

**RESEARCH PAPER****Exploring the Relationship between School Leaders' Emotional Labour Experiences and Work Engagement****¹Ambreen Iftikhar* and ²Abida Nasreen**

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***Corresponding Author** ambreeniftikhar59@gmail.com**ABSTRACT**

The current research deals with emotional aspect of school leaders in which they have to deal with various situations. The purpose of this particular research is to distinguish the association regarding the school leaders' emotional labour and work engagement. The researcher used the correlation research design. The school leaders of public sectors elementary and secondary schools were the population of the study. The researcher utilized multistage sampling method. The researcher collected the data through online questionnaires. The statistical techniques used for quantitative data analysis was Pearson product moment correlation. The outcomes of the research study showed that those school leaders who conceal their sentiments; they feel stresses and it also affects their work engagement. Those school leaders who showed their actual sentiments they are more committed towards their work and it also increases their work engagement. The education department should organize workshops and seminars for school leaders' to cope with work related stress.

Keywords: School Leader, Emotional Labour Experience, Work Engagement**Introduction**

It is obvious fact that school leaders which are headmasters and headmistresses of the school; they play an important part in the academic success and personality development of their students. School leaders also play great part in the professional development of their teaching and non-teaching staff members. The school leaders influence their students and staff members through their charismatic personality and behaviour. The school leaders are key factor in the success of their educational institution. So the emotional state of school leaders is very important. If they are not fully satisfied at their workplace and they cannot concentrate on their work they cannot contribute in the success of their students and as a whole in the success of their educational institution (Donaldson, 2006). School leaders guide their staff members in proper direction to make them professionally competent and committed towards their work. Head of the institutions try their best to bring change in the lives of their students and their staff members through their inspirational personalities. It is only possible if educational leaders are self-satisfied and committed towards their work (Hoffmann, 2016). The person who is fully engaged in his/her work forgets about everything and do his/her work with full dedication. The person who focuses on his/her work the level of his/her performance at the workplace increases. The dedicated employees are more focused on his/her work and feel satisfaction (Schaufeli et al., 2002).

Literature Review

Emotional labour can be described as the process in which a person has to modify his/her emotions to show those emotions which are suitable according to the situation. This process in which a person alters his/her emotions and there is difference in his/her felt emotions and displayed emotions it puts strain on the mental state of that person. Sometimes a person show fake sentiments and sometimes he/she modify his/her emotions and sometimes he/she shows actual emotions. This process of altering emotions of a person is called as emotional labour. In Literature emotional labour can be explained in terms of three dimensions which are surface acting in which a person conceal his/her real emotions and display those emotions which are proper in a given situation. Deep acting can be explained as in which a person comprehends his/her feelings and situation of the workplace and expresses only those feelings which are accurate in accordance to the workplace conditions. The display of genuine emotions can be explained as the process in which school leaders or workers of an organization reveal their true self through their emotions (Tamer, 2015; Walsh & Bartikowski, 2013).

There are some organizations in which they direct their workers to behave in a certain way with their customers. The workers of the organizations have directions from their organizations to behave politely even with rude customers. These organizations care a lot about the customer care and facilitate much to their customers. The workers of that kind of organizations suffer a lot as they have to suppress their feelings which make them sad and gloomy (Kamp & Dybbroe, 2016).

The Work Engagement at a workplace can be explained as the dedication of a person to do his/her work whole heartedly. It is the positive energy of a person to do his/her work. He/she is willing to do his/her tasks. He/she is mentally and physically fit to go through different work related tasks and do his/her work with full vigor (Bakker et. al., 2007).

The work engagement is very essential for a worker as it decides the performance of the worker. Those employees who are more focused and devoted towards his/her work they play great part in the progress of their institution. Those employees who are worried and dissatisfied; they lose interest in their work and it eventually affects their performance at the workplace (Kahn, 1990).

