

Emotional Labour and Psychological Wellbeing of Teachers in Public Secondary Schools in Emohua Local Government Area, Rivers State

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Abstract

This study examines the influence of emotional labour on the psychological well-being of teachers in public secondary schools located in the Emohua local government area of Rivers State. This study used a descriptive survey research methodology. The data analysis included using fundamental percentage calculations, regression analysis, and ANOVA. The 350 participants were randomly selected using the simple random sampling approach. The study used Ryff's Psychological Well-Being Scale and Emotional Labour Scale to collect data. The hypothesis proposing that Emotional labour has no substantial effect on the Psychological well-being of teachers in Emohua LGA of Rivers State was contradicted by the results indicating that Emotional labour does indeed have a significant impact on the psychological well-being of public secondary school teachers in Emohua LGA of Rivers State. The recommendation is to enhance the attractiveness of the conditions of service for secondary school teachers. Ultimately, the article suggests that it is crucial to identify, examine, and eradicate the variables that affect the mental health of teachers. By doing so, it will contribute to assuring effective teaching and learning for students, as well as benefiting society as a whole.

Keywords: Psychological, Wellbeing, Emotional, Labour, Teachers.

Introduction

The psychological well-being of an individual pertains to the extent of a person's contentment and physical well-being (Opatha, 2010). Life satisfaction has been identified by academics as a crucial measure of well-being (Ryff & Keyes, 1995). Hochschild (1983) posits that emotional labour eventually leads to detachment from one's own emotions, resulting in detrimental effects on an employee's psychological well-being. Teaching is a discipline that involves emotions (Hargreaves, 2001; Agudo, 2018). Promoting the expression of favourable emotions and the inhibition of unfavourable emotions in educational settings has been shown to have advantageous effects on pupils.

Emotional labour refers to the act of managing and controlling one's emotions in order to meet the objectives of an organisation, and employees are compensated for this effort. Emotional labour refers to the practice of manipulating one's expression, and it has similarities with ideas such as deceit, impression management, and dramaturgy. Liu, Perrewe, Hochwarter, and Kachmar (2004) described emotional labour as people's attempts to keep their exterior emotions consistent with their innermost sentiments. The bulk of teachers in Emohua LGA and similar schools have had this same experience. For the best results in the classroom, teachers must be able to control their emotions. According to Sanz-Vergel, Rodríguez-Muñoz, Bakker, and Demerouti (2012), the majority of academic research on organisational emotions has been on service-related jobs where workers are expected to display emotional behaviour on the job. Human service occupations, where regular contact with clients is essential to the job, are characterised by emotional labour (Van, Gelderen, Konijn, & Bakker, 2011). To back up this claim, Schaufeli and Enzmann (1998) argue that a key component of the relationship between professionals and beneficiaries is emotional work, which might be a useful lens through which to view burnout. It is critical to improve the health of secondary school teachers so that students may get the full advantages of their education. Emohua LGA is home to many secondary schools, each with its own teaching staff.

Teachers have the responsibility to guarantee the mental and physical well-being of their pupils (Brennan, 2006). In addition, they are anticipated to demonstrate effective emotional regulation in various circumstances, handling pupils with gentleness and empathy while suppressing any sentiments of frustration or resentment (Beatty, 2000). To this end, ensuring the psychological well-being of teachers offers advantages not just for the instructors themselves, but also for the academic achievement of their pupils and the overall performance of the school they are employed in (Jennings & Greenberg, 2009). Educational study on teacher stress, motivation, and other work-related issues is increasingly garnering attention worldwide. Multiple investigations have confirmed these effects (Brotheridge & Grandey, 2002; Brotheridge & Lee, 2002; Brotheridge & Lee, 2003; Grandey 1999; Grandey, 2003; Totterdell & Holman, 2003; Zammuner & Galli, 2005). Organisations must take proactive measures to provide satisfactory remuneration and effectively manage workers in positions that require high levels of emotional labour. Besides, Lee et al. (2012) investigated the role of organisational support as a mediator in the link between emotional labour and job satisfaction. Participating in the research were 122 publicists or university staff members from various Taiwanese institutions. The results showed that emotional labour, which involves acting out one's feelings and showing them to the world, is positively correlated with job satisfaction and organisational support.

