

USING A DOUBLE-EDGED SWORD: EMOTIONAL LABOUR AND THE WELL-BEING OF TEACHERS IN A NATIONAL SCHOOL IN SRI LANKA

Dias, N N P(niroshadias70@gmail.com)

Senior Lecturer, Sri Lanka Institute of Advanced Technological Education (SLIATE)

Bhadra J.H. Arachchige

Senior Lecturer, University of Sri Jayawardenepura, Nugegoda

ABSTRACT

Emotions are strongly involved in jobs, especially in the service sector that has a face to face interaction with a client. Employees have to display both necessary feelings and emotions to do their jobs effectively. Emotional labour is sold for a wage and therefore has exchange value. It has negative and positive facets and serves as a doubled edged sword on the well-being of employees. The overall objective of this study was to investigate whether emotional labour affects individual psychological well-being. The selected sample was 75 government teachers from a national school. A data collecting instrument, the questionnaire was developed based on the literature of previous research. Eight hypotheses were established to test the relationships between dimensions of emotional labour and their consequences. Pearson's correlation analysis and multiple regression analysis were used to test the study hypothesis against the data collected. The positive relationship with surface acting, one of the dimensions of emotional labour and one of the dimensions of psychological well-being and emotional exhaustion were supported by the findings of this study. Further, it indicates that surface acting is a significant predictor of burnout of teachers.

Keywords: *Emotional labour, psychological well-being, Deep acting, surface acting, burnout*

INTRODUCTION

A human who directs the world is the most precious asset of all organizations. His/her mind and emotions are the most important features of humans which separate him/her from other living beings (Celik et al, 2010). People are emotional. As cited in Hess (2003), according to Hebb (1949) humans are the most emotional of animals. Hence, it is not surprising that people are emotional at work. They experience anger at superiors. At the same time people fall in love at the workplace, are envious of their co-workers. Indeed the workplace is as emotional as any other place in our life (Hess, 2003).

Due to the higher level of interaction between employees and customers the emotions of the employees play an important part on the job, especially in the service sector. Managers insist on the display of the necessary emotions of the job always and under all circumstances from their employees (Celik et al, 2010). The job of a receptionist requires to be "nicer than natural," while the job of a police officer involves being "nastier than natural". Most of the service jobs fall between these two edges.

The literature on emotional labour has proposed the possibility of positive and negative consequences on psychological well-being of employees. In general, individual psychological well-being refers to the degree of a person's happiness and good health (Opatha, 2010). Some researchers mentioned life satisfaction as a key indicator of well-being (Ryff and Keyes, 1995). Well-being as a construct has positive and negative aspects (Ryff, 1989). Hochschild (1983) suggests that emotional labour ultimately causes separation from one's genuine feelings, and then has unfavorable consequences on the psychological well-being of an employee.

As such, based on Grandey's (2000) work employee well-being refers to burnout and job satisfaction. According to Cox et al (1993), as cited in Watson et al (2008) burnout is a fact that is most likely unique to people who work in human caring services. It leads to emotional exhaustion, a tendency to depersonalize those who are being cared for and reduces a sense of achievement. In the emotional labour literature, job satisfaction represents an employee's assessment of the job (Grandey, 2000). In order to search consequences in performing emotional labour, academics have examined how worker's emotional labour relates to job satisfaction. Also, researchers deduce that emotional labour may lead to job dissatisfaction (Hochschild, 1983).

The special service sector category chosen for this study is government school teachers. Teachers have to get student's attention; they have to inspire their students and have to ensure the methodical conduct of classes. Most of these teaching features need the teacher to show certain emotions and suppress others. Teaching is a profession which involves emotions in performing the job. According to Hargreaves (1998, 2000, and 2001), as cited in Brown (2011) the daily interactions of teachers and students involve, continuous lively exchanges of emotions and feelings and have supported four key insights about teaching and learning: teaching is an emotional practice; teaching and learning occupy emotional understanding; teaching is a type of emotional labour and teachers' emotions are undividable from their moral purposes and their ability to achieve those purposes. Referring to Zembylas (2004), Brown (2011) suggests that teaching engages emotion, but many teachers are ignorant of their emotional understandings and the pressure of emotional interactions on daily practice and student learning.

Teachers have to work closely with students and it is considered as a service job. They may experience burnout and job dissatisfaction which can have a detrimental effect on their well-being as a result of emotional labour. The research problem of this study therefore is to investigate "Does emotional labour affect the well-being of government school teachers in Sri Lanka?"

To address the research question, the study focuses on understanding how school teachers engage in emotions and its impact on their psychological well-being. The rest of the paper is organized as follows: a literature review for the study, conceptualization and hypothesis development, methodology, the survey results, and finally the discussion of results and conclusion.