It is considered that headmasters and headmistresses are the most important persons in schools as they are considered as the educational leaders. They are considered as the torch bearer of love of learning and change in student's behaviour. They are considered as the change agent not only in the lives of students but also in the lives of teachers as they are the educational leaders for them. Headmasters and Headmistresses which are school leaders considered as the answerable for success and failure of their pupils and as a whole for the success and failure of their educational institution. They have high level of expectations for the performance of their pupils and their educational institution. This level of expectations from parents, community members and educational officers put compressing pressure on them. These expectations and pressure of performance from all the people make their job very demanding and tough. This type of pressure and practices at job affects their work engagement at workplace. Headmaster/headmistress job is very challenging. They have to deal with people of different temperament in diverse difficult situations. Sometimes they show genuine emotions and sometimes they show appropriate emotions which are in accordance to the norms of the institutions and their designation. This practice of hiding real emotions and showing fake emotions makes them stressful towards their job and ultimately it also affects their involvement in work and their satisfaction at work. The emotional aspect of headmaster and headmistresses job is neglected in educational field and it is not explored by the past researchers. Therefore, the researcher of current study thought to understand that part of headmaster and

headmistresses' emotional experiences related to their work engagement at work in the following research work.

Material and Methods

The researcher utilized correlation research design for this research study. The population of the research study was headmasters and headmistresses of the elementary and secondary schools of province Punjab. The multistage random sampling technique was used for data collection by the researcher.

The researcher used online survey method for data collection. The researcher developed online questionnaire for this research study. The province of Punjab is consisted of nine divisions and thirty six districts. The researcher of the following study firstly selected nine districts randomly from nine divisions. The researcher selected following districts Jehlum, Okara, Multan, Toba Tek Singh, Lahore, Dera Ghazi Khan, Bhakkar, Bahawalpur and Gujranwala. After selecting nine districts randomly the researcher selected five percent of the schools and their headmasters and headmistresses randomly. Thus, the researcher selected 509 heads of the schools which included 226 head masters and 276 headmistresses.

Instrumentation

The following scales were utilized by the researcher for the following research study.

The researcher used emotional labour scale developed by Brotheridge and Lee (2003) to know the headmasters and headmistresses experiences of emotional labour. The reliability of the research scale specifying emotional labour is 0.91.

The researcher used research study scale naming work engagement scale which was developed by (Schaufeli et al., 2002) to know the headmasters and headmistresses work engagement.

The reliability of the work engagement instrument is 0.84.

All the instruments were adapted and minor changes were made by the researcher and the researcher has taken the permission to adapt the scales from the authors.

Pilot Testing

The researcher used sample of 30 participants for pilot testing the research instrument. The research participants' data used in pilot testing the research instrument is other than the data used for the research. The research instrument was found to be reliable on the basis of the pilot testing of the instrument.

The research study scale emotional labour displayed a reliability of 0.73. The work engagement scale showed a reliability of 0.84. The research instruments of the following study were considered valid as they fulfilled the objectives and requirements of the research study.

Data Collection

When the researcher was conducting this research, at that time there were restrictions on visitors in personally visiting the educational institutions due to the Covid-19 preventive precautionary measures implemented by educational institutions. The researcher created the online questionnaire on Google form for collecting the data regarding emotional labour experiences from headmasters and headmistresses. The researcher

provided all the required information to the research participants. The researcher collected the data by keeping in mind all the ethical considerations.

Data Analyses and interpretation

The researcher collected the data from 502 headmasters and headmistresses and entered the data collected from research participants in SPSS sheet. The researcher performed the necessary tasks regarding the screening and cleaning of research data. After that, the researcher used the statistics and data analysis was done by the researcher by using the descriptive and inferential statistics.

The researcher applied the Pearson product moment correlation for finding out the relationship among the research variables.

Table 1
School Leaders' Emotional Labour and Work Engagement

Variables	1	1.1	1.2	1.3
1.EL of school leaders'	-			
1.1.SA of school leaders'	.318**	-		
1.2.DA of school leaders'	.573**	-.194**	-	
1.3.DGE of school leaders'	.802**	-.220**	.423**	-
2.WE of school leaders'	.231**	-.577**	.507**	.481**

The results of the research study indicated that there was noteworthy negative and strong correlation had existed in the surface acting of school leaders and work engagement of school leaders ($r=-0.577$, $p<.01$). These results indicated that those school leaders' who concealed their real emotions i.e. show surface acting their work engagement had been low. It was evident from the results of the study that there was noteworthy positive and strong correlation had existed in deep acting of school leaders' and work engagement of school leaders ($r=0.507$, $p<.01$). It showed that those school leaders who comprehended their emotions and showed emotions according to their state of mind their work engagement was high. It had been indicated by the results that there existed positive and strong correlation in display of genuine emotions of school leaders and work engagement of school leaders ($r=0.481$, $p<.01$). Those school leaders who displayed their actual emotions at workplace their work engagement was high.

