EMOTION WORK AND WELL-BEING OF SECONDARY SCHOOL EDUCATORS

C. A. Visser. Magister. B.Com

Mini-dissertation as partial fulfilment of the requirements for the degree Magister Commerce in Industrial Psychology at the North-West University (Potchefstroom Campus)

Study Leader: Dr. C. S. Jonker

Assistant Study Leader: Prof. G. v. d. M. Sieberhagen

November 2006

Potchefstroom

FOR THE READER'S ATTENTION

The reader is reminded of the following:

- The references as well as the editorial style as prescribed by the *Publication Manual (5th edition)* of the American Psychological Association (APA) were followed in this dissertation. This practice is in line with the policy of the Programme in Industrial Psychology of the North-West University to use the APA-style in all scientific documents as from January 1999.

- The mini-dissertation is submitted in the form of a research article. The editorial style specified by the *South African Journal of Industrial Psychology* (which agrees largely with the APA-style) is used, but the APA guidelines were followed in the construction of tables.

- Each chapter of the mini-dissertation has its own reference list.

ACKNOWLEDGEMENTS

I would like to thank the following people for all their support and guidance throughout the year in making the completion of the mini-dissertation possible:

- Firstly, I want to express gratitude and recognition to my Creator and Saviour, Jesus Christ. Thank you Lord that You carried me. Thank you for making this experience possible, helping me to persevere and giving me the ability to complete this project.
- My parents, three sisters and friends for their love, support and comfort especially this year and throughout my studies.
- Dr. Cara Jonker, my mini-dissertation study leader, for preparing my statistical processing and making time to help me understand and comprehend it. Thank You for all your support and inspiration. Thank you for listening and making it so easy to talk to.
- Prof. George Sieberhagen, as my mini-dissertation assistant study leader. I appreciate all the help and that Prof. always helped me although you had a busy schedule as well.
- I would like to thank my fellow supporters: Joline Swart, Adel Botha, Lindie Koen and Marlize de Wet.
- To all the secondary schools that participated in this study: without your willingness to take part, this study was not possible
- Cecile van Zyl for her willingness to do my language editing and conducting it on a very professional manner.

TABLE OF CONTENTS

LIST OF TABLES

SUMMARY

Title: Emotion work and well-being of secondary school educators

Key words: Emotion work, emotional labour, emotional intelligence, job autonomy, supervisor- and co-worker support, burnout, engagement, secondary school educators.

Emotions play a profound role in the workplace, especially in the human service profession. Service agents, for example educators, are expected to express socially desired emotions in a service interaction with learners. This direct face-to-face contact with learners requires a lot of emotions and in order to advance educational goals, teachers perform Emotion Work. Factors like the individual factor Emotional Intelligence and organisational factors like Job Autonomy, Supervisor- and Co-worker Support have a profound impact on how Emotion Work is experienced. Emotion Work has an influence on the experience of Well-Being.

The objective of this research is to determine the relationship between Emotion Work, Emotional Intelligence, Organisational Factors and Well-Being within secondary schools in South Africa.

The research method consists of a literature review and an empirical study. A cross-sectional survey design was used to collect the data. A non-probability convenience sample was taken from 257 educators in high schools in the Gauteng Province. The Schutte Emotional Intelligence Scale (SEIS), The Utrecht Work Engagement Scale (UWES), Oldenburg Burnout Inventory (English version) (OBLI), Scale from the Frankfurt Emotion Work Scales (FEWS) and Organisational Factor Scale were used as measuring instruments. The statistical analysis was carried out with the SPSS-programme. The statistical methods utilised in the article consisted of descriptive statistics, Cronbach alpha coefficients, factor analysis (using a principle components analysis), Pearson product-moment correlation coefficients and multiple regression analyses were used to analyse the data.

A factor analysis confirmed two factors for Burnout, consisting of Exhaustion and Mental Distance; Emotion Work also consists of two factors namely Positive Emotion Work and Negative Emotion Work, Emotional Intelligence (four factors) consisting of Mood Regulation/Optimism, Emotion Management/Social Skills, Emotion Appraisal and Emotion Detachment. The OF (Organisational Factors) and UWES both showed acceptable internal consistencies.

The analysis of Pearson correlations in this study showed that Exhaustion is negatively correlated with Job Autonomy, Supervisory Support and Engagement, while positively correlated with Negative Emotion Work and Mental Distance. Mental Distance is negatively correlated with Job Autonomy, Supervisory Support and Engagement and positively correlated with Negative Emotion Work. Engagement is positively correlated to Mood Regulation/Optimism, Emotion Management/Social Skills, Co-worker Support and Supervisory Support. Emotion Management/Social Skills is positively correlated to Emotion Appraisal and lastly Supervisor Support is positively correlated to Co-worker Support.

A regression analysis with Engagement as dependent variable indicated that Positive Emotion Work, Negative Emotion Work, Mood Regulation/Optimism and Supervisor Support in an educator environment were the best predictors of Engagement. With Exhaustion as the dependent variable, Negative Emotion Work, Job Autonomy and Supervisor Support were the best predictors of Exhaustion and with Mental Distance as the dependent variable, Negative Emotion Work, Job Autonomy and Supervisor Support were the best predictors of Mental Distance.

Recommendations are made for the educators' profession and for future research purposes.

OPSOMMING

Titel: Emosie werk en Welstand van sekondêre skool onderwysers

Sleutelterme: Emosie werk, emosie arbeid, emosionele intelligensie, selfbesturende werk, opsigter- en Mede-werkerondersteuning, uitbranding, verbintenis, sekondêre skool onderwysers.

Emosie speel 'n belangrike rol in die werkplek, veral in die menslike-diens professie. Sekere sosiaal aanvaarbare emosionele uitdrukkings word van diensagente, byvoorbeeld onderwysers, verwag wanneer in diens interaksie met leerders funksioneer. Hierdie direkte aangesig kontak met leerders vereis emosie en deur akademiese doelwitte te bereik word Emosie Werk verrig. Faktore soos die individuele faktor, Emosionele Intelligensie en organisatoriese faktore soos Selfbesturende Werk, Opsigter- en Mede-werkerondersteuning het 'n groot impak op hoe Emosie Werk ervaar word. Emosie werk het 'n invloed op die ervaring van welstand.

Doelwitte van hierdie navorsing is om die verhouding tussen Emosiewerk (Emosie Arbeid), Emosionele intelligensie, Organisatoriese Faktore en Welstand te bepaal in sekondêre onderwysers van Suid-Afrika.

Die navorsingsmetode het bestaan uit 'n literatuur oorsig en 'n empiriese studie. 'n Kruis-seksionele opname ontwerp was gebruik in die studie. 'n Nie-waarskynlikheids-beskikbaarheidssteekproeftrekking was gebruik met die trekking van 257 onderwysers in sekondêre skole in die Pretoria streek in die Gauteng Provinsie. Die Schutte-Emosionele-Intelligensieskaal (SEIS), die Utrecht Werk Verbintenis Skaal (UWES), Oldenburg Uitbrandings Vraelys (Engelse weergawe) (OLBI), Frankfurt Emosionele Werk Skaal (FEWS), en Organisasionele Faktor Skaal (OF) was gebruik as meetinstrumente in die studie. Die statistiese analise was uitgevoer deur die SPSS-program. Die statistiese metode wat uitgevoer is in die artikel bestaan uit beskrywende statistiek, Kronbach alpha koëffisiënt, faktor analises (waar die hoof-komponent analise gebruik is), Pearson produk-moment korrelasie koëffisiënt en die veelvoudige regressie analise.

`n Faktor analise het twee faktore bevestig vir Uitbranding: Uitputting en Psigiese Afstand; Emosie Werk bestaan ook uit twee faktore naamlik: Positiewe Emosie Werk en Negatiewe Emosie Werk; Emosionele Intelligensie wat uit vier faktore bestaan het, naamlik Emosie Regulasie/Optimisme, Emosie Bestuur/Sosiale Vaardighede, Emosie Waardering en Emosie Distansiëring. Die OF (Organisatoriese Faktore) en die UWES het beide aanvaarbare interne konsekwentheid getoon.

Die analise van die Pearson korrelasie in die studie het getoon dat Uitbranding negatief gekorreleer het met Werksoutonomie, Toesighouer Ondersteuning en Begeestering, terwyl positief gekorreleer het met Negatiewe Emosie Werk en Psigiese afstand. Psigiese afstand het negatief gekorreleer met Werksoutonomie, Toesighouer Ondersteuning en Begeestering en positief gekorreleer met Negatiewe Emosie Werk. Begeestering het positief gekorreleer met Emosie Regulasie/Optimisme, Emosie Bestuur/Sosiale Vaardighede en Toesighouer- en Medewerkerondersteuning. Emosie Bestuur/Sosiale Vaardighede het positief gekorreleer met emosie beoordeling en laastens het Toesighouer ondersteuning positief gekorreleer met Mede-werkerondersteuning.

`n Regressie analise waar Begeestering die afhanklike veranderlike is, het Positiewe Emosie Werk, Negatiewe Emosie Werk en Emosie Regulasie/Optimisme en Toesighouer Ondersteuning getoon om in die onderwysomgewing goeie voorspellers te wees van Verbintenis. Met Uitbranding as afhanklike veranderlike, het Negatiewe Emosie Werk, Werksoutonomie en Toesighouer Ondersteuning getoon om goeie voorspeller te wees van Uitbranding en met Psigiese Afstand as die afhanklike veranderlike het Negatiewe Emosie Werk, Werksoutonomie en Toesighouer Ondersteuning getoon om Psigiese Afstand te voorspel.

Aanbevelings vir die onderwys professie en vir toekomstige navorsing word gemaak.

CHAPTER 1

INTRODUCTION

This mini-dissertation deals with Emotion work and well-being of secondary school educators from the Pretoria region in the Gauteng Province. In this chapter the motivation for the research is discussed in terms of the problem statement and aims of the research. Thereafter the research method and division of chapters are discussed.

1.1 PROBLEM STATEMENT

Organisations, in general, are critically dependent on their employees; for example, if the Well-being of the employees is not in an optimal condition, organisations' productivity will decrease, which, on its part, will influence the organisations' profit drastically (Ter Doest, Maes, Gebhardt, & Koelewijn, 2006). In an attempt to increase profit and decrease expenditure and costs, organisations demand more of their employees. These demands increase job insecurity, disengagement and Burnout which influence employees' Well-being negatively (Biissing, 1999).

All these factors influence the Well-being of employees. Well-being can be critically influenced by numerous sources; for example job insecurity, depression and illness. The latter can threaten employee health, physical and psychological Well-being, employee turnover, job satisfaction and organisational commitment (De Witte, 1999).

According to Probst (1999), employees with perceptions of low job security are more likely to engage in work withdrawal behaviour. Job insecurity is repeatedly reported to result in reduced psychological Well-being, characterised by symptoms such as anxiety, depression, irritation or strain-related psychosomatic complaints (Catalano, Rook & Dooley, 1986; Dekker & Schaufeli, 1995; Ferrie, Marmot, Shipley, Smith, & Stansfield 1998; Kuhnert, Lahey, & Sims 1989).

On the other hand, Well-being and productivity can be promoted through optimal work settings that are designed to sustain positive development of energy, vigour, dedication, absorption and effectiveness among employees (Maslach, Schaufeli, & Leiter, 2001).

The aforementioned authors suggest a positive goal for intervention, which is increasing Engagement rather than reducing Burnout. However, Burnout is considered as the response frequently related to social and emotional interactions of service workers (Zammuner & Galli, 2005).

The growth of the service sector has led to an increased interest in the labour performed by those working 'for the customer'. Examples of human service jobs include people performing work where there is an emphasis upon customer-focused work performances in the public sector (Du Gay, 1996). Examples are the work performed by waitresses, airline staff, call centre workers, debt collectors, health care workers and, this mini-dissertation's focus, school educators (Bolton, 2000; Freukel, Korczynski, Shire, & Tam, 1999; Hoshchild, 1983; Taylor & Tyler, 2000).

Cherniss (1980) states that human service professionals enter the service profession with the aim of contributing to the Well-being and welfare of humanity. Unfortunately this goal they have is not always realised due to the severity of the stress that they experience as a consequence of intense contact with people (Ryff & Singer, 2000). At best, people develop psychological resilience as this cycle of "working for the customer" continues. In the end, however, this cycle leads to an experience of negative psychological Well-being (Davis, Nolen-Hoeksema & Larsen, 1998).

The teaching profession's nature has constantly challenged school educators to cope with and adapt effectively to the changes encountered in their profession (Ngwezi, 1989). Educational systems could have a remarkable influence on educators' job satisfaction and therefore it has become imperative to investigate educators' job experiences (Theron, 1996).

Since the abolition of apartheid in 1994, the South African Public Education system has started going through enormous changes. The transformations in the South African education emerged in March 1997 when Minister S.M.E. Bengu, the Minister of Education, launched Curriculum 2005 (Clarke, 1997). This meant the abolition of the old, traditional teaching approach and the adoption of the new approach of Outcomes-Based Education (OBE). Educators and parents seemed concerned and seem to question the success and practicality of this approach (Killen, 1997).

Partly because of the above-mentioned changes, and partly because of their efforts to help and educate people in these circumstances, secondary school educators tend to often experience an immense degree of pressure. Through this they are more commonly confronted with the Burnout–phenomenon, which negatively influences their Well-being (Van Dick, & Wagner, 2001).

Schaufeli and Enzmann (1998) define Burnout as a continual, constant negative, work-related condition of the mind in 'normal' individuals that is mainly characterised by exhaustion, which is accompanied by distress, a sense of decreased effectiveness, reduced motivation, and the development of dysfunctional attitudes and behaviour at work. The concept of Burnout was introduced by Freudenberger (1974) when he tried to explain the phenomena of physical, emotional and mental exhaustion, absence of job involvement, dehumanisation and decreased accomplishment that he found among his patients.

School educators experience high stress levels, which influence their ability to cope with work demands (Cecil & Forman, 1990; Male & May, 1997; Wisniewski & Gardiulo, 1997). An estimated 20 000 teachers in South Africa leave the profession each year, but only 6 000 newly trained teachers enter the profession (Pauw, 2006). This confirms the stress and fear new teachers as well as current teachers currently experience in South Africa. Coping acts as a buffer between stress and Burnout and is thus necessary to survive. Coping has been defined as the individual's cognitive and behavioural efforts to manage internal and external demands that are judged as a threat or challenge to that person's resources (Lazarus & Folkman, 1984).

The adverse effect of stress therefore requires coping strategies to be incorporated into one's repertoire. However, within the South African Educational context the needs and coping strategies of mainstream educators have remained largely unidentified in the development and implementation of education policy (Eloff, Engelbreght & Swart, 2001). In the coping process, emotion plays a crucial role, because of the fact that emotion may be both a cause and an effect of coping (Lazarus, 1991).

Emotions are considered to be primary adaptive and motivating mechanisms and part of logical thinking and intelligence (Leeper, 1948). Emotion has a biological-adaptive function as well as a psychological-constructive function andalso play a role in social interaction,

personality functioning, achieving goals, and cognitive processing (Thompson, 1990). Emotions mediate between constantly-changing situations and the individual's behavioural responses, and thus have an important adaptive function for the individual.

Although the term "emotion-focused" appears to imply that emotion is related only to one form of coping, Folkman and Lazarus (1988) proposed that emotion is part of virtually all stressful transactions, with coping acting as a mediator of emotion. According to Schutte et al. (2001) people who possess the ability to understand and regulate their emotions tend to maintain a better outlook on life, and experience better psychological health.

Emotions are the core of teaching (Hargreaves, 1998), with emotional bonds filling teaching strategies and conceptual thinking. Emotions are managed by educators to improve work outcomes. Hargreaves (1998) also states that quality educators are emotional, passionate beings who connect with their students and fill their work and their classes with enjoyment, delight, inspiration, challenges and elation, and where superior teaching is stimulated with positive emotions.

School educators also have a deep emotional relationship with their work, due not only to this relational orientation, but also to the high investment of the self in their work and the heavy investment in time, goals, moral purposes, commitments and attachments that they make within their working life (Nias, 1996).

Many educators speak of feeling love for their students (Hargreaves, 1998; Nias, 1989). However, there are reports that negative emotions are increasingly evident in educators' functioning lives, and a survey of educators' attitudes revealed an exhausted, angry profession with a plan for change (Sutcliffe, 1997). Therefore, teaching is an "emotional practice" involving trusting relationships with others, face-to-face and voice-to-voice contact, extremely charged with feeling, aroused by and concentrating towards not just students but also "values and ideals" (Nias, 1996).

Hargreaves (1998) refers to this emotional practice of educators as emotional labour. Emotional labour is emotions that are managed to produce desired emotional states in oneself as well as other people around one, for financial gain or for a wage (Hochschild, 1983). The centrality of emotional labour performed by educators has therefore led to the application of

4

the concept to describe aspects of their work. All Emotion Work usually requires contact with other people outside of or within the organisation, usually involving face-to-face or voice-to-voice contact (Steinberg, 1999).

Generally, emotions are managed in response to the display rules of the organisation or job (Ekman & Friesen, 1975; Goffman, 1959; Hochschild, 1983; Zapf, 2002). Thus, emotional labour may involve enhancing, faking, or suppressing emotions to modify the emotional expression (Zapf, 2002). One example is an employee (school educator) changing how s/he feels, or what feelings s/he shows, in order to interact with customers or clients (students) in an effective way.

Emotional labour consists of four dimensions: (a) frequency of interactions, (b) attentiveness (intensity of emotion, duration of interaction), (c) variety of emotions required and, (d) emotional dissonance (Ashforth & Humphreys 1993; Hochschild 1983). Hochschild (1983) proposed that there are two strategies used in order to keep to the display rules: either surface acting by which only the emotional expression is manipulated in order to fulfil the job demands; or active deep acting by which the feelings of the service worker are actively manipulated in order to fulfil the job demands (Ashforth & Humphrey, 1993; Ashforth & Tomiuk, 2000).

Furthermore, surface acting is also controlled by one's body language, in which the emotions expressed are different from those experienced (Hochschild, 1983). The second is deep acting, in which effort is extended into actually feeling the emotions that are expressed (Hochschild 1979, 1983).

In psychology, the word "labour" is used to describe the division of labour, labour-management relations, conflict resolution, and collective bargaining. To be compatible with these research areas, the term "Emotion Work" is preferred (Zapf, 1993). The term Emotion Work will therefore be used in this study.

The frequency and kind of Emotion Work are associated with a range of consequences, some of which are dysfunctional (emotional dissonance, emotional suppression, Burnout, low job satisfaction) whereas others are functional (Engagement, job involvement, personal accomplishment) (Zammuner & Galli, 2005).

Most studies of Emotion Work include the concept of emotional dissonance (e.g. Abraham, 1998; Brotherridge & Lee, 1998, Grandey, 1998; Morris & Feldman, 1997). Thus, emotional expression can develop into emotional dissonance. This happens when an employee is required to communicate and express emotions that are not genuinely felt in the particular situation. It leads to the alienation of one's feelings, negative affective states, and eventually causes long-term psychological ill health (Hochschild, 1983).

Emotional expression (or suppression) can result in more effective workplace interaction, but Hochschild (1983) and others have proposed that Emotion Work is stressful and may result in Burnout. Maslach (1982) states that dealing with people's demands requires a great deal of energy from the provider. Recipients (students/learners) expect of their educators to be patient, calm, understanding and compassionate. Therefore, educators have to cope with the individual demands of their learners, while at the same time having to deal with large classes (Cherniss, 1980).

Most empirical studies have analysed relationships between aspects of Emotion Work and the long-term consequences of Emotion Work, especially the Burnout dimensions (emotional exhaustion, depersonalisation and reduced personal accomplishment) and have found correlations between emotional dissonance and emotional exhaustion (Abraham, 1998; Brotheridge & Lee, 1998; Grandey, 1998; Kruml & Geddes, 1998; Morris & Feldman, 1997; Zapf, Vogt, Seifert, Mertini & Isic, 1999), as well as correlations between emotional dissonance and depersonalisation (Kruml & Geddes, 1998; Zapf et al., 1999).

Correlations have also been found between emotional dissonances and reduced personal accomplishment (Abraham, 1998; Morris & Feldman, 1997; Zapf et al., 1999), supporting Hochschild's view that Emotion Work is likely to have negative employee consequences.

A high degree of Emotion Work can also have negative consequences, for example lower job satisfaction and performance, unhappiness, depression, more health problems and alienation of one's feelings (Mindi, Higgins & Wilson, 2005). This concept has been explored within the context of educators' experiences and there was found that there has been a negative depiction of Emotion Work carried out by educators (Hargreaves, 1998; Nias 1996; Troman & Wood, 2001).