LITERATURE REVIEW

Emotions

Emotion is the complex psycho-physiological experience of an individual's state of mind through interaction with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviors and conscious experience" (Myers, 2004). There are essentially six universal emotions: anger, fear, sadness, happiness, disgust, and surprise (Robbins, 2005).

Emotional labour

Emotional labour is defined as the management of feelings to create a publicly observable facial and bodily display (Hochschild, 1983). Emotional labour is sold for a wage and therefore has exchange value. Since *The Managed Heart*, Hochschild's (1983) emotional labour thesis has initiated a vast range of studies that reach far into the world of work ahead of her original study of flight attendants and debt collectors. An 'emotional labour bandwagon', consists of studies of nurses, Disneyland workers, retail and childcare workers, school teachers, psychotherapists, holiday representatives, call center workers, bar staff, waiters and many others (Brook, 2009). Emotions play a great role in caring professions which have a face-to-face interaction. Especially in the service sector, emotions of employees are very important as they are one of the major factors in satisfying customers and achieving organizational success.

Dimensions of emotional labour

Kruml and Geddes (2000a), as cited in Chu (2002), declared that emotional labour has two dimensions: deep acting (emotive effort) and surface acting (emotive dissonance). They confirmed that these two dimensions can best represent Hochschild's (1983) view of emotional labour. Grandy (2000) also suggested same two dimensions of emotional labour. This study considered emotional labour as two dimensions that are deep acting and surface acting.

According to Hochschild (1983) deep acting occurs when employee's feelings are not appropriate to the situation. They then use their training or past experience to develop suitable emotions. Deep acting includes changing inward feelings by changing something more than outward appearance. Surface acting involves employees imitating emotions that are not actually felt, by changing their external appearance such as facial expression, gestures, or voice tone (Chu, 2002). For example, a receptionist greets a customer in a friendly manner but, inwardly, she feels unhappy. There is a contradiction between expressed emotions (friendliness) and felt emotions (unhappy). Hochschild (1983) suggested that surface acting is most harmful to employee's psychological well-being when it comes at the expense of the self, and the work role.

Consequences of emotional labour

Emotional labour results in negative as well as positive consequences. In the emotional labour literature, considerable research addresses unfavorable outcomes. According to Hochschild (1983), Kahn (1993), and Morris and Feldman (1996), as cited in Chu (2002), most-often identified outcomes are burnout and cause job dissatisfaction. The literature on emotional labour has proposed the possibility of negative consequences of emotional labour for the psychological well-being of employees.

According to Maslach (1982, p.3) burnout is defined as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind”. As noted in Maslach’s (1982) definition, burnout is characterized by three primary symptoms: emotional exhaustion, depersonalization and personal efficacy. Specifically, emotional exhaustion refers to a depletion of emotional resources. Employees who are emotionally exhausted typically feel as though they lack adaptive resources and cannot give any more to their job. The energy that they once had to devote to their work is now depleted, leaving them without the resources to perform their work. Depersonalization (also known as cynicism and disengagement in the literature) often occurs in response to the above mentioned emotional exhaustion and describes a process whereby employees detach from their job and begin to develop heartless or uncaring attitudes toward their job, their performance, and those associated with the job (e.g., clients, coworkers, etc.). Reduced personal accomplishment (also known as personal efficacy in the literature) refers to diminished perceptions of ability on the job; employees perceive that they cannot perform well at work as they once could (Halbesleben and Buckley, 2004).

In the emotional labour literature, job satisfaction represents an employee’s assessment of the job (Grandey, 2000). To search for consequences in performing emotional labour, academics have examined how worker’s emotional labour relates to job satisfaction. Researchers suppose that emotional labour leads to job dissatisfaction (Hochschild, 1983).

As well as negative outcomes there are also several positive consequences for an individual. As Chu (2002) cited from others, the positive aspects of emotional labour include financial rewards (i.e., tips or salaries) (Rafaeli and Sutton, 1987); increased satisfaction, security, and self-esteem (Strickland, 1992; Tolich, 1993; Wharton, 1993); increased self-efficacy and psychological wellbeing (Ashforth and Humphrey, 1993); and decreased stress (Conrad and Witte, 1994).

Emotional labour, however, is not always psychologically damaging. The interaction with the public and being at the center of attention when knowing one’s work is generous in nature all bring some inherent rewards to one’s job when performing emotional labour. According to Ashforth and Humphrey (1993), as cited in Grandey (2000) “emotional labour is a double-edged sword” - as it has both positive and negative outcomes.

