda, 1986). Therefore this is the reason why Componential Theory provides an inclusive structure to learn about emotions (Hackman & Oldham, 1976). Furthermore, the Componential Emotion Theory focuses on certain characteristics that that impact on the emotion meaning across cultural groups. Therefore, the Componential Theory (Fehr & Russel, 1984) will be applied in this study.

Affective Events Theory

The Affective Events Theory (AET; Cropanzano & Weiss, 1996) is probably a new endeavour to construct a guideline to enlighten sentiment and affection in a work environment, and the effort comes from the work situation. Apart from job characteristics, the theory takes work events, rather than job characteristics, as the innermost foundation of affection at a work environment. Probably the innermost characteristics of emotions at work are triggered by the events that occur at work (Briner, Parkinson, Reynolds & Totterdell, 1996). The theory suggests that emotion takes place in a peculiar set form, that is the background, today, and the years to come. The system is also stressed in the Affective Events Theory: *“While each of the events during the [emotional] episodes can be described in discrete terms, the episode itself has coherence and a set of features that suggest it should be treated as a unit of analysis”* (Cropanzano & Weiss, 1996, p. 42). The thought of finding out the foundation of emotion episodes, the significance of understanding emotions and the importance of looking at the person and environment together can be traced back to the work of Folkman & Lazarus (1984) and their notion of person–environment transactions.

One of the unique styles of operational feature is that it suggests a recent and formed rank of concept, whereby the individuals and the organisational segments that are detached and formed in one to create a recent sensible signification. In these interfaces, specifically in its numerical study, the interrelated fluctuations keep their detached individuality. From an operational point of view, the different sorts of detached fluctuations are incorporated.

Although there is little literature on what has been done, numerous scholars have grasped conducts of concern into action and occupational psychologists have recommended customs whereby emotion can take part in those kind of conducts. According to Brief and George (1996), emotion (usually influence) is vital to inspiration. These authors recommend that workers have inspirational outlines that are connected to the achievement of various sorts of “personality”. When it comes to considering other terms, we can thrive to accomplish various sorts at the organisation while they connect to various objectives of an individual as well as to our own identity and what kind of identity we would like to have. The authors argue that affection is essential to this procedure, that is, it is affection that gives people the facts concerning the worth or the various sorts of objectives about their own identity. Kidd (1998) tried to implement emotion to occupation hypotheses, implying that emotion takes the innermost part in professions and professional alterations and therefore, professional scholars have a habit of avoiding emotions. Moreover, it has been recommended that emotion brings about the personality and vigour of bond that we share with other people at the organisation, whilst at the same time we are creating the foundation of reasonable approaches at the organisation. As a result this has a thoughtful influence on occupational conducts (Kahn, 1998).

Although the Componential Emotion Theory and the affective events theory will be used as the overall theoretical framework, there are other theories on emotions that are indirectly applied in this dissertation, namely central and peripheral theories, arousal theories, theories of discrete emotions, motivational theories, cognitive theories, dimensional theories of emotion, social cultural theories and also learning theories.

Central and peripheral theories

This theory suggests that a specific first class of arguments within the emotion theory is focused on the query to determine emotional familiarity and biased thoughts. These biased thoughts are formed by the peripheral system results and specifically by the autonomic nervous system ANS (as claimed by Izard, 1994; James, 1884; Tomkins, 1963) or if there is straight association of the middle procedure that manages emotional response (Cannon, 1929). The Componential Emotion Theory and the Affective Events Theory state that the two assumptions are half-true: due to the fact that biased thoughts that are acting on behalf of a monitoring subsystem suggest thoughts are viewed as a mirror for various set of responses, both tangential and over-centralisation aspects add to the separation of biased feelings or thoughts.

Arousal theories

The arousal theory states that there are various emotions that cause people to react and behave in various ways, for example, heart rate beating faster, or eyebrows going up. This primarily varies with the fact that the variation is available at the conceiving state and differs with respect to the notion that the differentiation is only present at the cognitive level, circumstances and proceedings (i.e. in the information processing subsystem) (Mandler, 1984).

Theories of discrete emotion

Componential Patterning Theory has common grounds with discrete emotion theories (Izard, 1994; Tomkins, 1963) on the hypothesis of several emotions in the various main sets of responses. Therefore, discrete emotion theory hypothesises the reality of undersized amounts of inborn, specific emotions with evidently main cognitive response factors that are unrestricted in a combined style by neural programmes.

Motivation theories

Motivation theories emphasize that there are numerous relevant theories. Motivational theories differ and give similar relevance to biological motivation and genetic motivation approaches as emphasised in the beginning of the emotion approach. Emotions are viewed as a group of repetitions from the memory in the likelihood of an event such as motivation in an undersized system of principal motivational/emotional sets (Buck, 1985). In an account to its significance on

motivation, the studies have common ground with a powerful dedication to the genetic sets of layers of emotion and their phylogenetic stability.

Cognitive theories

With regard to cognitive studies of emotions, a person can be astonished, because of the amount of current course of action and the elevated extent of union. Therefore, cognitive theorists are not focused on thorough requirement of certain response styles of the cognitive modes for the various emotions fashioned by responsive assessments.

Dimensional theories

The notion that emotions can be organized in numerous proportions was placed directly on prior investigational psychology (Wundt, 1903) and it was drawn forth as a classification of organisms by several researchers. This dimensional theory focuses mainly on four dimensions; valence, potency, arousal and unpredictability by ranking theories of emotion expressions and facial expressions (Davitz, 1969; Plutchik, 1980).

Socio-cultural theories

The socio-cultural perspective of assessment is considered a significant characteristic that is pointed out by the theorists. However, socio-cultural theories do not have the same common ground on matters regarding some of the more extreme views concerning the societal structure of expressive familiarity which at a certain point can abandon the significance of genetic traditions of the emotion instrument.

Learning theories

Learning theories are considered unimportant in the world of emotions (Mowrer, 1960). This mirrors the reality that in the past some of these studies were restricted in their descriptive range. Past research studies have tried to prove the importance of emotions because these theories had a rather limited descriptive range. Most theorists attempted to show the role of the emotions in amplifying approach and escaping behaviour and the role of indication of actions. Therefore, the learning theory suggests that emotions still require further investigation on the meaning and experiences of emotions.

1.3.4.2 Methodological beliefs

Methodological beliefs can be defined as a philosophy that involves the concept of social discipline and technical studies. It involves dissimilar sorts of habits or discipline within the beliefs of social disciplines and methodological representations; thus, these include qualitative and quantitative representations (Mouton & Marais, 1993).

The functionalistic and positivistic paradigms will be stated by the empirical study. The primary aim of the functionalistic paradigm is to motivate a technique that can be related to societal studies that concentrate on the perceptive study of how people function within their surroundings. The primary aim of the positivistic paradigm is to motivate a technique within the psychological and societal disciplines that narrates an understanding as to how specific information or proceedings can be observed (Van Niekerk, 1996). Therefore, this study is conducted in a qualitative manner, and the research includes changeable values that are visible and assessable.

1.4 RESEARCH METHOD

This research, pertaining to the specific objectives, consists of two phases, namely a literature review and an empirical study. The results obtained from the research will be presented in an article format.

1.4.1 Phase 1: Literature review

A complete review regarding research on the emotion meaning and emotion episodes will be done.

The following database will be used in the research study:

Potchefstroom Public Library

South African and International Magazines and Journals

Textbooks and Internet

Ferdinand Postma Library

The following Internet databases will be used to find valid and reliable information:

Ebscohost

Nexus

Emerald

Google Scholar

A complete review will be done regarding a study on emotions, emotional dimensions and emotional experiences and the Geneva Grid thereof, including the concept of emotions that will be investigated.

The literature review will focus on emotions, emotion episodes, emotion dimensions, burnout, and work experiences. Sources that will be used are Sabinet Online, journals, EBSCO Host Research database (PsycINFO database, Academic Search Premier and Business Source Premier), Science Direct and books.

1.4.2 Phase 2: Empirical study

The empirical study consists of the research design, participants, procedure and statistical analysis in order to achieve the research objectives.

1.5 RESEARCH DESIGN

Research design for study 1 and study 2: (Research article 1 and 2)

The cross-sectional research design refers to the assessment of subjects at a single time in their lives. A cross-sectional survey design will be used to collect the data and attain the research goals (Stead & Struwing, 2001). In cross-sectional research, researchers observe at one point in time (Neuman, 1997). Cross-sectional research is usually the simplest and least costly alternative. Its disadvantages are that it cannot capture social processes and change. Cross-

sectional research can be exploratory, descriptive, or explanatory, but it is most consistent with a descriptive approach to research (Neuman, 1997). The survey is a data-collection technique in which questionnaires will be used to gather data about an identified population. The design is also used to assess interrelationship among variables within a population (Shaughnessy & Zechmeister, 1997). The cross-sectional research design will be best suited to address the descriptive and explorative nature of this study.

The orientation of this study is focused on the fact that an explorative study with reference to this research, is significant seeing that it supplies an examination of a comparatively indefinite study (Mouton & Marais, 1992). The exploratory technique that is embedded within this research is selected with the aim of increasing a clear and recent understanding of the method, in order to find out other information that enhances the familiarity of emotions at work of the Setswana-speaking group in the North West Province.

1.5.1 Participants and Procedure

This project will have two parts that will consist of the following:

Study 1:

The sample will consist out of Setswana speaking undergraduate as well as post-graduate students ($N=120$) from a higher education institution in the North West Province. The criteria to be included will be at least a grade 12 qualification and the participants' home language should specifically be Setswana. The sampling method that will be used will be a availability sampling. A availability sampling method (Neuman, 1997) will be chosen based purely on availability of the participants. Respondents are selected because they are accessible and articulate.

The Higher Education Institution of North West Province will be contacted to help the researcher to administer the measurement instrument with the most Setswana-speaking students and contact will be made with the relevant person within the institution. Clearing up of difficult terms to foresee the administration of the Meaning Grid will be ensured. After possible changes to the

Meaning Grid a once off time will be arranged for ten participating students, and the questionnaire will be administered in the arranged time. The researcher will be present during the administration of the questionnaire and will guide the participants through the process. The relevance and importance of the investigation for the Setswana emotion structure in South Africa will be explained. Participation will be voluntary and confidentiality will be ensured. The research results will be offered and made available to these participants, once the data have been finalised and the results reported. A survey design and an availability sample ($N=122$) in the North West province in South Africa will be utilized for this study. An adapted version of the Meaning Grid will be translated and back-translated into Setswana.

Study 2:

The sample will consist of Setswana home language employees ($N=120$) from the North West Province by making use of an availability sampling method. Tswana employees from various occupational groups and work sectors will be included in this study as the main criteria will include at least a grade 12 qualification. The sampling method that will be used will be a availability sampling method (Neuman, 1997).

Organisations within the North West Province will be contacted to participate in this study. Participants will be included from within different sectors and organisations. Availability sampling will be used for the organisations that will participate in this study. The researcher will be present during the administration of the questionnaire and will guide the participants through the process. The relevance and importance of the investigation for the meaning of Setswana emotions in South Africa will be explained. Participation will be voluntary and confidentiality will be ensured. The research results will be offered and made available to these participants, once the data have been finalized and the results reported. An availability sample ($N=120$) will be taken from the mining industry, tourism industry, and community services including the government, manufacturing, agriculture, construction and the infrastructure industry. Data collection will be done through the Episode Grid, which will consist out of structured open ended. The episode Grid will be translated and back-translated for use in Setswana.

1.5.3 Measurement instruments

The relevant measurement instruments for study 1 and 2 will now be presented:

Study 1

The Meaning Grid

For this study, a new instrument originally constructed in English, the Grid instrument (Scherer, 2005) will be used. The Grid consists of a questionnaire composed of 24 emotion terms and 144 emotion features. The 24 terms are prototypical emotion terms commonly used in both emotion research and daily language. This representative set was chosen on the basis of frequent use in the emotion literature, consistent appearance in cross-cultural free-listing and prototypicality-rating tasks, and frequent mention in the self-reports from a large-scale Swiss household study of people's descriptions of an emotional situation they experienced the previous day (Sangsue, Scherer, Shcerer, Tran & Wranik, 2004).

The 144 emotion features operationalize activity in each of the six emotion components. The features were derived from a broad range of very diverse emotion theories and literature, such as the appraisal theory of Scherer (2001), the psychophysiological emotion literature (Stemmler, 2003), the action-tendency theory of Frijda, Kuipers & Terschure, (1989), the current-affect theory of Russell (Dols, Oeja, Russel & Yik, 2000), and the expression-regulation theory of Ekman and Friesen (1969). The English Grid instrument was translated into French and Dutch by means of the translation/back-translation procedure. For this a paper and pencil will be used. The Meaning Grid will consist of 24 emotion terms. Each participant will respond to four terms and this will result in six versions so that all 24 emotion terms should be covered. A biographical questionnaire will be included as part of the Meaning Grid instrument. Participants will be asked about their ethnicity, gender, age, place of birth, current stay, home language, number of languages spoken, faculties in which they study and their highest qualifications. However, there will be no questions about marital status, parental status, and work experience within the biographical questionnaire.

For Study 1 only, the statistical analysis will be carried out with the help of the SPSS-programme (SPSS, 2007). Characteristics of the participants will be calculated by frequency counting. Interrater reliabilities will be determined. Factor analysis (Principal Component Analysis) with relevant component loadings and scatter plots that will indicate the position of the emotion terms on the factors will be executed.

Study 2

The Episode Grid

The episode Grid was developed as part of an Emotion Research Project at Ghent University: Belgium as part of an initiative of the International Society for Cross-Cultural Research on Affect that falls under the Swiss Affect Sciences Centre. After the development of the Meaning Grid (as mentioned as measurement instrument in Study 1), a measurement instrument was needed to measure not only the meaning of emotion terms but to measure emotion episodes in the workplace. This was also developed in an effort so that the Meaning Grid (a fundamental perspective on the meaning of emotion) can also be applied towards an applied approach (measurement of emotion episodes). Only the second part of this instrument asking about the last most intense emotion episode at work will be utilized.

The first part consists of an acceptance to voluntary participation and biographical information. Participants will be asked to report on the single most important emotion episode of the previous day, the three most important emotions felt associated with the emotion episode and other leading questions for example: “*How did this emotion episode begin?*” “*How did the episode end?*” and “*Who was present in the emotion episode?*”. This type of questions are asked so that participants can vividly remember the emotion episode that they will report on. A biographical questionnaire will be included as part of the Episode Grid instrument. Participants will be asked about their ethnicity, gender, age, place of birth, current stay, home language, occupation, and their highest qualifications. However, there will be no questions about marital status, parental status, and work experience within the biographical questionnaire.

The incident classification system suggested by Bitner, Booms and Tetreault (1990) will be adopted for developing a preliminary classification scheme. The episodes will be sorted and reclassified until a meaningful set of categories can be derived from the data. Data from the respondents will be sorted into categories by an industrial psychology researcher and will be reviewed by another psychologist. Data will then be given to another industrial psychologist with a good track record of qualitative methods to classify into these categories of emotion episodes as a reliability check on the category scheme. An inter-coder reliability measure suggested by Miles and Huberman (1994), (the reliability number of agreements/total number of agreements plus disagreements) will be used to calculate agreement between the two coders and the researchers. The method of linking the emotion episodes with the relevant emotions of Basch and Fisher (2000) will be followed. The emotions reported by each respondent's emotion episode will be calculated for that specific category that the emotion episode forms part of. In that way the elicited emotions that are results of the emotion episode category will be determined.

1.6 CHAPTER SUMMARY

The chapter started with the introduction, the problem statement and the literature review on emotions and culture, the Componential Emotion Theory, emotions in the workplace and the Affective Events Theory were also discussed. In addition, the research questions, research objectives and the paradigm perspective of the research were discussed. The measuring tools whereby information regarding the collection of the meaning of emotions and emotion episodes was obtained were talked about. A more comprehensive review of the study will follow in the following chapters: Chapter two will provide a thorough research that will be based on the emotion meaning of the Setswana-speaking participants in the North West Province. Thereafter, the research procedures, methods, participants and the results will be discussed. In Chapter three, the research will be based on the emotion episodes of the Setswana-speaking employees in the North West Province. The research procedures, methods, participants and the results will then be discussed. In Chapter four, conclusions, limitations and recommendations will be made. This dissertation will move from an exploratory study in which Setswana speaking students will be utilized to a more applied study of investigating the emotion episodes in Tswana employees.

1.7 OVERVIEW OF THE CHAPTERS

The chapters in this dissertation are presented as follows:

Chapter 1: Introduction, problem statement and objectives (current chapter).

Chapter 2: Research article 1: Emotion meaning in the Setswana speaking language group: A componential emotion theory approach.

Chapter 3: Research article 2: Emotion episodes and associated emotions of Setswana-speaking employees in a work setting.

Chapter 4: Conclusions, limitations and recommendations.

1.8 CHAPTER SUMMARY

This chapter presented the problem statement, relevant research literature and research aims. The paradigmatic perspective of the research followed where relevant theories that this research study is based on were presented. The research method used in both studies was explained and a brief overview of the chapters that will follow was given.

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CHAPTER 2
RESEARCH ARTICLE 1

THE MEANING OF EMOTIONS AND THE EMOTION STRUCTURE IN THE SETSWANA LANGUAGE GROUP.

ABSTRACT

Orientation:

Using a Componential Emotion Theory approach, Fontaine investigated a four-factor emotion dimension structure with respect to the meaning of emotion, namely: evaluation–pleasantness, potency-control, activation-arousal and unpredictability in Dutch, English and French-speaking student sample groups. This is a multidimensional model of the meaning of emotion when compared with the two emotion dimensional models reported in literature, namely evaluation-pleasantness and activation-arousal.

Research purpose:

The objective of this study was to focus on the meaning of emotion, according to the Emotion Componential Theory approach, among Setswana speaking students, and also to determine if the four-dimension emotion structure presented by Fontaine et al would be replicable in a Setswana speaking student samples.

Motivation for the study:

The emotion meaning is not clear; therefore the meaning of emotion should be investigated in different cultural groups. Moreover, this study was needed to explore and gain in-depth understanding of the meaning of emotions in the Setswana speaking group.

Research design:

A survey design and an availability sample ($N=122$) in the North West province in South Africa were utilized for this study. An adapted version of the Meaning Grid was translated and back-translated into Setswana.

Main findings:

The 24 emotion terms in the Meaning Grid referred to all the components of the Componential Emotion Theory. A two factorial solution was found, namely evaluation-pleasantness and potency-control.

Practical/managerial implications:

When the meaning of emotions was examined in this sample group, the dimensions of evaluation-pleasantness and potency-control as the meaning of emotion in the Setswana language had to be used as a frame of reference of the experience of emotion in this language group. Specifically the value and understanding of the potency-control dimension in the cultural context of Tswana employees should be considered in management decisions.

Contribution/value-add:

An emotion structure for the Setswana speaking group was determined. The most important contribution is the finding of the potency-control dimension in this cultural group.

Key words: Emotions, emotional dimensions, Meaning Grid, emotion structure, Setswana, culture

DIE BETEKENIS VAN EMOSIES EN DIE EMOSIESTRUKTUUR IN DIE SETSWANA-TAALGROEP

OPSOMMING

Oriëntasie:

Deur gebruik te maak van 'n komponensiële emosieteorie-benadering, het Fontaine 'n vier-faktor emosie-dimensiestruktuur ondersoek aangaande die betekenis van emosie, nl. evaluasie-aangenaamheid; mag-kontrole; aktivering-stimulasie en onvoorspelbaarheid in Hollands-, Engels en Franssprekende studentestekproefgroepe. Dit is 'n multidimensionele model van die betekenis van emosie wanneer dit vergelyk word met die twee-emosie-dimensionele modelle waarvoor in die literatuur verslag gedoen word, nl. evaluasie-aangenaamheid en aktivering-stimulasie.

Navorsingsdoelwit:

Die doelwit van hierdie studie was om, ooreenkomstig die emosie-komponensiële teoriebenadering, te fokus op die betekenis van emosie onder Setswanasprekende studente, en ook om te bepaal of Fontaine en andere se vierdimensionele emosiestruktuur in 'n steekproef van Setswanasprekende student weergee kon word.

Motivering vir die studie:

Daar bestaan nie duidelikheid oor die betekenis van emosie nie; daarom is dit noodsaaklik dat die betekenis van emosie in verskillende kultuurgroepe ondersoek word. Hierdie studie was verder nodig om die betekenis van emosie binne die Setswanasprekende groep te ondersoek en sodoende 'n grondig begrip daarvan te kry.

Navorsingsontwerp:

'n Navorsingsontwerp en 'n beskikbaarheidstekproef ($n=122$) in die Noord-Wesprovinsie in Suid-Afrika is aangewend vir die studie. 'n Aangepaste weergawe van die betekenis matriks is vertaal en terugvertaal in Setswana.

Hoofbevindings:

Die 24 emosie terme in die betekenis matriks het verwys na al die komponente van die komponensiële emosieteorie. 'n Tweefaktor-oplossing is gevind, nl. evaluasie-aangenaamheid en mag-kontrole.

Praktiese/bestuursimplikasies:

By die ondersoek van die betekenis van emosie in hierdie steekproefgroep, moes die dimensies evaluasie-aangenaamheid en mag-kontrole as die betekenis van emosie in die Setswanataalgroep gebruik word as verwysingsraamwerk van die ervaring van emosie binne hierdie groep. Veral die waarde en begrip van die mag-kontroledimensie binne die kulturele konteks van die Tswanawerknemer behoort in gedagte gehou word tydens bestuursbesluite.

Bydrae/toegevoegde waarde:

'n Emosiestruktuur is bepaal vir die Setswanasprekende groep. Die belangrikste bydrae is die bepaling van die mag-kontroledimensie binne hierdie kultuurgroep.

Sleutelwoorde: Emosies, emosie-dimensies, Betekenis matriks, emosiestruktuur, Setswana, kultuur

Key focus of the study

An increasing number of research studies focus on the study of emotions in organisational settings (Grandey, 1998; Shuler & Sypher, 2000; Singh, 2007; Zapf, 2002). However, (Gooty, Gavin & Ashkanasy, 2009) argue that the applied research must first focus its attention on the theory and meaning of emotion (Ashkanasy & Ashton-James, 2007). Moreover, although there are predicaments about the various perceptions on the research of emotions, research on the meaning of emotions is presently absent (Ashkanasy & Ashton-James, 2007; Huebner, Dwyer & Hauser, 2009). There is a lack of investigation concerning the meaning of emotion terms (words) used (Beal, Weiss, Barros & McDermid, 2005; Brief & Weiss, 2002). Research on the meaning of emotions is still motionless (Fisher, 2008). However, a complete re-assessment of numerous definitions and meanings of emotions has surfaced in previous years (Ashkanasy, 2003). The conclusion of this research was that there are different meanings in the study of emotions.

Firstly, there are cognitive appraisals of emotion (Ashkanasy, 2003; Thagard & Aubie, 2008). This appraisal suggests that the significance of the appraisals of individuals is important for eliciting emotion reactions. The emotional response depends on the person's experience of an event. The second approach to study the meaning of emotions is neurobiology (Singer, 1999). Neurobiology is regarded as the subdivision of natural sciences that consists of the structure and functioning of the nervous system. Thirdly, there is a psychological perspective that studies the regulation of the brain or of intellectual conditions (Cheung & Leong, 2003). Lastly, the evolutionary paradigm argues that emotions have a connection with societal abilities and the ability to describe emotions and discrete emotions can be demonstrated by using action tendencies, bodily sensations, and verbal expressions (Cosmides & Tooby, 2000). Some of these discrete emotions have been taken into account, such as hostility, anger, guilt, anger and shame (Barclay, Pugh & Skarlicki 2005). However, there is still lack of attention that is focused on discrete emotions, and little has changed since Brief and Weiss (2002) mentioned, "*The most glaring example of narrowness in organizational research is the overemphasis on moods at the expense of discrete emotions*" (p. 297). Therefore, it is important to determine the meaning of the emotion by providing an emotion structure. Apart from determining the meaning of emotion, possible cross-cultural similarities and differences of emotions must also be investigated

(Fontaine, Poortinga, Setiadi & Suprapti, 2002). Investigating the meaning of emotion in specific cultural settings therefore becomes necessary.

Background to the study

In terms of cross-cultural study on emotions the main essential investigation is to discover the under investigated area of research that lies between emotions that are universal across cultures and emotions that are relativist across cultures (Berry, Dasen Poortinga & Segall, 2002; Davidson & Ekman, 1994). Determining whether the meaning of emotions is the same (universal) or differs across cultures (relativistic) can be complex to investigate (Pavlenko, 2008). However, Fontaine, et al. (2002) succeeded in determining the emotion structures of three cultural groups in European settings in the form of cognitive structures of emotions.

Although there has been an attempt to investigate the meaning of emotions, there still is an under-investigation with regard to different meanings of emotion that might exist across cultures (Colley, 2006; Fineman, 2005; Fineman, 2006; Lewis & Haviland-Jones, 2000; Lutz, 1988). For instance, Lutz (1988) discarded the idea that emotions are similar across cultures and found that emotions are not genetic, but are societal structures (Averill, 1980; Averill 1996). Furthermore, Averill (1980) describes feeling as a temporary societal function; for such a function, the important set of laws in the appearance of custom and anticipations concerning social construction of emotions is prearranged.

Regardless of whether emotions are prearranged, temporary societal functions, and emotion in various cultures should be regarded as a significant symbol of understanding the different meaning of emotion (Shaver, Schwartz, Kirson & O'Conner, 1987). Moreover, since the entire 11 official South African languages only have limited terminology (Armeli, Park & Tennen, 2004), it is reasonable to look into the way people in different cultures experience their emotions. Therefore, research needs to extend the focus on emotions from laboratory studies to the naturalistic settings so that the meaning of emotions can be investigated within specific cultural groups (Spencer-Oatey & Jiang, 2003).

From a cross cultural point of view the meaning of emotions has not been empirically tested and there is a lack of study regarding the meaning of emotion in naturalistic environments (Shaver et al., 1987, Shaver, Wu & Schwartz, 1992; Russell, 1991). In addition, the existing evidence does not provide a solution to investigating the meaning of emotion across cultures. Several studies of such distinguishing cognitive emotion patterns deal with a cluster of interpreted emotion words across cultural groupings (Lewicka, Russell & Niit, 1989). Thus, a detailed cultural approach is required to make sure that the different meanings of emotion in various cultures are taken into consideration. Empirically from a theoretical point of view, a distinction in the cultural approach is valuable in examining practically whether the meanings of emotion differ from culture to culture or whether they are universal (Osgood, May & Miron, 1975). In order to address this problem, the Componential Emotion Theory presents insight into the varied emotion meanings that individuals familiarize with across cultures (Fontaine, et al., 2002; Reisenzein, 2009).

The Componential Emotion approach has been expanded in the background of the mental aspects (cognitive) of a custom in psychology (Frijda, 1986) and has developed in the direction of seeing emotion as a procedure in which numerous features can be differentiated. The Componential Emotion Theory can be used to determine the significance of emotions across societies (Fontaine et al., 2002). A large amount of the appropriate cross-cultural research can be established in two studies by Frijda and Mesquita (1992) and by Frijda, Mesquita and Scherer (1997). The mechanisms contain antecedent approaches (circumstances or positions that draw out a sensation), assessment (development of a condition concerning an individual's health or the contentment of ambitions), personal emotions, physiological responsive models (Ekman, Friesen, Heider & Levenson, 1992), action tendencies (action inclinations for specific types of behaviour), facial expressions (behaviour expressions), and laws (restraint and authority above a feeling). Therefore, the Componential Emotion Theory provides a more thorough explanation that aids in bridging the lack of research that lies between the different meanings of emotion in specific cultural settings.

In the remainder of the literature review, the meaning of emotion with reference to emotion dimensions will be presented, emotions and culture will be discussed (with reference to the

Setswana language group) and the Componential Emotion Theory will be presented as an approach to study the meaning of emotion for different cultural groups.