An opposite concept from Burnout, which positively influences individual Well-being, is Engagement (Schaufeli, Taris, Le Blanc, Peeters, Bakker & De Jonge, 2001). These researchers also found that as people become fatigued from work, it can be positive, satisfied tiredness. Scutte, Toppinen, Kalimo and Schaufeli, (2000) define engagement as an energetic state in which the employee is dedicated to excellent performance at work and is confident of his/her effectiveness.

Another positive contribution Emotion Work contributes to Well-being, is when Emotion Work becomes satisfying, liberating, therapeutic and a beneficial experience. Since it can lead the worker to enhance his/her involvement actively in what is fundamentally meaningful and satisfying, for example in a therapeutic setting, Emotion Work can lead to increased empathy and caring by the therapist (Yanay & Shahar, 1998).

Grandey (2000) proposes a conceptual model of Emotion Work (emotional regulation) to be applied in the workplace, but this conceptual model has not yet been tested in an educational environment. Grandey (2000) proposes that there are certain individual (Emotional Intelligence) and organisational factors (Job Autonomy, supervisor and Co-worker Support) that play a role in the experience of Emotion Work and Well-being.

Examples of individual factors that influence a person's way of dealing with Emotion Work are gender, emotional expressions, self-monitoring, Emotional Intelligence and affectivity. In this research study the focus is on just one individual factor, Emotional Intelligence. Examples of organisational factors, Job Autonomy, Supervisor and Co-worker Support, will all be discussed.

Individual Factor:
- #### *Emotional Intelligence:*

The theory of Emotional Intelligence was conceptualised by Salovey and Mayer (1990) and popularised by Goleman (1996). Emotional Intelligence enables a person to choose the best alternative or option in the shortest period possible. It also enables an individual to come up with solutions to problems within a very short time frame (Senge, 1990). Senge (1990) also links Emotional Intelligence to high levels of personal mastery.

Emotional Intelligence is the ability to adaptively observe, comprehend, regulate and harness emotions in the self and others (Schutte, Malouff, Simunek, McKenley & Hollander, 2002). Self-awareness and empathy (the skills needed in building successful organisations) are also concerned with Emotional Intelligence. Goleman (1996) describes self-awareness as being aware of one's mood and one's thoughts regarding that particular mood, giving non-judgemental, non-reactive attention to one's inner state.

The ability to process emotional content influences the individual's ability to think, plan ahead and solve problems, and is a determinant in terms of the extent to which the person will use his or her potential mental abilities. Research indicates that optimised Emotional Intelligence distinguishes individual "star performers", and plays an important role in determining which organisations will outperform their competitors (Kapp, 2000).

Organisational Factors

- ## *Job Autonomy:*

Job Autonomy relates to increased feelings and perceptions of personal responsibility. It is defined as the degree to which the job provides substantial freedom, independence and discretion to the individual to schedule work and determine the procedures used in carrying it out (Hackman & Oldham, 1980). Feelings of lacking control over events (lack of Job Autonomy) have been identified as a source of life stress (Rodin, 1986).

Job Autonomy has also been linked theoretically to job performance (Hackman & Oldham, 1980), while direct relationships between autonomy and performance have been small and inconsistent (Fried & Ferris, 1987; Morgeson & Campion, 2003). It has been proved that those who reported high autonomy had lower emotional exhaustion in both high and low Emotion-Work type jobs (Wharton, 1993). When Job Autonomy is high, workers will view their work outcomes in terms of their own efforts, initiatives and decisions, rather than instruction of the supervisor or procedure (Marx, 1996).

According to Marsh and Mannari (1977) the higher the level of autonomy that the individual possesses, the lower it correlates with turnover. The degree of freedom and independence enjoyed by employees and their participation in planning and organising their work has an influence on organisational commitment (Bailyn & Lynch, 1983).

8

- *Supervisor and Co-worker Support:*

Several studies have reported a positive association between Supervisor Support, Co-worker Support and satisfaction with one's work (Cummins, 1989; Ganster, Fusilier, & Mayes, 1986; LaRocco & Jones, 1978). Conceptualising support somewhat differently, one author found social integration to be predictive of job satisfaction (Cummins, 1989); whereas another found job satisfaction to be highest among employees whose off-the-job social circles consisted mainly of Co-workers (Hurlbert, 1991).

Research has shown that when an employee has the perception that s/he works in a supportive working climate, it will be likely that s/he will experience more job satisfaction, lower stress, lower turnover intentions and even higher team performance (Cropanzano, Howes, Grandey, & Toth, 1997; Eisenberger, Cummings, Armeli, & Lynch, 1997; Howes, Cropanzano, Grandey, & Mohler, 1999).

In the context of school educators, Co-worker Support, for example, sharing reflections, questions and plans, can make a difference to teacher Well-being (Dworkin, Haney, Dworkin & Telscher, 1990; Farber, 2000; Speilberger, Vagg & Wasala, 2003). King and Peart (1992) also found that educators who indicated good relationships with their colleagues tended to be highly satisfied with teaching. Dworkin et al. (1990) suggested that a tripartite support system, comprising administrative support, colleague support, and support from family and friends, is ideal.

According to action theory and stress research (Frese & Zapf, 1994; Zapf, 2002), Job Autonomy (freedom in decision-making), and Supervisor and Co-worker Support, as well as their feedback, promote the performance of the service worker. Thus, Job Autonomy, Supervisor- and Co-worker Support, as well as feedback are predicted to have moderator effects in the relationship between emotional dissonance and negative Emotion Work consequences.

From the discussion above it is clear that organisations are dependant on healthy workers. However, it is the organisations' responsibility to create a healthy working environment that will support employees' Well-being, job satisfaction and Engagement to prevent Burnout in the long-term.

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

1. How is the relationship between Emotion Work, individual factor (Emotional Intelligence), organisational factors (Job Autonomy, Supervisor and Co-worker Support) and Well-being conceptualised in the literature?

2. How valid and reliable are the measures of Emotion Work, individuals factor (Emotional Intelligence), organisational factors (Job Autonomy, Supervisor and Co-worker Support) and Well-being in the Pretoria Region of the Gauteng Province?

3. What is the relationship between Emotion Work, individual factor (Emotional Intelligence) and organisational factors (Job Autonomy, Supervisor and Co-worker Support) and factors of Well-being (Burnout and Engagement)?

4. Which Emotion Work-, Emotional Intelligence- and organisational factors predict the Well-being of secondary educators in the Gauteng Province?

1.2 RESEARCH OBJECTIVES

Arising from the problem statement described above, the following general and specific aims are set for this research.

1.2.1 General objectives

The general objective of this research was to determine the relationship of Emotion Work and Well-being factors for secondary educators in the Pretoria region of the Gauteng Province.

1.2.2 Specific objectives

1. To conceptualise the relationship between Emotion Work, individual factor (Emotional Intelligence), organisational factors (Job Autonomy, Supervisor and Co-worker Support) and Well-being by conducting a literature review.

2. To determine the validity and reliability of the measures of Emotion Work, individual factor (Emotional Intelligence), organisational factors (Job Autonomy, Supervisor and Co-worker Support) and Well-being in the Pretoria Region of the Gauteng Province.

3. To determine the relationship between Emotion Work, individual factor (Emotional Intelligence) and organisational factors (Job Autonomy, Supervisor and Co-worker Support) and factors of Well-being (Burnout en Engagement).

4. To determine which Emotion Work-, Emotional Intelligence- and organisational factors predict the Well-being of secondary educators in the Gauteng Province.

1.3 RESEARCH METHOD

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

1.3.1 Literature review

The literature review is conducted by making use of databases such as EBSCOHost, Emerald on-line, ERIC and Academic Search Premier. The results will be used to determine the relationship between the constructs in the form of a research article. A complete literature review regarding the following is obtained: the nature of Emotion Work, Emotional Intelligence, organisational factors and Well-being with special reference to secondary school educators.

1.3.2 Empirical study

Phase 2 consists of the empirical study and comprises the research design, the participants, the measuring battery and statistical analysis. It is designed to assist in achieving the research objectives.

1.3.2.1 Research Design

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

1.3.2.2 Participants

Stratified samples of 300 secondary school educators are taken from the Pretoria region in the Gauteng province.

1.3.2.3 Measuring Battery

The measuring battery will consist of questionnaires to test the emotional regulation process and will include measures to measure Emotion Work, Emotional Intelligence, individual and organisational factors and Well-being.

Emotional Intelligence Scale (Schutte et al. 1998) assesses perception, understanding, expression, regulation and harnessing of emotions in the self and others. The brevity of the scale and its accumulating reliability and validity evidence make this scale a reasonable choice for those who are seeking a brief self-report measure of global Emotional Intelligence. The model of Emotional Intelligence of Salovey and Mayer (1990) provides the conceptual foundation of the items used in this scale. A factor analysis of a larger pool of items suggested a one-factor solution of 33 items. The 33-item scale showed good internal reliability with two different samples.

The measure also showed evidence of predictive validity, where college students' Emotional Intelligence scores predicted their end-of-the-year grade average. Validation studies in South African samples (Vosloo, 2005) indicated a six factor structure with alpha coefficients ranging from 0,54 to 0,73 in a university student sample and a five factor structure with alpha coefficients ranging from 0,58 to 0,85 in a nursing sample (Nel, 2005). The revised version of Austin, Saklofske, & Egan (2005) of the Emotional Intelligence Scale is used in this study because of the additional items and the use of more reversed items.

The Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2002) is used to measure the levels of work Engagement of the participants. The UWES includes three dimensions, namely vigour, dedication and absorption, which is conceptually seen as the opposite of Burnout and is scored on a seven-point frequency-rating scale, varying from 0 ("never") to 6 ("every day"). The questionnaire consists of 17 questions and includes questions like "*I am bursting with energy every day in my work*"; "*Time flies when I am at work*" and "*My job*

12

inspires me". The alpha coefficients for the three subscales varied between 0,80 and 0,91. The alpha coefficient could be improved (α varies between 0,78 and 0,89 for the three sub-scales) by eliminating a few items without substantially decreasing the scale's internal consistency. Storm and Rothmann (2003) obtained the following alpha coefficients for the UWES in a sample of 2 396 members of the South African Police Service: Vigour: 0,78; Dedication: 0,89; Absorption: 0,78. Coetzer (2004) obtained among a sample of employees in an insurance company, the following alpha coefficients: Vigour (0,80); Dedication (0,87), and Absorption (0,69). The short version of the UWES–English forms is used in this study.

Oldenburg Burnout Inventory (English version) (OBLI) is used to measure Burnout. Demerouti et al. (2003) have developed and offered initial construct validity and evidence for the Oldenburg Burnout Inventory (OBLI). The OBLI is based on a model similar to that of the Maslach Burnout Inventory (MBI); however, it features two scales, exhaustion and disengagement. The most current version of the OBLI features questions that have balanced positive and negative wording (Bakker, Verbeke, & Demerouti, 2004).

The OBLI also features questions designed to assess cognitive and physical components of exhaustion (Halbesleben & Demerouti, 2005). Internal consistency of the OBLI is acceptable, with Cronbach's alpha scores ranging from 0.74 - 0.87; scores all above 0.70. Test-retest reliability scores significantly correlation from time 1 to 2. Factorial validity indicated a two-factor model (Disengagement and Exhaustion). Construct Validity was also proven using (SEM) Structural Equation Modelling (MacCallum, Wegener, Uchino & Fabrigar, 1993).

Frankfurt Emotion Work Scale (FEWS) (Zapf et al., 1999) is based on the existing literature on Emotion Work, action theory and emotional regulation requirements. The subscales include: the requirement to express positive emotions, the requirements to express and handle negative emotions, the requirement to be sensitive to clients' emotions, and the requirement to show sympathy. Emotional regulation possibilities (control) and emotional regulation problems (emotional dissonance) were differentiated in this questionnaire. Scales showed satisfactory reliabilities. Exploratory and confirmatory factor analyses revealed minor problems with the discriminant validity of the scales within samples from a handicapped children's home (*n=83*), in the hotel business (*n=175*) and employees working in call-centres (*n=250*). Construct validation studies showed that Emotion Work scales were both positively

and negatively related with psychological health (Zapf et al., 1999). Scales that indicate requirements to express positive and negative emotions as Emotion Work are administered in this study.

Organisational Factor Scale (This scale measures Job Autonomy, Supervisor and Co-worker Support). These constructs are measured with a self-developed questionnaire based on a literature review of the mentioned constructs and includes 12 items for example: *"My supervisor shows empathy when I have to deal with difficult clients; The nature of the interpersonal relationships between my co-workers and I are positive and supportive"*; and *"I must constantly obtain permission before making decisions at work"*. Validity and reliability will be established in this study.

1.3.2.4 Statistical Analysis

The statistical analysis is carried out with the help of the SPSS-programme (Muijs, 2004). The SPSS-programme will be used to carry out statistical analyses regarding reliability, validity, construct equivalence and predictive bias of the measuring instruments, descriptive statistics, t-tests, analysis of variance, correlation coefficient, and canonical analysis and moderated multiple regression analysis.

Prior to principal factor extraction, principal component extraction will be done to estimate the number of factors, the presence of outliers and the factorability of the correlation matrices. Descriptive statistics (means, standard deviations, skewness and kurtosis) will be used to describe the data. Cronbach alpha coefficients and inter-item correlations will be used to determine the internal consistency, homogeneity and uni-dimensionality of the measuring instruments (Clark & Watson, 1995).

In terms of statistical significance, it was decided to set the value at a 95% confidence interval level ($p \leq 0,05$). Effect sizes (Steyn, 1999) will be used to decide on the practical significance of the findings. Pearson product-moment correlation coefficients will be used to specify the relationship between the variables. A cut-off point of 0,30 (medium effect) and 0,5 (large effect) (Cohen, 1988) is set for the practical significance of correlation coefficients (Cohen, 1988).

A multiple regression analysis is done to determine the percentage variance. A correlation can be better understood by determining R^2 (Cohen, 1988). The square of the correlation coefficient indicates the proportion of variance in any two variables, which is predicted by the variance in the other.

1.3.3 RESEARCH PROCEDURE

The measuring battery is compiled in the form of a questionnaire. A letter, including the motivation for the research and a discussion of the ethics and aspects, included, is given to all the school principles participating, requesting participation by the educators in questionnaires. Once the necessary approval was received, the battery was distributed by the principles to the educators to be completed. Once it was completed it was fetched and the data processed.

1.4 CHAPTER DIVISION

The chapters in this mini-dissertation are presented as follows:

Chapter 2: Research article

Chapter 3: Conclusions, limitations and recommendations.

1.5 CHAPTER SUMMARY

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

A research article on secondary school educators' Emotional Intelligence, Well-being, Job Autonomy, Supervisor- and Co-worker Support, Burnout, Engagement, deep acting and surface acting will be presented in Chapter 2.

REFERENCES:

Abraham, R. (1998). Emotional dissonance in organizations: Antecedents, consequences, and moderators. *Genetic, Social & General Psychology Monographs, 124,* 229–246.

Ashforth, B., & Humphreys, R. (1993). Emotional labour in service roles: The influence of identity. *Academy of Management Review, 18*(1), 88-115.

Ashforth, B. E., & Tomiuk, M. A. (2000). Emotional labour and authenticity: Views from service agents. In S. Fineman (Ed.), *Emotion in organizations* (pp. 184–203). London: Sage.

Austin, E.J., Saklofske, D. H., & Egan, V. (2005). Personality, well-being and health correlates of trait emotional intelligence. *Personality and Individual Differences, 38,* 547-558.

Bailyn, L., & Lynch, J. (1983). Engineering as a life-long career: Its meaning, its satisfaction and its difficulties. *Journal of Occupational Behaviour, 4,* 263-283.

Bakker, A. B., Demerouti E., & W. Verbeke. (2004). Using the Job demands–resources model to predict burnout and performance. *Human Resource Management, 43*(1), 83-104.

Biising, B. M. (1999). Can control at work and social support moderate psychological employee health? *Group and Organisation Studies, 14,* 399-410.

Bolton, S. (2000, April). *Who's controlling who?: NHS hospital nurses and 'new' management'.* Paper presented at Labour Process Conference, University of Strathclyde.

Brotheridge, C., & Lee, R. T. (2003). Development and validation of the Emotional Labour Scale. *Journal of Occupational and Organizational Psychology, 76,* 365-379.

Burns, N., & Grove, S.K. (1993). The practice of nursing research: Conduct, critique and utilization (2nd ed.). PA: W. B. Saunders.

Catalano, R., Rook, K., & Dooley, D. (1986). Labour markets and help-seeking: A test of the case of Israeli teachers. *Journal of Organizational Behavior, 17,* 587-605.

Cecil, M. A., & Forman, S. E. (1990). Effects of stress inoculation training and co-worker support groups on teachers' stress. *Journal of School Psychology, 28,* 105-118.

Cherniss, C. (1980). *Professional burnout in human services organizations.* New York: Praeger.

Clark, L. A., & Watson, D. B. (1995). Constructing validity: Basic issues in scale development. *Psychological Assessment, 7,* 309-319.

Clarke, N. (1997). *Curriculum 2005: Introduction to the main issue.* Rivonia: Education Link Publishers.

Coetzer, W. J. (2004). *Burnout and Work Engagement of employees in an insurance company.* Unpublished doctoral thesis, North-West University (South Africa), Potchefstroom.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.

Cropanzano, R., Howes, J., Grandey, A., & Toth, P. (1997). The relationship of organizational politics and support to work behaviors, attitudes, and stress. *Journal of Organizational Behaviour, 18,* 159-180.

Cummins, R. (1989). Locus of control and social support: Clarifiers of the relationship between job stress and job satisfaction. *Journal of Applied Social Psychology, 19,* 772-778.

Davis, C. G., Nolen-Hoeksema, S., & Larson, J. (1998). Making sense of loss and growing from the experience: Two construals of meaning. *Journal of Personality and Social Psychology, 75,* 561-574.

De Witte, H. (1999). Job insecurity and psychological well-being: Review of the literature and exploration of some unresolved issues. *European Journal of Work and Organizational Psychology, 8*(2), 155-177.

Dekker, S. W., & Schaufeli, W. B. (1995). The effects of job insecurity on psychological health and withdrawal: *A* longitudinal study. *Australian Psychologist, 3,* 57-103.

Demerouti, E., Bakker, A. B., Vardakou, I., & Kantas, A. (2003). The convergent validity of two burnout instruments: A multitrait-multimethod analysis. *European Journal of Psychological Assessment, 19,* 12–23.

Du Gay, P. (1996). *Consumption and identity at work.* London: Sage.

Dworkin, A., Haney, C., Dworkin, R., & Telscher, R. (1990). Stress and illness behaviour among urban public school teachers. *Educational Administration Quarterly, 26*(1), 60-72.

Eisenberger, R., Cummings, J., Armeli, S., & Lynch, P. (1997). Perceived organizational support, discretionary treatment, and job satisfaction. *Journal of Applied Psychology, 82,* 812-820.

Ekman, P., & Friesen, W. V. (1975). *Unmasking the face.* Englewood Cliffs, NJ: Prentice Hall.

Eloff, I., Engelbrecht, P., & Swart, E. (2001). Stress and coping skills of teachers with a learner with Down's syndrome in inclusive classrooms. *South African Journal of Education, 21,* 256-260.

Farber, B. A. (2000). Treatment strategies for different types of teacher burnout. *Journal of Clinical Psychology/In Session: Psychotherapy in Practice, 56,* 675-689.

Ferrie, J., Marmot, M. G., Shipley, M. J., Smith, G. D., & Stansfield, S. (1998). The health industry. *Work, Employment and Society, 14*(1), 77-95.

Folkman, S., & Lazarus, R. S. (1988). Coping as a mediator of emotion. *Journal of Personality and Social Psychology, 54,* 466-475.

Frenkel, S., Korczynski, M., Shire, K., & Tam, M. (1999). *On the Front Line: Organization of Work in the information Economy, 52*, 397-422.

Frese, M., & Zapf, D. (1994). Action as the core of work psychology: a German approach. In H. C. Triandis, M. D. Dunette, & L. M. Hough, (Eds.), *Handbook of Industrial and Organizational Psychology: Vol. 4*. (pp.271-340). Consulting Psychologists Press, Palo Alto, CA.

Freudenberger, H. J. (1974). The staff burnout syndrome in alternative institutions. *Psychotherapy: Theory, Research and Practice, 12*, 72-83.

Fried, Y., & Ferris, G. R. (1987). The validity of the job characteristics model: A review and meta-analysis. *Personnel Psychology, 40*, 287- 322.

Ganster, D. C., Fusilier, M., & Mayes, B. (1986). Role of social support in the experience of stress at work. *Journal of Applied Psychology, 7*(1), 102-110.