Conversely, there were little research available on the topics of emotional labour and psychological well-being. Therefore, to the researcher's understanding, no one has been able to establish a connection between the two. For example, in a study titled "Psychosocial Wellbeing of Nigerian Teachers in Special Education Schools. Therefore, it is unsurprising that when instructors are not doing well, both the pupils and society experience negative consequences. The research was driven by the psychological crises faced by teachers due to the inadequate appreciation of their work and the impact it has on pupils and society. Furthermore, this research was inspired by the existence of a gap, as shown by extrapolations from numerous investigations. No research has been discovered that examines the characteristics mentioned and simultaneously investigates the psychological wellness of secondary school teachers in Emohua.

Literature Review

Affective Events Theory

Weiss and Cropanzano worked on the Affective Events Theory (AET) in 1996. When it comes to investigating the origins and effects of emotional states on the job, the Affective Events Theory (AET) provides a helpful framework. To better understand how workers' emotional and evaluative responses are influenced by their work environment, the Affective Events Theory (AET) was created. It is the contention of the Affective Events Theory (AET) that certain aspects of one's working environment have an impact on one's emotional reactions to certain workplace occurrences. A person's outlook and actions on the job are affected by these feelings (Weiss & Cropanzano, 1996).

However, one's emotional condition and personality characteristics have a role in determining the extent to which an event influences one. Some people have a more sensitive side and react more strongly to stressful situations, while others can keep their cool and seem confident no matter what. A person's personality traits and the nature of their work environment both have a role in how they react emotionally to happenings at work. An individual's emotional reaction to a single incident, according to the AET, sets in motion a cascade of related and interdependent emotional experiences. Emotions are sometimes characterised as powerful, fleeting, and emotional, and they may occasionally interfere with one's ability to think clearly (George, 1996). Hence, events may transpire in the workplace that act as "affective shocks" to the existing system, necessitating

further analysis and reaction. Weiss and Cropanzano (1996) state that an individual's level of job satisfaction might be affected by the cumulative effects of their physical and emotional reactions. Some employment qualities, says AET, make it more likely that a given sort of work event will happen. It is thought that some emotional reactions in the workplace are a consequence of these separate experiences, which are called affective events. Affective reactions, on the other hand, are thought to trigger both short-term, emotion-driven behaviours (like smiling, frowning, or yelling) and long-term, attitude-influencing behaviours (like job satisfaction). Using the Affective Events Theory (AET) to explain the connection between emotional labour and teachers' mental health, we can identify specific classroom incidents as affective events.

However, in order to keep their emotions in check and meet the school's expectations for behaviour, teachers may have to put in some emotional work. As a result, the teacher may resort to behaving as if nothing is wrong in order to hide their anger, frustration, fear, or discontent with the student's conduct. Resisting these negative feelings for an extended period of time may have negative impacts on a teacher's well-being, perhaps leading to burnout. The theory proposes that the teacher's job satisfaction can decline with time and recurrence of this incidence because of the increased negative emotions felt while working. Affective states are thought to influence work attitudes and emotionally driven conduct, according to the theory, whereas work attitudes are seen to be the source of judgement-driven behaviour. Affective states are thought to have an immediate effect on affect-driven behaviours and an indirect effect on judgment-driven behaviours via attitudes towards work, to be more precise. A teacher may put on a happy front even when they're depressed, or they may try to be nice even though they're very angry with some of their students.

According to the AET theory, the quantity of emotional labour that secondary school teachers in the Emohua local government area do as part of their profession is contingent upon the events that occur on the job. Consequently, the chance of participating in emotional labour decreases as the probability of positive occurrences increases, and the converse is also true. Workers who experience unpleasant things on a frequent basis may feel pressured to put up a brave front in order to conceal their true feelings, which go against the company's ideals (Mignonac&Herrbach, 2004). Weiss and Cropanzano (1996) cite the American Educational Trust as supporting the idea that teachers would be less likely to depersonalise their students if they felt what they taught them. Experiencing negative conditions at work on a regular basis might have negative effects, such as triggering a mental crisis. It is essential to provide the teacher financial pleasure to encourage him to do a better job and to guarantee his mental health.