Research literature

Emotion meaning and emotion dimensions

The meaning of emotions can be described as how people express their emotions through verbal expressions (communicating emotions felt and shouting, smiling, frowning, and beaming) and bodily sensations (for example, the head facing down, perspiring hands and quivering of the body) (Scherer & Ellgring, 2007). On the other hand, the meaning of emotions is regarded as a response to a stimulus or actions (Nezlek & Vansteelandt, 2008). Nevertheless, the meaning of emotions is how people use a range of different cues to communicate to others how they feel, including, verbal and gestural signals and facial expressions (Scherer, Banse & Wallbott, 2001). Even though there are different meanings of emotions and various cues to communicate emotions, the meaning of emotions is not recognized across cultural groups (Nygard & Queen, 2008). Therefore, it is important to understand the cultural variances regarding the meaning of emotions and the background of the different cultural groups.

The real meaning of emotions that exists within various cultures can be found in peoples' thoughts and speech (Wierzbicka, 1994). Frijda, Markam, Sato and Wiers (1995) state that the meaning of emotions can be described as follows: "One can assume that there exist words ('emotion words') that dictate the way things are seen; or one can assume that there exist things ('emotions') that are given names and thus have words assigned to them."(p. 121). However the different definitions of emotions and measurements of emotions (dimensions, emotion constructs and definitions (meanings) have to be taken into account in order to determine the real meaning of emotion terms (Fontaine, et al., 2002). These different definitions of emotion, components and dimensions of emotions have to be incorporated in order to investigate the meaning of emotion terms (Briner & Keifer, 2005). As a result, to gain an understanding of the meaning of emotions and the emotion structure the Componential Emotion Theory provides a multi-dimensional knowledge of the different emotion meanings that people express across cultures (Reisenzein, 2009).

Research on distinct emotions, components and dimensions of emotions is limited in various organisations' definitions of emotions, and such research is not clearly re-evaluated (Ashkanasy, 2003; Briner & Kiefer, 2005). In addition, assumptions of emotions and experimental literature need to be considered in the study of emotions (Johns, 2006). Furthermore, in the past only certain dimensions of emotions were taken into account. For example, in the past, only two-dimensional models were used namely evaluation-pleasantness and activation- arousal (Barsade, Brief & Spataro, 2003; Brief & Weiss, 2002). These models are the theoretical framework on which positive and negative affect are based. The Positive and Negative Affective Scale (PANAS) measures positive and negative affect (Watson, Clark & Tellegen, 1988) and is a popular scale to use in organisational settings. The above-mentioned two dimensions are not constantly originating from a particular study; however, they do materialize methodically when taking into account various works of research (Fontaine et al., 2002). Moreover, such models fail to differentiate important emotion terms like fear and anger (Fontaine, Scherer, Roesch & Ellsworth, 2007). Nevertheless, two systematical sets, differentiating positive contrary to negative emotional groups, are likely to appear (Fontaine et al., 2002).

Structural analysis of emotions, such as factor analysis and multi-dimensional scaling, will usually produce two or three dimensions and can differentiate emotions such as fear and anger (Russell, 1983). However, in the study conducted by Fontaine et al. (2002), the authors investigated the cognitive emotion structure (Frijda, 1987) of emotions in Indonesia and The Netherlands in a sequence of three studies. A maximum number of 120 emotion terms were chosen situated on local ratings of prototypicality for sentiments. Fontaine et al. (2002) used similarity sorting to find a three emotion dimension structure (evaluation, arousal, dominance) structure in three language groups.

The three-dimensional formation in the emotion area is emotional correlation or meaning of emotion terms (Osgood et al., 1975). In addition, by using a certain part of the study of a certain culture for two emotions, the two emotion terms namely "shame" and "guilt" assisted the authors (Fontaine et al., 2002) in classifying some reliable dissimilarities in the place of these expressions in the cognitive structure of the Indonesian and Dutch students. However, the cognitive structure of emotion terms needs further cross-cultural research (Poortinga, 1998) into

these emotions (Fontaine et al., 2002). Therefore, there are four dimensions, namely evaluation-pleasantness, potency-control, activation-arousal and unpredictability that can be used for further research in order to investigate the meaning of emotion and to find whether an emotion structure within the Setswana-speaking group exists. Moreover, the aim would be to determine which of these four dimensions are present in the Setswana language group.

Fontaine et al. (2007) illustrated that for three languages four dimensions are required to symbolize the relationship and dissimilarities in the meaning of emotion words. The languages were as follows: Dutch-speaking students in Belgium, English-speaking students in the United Kingdom and French-speaking students in Switzerland who completed the GRID instrument in their own language. The findings to this study suggested that subjective occurrences could be used to determine the emotional experiences of the students.

The four-dimensional emotion structures in these language groups included evaluation-pleasantness, potency-control, activation-arousal, and unpredictability. However, two-dimensional models may be suitable for using certain research questions, for instance, the cognitive structure of emotions can be applied by asking students about the meaning of the emotion words within their own culture rather than their own experiences (Fontaine et al., 2002). Therefore, because the study on emotions includes different meanings of emotion terms, it is important to identify the meaning structure (Fontaine et al., 2002) of that specific language group. The Setswana language group forms part of the eleven official languages in South Africa (Statistics South Africa, 2001).

In addition, no study has been conducted concerning emotions in the Tswana group in South Africa (Sekwena, 2006). Therefore, the research aim will be to study the meaning of emotions in the Tswana group by uncovering the emotion structure of the Setswana language group and by replicating the theoretically based approach. Fontaine et al. (2002) explained that four dimensions are desirable to show comparisons and dissimilarity in the meaning of emotion words. Moreover, at the present moment, numerous researchers are paying attention to three-dimensional structures relating to evaluation-pleasantness, potency-control, and activation-arousal (Fontaine et al., 2007; Yik, Russell & Feldman-Barrett, 1999). A theoretically based

approach is followed, whereby they present for three languages that four dimensions are required to symbolize the relationships and distinctions in the meaning of emotion words (Fontaine et al., 2007). These four dimensions are arranged as evaluation pleasantness, potency-control, activation-arousal, and unpredictability (Osgood et al., 1975):

Emotion Dimensions

Evaluation-pleasantness

Evaluation-pleasantness dimension (Harter, 1982; Johnson & Tversky, 1983) also known as valence, is regarded as one of the key features of emotions which can be either a negative or a constructive psychological assessment dispensed by an individual to one or more individuals, appraisal, aspiration, work, and end result, and that is also found on its pleasant appearances to an individual (Barrett, 1998). For purposes of consistency, the term evaluation-pleasantness dimension will be used throughout the study. Furthermore, evaluation-pleasantness dimension of emotions comes from an appraisal of the individual's surroundings (Scherer, Schorr & Johnstone, 2001). However, evaluation-pleasantness of emotions refers to whether the information regarding the meaning of emotions conveyed is positive or negative (Fox, Park & Lang, 2006). Evaluation-pleasantness is determined by events and emotions of likeability, subjective experiences, including action tendencies in opposition to avoidance (Fontaine et al., 2007). Nevertheless, Fontaine et al. (2007) suggest that likeable emotions are opposed to impolite feelings on this measurement of evaluation-pleasantness.

Potency-control dimension

The potency-control dimension can be described as a main common reason for having power over another person's respected results (Berdahl & Martorana, 2006; De'pret & Fiske, 1993; Fiske, 2004; Keltner, Gruenfeld & Anderson, 2003). Recently a wide study of potency dimension illustrates that potency combines many of its probable properties by combining the existing, or nonexistence of, power to self-consciousness (Keltner, Gruenfeld & Anderson, 2003). In addition emotions of potency include emotions control or weak points, supremacy or obedience, including desire to do something or abstain from accomplishment of something; modify in the velocity and quantity of verbal communication (Fontaine et al., 2007). Moreover,

this measurement includes feelings such as arrogance, rage, and hatred as compared to sorrow, embarrassment, and misery. Therefore, this measurement can be described as potency-control (Fontaine et al., 2007).

Activation-arousal dimension

According to the theory of arousal, arousal is considered as powerful emotion and an emotional behaviour (Cahill & Van Stegeren, 2003; Grafton & Kilts, 1999; Hamann, Ely, Kensinger & Corkin, 2004; Le Doux, 1996; Maratos, Allan & Rugg, 2000). Moreover, the arousal dimension is a condition of bodily sensations which include stimulation related to a particular emotion (MacKay et al., 2004; Scherer, 2001). However, arousal improves the demonstration of programmed sequences (Bridges, 2006; Greenberg & Malcolm, 2002). Furthermore, the dimension can be referred as an activation-arousal dimension (Fontaine et al., 2007). The activation-arousal dimension can be expressed by sensitive arousal, such as fast heart palpitation and action tendencies (Porter, Spencer & Birt, 2003; Fontaine et al., 2007). In addition, arousal is an individual's shape of emotions felt or acted out (Carryer & Greenberg, 2010). Moreover, arousal dimension is in opposition to feelings such as pressure, rage and worry, to displeasure, happiness, and sympathy (Russell & Ridgeway, 1983; Schimmack, 2005).

Unpredictability dimension

The unpredictability dimension refers to an emotional condition whereby the meaning of major individual emotion terms cannot be projected and may happen unexpectedly, for example, the individual may dress inappropriately and act unpredictably, such as shouting or swearing in public (Fulop & Linstead, 1999). The other behavioural extreme is where the individual becomes withdrawn, immobile and unaware of the surrounding world. However, unpredictability of emotions contributes to the influential state of emotional stimuli. Nevertheless, the unpredictability dimension is portrayed by assessment of uniqueness and unforeseen events (with emotions such as surprise and shock), as compared with evaluation of certainty or awareness (Fontaine et al., 2002).

Therefore, it is important to investigate the presence of these four mentioned emotion dimensions in order to determine the meaning of emotion in cultural groups.

Emotion and Culture

Present studies focus on the comparison of relating culture and emotion, and keep on paying attention on differences amongst relativism and universalism (Frijda, Mesquita & Scherer, 1997; Markus & Kitayama, 1991). The complexity lies in the combination of the two approaches relativism and universality (Poortinga, 1997). Initially, it is uncertain what the decisive factor is for separating indifferences (universality) and cross-cultural differences (relativism). Usually this will rely on their point of reference, the connection or the cross-cultural variance (Poortinga, 1998). Invariance and variance in cross-cultural studies usually portray extra statistics as positioned on devices and incentives that initiate from a single culture, while cross-cultural variations are primarily found on explanatory study within one cultural cluster (Frijda & Mesquita, 1992). Therefore, both the universalistic approach and the relativism approach must be investigated to keep away from disapproval of cultural dilemmas about emotions that usually come up in opposition to cultural-relative study (Greenfield, 1997).

There will always be cultural dilemmas about emotions because there are many cross cultural variances with regard to how people pronounce words and attach meaning to them, for example, such as writing a book, desires, needs and explanations (Valentine, 1991). Emotion terms in Setswana have one word that can be used for different meanings as compared to emotion terms in English, and one of the ways of investigating emotion terms is to view them as a social practice; examine the participants' descriptions of emotion terms, the text and activities within their social context (Bagwasi, 2008; Barton & Hall, 2000). However, people may tend to differ with regard to their verbal and conversational structures of emotion terms, which articulate the beginning and the ending of a discussion (Sanchez, 2006). Moreover, this suggests that an investigation must be conducted to determine whether people within the Tswana culture only convey the meaning of emotions verbally, with general grammar, or whether there is some form of cultural structure that people follow in describing their emotions and what meanings they attach to their emotions.

The cultural structure of an individual contributes significantly to forming how a person attaches a meaning to emotions, and the emotions that people describe attach the meaning of emotions

cross-culturally (Hofstede, 1980; Markus & Kitayama, 1991; Matsumoto, 2002; Semin & Rubini, 1990). However, the existing strategy of depending on the cultural structure of an individual does not provide insight of the meaning of emotion terms in cultural groups (Morris, Nisbett & Peng, 1995). Eid and Diener (2001) propose that a determination of a specific set of emotion terms in specific cultures would rather be advantageous in understanding meaning of emotions and the emotion structure in any cultural group.

In terms of the background of the Tswana culture, Setswana speaking people are connected with the nation of Botswana, meaning the territory of Tswana people. However, 3 677 010 and 8,2% of the people of this language group live in the North West Province part of South Africa and this populated area is what was called Bophuthatswana, meaning "The Gathering of the Tswana." The ancestry of all the Tswana people can be dated back to one of the following families; Barolong, Masilo, Mminatshipi, Batlaung, Mminanare, Batshweneng, Bakwena and Bakgatla Batlhaping, Bakubung and Banogeng www.southafrica.info/about/people/population.htm. These Tswana families were living on the Highveld (the western, northern and north eastern Witwatersrand region) from the 17th century until the 19th century. Nowadays many Tswana groups who live in the cities do not join with other tribes, but they do recognize the emotion terms they share with other people of the same Tswana background. However, there has never been a study that was conducted on the meaning of emotion terms in the Setswana speaking language group (Statistics South Africa, 2001). The conclusion can be drawn now that there is a lack of national studies on the meaning of emotion. However, studies in international settings have revealed similarities across cultures.

The findings of this cross-cultural research offered strong confirmation that more than two dimensions are desirable for a low-dimensional demonstration arising from the different meanings of emotions across cultures. Moreover, the results of the study showed that there were not a lot of variations among the Dutch-speaking scholars in Belgium, the English-speaking scholars in the United Kingdom and the French-speaking students. A four dimensional solution namely evaluation-pleasantness, potency-control, activation-arousal and unpredictability were found in these three language groups. Nevertheless, Fontaine et al. (2007) urge investigation into the meaning of emotion terms in self-report measures and the emotion structure across cultures.

In this regard, the research of Scherer (2004) can be applied to measure the meaning of emotions in different cultures.

In order to have a comprehensive understanding of the cultural variances (relativism) and similarities (universal) and the meaning of the emotions in the Setswana language, the Venn diagram (adapted from Scherer, 2004) can be applied. The diagram illustrates the different components of emotions. The diagram consists of circles that represent circle (A) called the central nervous system (CNS) (Scherer, 2004; Scherer, 2005). This system is used to receive information. Secondly, the diagram represents circle (B) which is concerned with an individual's consciousness and emotions. The conscious part of circle (B) includes regulation that is projected by the individual, the environment and norms. Moreover, the third circle (C) overlaps on the circle (B) which means the verbal expressions of a person only add a small amount of the emotions that are knowingly experienced. As a result, the Venn diagram of the three hypothetical types of central representation of the component process gives a framework that is based on the Componential Emotion Theory (Scherer, 2004). The Componential Emotion Theory can be utilized to study the meaning of emotion across cultures (Fontaine et al., 2002).

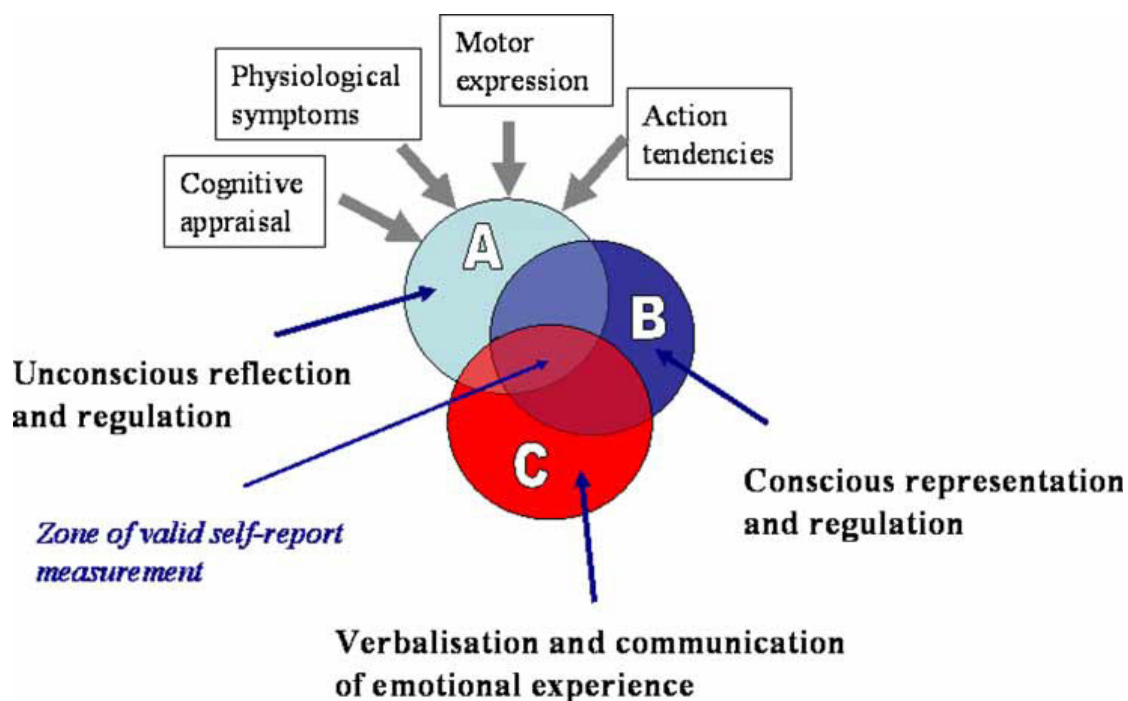


Figure 1. Venn diagram of the three hypothetical types of central representation of the component process.

The Componential Emotion Theory Approach

Scherer (2004) describes basic emotions as a complicated process that needs a thorough explanation of the different components of emotions, whether they are meanings of emotion terms or emotional events that have been experienced (Kleinginna & Kleinginna, 1981). Moreover, these components of emotions are suggested to consist of the cognitive appraisal, subjective feelings, facial expressions, verbal expressions, gesture and bodily sensations, action tendencies and emotion regulations. However, emotions as a dynamic process can be verbally expressed within the social norms that rule those emotions (Fineman, 2003). Furthermore, an emotion reflects who individuals are, how they would like to be treated and the feelings that they share with other people (Briner, 1999; George & Brief, 1996). Therefore, due to the different definitions of emotions, it becomes complicated to study the meaning of emotion terms in various cultures. As a result, the Componential Emotion Theory (Fontaine et al., 2002) can be followed in the context of the available evidence of emotion features to provide more useful tests of the theory.

The Componential Emotion Theory gives a theoretical empirical approach to measure emotions of various cultures in the context of emotion features. This Componential Emotion Theory (Scherer, 1987) is a complete emotion process, which means that it concentrates on vigorous multi-componential studies that are activated by particular conditional experience. This means that sensations should be examined to determine the situational circumstances including the actions they cause in each six of the components of emotion (Ellsworth & Scherer, 2003; Niedenthal, Krauth-Gruber & Ric, 2006; Scherer, 2005). The antecedents of emotions are evaluation of a situation in terms of a respondent's well-being (Ellsworth & Scherer, 2003), physiological reaction patterns, behavioural impressions (Ekman & Friesen, 1969), action readiness (Frijda, Kuipers & Terschure, 1989), subjective feelings, and inhibition and control over emotions (Fontaine et al., 2002). These components of the theory will now be further elaborated upon.

Cognitive appraisal

The Sequential Check theory (Scherer, 2004), i.e. the cognitive appraisal (Frijda, 1986) of a respondent's well-being is explained as follows: Appraisal includes a certain experience that causes a particular sensation in a person to happen under particular circumstances. According to the appraisal theory of Scherer (2001) this means that when an individual is faced with a certain circumstance, there is a fast and mechanical assessment. This explanation also provides "the clue for understanding the conditions for the elicitation of different emotions, as well as for understanding what makes one emotion different from another" (Frijda, 1987, p. 117). However, evaluation of a situation in terms of a respondent's well-being does not merely report for arousal, except for other sentimental mechanisms that include evaluation-pleasantness, action tendencies, and physiological reaction patterns (Frijda, Kuipers & Teschure, 1989). Furthermore, it is established that evaluations of a situation are planned on to sentimental groupings; and there are sturdy relationships connecting specific models of an assessment (Frijda, 1987, p. 139). In addition evaluation of situation theories can be expressed as a representation that clarifies dissimilarity through relationships (Ellsworth & Scherer, 2003). They propose how sensations that appear enormously unusual can turn out to be understandable to individuals across cultures. In addition, relationships on a number of dimensions cannot exclude dissimilarities on other dimensions of assessments (Ellsworth & Scherer, 2003).

Subjective Feelings

A subjective feeling is another component that is regarded as the symbol of all the other components (Gehm & Scherer, 1988). The current-affect theory of Russell (Yik et., al 1999) proposes that subjective feelings act as an observation mechanism, by putting together all that has been experienced in a certain appraisal, including their consistency, and then constructing an incorporating cognitive appraisal (Dan Glauser & Scherer, 2008). Therefore, subjective feelings of the appraisal determine the emotional response from peripheral systems, especially the autonomic nervous system, and these subjective feelings are often expressed verbally (James, 1884).

Facial expressions, verbal expressions, gesture and bodily sensations

In terms of behavioural impressions, the purpose is to seal or taper the oral cavity, for example, a look of hatred, frowning of the forehead, nostril rumple, and lips closing. Verbally, a "thin", tone of voice will be produced since there are certain portions of the verbal area such as the fauces, pharynx, and verbal tract wall tensing. Concerning the bodily sensations, evasion reactions are likely to occur (Leventhal, 1984). According to the psychophysiological emotion theory (Stemmler, 2003) bodily sensations are a replication of actions, because they arise to behaviour that cannot be recognized in the current situation, and these actions include altering of behavioural impressions and physical language (Scherer, 2005).

Action tendencies

In terms of action-tendency theory of Frijda, Kuipers and Terschure (1989), continuous motions of actions tendencies occur in the direction of the original incentive through the flattened position, lifting and twisting the skull, and pulling a face. Many of these actions widen in optical insight during pulling of a face (Redican, 1982). Numerous physiological reaction patterns are extremely noticeable, and can be improved for verbal functions (Ekman, 1982).

Emotion Regulation

The expression-regulation theory of Ekman and Friesen (1969) proposes that regulation over emotions means the efforts people put together to manipulate the sensations they have, familiarize with and convey (Kring & Sloan, 2007). Emotion regulation is determined by certain features such as self-image, the norms of the society, events and societal laws (Ellsworth & Scherer, 2003; Niedenthal, Krauth-Gruber & Ric, 2006; Scherer, 2005). In conclusion, the Componential Theory with all the above-mentioned theories and components offers us a theoretical empirical approach in understanding how to measure emotions in the context of emotion features.

It is evident from the research literature that there are different approaches to study the meaning of emotions. Research in the past also focused on two-dimensional models of evaluation-pleasantness and activation/arousal. The question is if these dimensions are sufficient and comprehensive enough to study the meaning of emotions. Emotion meaning must also be studied

in cultural contexts. The Componential Emotion Theory can be applied as an approach to study the meaning of emotion in different cultural groups. For the purpose of this study, the focus will be on the Setswana language group. Therefore, the following general research objective was formulated:

Research Objectives

The overall research objective of this research study was to establish the meaning of emotion within the Setswana-speaking group in the North West province by providing a meaning emotion as structure following the Componential Emotion Theory approach (in which emotions refer to all emotion components). The following general hypotheses were formulated to achieve the general research objective:

H₁: The 24 emotion terms as measured by the Grid instrument, will refer to all components by revealing the meaning of an emotion structure in Setswana. More specifically, the following hypothesis was formulated and tested in this study:

H₂: The Meaning Grid will display acceptable alpha coefficients when compared with international studies having a value of 0,80 and higher.

H_{3a}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the evaluation-pleasantness dimension.

H_{3b}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the potency-control dimension.

H_{3c}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in an Setswana-speaking students sample will include the activation-arousal dimension and,

H_{3d}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the unpredictability.

The potential value-add of the study

An emotion structure for the Setswana speaking group will be determined. The method of determining emotion meaning by the Componential Emotion approach will be followed as a way of determining the meaning of emotion comprehensively in a specific cultural group. Human resource managers will have a broader knowledge on the meaning of emotion for the Tswana cultural group.

In the remainder of this research article, the research design, research approach, research method, participant and procedure, measuring instrument, statistical analysis, results and the general discussion will be presented.

RESEARCH DESIGN

Research approach

The study followed a quantitative tradition. The cross-sectional research design was best suited to address this descriptive and explorative study. The cross-sectional research design refers to the assessment of subjects at a single time in their lives (Neuman, 1997). Cross-sectional research is usually the simplest and least costly alternative. Its disadvantages are that it cannot capture social processes and change (Stead & Struwing, 2001). Primary data were used with a factor analysis method.

Research participants

The sample consisted of ($N=122$) and was taken from a higher education institution in the North West Province. The reason for using student participants is because of the explorative nature of the research. The criteria to be included were at least a grade 12 qualification and the

participants' home language should be specifically Setswana. The sampling method was an availability sampling method. A availability sampling method (Neuman, 1997) was chosen purely based on availability. Respondents are selected because they were accessible and articulate. It was decided that the sample would consist of ($N=120$) participants, because it was an established method of Fontaine et al. (2002), and by using 120 participants to rate 24 emotions, the method would prove to be reliable.

The characteristics of the Grid instrument participants are reported in table 1.

Table 1

Characteristics of the Participants (N=122)

Item	Category	Frequency	Percentage (%)
Ethnicity	Black	122	100%
Gender	Male	55	45,1%
	Female	62	50,8%
	Missing	5	4,1%
Age	17-25	95	77,9%
	26-35	19	15,7%%
	37-40	3	2,3%
	Missing	5	4,1%
Place of Birth	Mafikeng	58	47,5%
	Itsoseng	40	33,8%
	Potchefstroom	18	14,8%
	Botswana	1	0,8%
	Missing	5	4.1%
Current stay	Mafikeng	114	93,4%
	Itsoseng	3	2,5%
	Missing	5	4.1%

Home Language	Setswana	122	100%
Number of Languages spoken	English	39	33%
	Afrikaans	23	18,9%
	Sotho	22	18%
	Pedi	19	15,6%
	Zulu	10	8,2%
	Xhosa	1	8%
	Swati	2	1,6%
	Tsonga	1	8
	Missing	5	4,1%
	Faculties	Faculty of Arts	5
Faculty of Agriculture, Science and Technology		13	10.6%
Faculty of Commerce and Administration		30	24,6%
Education		27	22%
Human and Social Sciences		14	11.5%
Law		5	4,1%
HumanitiesEconomic Sciences and Information Technology		3	2,5%
Technology		5	4,1%
Missing		122	100%
Highest Qualification		Grade 12 with university exemption	122

All of the 122 participants were Setswana-speaking and their ethnicity was black. Table 1 shows that 47,0% of the participants were males and 53,0% were females. Participants from 17 – 25 years of age consisted out of 77,9%, participants from 26-35 years of age consisted out of 15,7%, and there were participants from 37-40 years of age who consisted out of 2,3%. All of the participants had Grade 12 qualifications with university exemption. The place of birth of the largest group of participants was Mafikeng with 47,5%. The largest part of the overall group

(99,6%) currently stays in the North West province. The participants participated on a voluntary basis. The language that the Tswana group spoke the most (except their own language) was English (33%) and Afrikaans was second (18,8%). The faculty with the largest number of participants was the Faculty of Commerce and Administration with 24,6%.

Measuring instrument

A Setswana translated version of the shortened form of the Meaning Grid instrument was administered. As mentioned earlier in this chapter, the Meaning Grid is a European developed instrument which measures 24 emotion terms across 144 features, and was administered using the paper and pencil method. The shortened form of the Meaning Grid reduces the emotion terms across all six components to 61 representative features. The 24 emotion terms were chosen mainly based on the original research findings of certain emotion terms across some cultures, and the 144 emotion characteristics represent activities in all of the six major components of emotion of the original Grid (Fontaine et al., 2007). As discussed earlier, the pilot studies indicated that the participants had difficulties in answering the original grid and that the shortened form of the Grid (after four pilot studies and translation efforts) proved the best method for this population. (The pilot studies will be discussed in the research procedure section).