Goffman, E. (1959). *The presentation of self in everyday life*. New York: Doubleday Anchor.

Goleman, D. (1996). *Emotional intelligence: Why it can matter more than IQ*. London, UK: Bloomsbury Publishing.

Grandey, A. A. (1998, August). *Emotional labour: A concept and its correlates*. Paper presented at the First Conference of Emotions in Organizational Life, San Diego, CA.

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labour. *Journal of Occupational Health Psychology, 5*(1), 95-110.

Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.

Halbesleben, J. R. B., & Demerouti, E. (2005). The construct validity of an alternative measure of burnout: Investigating the English translation of the Oldenburg Burnout Inventory. *Work & Stress, 19*, 208-220.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education, 14*, 835-54.

Hochschild, A. (1979). Emotion work, feeling rules and social structure. *American Journal of Sociology, 85*, 551-75.

Hochschild, A. R. (1983). *The managed heart. Commercialization of human feeling*. Berkeley, CA: University of California Press.

Howes, J., Cropanzano R., Grandey, A., & Mohler, C. (1999, August). *Who is supporting whom? Quality team effectiveness and perceived organizational support*. Paper presented at the annual conference of the Academy of Management, Chicago, IL.

Hurlbert, J. S. (1991). Social networks, social circles and job satisfaction. *Work and Occupations, 18*, 415-430.

Kapp, C. A. (2000). Emotional intelligence (EQ) and success in post-graduate studies: A pilot study. *South African Journal of Higher Education, 14,* 151-160.

Killen, R. (1997). Outcomes Based Education: Rethinking teaching. *South African International Journal in Education, 10,* 26-32.

King, A. J. C., & Peart, M. (1992). *Teachers in Canada: Their work and quality of life.* Kingston, Ontario. Canadian Teachers' Federation and Queen's University Program Social Evaluation

Kruml, S. M., & Geddes, D. (1998, August). *Catching fire without burning out: Is there an ideal way to perform emotion labour?* Paper presented at the 1st Conference on Emotions in Organizational Life, San Diego, CA.

Kuhnert, K., Lahey, M., & Sims, R. (1989). The relationship between job security and consequences of job insecurity. *Journal of Health and Social behaviour, 27,* 277-287.

LaRocco, J., & Jones, A. (1978). Coworker and leader support as moderators of stress/strain relationships in work situations. *Journal of Applied Psychology, 63,* 629-634.

Lazarus, R. S. (1991). *Emotion and adaptation.* New York: Oxford University Press.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal and coping.* New York: Springer.

Leeper, R. W. (1948). A motivational theory of emotions to replace: Emotions as disorganized response. *Psychological Review. 55,* 5-21.

MacCallum, R. C., Wegener, D. T., Uchino, B. N., & Fabrigar, L. R. (1993). The problem of equivalent models in applications of covariance structure analysis. *Psychological Bulletin, 114,* 185–199.

Male, D. B., & May, D. (1997). Stress, burnout and workload in teachers of children with special educational needs. *British Journal of Special Education, 24,* 133-140.

Marsh, R. M., & Mannari, H. (1977). Organisational commitment and turnover: A predictive study. *Administrative Science Quarterly, 22*(1), 57-75.

Marx. E. (1996). *The influence of task and role characteristics on organisational commitment.* Unpublished master's dissertation (Human Resource Management). University of Pretoria.

Maslach, C. (1982). *Burnout: The cost of caring.* Englewood Cliffs, NJ: Prentice Hall.

Maslach, C., Schaufeli, W.B., & Leiter, M.P. (2001). Job burnout. *Annual Review of Organizational Behaviour, 18,* 323-349.

Mindi R., Higgins R. J., & Wilson, W. (2005, April). *What is emotional work?* Colorado State University Paper presented at Labour Process Conference, University of Strathclyde, UK.

Morgeson, F. P., & Campion, M. A. (2003). Work design. In W. C. Borman, D. R. Ilgen, & R. J. Klimoski (Eds.), *Handbook of psychology: Industrial and organizational psychology, 12*, 423–452. Hoboken, NJ: Wiley.

Morris, J. A., & Feldman, D. C. (1997). Managing emotions in the workplace. *Journal of Managerial Issues, 9*, 257-274.

Muijs, D. (2004). *Doing quantitative research in education with SPSS*. London, Thousand Oaks: Sage Publications.

Nel, J. A. (2005). *Job characteristics, emotional intelligence and wellness in a nursing environment*. Unpublished master's dissertation, North-West University, Potchefstroom Campus, Potchefstroom.

Ngwezi, A. A. (1989). *Stress levels and coping styles amongst teachers*. Unpublished master's dissertation, University of Pretoria. Pretoria

Nias, J. (1989). *Primary teachers talking: A study of teaching as work*. London: UK, Routledge.

Nias, J. (1996). Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education, 26*, 293-306.

Pauw, J. (Executive Producer). (2006, October 28). *The SABC 3 news hours: Crisis feared as teacher shortages rise* [Television broadcast]. South Africa: South African Broadcasting Commotion.

Probst, T. M. (1999). Antecedent and consequences of job insecurity. *Development and Test of Psychology, 52*, 397-422.

Rodin, J. (1986). Aging and health: Effects on the sense of control. *Science, 233*, 1271-1276.

Ryff C. D., & Singer B. (2000). Interpersonal flourishing: A positive health agenda for the new millennium. *Personality and Social Psychology Review, 4*, 30-44.

Salovey, P., & Mayer, J. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*(3), 185-211.

Schaufeli, W. B., & Enzmann, D. (1998). *The burnout companion to study and practice: A critical analysis*. London: Taylor and Francis.

Schaufeli, W. B., Martínez, I. M., Marques-Pinto, A., Salanova, M., & Bakker, A. (2002). Burnout and engagement in university students: Across-national study. *Journal of Cross-Cultural Psychology, 33*, 464-481.

Schaufeli, W. B., Taris, T., Le Blanc, P., Peeters, M., Bakker, A. B., & De Jonge, J. (2001). Maakt arbeid gezond? Op zoek naar de bevlogend werknemer (Does work make you healthy? Searching for the engaged worker). *De Psycholoog, 36*,422-428.

Scutte, N., Toppinen, S., Kalimo, R., & Schaufeli, W. B. (2000). The factorial validity of the Maslach Burnout Inventory - General Survey (MBI-GS) across occupational groups and nations. *Journal of Occupational and Organizational Psychology, 73* (1), 53-66.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C.J., & Dornheim, L. (1998). Development and validity of a measure of emotional intelligence. *Personality and Individual Differences, 25,* 167-177.

Schutte, N. S., Malouff, J.M., Bobnik, C., Coston, T. D., Greenson, C., Jedlicka, C., Rhodes, E.. & Wendorf, G. (2001). Emotional intelligence and interpersonal relations. *Journal of Social Psychology, 141,* 523-536.

Schutte, N. S., Malouff, J. M., Simunek, M., McKenley, J., & Hollander, S. (2002). Characteristic emotional intelligence and well-being. *Cognition and Emotion, 16,* 769-785.

Senge, P. (1990). *The fifth discipline.* London, UK: Century Business.

Shaughnessy, J. J., & Zechmeister, E. B. (1997). *Research methods in psychology* (4th ed.). New York: McGraw-Hill.

Speilberger, C., Vagg, P., & Wasala, C. (2003). Occupational stress: Job pressures and lack of support. In J. Quick and R. Tetrick (Eds.), *Handbook of Occupational Health Psychology.* Washington, DC: American Psychological Association.

Steinberg, R. J. (1999). Emotional labour in job evaluation: Redesigning compensation practices. *Annals of the American Academy of Political and Social Science, 561,* 143-157.

Steyn, H. S. (1999). *Praktiese beduidendheid: Die gebruik van effekgroottes.* Potchefstroom: Publikasiebeheerkommitee, Potchefstroom Universiteit vir Christelike Hoër Onderwys.

Storm. K., & Rothmann, S. (2003). A psychometric analysis of the Utrecht work engagement scale in the South African Police Service. *SA Journal of Industrial Psychology, 29*(4), 62-70.

Sutcliffe, J. (1997, January). Enter the feel-bad factor: A survey of teachers' attitudes reveals a tired, angry profession with an agenda for change. *Times Educational Supplement, 10,* 1.

Taylor, S., & Tyler, M. (2000). Emotional labour and sexual difference in the airline the New Millennium. *Personalized Social Psychology Review, 4*(1), 30-41.

Ter Doest, L., Gebhardt, W.A., Koelewijn, H., & Maes, S. (2006). Personal goal facilitation through work: Implications for employee satisfaction and well-being. *Applied Psychology 55*(2), 192–297

Theron, A. M. C. (1996). *Change in educational organisations.* Pretoria: Van Schaik.

Thompson, R. A. (1990). Emotion and self regulations. In R. A. Thompson (Ed.), *Socio-emotional development: Nebraska Symposium on Motivation: 1988, Vol. 36.* Lincaln: University of Nebraska Press.

Troman G., & Wood, G. (2001). *Primary teachers' stress*, RoutledgeFalmer.

Van Dick, R., & Wagner, U. (2001). Stress and strain in teaching: A structural equation approach. *British Journal of Educational Psychology. 71*, 243-259.

Vosloo, C. (2005). *Psychometric evaluation of a measure of emotional intelligence for university students*. Unpublished Master's dissertation, North-West University (South Africa). Potchefstroom Campus.

Wharton, A. S. (1993). The affective consequences of service work: Managing emotions on the job. *Work & Occupations, 20*, 205–232.

Wisniewski, L., & Gardiulo, R. M. (1997). Occupational stress and burnout among educators: A review of literature. *The Journal of Education, 31*, 325-346.

Yanay, N., & Shahar, G. (1998). Professional feelings as emotional labour. *Journal of Contemporary Ethnography, 27*(3), 346-373.

Zammuner, V.L., & Galli, C. (2005). The relationship with patients: "emotional labor" and its correlates in hospital employees. In C. E. J. Hartel, W.J. Zerbe, & N. M. Ashkanasy, *Emotion in organizational behavior* (pp. 250-283). Lawrence Erlbaum Associates, Inc. N.J.

Zapf, D. (1993). Stress-oriented job analysis of computerized office work. *The European Work and Organizational Psychologist, 3*, 85-100.

Zapf, D. (2002). Emotion work and psychological well-being: A review of the literature and some conceptual considerations. *Human Resource Management Review, 12*, 237-268.

Zapf, D., Vogt, C., Seifert, C., Mertini, H., & Isic, A. (1999). Emotion work as a source of stress: The concept and development of an instrument. *European Journal of Work & Organizational Psychology, 8*, 371-400.

EMOTION WORK AND WELL-BEING OF SECONDARY SCHOOL EDUCATORS

C.A VISSER

C.S. JONKER

ABSTRACT

The objective of this study was to determine the relationship between emotion work (emotional labour), emotional intelligence, organisational factors (job autonomy, supervisor and co-worker support) and well-being (burnout and engagement) of secondary educators. A cross-sectional survey design was used. A non-probability convenience sample ($n=257$) was taken from educators in high schools from the Pretoria Region in the Gauteng Province. The Schutte Emotional Intelligence Scale (SEIS), The Utrecht Work Engagement Scale (UWES), Oldenburg Burnout Inventory (English version) (OBLI), Scales from the Frankfurt Emotion Work Scales (FEWS), and the Organisational Factor Scale (OF) were administered. The Product-Moment regression coefficients showed exhaustion to be positively correlated to negative emotion work and mental distance, and negatively correlated to engagement, job autonomy and supervisor support. Engagement was positively related to mood regulation/optimism, emotion management/social skills, supervisor support and co-worker support. The regression analysis showed that in the education profession, the presence of emotion work, supervisor support and mood regulation/optimism can predict a level of engagement. The presence of negative emotion work without supervisor support and a lack of job autonomy can predict exhaustion and without support from the environment or job resources negative emotion work reinforces mental distance.

OPSOMMING

Die doelwit van die studie was om die verband tussen emosie werk (emosie arbeid), welstand, emosionele intelligensie en organisatoriese faktore te bepaal wat handel oor die emosie werk van sekondêre onderwyser/esse. 'n Dwarsdeursnee-opnameontwerp is gebruik. Die deelnemers ($n=257$) was sekondêre onderwyseresse in die Pretoria streek, Gauteng provinsie. Die Schutte-Emosionele-Intelligensieskaal (SEIS), die Utrecht Werk Verbintenis Skaal (UWES), Oldenburg Uitbrandings-vraelys (OBLI) (Engelse weergawe), Skale van die Frankfurt Emosionele-Werk-skale (FEWS), Organisasie-faktor-skaal (OF) is afgeneem. Die Produk-moment regressie koëffisiënt het getoon dat uitputting positief korreleer met negatiewe emosie werk en geestes afstand. uitputting het ook negatief korreleer met verbintenis, selfbesturende werk en opsigter ondersteuning. Verbintenis het positief gekorreleer met emosie regulasie/optimisme, emosie bestuur/sosiale vaardighede en opsigter en medewerker ondersteuning. Die regressie analiese het getoon dat, in die onderwys professie, die teenwoordigheid van emosie werk, opsigter ondersteuning en emosie regulasie/optimisme verbintenis kan voorspel. Die teenwoordigheid van negatiewe emosie werk, sonder opsigter ondersteuning en 'n tekort aan selfbesturende werk, kan uitputting voorspel en sonder ondersteuning van die omgewing en die beskikbaarheid van werk hulpbronne, kan negatiewe emosie werk, geestes afstand voorspel.

In a study of organisational behaviour, emotions were ignored and neglected due to organisational emphasis on rationality (Arvey, Renz, & Watson, 1998; Putman & Mumby, 1993). According to Fineman, (1999; 2000) emotions seem to interfere with rationality and resulted in emotions that are constantly devalued in organisations and viewed to be out of place. Rationality is also preferred and revered, because it involves objectivity, order and cognition, while emotionality (or irrationality) is likened to bias and confusion (Putman & Mumby, 1993).

The view that organisations are and should be rational has its traditions in the concept of bureaucracy. Bureaucracies, it is said, best function as rational, rule-bound structures, are logical, routine-bound and brought order to the workplace. As Ashforth and Humphrey (1995) point out, Weber's bureaucratic ideal involved dehumanising the workplace in order to eliminate emotional basics for example love, compassion and joy, whereas they believe that emotion should be viewed as purposeful and constructive.

Emotions play just as significant a role in organisations as they do in life in general (Muchinsky, Kriek & Schreuder, 2003). Emotions are taken for granted in organising and working and it is essential to optimum functioning for members and their organisation (Fineman, 1993). Though, in organisations, emotions are constantly surrounded by the consistency of organising (Fineman, 1993) and it cannot be secluded from workplace behaviour.

Emotions that are effectively managed can drive trust, loyalty and commitment as well as many of the greatest productivity gains, innovations and accomplishments of individuals, teams and organisations (Cooper, 1997). Emotions are also a vital contribution to the functioning of organisations (Ashforth & Humphrey, 1995). Thus, organisations are not emotion free, nor are workplaces emotion free zones. Emotionality was always present in organisational life, but was only hidden and made invisible (Gherardi, 1995).

This perspective is parallel to that held by Albrow (1997), who asserts that organisations aren't just computers and meetings, but people's practices, encounters, capacities and aspirations uniformed in socialising. Nevertheless, the view remains that emotions are unruly,

unwanted and need to be controlled or managed in the workplace to reduce unpredictability, and ensure rationality and order (Fulop & Linstead, 1999).

In order to maintain a strong culture, Bate (1994) suggests that the organisation needs to take care of people, sometimes called 'tough love'; give people freedom, responsibility and autonomy in their workplace practices; ensure that employees have fun; provide personal gifts for high performance; and call to account, explicitly, the standards that are expected to be met. The conclusion can be drawn that emotional energy creates a sense of belonging, which, it is predicted, will maintain order and self-control and thus will enhance Well-being (Bate, 1994).

Fulop and Linstead (1999) note that strong cultures do manage the emotions like love and affection, but also more negatively, manipulate the emotions of anger, jealousy and controversy. Either way, people within organisations become trapped by organisations that seek obedience, loyalty and identification with its mission and goals.

Such expectations have been identified by researchers (Coser, 1974; Flam, 1993), who label such organisations as 'greedy', since these organisations attempt to secure complete loyalty from their members by making extraordinary demands on individuals, and use fear as the core emotional ingredient and will thus influence Well-being negatively. Emotion Work is thus an example of one form in which this organisational display rules occurs (Coser, 1974; Flam, 1993).

Hochschild (1983) proposed that there are two strategies used in order to keep to the display rules: either surface acting by which only the emotional expression is manipulated in order to fulfil the job demands; or deep acting by which the feelings of the service worker are actively manipulated in order to fulfil the job demands (Ashforth & Humphrey, 1993; Ashforth & Tomiuk, 2000).

The concept, Emotion Work, is found in the service sector, that is, all jobs with contact/interaction with customers, patients, clients, students, children etc. (Zapf, 2002), for example, flight attendants that have to treat (even impolite) guests in a friendly way, a nurse that has to show empathy towards a patient, a call centre agent that must express only favourable emotions, a kindergarten teacher that might express a

25

variety of emotions from kindness to strictness and educators, that are commonly held to be wholehearted, enthusiastic, well organised, firm but fair, inspiring, motivating and be interested in the welfare of the pupils (Wragg, Maxwell, & Doust, 2000).

One must remember that service sector encounters are never identical with different customers or even with the same customer at different times. Occupations can differ as well in complexity; for example the quality of service in a restaurant is easier to evaluate than the quality of a medical diagnosis (Zeithaml, 1981).

Single short interactions between strangers are likely less intense in a shop, than in a hospital with patients remaining an entire week or longer. Inseparability is typically high for direct person-related service (human service) where the customer/client is the direct object of service (for example services provided by nurses, physicians, social workers and educators) and low for indirect person-related service where something pertaining to the customer/client is the object of service (for example services provided by repair persons, salespersons and tellers) (Gross, 1983).

Professional and literature writings also provide rich descriptions of the emotional lives of teachers (Blanchard & Ursula, 1996; Hargreaves, 1998; Kelchtermans, 1996; Kidder, 1989; Kozol, 1968); for example where teachers must provide moral support for personal problems. A teacher as a human tutor is also an emotional practitioner and has the responsibility that s/he can influence a learner's emotions with their emotions, with the objective of improving his/her learning efficiency (Hargreaves, 2002).

Important elements like positive emotions and sympathy are usually required in the teacher-human service profession (Gutek, 1997; Holman, 2003). Teachers are also expected to be engaged and involved in an emotionally-loaded situation, for example being sensitive to the emotions of students and displaying sympathy as well as displaying authenticity (positive or negative emotional displays) – expressing felt emotions towards students as an educational and academic principle to show students how their behaviour and emotional displays affect the emotions of others.

It is also required that the teachers produce an emotional state in themselves and another person and these feelings influence how teachers experience as well as display their emotions

(Rousmaniere, 1994). When teachers do not display or feel emotions that they are supposed to have, they also do Emotion Work (Connell, 1985; Hargreaves, 1994a, 1994b, 1998; Kelchtermans, 1996; Nias, 1989, 1996).

From the above it is clear that Emotion Work in organisations will have an impact (positively or negatively) on organisations' and individual Well-being (Frost, 1999; Frost & Robinson, 1999; Morris & Feldman, 1997). This happens when Emotion Work becomes dysfunctional, when for example, the expectations of a particular restriction are fulfilled (due to physical or resource limitations). Through this, hope and optimism will decrease and fewer emotions are shown towards clients. A second example is when the worker (educator) simply feels that the Emotion Work can lead to work-related maladjustment, such as depression, poor self-concept, anxiety, despair, and alienation (Winograd, 2005).

As mentioned before, organisations consist of expectations of display rules, which include emotional expression or suppression, involve enhancing, faking and/or suppressing emotions to modify the emotional expression (Ekman & Friesman, 1975; Goffman, 1959; Hochschild, 1983; Schneider & Bowen, 1984; Zapf, 2002). These display rules have been put in work roles and consist of what the employee should show to the public/client and what not (Best, Downey, & Jones, 1997; Hochschild, 1983); for example that teachers must remain neutral, objective and not to get too involved, when interacting with schoolchildren (Fischbach & Zapf, 2003).

Research findings provide evidence that managing feelings of agitation is most predictive of feelings of Burnout and inauthenticity (Erickson & Ritter, 2001). Confirmatory these display rules can be stressful and may result in Burnout (Hochschild, 1983). For educators Burnout involves subtle but progressive erosion of behaviour, attitude, health and spirit that eventually inhibits the individual's ability to function effectively at work (Cedoline, 1982). According to Maslach, Shaufeli, and Leiter, (2001) the exhaustion component of job Burnout relates to the basic individual stress aspect of Burnout, referring to feelings of being overextended and depleted of one's emotional and physical resources.