Research Model

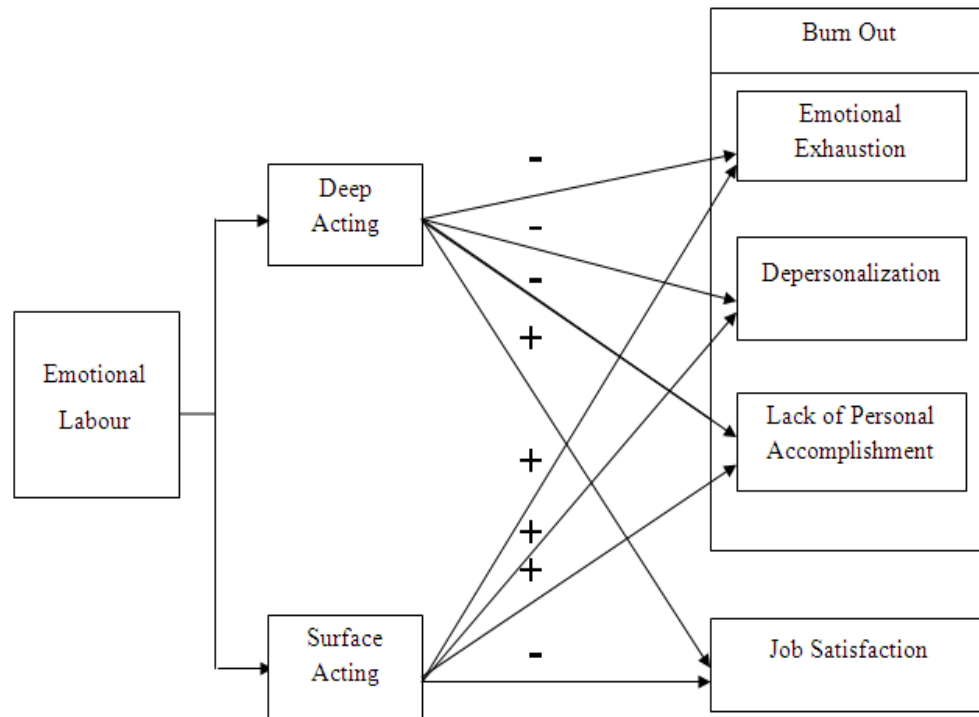


Figure1- Conceptual Framework

Based on the empirical findings and the theoretical explanations on emotional labour the above conceptual framework was developed. In this study, the dimensions of emotional labour that are deep acting and surface acting were considered to be the independent variables while the dependent variable is employee well-being, which is measured through the level of burnout and job satisfaction. Burnout is operationalized by considering the dimensions of emotional exhaustion, depersonalization, and lack of personal accomplishment.

Based on the above conceptual framework, the following hypotheses were developed to address the research problem.

Hypothesis 1: Deep acting is negatively related with emotional exhaustion.

Hypothesis 2 . Deep acting is negatively related with depersonalization.

Hypothesis 3 . Deep acting is negatively related with the lack of personal accomplishment.

Hypothesis 4: Deep acting is positively related with the level of job satisfaction.

Hypothesis 5 . Surface acting is positively related with emotional exhaustion.

Hypothesis 6 . Surface acting is positively related with depersonalization.

Hypothesis 7 : Surface acting is positively related with the lack of personal accomplishment.

Hypothesis 8: Surface acting is negatively related with the level of job satisfaction.

METHODOLOGY

A quantitative study was designed to test the hypothesis targeting a sample of 75 teachers of one national school in the Western Province, Sri Lanka. In the selected national school, the population of teachers was 196. It included 56 male teachers and 140 female teachers. The male proportion of the population was 28.57% and the female proportion of population was 71.42%. One hundred questionnaires were distributed among teachers of the selected school, 29 questionnaires for male teachers and 71 questionnaires for female teachers. Thus, 29 male and 71 female participants were determined proportionately and individuals were selected randomly.

The Emotional Labour Scale developed by Brotheridge and Lee (1998) was used to measure deep acting and surface acting by using a five point Likert scale ranging from 1- “Never” to 5- “Always”. The Maslach Burnout Inventory (MBI), which consists of 22 items, was designed by Maslach and Jackson (1981) to measure the 3 components of burnout: emotional exhaustion, depersonalization, and personal accomplishment and were used to measure burnout in this study. Each of these components is measured by using a separate subscale based on a 5-point response format. The five main indicators of job satisfaction, adopted from the Job Descriptive Index (JDI), created by Smith, Kendall and Hulin (1969) as cited in Ramayah et.al, 2001 and questions were developed by the researches to suit the profession. It is measured using a five point Likert scale ranging from 1- “Strongly Disagree” to 5- “Strongly Agree”. Each multi item construct of this study was tested for its internal consistency and found to be satisfactory. Cronbach’s alpha values were as follows: Deep acting $\alpha = .84$, Surface acting $\alpha = .88$, emotional exhaustion $\alpha = .87$, Depersonalization $\alpha = .84$, lack of personal accomplishment $\alpha = .76$, Burnout $\alpha = .77$ and Job satisfaction $\alpha = .91$.