Research procedure

Four pilot studies were conducted (Meaning Grid) which consisted of ($n=28$) and the data gathering was held in a higher education institution in the North West Province. The criteria included a grade 12 qualification, and the participants' home language was specifically Setswana. In pilot study one, participants consisted out of ($n=10$), pilot study 2 included ($n=5$) participants), moreover, pilot study three consisted out of ($n=9$) participants and lastly pilot study four involved ($n=4$) participants. The students consisted of four males and four females, who ranged from 18 years and 35 years of age. Respondents were selected because they were accessible and articulate. The aim of the translation of the Meaning Grid, was to translate the pilot study by using the common Setswana words that are used express emotions at work and at

home. The pilot study was translated three times to make sure that the emotion words had the same meaning to all the Setswana speaking people. Firstly, the author translated the pilot study from English to Setswana. The Pilot study consisted of emotion features according to the Componential Emotion Theory. After the translation from English to Setswana, the pilot study was provided to the Setswana speaking students to complete.

The participants found the Meaning Grid complicated to answer (highly technical). The problems they encountered were as follows: Firstly, the translations regarding the emotion term word nervous had different Setswana meanings. In that case, the Setswana words lost meaning when translated from English to Setswana. Secondly, students had trouble relating with the emotion terms. Thirdly, it was difficult to answer with the nine-point scale to indicate the likelihood that can be inferred when a person in the Tswana cultural group uses the respective emotion words to describe her or his emotional experience. A solution was found by changing the nine-point rating scale into a one to five rating scale. Thereafter, the meaning of emotions for the Tswana cultural group was easy to rate. With regard to the translation of the emotion terms, the Setswana emotion terms were satisfactory, because students could relate to them.

After all four pilot studies had been conducted, the shortened form of the GRID (Translated in Setswana) was then administered using the paper and pencil method (61 emotion features). Each participant was given three emotions randomly chosen from the set of 24 and asked to rate the emotion term on the emotion features. Using a 5-point scale ranging from 1 = completely disagree to 5 = completely agree, they rated how likely it would be to experience each of 61 emotion features when a person from the Setswana- speaking group uses the emotion term to describe an emotional experience. The procedure of Fontaine et al. (2002) was followed whereby 120 participants are sufficient to conduct a study.

Statistical Analysis

Making use of the SPSS program, Principal Component Analysis (PCA) was done to determine the number of factors and indicate the emotion dimensions present in such a study. According to Jolliffe (1986), a principal component analysis presumes estimated ordinariness of the

contribution of allocation. Nevertheless, the principal component is capable of generating an excellent small dimensional ledge of the figures even if the figures are not in general dispersed, but it may be unsuccessful if the figures lie on a complex multiple (Schlens, 2005). Moreover, the principal component analysis is one method that can be used when huge multivariate statistics aspects are examined, and after that it is frequently advantageous to decrease their dimensionality whilst maintaining spatial distinctiveness (Jolliffe, 2002).

In terms of inter-rater reliability, the cronbach-alpha for each respondent was calculated. A cut-off point for each item - total correlations of at least 0,20 - was used for inclusion for the final determination of reliability. In essence, it means that unreliable raters were dropped in order to keep the reliability high. The degree of agreement among raters, provides a mark for how much of the state of having identical cumulative distribution, or agreement, is readily available in the ratings (Gwet, 2008). Moreover, the inter-rater reliability is more helpful in cultivating the apparatus given to human beings, for instance by examining whether a certain degree is suitable for calculating a certain variable (Turner, Knuteson, Revercomb & Dedecker, 2006). For purposes of this research (because raters rated the experience of emotion of people in their language group) it was important that raters understood and rated the experiences of emotion of people in their cultural group in high agreement. Cronbach Alpha values were also determined for the reliability of the measurement of the emotion terms.

RESULTS

Reliability

The final inter-rater reliabilities for the 24 emotion terms of the Meaning Grid reliabilities instrument are reported in table 2.

Table 2

Inter-rater reliability table of the results of the Grid instrument

Emotion term	Cronbach's alpha	Number of respondents	Cronbach's alpha	Number of respondents
	with all respondents		with respondents	

			respondents with item-total correlations at least 0,20	with item-total correlations of at least 0,20
Lenyatso (contempt)	0,69	14	0,79	9
Go feroga sebetse (disgust)	0,70	17	0,82	10
Kgalefo (anger)	0,73	13	0,79	10
Tlhobaetso (irritation)	0,76	17	0,82	13
Kilo (hate)	0,86	17	0,87	16
Lefufa (jealousy)	0,54	13	0,65	8
Poifo (fear)	0,45	12	0,66	4
Ketsaetsego (anxiety)	0,60	13	0,69	7
Kgatelelo (stress)	0,26	13	0,64	3
Kgakgamalo(surprise)	0,57	11	0,67	7
Go tlhoka lesedi (despair)	0,66	17	0,72	12
Kgatlhego (interest)	0,64	17	0,74	8
Boikgogomoso (pride)	0,68	17	0,76	9

Boitumelo (joy)	0,76	14	0,79	12
Menate (pleasure)	0,17	13	0,72	3
Lorato (love)	0,76	16	0,84	12
Tshego (happiness)	0,82	16	0,86	14
Thethebetso (contentment)	0,86	16	0,86	14
Kutlwelobothoko (compassion)	0,81	14	0,85	10
Tshwabiso (disappointment)	0,55	14	0,70	8
Ipona molato (guilt)	0,63	15	0,71	11
Ditlhong (shame)	0,27	14	0,86	4
Utlwisitswe bothoko (being hurt)	0,86	14	0,90	11
Kutlobothoko (sadness)	0,77	14	0,96	7

Participants with an item correlation of less than 0,20 were dropped to improve the inter-reliability of the raters. The final higher reliabilities that were found were of those respondents with item-total correlations of at least 0,20. This resulted with the lowest alpha coefficients for the following emotion terms: kgatelelo (stress): 0,64; lefufa (jealousy): 0,65 and poifo (fear): 0,66. The highest reported reliabilities were found for the following emotion terms kutlobothoko (sadness): 0,96; utlwisitswe bothoko (being hurt): 0,90; thethebetso (contentment): 0,86; and tshego (happiness): 0,86. Nine of the emotion terms had alpha coefficients higher than the guideline for satisfactory alpha coefficients of $\alpha > 0,70$ (Nunnally & Bernstein, 1994). Ten of the

emotion terms had a reliability above 0,80. It therefore appears that the majority of the Grid emotion terms instrument had acceptable levels of internal consistency.

Therefore, H_2 was partially accepted: *The Meaning Grid will display acceptable alpha coefficients when compared with international studies-having a value of 0,80 and higher.*

Next a factor analysis was done to determine the number of factors and emotion dimensions by making use of a principal component analysis.

Factor Analysis

According to the theory, Fontaine et al. (2002) established a four-factor model that referred to four emotion dimensions namely: Evaluation-pleasantness, activation-arousal, potency-control and unpredictability. It was therefore decided to first extract a four factorial solution. However, examination of a three and four factorial extraction was not interpretable. Two emotion terms, namely sadness and shame, were eliminated because they were outliers in the rotations done. Further inspection of the scree-plot (Figure 2) indicated that a two factor solution should be extracted. A principal component analysis (PCA) (done on the mean corrected scores) were therefore computed for two factors after a varimax rotation – which was interpretable as indicated in Table 3. This structure was interpretable as Evaluation-pleasantness and potency-control dimensions.

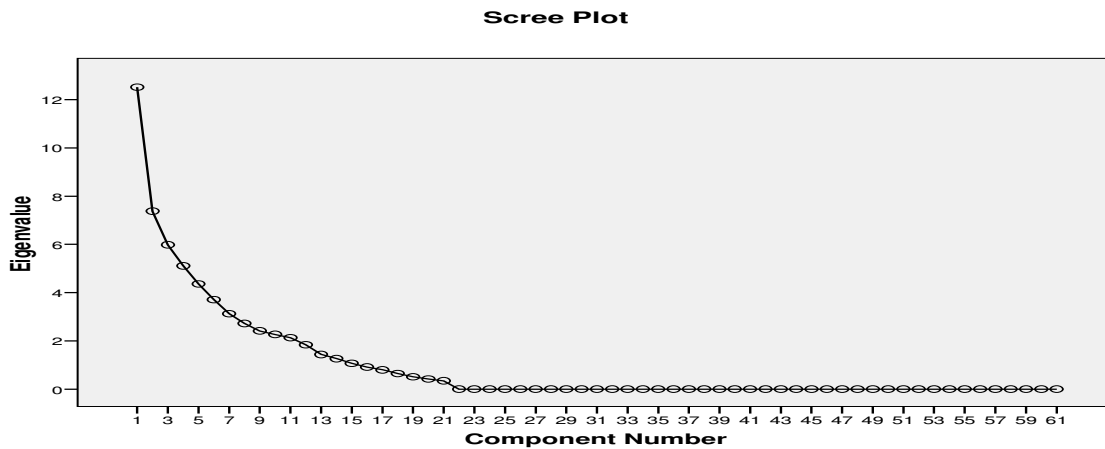


Figure 2. Scree- plot of the GRID instrument components

Table 3 presents results of a Principal Component Analysis table that indicates which of the 61 features load on which factor. The results and the interpretation of the two factors (dimensions) are based on their relationship with the 61 emotion features.

Component loadings of the 61 items of the GRID instrument

Table 3

Principal Component Analysis of the 61 emotion features of the Meaning Grid

Emotion Features	Emotion	Factors	
Components			
Items		Evaluation-pleasantness	Potency-control
55 wanted to do damage, hit, harm or say something that hurts	Action	0,82	-0,12
49 wanted to destroy whatever was close	Action	0,81	-0,17

39	that was pleasant for people (independently of its possible consequences)	Appraisal	-0,72	0,06
8	felt restless	Feelings	0,71	0,16
6	felt good	Feelings	-0,70	-0,52
22	frowned	Face	0,69	-0,28
52	wanted to be near or close to people or things	Action	-0,66	-0,47
42	had threatening consequences	Appraisal	0,65	0,31
59	wanted to engage in action	Action	-0,64	-0,23
10	felt calm	Feelings	-0,55	0,04
44	had consequences a person could live with	Appraisal	-0,54	-0,28
53	wanted to be seen, to be in the centre of attention	Appraisal	-0,53	-0,29
41	of which the consequences were likely to be positive, desirable for somebody else	Appraisal	-0,51	-0,08
30	spoke louder	Voice	-0,51	-0,47
46	wanted to be tender and kind	Action	-0,49	-0,27
43	involved suffering a serious loss	Appraisal	0,49	-0,10
1	felt bad	Feelings	0,47	0,45
48	felt an urge to be active, to do something, anything	Action	-0,46	0,06
14	sweated	Body	0,42	-0,10
17	felt their heartbeat getting faster	Body	0,42	-0,10
3	felt awake	Feelings	-0,41	-0,21
18	felt cold	Body	0,40	0,17

44	had consequences the person had sufficient power to change or control	Appraisal	0,39	-0,16
37	involved behaviour which violated laws or socially accepted norms	Appraisal	0,39	-0,16
12	experienced the emotion for a long time	Feelings	0,38	-0,28
50	wanted to make up for what they had done	Action	-0,33	-0,14
20	felt hot (puff of heat, cheeks or chest)	Body	0,33	-0,25
5	felt active	Action	-0,32	-0,29
11	experienced an intense emotional state	Feelings	0,32	-0,24
47	wanted to flee	Action	0,27	-0,07
38	involved behaviour which was unjust	Appraisal	-0,10	0,06
26	closed their eyes	Face	-0,11	0,77
21	Smiled	Face	-0,54	-0,72
34	that was totally (essentially) unpredictable	Appraisal	-0,13	0,67
2	felt strong	Feelings	-0,11	-0,67
32	spoke in a firm, forceful voice	Voice	-0,31	-0,63
7	felt tired	Feelings	0,39	0,61
25	had tears in the eye	Face	-0,22	0,61
24	had the jaw drop	Face	-0,10	0,60
28	spoke more slowly	Voice	-0,32	0,59
61	showed the emotion to other less than s/he felt it	Regulation	-0,13	-0,59
56	did not want to do anything	Action	0,32	0,59
33	that occurred suddenly	Appraisal	0,00	0,56
29	spoke in a trembling voice	Voice	0,18	0,56

9	felt weak	Feelings	0,52	0,56
15	felt their muscles relaxing (whole body)	Body	-0,13	0,53
13	felt weak limbs	Body	0,23	0,53
31	produced speech disturbances	Voice	-0,14	0,50
4	felt quiet	Feelings	0,25	0,47
19	felt their breathing slowing down	Body	-0,09	0,46
23	had the eye brows go up	Face	-0,04	-0,44
51	lacked the motivation to pay attention to what was going on	Action	0,02	-0,43
57	wanted to disappear or hide from others	Action	0,38	0,39
60	tried to control the intensity of the emotional feeling	Regulation	0,20	-0,37
40	of which the consequences were likely to be negative, undesirable for the person him/herself	Appraisal	0,01	-0,33
36	that was caused by the person's own behaviour	Appraisal	0,08	-0,30
58	wanted to show off	Action	-0,10	-0,30
27	spoke faster	Voice	0,11	0,30
16	had stomach troubles	Body	0,26	0,28
54	wanted someone to be there to provide help or support	Action	-0,03	0,11
35	that was caused by somebody else's behaviour	Appraisal	0,02	-0,09
	Variance explained		20,53 %	12,10 %
	Total variance explained			32, 62%

A further analysis was done to determine the component loadings of the 24 Grid emotion terms on each factor. This gives an indication of the position of the emotion terms on the specific factors (evaluation-pleasantness and potency-control dimensions).

Table 4

Component loadings of the 24 GRID emotions

Emotion Terms	Evaluation-pleasantness	Potency-control
Kilo/(Hate)	0,01	-0,83
Tlhobaetso/ (Irritation)	1,28	0,69
Lefufa/(Jealousy)	0,03	-0,68
Kgalefo/(Anger)	0,14	-0,54
Lenyatso/(Contempt)	-0,64	-1,33
Go feroga sebete/(Disgust)	1,03	0,25
Poifo/(Fear)	0,29	1,01
Kgatlhego/(Interest)	-1,46	-1,54
Ketsaetsego/(Anxiety)	1,19	0,64
Kgatelelo/(Stress)	1,20	0,44
Kgakgamalo/(Surprise)	-0,03	-0,26
Go tlhoka lesedi(Despair)	0,78	0,33
Boitumelo/Vreugde (Joy)	-1,35	-0,92

Tshego/(Happiness)	-1,27	-0,64
Lorato/(Love)	-1,58	0,91
Menate/(Pleasure)	-1,21	-0,29
Thethebetso/(Contentment)	-1,38	-0,47
Boikgogomoso/(Pride)	-1,13	-1,05
Utlwisitswe Botlhoko/(Being hurt)	0,99	0,34
Kutlwelobotlhoko/ (Compassion)	-0,02	0,00
Tshwabiso/(Dissapointment)	0,64	0,38
Ditlhong/(Shame)	0,66	2,42
Ipona molato/(Guilt)	1,08	0,76
Kutlobotlhoko/(Sadness)	0,75	2,20

Furthermore, the position of each emotion term in relation with other emotions are graphically represented in the following scatter-plot. The scatter-plot consists of all emotion terms except the two emotion terms shame and sadness that were omitted, because they were outliers in the data.

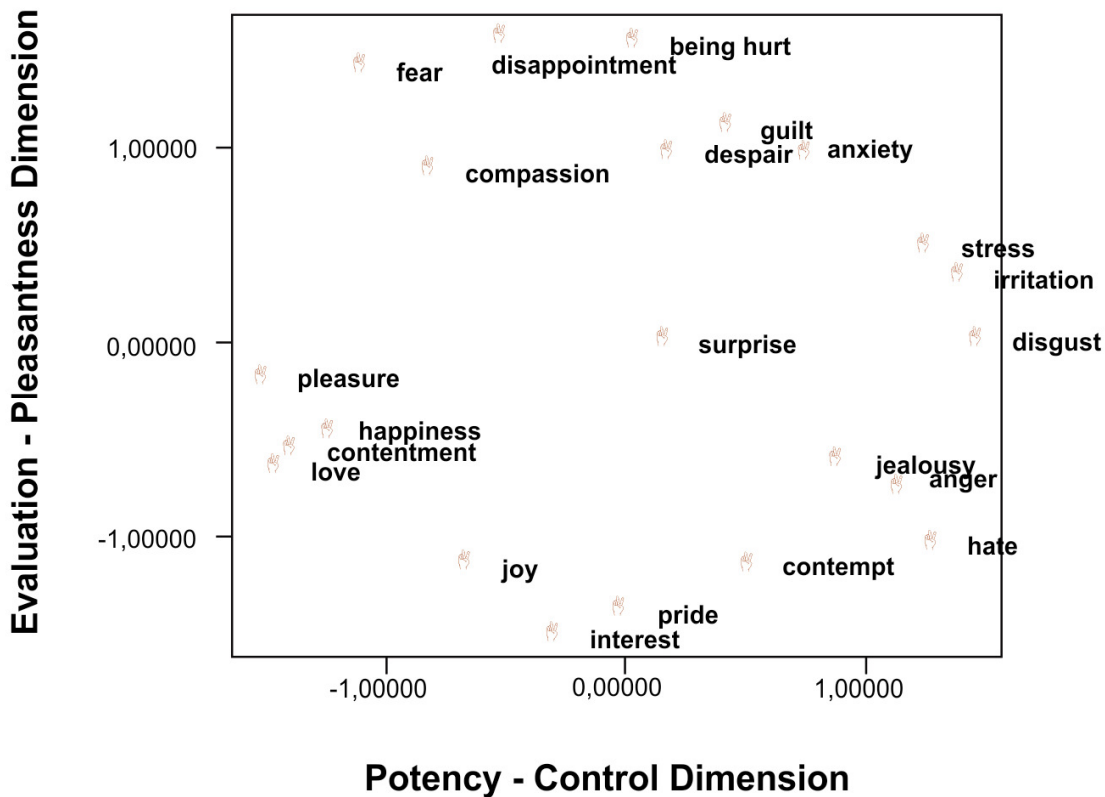


Figure 3: Scatterplot of the emotion terms on each factor

The two factorial solution that was indicative of two emotion dimensions will now be explained. The component loadings on each of these factors will be referred to as additional information that is provided by the principle component analysis.

Evaluation-pleasantness dimension (positive vs negative)

The first dimension that came forth is the evaluation-pleasantness dimension and it explained 20,52 % of the variance. This dimension evaluates the pleasantness or positivity versus the unpleasantness or negativity of an emotion. This dimension is characterized by intrinsic appraisals of pleasantness and goal conduciveness and action tendencies of approach versus avoidance (Fontaine et al., 2007). Some of the items on this factor included: *item 6 “felt good” (subjective experience)*; *item 46 “wanted to be tender and kind” (emotion component: action)*;

item 49 “wanted to destroy whatever was close” (emotion component: action); and item 55 “wanted to do damage, hit, harm or say something that hurts” (emotion component: action). As can be seen in figure 3 and Table 4, emotion terms such as joy (boitumelo), happiness (tshego), love (lorato), pleasure (menate) were opposite to unpleasant emotions such as hate (kilo), irritation (tlhobaetso), jealousy (lefufa), and anger (kgalefo).

Therefore H_{3a} was accepted: *The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the evaluation-pleasantness dimension.*

Potency-control dimension (weakness vs dominance)

The second dimension that came forth is the potency-control dimension and it explained 12,10 % of the variance. This dimension is characterised by appraisals of control, how powerful or weak a person feels when a particular emotion is experienced. This includes feelings of dominance or submission, the impulse to act or withdraw, and changes in speech and parasympathetic symptoms (Fontaine et al., 2007). Some of the items on this factor included: item 44 “Had consequences the person had sufficient power to change or control” (emotion component: appraisal); item 2 “Felt strong” (emotion component: feelings); item 28 “Spoke more slowly” (emotion component: voice); item 9 “Felt weak” (emotion component: feelings); and item 60 “Tried to control the intensity of the emotional feeling” (emotion component: regulation). As can be seen in figure 3 and table 4, emotion terms such as despair (go tlhoka leledi), being hurt (utlwisitswe botlhoko), disappointment (tshwabiso), as submissive emotions were opposite to dominant emotions such as irritation (tlhobaetso), jealousy (lefufa), and anger (kgalefo).

Therefore H_{3b} is accepted: *The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the potency-control dimension.*

As the principal component analysis did not reveal activation-arousal nor unpredictability both H_{3c} : *The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in an Setswana-speaking students sample will include the activation-arousal*

dimension and H_{3d}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the unpredictability are not accepted research hypotheses.

Next, the research discussion and results with the relevant hypothesis will be presented. The discussion will first start with giving an orientation of the research again with the derived research aims. Thereafter the results of the relevant research hypotheses will be discussed. Limitations of the research, suggestions for future research and conclusions will be made.

DISCUSSION

The main objective of this research study was to establish the meaning of emotion for the Setswana-speaking group in the North West province by providing a meaning emotion as structure following the Componential Emotion Theory approach (in which emotions refer to all emotion components). There are different meanings of emotions and various cues to communicate emotions; however, the meaning of emotions is not recognized across cultural groups (Nygaard & Queen, 2008). Moreover, the meaning of emotions is still treated as motionless (Fisher, 2008). Therefore, in order to gain an understanding of the meaning of emotions and the emotion structure, the Componential Emotion Theory provides a multi-dimension knowledge of the different emotional meanings that people express across cultures (Reisenzein, 2009). There are four dimensions, namely evaluation-pleasantness, potency-control, activation-arousal and unpredictability that can be used for further research in order to investigate the meaning of emotion and to find whether an emotion structure within the Setswana-speaking group exists. Therefore, it was important to investigate these dimensions in order to determine the meaning of emotion across cultural groups.

There different components of emotions that are studied in the emotion research literature, this components leads to the question of what emotions are and what needs to be studied if one wants to determine the meaning of emotion across cultural groups (Fontaine et al., 2002). Current studies focus on relating culture and emotion, and on differences between relativism and universalism (Kitayama & Markus, 1994; Mesquita, Frijda & Scherer, 1997). For instance,

relativism theories suggest that the meanings of emotions differ across cultures, and universalism theories state that the meaning of emotion is the same across cultures. Nevertheless, Fontaine et al. (2007) urges investigation into the meaning of emotion terms in self-report measures and the emotion structure across cultures. Therefore, in order to have a comprehensive understanding of the cultural variances (relativism) and similarities (universal) and the meaning of the emotions in the Setswana language, the Componential Theory offers us a theoretical empirical approach in understanding how to measure emotions in the context of emotion features.

The Componential Emotion Theory is a comprehensive emotion theory which suggests that it focuses on dynamic multi-componential processes that are triggered by specific situational antecedents. The theory consist of the six components of emotion, e.g. the appraisal of events, psychophysiological changes (bodily sensations), motor expressions (face, voice, gestures), action tendencies (the direction and energy of behavioral systems), subjective experiences (feelings), and emotion regulation (Ellsworth & Scherer, 2003; Niedenthal, Krauth-Gruber & Ric, 2006; Scherer, 2005), the action tendency component, the subjective feelings component, the expression component, and the regulation component (Fontaine et al., 2002). Against this orientation of the research problem the following research objective was formulated.

The general research objective of this research study was to determine the meaning of emotion in the Setswana speaking student group in North West province by determining the emotion dimensions as represented by the Componential Emotion Theory approach.

The results of this study indicated a two factorial solution representing two emotion dimensions as the emotion structure in the Setswana-speaking group. This emotion structure was established in the context of 144 emotion features – by making use of a theoretical component approach. Compared to the four factorial solution of Fontaine et al. (2007), two of the factors (interpreted as emotion dimensions) were replicated. This means that referring to two emotion dimensions of (evaluation-pleasantness and potency-control dimension). The general research objective was thus reached as an emotion meaning structure emerged by following the Componential Emotion Theory.

Next, the results of each of the research hypotheses will be discussed:

H₁: General Hypotheses:

The 24 emotion terms as measured by the Grid instrument, referred to all components by revealing the meaning of an emotion structure in Setswana.

A two-dimension structure was found, namely the evaluation-pleasantness dimension and the potency-control dimension. It was important that the two-dimensions (evaluation-pleasantness and potency-control dimensions) emerged because they are fundamentally emotion dimensions reported in research (Fontaine et al., 2007; Russell, 1991). Secondly the two dimensional structure (evaluation-pleasantness and potency-control dimensions) proved that there is a structure within the context of all the emotion features. However, the *activation-arousal dimension* and the *unpredictability dimensions* were not accepted hypotheses.

In the study that was conducted by Fontaine et al. (2007), the Meaning Grid instrument was useful to three different European languages (English, French, and Dutch) which include the same emotion structure. In the research article “The world of emotions is two-dimensional” (Fontaine et al., 2007), four emotion dimensions were found: the first dimension being evaluation-pleasantness, the next being potency-control dimension, the third being activation-arousal dimension, and including a fourth dimension, which was unpredictability dimension. However, in the current study evaluation-pleasantness dimension and potency-control dimension were the most prominent dimensions to emerge, and according to Russell (1991), their significance is not restricted to societal and interpersonal factors. Furthermore, the Meaning Grid proved to be a success in presenting the meaning terms of the Tswana group. However, Fontaine et al. (2002) state that even though two-dimensional models are relevant for conducting a study on emotions, researchers should take into consideration that some dimensions such as evaluation-pleasantness and potency-control dimension are sufficient to conduct a study on the meaning of emotion terms.

H₂: The Meaning Grid will display acceptable alpha coefficients when compared with international studies-having a value of 0,80 and higher.

H_2 was partially accepted. Participants with an item correlation of less than 0,20 were dropped to improve the inter-reliability of the raters. The final higher reliabilities that were found were of those respondents with item-total correlations of at least 0,20. This resulted in the lowest alpha coefficients for the following terms: kgatelelo (stress): 0,64, lefufa (jealousy): 0,65; and poifo (fear): 0,66. The highest reported reliabilities were found for the following emotion terms kutlobotlhoko (sadness): 0,96; utlwisitswe botlhoko (being hurt): 0,90; thethebetso (contentment): 0,86; and tshego (happiness): 0,86. Nine of the emotion terms had satisfactory alpha coefficients higher than the guideline of $\alpha > 0,70$ (Nunnally & Bernstein, 1994). Ten of the emotion terms had a reliability above 0,80. It therefore appears that the majority of the Grid instrument emotion terms have acceptable levels of internal consistency.

In comparison with reliabilities of the study conducted in French, the terms with the lowest alpha coefficients were: contempt, disgust and compassion with 0,87. In the study that was conducted in English, compassion was the lowest alpha coefficient with 0,88. Cronbach alpha coefficients that were the highest of the study in Dutch were: - anger (0,97), joy (0,97), happiness (0,98), pleasure (0,98) and contentment (0,98). Those in the French study were: anger (0,96), anxiety (0,96), joy (0,97), pleasure (0,96), pride (0,96) and shame (0,96), while the highest recorded in the English study were happiness (0,97), pleasure (0,97), disgust (0,96), stress (0,96), despair (0,96), joy (0,96), contentment (0,96) and being hurt (0,96). In all three language groups the emotion term pleasure was ranked high (Dutch 0,98; French 0,96 and English 0,97) and in the Setswana sample sadness was ranked highest with 0,96 and the second highest was hurt with 0,90. All the alpha coefficients of the study conducted by Fontaine et al. (2007) were higher than 0,80.

The emotion terms in Setswana with alpha coefficients lower than 0,80 were: stress (kgatelelo) 0,64; surprise (kgakgamalo) 0,67; anxiety (ketsaetsego) 0,69; fear (poifo) 0,66 and jealousy (lefufa) 0,65. A possible explanation may be that these emotion terms do have the same emotion meaning in Setswana. Based on these results of H_2 , the conclusion can be drawn that the Meaning Grid proved to be reliable and that, although the alpha coefficients were not consistently as high as those found in international studies (Fontaine et al., 2007), they were still

satisfactory. In this exploratory research there was none of the low alpha coefficients in the study conducted in French, Dutch and English that can be compared with the lowest coefficient of this study. The conclusion can be drawn that even after reasonable effort was made to adapt the measurement instrument, more attention should be given to including emotion terms more relativistic for the Setswana speaking group.

H_{3a}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the evaluation-pleasantness dimension.