Freudenburger (1974) concluded that human service workers appear to run the greatest risk of falling victim to the Burnout syndrome. Maslach (1982) also stated that dealing with people's demands requires a great deal of energy from the provider. Recipients (students)

expect of their teachers to be patient, calm, understanding and compassionate. Teachers have to cope with the individual demands of their learners, while at the same time having to deal with large classes (Cherniss, 1980).

An opposite concept from Burnout, which influences individual Well-being positively, is Engagement (Schaufeli, Bakker, Hoogduin, Schaap, & Kladler, 2001). The latter mentioned researchers also found that as people become fatigued from work, it can be positive, satisfied tiredness. Schutte, Toppinen, Kalimo and Schaufeli, (2000) define Engagement as an energetic state in which the employee is dedicated to excellent performance at work and is confident of his/her effectiveness.

As mentioned, literature indicates that Engagement can make a person feel energised and generates positive feelings of Well-being (Shaufeli, et al., 2001; Turner, Barling & Zacharatos, 2002). It seems that work could lead to illness, as well as good health. On the one hand work requires effort and is associated with negative feelings and lack of freedom. On the other hand work gives energy, enables development and generates positive feelings (Schaufli et al., 2001; Turner et al. 2002).

Accordingly, Engagement is characterised by energy, involvement and efficacy. Schaufeli, Bakkar, Marques-Pinto, Martinez and, Salanova (2002) explain that vigour (opposite pole of mental exhaustion) is characterised by high energy levels, mental flexibility when working, willingness to exert effort into one's work and to persist even in the face of adversity; dedication (the opposite pole of cynicism) is related to enthusiasm, inspiration, pride, challenge and a sense of significance; and absorption refers to a state where time passes quickly and where the individual has difficulty in detaching him- or herself from work (Schaufeli et al. 2002).

Other positive contributions Emotion Work have to Well-being, is when Emotion Work becomes satisfying, liberating, therapeutic and a beneficial experience. Since it can lead the worker to enhance his/her involvement actively, that is fundamentally meaningful and satisfying, for example in a therapeutic setting, Emotion Work leads to increased empathy and caring by the therapist (Yanay & Shahar, 1998). It appears that the effects of Emotion Work are significantly mediated by the individual's personal or social identity: the more the norms or values inherent in the work role have been internalised by the worker, the more

likely Emotion Work will lead to a sense of personal Well-being (Ashforth & Humphrey, 1993).

To be in control of Emotion Work can also reveal to a sense of satisfaction with the work (Ashforth, & Humphrey, 1993; Tolich, 1993). It is also easy when one does surface acting, to fake in good faith (Rafaeli & Sutton, 1989). It is to internalise the spirit of the rules, so it is more likely to find Emotion Work appropriate and may enhance task effectiveness by regulating interactions (Ashforth & Humphrey, 1993).

According to Grandey, (2000) (*see Figure 1*) there are individual and organisational factors that influence Emotion Work (Ashforth & Humphrey, 1993; Morris & Feldman, 1996). The one individual factor for this research is Emotional Intelligence and the organisational factors include Job Autonomy, Supervisor and Co-worker Support.

Situational Cues	Emotional Regulation Process	Long-term
Interaction Expectations • Frequency • Duration • Variety • Display Rules	**(Emotion Labour)/Emotion Work** **Deep Acting: Modify Feelings** • Attention deployment • Cognitive change **Surface Acting: Modify Expression** • Response modulation	**Individual Well-being** • *Burnout* • *Engagement* • Job satisfaction
Emotional Events • Positive Events • Negative Events		**Organisational Well-bing** • Performance • Withdrawal behaviour

Individual Factors
• Gender
• Emotional expressivity
• *Emotional Intelligence*
• Affectivity (NA/PA)

Organisational Factors
• *Job Autonomy*
• *Supervisor Support*
• *Co-worker Support*

NA=negative affect; PA=Positive affect

Figure 1. Proposed conceptual framework of emotion regulation performed in the work setting (Grandey, 2000)

29

Emotional Intelligence

The importance of Emotional Intelligence and Emotion Work has been stressed to contribute to employee career development and success (Ashforth & Humphrey, 1995; Callahan, 2000; Callahan & McCollum, 2002; Cherniss & Goleman, 2001; Fineman, 2000; Hochschild, 1979; Rafaeli, 1989; Rafaeli & Sutton, 1987; Salovey & Mayer, 1990). Significant contributions of Emotional Intelligence to companies (Ciarrochi, Forgas & Mayer, 2001) enhance psychological Well-being (Goleman, 1995; Saarni, 1999; Salovey & Mayer, 1990), predict reduced cases of depression (Martinez, 1997), greater optimism (Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim, 1998) and greater life satisfaction (Ciarrochi, Chan & Caputi, 2000). These skills are crucial to one's career and are within the domain of employee development and performance.

Mayer and Salovey (1997) view Emotional Intelligence as a multi-dimensional construct of four factors: verbal and non-verbal appraisal and expression of emotion; using emotions to assist in problem-solving; regulating one's own, as well as others' emotions; and promoting emotional growth using emotional knowledge.

Though, one cannot merely use only the Emotional Intelligence framework to develop employees' ability with emotions, because there is an important element missing - that of context (Emotion Work). It is exceptionally complex to evaluate and interpret emotional expression without contextual knowledge, for one has no basis from which to understand why someone chooses to express a particular emotion. (Brotheridge & Grandey, 2002).

Likewise, if one attempts to evaluate emotional behaviour of employees using only the framework of Emotion Work, there is also a crucial consideration missing—the emotional abilities of the employee. The employee's Emotional Intelligence may need assessment and improvement to perform the Emotion Work required in his or her job. The emotional requirements and the quality of a particular job as well as the employee's ability to manage emotions need to be considered together (Brotheridge & Grandey, 2002).

Individual behaviour cannot be understood without an understanding of the context, as the two, Emotional Intelligence and Emotion Work are entwined. For example, to understand why a particular emotion is expressed at work, it is necessary to know about the event that triggered the emotional response as well as the history of that person and his or her situation.

It is indispensable to explore both the person and the environment together to understand the person-environment transaction or the relationship between them (Briner, 1999).

In other words, Emotional Intelligence and Emotion Work function together. For example, when secondary educators work in a service sector, effectively understand, realise and expresses emotions in the workplace, their Emotional Intelligence gives them the foundational ability to perceive the display rules of their workplace and learn about emotions in their particular context to perform the necessary Emotion Work. Social settings are manuscripts from which people learn lessons about themselves and others in a hidden training course (Hayes & Flannery, 2000). Thus, the emotional display rules (Hochschild, 1979) guiding emotional expression is learned within an employee's particular work context.

For a manager to have the Emotional Intelligence to monitor his or her emotional expression, s/he must be attentive of what emotions are expected, suitable, and improper in a given context. The concepts of Emotional Intelligence and Emotion Work overlap, because management of emotions necessitates the intelligence to recognise, become skilled at, and regulate behaviour as required. In other words, Emotional Intelligence is having the skill, whereas Emotion Work is acting upon that skill (Fabian, 1999).

Emotional Intelligence is also considered a potential for learning skills like self-knowledge and understanding, motivation, self-regulation, compassion, skill and aptitude in relationships (Goleman, 1998). The conclusion can be drawn that Emotional Intelligence can lead to increased Engagement, because one will be able to motivate oneself and decrease Burnout, because one will recognise negative emotions more, capture it and know how to manage it.

Job Autonomy

Job Autonomy has been linked theoretically to job performance (Hackman & Oldham, 1980). Wharton (1993) found that a range of work factors including Job Autonomy, tenure, and working hours influenced the incidence of emotional exhaustion.

Other factors associated with emotional exhaustion include interactions with the customer, self-perceptions of inadequate skills, high workloads, lack of variety of work tasks and low promotional opportunities; importantly, the support and help of team leaders was associated with lower emotional exhaustion (Deery, Iverson, & Walsh, 2002).

31

The first requisite for Autonomy behaviour is the individual's decision to take responsibility for his/her own life and not let other decide instead. Autonomous conduct is identified by the individual's determination to set and prioritise his/her goals, by the persistence and coherence in his/her commitment to those goals and by consistency with the use of the most appropriate means. According to Alwright and Lenzuen (1997) teachers may be threatened and their self-esteem may be affected if they are asked to identify a problem in their own work.

Thus, Job Autonomy can have positive effects on Well-being, if the person feels adequate in his work skills, has a balance workload, does not have a lack of variety of work tasks and knows there are opportunities for promotion and thus experiencing it positively (Deery, Iverson, & Walsh, 2002). Thus, the organisation must make sure that the afore-mentioned is in place in an organisation, to start motivation. On the other hand, Job Autonomy cannot function alone, without support from supervisors and co-workers.

Supervisor and Co-worker Support

Supervisors and co-workers are just as important as a source for social/emotional and instrumental support. The opportunity to interact with co-workers as part of daily work, during breaks and after work hours forms the foundation of social/emotional support (Cooper, & Cartwright, 1997; Johnson, & Hall, 1988).

There is a variety of strategies that organisations can use to enhance support among workers, including: offering to further professional development and education that enhances communication between workers (Pidd, et al., 2004), supervisor encouragement of informal mentoring, establishing informal forums where workers can talk about work practice (for example, lunchtime meetings), arranging formal scheduled support sessions with co-workers and / or managers and supervisors organising scheduled sessions, are a few strategies to ensure that workers have the opportunity to access support, guidance and direction – especially from supervisors (Maslach, 1982).

According to action theory and stress research (Frese & Zapf, 1994; Zapf, 2002), Job Autonomy (flexibility in decision-making), together with Supervisor- and Co-worker Support as well as their feedback, promote performance of the service worker.

The impact of organisational support extends beyond the immediate effect of ensuring that workers have the required resources, and that they are not experiencing high levels of stress or dissatisfaction. The perception that an organisation values their contributions and Well-being can have a powerful effect on workers' attachment and commitment to the organisation (Eisenberger, Huntington, Hutchinson, & Sowa, 1986; Rhoades, & Eisenberger, 2002).

Supervisors can also provide social and emotional support. This is focused on meeting workers' needs to feel valued, cared for, respected and liked. Support can also be considered in terms of the roles, responsibilities and tasks that workers perform. Instrumental support involves providing practical and concrete assistance with key tasks and responsibilities (House, 1981; Cohen, & Wills, 1985). Support from managers and supervisors are particularly important. This is due to their status in the organisation and capacity to influence working conditions (Fenlason, & Beehr, 1994; Beehr, King, & King, 1990).

Supervisors have the power to manage role stressors (workload, role ambiguity, role conflict), ensure that sufficient resources are available and provide effective performance monitoring (for example, maintaining regular contact, providing constructive, positive feedback, timeously monitoring, reacting to problems with understanding and help) (Amabile, Schatzel, Moneta, & Kramer, 2004).

Negative behaviours that can detract from Supervisor Support include: Poor problem-solving (for example, avoiding solving problems, creating problems), ineffective performance monitoring (for example, overly frequent monitoring, lack of understanding of worker's capacities, providing non-constructive, negative feedback, spending too much time checking on progress (for example, long team meetings), lack of interest in workers' ideas or work), inappropriate or unclear roles and objectives (for example, creating time pressure, inappropriate / unfair assignment of tasks, frequently changing assignments or objectives and providing instructions that conflict with other management directions) (Amabile et al., 2004).

It is evident that organisations are dependent on their employees and that organisations will not be as productive if the Well-being of their employees is not healthy functioning. Employees in the human service sector (especially school educators) find themselves in positions of being educational, emotion mentors (Hargreaves, 1998) and thus execute in Emotion Work where Well-being can be decreased or increased by Burnout and Engagement,

respectfully. Individual and organisational factors were also discussed, that can influence Emotion Work (Grandey, 2000) and these factors need to enjoy more attention for employees to be healthier and to engage in their work efficiently.

The aim of this study was to conceptualise and determine the relationship between Emotion Work, the individual factor (Emotional Intelligence), organisational factors (Job Autonomy, Supervisor and Co-worker Support) and factors of Well-being (Burnout and Engagement) to determine the variance that Emotion Work, Emotional Intelligence and organisation factors predict in the experience of Well-being (Burnout and Engagement).

RESEARCH METHOD

Research design

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

Study population

The sample was taken from high school educators in a school environment. Non-probability samples (*n=257*) were taken form high schools in the Pretoria Region of the Gauteng Province.

Table 1

Characteristics of the Study Population (n = 257)

Item	Category	Frequency	Percentage
Gender	Male	63	25,3
	Female	194	75,5
Age	20-30	62	24,1
	31-40	78	30,3
	41-50	71	27,5
	51-60	43	16,7
	61-63	3	1,2
Race	White	218	84,8

	African	35	13,6
	Coloured, Indian, Other	4	1,6
Language	Afrikaans	155	60,3
	English	68	26,5
	African	34	13,4
Highest Qualification obtained	Lower than Grade 10	1	0,40
	Grade 11 (Std 9)	1	4,0
	Grade 12 (Std 10)	2	0,8
	Technikon Diploma	11	4,20
	Technical College Diploma	4	5,40
	University Degree	124	48,2
	Post-graduate Degree	79	9,7
	Other - specify	25	9,7

According to Table 1, the participants were predominantly female (75,5%). Furthermore, the sample consisted of White (84,8%), African (13,6%) and Coloured (1,6%) participants of which 60,3% were Afrikaans and 26,5% English speaking. The languages Sepedi, Sesotho, Setswana, Tshivenda, iniNdebele, isiXhosa and isiZulu made up a representation of 13,4%. 48,2 % of the participants consists of a university degree, and 9,7% of the participants had a post-graduate degree. Only 4,4% of the participants did not possess a Grade 12 Certificate, while 9,6% possessed a Technical College Diploma or Technicon Diploma.

Measuring battery

The measuring battery will consist of questionnaires to test the emotional regulation process and will include measures to measure Emotion Work, Emotional Intelligence, individual and organisational factors and Well-being.

Emotional Intelligence Scale (Schutte et al. 1998) assesses perception, understanding, expression, regulation and harnessing of emotions in the self and others. The brevity of the scale and its accumulating reliability and validity evidence makes this scale a reasonable choice for those who are seeking a brief self-report measure of global Emotional Intelligence. The model of Emotional Intelligence of Salovey and Mayer (1990) provides the conceptual foundation of the items used in this scale. A factor analysis of a larger pool of items suggested a one-factor solution of 33 items. The 33-item scale showed good internal reliability with two different samples.

The measure also showed evidence of predictive validity, where college students' Emotional Intelligence scores predicted their end-of-the-year grade average. Validation studies in South African samples (Vosloo, 2005) indicated a six factor structure with alpha coefficients ranging from 0,54 to 0,73 in a university student sample and a five factor structure with alpha coefficients ranging from 0,58 to 0,85 in a nursing sample (Nel, 2005). The revised version of Austin, Saklofske, & Egan (2005) of the Emotional Intelligence Scale is used in this study because of the additional items and the use of more reversed items.

The Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2002) is used to measure the levels of work Engagement of the participants. The UWES includes three dimensions, namely vigour, dedication and absorption, which is conceptually seen as the opposite of Burnout and is scored on a seven-point frequency-rating scale, varying from 0 ("never") to 6 ("every day"). The questionnaire consists of 17 questions and includes questions like "*I am bursting with energy every day in my work*"; "*Time flies when I am at work*" and "*My job inspires me*". The alpha coefficients for the three subscales varied between 0,80 and 0,91. The alpha coefficient could be improved (α varies between 0,78 and 0,89 for the three sub-scales) by eliminating a few items without substantially decreasing the scale's internal consistency. Storm and Rothmann (2003) obtained the following alpha coefficients for the UWES in a sample of 2 396 members of the South African Police Service: Vigour: 0,78; Dedication: 0,89; Absorption: 0,78. Coetzer (2004) obtained among a sample of employees in an insurance company, the following alpha coefficients: Vigour (0,80); Dedication (0,87), and Absorption (0,69). The short version of the UWES–English forms is used in this study.

Oldenburg Burnout Inventory (English version) (OBLI) is used to measure Burnout. Demerouti, Bakker, Kantas, & Vardakou (2003) have developed and offered initial construct validity and evidence for the Oldenburg Burnout Inventory (OBLI). The OBLI is based on a model similar to that of the Maslach Burnout Inventory (MBI); however, it features two scales, exhaustion and disengagement. The most current version of the OBLI features questions that have balanced positive and negative wording (Bakker, Demerouti, & Verbeke, 2004).

The OBLI also features questions designed to assess cognitive and physical components of exhaustion (Halbesleben & Demerouti, 2005). Internal consistency of the OBLI is acceptable,

with Cronbach's alpha scores ranging from 0.74 - 0.87; scores all above 0.70. Test-retest reliability scores significant correlations from time 1 to 2. Factorial validity indicated a two-factor model (Disengagement and Exhaustion). Construct Validity was also proven using Structural Equation Modelling (SEM) (MacCallum, Wegener, Uchino & Fabrigar, 1993).

Frankfurt Emotion Work Scale (FEWS) (Zapf, Isic, Mertini, Seifert, & Vogt, 1999) is based on the existing literature on Emotion Work, action theory and emotional regulation requirements. The subscales include: the requirement to express positive emotions, the requirements to express and handle negative emotions, the requirement to be sensitive to clients' emotions, and the requirement to show sympathy. Emotional regulation possibilities (control) and emotional regulation problems (emotional dissonance) were differentiated in this questionnaire. Scales showed satisfactory reliabilities. Exploratory and confirmatory factor analysis revealed minor problems with discriminant validity of the scales within samples from a handicapped children's home (*n=83*), in the hotel business (*n=175*) and employees working in call-centres (250). Construct validation studies showed that Emotion Work scales were both positively and negatively related with psychological health (Zapf et al., 1999). Scales that indicate requirement to express positive and negative emotions as Emotion Work are administered in this study.

Organisational Factor Scale (This scale measures Job Autonomy, Supervisor and Co-worker Support). These constructs are measured with a self-developed questionnaire based on a literature review of the mentioned constructs and includes 18 items, for example: *"My supervisor shows empathy when I have to deal with difficult clients; The nature of the interpersonal relationships between my co-workers and I are positive and supportive"*; and *"I must constantly obtain permission before making decisions at work"*. Validity and reliability will be established in this study.

Statistical Analysis

The statistical analysis is carried out with the help of the SPSS-programme (Muijs, 2004). The SPSS-programme will be used to carry out statistical analysis regarding reliability, validity, construct equivalence and predictive bias of the measuring instruments, descriptive statistics, t-tests, analysis of variance, correlation coefficients, and canonical analysis and moderated multiple regression analysis.

Prior to principal factor extraction, principal component extraction will be done to estimate the number of factors, the presence of outliers and the factorability of the correlation matrices. Descriptive statistics (means, standard deviations, skewness and kurtosis) will be used to describe the data. Cronbach alpha coefficients and inter-item correlations will be used to determine the internal consistency, homogeneity and uni-dimensionality of the measuring instruments (Clark & Watson, 1995).

In terms of statistical significance, it is decided to set the value at a 95% confidence interval level ($p \leq 0,05$). Effect sizes (Steyn, 1999) will be used to decide on the practical significance of the findings. Pearson product-moment correlation coefficients will be used to specify the relationship between the variables. A cut-off point of 0,30 (medium effect) and 0,5 (large effect) (Cohen, 1988) is set for the practical significance of correlation coefficients.

A multiple regression analysis is done to determine the percentage variance. A correlation can be better understood by determining R^2 (Cohen, 1988). The square of the correlation coefficient indicates the proportion of variance in any two variables, which is predicted by the variance in the other.

RESULTS

The descriptive statistics and Cronbach alpha coefficients of the FEWS, SEIS, OF, UWES and OBLI are given in Table 2.

