

Impact of emotional labour on burnout among university females teacher: work-family conflict as a mediator in the public sector of Azad Kashmir.

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Abstract

Organizationally desired display of emotions is the need of today's organization both in private and public sectors. However, display of emotions or emotional labor and its impact on burnout with work family conflict as Mediator have been an understudied area in public sector. Therefore, this research examines the impact of emotional labor on burnout and with work family conflict as Mediator. The findings of our study suggest that emotional labor has a significant positive impact on burnout and with work family conflict consistent with the earlier research. In a sample of 476 married, female universities teachers, with at least one child living at home, results showed that was positively associated with emotional burnout and depersonalization. The results also showed that work-family conflict mediated the relationship between emotional labor and burnout. However, no moderation effect of work-family on the burnout relationship was found. The results are discussed with respect to the general literature on the stress-strain relation and work-family conflict. We have used affective event theory and conservation of resource theory to build our model. Practical and managerial implication of the study are also discussed.

Key word: - Emotional labour, burnout, females teacher, work-family conflict

1. Introduction

Although the education is significantly translated into the country's economy has a particular challenge, especially in education sectors. Many universities around the world

have become a very good public, so it completely replaces the way it works. In similarly in Pakistan, where he presented his government to the Higher Education Act of 1965, which allowed for the development of private universities education in Pakistan (Karakas & Tosten, 2016).

Today 163 universities Pakistan in 2017-2018, 94 public, 69 private, total numbers of campuses (in addition to main campus/principal office) is 82. The change in the elite academy to develop education in Pakistan has made it clear that this is a worthwhile affair (Hon, 2016).

The implication of the rapid growth of the economy has increased considerably after the creation of the Higher Education Commission of Pakistan in 2002. It is clear that we are the HEC team plays an important role in the development of higher education in Pakistan that can lead to economic growth (Jaya & K, 2016). Higher education reforms around the world have seen a change in education as welfare. Due to dissemination, universities are increasingly seen as service providers who look at customers (Berry & Cassidy, 2015)

Actual responsibility is continuously monitored for the excellence and competitiveness of education provided by most education providers (Idris, 2015). In the same, the commercialization of higher education has increased the characteristics of job and the roles of female teachers in universities. Outside of teaching, a professor who works in a university is obliged to satisfy the students, maintaining the qualifications of the university (Hall, Swart, & Duncan, 2014).

Due to the combination of the service exchange service, the link between the university female teachers and his students can be an important aspect of the overall performance of the university (Idris, 2015). As a service organization, universities would have to pay much attention to the manner in which its employees (lecturers) perform at the customer/provider interface, to gain competitive advantage (Gabriel, Daniels, Diefendorff, & Gregura, 2015).

As a service association, universities should pay more attention to how their employees treat their customers to gain an efficient advantage. Therefore, universities female teachers, job satisfaction and work performance can be suggested by predicting student satisfaction and retention (Kim, 2016).

The client system encourages female teachers to develop emotional skills to reduce negative emotions and avoid confused clients (Selvarajah & Jaya, 2017). Emotional labour is expected during the completion of tasks, which will be an added value to learn and learn the behaviour of customers (Kinman, 2016). Unlike many other skills, academic literacy products are introduced in a variety of applications that sometimes conflict with other stakeholders, including students and institutions, such as employers and the community at large (Berry, K; Cassidy, S, 2015).

This study is aimed at seeking the effect of emotional labour on especially universities, where there is intense competition to stay afloat in industry that is rapidly flourishing. The objective of this study is to explore the impact of emotional labour in private universities female teachers, where there is a competitive and rapidly growing business market (Gann, 2017). In this study, the focus is not only on women, but on women in a

particular profession: which is education. In AJK 41 % of teachers in universities are women (Imran & usman, 2014).

While teaching, learning and counseling may not be an emotional behavior, emotions may still be emotions and emotion required for interactions. Research shows that family conflict is based self-esteem and mental health. In addition to the direct effect of work family conflict on wellbeing, suggested that work family conflict mediate the relationship between emotional labour and burnout. Many studies have realized that they have shown a relationship and influenced the relationship between emotional labour and burnout.

Many studies used mediator such as work-family conflict to focus on job stress (such as overload, confusion) without any type of relationships study with emotional needs, such as anxiety attacks and emotions become more and more jobs. However, there are exceptions.

1.1. Research Objective

The main objective of this study is

- To understand the impact of Emotional labour on female universities teachers.
- Secondly, to explore and understand the mediating roles work life conflict in emotional labor and burnout staff in female.

1.2. Research Question

Q1: How emotional labour effect on female universities teachers.

Q2: What is the impact of emotional labor on burnout by mediating roles of work family conflict?

1.3. Significant Of the Study

The importance of this study will allow institutions of higher education to provide university level female teachers with the necessary support through a sense of direction and effective intervention that directly affects job satisfaction and performance. The recognition and support of the administration will increase the achievement and satisfaction of the students, while improving the overall performance of the university, business development and sustainability.

2. Literature Review

Emotional labour has found in the entire service sector. Emotional work is defined as the state exists when there is a natural difference between the individual's display and the fact that he feels it is appropriate to show (Berry, K; Cassidy, S, 2015). The role of emotion in the workplace can be even stronger because of diversity, including the integration of supervisors, friends and followers, creating effective experiences with the ability to influence behaviour (Weiss & Cropanzano, 1996).