H_{3a} was accepted as the meaning of emotion, was inclusive of the evaluation-pleasantness dimension. The first factor according to Table 3 that emerged was an evaluation dimension and it explained 20,53% of the variance. Moreover, the acceptance of the hypothesis meant that there is an emotion structure within the context of all emotion features. Fontaine et al. (2007) noted that the *evaluation-pleasantness dimension* is characterized positive and negative emotions such as, joy, happiness, anger and hate. Examples of emotion features on this dimension included *item 55 “wanted to damage, hit, harm or say something that hurts” (emotion component: action); item 57 “wanted to disappear or hide from others” (emotion component: action); item 59 “wanted to engage in action” (emotion component; action) and item 53 “wanted to be seen, to be in the centre of attention” (emotion component: appraisal)*. A further investigation on the component loading on this factor indicated unpleasant emotions such as pleasant emotions such as boitumelo/ (joy), happiness (tshego), love (lorato), pleasure (menate) versus unpleasant emotions such as despair (go tlhoka leledi, anxiety(ketsaetsego) , guilt (ipona molato).

The *evaluation-pleasantness dimension* was also identified by Fontaine et al. (2007). The evaluation-pleasantness can be described as a dimension of occurrence which is also referred to as valence (Lang, 1995; Lang, Bradley & Cuthbert, 1997). Moreover, the evaluation-pleasantness dimension comprises pleasantness and unpleasantness, meaning that the dimension has emotions that are both positive and negative depending on the emotion experience of an effect. For example, Andersen and Guerrero (1998) mention that the dimension can be divided into ‘‘The ‘Dark Side’ of Emotions’’ (for example, humiliation, guilt, hurt, envy, rage) and ‘‘The

‘Bright Side’ of Emotions’’ (for example, kindness, affectionate, fondness). Furthermore, the dimension entails the meaning of emotional expression that is discussed within and during social relations.

Discrete emotions, such as jealousy, humiliation and guilt are regarded more negative in evaluation-pleasantness dimension than displayed emotions like anger, love and happiness (Kramer & Hess, 2002). Data supported this prediction that hidden emotions were strongly negative and expressed emotions were strongly positive in evaluation-pleasantness dimension (Kramer & Hess, 2002). For example, in social interaction an emotion of rage constitutes an experience (Fehr & Baldwin, 1996). As a result, the expression of negative emotions is likely to be more cautiously controlled to keep away from unfavourable interpersonal relations in a multiplicity of contexts such as in a working environment (Kramer & Hess, 2002), classrooms (McPherson, Kearney & Plax, 2003), and social relations (Gottman & Levenson, 2002). Regardless of a cultural general trend towards a positive and a negative of evaluation-pleasantness in every culture, in reality, emotions can be measured against what is expected in the context (Kim & Shin, 2001). However, western cultures are more likely to express both their negative and positive emotions of evaluation-pleasantness (Kim, 2002). For example, in many cultures intense emotions such as disappointment, anger and guilt differ cross-culturally on how they are expressed in words. Du Toit (2008), Rauch (2009), Vogt and Laher (2009) produced data which supported this predicted interaction between pleasant emotions and unpleasant emotions.

Research on evaluation-pleasantness dimension at work is based on positive and negative affective states that are experienced by employees. Employees who are comfortable at work tend to experience more positive affective states and employees who constantly work in unpleasant work conditions tend to experience negative emotions (Baker & Cameron, 1996). Positive emotions consist of emotions such as joy, love, and happiness, for instance an employee experiencing emotions of joy because of a promotion at work (Russell & Carroll, 1999). On the other hand, negative emotions consist of emotions such as fear, anxiety and anger, for example, employees who fear that they might lose their work (Baker & Cameron, 1996). An organisation that promotes pleasant working climate and conditions encourages workers to engage in

behaviours whereby employees can talk positively about their experiences at work (Feldman, Barrett & Russell, 1998). Nevertheless, negative emotions such as anger, hate and fear may result in lack of job satisfaction and low performance at work. Therefore, lack of providing implications for designing and managing service processes might not positively influence employees' emotions (Lang, Bradley & Cuthbert, 1997).

H_{3b}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the potency-control dimension.

H_{3b} was accepted as the meaning of emotion was inclusive of the potency-control dimension. The dimension explained 12,1% of the variance. Moreover, the acceptance of the hypothesis meant that there is an emotion structure within the context of all emotion features. The dimension is generally defined by pairs of adjectives namely, powerful/powerless and dominant/submissive (Goudbeek, Goldman & Scherer, 2009). In addition, the potency-control dimensions are regarded as a useful tool for the description of emotions. This dimension includes emotions of authority or weak points, obedience, including the desire to take action or restricting oneself from taking action; and modification in the tone of voice (Fontaine et al., 2007). Furthermore, this dimension includes feelings of arrogance, rage, and disrespect in which these emotions are opposite to grief, disgrace and hopelessness. Examples of *emotion features on this dimension included: item 30 "spoke louder" (emotion component: voice); item 25 "had tears in the eye" (emotion component: face); and item 15 "felt their muscles relaxing (whole body" (emotion component: body)*. A further investigation on the component loading on this factor pointed out emotions of weakness such as despair (go tlhoka leledi), being hurt (utlwisitswe botlhoko), disappointment (tshwabiso), versus dominance emotions such as irritation (tlhobaetso), jealousy (lefufa), and anger (kgalefo).

The potency-control dimension has a lengthy history in emotion research (Thomas, 1981) and refers to the person's influence and power over events. Pereira (2000) defines Potency-control dimension as obedience obtained during coercion or the intimidation, for instance, possessing power creates emotions of security. However, potency-control dimensions may differ across or within cultures through time, for example, some people feel guilty if they observe themselves

having excess power, and fear-anxiety if they have insufficient power (Kemper & Catlin, 1979). Therefore, the potency-control dimension is enormously helpful in differentiating the emotions of shame and pride.

Research on potency-control dimension at work is characterised by a sense of control or power over people within the workplace environment (Bargh, Raymond & Pryor, 1995). The occurrences of sexual harassment, bullying, narcissism, poor quality of work, corruption, unsafe working conditions and unethical behaviour are major social problems in organizations that can be explained by the potency-control dimension. Emotions that are usually experienced at work due to bullying, sexual harassment and narcissism may be contempt or fear (contempt vs fear), for example, an employee's emotion of disgust might be triggered because of the manager's sexual suggestions (Maree, 2005). Furthermore, employees in some organisations are required to accept rudeness and sexual advances from their colleagues or managers (Price, 2008). However, the degree of potency and control can also depend on gendered emotional expression, whereby women are expected to perform in more emotion work since they are expected to imitate manly qualities. Lastly, employees' stigmas and stereotypes serve as agents of power and these factors may contribute to the difficulty of expressing emotions or may trigger emotions of hate, anger and fear (Kitzinger & Frith, 1999).

H_{3c}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in an Setswana-speaking students sample will include the activation-arousal dimension.

As this dimension did not emerge from the PCA analysis, *H_{3c}*: was not accepted as a research hypotheses. The absence of the activation/arousal dimension is in sharp contrast to the research findings of both national and international studies. Fontaine et al. (2007) found the activation/arousal dimension in the following three language groups; namely, English, French and Dutch. Although, the activation/arousal dimension also emerged in the Afrikaans language group in South Africa (Du Toit, 2008) as well as in the Sepedi language group (Rauch, 2009). Activation-arousal dimension refers to different ranges of events such as from awakening to hysterical enthusiasm (Pereira, 2000). Moreover, activation-arousal dimension consists of

stimulation of a fast heartbeat and eagerness to take action (Pereira, 2000). Activation-arousal dimension consists of subjective emotions such as feeling active, feeling awake, feeling calm and experiencing an intense emotional state (Fontaine et al., 2007). Furthermore, Schlosberg proposed in 1952 already that the activation-arousal dimension consists of positive emotions such as excitement, pleasure, contentment, that are mainly in the low or middle arousal domain. Arousal consists of emotions and physiological arousal actions that modify arousal (Totterdell & Parkinson, 1999).

H_{3d}: The meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the unpredictability.

As this dimension did not emerge from the PCA analysis, *H_{3d}*: was not accepted as a research hypothesis. This finding is in accordance with what Fontaine et al. (2007) who state that unpredictability has not emerged in most previous general studies. However, it remains an important emotion dimension to study in emotion research. In this regard uncertainty is a significant dimension in a lot of appraisal theories (Ellsworth & Scherer, 2003).

Unpredictability is an environmental uncertainty and monitors behaviours related with surprise and high novelty (including behaviours such as jaw dropping and eyebrow raising). Unpredictability can be defined as the extent to which people feel threatened by uncertainty and will try to avoid situations. Some people do not mind unpredictability or uncertainty, whereas others hate uncertainty and try to cope with it by making rules and prescribing behaviour (Gannon & Audia, 2000). Moreover, some cultures with weak uncertainty tend to not to show their emotions, they believe in generalist and common sense and there is less ritual behaviour (Erickson, Newman & Pincus, 2009; Fang, 2003). From a cultural perspective, it thus remains an important dimension to study across cultural groups. It therefore becomes necessary to find methods or adapt the Meaning Grid to find the possible existence of this dimension.

Although much work went into the adaption of the Meaning Grid for the use in Setswana, further studies can be done to make the use of this measurement tool more reliable. One such method can be to use more prototypical emotion terms in Setswana. The hypotheses can be made that the

use of emotion terms more typical to this cultural group can lead to uncovering of the omitted dimensions of unpredictability and activation-arousal.

Although professional language translators were used in this study to translate the terms from English to Setswana and back again, human error is a possibility. Evidently, this could be a major limitation and thorough translation of the meaning of the emotion terms should be taken into consideration. Another limitation to this study was that although the sample size was relatively large, all the Setswana dialects had different meanings to some of the Setswana-speaking students. There is a likelihood that the emotion structure can be available within the adult sample, but it might not be the same overall emotion structure within the students' sample (Fontaine et al., 2007). Therefore, there is a possibility that slight differences does exist between different age groups.

According to Census 2001 (Statistics South Africa, 2001), South Africa consists of speakers of 11 official languages, and this includes many cultural groups that are situated within different provinces. Although the North West province has a large sample of the Setswana-speaking people, the limitations of this study include that the results may not have been representative of all the Setswana-speaking people who are scatted in various other provinces, due to the fact that the sample was only representative of one province out of a possible nine provinces in South Africa.

Conclusions and recommendations

A theoretical and empirical approach (Componential Emotion Theory) was used to measure the meaning of emotion in the Setswana language group. Research indicates that the experience and expression of emotions varies within different cultures, and therefore emotions need to be investigated within different cultural groups (Solomon, 1997; Van Eeden & Wissing, 1997). The Componential Emotion Theory provides a multi-dimension understanding of the different emotion meanings and episodes that people experience and this theory can be used to measure the meaning of emotions across cultures (Fontaine et al., 2002; Reisenzein, 2009).

The Setswana language has different dialects within the same language group and that people living in different settlements of the North West Province have developed their own use of the Setswana language. There are different tribes within the Tswana culture, such as e.g. the Barolong tribe, Bakgatla, Batlhaping, Bakwena, Banogeng who originated in the North West Province, but are all integrated in various settlements. The conclusion can be drawn that because of all the dialects, thus, different meanings of emotion terms may occur and the two dimensions did not emerge. Although all these tribes speak Setswana, research (the Meaning Grid) shows that these tribes use different meanings of emotion terms to describe their emotions. Therefore, a diverse sample of different tribes across South Africa should be included in future research. It would be interesting to design a shortened Grid instrument for the different tribes of the Setswana language group.

It would also be fascinating and helpful to compare the results of the meaning terms from various tribes with the 24 emotions terms that were used in the Grid instrument. These results could then determine whether Tswana people describe their adapted emotions according to their place of origin. These results could then be compared to the other South African language groups in order to create a unique South African GRID instrument. This could furthermore inform the context of the emotion terms across all cultural groups in South Africa.

It is recommended that further studies be conducted, firstly, to investigate the correlation between unpredictability and the arousal dimension associated with the Setswana speaking population of South Africa. Secondly, the meaning of emotions in the other cultures in South Africa should also be researched. Thirdly, future research should be expanded to include all language groups in South Africa.

Suggestions for future research

The shortened GRID instrument should be extended with more items so that it could be directly compared with the current Meaning Grid results. It is now clear that it may be possible if more prototypical emotion terms are used that the emotion structure can be elaborated upon. By making use of the results from this study, it could be used in future for the development of instruments to measure emotions which can be applied in the workplace, e.g. the meaning of emotions and the emotion structure in the Setswana language group within various industries of the North West Province, which are culture-specific and adequate for the Setswana-speaking group. Furthermore, these results could also be applied to develop unique and culture specific interventions based on the meaning of emotions and the emotion structure of the Setswana-speaking group.

In conclusion, the results confirm that within the Setswana language group, a two-dimensional emotion structure, made up of evaluation-pleasantness and potency-control exists. The Componential Emotion Theory approach was successfully applied in that an emotion structure emerged for the Setswana language group. This article added value as to what human resource managers can expect regarding the meaning of the emotions of Tswana employees. It gives insight into what emotion measurement should consider when emotions are measured in the Setswana language group. The next research article will therefore aim to report on the emotion episodes and the related emotions experiences by Tswana employees. The study will thus now move from a theoretically based study (exploratory using student participants) to an applied study of Tswana employees in the work place – studying emotions in the natural settings in which they occur.

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CHAPTER 3
RESEARCH ARTICLE 2

EMOTION EPISODES AND ASSOCIATED EMOTIONS OF SETSWANA-SPEAKING EMPLOYEES IN A WORK SETTING.

ABSTRACT

Orientation:

The discipline of organisational reviews states that emotions play an important role and give direction to social and organisational behaviour. However at present there is a lack of research on emotions and emotions episodes at work of employees in different cultural groups in South Africa.

Research purpose:

The purpose of this study was to investigate and explore the emotion episodes and related emotions of Tswana employees in a work context of the North West Province.

Motivation:

Emotions at work are determined by the emotion episodes that employees experience. Employees can experience and express their emotions depending on their cultural differences. This study was needed to explore and gain in-depth understanding of the emotion episodes and emotions that employees in the Setswana speaking group experience at work.

Research design, approach and method

A non-probability availability sample ($N=120$) was taken from the mining industry, tourism industry, and community services including the government, manufacturing, agriculture, construction and the infrastructure industry. Data collection was done through the Episode Grid. Two questions on emotion episodes were utilised for gathering emotion episodes in Setswana namely: The participants had to describe their most intense emotion episode that they have experienced at work in detail, for instance, what happened? How did the episode begin? How did it evolve? How did it end? Secondly, the participants were asked to report the three most important emotions or feelings that were experienced. Reported episodes were then categorised into different categories on intrinsic and extrinsic level, as experienced by the employees.

Main findings: The specific episodes were divided into two types of category levels namely extrinsic emotion episodes and intrinsic emotion episodes. The categories that emerged on the extrinsic level regarding emotion episodes at work were acts of management, acts of colleagues, company procedure/company policy, acts of customers, work procedure, external environment and acts of subordinates. Regarding the intrinsic level concerning emotion episodes at work, the categories that emerged were task problems/making mistakes, personal incidents, goal achievement, receiving recognition, physical incidents, discrimination, workload and lack of control. The emotions that were experienced on the extrinsic level comprised emotion terms such as anger, disappointment, hurt, irritation, disgust, annoyance, fear, sadness, despair, worry, frustration, embarrassment, shame, hate, stress and anxiety. Regarding the emotions experienced on the intrinsic level, the emotion terms that were reported included

anger, disappointment, anxiety, hurt irritation, fear, sadness, despair, frustration, hate, pride, stress, compassion, guilt and happiness.

Practical/managerial implications:

From a human resource perspective, the exploration of emotions and emotion episodes will provide employees, managers and supervisors with a broader understanding on the emotions and emotion experiences at work. By gaining this knowledge, management strategies regarding human resource interventions, retention strategies, wellness efforts, and motivational programmes can be developed to implement an organisational emotional climate.

Contribution/value-add:

Presently there is a lack of investigation into the emotions and emotion episodes of employees across cultures. Moreover, previous studies conducted on emotion episodes at work did not include two categories that emerged in this study, namely work procedures and discrimination. The Affective Events Theory was a relevant approach to follow in order to establish these two categories concerning emotions and emotion experiences comprehensively within a specific cultural group. Thereafter, it was concluded that different individuals across cultures appraise the same emotions and category of emotion episodes differently.

Keywords: Emotion, emotion-episode, discrete emotions, emotionstructure, Setswana, culture

OPSOMMING

DIE EMOSIE-ERVARING EN EMOSIE-STRUKTUUR IN DIE SETSWANA TAALGROEP IN 'N WERKOMGEWING

Oriëntasie:

Die dissipline van verslae van/oor organisasies speel 'n belangrike rol in, en gee rigting aan, sosiale en organisatoriese gedrag. Tans is daar egter 'n tekort aan navorsing oor emosies en emosie-episodes binne die werkkleef van werknemers in verskillende kultuurgroepe in Suid Afrika.

Navorsingsdoelwit:

Die doel van hierdie studie was om emosie-episodes en verwante emosies van Tswana werknemers binne 'n werkverband in die Noordwes-Provinsie te bepaal en te ondersoek.

Motivering:

Emosies by die werk word bepaal deur die emosie-episodes wat werknemers ervaar. Werknemers ervaar en gee uitdrukking aan emosies op verskillende wyses, afhangend van hulle onderskeie kulture. Hierdie studie was nodig om emosie-episodes en verwante emosies van Tswana werknemers binne 'n werkverband in die Noordwes-Provinsie te bepaal en te ondersoek.

Navorsingsontwerp, -benadering en metode:

'n Nie-waarskynlikheids beskikbaarheidssteekproef ($N=120$) is geneem uit die mynboubedryf, toerismebedryf en gemeenskapsdienste wat die regering, vervaardigings-, konstruksie- en infrastruktuurbedryf insluit. Data-insameling

is gedoen deur die Episodematriks, en twee vrae oor emosie-episodes is gebruik om emosie-episodes in Setswana te versamel. Deelnemers is gevra om hul mees intense emosie-episode by die werk in besonderhede te beskryf, bv. Wat het gebeur? Hoe het die episode begin? Hoe het dit ontwikkel? Hoe het dit geëindig? Tweedens is hulle gevra om die drie belangrikste emosies of gevoelens wat hulle ervaar het te rapporteer. Episodes wat aangemeld is, is dan in verskillende kategorieë geplaas op intrinsieke en ekstrinsieke vlak, soos ervaar deur die werknemers.

Hoofbevindings:

Die spesifieke episodes is in twee kategorieë verdeel, intrinsieke emosie-episodes en ekstrinsieke emosie-episodes. Die kategorieë rakende emosie-episodes by die werk op ekstrinsieke vlak was optrede van bestuur, optrede van kollegas, maatskappyprosedure/ maatskappybeleid, optrede van klante, werkprosedure, eksterne omgewing, en optrede van ondergeskiktes. Sover dit die intrinsieke vlak van emosie-episodes by die werk betref, het taakprobleme/die begaan van foute, persoonlike insidente, doelwitbereiking, erkenning, fisiese insidente, diskriminasie, werklading en gebrek aan beheer as kategorieë opgeduik. Die emosies wat op ekstrinsieke vlak ervaar is het emosie-terme ingesluit soos woede, teleurstelling, angstigtheid, seergemaaktheid, irritasie, afkeur, wrewel, vrees, hartseer, moedeloosheid, bekommernis, frustrasie, verleentheid, skaamte, haat en stress. Op intrinsieke vlak is aangemeld woede, teleurstelling, angstigtheid, seergemaaktheid, irritasie, vrees, hartseer, moedeloosheid, frustrasie, haat, trots, stres, deernis, skuldgevoel en geluk/blydschap.

Praktiese/bestuursimplikasies:

Vanuit 'n menslike hulpbronperspektief, sal ondersoek rakende emosies en emosie-episodes 'n wyer begrip van hierdie aangeleenthede bied aan bestuurders en toesighouers. Deur hierdie kennis op te doen, kan bestuurstrategieë ontwikkel word oor intervensie deur menslike hulpbronne, handhawing, die vestiging van welstand vir werknemers, en motiveringsprogramme kan ontwikkel word om 'n organisasieklimaat te skep vir emosies.

Bydrae/waardetoevoeging:

Op die oomblik is daar 'n tekort aan ondersoek na die emosies en emosie-ervarings van werknemers uit verskillende kulture. Vorige studies oor emosie-episodes by die werk het nie die twee kategorieë wat uit hierdie studie geblyk het, nl. werkprosedures en diskriminasie, ingesluit nie. Die *Affective Events Theory* was 'n sinvolle benadering om te volg om hierdie twee kategorieë te bepaal sover dit emosies en emosie-ervaring binne 'n spesifieke kultuurgroep betref. Daarna is tot die gevolgtrekking gekom dat verskillende individue uit verskillende kulture dieselfde emosie en emosie-ervaring verskillend beleef en beoordeel.

Sleutelwoorde: Emosies, emosie-episodes, diskrete emosies, emosiestruktuur, Setswana, kultuur

Key focus of the study

Emotions have a reflective result on everything one does in the place of work and are part of people's daily lives (Ashton-James & Ashkanasy, 2008; Goudbeek, Goldman & Scherer, 2009). Moreover, the topic of emotions is currently attracting much attention within the world of organisational behaviour and in the past decade several assessments of influences and sensations have emerged in the discipline of organisational behaviour (Ashkanasy, Zerbe & Härtel, 2005; Barsade, Brief & Spataro, 2003; Butler & Gross, 2004; Lord & Kanfer, 2002). However, emotions at work are mainly considered as something to be ignored and employees are negatively inclined towards freely expressing their emotions at work (Butler & Gross, 2004). Furthermore, research on emotions has been ignored because researchers do not take into consideration peoples' cultural customs and principles in their organisational reviews (Elfenbein, 2007; Barsade & Gibson, 2007; Grandjean, Sander & Scherer, 2008).

Firstly, the discipline of organisational reviews states that emotion plays an important role and gives direction to social and organisational behaviour (Ashkanasy et al., 2005; Frost, 2003). Emotions do not only play a vital role in social and organisational behaviour, but emotions also play a significant role in cognitive processes at work (Burrows & Stanley, 2001). Although emotions have accumulated significance over the past years and although "Affective Revolution" (Barsade et al., 2003) research in organisations have been taking place, there is still a number of issues that need clarification within emotion research (Ashakanasy & Ashton-James, 2005; Brief & Weiss, 2002; Briner & Keifer, 2005; Gooty, Gavin & Ashkanasy, 2009). Researchers argue that more attention has to be given to theories of emotion at work, effects of emotions and emotion episodes at work (Daniels, 1999; Daniels, 2000).

Therefore, due to the little research that has been conducted on emotions at work and the lack of measuring instruments, an exploration into these issues should be conducted in order to identify, and have a broader understanding, of emotion episodes that employees experience at work (Daniels, 2000).

Background to the study

Emotion episodes determine which emotions are felt and are either displayed or hidden in a particular event, depending on the circumstances (Eisenberg, Fabes, Guthrie & Reiser, 2000; Frijda & Mesquita, 1994; Gross, 1998). Nevertheless, employees can experience and express their emotions differently, depending on their cultural differences. Moreover, displaying emotions can differ across cultures (Kitayama, Markus & Kurokawa, 2000; Matsumoto, 1990; Mesquita, 2001; Scherer, 1997). For example, some cultures may display their emotions to in order to show how they feel and other cultures will tend to display their emotions to portray an item (Lotz, 2010). Furthermore, in some western cultures people are prohibited to express certain emotions and to describe the way they feel. This shows a difference in the way people experience or interpret emotion (Besemeres, 2004).

In order then to understand if emotions experienced at work vary or are the same across cultures, an investigation needs to be conducted in order to identify how people in different cultures experience and express their emotions (Fontaine, Scherer, Etienne, Roesch & Ellsworth, 2002). Investigations of emotion in specific cultural groups are therefore needed. Although people constantly modify expressions and experience emotions at work, the need to construct, suppress, and modify expressions of emotion is ever present in social interaction; therefore, issues regarding the experience of emotions episodes at work have to be explored (Fontaine, Scherer, Roesch & Ellsworth, 2007).

Gooty et al., (2009) urges researchers to deal with emotions as a dynamic phenomenon and to take context into consideration when studying emotions (Gooty et al., 2009). Zurcher argued in 1982 already that events and discrete emotions influence the experience of emotions at work. From a human resource perspective, this context will refer to the work environment. The goal of this study will therefore be to investigate emotion episodes in the Setswana language group.

Research on emotion episodes and emotions such as anger, fear, envy and emotional pain are rarely examined and these emotions are far more difficult to understand. Furthermore, the experience of the emotions is difficult to express within the workplace environment; for example, a manager might express his or her anger to an employee inaccurately because it will

elicit corrective behaviour, or the manager might deliberately bring about fear in an uncooperative employee (Dutton & Heaphy, 2003; Fineman, 2003; Frost, 2003; Pearson, Andersson & Wegner, 2001). Moreover, employees do not often display some of their emotions simply because of how they feel on that particular day (Clark, Pataki & Carver, 1996). Nevertheless, without a full comprehensive understanding of discrete emotions, it becomes complicated to identify if emotions of fear, rage, jealousy or joy are experienced at work (Wharton & Erickson, 1993).

In order to address these research dilemmas, emotion episodes and emotions need to be investigated in the work context. In this regard, the Affective Events Theory (Weiss & Cropanzano, 1996) offers an explanation to study the experience of employees' emotion experiences. The Affective Events Theory (AET) suggests that episodes in the work context are the basis on which emotional responses occur. The model of organisational behaviour includes how human beings have an effect on social levels, optimistic and pessimistic behaviour, and finding solutions in difficult situations, as well as sentimental features, sentimental efforts and sentimental intellect (Ashkanasy et al., 2005).

The Affective Events Theory (AET) (Weiss & Cropanzano, 1996) is a representation that has been developed to investigate how feelings and the frame of a person's mind affect work routine and work fulfilment. Furthermore, the Affective Events Theory represents a comprehensive knowledge of how people emotionally respond to certain emotion episodes that occur at work. These work events that are modelled in the Affective Events Theory include aggravation, daily routines, inspirational activities, and job overload (Weiss & Cropanzano, 1996). However, the experience of the events throughout the emotional episodes will depend on the associated discrete emotions that are experienced (Wegge, Van Dick, Fisher, West & Dawson, 2006). Therefore, the Affective Events Theory is exceptionally appropriate to study emotions and to understand different episodes that take place at work with the associated emotions experienced as a result of the emotion episodes.

In summary, the Affective Events Theory AET offers knowledge into understanding emotion episodes and emotions that are experienced in a work environment. Moreover, the Affect Events Theory also provides understanding on how employment variables like effort, leaving, deviance, commitment, and citizenship, are affected. Emotions in organisations and the events that cause them should not be disregarded, even when they appear to be insignificant. Briner, Parkinson, Reynolds and Totterdell (1996) propose that the reason why emotions in the organisation and emotion episodes appear to be insignificant is because they accumulate as emotions. However, it is not the number of negative or positive events that lead to emotional responses, but more the rate of recurrence with which they take place. In conclusion, Gooty et al. (2009) urges researchers to take a step back and first determine the emotions that people experience and take the context of emotion into consideration. It will thus also be the aim of this article to report on the emotion episodes experienced in a work context in a specific cultural group.

In the remainder, the research literature will contain the following: emotions at work will be discussed, discrete emotions will be investigated as presented in the literature, emotion episodes at work will be elaborated upon, the affective events theory as the theoretical viewpoint of this study will be examined and then a short overview of the model of organisational behaviour will conclude the literature review.

Trends from the research literature

Emotions at work

The study of emotions is broad and heavily knotted to such an extent that it is complex to study (Hartel, Zerbe & Ashkanasy, 2005; Judge & Larsen, 2001; Mascolo & Harkins, 1998; Pirola-Merlo, Hartel, Mann & Hirst, 2002). Due the complexity of understanding the term “emotions”, there is lack of research on emotion episodes and emotion experiences at work (Sonnewald, 1999; Sonnewald & Pierce, 2000). Previously, job satisfaction and survey information were the only ways to study emotions at work (Grandey, 2008; Weiss & Brief, 2001; Weiss & Brief, 2002). Research on emotions has focused on aspects of management, international work groups and conflict in the workplace. However, there is still a lack of attention that is focused on

specific emotions (jealousy, anger and happiness) and emotion episodes in specific cultures in a work context (Fischbach, 2009; Matsumoto, 2001). Furthermore, this under-investigated research on emotions is consistent with the belief that emotions are insignificant, improper features of work and that employees should know how to control their emotions (Kanfer & Klimoski, 2002). Therefore, it is important to understand the concept and the influence of emotions at work.