Table 2

Descriptive Statistics, Alpha Coefficients of the FEWS, SEIS, OF, UWES and OBLI (n=257)

Item	Mean	SD	Skewnes	Kurtosis	α
Emotion Work - (FEWS)					
Negative Emotion Work	24,32	5,30	-0,11	-0,32	*0,76*
Positive Emotion Work	33,68	4,51	-0,89	2,14	*0,71*
Emotional Intelligence – (SEIS)					
Mood Regulation Optimism	39,67	6,41	0,49	0,08	*0,76*
Emotion Management Social Skills	29,87	6,32	-0,76	0,27	*0,67*
Emotion Appraisal	29,56	6,80	0,56	-0,19	*0,78*

Emotion Detachment	17,70	5,33	-0,18	-0,08	*0,53*
Organisational Factors – (OF)					
Job Autonomy	13,36	4,25	0,04	-0,43	*0,68*
Supervisor Supp	29,28	8,57	-0,84	0,70	*0,89*
Co-worker Supp	25,79	6,37	-0,93	1,40	*0,90*
UWES					
Engagement	26,88	8,21	-0,67	0,86	*0,93*
OLBI					
Exhaustion	13,80	3,26	-0,20	-0,30	*0,82*
Mental Distance	16,74	3,86	-0,20	-0,37	*0,76*

It is evident from Table 2, that most of the scales of the measuring instruments have relatively normal distributions, with low skewness and kurtosis, except for Positive Emotion Work with a kurtosis of 2,14. The Cronbach alpha coefficients of all the measuring instruments are considered to be acceptable compared to the guidelines of $\alpha > 0,70$ (Nunnally & Bernstein, 1994) except for the alpha coefficients of the following scales: Emotion Management Social Skills, Emotion Detachment and Job Autonomy, which are below the accepted 0,70 guideline. It therefore appears as if most of the measuring instruments have acceptable levels of internal consistency.

A principle component analysis that was carried out on the 41 items of the revised SEIS showed 13 factors, explaining 63% of the total variance. However, according to the scree plot and literature, it was decided to extract four factors. A principle component analysis with an obliman rotation was performed. The four factors explained 35% of the variance and were named: mood regulation/optimism, emotion management/social skills, emotion appraisal and emotion detachment. Examples of questions in the SEIS are: "*I know when to speak about my personal problems to others*" and "*I find it difficult to understand the non-verbal messages of other people.*"

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

Table 3.

Factor Loadings, Communalities (h²), Percentage Variance and Co-Variance for Principle Factor Extraction and Varimax Rotation on Emotional Intelligence Scale items

	Item	F1	F2	F3	F4	h^2
2.	When I am faced with obstacles, I remember times when I faced similar obstacles and overcame them.	0,41	0,00	0,00	0,00	0,64
7.	Some of the major events of my life have led me to re-evaluate what is important and not important	0,42	0,00	0,00	0,00	0,65
15.	When I experience a positive emotion, I know how to make it last.	0,48	0,00	0,00	0,00	0,68
16.	I arrange events others enjoy.	0,54	0,00	0,00	0,00	0,65
18.	I seek out activities that make me happy.	0,51	0,00	0,00	0,00	0,60
21.	When I am in a positive mood, solving problems is easy for me.	0,57	0,00	0,00	0,00	0,60
29.	I motivate myself by imagining a good outcome to tasks I take on.	0,53	0,00	0,00	0,00	0,58
32.	When another person tells me about an important event in his or her life, I almost feel as though I have experienced the event myself.	0,54	0,00	0,00	0,00	0,65
33.	When I feel a change in emotions, I tend to come up with new ideas.	0,62	0,00	0,00	0,00	0,60
37.	I help other people feel better when they are down.	0,52	0,00	0,00	0,00	0,68
38.	I use good moods to help myself keep trying in the face of obstacles.	0,70	0,00	0,00	0,00	0,67
12.	I generally don't expect good things to happen.	0,00	0,64	0,00	0,00	0,55
20.	I have little interest in the impression I make on others.	0,00	0,44	0,00	0,00	0,76
24.	I often don't know why my emotions change.	0,00	0,61	0,00	0,00	0,65
26.	I find it hard to control my emotions.	0,00	0,50	0,00	0,00	0,65
28.	People have told me that I am difficult to talk to.	0,00	0,53	0,00	0,00	0,55
35.	When I am faced with a challenge, I give up because I believe I will fail.	0,00	0,60	0,00	0,00	0,58
41.	I find it hard to make close friendships.	0,00	0,41	0,00	0,00	0,60
3.	I generally expect to fail when I try something new.	0,00	0,00	0,52	0,00	0,74
6.	I find it hard to understand the non-verbal messages of other people.	0,00	0,00	0,57	0,00	0,56
8.	I sometimes can't tell whether someone I am conversing with is serious or joking.	0,00	0,00	-0,49	0,00	0,36
17.	I quite often misread what is going on in social situations.	0,00	0,00	0,60	0,00	0,67
22.	I tend to misread people's facial expressions.	0,00	0,00	0,58	0,00	0,76
40.	It is difficult for me to understand why people feel the way they do.	0,00	0,00	0,50	0,00	0,59
31.	I am aware of the non-verbal messages other people send.	0,00	0,00	0,58	0,00	0,67
36.	I know what other people are feeling just by looking at them	0,00	0,00	0,65	0,00	0,60
4.	My mood has little effect on how I deal with problems.	0,00	0,00	0,00	0,43	0,53
13.	When trying to solve a problem in my life, I find it helpful to be as unemotional as possible.	0,00	0,00	0,00	0,49	0,71
14.	I prefer to keep my emotions private.	0,00	0,00	0,00	0,50	0,68
23.	I don't believe that my emotions give any help in coming up with new ideas.	0,00	0,00	0,00	0,60	0,53
25.	I don't find that being in a positive mood helps me come up with new ideas.	0,00	0,00	0,00	0,40	0,67
34.	Emotions don't play a big part in how I deal with problems.	0,00	0,00	0,00	0,56	0,57

F1 Mood Regulation/Optimism F2 Emotion Management/Social Skill F3 Emotion Appraisal F4 Emotion Detachment

The four extracted factors accounted for 63% of the total variance in the data. The cut-off value of 0,30 was set for inclusion of a variable in the interpretation of a factor.

Items loading on the first factor relate to the regulation of mood and the use of optimism. It deals with the use of emotion to promote optimism and regulate mood to use it for the benefit of the self and other. Emotions are utilised to solve problems or to overcome obstacles.

The second factor deals with the management of emotions and social skills. It deals with the skill of management of emotions; to enhance positive behaviour and deal with negative situations. It also deals with the extent to use emotions to establish social relationships.

The third factor relates to the assessment or appraisal of emotions. It deals with the successful appraisal of emotions in the self and others (verbally and non-verbally).

The fourth factor relates to the detachment and non-recognition of emotion. It deals with the extent to which a person is in touch with his/her own emotions.

A principle component analysis was conducted on the 16 items of the OBLI. Analysis of eigen values larger than one and the scree plot indicated that two factors should be extracted. A principle components analysis with an oblimin rotation was then performed. The two factors with eigen values larger than one that were extracted, explained 67% of the variance. The two scales were named exhaustion and mental distance, for example *"There are days when I feel tired before I arrive at work"* and *"Lately, I tend to think less at work and do my job almost mechanically"*.

A principle component analysis was conducted on the 9 items of the UWES and showed one factor explaining 71% of the total variance. It was decided to extract one factor by using an oblimin rotation that also explained 71% of the total variance (i.e. *"When I am working, I forget everything else around me"* and *"I am bursting with energy in my work"*).

A principle component analysis was conducted on the 18 items of the OF: Analysis of eigen values larger than one indicated four factors explaining 66% of the total variance but the

scree plot showed a sharp break after the third factor. It was decided to extract 3 factors on the grounds of the compilation of the questionnaire containing items to measure Job Autonomy, Supervisor and Co-Worker Support and results from the scree plot. Three factors were then extracted by using an oblimin rotation that explained 62% of the total variance. The three factors were labelled: Job Autonomy (i.e. *"To what extent do you decide on your own how to go about your work."*), Supervisor Support (i.e." *My supervisor supports me in decisions regarding my task performance"*) and Co-worker Support (i.e. *"I feel liked and valued by my co-workers."*).

A principle component analysis that was carried out on the 20 items of the selected FEWS scales (display of positive emotions, display of negative emotions, demands for sensitivity and emotional dissonance) showed 6 factors, which explained 53% of the total variance. Six factors with eigen values larger than one were obtained. However, the scree plot showed a sharp break after the second factor and it was decided to extract two factors. A principle components analysis with an oblimin rotation was then performed. The two factors explained 38% of the variance and were labelled Positive Emotion Work and Negative Emotion Work for example: *"How often in your job do you have to display pleasant emotions towards clients (i.e. friendliness or kindness)"* and *"How often do you have to display superficial negative feelings towards clients (i.e. superficial strictness)"*.

The product-moment correlation coefficients between Emotion Work, Emotional Intelligence, organisational factors (Job Autonomy, Supervisor and Co-Worker Support) and Well-being (Burnout and Engagement) are given in Table 4.

Table 4

Correlation Coefficients between FEWS, EI, OF, UWES and OBLI (n= 257)

Item	1	2	3	4	5	6	7	8	9	10	11	12
1. Exhaustion	-	-	-	-	-	-	-	-	-	-	-	-
2. Mental Distance	0,98*[++]	-	-	-	-	-	-	-	-	-	-	-
3. Engagement	-0,51*[++]	-0,50*[+]	-	-	-	-	-	-	-	-	-	-
4. Positive Emotion Work	0,08	0,12	0,28	-	-	-	-	-	-	-	-	-
5. Negative Emotion Work	0,36*[+]	0,40*[+]	-0,25*	0.18	-	-	-	-	-	-	-	-
6. Mood Regulation Optimism	-0,18	-0,16	0,36*[+]	0,02	-0,16	-	-	-	-	-	-	-
7. Emotion Management Social Skills	-0,21	-0,19	0,30*[+]	0,23	-0,06	0,27	-	-	-	-	-	-
8. Emotion Appraisal	-0,06	-0,06	0,19	0,20	0,07	0,25	0,51*[++]	-	-	-	-	-
9. Emotion Detachment	-0,00	0,02	-0,10	0,05	0,06	-0,06	0,13	0,13	-	-	-	-
10. Job Autonomy	-0,31*[+]	-0,31*[+]	0,23	0,03	-0,23	-0,01	0,26	0,25	0,07	-	-	-
11. Supervisor Support	-0,32*[+]	-0,32*[+]	0,61*[++]	0,19	-0,14	0,25	0,59	0,15	0,05	0,27	-	-
12. Co-worker Support	-0,19	-0,17	0,44*[+]	0,30*	-0,08	0,75	0,26	0,23	0,08	0,23	0,50*[+]	-

*p $\leq$ 0,05 – statistically significant

+r > 0,30 – practically significant (medium effect)

++r > 0,50 – practically significant (large effect)

According to Table 4 all of the following that is going to be discussed, is statistically and practically significant. Exhaustion is *negatively* correlated with Job Autonomy, Supervisor Support (medium effect) and Engagement (large effect), while *positively* correlated with Negative Emotion Work (medium effect) and Mental Distance (large effect). Mental Distance is *negatively* correlated (medium effect) with Job Autonomy and Supervisor Support and Engagement and *positively* correlated with Negative Emotion Work (medium effect).

Engagement is *positively* correlated to Mood Regulation/Optimism, Emotion Management/Social Skills, Co-worker Support (medium effect) and Supervisor Support (large effect). Emotion Management/Social Skills is *positively* correlated to Emotion Appraisal (large effect) and lastly Supervisor Support is *positively* correlated to Co-worker Support (medium effect).

The results of a multiple regression analysis with Engagement (as measured by the UWES) as dependent variable and Positive Emotion Work, Negative Emotion Work (as measured by subscales of the FEWS), Mood Regulation/Optimism, Emotion Management/Social Skills, Emotion Appraisal, Emotion Detachment (as measured by the SEIS), Job Autonomy, Supervisor Support, Co-worker Support (as measured by the OF) as independent variables are reported in Table 5.

Table 5

Multiple Regression Analysis with Engagement as Dependent Variable

Model		Non-standardised Coefficients		Standardised Coefficients	t	p	F	R	R^2	ΔR^2
		B	SE	Beta						
1	(Constant)	8,68	3,75		2,32	0,02	24,13	0,30	0,09	0,09*
	Positive Emotion Work	0,54	0,11	0,29	4,92	0,00*				
2	(Constant)	16,70	3,91		4,27	0,00*	26,20	0,42	0,18	0,09*
	Positive Emotion Work	0,64	0,11	0,35	6,00	0,00*				
	Negative Emotion Work	-0,46	0,10	-0,30	-5,08	0,00*				
3	(Constant)	4,04	4,64		0,31	0,76	26,12	0,50	0,24	0,06
	Positive Emotion Work	0,55	0,11	0,30	4,62	0,00*				
	Negative Emotion Work	-0,40	0,10	-0,25	-4,25	0,00*				
	Mood Regulation Optimism	0,35	0,07	0,27	3,93	0,00*				
4	(Constant)	1,46	4,67		0,31	0,76	22,00	0,51	0,26	0,02
	Positive Emotion Work	0,50	0,11	0,27	4,62	0,00*				
	Negative Emotion Work	-0,37	0,10	-0,24	-4,24	0,00*				
	Mood Regulation Optimism	0,30	0,08	0,23	3,93	0,00*				
	Emotion Management Social Skills	0,21	0,08	0,16	2,75	0,01				
5	(Constant)	1,40	4,70		0,30	0,77	17,55	0,51	0,26	0,00
	Positive Emotion Work	0,50	0,11	0,27	4,60	0,00*				
	Negative Emotion Work	-0,37	0,10	-0,24	-4,23	0,00*				
	Mood Regulation Optimism	0,30	0,08	0,26	3,85	0,00*				
	Emotion Management Social Skills	0,20	0,10	0,16	2,32	0,02				
	Emotion Appraisal	0,02	0,08	0,02	0,26	0,80				
6	(Constant)	3,80	4,81		0,80	0,43	15,45	0,53	0,28	0,02
	Positive Emotion Work	0,50	0,11	0,27	4,66	0,00*				
	Negative Emotion Work	-0,37	0,10	-0,24	-4,18	0,00*				
	Mood Regulation/Optimism	0,28	0,08	0,22	3,71	0,00*				
	Emotion Management Social Skills	0,22	0,10	0,17	2,51	0,01				
	Emotion Appraisal	0,03	0,08	0,03	0,40	0,70				
	Emotion Detachment	-0,17	0,10	-0,11	-2,00	0,05				
7	(Constant)	-0,43	5,02		-0,10	0,93	14,56	0,54	0,30	0,02
	Positive Emotion Work	0,50	0,10	0,27	4,70	0,00*				
	Negative Emotion Work	-0,31	0,10	-0,20	-3,41	0,00*				
	Mood Regulation Optimism	0,31	0,08	0,24	4,11	0,00*				
	Emotion Management Social Skills	0,18	0,90	0,14	2,10	0,04				
	Emotion Appraisal	-0,01	0,08	-0,01	-0,11	0,91				
	Emotion Detachment	-0,18	0,10	-0,12	-2,08	0,04				
	Job Autonomy	0,30	0,11	-0,16	2,64	0,10				

8	(Constant)	-0,88	4,27		-0,21	0,84	29,20	0,70	0,50	0,20
	Positive Emotion Work	0,36	0,09	2,0	4,01	0,00*				
	Negative Emotion Work	-0,25	0,08	-0,16	-3,30	0,00*				
	Mood Regulation Optimism	0,18	0,07	0,14	2,75	0,01				
	Emotion Management Social Skills	0,10	0,07	0,08	1,35	0,20				
	Emotion Appraisal	0,02	0,07	0,01	0,24	0,81				
	Emotion Detachment	-0,20	0,07	-0,13	-2,80	0,01				
	Job Autonomy	0,10	0,10	0,04	0,86	0,40				
	Supervisor Support	0,47	0,05	0,50	9,64	0,00*				
9	(Constant)	-0,83	4,25		-0,20	0,85	26,60	0,71	0,50	0,00
	Positive Emotion Work	0,33	0,10	0,18	3,56	0,00*				
	Negative Emotion Work	-0,25	0,07	-0,16	-3,24	0,00*				
	Mood Regulation Optimism	0,17	0,07	0,13	2,52	0,01				
	Emotion Management Social Skills	0,10	0,07	0,07	1,27	0,20				
	Emotion Appraisal	0,01	0,07	0,01	0,13	0,90				
	Emotion Detachment	-0,21	0,07	-0,13	-2,87	0,01				
	Job Autonomy	0,07	0,10	0,03	0,67	0,51				
	Supervisor Support	0,43	0,05	0,45	8,24	0,00*				
	Co-worker Support	0,13	0,07	0,10	1,86	0,07				

*$p < 0,01$

Table 5 shows that Positive Emotion Work (which was entered in the first step), predicted 9% of the total variance of Engagement ($F = 24,13$, $p < 0,01$). The inclusion of Negative Emotion Work (in step 2) resulted in an increase of 9% ($F = 26,12$, $p < 0,01$) of the variance explained. Emotion Work thus predicted 18 % of the total variance in Engagement. Mood Regulation / Optimism (in step 3) resulted in an increase of 6% of the variance explained. The inclusion of Emotion Management/Social Skills, Emotion Appraisal and Emotion Detachment did not lead to significant changes. The inclusion of Supervisor Support (in step 8) resulted in an increase of 20% (F = 29,20, p< 0,01) of the variance explained. Job Autonomy and Co-worker Support did not lead to significant changes in the percentage of variance in Engagement explained. Furthermore, Table 5 shows that the standardised regression coefficients were strong for Positive Emotion Work, Negative Emotion Work, Mood Regulation/Optimism and Supervisor Support compared to Emotion Management/Social Skills, Emotion Appraisal, Emotion Detachment, Job Autonomy and Co-worker Support.

The results of a multiple regression analysis with Exhaustion (as measured by the OBLI) as dependent variable and Positive Emotion Work, Negative Emotion Work (as measured by the FEWS), Mood Regulation/Optimism, Emotion Management/Social Skills, Emotion

Appraisal, Emotion Detachment (as measured by the SEIS), Job Autonomy, Supervisor Support, Co-worker Support (as measured by the OF) as independent variables are reported in Table 6.

Table 6

Multi Regression Analysis with Exhaustion as Dependent Variable

Model		Non-standardised Coefficients		Standardised Coefficients	t	p	F	R	R^2	ΔR^2
		B	SE	Beta						
1	(Constant)	11,88	1,54		7,71	0,00	1,46	0,08	0,01	0,01
	Positive Emotion Work	0,06	0,05	0,08	1,20	0,23				
2	(Constant)	8,08	1,58		5,12	0,00	18,73	0,36	0,13	0,12
	Positive Emotion Work	0,01	0,04	0,01	0,21	0,84				
	Negative Emotion Work	0,22	0,04	0,36	6,00	0,00				
3	(Constant)	10,35	2,00		5,34	0,00	14,00	0,38	0,15	0,02
	Positive Emotion Work	0,03	0,04	0,03	0,56	0,57				
	Negative Emotion Work	0,21	0,04	0,34	5,55	0,00				
	Mood Regulation Optimism	-0,06	0,03	-0,12	-2,00	0,45				
4	(Constant)	11,50	2,00		6,00	0,00	13,00	0,48	0,17	0,02
	Positive Emotion Work	0,05	0,04	0,07	1,20	0,23				
	Negative Emotion Work	0,20	0,03	0,33	5,46	0,00				
	Mood Regulation Optimism	-0,04	0,03	-0,08	-1,27	0,20				
	Emotion Management Social Skills	-0,10	0,03	-0,18	-3,00	0,00				
5	(Constant)	11,46	2,00		5,87	0,00	10,41	0,42	0,18	0,01
	Positive Emotion Work	0,05	0,04	0,07	1,17	0,25				
	Negative Emotion Work	0,20	0,04	0,32	5,33	0,00				
	Mood Regulation Optimism	-0,04	0,03	-0,83	-1,34	0,18				
	Emotion Management Social Skills	-0,10	0,04	-0,20	-2,86	0,00				
	Emotion Appraisal	0,02	0,03	0,04	0,52	0,60				
6	(Constant)	11,40	2,02		5,64	0,00	8,65	0,42	0,18	0,00
	Positive Emotion Work	0,05	0,04	0,072	1,16	0,25				
	Negative Emotion Work	0,20	0,04	0,32	5,31	0,00				
	Mood Regulation Optimism	-0,04	0,03	-0,08	-1,32	0,20				
	Emotion Management Social Skills	-0,10	0,04	-0,20	-2,86	0,01				
	Emotion Appraisal	0,02	0,03	0,04	0,51	0,60				
	Emotion Detachment	0,01	0,04	0,01	0,14	1,00				
7	(Constant)	13,86	2,03		6,68	0,00	9,80	0,47	0,22	0,04
	Positive Emotion Work	0,053	0,04	0,07	1,23	0,22				
	Negative Emotion Work	0,16	0,04	0,26	4,31	0,00				

47

	Variable	B	SE	Beta	t	p				
	Mood Regulation Optimism	-0,06	0,03	-0,12	-2,00	0,06				
	Emotion Management Social Skills	-0,08	0,04	-0,16	-2,30	0,22				
	Emotion Appraisal	0,04	0,03	0,08	1,23	0,22				
	Emotion Detachment	0,01	0,04	0,01	0,25	0,80				
	Job Autonomy	-0,18	0,05	-0,23	-3,74	0,00				
8	(Constant)	14,00	2,03		6,88	0,00	10,64	0,51	0,26	0,04
	Positive Emotion Work	0,08	0,04	0,11	1,80	0,08				
	Negative Emotion Work	0,15	0,04	0,25	4,13	0,00				
	Mood Regulation Optimism	-0,04	0,03	-0,07	-1,16	0,25				
	Emotion Management Social Skills	-0,07	0,04	-0,13	-1,94	0,05				
	Emotion Appraisal	0,04	0,03	0,08	1,12	0,27				
	Emotion Detachment	0,01	0,03	0,02	0,38	0,70				
	Job Autonomy	-0,14	0,05	-0,18	-3,00	0,00				
	Supervisor Support	-0,08	0,02	-0,22	-3,62	0,00				
9	(Constant)	14,00	2,03		6,86	0,00	9,42	0,51	0,26	0,00
	Positive Emotion Work	0,08	0,04	0,11	1,76	0,08				
	Negative Emotion Work	0,15	0,04	0,25	4,12	0,00*				
	Mood Regulation Optimism	-0,04	0,03	-0,07	-1,14	0,26				
	Emotion Management Social Skills	-0,07	0,04	-0,13	-1,93	0,06				
	Emotion Appraisal	0,04	0,03	0,08	1,12	0,27				
	Emotion Detachment	0,01	0,03	0,02	0,38	0,70				
	Job Autonomy	-0,14	0,05	-0,18	-2,88	0,00*				
	Supervisor Support	-0,08	0,03	-0,22	-3,30	0,00*				
	Co-worker Support	-0,00	0,03	-0,01	-0,10	0,93				

*$p < 0,01$

Table 6 shows that Positive Emotion Work (which was entered in the first step), predicted 1% of the total variance of Exhaustion ($F = 1,46$, $p > 0,01$). The inclusion of Negative Emotion Work (in step 2) resulted in an increase of 12% of the variance explained. The inclusion of Mood Regulation/Optimism, Emotion Management/Social Skills, Emotion Appraisal, and Emotion Detachment did not lead to a significant increase in the percentage of variance in Exhaustion explained. Adding Job Autonomy (in step 7) and Supervisor Support (in step 8) to the prediction, statistically-significantly increased the R^2 (Job Autonomy: $\Delta R^2 = 0,04$) and Supervisor Support: $\Delta R^2 = 0,04$). The inclusion of Co-worker Support in the last step (step 9) did not lead to a significant change in the percentage of variance explained. Furthermore, Table 6 shows that the standardised regression coefficients were strong for Negative Emotion Work, Job Autonomy and Supervisor Support when compared to Positive Emotion Work,

Mood Regulation/Optimism, Emotion Management/Social Skills, Emotion Appraisal, Emotion Detachment and Co-worker Support.