Emotional Labour

The precise nature of emotional labour is debatable, but all agree that it entails controlling one's feelings in order to conform to the implicit or explicit norms of behaviour in the workplace (Brotheridge & Grandey, 2002; Brotheridge & Lee, 2002; Diefendorff, Croyle & Gosserand, 2005; Glomb & Tews 2004; Grandey, 1999; Grandey, 2003). In the literature, EL is mainly interpreted in four ways. Hochschild (2003) defines emotional labour as the act of service workers managing their impressions. Staff members attempt to express feelings that customers find acceptable. Here, stress and burnout on the job are associated with an individual's inability to express how they really feel. Emotional labour was described by Mumby and Putnam (1992) as when employees control or manage their emotions in order to fit a certain role, situation, or expected conduct at work. Workers should feel free to show a wider range of emotions on the job, if this view is to be believed. The primary goal here isn't increased output so much as the enhancement of workers' and their families' subjective well-being. Emotional work was defined by Ashforth and Humphrey (1993) as displaying appropriate emotions on purpose to manage

impressions, cultivate social perceptions of oneself, and build a pleasant interpersonal environment (Gardner & Martinko, 1988). This way of thinking about emotional work mainly focused on how effective the actions were. The effort, planning, and control needed to exhibit the emotions that a company expects in social encounters was characterised as emotional work (Morris & Feldman, 1996).

Psychological Wellbeing

Simply put, psychological well-being is when one's mental health is optimal. Emotional regulation, personality attributes, identity, and life events all contribute to an individual's psychological well-being, according to research (Ryff, 1989). An individual's psychological health often improves with age, education, extroversion, conscientiousness, and a decline in neuroticism (Keyes et al., 2002). According to studies, men and women do not significantly differ in their levels of psychological well-being. Another factor that may mediate the relationship between one's surroundings and their psychological health is how one views their own bodily and spiritual health (Temane & Wissing, 2006a, 2006b). Theoretical and empirical investigations on psychological health have yielded substantial results (Wissing & Van Eeden, 1998). Currently, the concept of psychological well-being lacks a consensus definition or understanding. The original understanding of mental health included a depiction of the difference between good and bad emotions. The first research mainly focused on the feelings of joy and sadness, overall health, and contentment with life that were linked to the Greek word eudemonia, which means happiness (Ryff, 1989b). The equilibrium between positive and negative emotions was deemed the condition of happiness. Early measures of subjective well-being, such as the Satisfaction with Life Scale, have been the focus of substantial study (Conway & Macleod, 2002). When asked how satisfied they are with life in general, the Happiness with Lives Scale asks for a rational response rather than an emotional one. Extensive research and assessments have led experts to the conclusion that mental health is an intricate and multi-dimensional notion, some aspects of which are still poorly understood (Wissing & Van Eeden, 2002).

Methodology

Using a descriptive survey approach, the paper was written. In order to communicate the phenomenon, the design is vital. According to the Emohua LGA School Board's 2022 report, the study population includes 978 teachers from 24 secondary schools in the Emohua LGA. This is why 350 teachers and 14 schools were hand-picked using the convenience sample technique. In most schools, there is a junior high and a senior school. We used the quota sampling method to equally distribute 7 samples inside each sector. Many secondary schools are located in Ibaa, including Uvuawu Comprehensive High School, Rumuji Community Secondary School, Ibaa Girls Secondary School, Ndele Community Secondary School, and Emohua Community Secondary School. Data was gathered from a variety of sources, including primary and secondary sources. We used standard statistical tools like percentages, regression, and analysis of variance (ANOVA) to compile our findings.

Data Analysis and Results

Table 1: Participant Characteristics

Variables	Frequency	%
Gender		
Male	152	43
Female	198	57
Age		
Below 45years	164	47
Above 46years	186	53
Educational Attainment		
NCE/OND/HND/Bachelor's Degree	152	43

Postgraduate Degree	198	57
Marital Status		
Married	229	65
Single	79	23
Divorced	42	12
Years of Experience		
Below 15years	187	53
Above 16years	163	47
Total	350	100

Source: Research Fieldwork, 2022

The study includes 350 educators from the Emohua Local Government Area in Rivers State. Table 1 shows that out of the total number of teachers, 57% were female and 43% were male. In addition, whereas 47% of the instructors were less than 45 years old, 53% were older than 46. In addition, 43% of the educators had a Bachelor's degree, 57% had postgraduate degrees, or an NCE/OND/HND. About two-thirds of the educators were married, while a quarter were unmarried and a quarter were ex-spouses. While 47% of the population had been in their current position for more than 16 years, 53% had been in it for less than 15 years.

Research Question: To what extent does emotional labour predict the psychological wellbeing of teachers in Emohua LGA of Rivers State

Table 2: Regression Analysis of Emotional Labour on Psychological Well-being of Teachers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.382	.146	.144	3.18572

Source: Authors' Computation

Three values for R are shown in Table 32: R-value (.382), R² (.146), and Adjusted R² (.144). The results shown above suggest that emotional labour accounted for fourteen percent of the variation in teachers' mental health in the Emohua Local Government Area (LGA) in Rivers State.