Emotions can be described as cognitive and psychological processes of perceiving a certain event from an employee, for example people experience emotions of jealousy, happiness towards customers, responsibilities or anger towards a malfunctioning photocopier machine (Whiteman, Müller & Johnson, 2009). Furthermore, emotions are short-lived episodes, for instance, an employee's anger towards another employee would naturally subside in a short period due to its narrowness (Diefendorff & Richard, 2003; Zajonc, 1998). The reason for this narrowness of emotion research is the overemphasis of the study management, conflict, international work groups and moods and mood regulation at the expense of emotions and discrete emotions experienced at work (Briner et al., 1996). Therefore, it is important to understand how emotion episodes play a role at work and to give a thoughtful examination of emotion episodes and emotions that are experienced at work.

Discrete Emotions

Emotions can be defined as short-lived and are focused on a certain effect – usually noticed by the person experiencing the emotion. Moreover, emotions are usually expressed to be in motion with a conversation, for example, a welcoming smile for an unexpected visitor or signs of grief when hearing of another's disaster or accident (Hayes & Metts, 2008). However, it is better to show and describe emotions that are experienced than to hide emotions while pretending to show emotions that are not felt (Andersen & Guerrero, 1998). What is more is that cultural differences have an influence on how people display their hidden emotions (Elfenbein & Ambady, 2002). Although cultural differences have an impact on the expression of emotions, it might be that different cultures use different emotion words or the same emotion terms to describe the emotions that they experience (Russell, 1991; Wierzbicka 1999, 2008).

Emotions are believed to be universal (Basch & Fisher, 2000). Diefendorff and Richard (2003) argue that emotions differ with regard to where and when people are expected to hide or reveal emotions, for instance in countries such as Ethiopia, Korea, Japan and Austria, people are supposed to subside their emotions. In countries such as Kuwait, Egypt, Spain and Russia, cultural customs encourage people to display emotional expressions. It is possible that different cultures use the same words to express their emotions, but then experience the emotions differently (Barsade & Gibson, 2007). However, it is also possible that people across cultures differ with regard to how they display emotions of anger, sadness, fear, contempt, and disgust, but then experience these emotions in the same way (Ekman, 1993; Grandey, Tam & Brauburger, 2002; Pelzer, 2005). Therefore, it is important to investigate whether emotion such as anger, sadness, fear, contempt, and disgust are experienced at work.

For example an emotion of anger is caused by an episode at work which is considered to be a humiliating offence (Ashton-James & Ashkanasy, 2008; Domagalski & Steelman, 2005; Fitness, 2000; Glomb, 2002;). However, a feeling of failure causes sadness, as opposed to anger (Ashton-James & Ashkanasy, 2008; Ekman, 1984). On the other hand, an intense feeling of avoidance (Keltner & Haidt, 2001) triggers an emotion of disgust. While fear and anxiety are not identical emotions, they share similar actions, for instance, avoidance or fleeing (Bodenhausen, Kramer & Susser, 1994; Lerner & Keltner, 2001; Smith & Ellsworth, 1985). Furthermore, happiness and joy are referred to as positive emotions that are triggered by task accomplishments (Ekman, 1984). Nevertheless, the emotion of joy is a deeper form of happiness, and is related to unpredictable task accomplishments. Therefore, because different groups use different types of self-belief information in recalling emotion, Lazarus and Cohen-Charash (2001) encourage more research examining emotions and emotion episodes at work.

Emotion Episodes

Few studies have investigated specific episodes that may bring forth emotions in the work context (Scherer, Wranik, Tran, Sangsue & Scherer, 2004). Research that is conducted on specific emotions only focuses on everyday disturbances and encouragements that people experience at work that are likely to be assessed insignificant and unconstructive due to the lack

of understanding of emotion episodes (Kanner, Coyne, Schaefer & Lazarus, 1981; Lively & Powell, 2006). Emotion episodes in the workplace culturally act out in the form of actions and feelings and consist of emotions such as anger and anxiety which are likely to result in emotions at work (Lively & Powell, 2006; Smith-Lovin & Heise, 1988). Nevertheless, emotion episodes may also consist of emotions that occur when people are experiencing frustrating or satisfying situations (Flannery & Flannery, 1990; Frijda, 1993; Wollheim, 1999). Basic emotions are such as happiness, rage, jealousy, surprise, sadness and fear (Barrett, Niedenthal & Winkielman, 2005; Frijda, 1993).

These basic emotions occur within the different emotion episodes that are experienced at work (Gooty et. al., 2009; Pekrun & Frese, 1992; Weiss & Cropanzano, 1996). The Herzberg's Two-Factor Theory gives clear detail about basic emotions, workers' behaviour and regarding how people make choices at work (Hunsaker, 2005). Moreover, the theory distinguishes the motivators between intrinsic factors and extrinsic factors. The intrinsic factors, known as the work satisfaction motivators, describe things that the individuals accountabilities and accomplishments (Schermerhorn, Hunt & Osborn, 2003). These motivators are the ones that contribute enormously to employee experiences at work (Lewis, Haviland-Jones & Barrett, 2008). Extrinsic factors consists of factors that employees do not have authority over, for instance job insecurity over (Gross & Barrett, 2011). It is necessary to investigate which emotion episodes are experienced on an intrinsic and extrinsic level.

Regardless of whether intrinsic or extrinsic motivators that have an effect on employees, the fact remains that emotions and emotion episodes are experienced by every employee in any organisation. Therefore, it is important for organisations to apply various contexts of emotions and implement models in order to understand the emotions that employees experience at work (Hochschild 1997; Huy, 2002; Marsh & Musson, 2008).

Affective Events Theory

The Affective events theory was first developed by (Weiss & Cropanzano, 1996) and might be the very first theory to try to construct a structure that gives a comprehensive understanding of

emotional experiences at work (Ilies, Schwind, Wagner, Johnson, DeRue & Ilgen, 2007). The Affective Events Theory (Weiss & Cropanzano, 1996) provides a comprehensive structure from which different episodes and actions at a workplace environment have an effect on people. These episodes and actions cause employees to emotionally respond (Brief & Weiss, 2002; Basch & Fisher, 2000). Furthermore Brief and Weiss (2002 p. 284) state that the Affective Events Theory “*draws much needed attention to streams of events that can unfold in workplaces*”.

The Affective Events Theory reveals the emotion episodes at work. For instance, one might slam the office door while feeling extreme frustration, or suspend employees in a fit of anger. However, Locke and Latham (1990, p. 230) state that “*Emotions provide the psychological fuel for action.*” Moreover, emotions are part of employees’ daily lives, and emotions are a driving force to employees’ reactions (George & Brief, 1996). Furthermore, emotions experienced at work are always aligned with events (Ashforth & Humphrey, 1995).

The Affective Events Theory (Weiss & Cropanzano, 1996) proposes that events at work can also result in a negative way, in work events that can involve hassles whereby colleagues do not want to bring forth their share of work, contradictory instructions from various line managers, and extreme demands, which may then lead to negative feelings such as anger and frustration. Therefore, the Effective Events Theory is a simple and straightforward way of defining the spontaneous events at work and assessing the emotions being experienced at work. In view of these statements that emotions at work are ubiquitous and important, it would be useful to find out which emotions occur at work and how often they occur.

The Affective Events Theory suggests that episodes in the workplace context are the basis of emotional responses (Yang & Diefendorff, 2009). Hence, the Cognitive Appraisal Theory (Lazarus, 1966) hypothesizes that people will only experience similar feelings if their assessment of an episode is similar. According to the cognitive appraisal theory, episodes are described as individuals’ description of emotion effects, including any perspective they might have about real or probable events that are practised at work (Ortony, Clore & Collins, 1988). On the other hand, Oatley and Johnson-Laird (1987) define episodes as expressive responses that people use to describe their emotions by using rational responses and bodily substances (Whyte & Hamilton,

1965). However, the lack of research on emotions and emotion episodes makes research more complicated in terms of differentiating what emotion terms are experienced during a particular episode (Roseman, Spindel & Jose, 1990; Tangney, 1999). As a result, the different types of emotion episodes need to be investigated within the organisational settings (Izard, 1991).

The model of organisational behaviour gives us a comprehensive understanding about employees' behaviour (Ashkanasy et al., 2005). The model was developed by Hartel and Panipucci (2005) and has different levels, for example, on the first stage, the human being shows the different disturbances that an individual experiences on a daily basis within the workplace context. The second level is the social level; it deals with the effects of emotions amongst people, such as the choices that a set of people take. The third level gives an overview of the influence of the workplace on a person and people; this includes emotional needs, the influence of the organisational structures and the customs and regulations that the organisations portray. Lastly, the fifth level describes the capabilities that the workplace has to offer stable well-being, for instance the ability of the organisation to make employees suppress emotions when the workplace context varies in some instances. Employees can also experience emotions at an individual, interpersonal and workplace levels (Weiss, 2002).

It is evident from the research literature that there are different approaches to studying the emotions and emotion episodes at work. Research on emotions has focused on aspects of management, international work groups and conflict in the workplace, but not on emotions and emotion episodes. Furthermore, it is evident from the literature that employees' cultural backgrounds play an important role in displaying emotions and emotion experiences at work. For these reasons, emotions and emotion episodes at work must be studied in cultural context. The Affective Events Theory can be applied as an approach to study the emotions and emotion episodes in different cultural groups. For the purpose of this study, the focus will be on the Setswana language group. Therefore, the following general research objective was formulated:

Research Objective

The overall research objective of this research article was to report on the emotion episodes (on extrinsic and intrinsic level) of Setswana-speaking working adults in the North West Province. In order to obtain this research objective, the following more specific research questions were generated:

- 1. To conceptualise emotions at work as from a literature research.*
- 2. To determine the relevance of discrete emotions, emotion episodes and the use of the Affective Events Theory for the work context as presented in the research literature.*
- 3. To determine emotion episodes that are experienced in the workplace by Tswana employees on extrinsic and intrinsic level.*
- 4. To determine emotion episodes and associated emotions reported on an extrinsic level of Setswana speaking working adults.*
- 5. To determine emotion episodes and associated emotions reported on an intrinsic level of Setswana speaking working adults.*
- 6. To draw conclusions and make suggestions for future research about the emotion episodes and related emotions of Tswana employees.*

The potential value-add of the study

The emotion episodes and associated emotions of the Setswana speaking group will be determined. The theory of determining emotions and emotion episodes by means of the Affective Events Theory will be followed as a way of determining the emotion experiences comprehensively within a specific cultural group. Human resource managers will have a broader knowledge of the emotions and emotion experiences for the Tswana cultural group.

Next, the research design, the research approach, and the research method will be presented. Research participants, measuring instruments and the research procedure will be discussed. Thereafter the statistical analysis will be made.

RESEARCH DESIGN

Research approach

For the purpose of this research, a survey design was utilized. Setswana-speaking employees in various organisations in the North West Province participated in this study and the research made use of an availability sample.

Research participants

The sample consisted of 120 people ($N=120$) and were from the government, manufacturing, agriculture, construction and the infrastructure industry in the North West Province. The criteria to be included were at least a grade 12 qualification and the participants' home language should be specifically Setswana. The sampling method used was a non-probability sampling. An availability sampling method (Neuman, 1997) was chosen purely based on the accessibility of the participants. Respondents were selected because they were accessible and articulate. It was decided that the sample consist of ($N=120$) participants, because it was an established method to gain information on emotion episodes of Fontaine et al. (2002). A biographical questionnaire will be included as part of the Episode Grid instrument. Participants will be asked about their ethnicity, gender, age, place of birth, current stay, home language, occupation, and their highest qualifications. However, there will be no questions about marital status, parental status, and work experience within the biographical questionnaire.

Research procedure

A pilot study was utilised as a prerequisite for the successful execution and completion of this research study, and allowed the researcher to acquire thorough background knowledge about a specific problems that the researcher intended to investigate (De Vos, Strydom, Fouche, Poggenpoel & Schurink, 1998). In this study, the researcher used a preliminary pilot to identify the possible unforeseen problems, which might emerge during the main investigation. The pilot consisted of Setswana-speaking focus groups from various sectors in the North West Province.

There was an inclusion of participants in the mining industry, tourism industry, and community services, including the government, manufacturing, agriculture, construction and infrastructure. After these pilot studies, the participants were asked to discuss the questions they were asked and provide information on any problems they experienced while completing the pilot study. However, the Tswana employees understood the questions and could report without effort on emotion episodes at work that they experienced. Therefore, sampling procedure used was a non-probability sampling. An availability sampling method (Neuman, 1997) was chosen merely based on the ease of access of the participants.

The characteristics of the participants are reported in Table 1.

Table 1

Characteristics of the Episode GRID instrument Participants (N = 120)

Item	Category	Frequency	Percentage (%)
Ethnicity	Black	120	100%
Gender	Male	55	45,8%
	Female	65	54,16%
Age	21-37	38	31,67%
	38-49	54	45%
	50-63	28	23.3%
		120	100%
Place of Birth	Bodibe	2	1,67%
	Boikhutso	2	1,67%
	Botswana	1	0,83%
	Brooksby village	1	0,83%
	Coligny	5	4,17%
	Doornbult	1	0,83%
	Gauteng	1	0,83%
	Ipelegeng location	1	0,83%

Itsoseng	29	24,17%
Jericho	1	0,83%
Kagiso	5	4,17%
Klerksdorp	1	0,83%
Konopo	1	0,83%
Kurumane	1	0,83%
Lerwaleng village	10	8,33%
Lichtenburg	1	0,83%
Lombaardslaagte	3	2,5%
Lotlhakane village	1	0,83
Mabopane	1	0,83
Madibogo	1	0,83
Mafikeng	21	17,5%
Mmammuse	1	0,83%
Motlhakeng	1	0,83%
Molapeng	1	0,83%
Morokweng	2	1,67%
Naawpoort	1	0,83%
Ottosdal	3	2,5%
Port Elizabeth	1	0,83%
Potchefstroom	2	1,67%
Qwa-qwa	1	0,83%
Randfontein	1	0,83%
Rustenburg	5	4,17%
Sannieshof	3	2,5%
Soweto	1	0,83%
Springbokpan	2	1,67%
Taung	3	2,5%
Verdwaal	1	0,83%
Welkom	1	0,83%

	Witpan	1	0,83%
	Zeerust	2	1,67%
		120	100%
Current stay	Bodibe	2	1,67%
	Itsoseng	46	38,33%
	Itsoseng	5	4,17%
	Ventersdorp	4	3,33%
	Colligny	2	1,67%
	Klerksdorp	34	28,3%
	Mafikeng	14	11,67%
	Lichtenburg	1	0,83%
	Lerwaneng village	3	2,5%
	Verdwaal	2	1,67%
	Potchefstroom	1	0,83%
	Rustenburg	1	0,83%
	Ventersdorp	1	0,83%
	Missing values	4	3.33%
		120	100%
Home Language	Setswana	120	17,5%
Occupation	Construction	21	19,17%
	Education	23	21,67%
	Government	26	
	Manufacturing	19	15,83%
	Mining Company	16	
	Tourism	16	13,33%
		120	13,33%
Qualification s	Grade 12	120	100%

All the 120 participants were Setswana-speaking employee and their ethnicity was black. Table 1 shows that 45,8% of the participants were males and 54,16% were females. Participants within

the age group of 21 – 37 consisted out of 31,67%, participants between the age 38-49 years represented 45% of the sample, and the participants between the ages of 50-63 consisted out of 23,3%. All of the participants had a Grade 12 qualification. The place of birth with the largest group of participants was Itsoseng with 24,17%. The largest part of the overall group (96,63%) were from the North West province. The participants participated on a voluntary basis. All the participants' home language was Setswana. The lower case with the largest amount of participants was the education sector with 21,67% and the construction sector with 19,17%.

Measuring instrument

A Setswana translated version of the Episode GRID instrument was administered. As mentioned earlier in this article, the Episode GRID is a European developed instrument (Fontaine et al. 2007). Two questions on emotion episodes were utilised for gathering emotion episodes in Setswana namely: Firstly, the participants had to describe the most intense emotion episode that they have experienced at work in detail, for instance, what happened? How did the episode begin? How did it evolve? How did it end? Secondly, the participants were asked to report the three most important emotions or feelings that were experienced in the mentioned emotion episode. A biographical questionnaire will be included as part of the Episode Grid instrument. Participants will be asked about their ethnicity, gender, age, place of birth, current stay, home language, occupation, and their highest qualifications. However, there will be no questions about marital status, parental status, and work experience within the biographical questionnaire. The Episode GRID instrument (Fontaine et al., 2007), which is a European developed instrument, was used to measure the emotions and emotion episodes in the Setswana Speaking employees. The motivation for use of this measurement instruments is that it has been proven to have been used successfully in different cultural contexts. Therefore, it can be applied with Setswana speaking employees. Furthermore, a cross-sectional survey design will be utilised to gather the data and achieve the research goals (Stead & Struwing, 2001).

The cross-sectional research design refers to the evaluation of subjects at a particular time in their lives. In cross-sectional research, researchers monitor at one point in time (Neuman, 1997). Cross-sectional research is often the simplest and least costly alternative. Its disadvantages are

that it cannot capture societal processes and modify. Cross-sectional research can be exploratory, descriptive, or explanatory, but it is most reliable with a descriptive approach to research (Neuman, 1997). The survey is a data-collection method in which surveys will be utilised to collect information regarding a recognized population. The design is also utilised to measure interrelationship between variables within a population (Shaughnessy & Zechmeister, 1997). The cross-sectional research design will be appropriate to deal with the descriptive and explorative nature of this research.

Statistical analysis

The incident classification system suggested by Bitner, Booms and Tetreault (1990) were adopted for developing a preliminary classification scheme. For purposes of classification into categories, the theory of Herzberg, Mausner and Snyderman (1959) was followed where episodes on an extrinsic and intrinsic level to the individual were categorized. The episodes were sorted and reclassified until a meaningful set of categories was derived from the data. Data from the respondents were sorted into categories by an industrial psychology researcher and were again reviewed by another psychologist. The data were then given to another industrial psychologist with a good track record of qualitative methods, who classified them into categories of emotion episodes. This was done as a reliability check on the category scheme. An intercoder reliability measure percentage suggested by Miles and Huberman (1994), (the reliability number of agreements/total number of agreements plus disagreements), was used to calculate agreement between the coders and the psychology researcher. The emotion episodes of this study were organised into emotion episodes on an intrinsic and also on an extrinsic level. Emerging categories on each of these levels will be presented and thereafter the relevant categories with associated emotions will be discussed.

RESULTS

The responses on emotion episodes were organised into categories of intrinsic and extrinsic emotion episodes that respondents reported, based on the theory of Herzberg et al. (1959). The emotion episodes will be discussed, the extrinsic level associated with emotions and emotion

episodes will be outlined and the association with emotions will be presented. Next, an overview of the categories of emotion episodes on extrinsic and intrinsic level that participants reported on will be presented. The inter-rater reliability indicated an overlap of more than 90%-making the categorization a reliable process.

In table 2, categories of emotion episodes will be presented

Table 2

Extrinsic and Intrinsic emotion episodes

Extrinsic emotion episodes	Total participants that experienced the emotion (N)	Percentage	Intrinsic emotion episodes	Total participants that experienced the emotion	Percentage
Acts of management	(35)	29,2%	Task		
Acts of work colleagues	(28)	23,3%	Problems/Making mistakes	(13)	10,8%
Company procedures/Company policy	(12)	10%	Personal incidents	(10)	8,3%
Acts of Customers	(2)	1,67%		(3)	2,5%
Work procedure	(2)	1,67%	Goal achievement	(3)	2,5%
External Environment	(1)	0,83%	Receiving recognition	(3)	2,5%
Acts of Subordinates			Physical incidents	(2)	1,7%
				(1)	0,83%
			Discrimination		
			Work load		
			Lack of control		

According to Table 2 the emotion episodes were categorized in extrinsic level episodes (incidents about external content outside from the employee) and intrinsic level episodes (incidents about internal content within the employee).

Extrinsic Level

According to Table 2, 35 participants reported emotion episodes regarding acts of management. Acts of Management as a category concerns incidents regarding acts of relationship or behaviour involving bosses and/or supervisors. About company policies and procedures, 28 episodes were reported. This category entailed episodes of how company policies and procedures had an influence on participants. Company procedures and company policy are events that result from reactions that are triggered by the company rules and regulations. Three episodes were reported about acts of customers assessed by pessimistic behaviours directed to oneself or others by co-workers, executives, superiors and clients. One participant reported emotion episodes regarding work procedures. Work procedures are appraised by the way in which a company functions on a daily basis. One episode was reported about external environment. This category includes an episode that takes place outside the internal environment. One participant reported an emotion episode regarding acts of subordinates. Acts of subordinates is a category that is concerned with the behaviours of subordinates within the working environment.

According to Table 2, 13 participants reported emotion episodes regarding task problems/making mistakes. This category entails minimum actions that occur due to unintentional unfortunate outcomes. Next, emotion episodes on intrinsic level will be reported.

Intrinsic Level

Ten emotion episodes were reported about personal incidents. This category is concerned with employees' personal experiences at work. Three participants reported emotion episodes regarding goal achievement. Goal achievement includes an explanation regarding conditions when work goals or objectives are achieved. Three emotion episodes were reported about receiving recognition. Receiving recognition is concerned with being acknowledged and

appreciated for a good performance at work. Three participants reported emotion episodes regarding physical incidents. This category entails events that are concerned with physical threats to an employee at work. Three participants reported emotion episodes regarding discrimination. Discrimination includes an employee experiencing prejudice and alienation at work. Two emotion episodes were reported regarding workload. This category is concerned with excessive workload that employees experience on a daily basis at work. One participant reported an emotion episode regarding lack of control. Lack of control refers to appraisals whereby an employee was unable to manipulate circumstances at work, colleagues, managers and supervisors.

Next, extrinsic emotion episodes with the associated emotion reported are presented in Table 3.

Table 3

Emotion Episodes Reported on an extrinsic level with associated emotions

Category and Emotion Episode examples	Total participants that experienced this episode	Associated Emotions Of this episode	Number of emotions Reported in this category
Acts of Management	35	Anger	14
1. When I was working in the department of transport, my manager liked to touch other women at work, and when he realised that I did not like what he was doing, he made it difficult for me to work with him. I asked to be transferred to the other department, but he objected and I continued working with him.		Disappointment	4
		Anxiety	2
		Hurt	4
		Disgust	1

<p>2. I have been mugged a couple of times at the parking lot outside my workplace, I told my manager about this and he said he would do something about our safety at work, until today nothing has been done. Like it or not, our management has a duty to provide safety training or tight security, because we are all afraid of coming to work or leaving work late, because of the thieves.</p>	Sadness	4
	Despair	3
	Fear	2
<p>3. I was in a conflict with my supervisor because he did not know how to speak to me in an appropriate way, and at some stage it where she lied to the police and said that I had pointed a gun at her.</p>	Irritation	5
	Annoyance	2
<p>4. It was very difficult for me when I found out that I had inhaled some infection from the mortuary. I was very angry because the manager is supposed to be responsible for our health and safety</p>	Frustration	2
	Worry	1

<p>5. I was very hurt when I was told by the principal to stop teaching matric students, because I mark the matriculants' end year examination papers.</p>		<p>Shame 1 Embarrassment 1</p>
<p>Acts of Colleagues 28</p>		
<p>1. I felt very sidelined when I was not invited to the annual function at work, I did not understand why I was left out. All that I can say is there is no feeling of togetherness in the group motivates members to achieve the desired goal and our efforts decrease.</p>		<p>Sadness 7 Hate 2 Disappointment 7</p>
<p>2. At the end of the year I received a certificate for being the employee of the year in my company but I do not understand why she had to be promoted than me, she thinks that she is better than some of us and I do not like her</p>		<p>Pride 1 Jealousy 2</p>
<p>3. There was a time when this other woman that I work with would take my work and use it as her own, again she took my workbook from my desk without asking me and now her performance appraisal is better than</p>		<p>Despair 3 Fear 4 Anxiety 3</p>

mine.

4. There was a day whereby I had just came from an operation and me and my colleagues had a deadlock, my colleagues and my friends saw that I was overwhelmed with a lot of work, but none of them volunteered to help me, I felt betrayed, disappointed and angry.

Frustration 1
Hurt 1

5. One of the people that I work with told my manager that I do not cooperate with other workers, I had unpleasant emotions because she had never told me her problem about me, I was angry because I am close to this person

Irritation
Anger 6
6

Company procedure/company policy 12

1. I almost lost my job because my company is not faithful to us and its clients. It should be no surprise that our company attempts to raise profits by lowering costs through downsizing Associates frequently backfire and produce, instead, even greater losses

Irritation 7
Disappointment 2
Sadness 2
Anger 6

2. I felt depressed last when I received a low salary compared to the other months, I realised that our Company is finding success in achieving a 6%-10%

Frustration 3
Fear 1
Stress 1
Despair 2

decrease in payments. Usually, though, it is not from main absolution.

3. Every day at work we are supposed to come up with transformational solutions and I get filled up with feelings of rage when there are lot of meeting whereby decisions but are not implement by management, this is not right because I am always to blame for overseeing good performance in my company

4. I had a meeting with my director about furthering my qualifications. I was told that the company does not have any funds, then I wrote a letter to the board and told them that it is sick when our company more concerned with avoiding mistakes than with taking the right risks, with counteracting the weaknesses of its members rather than with building on their strength.

5. It once happened that I had to take my company to the labour court because of its unfair policy. The management has never communicated the policy of the company with us, that is why there is no damage control and our grievances are never taken into consideration

Acts of customers

2

Anger

3

<p>1. I was in a class teaching the students, when one of the students insulted me. I slapped the student on his face and called the principal. We took the student to the doctor. I was scared and shocked.</p>	Frustration	2	
<p>2. There was a person who took a life policy from me and he paid the policy for five years and at some stage his house burned down and the policy did not refund him. He took me to court because the policy that I had given him did not pay out.</p>	Fear	1	
<p>Work procedure</p>	2	Fear	2
<p>1. There was a SAMWU National strike in the municipality, some of the workers wanted to force us to be part of the strike, later on they came with buckets of dirt and through it in front of our office doors.</p>			
<p>2. I am afraid of working in this place because when there is a strike at work the union tends to attack me, because I did not represent them as they expected...they say I am on the management's sight.</p>		Despair	1
<p>External Environment</p>	1	Anxiety	1

<p>1. I received a letter some time ago stating that the government is planning to close all the municipalities that are performing poorly and now I am worried about my future prospects, because the government did not mention anything about retaining their employees</p>		Fear	1
Acts of Subordinates	1	Anger	1
<p>1. One morning when I got to work, I found an email from our department's secretary, she stated that I was an arrogant person, she said I don't know how to manage my time because I am always late at work, when I approached her she became aggressive and shouted at me.</p>		Irritation	1
		Hate	1

According to Table 3, 35 Participants reported emotion episodes on acts of management. Participants experienced the following emotions regarding this emotion episode: frustration, anger, disappointment, despair, irritation, compassion, sadness hurt, stress and the emotion with the highest frequency reported was for anger, second highest was despair and sadness.

Of the participants, 28 reported emotion episodes on acts of colleagues. This category leads to emotions such sadness, disappointment, hate, anger, irritation, jealousy, pride, anxiety, fear, despair, hurt, frustration and the emotion with the highest frequency was reported for sadness and disappointment and the second highest emotions were anger and irritation.

Emotion episodes on company procedure/company policy were reported by 12 participants. Company procedure/company policy gave rise to the following emotions regarding this emotion episode: irritation, disappointment, sadness, anger, despair, frustration, fear and stress. The highest emotions regarding this emotion episode was irritation and the second highest emotion was anger.