The results of a multiple regression analysis with Mental Distance (as measured by the OBLI) as dependent variable and Positive Emotion Work, Negative Emotion Work (as measured by the FEWS), Mood Regulation/Optimism, Emotion Management/Social Skills, Emotion Appraisal, Emotion Detachment (as measured by the SEIS), Job Autonomy, Supervisor Support, Co-worker Support (as measured by the OF) as independent variables are reported in Table 7.

Table 7

Multiple Regression Analysis with Mental Distance as Dependent Variable

Model		Non-standardised Coefficients		Standardised Coefficients	t	p	F	R	R^2	ΔR^2
		B	SE	Beta						
1	(Constant)	9,67	1,05		9,23	0,00	46,81	0,40	0,16	0,16
	Negative Emotion Work	0,30	0,04	0,40	6,84	0,00				
2	(Constant)	8,63	1,84		4,70	0,00	23,60	0,40	0,16	0,00
	Negative Emotion Work	0,28	0,04	0,40	6,60	0,00				
	Positive Emotion Work	0,04	0,05	0,04	0,70	0,50				
3	(Constant)	11,00	2,26		4,85	0,00	17,00	0,41	0,17	0,01
	Negative Emotion Work	0,27	0,04	0,40	6,20	0,00				
	Positive Emotion Work	0,05	0,05	0,06	1,00	0,32				
	Mood Regulation Optimism	-0,06	0,04	-0,11	-1,76	0,08				
4	(Constant)	12,28	2,27		5,41	0,00	15,14	0,45	0,20	0,03
	Negative Emotion Work	0,26	0,04	0,36	6,12	0,00				
	Positive Emotion Work	0,08	0,05	0,10	1,62	0,12				
	Mood Regulation Optimism	-0,04	0,04	-0,06	-1,06	0,23				
	Emotion Management Social Skills	-0,11	0,04	-0,18	-2,65	0,00				
5	(Constant)	12,26	2,28		5,38	0,00	12,07	0,45	0,20	0,00
	Negative Emotion Work	0,26	0,04	0,36	6,02	0,00				
	Positive Emotion Work	0,08	0,05	0,10	1,60	0,11				
	Mood Regulation Optimism	-0,04	0,04	-0,07	-1,07	0,30				
	Emotion Management Social Skills	-0,11	0,04	-0,18	5,10-2,65	0,01				
	Emotion Appraisal	0,01	0,04	0,01	0,20	0,85				
6	(Constant)	12,00	2,36		5,20	0,00	10,06	0,45	0,20	0,00
	Negative Emotion Work	0,26	0,04	0,36	6,00	0,00				

49

	Positive Emotion Work	0,08	0,05	0,10	1,60	0,11				
	Emotion Management Social Skills	-0,11	0,04	-0,20	-2,68	0,01				
	Emotion Appraisal	0,01	0,04	0,01	0,16	0,87				
	Emotion Detachment	0,02	0,04	0,03	0,44	0,66				
7	(Constant)	15,00	2,42		6,14	0,00	11,07	0,50	0,24	0,04
	Negative Emotion Work	0,22	0,04	0,30	5,00	0,00				
	Positive Emotion Work	0,08	0,05	0,10	1,67	0,10				
	Mood Regulation Optimism	-0,06	0,04	-0,10	-1,61	0,11				
	Emotion Management Social Skills	-0,10	0,04	-0,14	-2,12	0,04				
	Emotion Appraisal	0,03	0,04	0,06	0,87	0,38				
	Emotion Detachment	0.02	0,04	0,03	0,56	0,58				
	Job Autonomy	-0,21	0,06	-0.23	-3,74	0,00				
8	(Constant)	15,00	2,36		6,36	0,00	12,10	0,53	0,30	0,10
	Negative Emotion Work	0.21	0,04	0,28	4,82	0,00				
	Positive Emotion Work	0,11	0,05	0,13	2.27	0,02				
	Mood Regulation Optimism	-0,03	0,04	-0,05	-0,83	0,41				
	Emotion Management Social Skills	-0,07	0,04	-0,12	-1,73	0,08				
	Emotion Appraisal	0,03	0,04	0,05	0,75	0,46				
	Emotion Detachment	0,03	0,04	0,04	0,71	0,48				
	Job Autonomy	-0,16	0,06	-0,18	-2,88	0,00				
	Supervisor Support	-0,10	0,03	-0,23	-3,84	0,00				
9	(Constant)	15,00	2,36		6,35	0,00	10,70	0,53	0,30	0,00
	Negative Emotion Work	0,21	0,04	0,30	4,82	0,00				
	Positive Emotion Work	0,11	0,05	0,13	2,20	0,03				
	Mood Regulation Optimism	-0,03	0,04	-0,05	-0,84	0,40				
	Emotion Management Social Skills	-0,07	0,04	-0.12	-1.73	0,10				
	Emotion Appraisal	0,03	0,04	0,05	0,74	0,46				
	Emotion Detachment	0,03	0,04	0,04	0,70	0,50				
	Job Autonomy	-0,16	0,06	-0,18	-2,87	0,00				
	Supervisor Support	-0,10	0,03	-0,23	-3,60	0,00				
	Co-worker Support	0,01	0,04	0,01	0,13	1,00				

*$p < 0,01$

Table 7 shows that Negative Emotion Work (which was entered in the first step), predicted 16% of the total variance of Mental Distance ($F = 46,81$, $p < 0,01$). The inclusion of Positive Emotion Work (in step 2) resulted in no increase, but the inclusion of Supervisor Support (in step 8) resulted in an increase of 10% of the variance explained. The inclusion of Mood Regulation/Optimism, Emotion Management/Social Skills, Emotion Appraisal, Emotion Detachment, Job Autonomy and Co-worker Support did not lead to significant changes in the

percentage of variance in mental distance explained. Furthermore, Table 7 shows that the standardised regression coefficients were strong for Negative Emotion Work, Job Autonomy and Supervisor Support when compared to Positive Emotion Work, Mood Regulation/Optimism Emotion Management/Social Skills Emotion Appraisal, Emotion Detachment and Co-worker Support.

DISCUSSION

The aim of this study was to determine the relationship between Emotion Work, Emotional Intelligence, organisational factors and Well-being of secondary educators. The results indicated:

The Cronbach alpha coefficients of all the measuring instruments were considered to be acceptable compared to the guidelines of $\alpha > 0,70$ (Nunnally & Bernstein, 1994) except for the alpha coefficients of the following scales: Emotion Management/Social Skills, Emotion Detachment and Job Autonomy, which are below the accepted 0,70 guideline. The scores on the questionnaires; FEWS (Emotion Work), SEIS (Emotional Intelligence), OF (Organisational Factors), UWES (Engagement) and the OLB1 (Burnout), were distributed normally (with the exclusion of Positive Emotion Work and Co-worker Support).

Two factors were extracted on four (demands for sensitivity, emotional dissonance, display of positive emotions and display of negative emotions) of the subscales of the FEWS used, namely *Negative Emotion Work* and *Positive Emotion Work*. The scales showed acceptable reliabilities. Emotional Intelligence comprised of four factors (*Mood Regulation/Optimism, Emotion Management/Social skills, Emotion Appraisal and Emotion Detachment*). Burnout resulted in two factors namely: *Exhaustion* and *Mental Distance*, Engagement resulted in one factor and Organisation Factors in three factors: *Job Autonomy, Supervisor- and Co-Worker Support.*

The results also identified Exhaustion to be positively correlated to Negative Emotion Work (medium effect) and to Mental Distance (large effect). This indicates that when educators display unpleasant emotions toward clients for example discipline children in the class, act stern and strict, have to put clients in a negative mood (unsettle/alarm) and display superficial

51

negative feelings (superficial strictness), they tend to experience Negative Emotion Work and Mental Distance that possibly leads to Exhaustion. The superficial negative feelings that they have to display can lead to the experience of surface acting (expressing the emotion while not actually feeling it). This process can take up a lot of energy and this type of Emotion Work can leave educators emotionally drained.

Mental distance was also found to have a *negative* correlation with *Engagement* (large effect). The more distant a person feels from work activities, the more disengaged one can become. This is worsened by the performance of Negative Emotion Work where negative feelings have to be displayed.

Mental distance was *positively* related to *Negative Emotion Work* (medium effect). The correlation between Mental Distance and Negative Emotion Work can lead to the conclusion that when people engage in Negative Emotion Work, deep acting can be the consequence where educators internalise negative feelings and actually start to feel this negativity. This may lead to an experience of emotional desensitising/numbness where the educators detach themselves from any feeling and become mentally distant from any work task and associated negative emotions that have to be displayed; work becomes a mechanical performance.

The conclusion can also be drawn that if there is no Job Autonomy or Support from Supervisors (Mental distance negatively related to Job Autonomy and Supervisor Support), employees can become disconnected from work performance efforts. This trend also highlights the importance of support from the organisation and the importance of the use of job resources.

From the results, the conclusion can be drawn that increased Negative Emotion Work increases Exhaustion. This is because Emotion Work, by itself, can be highly stressful, particularly when the expected appropriate behaviour, include constant and continuously courtesy and smiling. To maintain this in difficult circumstances for long periods of time when there is no access to "back regions" in which to "be oneself", can have negative effects. Brotheridge and Grandey (2002) detail a range of studies that interrogate the effect of organisational control of emotion, and the effects of removing emotional autonomy from employees. Although the evidence is mixed, many of these studies demonstrate physical

illnesses and Burnout among employees whose burden of Emotion Work is heavy, particularly in the caring and service professions.

To suppress and deny emotions, particularly negative ones such as anger, frustration and guilt and to have nowhere to express it, can be a negative experience. There is a considerable literature detailing the effects of denying emotional expression (e.g. Salovey, 2001) demonstrating that illnesses such as cardiovascular disease, asthma, digestive disorders, skin diseases and cancer may occur in some individuals. This can also lead to emotional exhaustion that can result in cynicism and disconnection from others in the workplace, which negatively impacts on service delivery. Morris and Feldman (1997) also note that emotional dissonance negatively impacts on psychological Well-being, prompting an argument for organisations to acknowledge the role and importance of emotional expression at work.

From the results *Exhaustion* also correlated *negatively* to *Engagement* (large effect), *Job Autonomy* and *Supervisor Support* (medium effect). *Engagement* was *positively* related to *Mood Regulation/Optimism, Emotion Management/Social Skills, Supervisor Support* and *Co-Worker Support*. Furthermore, *Supervisor Support* is *positively* related to *Co-Worker Support*. The conclusion can be drawn that Emotional Intelligence can help employees to become more engaged in their work by regulation and assessing Emotion Work: positive and negative feelings. As in the case of experiencing Burnout (Exhaustion and Mental distance), Supervisor Support and Work Autonomy, it may possibly lead to psychological empowerment that can lead employees to become more engaged. The positive relationship between Psychological Empowerment and Engagement was established by Reynders (2005) in a government organisation.

Emotion Management/Social Skills also resulted in being positively correlated toward Emotion Appraisal, thus indicating that when educators tend to manage their emotions of social skills, they tend to appraise their own emotions and that emotion management might be related to healthy and constructive behaviour at the workplace (Meyer, Fletcher & Parker, 2004).

Supervisor *Support* and *Co-worker Support* are also found to be *positively* correlated (medium effect) with each other, thus indicating that when educators experience Supervisor Support they tend to support each other as Co-workers as well. The conclusion can be drawn

that support may be inherent in the culture of the organisation – in this case the school. The opposite is also true, regarding Supervisor and Co-worker Support, Engagement, Exhaustion, and Mental distance. When ambivalent emotions and feelings in organisational relationships occur, forms of counter-productive work behaviour can derive from ambivalent feelings in organisational relationships. This is caused by tension, resulting in conflict between employees and the expectation of conformity to organisational constraints (Pratt & Doucet, 2000); and from a violation of employee trust, particularly in the areas of psychological contract violations, which decreases not only employees' trust, but their levels of commitment and job satisfaction (Fulop & Linstead, 1999; Turnley & Feldman, 1999), all of which are linked to emotional states.

A regression analysis with Engagement as dependent variable was done. The results indicated that Positive and Negative Emotion Work both predicted 9% of the total variance of Engagement. With the inclusion of Supervisor Support both the regression-coefficients were still significant with a 20% increase of the variance of Engagement being predicted. When Mood Regulation/Optimism was entered into the regression the variance increased with 6%. The inclusion of other resources and demands did not lead to a better prediction of the variance. In this study, Positive and Negative Emotion Work as well as Mood Regulation/Optimism and Supervisor Support predicted Engagement. Thus the prediction can be made that the presence of Emotion Work and Supervisor Support in the education profession with the presence of Mood/Regulation Optimism can also predict the level of Engagement of educators.

In the regression analysis, with Exhaustion as dependent variable, Positive Emotion Work did not contribute significantly. With the inclusion of Negative Emotion Work the regression-coefficients predicted 12% of the variance of Exhaustion. In this study, Negative Emotion Work, Job Autonomy and Supervisor Support predicted Exhaustion. Thus, the prediction can be made that the presence of Negative Emotion Work without Supervisor Support and a lack of Job Autonomy in the education profession predicts the experience of Exhaustion.

In the regression analysis with Mental Distance as dependent variable, Negative Emotion Work predicted 16% of the total variance of Mental Distance. With the inclusion of Positive Emotion Work the regression-coefficients did not contribute to the variance of Mental Distance, but with the inclusion of Supervisor Support the regression-coefficients increased

54

with 10% of total Mental Distance experienced. In this study, Negative Emotion Work and Supervisor Support predicted Mental Distance. Thus, the prediction can be made that the presence of Negative Emotion Work and Supervisor Support in the education profession predicts the experience of Mental Distance in the education profession. The conclusion can be drawn that with the presence of Negative Emotion Work the way of coping is a negative defence coping method to become detached from emotion and to ultimately experience Mental Distance from work. With no support form the environment or job resources to fall back on, the scenario is worsened.

This study had several limitations. Firstly, a cross-sectional survey design was used, which makes it impossible to prove the causality of the obtained relationship. It is necessary to study the relationship between Emotion Work, Emotional Intelligence, organisational factors (Job Autonomy, Supervisor and Co-worker Support), Burnout and Engagement.

RECOMMENDATIONS

This study suggested that Emotional Intelligence, Job Autonomy, Supervisor and Co-worker Support will increase the Well-being of the Emotion work of secondary educators (Engagement). In the first place, interventions should be made to ensure that educators understand what emotions (Emotional Intelligence and Emotion Work) are all about and also be taught how to manage and to display their emotions. This can happen through providing valuable training in the "emotional intelligence" skills of self-awareness and self-management and in particular, in the performance of deep acting.

Secondly, Supervisor Support should be promoted, i.e. supervisors should be more involved with educators' work as well as the content of their work and support them more where possible.

Supervisors must also realise the positive impact they can have on educators and service sectors, such as schools, because they ultimately have to deal with emotional Burnout (Kahn, 1993; Frost, et. al., 2000). Organisations with depleted resources struggle to prevent the emotional exhaustion of care-giving staff, having few opportunities to provide the support that is crucial for those working in such demanding workplaces. As Myerson (2000) notes, accessing emotions in the workplace requires considerable skill and a diverse communication

of work and competency; because this does not exist, it remains unseen, and thus interventions must be developed to inform the service sector about emotions.

There are several research issues that flow from this study and require attention in increasing understanding of Emotion Work, Emotion Intelligence, Job Autonomy, Supervisor and Co-worker Support and the usefulness of these concepts. Further construct validity research is needed to establish more completely the factorial validity of the FEWS instrument in the South African context.

Longitudinal research needs to be done in order to construct a casual model for Emotion Work with job demands, job resources and Well-being (Burnout and Engagement).

Author's Note

REFERENCES :

Albrow, M. (1997). *The global age. State and Society Beyond Modernity*. Californai: Stanford University Press.

Alwright, D., & Lenzuen, R. (1997). Exploratory practice: work at the cultura inglesa, Rio de Jeneiro, Brazil, *Language Teaching Research, 1*(1), 73-79.

Amabile, T. M., Schatzel, E. A., Moneta, G.B., & Kramer, S. B. (2004). Leader behaviors and the work environment for creativity: Perceived leader support. *The Leadership Quarterly, 15,* 5-32.

Arvey, R. D., Renz, G. L., & Watson, T. W. (1998). Emotionality and job performance: Implications for personnel selection. In G.R. Ferris, (Eds.), *Research in personnel and human resource management*: (Vol. 16, pp. 103-147). Stamford, CT: JAI Press, Inc.

Ashforth, B. E., & Humphrey R. H. (1993). Emotional labor in service roles: the influence of identity. *Academy of Management Review, 18,* 88-115.

Ashforth, B. E., & Humphrey, R. H. (1995). Emotions in the workplace: a reappraisal. *Human Relations, 48,* 97-125.

Ashforth, B. E., & Tumiuk, M. A. (2000). Emotional labor and authenticity: Views from service agents. In S. Fineman (Ed.), *Emotion in Organizations* (2nd ed., pp. 184–203). Thousand Oaks, CA: Sage

Austin, E. J., Saklofske, D. H., & Egan, V. (2005). Personality, well-being and health correlates of trait emotional intelligence. *Personality and Individual Differences, 38,* 547-558.

Bakker, A. B., Demerouti E., & Verbeke, W. (2004). Using the Job demands–resources model to predict burnout and performance. *Human Resource Management, 43*(1), 83-104.

Bate, S. (1994). *Strategies for cultural change*. Butterworth Heinemann, Oxford.

Beehr, T. A., King, L. A., & King, D. W. (1990). Social support and occupational stress: Talking to supervisors. *Journal of Vocational Behavior, 36,* 61-81.

Best, R. G., Downey, R. G., & Jones, R. G. (1997, April). *Incumbent perceptions of emotional work requirements*. Paper presented at the 12th annual conference of the Society for Industrial and Organizational Psychology, St. Louis, MO.