Data collection was based on a structured questionnaire with 45 questions. These questions were presented in both English and Sinhala to make them understand better. Analysis of quantitative information of this study was carried out using the Statistical Package for Social Sciences (SPSS Version 16.0). As with similar studies on emotional labour and burnout, correlation analysis and multiple regression analysis were used in testing hypotheses and attaining the objectives of this study.

DATA ANALYSIS

Hypotheses of this study were tested based on the correlation values. Table 01 provides the summary results of the correlational values.

Table 1: Correlation Analysis data between variables

Variables	DA	SA	EE	DEP	PA
Deep Acting (DA)	1.0				
Surface Acting (SA)	0.153				
Emotional Exhaustion (EE)	-0.121	.285*			

Depersonalization (DEP)	0.093	0.173	.566**		
Personal Accomplishment (PA)	-0.164	0.053	.239*	.313**	
Job Satisfaction (JS)	0.117	-0.145	-.265*	-0.124	0.049

** Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Based on the above table, hypothesis 1 was partially supported but it was not statistically significant. This means that the higher the deep acting the lesser would be the emotional exhaustion experience. Based on correlational values, hypothesis 2, deep acting negatively related with depersonalization was not supported. As deep acting is negatively related with lack of personal accomplishment, hypothesis 3, was partially supported ($r = -0.164$) but it is not statistically significant. According to Table 1, deep acting and job satisfaction have a weak positive relationship ($r = 0.117$). Thus, H4 is partially supported but not statistically significant. Hypothesis 5 was supported. According to the analysis, Pearson's correlation coefficient between surface acting and emotional exhaustion is $.285$. Therefore, a statistically significant ($P < 0.05$) positive relationship exists between surface acting and emotional exhaustion, indicating that the higher the surface acting the higher would be the experienced emotional exhaustion.

As shown above, the correlation coefficient of surface acting and depersonalization is positive ($r = 0.173$), but it is not statistically significant, so that it can be said H6 is only partially supported. H7 and H8 also partially supported as the correlation values are not statistically significant. Except H5, all other hypotheses do not have a significant relationship with the hypothesis direction. This may be due to the nature of teaching profession and cultural influence on teachers as noble characters. These qualitative elements only could be identified through another research only. As a result, it can be said that only surface acting, which is a dimension of emotional labour has an influence on the wellbeing of teachers.

Multiple regression analysis was carried out to identify the causal relationships of consequences and dimensions of emotional labour. According to the model summary the independent variable, surface acting explains 8.2% (R Square) of variance on dependent variable, emotional exhaustion. There is an impact of Surface acting on Emotional Exhaustion. Surface acting is a reason for emotional exhaustion. Surface acting explains 8.2% (R Square) of variance on emotional exhaustion.

The relationship between surface acting and emotional exhaustion can be explained through the following scatter diagram (figure 2). It depicts the correlation between surface acting and emotional exhaustion. It has a statistically significant positive relationship, indicating that the higher the surface acting the higher will be the emotional exhaustion.

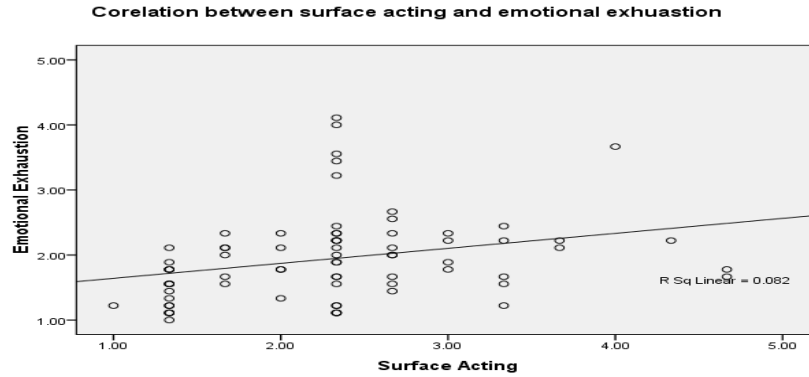


Figure2- Correlation between surface acting and emotional exhaustion

The impact on emotional exhaustion as a result of surface acting was reported to be statistically significant ($P < 0.05$). Emotional labour explained 11% (R Square) of variance on emotional exhaustion and the impact reported to be statistically significant ($P < 0.05$). Emotional exhaustion is an indicator of burnout, while burnout is an indicator of individual well-being. Emotional exhaustion is an indicator of burnout, while burnout is an indicator of psychological well-being.