Three participants reported emotion episodes on acts of customers. This category was associated with emotion terms such as anger, frustration, despair and fear. The emotion term with the highest frequency regarding this emotion episode was anger and the second highest was frustration and despair.

Two participants reported emotion episodes on work procedure. The emotion episodes stimulated emotions such as fear and despair. The highest emotion term with regards to this emotion episode was fear.

One participant reported an emotion episode regarding external environment. This emotion episode gave cause to emotions such as anxiety and fear and there was an equal representation of both the emotion terms. Lastly, one participant reported an emotion episode on acts of subordinates. This category generated emotions such as anger, irritation and hate. All the emotion terms on this category had an equal representation.

Next, intrinsic emotion episodes with the associated emotion reported are presented in Table 4.

Table 4

Emotion Episodes Reported on an intrinsic level with associated emotions

Category and Emotion Episode examples	Total participants that experienced this episode	Associated Emotions Of this episode	Number of emotions Reported in this category
--	---	---	--

Task problems/making mistakes	13		
		Frustration	1
1. I was requested to be in charge of duties that involve the CCMA. I realized that the work was difficult for me because there was no system that I could use, I had to implement an HR system within a short period of time.		Anger	3
2. I have been telling the school principal about fixing the classroom ceilings and now when it rains...we have to send all the students home, because we do not want them to be injured. It also happened that I became sick due to the cold that was coming from the broken windows.		Despair	2
		Disappointment	1
3. I have not had any job satisfaction since I worked in this company. There are meaningless tasks that we are required to do and we do them over and over without no progress, there is no challenge or progress in what we are doing		Sadness	2
4. I was given a tender to build houses when one of the tenders was given to my sister in law by mistake and we fought for it		Compassion	1
		Irritation	1

5. I was sent by the school's committee to take the schools' money to the bank, and I lost the money. I was scared and I was shivering	Stress Hurt	1 1
Personal incidents		
		10
1. Once of our colleagues had a heart attack in his office we called the ambulance but it was too late and now I always have feelings of terror when I have to come into the office were my fellow colleague passed away	Hate	1
2. I felt feelings of anxiety when I was in the elevator at work and the elevator was stuck, I forgotten my phone in the office and I had to wait until people realised that the elevator was not working	Despair	4
3. I felt shame for one of my colleague who always faints at work due to her sensitive with hazardous product that we use, as a fellow colleague I always have to be on the lookout for her, because the management does not care about our safety at work	Sadness	3
4. I worked with my sisters in-law an I had an unpleasant work experience because they hated me and planned bad	Hurt	2

things for me			
5. Some days ago someone broke into my home and took most of my belongings. I worry a lot at work and I have a lack of concentration. I do not want to tell my supervisor that I can't concentrate at work because he might tell me that I am unfit to work.		Guilt	2
		Fear	3
Goal achievement	3	Pride	2
1. As a group leader I felt discouraged when I received a report stating that our group is unable to moderate discussions, keeps the group on task, assure work is done by all, and all of us in the group do not have the opportunity to participate and learn.		Happiness	2
2. It was my graduation ceremony when I qualified as a BA student. We were with other educators of the university and they made a party for me at work, I was very proud of myself for what I had achieved		Sadness	1
3. Yesterday I went to Mmabatho stadium and facilitated people about and HIV/AIDS programme, and I was proud of myself		Disappointment	1
Receiving recognition	3	Anxiety	1
1. During the national teachers strike, I		Disappointment	1

had decided to teach students including Saturdays, my supervisor, at the end of the semester all students had passed with distinctions, but the head of the school never appreciated or thanked me for all the hard effort and time that I put in educating the students.

2. I had to take control at work, because there were students that were using drugs within these school facilities, the head of the school tried to suspend the students but he was not successful, instead I decided to call the department of health and social workers to come and showcase the negative impact and health risks that drugs have on people...the students are going to be now assisted by social workers, but the head of the school never appreciated what I was doing for the school...he said: You are trying very hard to take over my position

Hurt 2
Sadness 3

3. I am usually disappointed when we are never appraised for our good performance at work, because the management never monitors our performance. Last year I only received R8000,00 at the end of the year for good performance, this money did not even cover all that months that I had

Anger 2

worked.

Physical incidents

5

Fear

2

1. It was in the afternoon when we were about to close our offices. Some people came in and told us to give them money or they would not hurt us, we tried to call the police, but they took our cell phones and hand bags and they said they would not hurt us if we do not scream. By the time the police came they were already gone.

2. Some thieves came into our offices and I ran to the security to help and they did not want to because they were scared of the thieves, I was in despair because there was no one else to help us

Fear

1

3. We closed the shop that I worked at. Three men came and told us to lie on the floor. They took all the money in the counter.

Despair

2

Discrimination

1. I have been working in this municipality for many years, but last month it happened that a young man applied for the position that I always applied for but I did not get it. I realised that the only people who can get a good

3

Disappointment

2

Anger

3

position in the municipality are men, they take advantage of you as a woman			
2. It was happened that my manager decided to not pick me to conduct a workshop, I became hurt and realized that it is because I am always told that I am not fluent enough because of my accent to represent the company, so someone was selected on my behalf and It's difficult to earn respect as manager because of the colour of my skin		Hurt	1
3. I am in my level 2 (qualifications) and I was given a level 1 position, but there are some security officers who are employed as administration clerks, I find that as favouritism		Sadness	1
Work load	2	Stress	2
1. I had to teach three classroom which were full of 150 students in each class, there was a lot of work to be done...I had to prepare the matric students for the final exams and this brought me a lot of stress...there was too much work to accomplish.		Frustration	2
2. I had stress at work because of a load of work that I could not finish			
Lack of control	1	Disappointment	1

It was 2006 when one of the student's parent came to complain about the children's' results. The headmaster sent the parent to me the parent was in a higher position in the department of education, she approached me by shouting and threatened me.

Fear

1

According to Table 4, 13 Participants reported emotion episodes regarding taskproblems /making mistakes. Participants experienced the following emotions regarding these emotion episodes: frustration, anger, disappointment, despair, irritation, compassion, sadness, hurt and stress. The highest emotion term concerning this emotion episode was anger and the second highest was despair and sadness.

Ten participants reported emotion episodes regarding personal incidents. This category triggered emotions such as hate, sadness, despair, hurt, fear and guilt. The highest emotion term in this category was despair and the second highest was sadness and fear. Three emotion episodes were reported regarding goal achievement. Goal achievement lead to emotions such as pride, happiness, sadness and disappointment and the highest emotion terms in this category was pride and happiness.

Three participants described emotion episodes regarding receiving recognition. This category gave rise to emotions such as anxiety, disappointment, anger, sadness and hurt. The highest emotion term reported in this category was sadness and the second highest anger and hurt.

Three participants described emotion episodes regarding physical incidents. This category was associated with emotions such fear and despair. The highest emotion term with regard to these emotion episodes was fear. Three participants reported emotion episodes regarding discrimination. This category stimulated emotions such as disappointment, anger, hurt and sadness. The highest emotion term in this category was anger and the second highest term was disappointment.

Two participants reported emotion episodes regarding workload. The workload category caused emotions such as stress and frustration and both emotion terms had an equal representation. Lastly, one participant reported an emotion term regarding lack of control. This emotion episode generated emotions such as disappointment and fear. Both the emotion terms in this category had an equal representation.

Next, an orientation to the study will be first presented again and the derived research aim stated. The results will be discussed in accordance with the relevant research questions. The discussion section will end with the limitations of the study, the conclusions and recommendations for future research.

DISCUSSION

Emotions at work are part of human activity, they influence our ability to process information, and to accurately understand what we encounter (Tracy, 2005). However, emotions are easily taken for granted and some people feel that emotions are important in shaping thoughts and influencing behaviour, there are those who believe that emotions are an obstacle in the workplace (Witherington & Crichton, 2007). It is not surprising that emotions have seldom been viewed as an integral aspect of human awareness and intelligence, because emotions are mostly viewed as destructive at work and difficult to understand (Fineman, 2003; Harris, 2000).

Research on emotion has only focused on basic emotions that are experienced on a daily basis such as anger, hate, jealousy and shame. However, research shows that there are discrete emotions that can be generated by different emotion episodes at work. Moreover, there is a lack of measuring instruments to explore hidden emotions and displayed emotions across cultures. Therefore, in order then to understand if emotions experienced at work vary or are the same across cultures, an investigation was needed in order to identify the emotions and emotional experiences across cultural groups (Fontaine et al., 2002). Therefore, the Affective Events Theory approach was used to investigate the extrinsic and intrinsic levels of episodes in order to

determine the experience of employees' emotions from different organisational sectors in the North West Province.

The Affective Events Theory (AET) (Weiss & Cropanzano, 1996) proposes that emotion episodes at work can trigger or be triggered by either positive or negative emotions. The theory represents an understanding of how people emotionally respond to certain emotion episodes that occur at work. Furthermore, the theory can also determine the different levels (extrinsic and intrinsic) in which emotions and emotion episodes occur. Therefore, the Affective Events Theory proved a relevant theory to apply so that different categories regarding emotions and emotion episodes at work could be derived.

Against this orientation of the research problem, the following research objective was formulated:

The overall research objective of this research article was to report on the emotion episodes (on extrinsic and intrinsic level) by Setswana-speaking working adults in the North West Province. Next, the results according to each research question will be discussed:

1. *What are the emotion episodes and associated emotions reported on an extrinsic level by Setswana speaking working adults?*

Seven categories within the extrinsic level emerged. The emotion episodes and associated emotions reported on an extrinsic level were as follows:

Thirty-five (35) participants reported emotion episodes on *acts of management*. Acts of management include a set of beliefs, values, and norms on how to operate the organisation, and these symbols together with personalities represent the unique characters of supervisors and managers (Swanepoel, Erasmus, Van Wyk & Shenk, 2000). This category was related with appraised actions by the management towards employees and appraised behaviours of employees towards the management within the working environment. For instance, these appraised actions involved the management's threatening remarks towards the employee and their behaviour towards employees at a lower level. Moreover, employees in this category felt that they could

not trust management because of the false promises to employees regarding better working conditions, unpleasant organisational climate, conflict of interest and increase in remuneration. Participants experienced the following emotions regarding this emotion episode: frustration, anger, disappointment, despair, irritation, compassion, sadness *hurt*, and *stress*. The emotion with the most frequency was reported for *anger*, second highest was *despair* and *sadness*.

Twenty-eight (28) participants reported emotion episodes on *acts of colleagues*. Acts of colleagues in the extrinsic environment are usually associated with healthy interpersonal relationships between employees and moral support from colleagues (Zapf, 2002). In this category, some employees felt sidelined and betrayed by their colleagues, because they were not included in the activities that took place within their working environment and some employees had to handle difficult incidents and workload by themselves without any moral support from their colleagues. This category leads to emotions such sadness, disappointment, hate, anger, irritation, jealousy, pride, anxiety, fear, despair, hurt, and frustration. The emotion with the majority frequency was reported for sadness and disappointment and the second main emotions were anger and irritation.

Twelve (12) participants reported emotion episodes on *company procedure/company policy*. Company procedure refers to resources shared by all the members of an organisation, and company procedure also includes reduction of company expenditure and downsizing (Most, 2006). Company procedure was associated with unfair labour practices, psychological contract, and disagreements regarding compensations at work. Company procedure/company policy gave rise to the following emotions regarding this emotion episode: irritation, disappointment, sadness, anger, despair, frustration, fear and stress. The most frequent experienced emotion regarding this emotion episode was irritation and the second most emotion was anger.

Three participants reported emotion episodes on *acts of customers*. Acts of customers play a very important part in the workplace because customers diversify the workplace; they add profit to the organisation and embrace the workplace (Most, 2006). It was evident from this category that actions of customers were causing negative emotions for employees, for instance some employees assisted unreliable and untrustworthy clients who did not reward them, and other

employees were verbally insulted by the customers. This category was associated with emotion terms such as anger, frustration, despair and fear. The emotion term with the highest frequency regarding this emotion episode was anger and the second highest was frustration and despair.

Two participants reported emotion episodes on *work procedure*. Work procedure entails monitoring work in a positive manner such as providing a positive response or detailed information on how to enhance one's work (Frost, 2003). Within this category, employees felt that their organisations were not disclosing essential details and some employees were uncomfortable working in organisation that provide poor working conditions and limited physical resources. Moreover, employees felt that work procedures were not operated systematically due to unsuccessful strategies that were previously implemented. The emotion episodes stimulated emotions such as fear and despair. The main frequency was reported for fear.

One participant reported an emotion episode regarding *external environment*. External environment refers to the anticipated efforts of the organisation to interact with other organisations that have knowledge and experiences in good leadership qualities and management style of the leadership (Most, 2006). This category was associated with the inability of the internal environment to learn from other external environments on how to enhance employee skills and promote career progression of employees. Furthermore, this category was related to the emotion of fear regarding economic pressures that necessitated job insecurity. This emotion episode gave rise to emotions such as anxiety and fear and there was an equal representation of both the emotion terms.

Lastly, one participant reported an emotion episode on *acts of subordinates*. Acts of subordinates refer to when colleagues from other departments or the same working environment resent performing certain tasks or deliberately cause trouble for other employees (Pienaar, 2002). The actions of subordinates were a potent cause of some negative emotions that employees experienced at work. In addition, some subordinates had the tendency to upset other employees by their actions, negative attitudes and aggressive behaviour. This category generated emotions such as anger, irritation and hate. All the emotion terms on this category had an equal representation.

Therefore, all the emotion episode experiences within this category generated different emotions, for example, emotions with the highest frequency such as anger, despair and sadness were reported for acts of management. Disappointment, anger and irritation were the highest emotion terms experienced regarding acts of work colleagues. Company procedure/company policy had irritation and fear as emotions with the highest frequency. Acts of customers generated emotions with the highest frequency such as anger, frustration and fear. Work procedure had emotions of fear as a high frequency. Anxiety and fear were high in frequency regarding external environment and acts of subordinates' stimulated emotions which occurred frequently such as anger, irritation and fear.

The results found in this part of the study are in accordance with a study conducted in an English-speaking group within an international setting (Basch & Fisher, 2000). In this study acts of management, acts of work colleagues, company procedure/company policy, acts of management acts of customers, and external environment were also identified and these categories also led to negative emotions. However, work procedure did not emerge in the study of Basch and Fisher (2000). The emotion term that occurred most in all the categories and had the emotion term with the highest frequency was frustration and in comparison with the current study that was conducted in the Setswana-speaking group, the emotions that occurred most was fear and the emotion terms with the highest frequency were fear, anger, despair and frustration.

It was evident that many episodes at work generate negative emotional experiences of the Setswana speaking group. Although there were more negative emotions experienced than positive emotions found in the results of the current study, the positive side of these findings is that the occurrence of these findings remains important to the study of emotion research. In addition, these results are useful in helping organisations to learn more about the episodes that cause emotions of fear, anger, despair and frustration in the Setswana speaking group.

An emotion of fear within the extrinsic level refers to an unpleasant emotion of apparent risk or danger to threatening circumstances that something bad might happen. Fear is related to job suspension, fear of losing employment and economic security, including fear of failure

concerning the continued growth of the organisation (Bruk- Lee & Spector, 2006; Zapf, 2002). Emotions of anger and frustration refer to different episodes at work that range from mild irritation and annoyance to intense fury and rage (Fitness, 2000). Anger and frustration were triggered by false promises of increasing remuneration of employees, poor working conditions at work, lack of safety requirements, lack of employee empowerment, negative attitudes of subordinates and unclear requirements of tasks and/or ineffective work procedures. Moreover, despair is regarded as an emotion of complete loss or absence of hope (Aggleton & Parker, 2002). Despair was associated with too many responsibilities, workload, meeting deadlines and concerns regarding dangerous working conditions within the work environment of Tswana employees.

It is clear that the reported emotion episodes on extrinsic level revolved around their experience of the work environment. The work environment is a place whereby employees' problems get out in the open rather than smoothing them over or ignoring them (Payne & Cooper, 2004). Within the work environment, an organisational climate is created so that employees can feel that they are valuable to the organisation (Zapf, 2002). Organisational climate refers to the morale and perceptions of the organisation to communicate openly with employees, to have the spirit of togetherness by sharing within the organisation settings and trusting the organisation that integrity of such perceptions will not be violated (Turnley & Feldman, 1999). However, the categories on the extrinsic level point to negative emotions and experiences of the work environment and organisational climate by Tswana employees in different work sectors. Furthermore, it was evident that the Tswana employees felt that their colleagues, customers, subordinates, superiors and the management violated the rules of the organisation and that certain organisational procedures were not functioning in a systematic order. Violation of psychological contract can be related with lack of redefining job security as skills portability in order to increase employees' trust towards the organisation (Turnley & Feldman, 1999). According to the description of the emotion episodes, it seemed as though organisations were unable to fulfil their promises regarding the provision of physical resources such as training, redefining job security and providing the necessary equipment to complete work related tasks. Moreover, it seemed obvious from results regarding the emotion experiences of employees that emotions such as anger and frustrations were stimulated by unfair treatment from colleagues,

lack of career development and growth opportunities, poor performance, and lack of managerial and supervisory support (Yang & Clum, 1994). Organisations must anticipate possible efforts to create a stable emotional work climate for workers (Probst, 2005).

2. *What are the emotion episodes and associated emotions reported on an intrinsic level of Setswana speaking working adults?*

Eight categories within the intrinsic level emerged. Thirteen (13) participants reported emotion episodes regarding ***task problems /making mistakes***. Task problems refer to lack of task accomplishment, which causes a feeling of failure and frustration and making mistakes refers to making mistakes unintentionally because of challenges and obstacles experienced at work, which mostly affect their emotions (Bakker, Van Emmerik & Van Riet, 2008). Within the intrinsic level, task problems/making mistakes were about lack of task accomplishment due to poor time management and unclear requirements of tasks which led to employees making mistakes. Participants experienced the following emotions regarding these emotion episodes: *frustration, anger, disappointment, despair, irritation, compassion, sadness, hurt* and *stress*. The highest emotion term concerning this emotion episode was *anger* and the second highest was *despair* and *sadness*.

Ten (10) participants reported emotion episodes regarding ***personal incidents***. Personal incidents refer to individual private challenges that cause spill-over (Thomson, 2005) of negative emotions from home to the work settings (Bakker et al., 2008). Personal incidents were about individuals' physical health and financial difficulties, and these incidents had the tendency to cause a spill-over of emotion from home to work. This category triggered emotions such as hate, sadness, despair, hurt, fear and guilt. The highest emotion term in this category was *despair* and the second highest was *sadness* and *fear*.

Three emotion episodes were reported regarding ***goal achievement***. Lack of goal achievement at work refers to the goal and objectives that an employee plans to accomplish within a specific period of time (Cicero, Pierro & Van Knippenberg, 2009). Goal achievement was related with employees who felt demoralised to complete their tasks due to receiving negative feedback on

their efforts. However, some employees felt pleasant emotions for achieving their personal goals. Goal achievement led to emotions such as pride, happiness, sadness and disappointment and the highest emotion term in this category was pride and happiness.

Three participants described emotion episodes regarding receiving recognition. *Lack of receiving recognition refers to a negative feeling or attitude in acknowledgment of a benefit that one has to receive* and physical incidents refer to circumstances whereby an employee is hurt or threatened to be hurt (Kogut & Zander, 1993). This category was about feeling unappreciated for good performance, employees had to work harder to gain credit or respect, and lack of support for personal problems from colleagues, subordinates and managers. This category was also related to employees who felt that their grievances were being ignored. Furthermore, this category was linked with low self-esteem due to negative feedback on good performance. This category gave rise to emotions such as anxiety, disappointment, anger, sadness and hurt. The highest emotion terms reported in this category was sadness and the second highest being anger and hurt.

Three participants described emotion episodes regarding *physical incidents*. Physical incidents are regarded as physical threats that are directed towards an individual and these physical incidents usually have a negative impact on the individual's mental wellbeing (Pritam, Anne, 2010). Physical incidents were linked with physical threats, violent behaviour and feeling intimidated, all of which were detrimental to the physical well-being of employees that resulted into negative emotions at work. This category was linked with emotions such fear and despair. The highest emotion term with regards to these emotion episodes was fear.

Three participants reported emotion episodes regarding *discrimination*. Discrimination refers to when a person is treated less favourably because of his/her ethnicity and gender differences (Cicero, Pierro & Van Knippenberg, 2009). This category consisted of incidents, such as bullying and victimisation, prejudice and sarcastic remarks, which had a negative influence on employees' emotional well-being. Moreover, this category was related to employees who felt that they were evaluated based on the status at work and not their performance. This category

stimulated emotions such as disappointment, anger, hurt and sadness. The highest emotion term in this category was anger and the second highest term was disappointment.

Two participants reported emotion episodes regarding *workload*. Work overload refers to having too many responsibilities or activities to perform in terms of time and ability and results from automatic processing producing the potential for low cognitive task engagement (Jean, 2008; Perrewe, Kacmar, Zellars, Ferris, Lui, Zinko & Hochwarter, 2005). Workload was about individuals who felt that they could not deal with the workload because they were unable to pull their own weight or there was not sufficient time to complete their tasks. Moreover, too many responsibilities and time pressure showed to be potent causes of stress. The workload category caused emotions such as stress and frustration and both emotion terms had equal representation

Lastly, one participant reported an emotion term regarding *lack of control*. Lack of control refers to being unable to have authority over a situation and it also refers to concern about the future permanence of the job, expectations about continuity in a job situation, perception of a potential threat to continuity in his or her current job (Probst, 2005). Lack of control was related to employees who felt that they did not have any control over their quality of work and some employees felt that they did not have any control over unexpected negative outcomes. This emotion episode generated emotions such as disappointment and fear.

The results found in this part of the study are in accordance with a study conducted in an English-speaking group within an international setting (Basch & Fisher, 2000). In this study task problems/making mistakes, personal incidents, goal achievement, receiving recognition, physical incidents, workload and lack of control were also identified and these categories led to negative emotions. However, discrimination did not emerge in the study of Basch and Fisher (2000). The emotion term that occurred the most in all the categories is embarrassment and the emotion terms with the highest frequency were worry, disappointment, embarrassment and fear. In comparison with the current study that is conducted in the Setswana-speaking group, the emotions that occurred the most were disappointment and sadness, and the emotion terms with the highest frequency were despair, fear, anger and sadness.

An emotion of despair in this point refers to an employee's experience of complete loss or absence of hope regarding painful incidents. The emotion of despair is mostly linked with employees who felt that they have no control over their emotions and feel helpless in difficult situations (Aggleton & Parker, 2002). An emotion of fear is regarded as an unpleasant emotion of unknown risk or danger (Bruk- Lee & Spector, 2006; Zapf, 2002). The emotion of fear is associated with fear of the inability to control threatening incidents and fear of physical and emotional hurt/danger. Anger can be regarded as an intense emotion of rage that is caused by frustration and feelings of irritation over a long time (Fitness, 2000). Anger is related to lack of appreciation and support, conflict of interest and unfair treatment from colleagues, subordinates and managers (Domagalski & Steelman, 2005). Sadness within the intrinsic level is usually associated with personal incidents that cause sorrow, including physical and emotional harm, financial difficulties and victimisation (Frost, 2003). Sadness in this category is related with personal problems that affect employees' performance at work, prejudice, being unable to achieve desired goals, lack of support during difficult situations and not having a feeling of pride about their job accomplishments.

It is clear from the results that emotion episodes experienced on an intrinsic level revolved around the experience of the work itself. The conclusion can be drawn that Tswana employees do take pride in their work, they do not want to make mistakes and want to achieve goals in their work. Pride within the intrinsic level is viewed as one's own proper dignity, value and self-respect including a sense of pride in success of task accomplishment (Cleveland, 2006). Success is attributed to internal factors which will lead to pride and increased self-efficacy (Williams & DeSteno, 2008). Moreover, positive emotions and emotional experiences at work may broaden employees' thought action, for example, pride driving employees toward better achievements (Fredrickson 2001). Because pride is associated with goal attainment, company values and ethics, employees want to take pride in working for a company they can trust and believe in. The conclusion can be drawn that employees have the desire to have excitement and pleasure of challenging tasks; they have the desire to exceed in the previous level of job performance (being self competitive) and they want to be trusted to complete important work (Williams & DeSteno, 2009). It could be that employees believed that taking on and overcoming workplace challenges creates a sense of satisfaction and pride in one's accomplishments (Katzenbach, 2003).

Therefore, it was clear from the intrinsic level that the experiences of employees about work itself and the difficult challenges in completion of tasks makes it impossible for employees to take pride in their work, because these employees wanted to excel in their work and flourish within their career progression (Williams & DeSteno, 2009).

Furthermore, it was evident that employees experience painful and difficult personal incidents and had difficulties describing more positive emotional experiences than negative emotions at work. The influence of personal incidents, task problems and lack of achieving goals at work can have a direct negative impact on employees' behaviour and attitudes because the moment employees have negative attitudes and behaviours such as lack of job satisfaction and lack of motivation, intentions to quit becomes the outcome (Fredrickson, 2001). Therefore, the following conclusion can be made:

Conclusion

These results clearly indicate that different people appraise the same category of emotion episodes differently. The emotion episodes that caused negative emotions regarding the extrinsic level were acts of management, acts of work colleagues, company procedure/company policy. These categories led to negative emotions that tended to be those involving feeling uncomfortable, lack of cooperation and feeling betrayed, while acts of customers, work procedure, external environment and acts of subordinates led to negative emotions that tended to involve feeling sidelined by the company and subordinates, and experiences of lack of trust and unfairness.

Regarding the intrinsic level, emotion episodes that caused negative emotions were regarding task problems/making mistakes, personal incidents, goal achievement, receiving recognition, physical incidents, discrimination, workload and lack of control. Task problems/making mistakes, work load lack of control and goal achievement led to negative emotions that tended to be those involving minor actions regarding challenging situations experienced while performing work. Personal incidents, receiving recognition, physical incidents and discrimination tended to be those involving physical actions and personal problems. Goal achievements led to positive emotions that tended to be those involving success at work and accomplishment of tasks.

Therefore all the emotion episodes experienced within this category generated different emotions, for example, guilt and fear had a high frequency regarding task problems/making mistakes. Personal incidents stimulated despair and sadness as the highest in frequency. Goal achievement entailed pride and happiness, which were high in frequency. Receiving recognition triggered emotions with the highest frequency such as sadness, anger and hurt.

The emotion term with the highest frequency regarding physical incidents was fear. Discrimination had an emotion of anger as a high frequency. Stress and frustration were associated with workload. Lack of control consisted of disappointment and fear, which were highest in frequency. In this study two new categories that did not emerge in the study by Basch and Fisher (2000) were found, namely work procedure that emerged from the extrinsic level and discrimination that emerged from the extrinsic level. Therefore, these findings add value to the study of emotion and emotion episodes of the Setswana speaking employees

The conclusion can be drawn that although this study consisted out of most emotion episodes that led to negative emotion rather than positive emotions, two categories (work procedure and discrimination) did not emerge in previous studies. However, in the current study they emerged. It is thus evident that for Tswana employees the work environment, and the structures it is made up of, elicits emotion episodes with a negative content. Moreover, these results are useful to form management strategies regarding human resources interventions, retainment strategies, wellness efforts and motivation programmes.

The study adds value to the field of Human Resources in that it explains general emotions associated with specific emotion episodes as well as the specific events that provoke these emotions. This study will also be useful to determine and improve well-being, seeing that faking and suppressing of emotions such as such as jealousy, shame, despair, anxiety, sadness, pride, stress, fear, anger, and guilt have been linked to detrimental personal health. Therefore, the Affective Events Theory provided an in-depth understanding of the emotional experiences across cultures (Fontaine et al., 2002; Reizenzein, 2009).

A theoretical and empirical approach (Affective Events Theory) was used to measure the emotions and emotion episodes that are experienced in the Setswana language group. Research indicates that the emotions and emotion episodes vary within different cultures and therefore emotions and emotion episodes need to be investigated within different cultural groups (Solomon 1997; Van Eeden & Wissing, 1997).

