



## Influence of Emotional Labour on the Efficiency of School Teachers

Ms. Khushi

Assistant Professor (Department of Management)

Dayanand Mahila Mahavidyalaya

Kurukshetra, Haryana, India

Email ID: [lallerkhushi125@gmail.com](mailto:lallerkhushi125@gmail.com)

Mobile No.: 9053400072

### ABSTRACT

This study focuses on surface acting in the workplace and examines the demographic profiles and emotional labor experiences of 100 respondents. To guarantee that the results were reliable and clear, data were gathered using structured questionnaires and evaluated quantitatively utilizing statistical tools, tables, and charts. The majority of participants in the sample were between the ages of 18 and 30 (69%), and the majority of respondents (55%), were female. Regarding occupation, 58% of respondents worked in "Other" roles, remaining 20% falling into PGTs, 15% into PRTs, and 10% into TGTs. The largest group consisted of 52% urban dwellers, with 32% from rural areas and 16% from semi-urban areas. In terms of educational background, 25% had other qualifications, 30% were graduates, and nearly half (45%) were postgraduates. Despite varying degrees of agreement, many respondents acknowledged the necessity of displaying emotions professionally, suggesting that surface acting is a common component of emotional labor in the workplace. The findings demonstrate the variety of respondent backgrounds and the importance of emotional labor as a typical experience among young, well-educated, and primarily urban professionals.

**Keywords:** Emotional Labor, Surface Acting, Workplace Behavior, Demographics, Professional Roles, Education, Urban workforce

### INTRODUCTION

Emotional labor is the process through which people control and manage their emotions in order to satisfy the emotional demands of their line of work. Teachers in particular frequently have to balance managing their own emotions with effectively addressing their pupils' emotional conditions. Emotional labor can have a substantial impact on both job performance and general well-being, which has generated increasing scholarly interest in. The manifestation of emotional labor in educational settings can take many forms, including successful communication with parents and coworkers, classroom behavior

management, and providing students with emotional support. Despite being necessary for teaching, emotional labor can cause stress and burnout in teachers if they are not given enough support.

### **Impact of Emotional Labour**

Emotional labour involves the regulation and management of a person's own emotional responses while performing their work duties. This can include expressing positive emotions, suppressing negative feelings, or even influencing the emotions of others to fulfil job requirements effectively.

### **What is Emotional Labour and how does it Work?**

Emotional labour is the effort exerted by individuals to control or modify their own emotions and those of others to meet the emotional expectations of their job role. This may encompass activities like managing emotions during interactions with clients, maintaining a specific emotional demeanour during meetings or presentations, and offering emotional support to colleagues or customers.

### **Types of Emotional Labour**

Emotional labour can manifest in various forms depending on the way emotions are controlled or expressed. Some of these are:

- **Surface Acting:** Displaying emotions outwardly without changing inner feelings. For example, a customer service representative maintaining a cheerful attitude despite frustration.
- **Deep Acting:** Attempting to genuinely feel the emotion one is expected to display. For example, a nurse trying to genuinely empathize with a patient's suffering.
- **Emotional Dissonance:** Experiencing conflict between felt emotions and those expected to be shown. For instance, a flight attendant feeling nervous but need to appear calm and reassuring.
- **Natural Emotional Expression:** Spontaneously expressing genuine emotions in response to situations or conversations.
- **Emotional Suppression:** Deliberately suppressing emotions to maintain professionalism or to avoid confrontation.

## **REVIEW OF LITERATURE**

**Dr. Bhumika Achhnani (2020)** explored the concept of emotional labour within educational settings, focusing on teachers' emotional practices in the workplace.

**Barling and Arnold (2003)** demonstrated how employment containing stigma and a lot of emotional labor lead to high levels of stress and emotional weariness, which lowers employee performance and well-being.

**Humphrey and Ashforth (1993)** maintained that when emotional outbursts align with an employee's professional identity, they enhance authenticity and performance and make emotional labor less unpleasant.

**Baker (2019)** emphasizes that motivation, engagement, and overall organizational effectiveness are all increased by pleasant emotional energy at work.

**Fisher and Basch (1998)** examined how everyday occurrences at work elicit feelings in workers affect their attitudes and productivity.

**Belt et al. (1999)** According to the study, contact centers' forced positive feelings put more strain on employees' emotional and professional lives, particularly for women.

**Brotheridge and Grandey (2002)** discovered that deep acting has less of an adverse effect on workers' well-being than surface acting, which causes emotional weariness.

**Carmody et al. (inside ABI)** argued that employee behavior and performance are shaped by organizational systems, roles, and communication.

## RESEARCH METHODOLOGY

In this study, descriptive analysis was employed as the primary research method. Descriptive analysis helps in clearly explaining, presenting, and summarizing data points, allowing patterns to surface that meet the study's objectives.

- **Sources of Data Collection**

**Primary Data:** The main data was collected through Google Forms, enabling direct responses related to emotional labour among teachers.

**Secondary Data:** Additional information was drawn from websites and previously published research articles relevant to the subject.

- **Research Method Used**

Quantitative research techniques were utilized, where numerical data was gathered using surveys, questionnaires, and polls. The data collected was then statistically, mathematically, or numerically analyzed. Computational tools were employed to improve the handling of the collected statistical information. This kind of research focuses on obtaining numerical data, comparing it across demographic groups, and identifying causal factors behind observed phenomena.