Additional tests were conducted to investigate whether school teachers are more likely to have deep acting, or surface acting. Specifically, to investigate whether school teachers are more likely to operate on the deep acting rather than surface acting. Cross- tabulation (Table 2) and Chi-Square test were performed on the data to respond to this question.

Table 02- Cross tabulation of deep acting and surface acting.

Surface Acting	Deep acting		Total
	Low	High	
Low	11 (14.70%)	40 (53.30%)	51 (68%)
High	8 (10.70%)	16 (21.30%)	24 (32%)
Total	19 (25.30%)	56(74.70%)	75(100%)

The cross tabulation discloses low surface acting /high deep acting as the largest category, comprising 53 % of the sample respondents. The low surface acting score suggests that there is some alignment between the experienced and expressed emotions. The high deep acting score indicates that high effort is required to express the expected emotion. This combination is most visible in active deep actors. The results indicate that this sample of teachers is more likely to have deep acting rather than surface acting; meaning that the emotions they exhibit in their interactions with students are not reflections of their genuinely felt emotions. They modify their feelings in order to display required emotions to students in good faith, which help them to build favorable relationship with their students. The results of the Chi-Square test indicate that there is no significant difference between the groups (Chi-Square =1.194; Likelihood ratio =1.160; $p > .05$).

Further this study investigates whether teachers operating on a high deep acting dimension experience fewer adverse effects than those operating on a high surface acting

dimension. To address this, multiple regression analyses were conducted on the data using the surface acting/deep acting categories as selection criteria. In high deep acting and high surface acting category surface acting explains 46% (R Square) of variance on job satisfaction. In high deep acting and low surface acting category surface acting explains 14 % (R Square) of variance only on job satisfaction. This test concludes that the high surface acting dimension experiences more adverse effects than low surface acting and no relationships were found among the deep acting.

DISCUSSION

Research on emotional labour in Sri Lankan context has been sparse and has not investigated the popular service sector jobs like teaching and its influence to well-being of the employees. The research question sought to assess the relationship between emotional labour and psychological well-being of the teachers. The results revealed that, overall there is a relationship between emotional labour and employee well-being. However, this relationship is only related to surface acting and emotional exhaustion (Hypothesis 5).

There are a number of explanations given by other researchers to explain the above findings. Brotheridge and Grandey's (2002) results of a study reveal that only surface acting was a significant determinant of emotional exhaustion. Similar findings were reached in according to Martínez-Iñigo et al (2005) as cited in Yalçın (2010) surface acting was found to be significantly related to emotional exhaustion. Näring et al (2006) in their study with teachers also acquired similar results that surface acting was a significant predictor of emotional exhaustion. In teaching the displayed emotions are consistent with how they feel. Findings of this study also supported the relationship between surface acting and emotional exhaustion.

Relationships with deep acting and psychological well-being (emotional exhaustion, depersonalization, lack of personal accomplishment, and job satisfaction) were not supported by the findings of this study (Hypotheses 1, 2, 3, 4, 6, 7, and 8). As Hochschild's (1983) argued, doing "emotion work" was a method of decreasing a situation of emotional dissonance and indicates that deep acting might not relate to emotional exhaustion because it minimizes the tension of dissonance. Therefore, deep acting might not relate to emotional exhaustion.

Brotheridge and Grandey (2002) expected deep acting to relate to lower depersonalization and more personal accomplishment because deep acting involves treating the customer as someone justifiable of genuine expression, and the positive feedback from the customer may increase a sense of personal efficacy. According to Cordes and Dougherty (1993) as cited in Halbesleben and Buckley (2004) some researchers have argued that personal accomplishment is better conceptualized as a personality factor rather than an indicator of burnout. This study is also in line with the study of Halbesleben and Buckley (2004) which failed to prove the relationship between regulations of emotional labour and one of the indicators of burnout, lack of personal accomplishment.

It was found that emotional work demands did not directly predict emotional exhaustion. While most researchers focused on the relationship between emotional labour and the emotional exhaustion, studies with regard to the depersonalization are relatively rare.

Grandey (2000) argued that since emotional regulation is a stressful and effortful activity, employees may choose to detach themselves from customers in order to be emotionally less affected. According to Pogrebin and Poole (1995), as cited by Grandey (2000) in police officers' suppression of emotions towards negative events was found to be negatively related with feelings of empathy and connection with citizens.