Hypothesis: Emotional labour does not significantly influence the psychological well-being of teachers in Emohua LGA of Rivers State.

Table 3: ANOVA-Emotional Labour on Psychological Well-being of Teachers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	603.929	1	603.929	59.507	.000 ^b
Residual	3531.786	348	10.149		
Total	4135.714	349			

Source: Authors' Computation

Table 4: Regression-Emotional Labour on Psychological Well-being of Teachers

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	49.171	1.745		28.173	.000
Emotional Labour	-.376	.049	-.382	-7.714	.000

Source: Authors' Computation

For the purpose of evaluating the significance of regression analysis, Table 3 provides the results of an ANOVA. The results of the statistical analysis show that the provided data has an F-value of 59.51, and the threshold of significance is $p < 0.05$. This finding has substantial statistical weight, since the p-value falls below the 0.05 level of significance. The b-coefficients used to

establish the equation for the regression model of psychological well-being are shown in Table 8. A person's mental health is equal to their emotional labour times 49.17 minus 0.376. The results show that teachers' mental health suffers as a result of emotional work in Emohua LGA. The statistical evaluation backs this up, showing p-values of 0.000 and a β coefficient of -.382. Teachers' mental health in Rivers State's Emohua Local Government Area is significantly impacted by emotional labour, according to this study. Hence, it may be concluded that the null hypothesis is false.

Discussion of Findings

The study examines the teachers' emotional work and their mental health in the Emohua LGA of Rivers State, Nigeria. This study's findings corroborate those of Brackett et al. (2010), which found that instructors with better abilities to control their emotions were less likely to suffer from burnout and more satisfied with their work. These educators not only have more good feelings while teaching, but they also have more support from administrators, colleagues, and students. Relevant to the current study is the work of Patti and Tobin (2006), who found that school teachers' capacity to build and maintain trustworthy relationships is correlated with their level of positively expressed emotional labour. The reason for this is because, on average, teachers spend more time than any other part of their job dealing with kids' and other people's problems and worries. The study by Elfenbein and Ambady (2002) is pertinent to this research because it shows that a teacher can better predict and respond to a student's future actions if they correctly detect and understand the significance of a student's mildly irritative behaviour during instruction. The results of this study show that a teacher's ability to control their emotions and perform emotional labour is critical to their success in the classroom, their ability to communicate with pupils, and their happiness on the job. The statistical analysis ($F(1, 348) = 59.51, p < 0.05$) supports the second hypothesis, which states that instructors with high emotional labour likely to have a positive attitude towards teaching, a high degree of psychological well-being, and job satisfaction. Psychological fatigue is prevalent among educators, according to studies by Mukundan and Ahour (2011) and Brouwers et al. (2011). It describes the exhaustion that comes from a teacher's emotional energy being depleted. Consequently, they made it clear that teachers may suffer from emotional and physical burnout if they discover they can't maintain their prior degree of brilliance in the classroom. Because of this, kids could start to react negatively to the teacher and the classroom as a whole. Teachers are now expected to control their emotions in the same manner as service sector workers do, according to Hebson, Earnshaw, and Marchington (2007). So, it's safe to assume that a lot of emotional labour goes into the teaching function.

Conclusion and Recommendations

The purpose of this study was to investigate how teachers' emotional work relates to their mental health in the Emohua LGA of Rivers State, Nigeria. The findings show that emotional labour has a significant negative association with psychological wellbeing. In order to help those involved in the education system provide instructors considerable incentives to improve their wellbeing, this research intends to emphasise the significance of high-quality teaching and learning as well as workers' well-being. This may be accomplished by taking steps to ensure that secondary school teachers are happy with their salaries and working conditions, since these aspects greatly impact their performance on the job. These recommendations are based on the data provided:

- i. Education is crucial for development-it is the responsibility of education administration to provide a safe learning environment where instructors may thrive in their roles as educators and as people, and to provide them with the resources they need to have meaningful interactions with their students.
- ii. It is necessary for instructors to get professional development via conferences, training, and workshops in order to enhance their ability to adapt to new pedagogical teaching

methods and prevent anxiety resulting from a lack of competence in managing them. Through this endeavour, instructors may effectively handle emotional anguish that arises from the unethical actions of some pupils.

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