- **Sample Size**

A survey involving approximately 100 participants was conducted to gather primary data. The questionnaire was administered via a Google survey form. Supplementary secondary data was also included from academic papers and internet sources.

- **Results**

The survey respondents expressed confidence in managing their work performance. They believe in their skills to effectively plan tasks, evaluate outcomes of their work, set priorities, use their time efficiently, update professional knowledge, and accept new responsibilities.

It is important to provide employees with the necessary skills and resources to regulate their emotions effectively at work. Emotional intelligence and awareness play a critical role in this. Teachers can help establish an environment that encourages open communication and emotional expression while maintaining clear standards for professional behavior.

Emotional consonance, the capacity to align felt and expressed emotions, is an essential skill in jobs requiring regular interpersonal interactions. While some may naturally possess this ability, it is learnable and can be improved through practice.

Deep acting is commonly used to manage emotions at work; however, its effectiveness can vary depending on the context, individuals involved, and their experiences or perspectives. Offering support and training for employees to handle challenging emotional situations can be beneficial to organizations.

Responses regarding surface acting varied among participants. Some viewed it as necessary to meet certain job demands, such as interacting with children or displaying appropriate emotions. It is noteworthy that some respondents disagreed with or disapproved of surface acting in the workplace.

## **ANALYSIS AND DISCUSSION**

The study collected responses from 100 participants across various demographic factors to better understand their profiles and patterns of emotional labor.

- **Gender:** 55% of respondents were female, 44% male, and 1% identified as transgender.
- **Age:** The majority (69%) were between 18-30 years old, with smaller portions under 18 (7%), between 30-42 (15%), and over 42 (9%).

- **Designation:** Most participants belonged to "Other" job roles (58%), followed by PGTs (17%), PRTs (15%), and TGTs (10%).
- **Locality:** Urban residents formed 52% of respondents, with rural (32%) and semi-urban (16%) participants making up the rest.
- **Education:** The highest qualifications were postgraduate (45%), graduate (30%), and others (25%).

Category	Subcategory	Responses
<b>Gender</b>	<b>Male</b>	44
	<b>Female</b>	55
	<b>Transgender</b>	1
<b>Age</b>	<b>Below-18</b>	7
	<b>18-30</b>	69
	<b>30-42</b>	15
	<b>42-above</b>	9
<b>Designation</b>	<b>PRT</b>	15
	<b>TGT</b>	10
	<b>PGT</b>	17
	<b>Other</b>	58
<b>Locality</b>	<b>Urban</b>	52
	<b>Semi-Urban</b>	16
	<b>Rural</b>	32
<b>Education</b>	<b>Graduate</b>	30
	<b>Post-Graduate</b>	45
	<b>Others</b>	25

Responses about surface acting varied, with some neutrality present but many agreeing or strongly agreeing that displaying emotions for professional reasons is common in the workplace.

The findings highlight a diverse demographic profile of respondents and confirm that emotional labor via surface acting is a typical experience among these school teachers, mostly young, educated, and located in urban settings.

## SUGGESTIONS

- Teachers can use the insights from this study to foster an environment that encourages professional growth and motivates employees to assume greater responsibilities. This can lead to enhanced productivity, job satisfaction, and overall improved performance. Additionally, these findings can help identify areas where staff might benefit from further training and support to perform their duties efficiently.
- Educators should be aware of the prevalence of emotional suppression in the workplace and its possible negative impact on morale and job satisfaction. Promoting a work culture that values open communication and emotional expression can improve performance, foster better interpersonal relationships, and increase job happiness.
- Schools can enhance emotional harmony by providing training and resources to help staff develop emotional intelligence and interpersonal skills. Cultivating a culture that values empathy and emotional awareness can lead to stronger workplace relationships and higher productivity.
- The findings point out that individuals vary in their comfort and readiness to engage in deep acting based on personal experiences and situational factors. Employers and supervisors should acknowledge these differences and create supportive environments that nurture employees' mental well-being and help them manage challenging emotional situations.
- While some employees may employ surface acting as a coping strategy, others might not feel its necessity or may view it as counterproductive. The neutral stance of many respondents on the use of surface acting suggests a diversity of opinions, but a significant number admitted to its use, potentially affecting their happiness and job satisfaction negatively.

## CONCLUSION

This study highlights the emotional labour involved in teaching, emphasizing its significant impact on teacher efficiency and overall job satisfaction. While much attention has been given to the emotional interactions between teachers and students, less focus has been placed on emotional exchanges involving parents, colleagues, and school leadership. There is also a notable gap in research concerning specialized segments such as technical education, special education, and online teaching.

The findings suggest that teachers employ a combination of emotional labour strategies, including surface acting and deep acting, with individual approaches influenced by

personality traits such as extroversion. Given the complexity of emotional labour and its varied impacts, further longitudinal and cross-sectional research is needed to better understand its dynamics.

Training aimed at enhancing emotional intelligence among educators emerges as crucial, as this skill strongly influences their ability to manage emotional demands effectively. Moreover, evaluating teacher personality profiles during recruitment could help align individuals better suited for emotional work in educational settings.

Ultimately, emotional labour plays a vital role in shaping the educational experience, affecting both teacher well-being and student outcomes. Supporting teachers in managing emotional labour can improve their work efficiency, reduce burnout, and contribute to a healthier learning environment.

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