Studies with regard to the depersonalization dimension are infrequent and of emotional labour on personal accomplishment. Brotheridge and Grandey (2002) found that while surface acting was negatively correlated with personal accomplishment, for the deep acting dimension the relationship was positive. Similar results have been obtained in the study of Zapf and Holz (2006) with service workers and representatives.

When testing the relationship between emotional labour and lack of personal accomplishment, Näring et al (2006) could not find any relationship with either surface acting or deep acting. However, they obtained very strong positive correlation with emotional consonance (absence of emotional labour) and personal accomplishment. Therefore, the literature indicates the existence of a complicated relationship between emotional labour and personal accomplishment.

Several studies have examined the relationship between emotional labour and job satisfaction. Hochschild (1983) argued that the fact that employee's personal feelings are commoditized and exchanged like a property should be very dissatisfying on the part of workers. Agreeing with Hochschild's view, Grandey (2000) also assumed that emotional labour would be negatively correlated with employee job satisfaction. Morris and Feldman (1997) as cited by Yalcin (2010) found a negative correlation between emotional dissonance and job satisfaction. Rutterand Fielding (1988) as cited in Yalcin (2010) found a negative relation between suppression of real feelings and job satisfaction. Negative correlations between emotional labour and job satisfaction were also reported by Bulan, Erickson and Wharton (1997), and Parkinson (1991) as cited in Yalcin (2010).

On the other hand, Wharton (1993) and Adelman (1995) as cited by Yalcin (2010) found positive correlations between emotion work and job satisfaction. Since performing deep acting reduces the inconsistency between one's real feelings and feelings that he/she is required to display, individuals who mostly deep act will be safeguarded against these negative effects of emotional dissonance. Moreover, being able to modify inner feelings and successfully managing customer interactions may give employees a sense of personal accomplishment and work competence, and create feelings of job satisfaction (Yalcin, 2010).

According to Hochschild (1983) and Grandey (2000) it is expected that surface acting will be negatively related to job satisfaction. Surface acting is mostly accompanied with the feelings of emotional dissonance and inauthenticity, it is very likely that individuals who frequently engage in surface acting will also experience self- alienation and develop negative attitudes towards their job.

According to the results of this study, there is a statistically significant ($p > 0.01$) positive relationship between emotional exhaustion and depersonalization, indicating that emotional exhaustion increases, more she /he perceives the other two indicators of burnout. The statistically significant ($p > 0.01$) negative relationship exists between

emotional exhaustion and job satisfaction, indicating that if emotional exhaustion increases the less he/she perceives job satisfaction.

The overall results of this study, the lower level of relationship with emotional labour and well-being may be due to the professional factors of the service category chosen for this study. As mentioned by other researchers, emotional labour of teachers is not necessarily negative. According to Hargreaves (1998a, 1998b, 2000); Hebson, et al (2007); Intrator (2006); Isenbarger and Zembylas (2006); Mack (2008); O'Connor (2008); Oplatka (2007); Price (2001); Winograd (2003; Yuu (2010); and Zembylas (2004a) as cited in Tsang (2011) that the emotional labour of teaching is not necessarily negative. It tends to be positive to teachers and teaching. Some researchers declared that the emotional labour of teaching has use-values. As cited by Tsang (2011) these use-values are: Love (Hargreaves, 1998a, 1998b, 2000); Care (Isenbarger and Zembylas, 2006; Zembylas, 2004a); Passion (Intrator, 2006); Emotional labour of teaching may be voluntary-based (Oplatka, 2007); and essentially rewarding (Hebson, et al., 2007; O'Connor, 2008; Price, 2001; Yuu, 2010).

As cited by Tsang(2011)Hargreaves (1998b, 2000); Hebson, et al (2007); Isenbarger and Zembylas (2006); Mack (2008); O'Connor (2008); Winograd (2003); Yuu (2010); and Zembylas (2004a), found performing emotional labour may enhance teacher's job commitment, satisfaction, excitement, self-fulfillment, and professional identity. In Sri Lanka, teaching is considered as a highly respectable and noble profession. The above use values also applicable to Sri Lankan teachers may be the reason for rejecting all hypotheses other than one.

Implications

An important element in the usefulness of any research is the extent to which it can bring practical implications. If the well-being of teachers improved, school system is benefited and the adverse effects (absenteeism, emotional exhaustion, and depersonalization, lack of personal accomplishment, stress and turnover) decreased. Job satisfaction would be likely to increase.

Teacher training institutes can develop induction content based on emotional labour for new teachers to identify the emotional demands of the teaching profession, and training about emotional demands of teaching for current teachers to act in emotionally difficult situations without being troubled, These results highlight the need to recognize emotions and emotional work demands as sources of stress that might influence the well-being of teachers. Attitudes must be changed and required attention must be given to the emotional labour component of the teacher's job in Sri Lanka.