Blanchard, J. S., & Ursula, C. (1996). *Modern fiction about school teaching*. Boston: Allyn and Bacon.

Briner, R. B. (1999). The neglect and importance of emotion at work. *European Journal of Work & Organizational Psychology, 8,* 323-346.

Brotheridge, C. M., & Grandey, A. A. (2002). Emotional labour and burnout: comparing two perspectives of 'people work. *Journal of Vocational Behavior, 60*, 17-39.

Burns, N., & Grove, S. K. (1993). The practice of nursing research: Conduct, critique and utilization (2nd ed.). PA: W.B. Saunders.

Cooper, R. (1997). Applying emotional intelligence in the workplace. *Journal of Training and Development, 51*, 31-35.

Callahan, J. (2000). Women in a "combat, masculine-warrior" culture: The performance of emotion work. *The Journal of Behavioral and Applied Management, 1*(1), 104.

Callahan, J., & McCollum, E. (2002). Conceptualizations of emotional behavior in organizational contexts. In J. Callahan (Ed.), *Perspectives of emotion and organizational change. Advances in developing human resources* (Vol. 4, pp. 4-22). Thousand Oaks, CA: Sage.

Cedoline, A. J. (1982). *Job burnout in public education: Symptoms, causes, and survival skills.* New York: Teachers College Press.

Cherniss, C. (1980). *Professional burnout in human services organizations.* New York: Praeger.

Cherniss, C., & Goleman, D. (Eds.). (2001). *Training for emotional intelligence.* San Francisco: Jossey-Bass.

Ciarrochi, J. V. Forgas, J. P., & Mayer, J. D. (Eds.) (2001). *Emotional intelligence in everyday life.* Philadelphia: Psychology Press.

Ciarrochi, J., Chan, A., & Caputi, P. (2000). *A critical evaluation of the emotional intelligence construct. Personality and Individual Differences, 28*, 539-561.

Clark, L. A., & Watson, D. B. (1995). Constructing validity: Basic issues in scale development. *Psychological Assessment, 7*, 309-319.

Coetzer, W. J. (2004). *Burnout and work engagement of employees in an insurance company.* Unpublished doctoral thesis, North-West University (South Africa), Potchefstroom.

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Earlbaum Associates.

Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin, 98*, 310-357.

Connell, R. W. (1985). *Teacher's work.* Boston: Allen & Urnwin.

Cooper, C. L., & Cartwright, S. (1997). An intervention strategy for workplace stress. *Journal of Psychomatic Research, 43*, 7-16.

Coser, L. (1974). *Greedy institutions: Pattersn of undividued commitment.* New York, Free Press.

Deery, S., Iverson, R., & Walsh, J. (2002). Work relationships in telephone call centres: Understanding emotional exhaustion and employee withdrawal. *Journal of Management Studies, 39*, 471-496.

Demerouti, E., Bakker, A. B., Kantas, A., & Vardakou, I. (2003). The convergent validity of two burnout instruments: A multitrait-multimethod analysis. *European Journal of Psychological Assessment, 19*, 12-23.

Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology, 71*, 500-507.

Ekman, P., & Friesen, W. V. (1975). *Unmasking the face.* Englewood Cliffs, NJ: Prentice Hall.

Erickson, R., & Ritter, C. (2001). Emotional labor, burnout and inauthenticity: Does gender matter? *Social Psychology Quarterly, 64*(2), 146-163.

Fabian, J. C. (1999). *Emotion work as instrumental action: The pursuit of goals in an organizational context.* Unpublished doctoral dissertation, George Washington University, Washington, DC.

Fenlason, K. J., & Beehr, T.A. (1994). Social support and occupational stress: Effects of talking to others. *Journal of Organizational Behavior, 15*, 157-175.

Fineman, S. (1993). *Emotion and organizing.* London: Sage.

Fineman, S. (1999). Emotion and organizing. In S. R. Clegg & C. Hardy (Eds.). *Studying organization: Theory and method.* London: Sage.

Fineman, S. (2000). (2nd Ed.), *Emotion in organizations.* London: Sage.

Fischbach, A., & Zapf, D. (2003). *Role of personality in service sector emotion work-application of the Big Five personality dimensions.* Unpublished manuscript, Georg-August-Universität, Göttingen.

Flam, H. (1993). Fear, loyalty and greedy organizations, In S. Fineman, (Eds.), *Emotion in organizations*, Sage, London.

Frese, M., & Zapf, D. (1994). Action at the core of work psychology: A German approach. In H. C. Triandis, M. D. Hough, & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (pp. 271-340). Palo Alto, CA: Consulting Psychologists Press.

Freudenberger, H. J., (1974). Staff burnout. *Journal of Social Issues, 30*(1), 159-165.

Frost, P. J. (1999). Why compassion count! *Journal of Management Inquiry, 8*, 127-133.

Frost, P. J., & Robinson, S. (1999). The toxic handler: Organizational hero – and casualty. *Harvard Business Review, 77*, 96-106.

Frost, P., Button, J. E., Worline, M. C., & Wilson, A. (2000). Narratives of compassion in organizations. In S. Fineman (2nd Eds.), *Emotion in organizations.* London, Sage.

Fulop, L., & Linstead, S. (1999). *Management: A critical text.* Macmillan: Melbourne.

Gherardi, S. (1995). *Gender, symbolism and organizational cultures.* London: Sage.

Goffman, E. (1959). *The presentation of self in everyday life.* New York: Bantam Books.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ.* London, UK: Bloomsbury Publishing.

Goleman, D. (1998). *Working with emotional intelligence.* New York: Bantam.

Grandey, A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology, 5*(1), 95–110.

Gross, D. R. (1983). Fetishism and functionalism: the political economy of capitalist development in Latin America (Review article). *Comparative Sudies in Society and History 21,* 697-702.

Gutek, B. A., (1997). Sexual harassment policy initatives. In W. O'Donohue (Ed.), *Sexual harassment: Theory, research, and treatment* (pp. 185-198). Boston:Allyn & Bacon.

Hackman, J. R., & Oldham, G. R. (1980). *Work redesign.* Reading, MA: Addison-Wesley.

Halbesleben, J. R. B., & Demerouti, E. (2005). The construct validity of an alternative measure of burnout: Investigating the English translation of the Oldenburg Burnout Inventory. *Work & Stress,* 19, 208-220.

Hargreaves, A. (1994a). *Changing teachers, changing times: Teachers' work and culture in the postmodern age.* New York: Teachers College Press.

Hargreaves, A. (1994b). Restructuring restructuring: Postmodernity and the prospects for education change. In P. Grimmet & J. Neufeld (Eds.), *Teacher development and the struggle for authenticity: Professional growth and restructuring in the context of change* (pp. 52-82). New York: Teacher College Press.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education, 14,* 835-54.

Hargreaves, A. (2002). Mixed emotions: Teacher's perceptions of their interactions with students. *Teaching and Teacher Education, 16,* 811-826.

Hayes, E., & Flannery, D. D. (2000). *Women as learners: The significance of gender in adult learning.* San Francisco: Jossey-Bass.

Hochschild, A. R. (1979). Emotion Work, Feeling Rules, and Social Structure. in: *American Journal of Sociology, 85,* 551-575.

Hochschild, A. R. (1983). *The managed heart.* Berkeley, CA: University of California Press.

Holeman, D. J. (2003). Call centres. In D. J. Holman, T.D. Wall, C.W. Clegg, P. Sparrow, & A. Howard (Eds.), *The new workplace: A guide to the human impact of modern working practices*. Chichester: Wiley.

House, J. S. (1981). *Work, stress, and social support*. Reading, MA: Addison-Wesley.

Johnson, J. V., & Hall, E. M. (1988). Job strain, work place social support and cardiovascular disease: A cross-sectional study of a random sample of the Swedish working population. *American Journal of Public Health, 78*, 1336-1342.

Kahn, W. A. (1993). Caring for the caregivers: patterns of organizational caregiving. *Administrative Science Quarterly, 38*, 539-564.

Kelchtermans, G. (1996). Teacher vulnerability: Understanding its moral and political roots. *Cambridge Journal of Education, 26*, 307-23.

Kidder, T. (1989). *Among schoolchildren*. Boston: Houghton Mifflin.

Kozol, J. (1968). *Death at an early age: The destruction of the hearts and minds of Negro children in the Boston public schools*. New York: Bantam.

MacCallum, R. C., Wegener, D. T., Uchino, B. N., & Fabrigar, L. R. (1993). The problem of equivalent models in applications of covariance structure analysis. *Psychological Bulletin, 114*, 185–199.

Martinez, M. N. (1997, November). The smarts that count. *HR Magazine*, 72-78.

Maslach, C. (1982). *Burnout: The cost of caring*. Englewood Cliffs, NJ: Prentice Hall.

Maslach, C., Shaufeli W. B., & Leiter, M. P. (2001). Job burnout. *Annual Reversed Psychology 52*, 394-422.

Mayer. J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-31). New York: Basic Books.

Meyer, B. B., Fletcher, T. B., & Parker, S. J. (2004, July/September). Enhancing Emotional Intelligence in the Health Care Environment: An Exploratory Study. Article. *Health Care Manager. 23*, 225-234,

Morris, J. A., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. *Academy of Management Review, 21*, 986-1010.

Morris, J. A., & Feldman, D. C. (1997). Managing emotions in the workplace. *Journal of Managerial Issues, 9*, 257-275.

Muchinsky, P. M., Kriek, H. J., & Schreuder, D. (2003). *Personnel psychology* (2nd ed.). Oxford, UK: Oxford University Press.

Muijs, D. (2004). Doing quantitative research in education with SPSS. London, Thousand Oaks: Sage Publications.

Myerson, D. E. (2000). If emotions were honoured: A cultural analysis. In S. Fineman, S. (2nd ed.). Emotion in organization, Sage. London.

Nel, J. A. (2005). *Job characteristics, emotional intelligence and wellness in a nursing environment.* Unpublished master's dissertation, North-West University (South Africa), Potchefstroom.

Nias, J. (1989). *Primary teachers talking: A study of teaching as work.* London: Routledge.

Nias, J. (1996). Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education, 26,* 293-306.

Nunnally, J., & Bernstein, I. H. (1994). *Psychometric theory.* (3rd ed.). New York: McGraw-Hill. Organizations. In S. Fineman, (2nd ed.), *Emotion in organizations.* London, Sage. perspectives of 'people work. *Journal of Vocational Behavior. 60,* 17-39.

Pidd, K., Freeman, T., Skinner, N., Addy, D., Shoobridge, J., & Roche, A. (2004). *From training to work practice change. An examination of factors influencing training transfer in the alcohol and other drugs field.* Adelaide, South Australia: National Centre for Education and Training on Addiction (NCETA).

Pratt, M. G., & Doucet, L. (2000). Ambivalent feelings in organizational relationships. In S. Fineman (2nd ed.), *Emotion in organizations,* Sage, London.

Putman, L. L., & Mumby, D. K. (1993). Organizations, emotion and the myth of rationality. In S. Fineman, (Ed.), *Emotion in organizations,* London: Sage.

Rafaeli, A. (1989). When clerks meet customers:Atest of variables related to emotional expressions on the job. *Journal of Applied Psychology, 74,* 385-393.

Rafaeli, A., & Sutton, R. (1989). The expression of emotion in organizational life. In L. L. Cummings & B. M. Staw (Eds.), *Research in Organizational Behavior, 11,* 1- 42.

Reynders, E. (2005). *Job insecurity, psychological empowerment and work engagement in a goverment organisation.* Unpublished master's dissertation, North-West University, Potchefstroom Campus, Potchefstroom.

Rhoades, L., & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. *Journal of Applied Psychology, 87,* 698-714.

Rousmaniere, K. (1994). Losing patience and staying professional: Women teachers and the problem of classroom discipline in New York City schools in the 1920s. *History of Education Quarterly, 34*(1), 49-68.

Saarni, C. (1999). *The Development of Social and Emotional Competence.* Guilford Press: NY

Salovey, P. (2001). Applied emotional intelligence: Regulating emotions to become healthy, wealthy, and wise. In J. Ciarrochi, J. P. Forgas, & J. D. Meyer (Eds.), *Emotional intelligence in everyday life: A scientific inquiry* (pp. 168-184). New York: Psychology Press.

Salovey, P., & Mayer, J. (1990). Emotional intelligence. *Imagination, Cognition and Personality, 9*(3), 185-211.

Schaufeli, W. B., Bakker, A. B., Hoogduin, K., Schaap, C., & Kladler, A. (2001). On the clinical validity of the Maslach Burnout Inventory and the Burnout Measure. *Psychology and Health,* 565-582.

Schaufeli, W. B., Martínez, M., Marques-Pinto, A., Salanova, M., & Bakker, A. (2002). Burnout and engagement in university students: Across-national study. *Joumal of Cross-Cultural Psychology, 33,* 464-481.

Schneider, B., & Bowen, D. E. (1984). New services design, development, and implementation and the employee. In W. R. George & C. E. Marshall (Eds.), *Developing new services.* Chicago: American Marketing Association.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C.J., & Dornheim, L. (1998). Development and validity of a measure of emotional intelligence. *Personality and Individual Differences, 25,* 167-177.

Schutte, N., Toppinen, S., Kalimo, R., & Schaufeli, W. (2000). The factorial validity of the Maslach Burnout Inventory – General Survey (MBI-GS) across occupational groups and nations. Journal of Occupational and Organizational Psychology, 73, 53-66.

Shaughnessy, J. J., & Zechmeister, E. B. (1997). *Research methods in psychology* (4th ed.). New York: McGraw-Hill.

Steyn, H. S. (1999). *Praktiese beduidendheid: Die gebruik van effekgroottes.* Potchefstroom: Publikasiebeheerkommitee, Potchefstroom Universiteit vir Christelike Hoër Onderwys.

Storm. K., & Rothmann, S. (2003). A psychometric analysis of the Utrecht work engagement scale in the South African Police Service. *SA Journal of Industrial Psychology, 29*(4), 62-70.

Tolich, M. B. (1993). Alienating and liberating emotions at work: Supermarket clerks' performance of customer service. *Journal of Contemporary Ethnography, 22,* 361-81.

Turner, N., Barling, J., & Zacharatos, A. (2002). Positive psychology at work. In C. R. Snyder, & S. J. Lopex. (2002). *Handbook of positive psychology,* (pp 715-730) New York: Oxford University Press.

Turnley, W. H., & Feldman, D. C. (1999). The impact of psychological contract violations on exit, voice, loyalty, and neglect'. *Human Relations, 52,* 895-922.

Vosloo, C. (2005). *Psychometric evaluation of a measure of emotional intelligence for university students.* Unpublished master's dissertation, North-West University (South Africa). Potchefstroom.

Wharton, A., S. (1993). The affective consequences of service work: Managing emotions on the job. *Work and Occupations, 20,* 205-232.

Winograd, K. (2005). Good day, Bad day: *Teaching as a high-wire act.* Lanham, Md.: Scarecrow Education.

Wragg, C., Maxwell, N., & Doust, J. (2000). Evaluation of the reliability and validity of a soccer-specific field test of repeated sprint ability. *European Journal of Applied Physiology 83,* 77-83.

Yanay, N., & Shahar, G. (1998). Professional feelings as emotional labour. *Journal of Contemporary Ethnography, 27,* 346-373.

Zapf, D. (2002). Emotion work and psychological well-being: A review of the literature and some conceptual considerations. *Human Resource Management Review, 12,* 237-268.

Zapf, D., Isic, A., Mertini, H., Seifert, C.,& Vogt, C. (1999). Emotion work as a source of stress. The concept and the development of an instrument. *European Journal of Work and Organizational Psychology, 8,* 371-400.

Zeithaml, V. A. (1981). How Consumer Evaluation Processes Differ between Goods and Services, reprinted in Lovelock, C. (1991), *Services Marketing,* (2nd Ed.). Upper Saddle River, New Jersey: Prentice Hall.

CHAPTER 3

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter is comprised of conclusions regarding the literature review and the empirical study according to the specific objectives. The limitations of the research are discussed, followed by recommendations for the research problem in the organisation and lastly, suggestions for future research are made.

3.1 CONCLUSIONS

Conclusions are made in the following sections with regard to the specific objectives and the empirical findings obtained in the present study.

- *To conceptualise the relationship between Emotion Work, individual factor Emotional Intelligence, (EI), organisational factors (Job Autonomy, Supervisor and Co-worker Support) and Well-being by conduction of a literature review.*

Emotion Work

Emotion Work involves efforts to change the degree or quality of emotions or feelings (Hochschild, 1979), and teachers experience escalation of Emotion Work daily with students (i.e. when teachers have to manage stressed, challenging, aggressive and abusive students). Emotion Work can also produce emotional numbness (Mental Distance) and isolation and this is caused by frequently suppressing felt emotions while expressing conflicting, opposing feelings (Martin & Meyerson, 1998).

This has been described as 'emotional dissonance' and can lead to disempowerment with the organisation and as seen in the results, leads to a decrease of Engagement and Job Autonomy. Ashforth and Tomiuk (2000) note that people in the service profession like educators are more affected by emotional dissonance than by Emotion Work. This dissonance occurs when one's shown emotions differ from one's authentic emotions (Ashforth and Tomiuk, 2000), and hence is positively associated with work alienation and job dissatisfaction. Emotion Work is important in the work context, but it is also important to know how to manage and regulate one's emotions. This ability contains Emotional Intelligence (Fabian, 1999). The person and the environment must be explored together to understand the influence on each

65

other (Briner, 1999). Thus, Emotion Work and Emotional Intelligence are intertwined together and cannot function alone.

Emotional intelligence (EI)

Emotional Intelligence is a cluster of traits and abilities relating to the emotional side of life – abilities such as awareness and management of one's own feelings and emotions, being able to motivate oneself and restrain one's desires, recognition and management of others' emotions, and handling interpersonal relationships in an effective manner (Bar-On, 2001), to adaptively perceive, understand, regulate and harness emotions within the self and others and to distinguish the meanings of emotions (Mayer, Caruso, & Salovey, 2000; Schutte, Malouff, Simunek, McKenley & Hollander, 2002).

Being able to subdue or enhance emotional experiences should lead to feelings of self-control (Lok & Bishop, 1999). Likewise, regulating emotions in others should lead to feelings of situational control. This branch was associated with satisfaction with the quality of one's Engagement in the workplace and getting support from social relationships (Lopes, Salovey, & Straus, 2003).

From the above it is thus crucial that Emotion Work consists of Emotional Intelligence and thus they relate to each other, because if one can know one's emotions and know how to manage the FIRE, one will know how to act upon the FIRE. The acronym FIRE stands for Feelings Information Responsibility and Energy (Bloomfield, Sawaf, & Rosen, 2000). This will improve one's feelings toward oneself, one's work and improve one's wellness (Ciarrochi et al., 2003; Cicchetti et al., 2000; Elias et al., 1991).

Job Autonomy

Wharton (1993) found that a range of work factors including Job Autonomy influenced the incidence of emotional exhaustion. Teachers need the Autonomy to respond to the highly individualised dynamics of the classroom, to re-teach using different strategies when students struggle, and to divert from the lesson plan during those magic moments when student interest takes an idea in a new direction. They also should have the Job Autonomy to pursue some topics and areas of study that are of particular interest to them. They must be free to challenge ideas and to offer different perspectives when addressing a problem. Professional

66

learning communities do not call for an end to teacher autonomy in these areas (Wharton, 1993).

Autonomy, Emotional Intelligence, Emotion Work and emotional honesty can go hand in hand for example to efficiently and successfully express your emotions with your Co-workers without choosing to disclose the details of your personal life (Payne & Cooper, 2004). When each teacher is free to determine curriculum content in the name of Autonomy, students in the same school pursuing grade levels, subjects, and courses with identical titles are often subjected to fundamentally different experiences. Access to equal educational opportunity should mean more than having the opportunity to attend school. It should mean that all students have the opportunity to acquire what has been identified as the knowledge and skills essential to their success.

Supervisor and Co-worker Support
As mentioned in Chapter 2 the support from Supervisors as well as other staff is vital, particularly through the stipulation of relaxation and a calm place where staff can relax and convalesce from demanding or upsetting customer contacts. Staff should have adequate socialisation, guidance and ability to survive the demands of their roles. Lastly, it is mainly precious to supply training in the "Emotional Intelligence" skills in the recital of deep acting.

Supervisor and Co-worker Support is also a job resource and thus can play a significant role in work Engagement of secondary educators. These resources can be positively used by a company to reduce and illuminate potentially negative influences of Emotion Work and can thus lead to feelings of safety (Kahn, 1990). A supportive organisational environment contributes to Well-being, because it encourages psychological safety (Kahn, 1990; May et al., 2004).