Limitations and Recommendations

The study was conducted on employees from the mining industry, tourism industry, and community services including the government, manufacturing, agriculture, and construction industries in the North West Province. Most of them were on the level of the Setswana-speaking lower, middle and higher-level employees, managers and supervisors. The findings can therefore not be generalised to the other eight Provinces in South Africa. Generalisation of the current results to the other occupations in various provinces awaits further empirical investigation. Mesquita, Barrett and Smith (2010) state that potential study on emotional episodes should go an extra mile regarding the effects of collection of emotions in order to handle the effects of events. One of the main limitations of this study was that there was no information on positive experiences that could be derived. Secondly, there was no information on male and female experiences. Thirdly, there was no information provided on occupational groups. Lastly, there was no control for external influence prior to reporting emotion episodes.

Despite of the limitations of the study, recommendations can be made for future research. With the helpful information achieved from this research, it is recommended that researchers carry on investigating the emotion experience, with specific reference to events leading to emotions in the workplace, especially in the mining industry, tourism industry, and community services including the government, manufacturing, agriculture, construction and infrastructure industries where emotions are easily neglected and set aside. The information concerning particular episodes can assist occupations to anticipate potential effects which may be harmful to workers' health.

The benefit now is the ability to conduct thorough empirical research to better assist in gaining a comprehensive understanding on how emotion episodes have an effect on employees, how

employees respond to their emotional experiences, how specific events lead to positive or negative emotions as well as regulation of the emotion experiences. It can also be recommended that larger sample sizes are used in this study in order to conquer the limitations of bias. In combination with the measuring instrument, participants can be requested to maintain diaries of their emotions and the episodes causing such emotions, as well as how they manage with these experiences.

Moreover, the thoughtful information concerning emotion experiences in the workplace in South African context could be helpful to different occupations that exist within and also for future organisation intervention studies, as well as for the growth of practical programmes or information sessions to deal with unpleasant consequences before they transpire.

Suggestions for future research

Therefore, the profound information regarding emotions and emotional experiences of the Setswana speaking employees in the extrinsic level can be utilised to develop new interventions that can help Tswana employees to cope with and regulate their emotions and negative emotional experiences at work. Furthermore, the implementation of pro-active programmes would be useful to enhance organisational commitment, to promote a positive emotional climate and embark on adverse consequences before they occur. Organisations could also make use of information session that can address issues of job satisfaction and mutual expectation of employees. Moreover, the execution of practical sessions could help to reduce the negative emotions and emotional experiences at work, seeing that negative emotions such as anger, fear, frustration and despair have been linked to detrimental mental health (Grandey, Tam & Brauburger, 2002).

The value adding information regarding emotions and emotional experiences of the Setswana speaking employees in the intrinsic level can be utilised to develop new interventions that can help Tswana employees to achieve excellence at work, and to cope with and regulate their emotions and negative emotional experiences at work. Furthermore, the implementation of pro-active programmes would be useful to enhance organisational commitment, to promote a positive emotional climate and embark on adverse consequences before they occur.

Organisations could also make use of information session to address cultural relevance in the study of emotion research. Organisations could also employ qualified psychologists and refer employees for assistance on how to cope with and regulate their emotions.

A questionnaire should be adapted to elicit positive emotion experiences. It would be interesting to investigate how these elicited emotions of the emotion episodes are regulated. It would also be important to the organisations' outcomes such as job satisfaction, organisation commitment, intention to leave, burnout and engagement to investigate the influence of these emotion episodes. These major episodes can be used as a first data set from which a questionnaire on emotion episodes at work could be developed. Furthermore, this could be instrumental to determine organisational emotional climate and the content of team building efforts. This article added value to the domain of emotion research and provided insight into the emotion episodes and associated emotions that Tswana employees experience at work.

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CHAPTER 4

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

The purpose of this chapter is to present conclusions following the results of the empirical studies of the three research articles. Conclusions concerning the research objectives are drawn. In addition, limitations of the study are discussed. Lastly, recommendations for the organisation are made and research opportunities that emanate from this research are presented.

4. 1 CONCLUSIONS

Article 1: The meaning of emotions and the emotion structure in the Setswana language group.

The main aim of this article was to establish the meaning of emotion of the Setswana-speaking student group in the North West province by providing an emotion as structure, using the componential emotion theory approach, (the emotion terms refer to all components). Based on the results of the article, the following conclusions can be made:

- ***Research aim 1: To determine the meaning of emotions as conceptualised in a literature review with specific reference to emotion dimensions.***

The meaning of emotions as conceptualised in a literature review can be explained as the way in which individuals describe their emotions verbally or facially, for instance by shouting, smiling, frowning, and beaming, or by facing downwards, perspiring hands and quivering of the body (Scherer, 1997). There are various meanings of emotions and different signals to communicate emotions; nevertheless, the meaning of emotions is not equally recognized across cultural groups (Nygaard & Queen, 2008).

Even though there are dilemmas about the different perceptions on the research of emotions, research on the meaning of emotions is currently lacking (Ashkanasy & Ashton-James, 2007; Huebner, Dwyer & Hauser, 2009). Furthermore, the meaning of emotions is regarded as motionless (Fisher, 2008). Therefore, in order to gain a comprehensive knowledge of the meaning of emotions and the emotion structure, the Componential Emotion Theory provides information of the different emotional meanings that people express across cultures (Scherer, Banse & Wallbott, 2001). Therefore, it is significant to understand the cultural variances concerning the meaning of emotions and the background of the various cultural groups (Nezlek & Vansteelandt, 2008).

- ***Research aim 2: To conceptualize emotions and culture and the relevance thereof to the work setting as determined by a literature review.***

For one to understand emotions across cultures, it is therefore important to understand the meaning of the term “emotions”. Emotions can be defined as a multi-disciplinary and intertwined construct consisting of short-term feelings, action tendencies, regulation, psychological reactions

and subjective emotions in response to certain stimuli (Briner, 1999; Pekrun & Frese, 1992). Even though emotions are a vastly growing area of research within the organizational study (Fineman, 2003), in the past emotions at work were studied in terms of emotional intelligence and psychological well-being in the organizational environment. Moreover, the dilemma arises in terms of the fact that the meanings of emotion terms are relative (Lutz, 1988), are not universal (Izard, 1994) across culture; for instance, if an English-speaking person says he feels depressed, does that mean the same feelings will also be experienced by the Setswana speaking person?. Du Toit (2008) indicates that not much research has been done on the meaning of emotions across cultures. Furthermore, there seems to be a debate in literature on the definitions of what emotions are and what components exist within the construct of emotions (Rowe, 2005).

- ***Research aim 3: To describe the Componential Emotion Theory in the literature as an approach to study the meaning of emotion in cultural contexts.***

The Componential Emotion Theory (Fontaine, Markham, Poortinga & Setiadi, 2002) clearly and powerfully offers a comprehensive understanding regarding the spontaneous nature of the meaning of emotion terms across cultures. The Componential Emotion Theory consists of six components: appraisals, psycho-physiological changes, expressive facial, vocal and gestural behaviour, action tendencies, subjective experience and regulation efforts. These are needed to satisfactorily represent similarities and differences in the meaning of emotion terms across cultures. The adapted theoretical approach focuses on multi-dimensional components that are prompted by certain situational experiences (Fontaine, Scherer, Roesch & Ellsworth, 2007).

According to Fontaine et al., (2002) the componential emotion theory offers a multi-dimensional understanding of the different emotion meanings that people in different cultures use to describe their emotions (Reisenzein, 2009). The Componential Emotion Theory (Scherer, 1987) can differentiate with the six components whether emotion terms are same or whether they differ across cultures. According to Fontaine et al. (2007) the Componential Emotion Theory can be used to assess the appraisal of events, psychophysiological changes (bodily sensations), motor expressions (face, voice, gestures), action tendencies (the direction and energy of behavioral systems), subjective experiences (feelings), and emotion regulation (Ellsworth & Scherer, 2003;

Krauth-Gruber, Niedenthal & Ric, 2006; Scherer, 2005), the action tendency component, the subjective feelings component, the expression component, and the regulation component (Fontaine, et al., 2002) of the Sesotho speaking people and compare these components with the those of Setswana speaking people to determine whether both cultures express and describe their emotions in the same way or not. Therefore, the componential emotion theory was a sound point of departure that gave us a solution to study emotions within different cultures (Scherer, 2004).

- ***Research aim 4: To determine if the 24 emotion terms, as measured by the Grid instrument, will refer to all components by revealing the meaning of an emotion structure in Setswana.***

The 24 emotion terms as measured by the Grid instrument, referred to all components by revealing the meaning of an emotion structure in Setswana.

A two-dimension structure was found, namely the evaluation-pleasantness dimension and the potency-control dimension. It was important that the two-dimensions (evaluation-pleasantness and potency-control) emerged because they are fundamentally emotion dimensions reported in research (Fontaine et al., 2007; Russell, 1991). Secondly the two dimensional structure (evaluation-pleasantness and potency-control dimensions) proved that there is a structure within the context of all the emotion features. However, the activation-arousal dimension and the unpredictability dimensions were not accepted hypotheses.

In the study that was conducted by Fontaine et al. (2007), the Meaning Grid instrument was useful to three different European languages (English, French, and Dutch) which include the same emotion structure. In the research article “The world of emotions is two-dimensional” (Fontaine et al., 2007), four emotion dimensions were found: the first dimension being evaluation-pleasantness, the next being potency-control dimension, the third being activation-arousal dimension, and a fourth dimension which was unpredictability dimension. However, in the current study, evaluation-pleasantness dimension and potency-control dimension were the most prominent dimensions to emerge, and according to Russell (1991), their significance is not restricted to societal and interpersonal factors. Furthermore, the Meaning Grid proved to be a

success in presenting the meaning terms of the Tswana group. However, Fontaine et al. (2002) state that even though two-dimensional models are relevant for conducting a study on emotions, researchers should take into consideration that some dimensions such as evaluation-pleasantness and potency-control are sufficient to conduct a study on the meaning of emotion terms.

- ***Research aim 5: To determine if the Meaning Grid will display acceptable alpha coefficients when compared with internationally studies having a value of 0, 80***

H2 was partially accepted. Participants with an item correlation of less than 0,20 were dropped to improve the inter-reliability of the raters. The final higher reliabilities that were found were of those respondents with item-total correlations of at least 0,20. This resulted in the lowest alpha coefficients for the following terms: kgatelelo (stress): 0,64, lefufa (jealousy): 0,65; and poifo (fear): 0,66. The highest reported reliabilities were found for the following emotion terms kutlobotlhoko (sadness): 0,96; utlwisitswe bothoko (being hurt): 0,90; thethebetso (contentment): 0,86; and tshego (happiness): 0,86. Nine of the emotion terms had alpha coefficients higher than the guideline of $\alpha > 0,70$ (Nunnally & Bernstein, 1994). Ten of the emotion terms had a reliability above 0,80. It therefore appears that the majority of the Grid instrument emotion terms have acceptable levels of internal consistency.

In comparison with reliabilities of the study conducted in French, the terms with the lowest alpha coefficients were contempt, disgust and compassion with 0,87. In the study that was conducted in English, compassion was the lowest alpha coefficient with 0,88. Cronbach alpha coefficients that were the highest of the study in Dutch were anger (0,97), joy (0,97), happiness (0,98), pleasure (0,98) and contentment (0,98). Those in the French study were anger (0,96), anxiety (0,96), joy (0,97), pleasure (0,96), pride (0,96) and shame (0,96), while the highest recorded in the English study were happiness (0,97), pleasure (0,97), disgust (0,96), stress (0,96), despair (0,96), joy (0,96), contentment (0,96) and being hurt (0,96).

In all three language groups the emotion term pleasure was ranked high (Dutch 0,98; French 0,96 and English 0,97) and in the Setswana sample sadness was ranked highest with 0,96 and the

second highest was hurt with 0,90. All the alpha coefficients of the study conducted by Fontaine et al. (2007) were higher than 0,80.

The emotion terms in Setswana with alpha coefficients lower than 0,80 were: stress (kgatelelo) 0,64; surprise (kgakgamalo) 0,67; anxiety (ketsaetsego) 0,69; fear (poifo) 0,66 and jealousy (lefufa) 0,65. A possible explanation may be that these emotion terms do have the same emotion structure. Based on these results of H2, the conclusion can be drawn that the Meaning Grid proved to be reliable and that, although the alpha coefficients were not consistently as high as those found in international studies (Fontaine et al., 2007), they were still satisfactory. There was not one of the low alpha coefficients in the study conducted in French, Dutch and English that can be compared with the lowest coefficient of this study. The conclusion can be drawn that even after reasonable effort was made to adapt the measurement instrument, more attention should be given to including emotion terms more relativistic for the Setswana speaking group.

- ***Research aim 6: To determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the evaluation-pleasantness dimension.***

H_{3a}: The emotion dimension structure (as measured in the context of the componential emotion theory approach) of the Setswana-speaking group sample included evaluation-valence dimension.

H_{3a} was accepted as the meaning of emotion and was inclusive of the evaluation-valence dimension. The first factor according to Table 3 that emerged was an evaluation dimension and it explained 20,53% of the variance. Moreover, the acceptance of the hypothesis meant that there is an emotion structure within the context of all emotion features. Fontaine et al. (2007) noted that the evaluation-valence dimension is characterized as inherent and by amiability, including the fact that the evaluation pleasant dimension is different to unpleasant emotions, because unpleasant emotions consist of emotions that are extrinsic and not goal conducive. Examples of emotion features on this dimension included: - *wanted to damage, hit, harm or say something that hurts (emotion component: action) wanted to disappear or hide from others (emotion*

component: action); wanted to sing and dance (emotion component; action) and felt awake (emotion component: feelings).

A further investigation on the component loading on this factor indicated unpleasant emotions such as being hurt, sadness, shame, guilt, and disappointment, versus pleasant emotions such as pleasure (menate), joy (boitumelo) and happiness (tshego).

The first emerging factor, the *evaluation-valence dimension*, was also identified by Fontaine et al. (2007). According to Lang (1995), Lang, Bradley and Cuthbert (1997) evaluation-valence can be described as a dimension of occurrence that refers to a hedonic tone. Moreover, the evaluation-valence dimension comprises pleasantness and unpleasantness, meaning that the dimension has emotions that are both positive and negative, depending on the emotion experience of an effect. For instance, Andersen and Guerrero (1998) mention that the valence dimension can be divided into “The ‘Dark Side’ of Emotions” (for example, humiliation, guilt, hurt, envy, rage) and “The ‘Bright Side’ of Emotions” (for example, kindness, affectionate, fondness). Furthermore, the evaluation-valence dimension entails the meaning of emotional expression that is discussed within and during social relations.

According to Kramer & Hess (2002) the discrete emotions, such as jealousy, humiliation and guilt are regarded as more negative in valence than displayed emotions like anger, love and happiness. Data supported this prediction that hidden emotions were strongly negative and expressed emotions were strongly positive in valence (Kramer & Hess, 2002). For example, Andersen and Guerrero (1998) proposed that in the in social interaction an emotion of rage constitute an experience. As a result, the expression of negative emotions is likely to be more cautiously controlled to keep away from unfavorable interpersonal relations in a multiplicity of contexts such as at a working environment (Kramer & Hess, 2002), classrooms (McPherson, Kearney & Plax, 2003), and social relations (Gottman & Levenson, 2002). Kim and Shin (2001) stated that, regardless of a cultural general trend towards a positive and a negative of valence in every culture, in reality, emotions can be measured against what is expected in the context. However, Kim (2002) noted that western cultures a more likely to express both their negative and positive emotions of valence. For example, in many cultures intense emotions such

as disappointment, anger and guilt differs cross-culturally on how they are expressed in words. Du Toit (2008), Rauch (2009), Vogt and Laher (2009) data supported this predicted interaction between pleasant emotions and unpleasant emotions.

- ***Research aim 7: To determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the potency-control dimension.***

H_{3b}: The emotion dimension structure (as measured in the context of the componential emotion theory approach) of the Setswana-speaking group sample included power-control dimension.

H_{3b} was accepted as the meaning of emotion, was inclusive of the power-control dimension. The third factor, which emerged, was the power dimension and it explained 12,1% of the variance. Moreover, the acceptance of the hypothesis meant that there is an emotion structure within the context of all emotion features. Fontaine et al. (2007) noted that the power-control dimension includes emotions of authority or weak points, obedience, including the desire to take action or restricting oneself from taking action, and modification in the tone of voice. This dimension includes feelings of arrogance, rage, and disrespect in which these emotions are opposite to grief, disgrace and hopelessness. Examples of emotion features on this dimension included: *spoke louder (emotion component: voice), had tears in the eye (emotion component: face), felt their muscles relaxing (whole body) (emotion component: body).*

A further investigation on the component loading on this factor pointed out emotions of weakness such as being hurt, sadness, shame, guilt, and disappointment, versus dominance emotions such as fear, contempt, disgust, anger, hate, pride and irritation.

This second factor, which emerged, was the *power-control dimension* that was also identified by Fontaine et al. 2007. In addition, Fontaine et al. (2007), Gehm and Scherer (1988) as well as Russell (1991) mention that power-control dimension is more significant for emotion value feature than for other emotion dimensions, and that the significance of power-control dimension is not restricted to societal and interpersonal relations. Furthermore, the power-control dimension

is associated with power or sense of control over an event, and helps to differentiate emotions instigated by the subject matter from those drawn out by the environment, for example, disrespect versus terror. This has also been called the power, domination, self-assurance, including the desire to act or abstain from action. According to Goudbeek, Goldman and Scherer (2009) the power dimension is generally defined by a pair of adjectives namely, powerful/powerless and dominant/submissive. In addition, power dimension is regarded as a useful tool for the description of emotions.

Power-control dimension has a lengthy history in emotion research (Thomas, 1981) and refers to the person's intellect or influence over events. Pereira (2000) defines Power -control dimension as obedience obtained during coercion or intimidation, for instance, possessing power creates emotions of security. However, Kemper and Catlin (1979) state that power-control dimension may differ across or within cultures through time; for example, some people feel guilty if they observe themselves having excess power, and experience fear or anxiety if they have insufficient power. Therefore, the power-control dimension is enormously helpful in differentiating the emotions of shame and pride.

- ***Research aim 8: To determine if the meaning of emotion (as measured in the context of the Componential emotion theory approach) in an Setswana-speaking students sample will include the activation/arousal dimension.***

H_{3c}: The emotion dimension structure (as measured in the context of the componential emotion theory approach) of the Setswana working group sample did include activation/arousal dimension.

H_{3c} was rejected as the meaning of emotion, and was exclusive of the activation/arousal dimension. This means that activation-arousal dimension did not emerge and there was no total variance explained. Russell (1991) mentions that the activation-arousal dimension always emerges. However, the rejection of this dimension is a positive result; moreover, for a researcher interested in the effects of sympathetic activation, one dimension (arousal) may be sufficient. According to Fontaine et al. (2007) activation-arousal dimension is primarily described by as a dimension that includes emotions of fast heart palpitations and action tendencies. Examples of

emotion features on this dimension included: *produced abrupt body movements (emotion component: gesture), felt breathing getting faster (emotion component: body) and opened her or his eyes widely (emotion component: face)*. A further investigation on the component loading on this factor included high arousal emotions such as hate, irritation, anger and disgust versus low arousal emotions such as stress, fear, anxiety, shame and guilt.

Russell (1991) proposes that the activation-arousal dimension consists of positive emotions such as excitement, pleasure, contentment, that are mainly in the low or middle arousal domain, However, Folkman and Lazarus (1984); Gross (1998); Lazarus (1991) including Totterdell and Parkinson (1999) argue that arousal consist of emotions, physiological arousal actions that modify arousal. Nevertheless, Hochschild (1997) notes that emotions and physiological arousal might not always relate to activation-arousal dimension because it minimizes the tension of dissonance.

The absence of the activation/arousal dimension is in sharp contrast to the research findings of both national and international studies. Fontaine et al. (2007) found the activation/arousal dimension in the following three language groups; namely, English, French and Dutch. The activation/arousal dimension also emerged in the Afrikaans language group in South Africa (Du Toit, 2008) as well as in the Sepedi language group (Rauch, 2009). The activation-arousal dimension did not emerge in this study. Firstly, because items developed to measure the activation-arousal dimension were not appropriate, or relevant, so the items failed to load onto the omitted (excluded) dimensions (showed low items). Secondly, the items might not be culturally appropriate, or not understandable for the specific population group (Setswana-speaking group). Thirdly, the items might have failed to inter-correlate with the other items and it might be that this rejected dimension (activation-arousal dimension) is not relevant for the context (population group).

- ***Research aim 9: To determine if the meaning of emotion (as measured in the context of the Componential Emotion Theory approach) in a Setswana-speaking students sample will include the unpredictability dimension.***

H_{3d}: The emotion dimension structure (as measured in the context of the componential emotion theory approach) of the Setswana working group sample did include unpredictability dimension.

H_{3d} was rejected as the meaning of emotion, was exclusive of the unpredictability dimension. This means that activation-arousal dimension did not emerge and there was no total variance explained. Examples of emotion features on this dimension included: -The unpredictability dimension is best described as a dimension that includes events of uniqueness such as shock, surprise, and most of the emotions are characterized by facial expressions (Fontaine et al., 2007). Examples of emotion features on this dimension included: - *had the jaw drop (face), that occurred suddenly, had the eye brows going up (face).*

Fontaine et al. (2007) state that even though unpredictability has not emerged in most previous general studies of the dimensions of emotion, uncertainty is a significant dimension in a lot of appraisal theories (Ellsworth & Scherer, 2003), and unexpectedness in the structure of interruption was essential to Mandler's (1984) model. Unpredictability can be described as a dimension of environmental uncertainty and monitors behaviours related to surprise and high novelty (including behaviours such as jaw dropping and eyebrow rising).

Unpredictability can be defined as the extent to which people feel threatened by uncertainty and will try to avoid situations. Gannon and Audia (2000) mention that some people do not mind unpredictability or uncertainty, whereas others hate uncertainty and try to cope with it by making rules and prescribing behaviour. Moreover, Fang (2003) as well as Erickson, Newman and Pincus (2009) notes that some cultures with weak uncertainty tend to not show their emotions, they believe in generalist and common sense and there is less ritual behaviour. The best interpretation of this dimension seems to be the sense in which the event that triggered the emotion is not always predictable for all cultures.

It may turn out that the reason why unpredictability did not emerge was because there is no possible relationship between unpredictability and the emotion terms in the Setswana language group. It may also be that the sample does not relate well because it is not relevant for the context (population group).

What is of importance is the fact that although the third and the fourth dimension (arousal and unpredictability) did not emerge, this phenomenon can be studied on its own. The findings of such a study will give further insight into the meaning of emotion in Setswana speaking group in South Africa.

- ***Research aim 10: To draw conclusions and suggest future research about the meaning of emotion in the Setswana language group.***

The shortened GRID instrument should be extended with more items so that it could be directly compared with the current Meaning Grid results. It is now evident that it may be feasible if more prototypical emotion terms are utilised that the emotion structure can be elaborated upon.

By making use of the findings from this study, it could be used in future for the development of instruments to measure emotions which can be useful in the workplace, e.g. the meaning of emotions and the emotion structure in the Setswana language group within different industries of the North West Province, which are culture-specific and adequate for the Setswana-speaking group. In addition, these results could also be applied to expand unique and culture specific interventions based on the meaning of emotions and the emotion structure of the Setswana-speaking group.

In conclusion, the findings substantiate that within the Setswana language group, a two-dimensional emotion structure, made up of evaluation-pleasantness and potency-control, exists. The Componential Emotion Theory approach was successfully applied in that an emotion structure emerged for the Setswana language group. This article added value as to what human resource managers can anticipate concerning the meaning of the emotions of Tswana employees. It provides knowledge into what emotion measurement should consider when emotions are measured in the Setswana language group. The next research article will therefore aim to report on the emotion episodes and the related emotions experiences by Tswana employees. The study will thus now shift from a theoretically based research (using student participants) to an applied research of Tswana employees in the work place – studying emotions in the ordinary surroundings in which they transpire.

The article added value to the domain of human resource management and industrial psychology in the understanding of how Tswana people express and describe their emotion terms.

Article 2: The emotion experience and the emotion structure in the Setswana language group

The main aim of this article was to investigate and explore the emotion experiences of Tswana employees in a work setting within the North West province's work industries. Based on the results of this article, the following conclusions could be made:

- *Research aim 1: To conceptualise emotions at work as from a literature research.*

Emotions at work have an impact on peoples' capabilities to process information, and to precisely recognize the influence of emotions at work (Tracy, 2005). However, emotions at work are usually suppressed and ignored by organisations, and they are regarded as basic emotions that are experienced on a daily basis, such as anger, hate, jealousy and shame (Witherington & Crichton, 2007). It is not surprising that emotions have seldom been viewed as an integral aspect of human awareness and intelligence, because emotions are mostly viewed as destruction at work and difficult to understand (Fineman, 2003; Harris, 2000). For instance, various cultures may show their emotions to in order to display how they feel and other cultures will tend to show their emotions to describe an item (Besemeres, 2004).

Therefore, in order then to understand if emotions experienced at work varied or were the same across cultures, an exploration was needed in order to establish the emotions and emotional experiences across cultural groups (Fontaine et al., 2002). Therefore, the Affective Events Theory approach was used to explore the extrinsic and intrinsic levels of episodes in of employees' emotions from different organisational sectors in the North West Province order to determine the experience.

- ***Research aim 2: To determine the relevance of discrete emotions, emotion episodes and the use of the Affective Events Theory for the work context as presented in the research literature.***

Currently research on emotion episodes at work has focused on interoception and its neural basis (Ashton-James & Ashkanasy, 2005); however, few attempts have been made to investigate the emotion experiences of people across cultures. Moreover, previous research on emotion was unable to resolve the natural causes of emotion episodes and to determine whether emotion episodes are the same or differ across cultures. According to Grandjean, Sander and Scherer (2008), in the past research on emotion episodes could only reveal the origin of emotions from basic emotions (Ekman, 1993) that people experience on a daily basis. Grandjean et al. (2008) stated that the emotion episodes are defined in terms of basic emotions because there are deficiencies in current emotion theories. Moreover, Scherer (2005) notes that emotion episodes have previously been described in terms of basic emotions, for instance, anger, hate, jealousy, happiness and pride that may be felt because of a certain event that has taken place at work. Goudbeek et al. (2009) state that an emotion episode is defined by an organization or consistency of individual subsystems within a particular event, and its ending is determined by the emotions. However, Scherer (1997) proposes that emotion episodes are triggered by general circumstances of life, social interactions, and similarity or dissimilarities of cultures (Scherer, 1984a).

In an attempt to understand emotion episodes and the emotions that underlie emotion episodes, the Affective Events Theory (Weiss & Cropanzano, 1996) was the key solution to obtain full knowledge regarding emotion experiences of employees across cultures. The Affective Events Theory is a model which provides an understanding of the role of emotions, behaviours and episodes at work. The model investigates positive and negative events that lead to or trigger certain emotions that are experienced at work (Ashkanasy & Ashton-James, 2005).

- ***Research aim 3: To determine emotion episodes that are experienced in the workplace by Setswana employees on extrinsic and intrinsic level.***

a) Emotion episodes that are experienced in the workplace by Tswana employees.

Seven categories within the extrinsic level emerged. The emotion episodes reported on an extrinsic level were as follows: acts of Management, acts of work colleagues, company procedure/company policy, acts of customers, work procedure, external environment, and acts of subordinates. Thirty-five (35) participants described emotion episodes about acts of management. Acts of Management as a category concerned incidents regarding acts of relationship or behaviour, bosses and supervisors. Twenty-eight (28) episodes were reported concerning company policies and procedures. This category entailed episodes of how company policies and procedures had an impact on workers. Thirteen (13) participants described emotion episodes regarding company procedures and company policy, These are events that generate from reactions that were triggered by the company rules and regulations. Three episodes were reported regarding acts of customers which were assessed by negative behaviours directed to oneself or others by colleagues, managers, superiors and customers. One participant described emotion episodes concerning work procedures. Work procedures were appraised by the way or the order in which an organisation operates on a daily basis. One episode was about external environment. This category involved an episode that took place outside the internal environment. One participant reported an emotion episode concerning acts of subordinates. Acts of subordinates is a category that was associated with the behaviours of subordinates within the workplace.