Result and Discussion

The following research study was done to know the relationship between school leaders'emotional labour experiences and school leaders'work engagement. This fact is established from different previous studies of various researchers that educational management is hectic emotional task and activity.

Educational leaders have to bear different compressing pressures during the management of different educational and administrative activities. The literature review of emotional labour has showed that it is expressed in three dimensions surface acting in which a person shows fake outer expressions, deep acting in which a person align his/her internal and external feeling and genuine emotions in which a person shows only real feelings.

The findings of the research showed that school leader who concealed his/her feelings and show fake emotions his/her engagement at work is low. Those school leaders cannot concentrate on their work due to stress of hiding true emotions and showing fake emotions. The findings of the recent research work showed that the negative correlation had found among surface acting as well as work engagement. The school leaders show only those emotions which are according to the situation and according to the norms of the

institution. If they are feeling bad on any situation they hide those emotions and only show those emotions which are appropriate. This behaviour of hiding true emotions makes them stressful and they lose their interest in work. It also affects their performance at workplace (Isenbarger & Zembylas, 2006).

Most of the times headmasters and headmistresses have to display composed behaviour in stressful situations as it is the demand of the situation but deep inside they are feeling furious and angry. This behaviour of hiding emotions puts stress on school leaders and they suffer from anxiety and it lessens their work engagement at job (Brotheridge & Grandey, 2002). Those head of the institutions who do not share true emotions with their staff members they do not develop bond of trust with their colleagues and it affects their relationship which ultimately affects mental health of head of the institutions (Ashforth & Humphrey, 1993).

The employee's engagement at work can be explained as the motivation of the employee to work. Work engagement is very necessary for a worker as it increases the performance of the worker. If any employee of an organization loses his/her engagement at work it affects their performance at work. Those school leaders who do not show their real feelings they suffer from stress and they lose their work engagement which eventually affects their performance (Goussinsky, 2011).

It is reflected from the results of the research study that there was notable positive association between deep acting and work engagement of school leaders.

Those school leaders who understand their inner sentiments and show their outer expressions according to their emotional state they feel satisfaction and it increases their engagement at work. The results of the study work have been in harmony by way of the research results of studies which were conducted in past which stated that those employees of the organization who understand their emotional state and show their emotions accordingly they suffer less and it does not harm their mental state. The behaviour of school leaders is appreciable in which they suppress their bothersome emotions and show those sentiments which are suitable affording the situation to avoid any kind of mismanagement. The school leaders do not show gravity of the situation to their staff members and to some extent bear those types of pressures and remain calm in stressful situations (Richards & Gross, 2000). It has been proved through various researches that those school leaders who are more engaged in their work and work more efficiently they are more beneficial for their organization (Bakker & Demerouti, 2008).

It has been evident from the research results that those school leaders who show genuine emotions they are more engaged in their work. They do their work whole heartedly and with full concentration. The research results has been in accordance with the past researches that those head of the organizations or head of the institutions who show genuine emotions towards their staff members they are more engaged in their work. They do not feel pressure of hiding their actual sentiments and they feel satisfy. Those school leaders who are mentally satisfied and peaceful they concentrate more on their work and the level of their performance increases (Nagra & Arora, 2013).

Conclusion

The researcher carried out the current research to comprehend the school leaders' emotional labour experiences and their work engagement at the workplace. The results of the current study had shown that those school leaders' who are more involved in concealing their true feelings in front of their staff members their work engagement is low which eventually affects their performance at the workplace. Those school leaders who had comprehend their feelings and displayed those feelings which did not bother them; they

were more engaged in their work. Those school leaders' who showed genuine feelings they were also more inclined towards their work.

Recommendations

The researcher of the current study has assumed following recommendations

1. The higher authorities in education department should organize workshops and seminars for school leaders' to cope with work related stress.
2. The training workshops should be arranged by the educational administrators for their school leaders' to manage their emotions and enhance their work engagement.
3. There should be frequent visit of psychologists at the educational institutions to meet with the school leaders who are holding key posts at the educational institutions.

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