Well-being
Research has also recommended that Well-being correlate with Emotional Intelligence, such as the ability to identify emotions (Ciarrochi et al., 2003; Cicchetti et al., 2000; Elias et al., 1991). This research can be explained with the complicatedness when identifying feelings in oneself. This is likely to influence emotion management (Bach & Bach, 1995; Bagby, Parker, & Taylor 1994; Taylor, 2000). When people do not know what they are feeling, they are less able to resolve their emotional problems in constructive ways, turning instead to destructive

forms of management such as alcohol abuse (Cox, Kuch, Parker, Shulman, & Evans, 1994; Taylor, 2000) and thus influencing their Well-being.

Subjective Well-being has been defined as a broad category of phenomena that includes people's positive and negative emotional states, life satisfaction, and satisfaction in specific domains (Diener et al., 1999). To focus on positive emotional states and negative emotional states (stress, anxiety, depression, that can influence Well-being negatively), can be expected to be more likely to change during the course of a year compared to universal life satisfaction. In particular, depression, anxiety, and stress and their outcomes as reduced pursuit of personal goals (for depression and anxiety; Hayes, Strosahl, & Wilson, 1999) and heart disease (in the case of stress: Claar & Blumenthal, 2003), can have a negative outcome on Well-being. In teaching, teacher stress and burnout (Jeffrey & Woods, 1996; Nias, 1996; Troman, 2000; Troman & Woods, 2000) is a widespread feature of teachers' work negatively influencing their emotional Well-being.

- *Burnout*

The phenomenon of Burnout arising from intense interactions in working with people, as for educators, however, is not uncommon, and has been studied in a variety of human service occupations, including health care and mental health care professionals, social welfare workers, lawyers, and business organisation employees (e.g. Freudenberger, 1974; Golembiewski, Munzenrider, & Carter, 1983; Maslach & Jackson, 1982; Raquepaw & Miller, 1989).

Hochschild and other theorists have analysed the negative effects of Emotion Work (Fineman, 1993, 1996; Pogrebin & Poole, 1991) pointing out how maintaining particular emotions often becomes stressful and alienating and thus influencing their Well-being. The Emotion Work deals with issues such as cynicism and self-esteem management. Burnout (e.g., teacher Burnout) is closely connected to Emotion Work that becomes a general feeling of wearing out from the demands of work. Emotion Work as Burnout occurs when workers are not capable to manage their own or others' emotions according to organisational expectations (Copp, 1998).

It remains to be seen whether, in education, the intensification of managerialism on teachers (e.g., through increased demands for state and national standards) has any negative effects.

We already know from studies on teacher stress that teachers working in conditions of intensification of work suffer from negative consequences of Emotion Work such as self alienation or emotional disorientation (Troman, 2000).

- *Engagement*

Researchers found Engagement to be the direct opposite of Burnout, and define it as an optimistic, rewarding, satisfying, work-related approach that is characterised by the three dimensions vigour, dedication, and absorption (Schaufeli, Bakker Hoogduin, Schaap, & Kladler, 2001). Thus, it is possible that workers (teachers) might seek out Emotion Work as a rewarding, fun and exciting part of their job. For example, some teachers may be rewarded by the Emotion Work demanded in teaching and engage themselves in it, especially when they see teaching as an opportunity to help improve students' lives. Hochschild's definition of Emotion Work prevents us from seeing the joyful aspects of emotional management (Sass, 1997; Wouters, 1989).

More positive aspects of the Emotion Work demanded in teaching include; how teachers can and do enjoy their Emotion Work with learners even if they have to display ingenuine positive emotions. In other words, the effect of Emotion Work on a teacher does not necessarily have to be harmful in terms of "decreasing" one's ability to care, as Goldstein (1999) assumes.

Although this is part of the story of Emotion Work in teaching, this telling obscures the important role that is played by teachers as emotion workers themselves in enjoying, engaging and even seeking out the very activity that potentially alienates them. Teaching, for example, as an intellectual and professional stance might be immensely enjoyable despite the emotional management involved.

- *To determine the validity and reliability of the measures of Emotion Work, individual factor (Emotional Intelligence), organisational factors (Job Autonomy, Supervisor and Co-Worker Support) and Well-being in the Pretoria Region of the Gauteng Province.*

According to the descriptive statistics, the scores on the questionnaires, FEWS, SEIS, OF, UWES and the OBLI have a normal distribution except Positive Emotion Work and Co-Worker Support.. The Cronbach alpha coefficients of all the measuring instruments are considered acceptable when compared to the guidelines of $\alpha > 0,70$ (Nunnally & Bernstein, 1994) except for the alpha coefficients of Emotion Management/Social Scale, Emotional Detachment and Job Autonomy that are below the accepted 0,70 guideline. The Cronbach alpha coefficients of the different scales are as follows; FEWS: Exhaustion (0,76), Mental Distance (0,71), SEIS: Mood Regulation/Optimism (0,76), Emotion Appraisal (0,78), OF: Supervisor Support (0,89), Co-worker Support (0,90), UWES: Engagement (0,93), OBLI: Negative Work Experience (0,82), Positive Work Experience (0,76)

- *To determine the relationship between Emotion Work, individual factor (Emotion Intelligence), organisational factors (Job Autonomy, Supervisor- and Co-Worker Support) and factors of Well-being (Burnout and Engagement).*

Product-moment correlations indicate that there is a negative correlation between Exhaustion, Job Autonomy, Supervisor Support (medium effect) and Engagement (large effect). Furthermore, a positive correlation consists between Exhaustion and Negative Emotion Work (medium effect) and Mental Distance (large effect). Regarding Mental Distance, a positive correlation exists with Negative Emotion Work (medium effect) and a negative correlation between Job Autonomy, Supervisor Support (medium effect) and Engagement (large effect).

The correlation between Engagement and Mood Regulation/Optimism, Emotion Management/Social Skills and Co-Worker Support is positive (medium effect) as well as with Supervisor Support (large effect). There is a positive correlation between Emotion Management/Social Skills and Emotion Appraisal (large effect) and lastly positive medium effect correlation between Supervisor and Co-Worker Support.

It is evident from the research that if educators perform Negative Emotion Work, they will experience Mental Distance because of the fact that teachers internalise (deep acting) these negative feelings. Through this experience, emotional numbness occurs, and educators isolate themselves from any emotion/feeling and become mentally distant from any work task and associated negative emotion that have to be displayed.

It is also evident from the results that when teachers experience Exhaustion, their Engagement tends to decrease, because of the fact that Emotion Work is exceptionally stressful especially the continuous display of negative emotions. Here Emotional Intelligence can contribute greatly on how to manage one's own and others' emotions, and thus become more engaged in their work.

Exhaustion correlates with the performance of Negative Emotion Work. Educators find it stressful and difficult to display emotions that are expected of them, they hide or resist their true feelings about a situation and they pretend to have emotions they do not really have (Surface acting), but must display.

The lack of Job Autonomy correlates with the experience of Exhaustion, because educators feel that they must persistently gain permission before making decisions at work and they do not have any control over aspects of their job and this leads to feeling weary and drained. Supervisor Support has a great impact on how teachers experience Exhaustion. If schools use this job resource positively, it can lead to a decrease in Exhaustion. When Supervisors do not support educators (i.e. supporting them with decisions concerning task performance, do not show interest in the teacher's career aspirations and do not show empathy when some of the teachers have to deal with difficult times), it can lead to increased Exhaustion.

- *To determine which Emotion Work-, Emotional Intelligence- and organisational factors predict Well-being of secondary educators in the Gauteng Province.*

Regarding the regression analysis with Engagement as dependent variable, the prediction can be made that the presence of Emotion Work and Supervisor Support in the education profession with the presence of Mood Regulation/Optimism can predict the level of Engagement of educators. In the regression analysis with Exhaustion as dependent variable the prediction can be made that the presence of Negative Emotion Work without Supervisor Support and a lack of Job Autonomy in the education profession predict the experience of Exhaustion and lastly in the regression analysis with Mental Distance as dependent variable the conclusion can be drawn that with the presence of Negative Emotion Work the way of coping is a negative defence coping method to become detached from emotion and to ultimately experience Mental Distance from work. With no support form the environment or job resources to fall back on, the above circumstances are aggravated.

71

The standardised regression coefficients showed that Mental Distance, Exhaustion (FEWS), Mood Regulation Optimism (EI) and most powerfully Supervisor Support (OF) predicted to be contributively for healthy Well-being. Exhaustion together with Negative Emotion Work predicted Burnout that is thus negatively contributing to Well-being.

3.2 LIMITATIONS

In this study, the research design that is used is the cross-sectional survey design. Various researchers have criticised this design (Schaufeli & Enzmann, 1998) and longitudinal studies and quasi-experimental research designs are advised to deal with the limitations set by using a cross-sectional design.

Causal inferences could not be drawn based upon self-report questionnaires. It made the causal relationships between variables interpreted, rather that established, because the results are mainly based on the feelings and opinions of the participants. This made it difficult to examine the more complex relationships between variables.

Self-report measures have the potential problem that it may substantially overlap with optimism and general positive mood (Ciarrochi, Deane & Anderson, 2002). People completing self-report questionnaires are more likely to give an inaccurate description of themselves, than the description an outsider would give of the same person (Hofstee, 1994; Jones & Nisbett, 1972).

Furthermore, the cross-sectional design has a short period needed to gather information. If more time was available, the inter-correlations between variables could have been studied more thoroughly and in depth.

The study was also conducted on secondary school educators and the results obtained can therefore not be generated to the whole public. This research was conducted in a homogenous sample consisting of individuals from a specific profession, namely the education profession. It is also important to note that school educators from different schools in the Pretoria Region from the Gauteng Province were used, so therefore educators from the Eastern Cape, for example, do not necessarily go through the same emotional disturbances as educators used in this study.

Some of the school educators that completed the questionnaires might have thought that the information would not be kept confidential and that their identity would become known somehow. That could have influenced them to answer the questionnaire inaccurately and untruthfully and could have had a negative impact on the results obtained. They could have answered the questions in such a way that it seemed that some variables did not have an impact on their performance, although it could have played some part.

Another hazard is that the questionnaires were only in English so the language gap could also have influenced the results. With the multi-cultural differences in South Africa it is important that every culture's needs be met. Some of the participants might not have understood some questions and interpreted it wrongly.

3.3 RECOMMENDATIONS

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

3.3.1 Recommendations for the profession

Secondary school educators play a vital role in educating students/learners of the country. It will be difficult for learners to participate fully without the help of competent educators to stimulate them. School educators must therefore be cherished and it is vital that their psychological state is monitored to identify signs of Burnout earlier. In South Africa with the declining numbers of school educators and the new curriculum, the job responsibilities of educators have increased. This extra workload can lead to Burnout.

- In practice, these results could be beneficial to secondary schools in the sense that once the levels of Emotional Intelligence and Well-being of future employees are determined, interventions can be implemented to increase Well-being and the performance of the employees.

- From the discussions in the previous chapters it became evident that Emotional Intelligence is related to psychological Well-being (Diener, Suh, Lucas & Smith, 1999; Saarni, 1999), and a healthy employee will be more likely to experience satisfaction (Spector, 2003), be more optimistic (Norem & Chang, 2002) and perform better (Carver et al., 1993; Chang, 1996). Thus, Emotional Intelligence is vital for

managing stress levels so the results of Burnout, disengagement, job demands, and lack of job resources make it evident that secondary educators with lower Emotional Intelligence must be targeted for intervention to help them develop emotional strategies for managing their own work stressors.

- It is also important that secondary schools use Supervisor Support as a job resource, to help increase job security and thus increase productivity.

- The intervention must therefore be aimed at increasing Emotional Well-being. A training programme can be developed where school educators learn how to deal with emotions, and the emotions of others and how to use these skills to enhance Engagement and make better use of job resources. Interventions can also be aimed at supervisors to help them identify ways to support educators. The training programme must focus on identifying symptoms of organisational factors, Burnout and disengagement in self and others.

3.3.2 Recommendations for future research

The education profession is an important and vital link to society and to ensure the Well-being of educators' future, research must focus more on the determinants that cause Burnout and disengagement. Generating results of Emotion Work, Emotional Intelligence, organisational factors and Well-being among school educators to other schools can be done if a longitudinal study is conducted and all levels of educators are part of the research. The complex intensity and relationship between the variables can be researched.

It can also be recommended that larger samples with a more powerful sampling method be used to enable generalisation of the findings to other similar groups.

Some of the participants had English as a second or third language so there is also a need to translate the questionnaires in other official languages in South Africa so that the participants have more understanding and knowledge about the content and meaning of the questions.

Bearing in mind some of the limitations of the research to date, the discussion above indicates that Emotion Work that is performed in a way that minimises the negative outcomes is beneficial for organisations. Therefore let us turn to an examination of some techniques to

facilitate Emotion Work while minimising the costs to employees, based on the variables identified above that lessen these negative outcomes.

The first task of the Department of Education (DoE) is to be mindful to the possible costs for employees involved in various elements of the service interaction, including the performance of Emotion Work and the possibility of "emotional contagion". In relation to job design, roles that incorporate Emotion Work should also provide some variety, autonomy, prospects of promotion, and reasonable working hours and workloads.

There should be boundaries around roles, with clear expectations, policies and procedures to minimise the incidence of unacceptable behaviour such as unreasonable students in the classrooms. Support from supervisors and other staffs are crucial, especially through the provision of time-out and a quiet staff-only space for staff to recover from stressful or distressing customer interactions. Staff should have sufficient socialisation, training and skill development to cope with the demands of their roles.

REFERENCES:

Ashforth, B. E., & Tumiuk, M. A. (2000). Emotional labor and authenticity: Views from service agents. In S. Fineman (Ed.), *Emotion in Organizations* (2nd ed., pp. 184–203). Thousand Oaks, CA: Sage

Bach, M. & Bach, D. (1995). Predictive value of alexithymia: a prospective study in somatizing patients. *Psychotherapy & Psychosomatics , 64*, 43- 48.

Bagby, R. M., Parker, J. D. A. & Taylor, G. J. (1994). The twenty-item Toronto Alexithymia Scale: I. Item selection and cross-validation of the factor structure. *Journal of Psychosomatic Research , 38*, 23-32.

Bar-On, R. A. (2001). *Psychology* (5th ed.). Needham Heights, MA: Allyn & Bacon.

Bloomfield, H. H., Sawaf, A., & Rosen, J. (2000) *Emotional Power*. San Francisco: Whole Life Publishing.

Briner, R. B. (1999). The neglect and importance of emotion at work. *European Journal of Work & Organisational Psychology, 8,* 323-346.

Carver, C. S., Pozo, C., Harris, S. D., Noriega, V., Scheier, M. F., Robinson, D. S., Ketchan, A. S., Moffat, F. L., & Clark, K. C. (1993). How coping mediates the effect of optimism on distress: A study on women with early stage breast cancer. *Journal of Personality and Social Psychology, 65,* 375-390.

Chang, E. C. (1996). Cultural differences in optimism, pessimism, and coping: Predictors of subsequent adjustment in Asian American and Caucasian American college students. *Journal of Counselling Psychology, 43,* 113-123.

Ciarrochi, J., Scott, G., Deane, F. P., & Heaven, P. C. L. (2003). Relations between social and emotional competence and mental health: a construct validation study. *Personality & Individual Differences, 35,* 1947-1963.

Cicchetti, D., Rappaport, J., Sandler, I., & Weissberg, R. P. (2000). *The Promotion of Wellness in Children and Adolescents*. Washington, DC: CWLA Press.

Claar, R. L. & Blumenthal, J. A. (2003). The value of stress-management interventions in lifethreatening medical conditions. *Current Directions in Psychological Science , 12,* 133-137.

Copp, M. (1998). When emotion is doomed to fail: Ideological and structural constraints on emotion management. *Symbolic Interaction, 21,* 299–328.

Cox, B. J., Kuch, K., Parker, J. D., Shulman, I. D. & Evans, R. J. (1994). Alexithymia in somatoform disorder patients with chronic pain. *Journal of Psychosomatic Research , 38,* 523- 527.

Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin, 125,* 276-302.

Elias, M. J., Gara, M. A., Schuyler, T. F., & Branden-muller, L. R. (1991). The promotion of social competence: longitudinal study of a preventive school-based program. *American Journal of Orthopsychiatry, 61,* 409-417.

Fabian, J. C. (1999). *Emotion work as instrumental action: The pursuit of goals in an organizational context.* Unpublished doctoral dissertation. George Washington University: Washington, DC.

Fineman, S. (Ed.). (1993). *Emotion in organizations.* London:Sage.

Fineman, S. (1996). *Emotion and organizing.* In S. R. Clegg, C. Hardy, & W. R. Nord (Eds.), Handbook of organization studies (pp. 543–564). London: Sage.

Freudenberger. H. J. (1974). Staff burn-out. *Journal of Social Issues. 30(1),* 159-165

Goldstein, L. (1999). The relational zone: The role of caring relationships in the co-construction of mind. *American Educational Research Journal, 36,* 647–673.

Golembiewski, R. T., Munzenrider, R., & Carter, D. (1983): Phases of progressive burnout and their work site covariants: Critical issues in OD research and praxis. *Journal of Applied Behavioral Science, 19,* 461-481

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (1999). *Acceptance and Commitment Therapy: an Experiential Approach to Behavior Change.* New York: Guilford Press.

Hochschild, A. R. (1979). Emotion Work, Feeling Rules, and Social Structure. in: *American Journal of Sociology, 85,* 551-575.

Jeffrey, B., & Woods, P. (1996). Feeling deprofessionalized: The social construction of emotions during an OFSTED inspection. *Cambridge Journal of Education, 26,* 325–343.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33,* 692-724.

Lok, C. F., & Bishop, G. F. (1999). Emotional control, stress, and health. *Psychology and Health, 14,* 813-827.

Lopes, P. N., Salovey, P., & Straus, R. (2003). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences, 35,* 641-658.

Martin, J., & Meyerson, D. (1998). Organizational cultures and the denial, channelling and the acknowledgement of ambiguity. In L.R. Pondy et al. (Eds.), *Manageing Ambiguity and Change*. NY: Wiley.

Maslach, C., & Jackson, S. E. (1982). Burnout in health professions: A social psychological analysis. In G. Sanders & J. Sils (Eds.), *Social psychology of health and illness*. (pp 227-251). Hillside, N. J.: Lawrence Erlbaum

May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety, and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology, 77,* 11-37.

Mayer, J. D., Caruso, D. R., & Salovey, P. (2000). Test *manual for the Mayer, Salovey, Caruso Emotional intelligence Test: Research version 1.1* (3rd Ed.). Toronto: Multi-Health Systems.

Nias, J. (1996). Thinking about feeling: The emotions in teaching. *Cambridge Journal of Education, 26,* 293-306.

Norem, J. K., & Chang, E. C. (2002). The positive psychology of negative thinking. *Journal of Clinical Psychology, 58,* 993-1001.

Nunnally, J., & Bernstein, I. H. (1994). *Psychometric theory.* (3rd ed.). New York: McGraw-Hill.

Payne, R. L., & Cooper, C. L. (2004). *Emotions at work: Theory, research and applications for management.* London: John Willey & Sons Ltd.

Pogrebin, M., & Poole, E. (1991). Police and tragic events: The management of emotions. *Journal of Criminal Justice, 19,* 395-403.

Raquepaw, J. M., & Miller, R. S. (1989). Psychotherapist burnout: A componential analysis. *Professional Psychology: Research and Practice, 20,* 32-36.

Sass, J. S. (1997). Emotional labour as cultural performance in a non-profit nursing home. *Dissertation Abstracts International, 58,* (08),2907A.

Schaufeli, W. B., & Enzmann, D. (1998). *The burnout companion to study and practice: A critical analysis.* London: Taylor and Francis.

Schutte, N. S., Malouff, J. M., Simunek, M., McKenley, J., & Hollander, S. (2002). Characteristic emotional intelligence and well-being. *Cognition and Emotion, 16,* 769-785.

Spector, P. E. (2003). *Industrial organisational psychology: Research and practice* (3rd ed.). Hoboken, NJ: John Wiley & Sons.

Taylor, G. J. (2000). Recent developments in alexithymia theory and research. *Canadian Journal of Psychiatry, 45,* 134-142.

Troman, G. (2000). Teacher stress in the low-trust society. *British Journal of Sociology of Education, 21,* 331–353.

Troman, G., & Woods, P. (2000). Careers under stress: Teacher adaptations at a time of intensive reform. *Journal of Educational Change, 1,* 253–275.

Wharton, A. S. (1993). The affective consequences of service work: Managing emotions on the job. *Work and Occupations, 20,* 205-232.

Wouters, C. (1989). The sociology of emotions and flights attendants: Hochschild's managed heart. *Theory, Culture and Society, 6,* 95–123.