DIRECTION FOR FUTURE RESEARCH

All factors affecting emotional labour were not considered in this study. Based on Grandey (2000) there are numerous factors affecting emotional labour outcomes in relation to burnout and job satisfaction. There are two types of situational cues such as, interaction expectations (frequency, duration, variety, and display rules) and emotional events (positive events and negative events). In addition there are two types of emotional labour process mediating factors, (i) Individual factors (gender, emotional expressivity, emotional intelligence, and positive affectivity and negative affectivity) and (ii) organizational factors (job autonomy, supervisor support and coworker support).Those

factors were not tested in this research. The intervention of any of these factors would vary the result of burnout and job satisfaction. However, that is not considered in this study. Future research could consider those factors.

Although most of the researchers admitted that surface acting and deep acting are two strategies performed by service employees, some proposed experience and expression of genuine emotions as a third strategy. This study did not consider genuine emotions. Genuine emotions also could be taken into account by future researchers.

If the sample was drawn from both government and private/international schools the situation may have changed and that would be a cause of mediating factors to intervene in the study results. Future researchers can test whether there is any difference in perceiving emotional labour by the teachers between government and private/international school as they may have displayed rules for teachers.

CONCLUSION

This research endeavors to make a contribution to the emotional labour research in Sri Lanka, choosing a vital profession. The main objective of this study was to explore dimensions of emotional labour (surface acting and deep acting) which can be a predictor of psychological well-being (burnout and job satisfaction) in the Sri Lankan context. The study revealed that surface acting is a significant predictor of experiencing burnout and job satisfaction of teachers while deep acting has no significant relationship. The ultimate conclusion of this study is that, emotional labour slightly affects the psychological well-being of school teachers in Sri Lanka.

REFERENCES

- Brook, P. (2009), the alienated Heart: Hochschild's 'emotional labour' thesis and the anti-capitalist politics of alienation. *Capital and Class Summer*, 33(2), 1-19.
- Brotheridge, C. M., and Lee, R. T. (1998), on the dimensionality of emotional labour: Development and validation of the Emotional Labour Scale. Paper presented at the First Conference on Emotions in Organizational Life, San Diego.
- Brotheridge, C. M., and Grandey, A. A. (2002), Emotionallabour and burnout: Comparing two perspectives of 'people work'. *Journal of Vocational Behavior*, 60, 17-39.
- Brown, E. L., (2011), Emotion Matters: Exploring the Emotional Labour of Teaching. *Doctor of Philosophy thesis* [Internet], Available from: <<http://etd.library.pitt.edu/ETD/available/etd04152011173845/unrestricted/brownelizabethlevine042011.pdf>> [Accessed 05 August 2011].
- Celik, M., Tabak, A., Uysal, M. P., Sigri U, and Turunc, O. (2010), The relationship between burnout and emotional labour of the employees in hospital sector. *International journal of business and management studies* [Internet], 2, (1), ISSN: 1309-8047. Available from: <http://www.sobiad.org/eJOURNALS/journal_IJBM/archives/2010_1/06mazlum_celik.pdf> [Accessed 25 April, 2011].
- Chu, K. H. (2002), Effects of Emotional Labour on Employee Work Outcomes. *Doctor of Philosophy thesis*. [Internet], Available from:

- :<<http://scholar.lib.vt.edu/theses/available/etd-06302002-64031/unrestricted/Chuetd.pdf>>[Accessed 10 July, 2011].
- Grandey A.A., (2000), Emotion Regulation in work place: A New way to conceptualize Emotional Labour. *Journal of Occupational Health psychology*, [Internet], 5, (1), 95-110. Available from: <<http://php.scripts.psu.edu/users/a/a/aag6/GrandeyJ>> [Accessed 05 April 2011].
- Grandey, A.A. (2003), 'When 'The show must go on" : *Surface acting and deep acting as determinants of emotional Exhaustion and peer – rated service deliver.*, Academy of Management Journal [Internet] , 46, (1) 86-96. Available from: <<http://php.scripts.psu.edu/users/a/a/aag6/alicia%20amj.pdf>> [Accessed 10 April 2011].
- Halbesleben, J. R.B. and Buckley, M. R., (2004), Burnout in Organizational Life. *Journal of Management*; [Internet], 30; 859 Available from: :<<http://jom.sagepub.com/cgi/content/abstract/30/6/859>> Published by: <http://www.sagepublications.com> On behalf of: Southern Management Association [Accessed 15 July, 2011].
- Hess, U., (2003), Emotion at work, Center for Inter University Research and Analysis on Organizations (CIRANO), *Burgundy Report* [Internet], ISSN 1701-9990. Available from <<http://www.cirano.gc.ca/pdf/publications/2003RB-03...>> [Accessed 18 May, 2011].
- Hochschild, A. R., (1983), *The Managed Heart, Commercialization of Human Feeling*, [Internet], USA: University of California press, Available from <[http://books.google.com/books?hl=en&lr=&andid=X7rSS1RMvVAC&oi=fnd&pg=PR9&anddq=Hochschild+A.+R.,+\(1983\),+The+Managed+Heart,+Commercialization+of+Human+Feeling,+%5BInternet%5D,++Los+Angeles,+CA:+University+of+California+press,+andots=Su8WxffXfrandsig=yNEHI9ls2F3xoOYb8IvUYnEIh5w#v=onepage&qandf=false](http://books.google.com/books?hl=en&lr=&andid=X7rSS1RMvVAC&oi=fnd&pg=PR9&anddq=Hochschild+A.+R.,+(1983),+The+Managed+Heart,+Commercialization+of+Human+Feeling,+%5BInternet%5D,++Los+Angeles,+CA:+University+of+California+press,+andots=Su8WxffXfrandsig=yNEHI9ls2F3xoOYb8IvUYnEIh5w#v=onepage&qandf=false)> [Accessed 19 June, 2011]
- Maslach, C. and Jackson, S. E., (1981) The measurement of experienced burnout *Journal of Occupational Behaviour*. Vol. 2.99-113
- Myers, D. G. (2004), "Theories of Emotion." *Psychology: Seventh Edition*, New York, NY: Worth Publishers, p. 500.-513, in Roussy. Á. G. M., 2011 *Sociological Considerations on Sentiments and Emotions Thoughts on Possibilities of A New Sociological Approach*, *World Journal of Social Sciences* [Internet] 1., (2.) , May 2011, 66 – 82. Available from: <<http://wbiaus.org/5.%20Angel.pdf>> [accessed 23] > [Accessed 19 June 2011].
- Naring, G., Briet, M. and Brouwers, A. (2006), Beyond demands-control: Emotional labour and symptoms of burnout in teachers. *Work and Stress* [Internet], 20(4), 303-315. Available from: <<http://www.tandfonline.com/doi/abs/10.1080/02678370601065182>> [Accessed 01 August 2011].

- Opatha, H.H.D.N.P. (2010), *Personal Quality*, 1st Edition, Sri Lanka: Author's Publication, 11
- Ramayah, T., Jantan,M., and Tadisina,S.K. (2001),Job Satisfaction: Empirical evidence for Alternatives to JDI,National Decision Sciences Conference, San Francisco, November 2001,*Interdisciplinary Theme: Global Issues*, ,[Internet],Available from: <<http://www.ramayah.com/journalarticlespdf/jobsatisfaction.pdf>>[Accessed 19 July, 2011].
- Robbins, S. P. (2005), *Organizational Behavior*.11th Edition, New Delhi: Prentice-Hall of India Private Limited.
- Ryff, C.D.,(1989b), Happiness is everything, or is it? Exploration on the meaning of psychological wellbeing, *Journal of Personality and Social psychology*, 57, 1069-1081.
- Ryff, C.D.andKeyes,C.L.M.(1995), The structure of psychological well-being revisited, *Journal of Personality and Social psychology*, 69, 719-727.
- Tsang K. K., (2011) Emotional labour of teaching. *International Research Journals*, [Internet], (ISSN: 2141-5161) 2(8), 1312-1316. Available from: <http://interesjournals.org/ER/pdf/2011/August/Tsang.pdf>[Accessed 05 August, 2011].
- Watson, R., Deary,I., Thompson, D., and Li,G.(2008) A study of stress and burnout in nursing students inHong Kong: A questionnaire Survey. *International Journal of Nursing Studies*, [Internet], 45 (10), pp. 1534-1542. Available from: http://eprints.whiterose.ac.uk/4733/2/4733_watson.pdf [Accessed 18 May, 2011].
- Yalçın, A., (2010) Emotional Labour: Dispositional Antecedents and the Role of Affective Events, *Thesis* [Internet], Available from: <<http://etd.lib.metu.edu.tr/upload/12612507/index.pdf>>[Accessed 17 July, 2011].
- Zapf, D. and Holz, M., (2006) On the positive and negative effects of emotion work in organizations.*European Journal of Work and Organizational Psychology* [Internet], 15:1–28. Available from: <http://www.tandfonline.com/doi/abs/10.1080/13594320500412199>> [Accessed 02 June, 2011].