Eight categories within the intrinsic level emerged. The emotion episodes reported on an intrinsic level were as follows: task problems/making mistakes, personal incidents, goal achievement, receiving recognition, physical incidents, discrimination, workload and lack of control. Ten emotion episodes were reported about personal incidents. This category was associated with employees' personal experiences at work. Three participants described emotion episodes about goal achievement. Goal achievement was linked with circumstances when work goal, or objectives were achieved. Three emotion episodes were reported regarding receiving recognition. Receiving recognition was linked with being acknowledged and appreciated for a good performance at work. Three participants described emotion episodes regarding physical incidents. This category consisted of events that were concerned with physical threats to a worker within the work environment. Three participants described emotion episodes regarding

discrimination. Discrimination consisted of an employee experiencing unfairness and alienation at the work place. Two emotion episodes were reported concerning workload. This category was associated with excessive workload that employees experienced at work. One participant described an emotion episode regarding lack of control. Lack of control referred to appraisals whereby an employee was not able to influence conditions at work, co-workers, executives and subordinates.

- ***Research aim 4: To determine emotion episodes and associated emotions reported on an extrinsic level of Setswana speaking working adults.***

The emotion episodes and emotions that were linked with the extrinsic level are as follows: 35 participants described emotion episodes on ***acts of management***. Acts of management consist of a set of beliefs, principles, and customs on how to control the workplace, and these symbols together with personalities represented exclusive characters of superiors and executives (Swanepoel, Erasmus, Van Wyk & Shenk, 2000). This category was associated with appraised actions by management towards workers and appraised behaviours of workers towards management within the workplace, for example, these appraised actions involved the management's intimidating comments towards the employee and their behaviour towards employees at a lower level. Furthermore, employees within this category felt that they could not trust management because of false assurance to employees concerning improved working conditions, unpleasant organisational climate, conflict of interest and increase in compensation. Participants experienced the following emotions regarding this emotion episode: frustration, anger, disappointment, despair, irritation, compassion, sadness hurt, and stress. The emotion with the highest frequency was reported for anger, second highest was despair and sadness.

Twenty-eight (28) participants described emotion episodes on ***acts of colleagues***. Acts of colleagues in the extrinsic environment is usually linked with healthy interpersonal relationship between employees and moral support from colleagues (Zapf, 2002). In this category, some employees felt unimportant and deceived by their co-workers, because they were not part of the activities that took place at work and some employees had to manage difficult situations and workload by themselves without any moral support from their co-workers. This category lead to

emotions such sadness, disappointment, hate, anger, irritation, jealousy, pride, anxiety, fear, despair, hurt, and frustration. The emotion with the majority frequency was reported for sadness and disappointment and the second highest emotions were anger and irritation.

Twelve (12) participants reported emotion episodes on *company procedure/company policy*. Company procedure refers to resources shared by all the associates of an organisation and company procedure also consists of decrease of company expenditure and downsizes (Most, 2006). Company procedure was about unfair employment practices, psychological contract, and disagreements concerning remuneration at work. Company procedure/company policy caused the following emotions regarding this emotion episode: irritation, disappointment, sadness, anger, despair, frustration, fear and stress. Most of the workers experienced emotions concerning this emotion episode was irritation and the second highest emotion was anger.

Three participants described emotion episodes on *acts of customers*. Acts of customers play a very significant role in the workplace because clients broaden your horizons of the organisation, they add profit to the workplace and embrace the organisation (Most, 2006). It was clear from this category that actions of customers were stimulating negative emotions for employees, for example some employees helped undependable and disloyal customers who did not compensate them and other employees were verbally offended by the clients. This category was linked with emotion terms such as anger, frustration, despair and fear. The emotion term with the uppermost frequency about this emotion episode was anger and the second highest was frustration and despair.

Two participants reported emotion episodes on *work procedure*. Work procedure entails monitoring work in a constructive manner such as giving a positive feedback or complete information on how to improve one's work (Frost, 2003). Within this category, employees felt that their organisations were not disclosing important information and some employees were uncomfortable working in an organisation that offers underprivileged working conditions and inadequate physical resources. Furthermore, employees felt that work procedures were not operated in a systematical order due to ineffective strategies that were formerly applied. The

emotion episodes generated emotions such as fear and despair. The highest frequency was reported for *fear*.

One participant described an emotion episode concerning *external environment*. External environment refers to the anticipated hard work from the organisation to network with other organisations that have information and understanding about good leadership qualities and management style of the leadership (Most, 2006). This category was linked with the lack of ability of the internal environment to learn from other external environments, on how to improve employee skills and advance career progression of employees. Moreover, this category was associated with the emotion of fear about economic pressures that necessitated job insecurity. This emotion episode caused emotions such as anxiety and fear and there was an equal representation of both the emotion terms.

Lastly, one participant reported an emotion episode on *acts of subordinates*. Acts of subordinates refers to when co-workers from other subdivisions or the same working settings refuse to perform tasks or cause problems for other colleagues deliberately (Pienaar, 2002). The actions of subordinates were a potent basis of some negative emotions that workers experienced at their workplace. Moreover, some subordinates had the tendency to distress other workers by their actions, negative attitudes and aggressive behaviour. This category gave rise to emotions such as anger, irritation and hate. All the emotion terms on this category had an equal representation.

Therefore, all the emotion episodes experiences within this level stimulated different emotions. For instance, emotions with the uppermost frequency such as anger, despair and sadness were described for acts of management. Disappointment, anger and irritation were the main emotion terms experienced concerning acts of work colleagues. Company procedure/company policy had irritation and fear as emotions with the highest frequency. Acts of customers gave rise to emotions with the uppermost frequency such as anger, frustration and fear. Work procedure had emotions of fear as a main frequency. Anxiety and fear were high in frequency about external environment and acts of subordinates' generated emotions, which occurred often such as of anger, irritation and fear.

The emotion term that emerged the most in all the categories and had the emotion term with the main frequency was frustration and in comparison with the current study that was done in the Setswana-speaking group, the emotion that occurred the most was fear and the emotion terms with the highest frequency were fear, anger, despair and frustration.

Therefore, all the emotion episodes experiences within this level resulted into different emotions; for instance, emotions with the highest frequency such as anger, despair and sadness were reported for acts of management. Disappointment, anger and irritation were the highest emotion terms experienced about acts of colleagues. Company procedure/company policy had irritation and fear as emotions with the main frequency. Acts of customers caused emotions with the highest frequency such as anger, frustration and fear. Work procedure had emotions of fear as a high frequency. Anxiety and fear were by far the most in frequency concerning external environment and acts of subordinates' stimulated emotions which occurred often, such as of anger, irritation and fear.

The results established in the extrinsic level are in accordance with a study done in an English-speaking group within an international setting (Basch & Fisher, 2000). In this study, acts of management, acts of colleagues, company procedure/company policy, acts of management acts of customers, and external environment were also recognized, and these categories led to negative emotions. Nevertheless, work procedure did not emerge in the study of Basch and Fisher (2000).

Emotion experiences and episodes revolved around episodes happening in the work environment. Many episodes at work created negative emotional experience of the Setswana speaking group. Even though there were more negative emotions experienced than the positive emotions that were found of the present study, the positive part of these results is that the incidence of these findings remains significant to the study of emotion research. In addition, these findings are helpful in helping work environments to find out more about the episodes that stimulate emotions of fear, anger, despair and frustration in the Setswana speaking group.

Work environment is a place whereby workers' challenging circumstances get out in the open rather than smoothing them over or disregarding them (Payne & Cooper, 2004). Within the work settings, an organisational climate is created so that employees can feel that they are important to the organisation (Zapf, 2002). Organisational climate refers to the morale and perceptions of the organisation to speak openly with workers, to have the spirit of togetherness by contributing within the organisation settings and trusting the organisation that the integrity of such perceptions is not violated (Turnley & Feldman, 1999). Nevertheless, the categories on the extrinsic level resulted in negative feelings and experiences of the work environment and organisational climate by Setswana speaking employees in various work divisions. Furthermore, Tswana employees felt that their co-workers, clients, subordinates, superiors and the management dishonoured the set of laws of the organisation, and that certain organisational measures were not being executed in a systematical order. Violation of psychological contract can be related with lack of redefining job security as skills portability in order to increase employees' trust towards the organisation (Turnley & Feldman, 1999).

The description of the emotion episodes showed that organisations were unable to fulfil their promises regarding the provision of physical resources such as training, redefining job security and providing the necessary equipment to complete work related tasks. Moreover, it seemed apparent from findings that emotions such as anger and frustration were stimulated by unjust treatment from co-workers, lack of career development and growth opportunities, poor performance, and lack of managerial and supervisory support (Yang & Clum, 1994). It can be concluded that organisations do not make efforts to generate steady organisation emotional climate for their workers (Probst, 2005).

- ***Research aim 5: To determine emotion episodes and associated emotions reported on an intrinsic level of Setswana speaking working adults.***

The emotion episodes and emotions that were associated with the intrinsic level were as follows: 13 participants described emotion episodes concerning ***task problems /making mistakes***. Task problems refer to lack of task accomplishment, which gives rise to a feeling of failure and frustration, and making mistakes refers to not making mistakes deliberately, but because of

challenges and difficulties experienced at work which mainly influence their emotions (Bakker, Van Emmerik & Van Riet, 2008). Within the intrinsic level task problems/making mistakes were regarding lack of task achievement due to poor time management and unclear requests for tasks which resulted in employees making mistakes. Participants experienced the following emotions concerning these emotion episodes: frustration, anger, disappointment, despair, irritation, compassion, sadness, hurt and stress. The main emotion term regarding this emotion episode was anger and the second uppermost was despair and sadness.

Ten (10) Participants reported emotion episodes about *personal incidents*. Personal incidents refer to individual personal difficulties that generate spill-over (Thompon, 2005) of negative emotions from home to the workplace (Bakker et al., 2008). Personal incidents were concerning employees' physical health and financial problems, and these situations had the tendency to cause a spill-over of emotion from home to the work settings. This category stimulated emotions such as hate, sadness, despair, hurt, fear and guilt. The highest emotion term in this category was despair and the second highest was sadness and fear.

Three emotion episodes were described concerning *goal achievement*. Lack of goal achievement at work refers to the goals and objectives that a worker plans to achieve during a certain period of time (Cicero, Pierro & Van Knippenberg, 2009). Goal achievement was linked with employees who felt discouraged to complete their work due to receiving negative feedback on their hard work. Nevertheless, some workers felt positive emotions for achieving their personal goals. Goal achievement resulted in emotions such as pride, happiness, sadness and disappointment and the main emotion terms in this category was pride and happiness.

Three participants described emotion episodes regarding receiving recognition. *Lack of receiving recognition refers to a negative emotion or attitude in recognition of a benefit that one has to receive*, and physical incidents refers to situations whereby a worker is harmed or threatened to be harmed (Kogut & Zander, 1993). This category was related with feeling unacknowledged for good performance, employees had to work harder to achieve recognition or respect, and lack of support for personal difficulties from co-workers, subordinates and superiors. This category was also associated with employees who felt that their complaints were

being ignored. In addition, this category was related with low self-esteem due to negative criticism on good performance. This category generated emotions such as anxiety, disappointment, anger, sadness and hurt. The highest emotion term reported in this category was sadness and the second highest being anger and hurt.

Three participants reported emotion episodes about **physical incidents**. Physical incidents are considered as physical threats that are directed towards an employee and these physical incidents usually have a negative influence on the individual's mental health (Kogut & Zander, 1993). Physical incidents were related with physical threats, violent behaviour and feeling threatened, which were harmful to the physical health of employees that generated into negative emotions at work. This category was associated with emotions such fear and despair. The highest emotion term with regards to these emotion episodes was fear.

Three participants' described emotion episodes concerning *discrimination*. Discrimination refers to when a person is treated less favourably because his/her ethnicity and gender variances (Cicero et al., 2009). This category included situations, such as bullying and unfair treatment, prejudice and mocking comments, which had a negative impact on employees' emotional well-being. Furthermore, this category was linked to employees who felt that they were assessed based on their position at work and not their performance. This category generated emotions such as disappointment, anger, hurt and sadness. The uppermost emotion term in this category was anger and the second main term was disappointment.

Two participants reported emotion episodes regarding *workload*. Work overload refers having too many tasks or activities to carry out in terms of time and ability and outcomes from automatic processing stimulating the potential for low cognitive task engagement (Jean, 2008; Perrewe et al., 2005). Workload was related to employees who felt that they could not cope with the workload because they were not capable to pull their own weight or there was not enough time to complete their tasks. Furthermore, too many responsibility and time pressure proved to be the cause's of stress. The workload category gave rise to emotions such as stress and frustration and both emotion terms had an equal representation.

Lastly, one participant described emotion terms about *lack of control*. Lack of control refers to being unable to have influence over a conditions and it also refers to concerns regarding future stability of the job, prospects concerning continuity in a job and perception of a possible threat to stability in his or her current job (Probst, 2005). Lack of control was linked with employees who felt that they did not have any have power over their quality of work and some employees felt that they did not have any have power over unforeseen negative results. This emotion episode generated emotions such disappointment and fear.

The findings of this study were in accordance with a study conducted in an English-speaking group within an international setting (Basch & Fisher, 2000). Task problems/making mistakes, personal incidents, goal achievement, receiving recognition, physical incidents, workload and lack of control also identified and these categories resulted in negative emotions. Nonetheless, discrimination was not found in the study of Basch and Fisher (2000). The emotion term that appeared the most in all the categories was embarrassment, and the emotion term with the most frequency was worry, disappointment, embarrassment and fear and in comparison with the current study that was conducted in the Setswana-speaking group, the emotions that occurred the most was disappointment and sadness and the emotion terms with the highest frequency were despair, fear, anger and sadness.

An emotion of *despair* in this point refers to an employee's experience of complete loss or absence of hope regarding painful incidents. The emotion of despair was mostly linked with employees who felt that they had no control over their emotions and felt helpless in difficult situations (Fredrickson 2001). An emotion of fear is regarded as an unpleasant emotion of unknown risk or danger (Zapf, 2002). The emotion of fear was associated with fear of the inability to control threatening incidents and fear of physical and emotional. Anger at can be regarded as an intense emotion of rage that is caused by frustration and feelings of irritation over a long time (Fitness, 2000). Anger was related lack of appreciation and support, conflict of interest and unfair treatment from colleagues, subordinates and managers (Domagalski & Steelman, 2005).

Sadness within the intrinsic level is usually associated with personal incidents that cause sorrow, including physical and emotions harm, financial difficulties and victimisation (Frost, 2003).

Sadness in this category was related with personal problems that affected employees' performance at work, prejudiced, being unable to achieve desired goals, lack of support during difficult situations and not having a feeling pride about their job accomplishments.

It was clear from emotion experiences on the intrinsic level that Tswana employees experience their work and aspects of work as important. They want to avoid making mistakes and take pride in their work. Pride is work related, and it was associated with feeling proud of completing difficult tasks at work, and not making mistakes because employees wanted to do well and achieve good performance in their work. Therefore, the conclusion can be drawn that achievement and work pride is important for Tswana employees. Work pride within the intrinsic level is regarded as one's own self-respect, worth and self-worth in the achievement of task accomplishment (Katzenbach, 2003). Success is attributed to internal factors, which will tend to result to pride and better self-efficacy (Williams & DeSteno, 2008). Moreover, positive emotions and emotional experiences at work may broaden employees' thought-action; for instance, pride driving workers toward improved achievements (Fredrickson 2001). Since pride is linked with goal attainment, company values and ethics, employees want to take pride in working for an organisation they relied on. Furthermore, employees have the aspiration to have challenging tasks; they have the aspiration to go beyond in their level of job performance (being self competitive) and they want to be dependable to complete essential work (Williams & DeSteno, 2008).

Employees believed that by defeating the work environment's challenges, a sense of satisfaction and pride in one's accomplishments would be created (Katzenbach, 2003). Therefore, it was apparent that the experiences of employees about work itself, and the complex challenges in achievement of tasks made it impossible for employees to take pride of their work, because these employees wanted to do extremely well in their work and in their career progression (Williams & DeSteno, 2009). In addition, employees experienced painful and complex personal episodes and had difficulties explaining more positive emotional experiences than the negative emotions at work. The impact of the personal episodes, task problem and lack of achieving goals at work had a negative influence on employees' behaviour and attitudes (Fredrickson, 2001).

- *Research aim 6: To draw conclusions and make suggestions for future research about the emotion episodes and related emotions of Tswana employees.*

These results evidently point out that various individuals appraise the same category of emotion episodes in a different way. The emotion episodes generated negative emotions concerning the extrinsic level were acts of management, acts of work colleagues, company procedure/company policy. This category caused negative emotions that tended to be those including feeling uncomfortable, lack of cooperation and feeling deceived while acts of customers, work procedure, external environment and acts of subordinates resulted in negative emotions that tended to include being made to feel unimportant by the company and subordinates and experiences of lack of trust and inequality.

Concerning the intrinsic level, emotion episodes that stimulated negative emotions were about task problems/making mistakes, personal incidents, goal achievement, receiving recognition, physical incidents, discrimination, workload and lack of control. Task problems/making mistakes, work load, lack of control and goal achievement caused negative emotions that tended to be those including minor actions and difficult circumstances experienced whilst performing work. Personal incidents, receiving recognition, physical incidents and discrimination tended to be those including physical actions and personal struggles. Goal achievements gave rise to positive emotions that tended to be those involving prosperity at work and achievement of tasks. Therefore, all the emotion episodes experiences within this category caused different emotions, for instance, guilt and fear had a high frequency concerning task problems/making mistakes. Personal incidents triggered despair and sadness as the highest in frequency. Goal achievement stimulated pride and happiness, which were both high in frequency. Receiving recognition generated emotions with the highest frequency such as sadness, anger and hurt. The emotion term with the highest frequency concerning physical incidents was fear. Discrimination had an emotion of anger as an above frequency. Stress and frustration were related with workload. Lack of control involved emotions of disappointment and fear, which were high in frequency.

In this study two new categories that were not found in the study Basch and Fisher (2000) emerged, namely work procedure which came out from the extrinsic level and discrimination

came forward from the extrinsic level. Therefore, these findings add value to the study of emotion and emotion episodes of the Setswana speaking employees

The conclusion can be drawn that even though this research study involved most of emotion episodes that generated negative emotions rather than positive emotions, two categories (work procedure and discrimination) were not found in previous studies. They were found in the present study, where it was evident that the work place elicits emotion episodes with negative contents. These results are helpful to form management strategies concerning human resource interventions, retainment strategies, wellness efforts and motivation programmes.

The study contributes value to the domain of Human Resources in that it describes universal and relative emotions connected with specific emotion episodes as well as the specific events that aggravate these emotions. This study will also be helpful to establish and advance their well-being, seeing that both faking and restraining emotions such as jealousy, shame, despair, anxiety, sadness, pride, stress, fear, anger, and guilt have been related to harmful personal health. Therefore, the Affective Events Theory gave a profound insight into the emotional experiences across cultures (Fontaine et al., 2002; Reizenzein, 2009).

A hypothetical and experiential approach (Affective Events Theory) was used to evaluate the emotions and emotion episodes that are experienced by the Setswana language group. Research shows that the emotions and emotion episodes differ within various cultures and that emotions and emotion episodes need to be explored within different cultural groups (Solomon 1997; Van Eeden & Wissing, 1997).

4.2 LIMITATIONS OF THIS RESEARCH

Article 1: The meaning of emotions and the emotion structure in the Setswana language group.

Even though experts in language translation were utilised in this research study to translate the emotion words from English to Setswana and back again, human mistakes were likely to occur. It was clear that this was one of the most important limitations, and careful translation of the

meaning of the emotion terms should be considered. Another limitation to this study was that even though the sample size was fairly large, all the Setswana terms had various meanings to some of the Setswana-speaking students. There was a possibility that the emotion structure could have been present within the adult sample; however it would have not been the same overall emotion structure within the students' sample (Fontaine et al., 2007). Therefore, there was the likelihood that minor differences were present between various age groups.

Census 2001 (Statistics South Africa, 2001) in South Africa includes 11 official languages, and consists of numerous cultural groups that are located in various provinces. Even though the North West province has a huge sample of the Setswana-speaking group, the limitations of this research study consisted of findings that may not have been representative of all the Setswana-speaking groups who were scattered in other provinces, due to the reality that the sample was merely representative of one province out of nine provinces in South Africa.

Article 2: The emotion experience and the emotion structure in the Setswana language group.

The study was carried out on employees from the mining industry, tourism industry, and community services including the government, manufacturing, agriculture, and construction industries in the North West Province. The majority of them were on the level of the Setswana-speaking lower, middle and higher level workers, managers and supervisors. The results can therefore be generalised to the other eight Provinces in South Africa.

One of the most significant limitations of this research study was that there was no information on positive experiences that could be derived. Secondly, there was no information on male and female experiences. Thirdly, there was no information that was provided on work-related groups. Lastly, there was no power over external impact prior to reporting emotion episodes. Regardless of the limitation of this research study, recommendation can be made for prospective research.

4.3 RECOMMENDATIONS

4.3.1 Recommendations for future research

Article 1: The meaning of emotions and the emotion structure in the Setswana language group.

In conclusion, the findings of this study verified that within the Setswana language group, a two-dimensional emotion structure, made up of evaluation-pleasantness and potency-control, was present. Therefore, the Componential Emotion Theory approach can be adapted so that an emotions structure could be found in the Setswana language group.

A shortened GRID instrument should be adapted and include more items so that it could be evaluated against the Meaning Grid findings. It was clear that it could be possible if many of prototypical emotion terms are utilised so that the emotion structure can be elaborated upon. Within the shortened Grid instrument focus attention should be given to reducing the size of the scale to three or two points. Due to the different dialects that Tswana people use, the present study suggests that the shortened Grid instrument should be translated in such a way that it would include synonyms of emotions terms that are used by different tribes. In that way all Setswana speaking people from different tribes would be able to relate with the emotions, rather than utilising the classical version of the language.

Consideration can further be given to designing and piloting the shortened Grid in all tribes in the Setswana language group, so that the meaning of emotion in the different tribes can be derived, The pilot study can include participants from different tribes and the rated emotion terms of all the tribes can then be compared to verify whether the participants relate with them

4.3.2 Recommendations to the organisation

The thoughtful insight of this article can encourage human resource executives to anticipate on exploring more about the meaning of the emotions of Tswana employees. It will also give insight into what emotion measurement should take into consideration when emotions are measured in the Setswana language group.

By utilising of the findings from this research study, the results could be adapted for future development of instruments to assess emotions, which can be implemented in organisations, e.g. the meaning of emotions and the emotion structure in the Setswana language group in different work sectors of the North West Province, which are culture-specific and sufficient for the Setswana-speaking group. Moreover, the findings of this study could also be adapted to develop exceptional and culture specific interventions based on the meaning of emotions and the emotion structure of the Setswana-speaking group.

For the organisation, a shortened GRID instrument should be adapted and include more items so that it could be evaluated against the Meaning Grid findings. It was clear that it could be possible if a many prototypical emotion terms are used in the workplace. Due to the various dialects that Tswana people speak, the current study recommends that the shortened Grid instrument should be translated in such a way that it would consist of synonyms for emotion terms that are used by different tribes. In that way all Setswana speaking people from different tribes would be able to relate with the emotions, which they would not when of applying the standard version on the language. Therefore, the findings from the shortened GRID would give organisations profound information of how Tswana people from different tribes express their emotions and whether their interpretations of the meaning of emotions differ or are the same with those of other cultures.

4.3.3 Recommendations for future research

Article 2: The emotion experience and the emotion structure in the Setswana language group

In conclusion, the findings of this study verified that emotions and emotional experiences of the Setswana speaking employees in the extrinsic level and the intrinsic level do exist. Therefore, the Affective Events Theory approach can be adapted so that the emotions and emotional experiences could be established within Setswana language group.

A questionnaire should be implemented to extract positive emotion experiences. It would be fascinating to explore how these extracted emotions of the emotion episodes are controlled. It would also be significant to the organisations' effects such as job contentment, organisation commitment, intention to leave, burnout and engagement to examine the impact of these emotion episodes. These main episodes can be used as first information from which a survey on emotion episodes at work could be developed. In addition, this could be helpful to establish organisational emotional climate and the content of team building efforts. This article will be significant to the field of emotion research; it will give an understanding into the emotion episodes, and associated emotions that Tswana employees experienced in the workplace environment.

The insightful information concerning emotions and emotional experiences of the Setswana speaking employees in the extrinsic level and the intrinsic level can be used to make modern interventions that can assist Tswana employees to deal with and control their emotions and negative emotional experiences at work. Furthermore, the execution of pro-active programmes would be valuable in improving organisational commitment, to encourage a positive emotional climate and address unpleasant circumstances at work. Different occupations could also make use of information session that can deal with issues of job contentment and mutual anticipation of workers. Furthermore, the execution of useful sessions could assist in decreasing the negative emotions and emotional experiences within the work environment, since negative emotions such as anger, fear, frustration and despair have been related to being harmful to mental health and physical wellbeing of employees (Grandey, Tam & Brauburger, 2002).

4.3.4 Recommendations to the organisation

From a human resource perspective, the exploration of emotions and emotion episodes can provide employees, managers and supervisors with a broader understanding of the emotions and

emotion experiences at work. Moreover, management strategies regarding human resource interventions, retainment strategies, wellness efforts, and motivational programmes can be developed to implement an organisational emotional climate.

The profound information concerning emotions and emotional experiences of the Setswana speaking employees in the intrinsic level can be used to come up with new interventions that can assist Tswana employees to accomplish quality at work so that they can deal with and control their emotions and negative emotional experiences at work. Moreover, the development of proactive programmes would be helpful to improve organisational dedication, to encourage a positive emotional climate and deal with unfavourable consequences before they take place. Occupations could also employ information sessions to attend to cultural applications in the study of emotions research. Organisations could also make use of skilled psychologists and refer workers for help on how to deal with and control their emotions.

This chapter provided conclusions regarding the results of the empirical studies of the two independent studies that formed part of this study. Conclusions were formed with regard to the research objectives that were stated for each article. Limitations in terms of the specific articles were stated and discussed. Finally, recommendations for future research were presented.

4.4 Final conclusion and objectives achieved in this dissertation

In conclusion, cross-cultural study on the meaning of emotions and emotion episodes in the Setswana language group has made an important contribution to the literature and for future research. Moreover, it was important to recognize the universal and relative bases of the meanings of emotions that exist within the Tswana cultural group. Furthermore, this study was necessary for organisations to realize that the influence of culture on emotions and emotional experiences of Setswana speaking employees occurs above and beyond the relative and universal bases of those emotions that people are all born with.

Therefore, the objective achieved in this dissertation was that an emotion structure for the Setswana speaking group was determined and one of the most important contributions was finding of the potency-control dimension in this cultural group. Secondly, the achievement of this dissertation regarding the emotion experience and the emotion structure in the Setswana language group is that there were categories that emerged on the extrinsic level regarding emotion episodes at work. They were acts of management, acts of colleagues, company procedure/company policy, acts of customers, work procedure, external environment and acts of subordinates. Regarding the intrinsic level concerning emotion episodes at work, the categories that emerged were task problems/making mistakes, personal incidents, goal achievement, receiving recognition, physical incidents, discrimination, workload and lack of control. The emotions that were experienced on the extrinsic level comprised emotion terms such as anger, disappointment, hurt, irritation, disgust, annoyance, fear, sadness, despair, worry, frustration, embarrassment, shame, hate, stress and anxiety. Regarding the emotions experienced on the intrinsic level, the emotion terms that were reported included anger, disappointment, anxiety, hurt, irritation, fear, sadness, despair, frustration, hate, pride, stress, compassion, guilt and happiness. The understanding and insight of emotion episodes experienced by Tswana employees is vital for well-being and retention strategies in organisations as well as the realisation that diversity in organisations must be managed.

This chapter provided conclusions regarding the results of the empirical studies of the two independent articles that formed part of this study. Conclusions were drawn with regard to the research objectives that were stated for each research article. Limitations in terms of the specific articles were stated. Recommendations for the future were made, and recommendations for the organisations were presented. Lastly, the final conclusion and objectives achieved in this dissertation were provided.

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