Positive emotion shows positive effects on female teachers after the evaluation of the services which they provide in the universities. Emotional work is characterized by processes and activities that exercise greater control over emotions (Gosserand & Diefendorff, 2016). Emotional workers can increase employee satisfaction and

dissatisfaction. He noted that while many researchers have examined the consequence of emotional labour and its impact ((Brotheridge & Lee, 1998; Grandey, 2000a; 2003b; Grandy & Brauburge, 2002, Grandy, Tam & Brauburge, 2002). Zerbe, 2017).

Emotional labour is usually done using three effective techniques that are surface, deep and genuine acting. When workers change their appearance on the outside so they do not have to be emotionally disturbed, they act as surface acting. Deep acting takes place when the staff simply changes their words, but also their internal feelings. This can be done by repeating similar experiments. Genuine acting occurs when employees feel their feelings based on the sensuality shown by the display rules.

Emotional labour emphasize the emotional levels and conditions of employment, while emotional labour is a role in which centralized management is a way of managing feelings and emotions. Teaching profession has been designed to be one of the deepest emotional areas (Diefendorff & Gosserand, 2015).

Many studies were done on emotional labours but lecturers as an emotional labours are limited. Female teachers provide different types of services within the universities like (teaching, management, administration, researchers and student counselling) the emotion are change within every situation which he display. There is a lot of demand for jobs that must now be reserved for university professors (Gann, 2017).

It also explains how universities female teachers struggle and increase the number of students and improve administration (Hsieh & Guy, 2017).The increasing of the universities are linked to the growing work of management, responsibility, performance of administration, as well as increasing the number of candidates. The studies on emotional labour in higher education in the Pakistani context is limited, hence this study is conducted to fill the gap in literature. Moreover, the previous study had a limitation in sample size and subjected to one university that is government funded. But we are subjected to private universities in AJ&K.

This study includes several studies in Malaysia that consider the relationship between emotions, family work and burnout. Examined the relationship between emotional labour and the intervention of work with the family and the effectiveness of the quality of life in the sequence of relationships (Bono & Vey, 2014). Family participation and partial support for the quality of life as a mediator. In another study explain the relationship between emotional labour, family conflict and psychological intelligence in Pakistan and used family conflict as a mediators. Although both researchers use a variable, they change the different variants. Although the mediation. These studies did not control sexual or family changes, such as marital status or childhood (Cheung & Tang, 2016).

Many studies shows that family work conflict can also mediate the relationship between emotions labour and burnout. The studies also seem to show that the role of the work family conflict the family in the affective relationship is not less than that of the women. There is good reason to believe that work family conflict is a neutral mediator of labor relations, especially for women. On the other hand, while men and women in employment and benefits for families feel more pressure, studies have shown that women are more sensitive to fatigue for a long time (Hsieh & Guy, 2017).

In this research we are direct link with emotional work and burnout. Previous studies have provided good communication between the two (Grandey, 2000; Grandy, Tam & Brauburge, 2002; Karim, 2009; Watson, 1998; Prati et al., 2009). Therefore, based on previous research, the following hypothesis are provided.

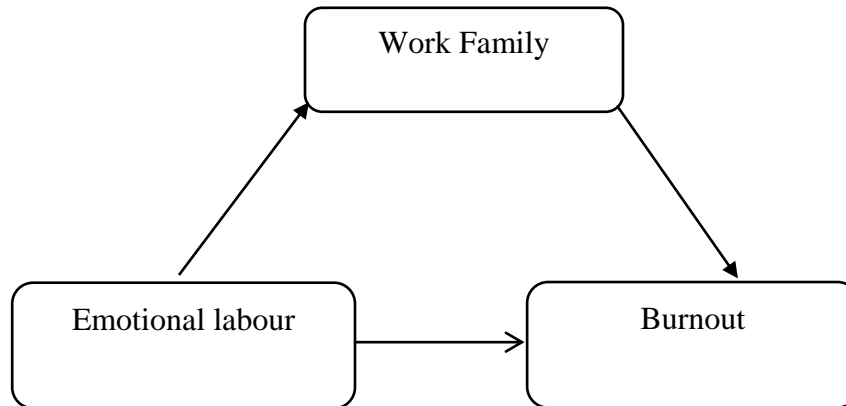


Figure 1.1. Conceptual Framework

2.1. Research Hypotheses

H1: Emotional labour has positively related to burnout

H2: Work-family conflict have mediate the relationship between emotional labour and burnout.

3. Methodology

This study can be divided of research design, type of study, sample size and experiments, analysis and tools of measurement like validity, reliability. This study is designed to identify the relationship (Grandey, A A, 2000). This unique chapter exploring the relationship between emotional labour, private universities lectures (Neuman, L W, 2006). The aim of this study was to identify the impact of emotional labor on private universities lectures in AJK private sector.

In order to determine the relationship and recognize the impact of emotional labor private universities lectures some statistical tools and techniques was used on data such as, Pearson correlation and regression analysis with the help of SPSS (Statistical Package for Social Sciences). The unit of analysis in female teachers in public sectors organization in AJK. In order to focus on this study public sectors organization is the target population.

In this regard, different government universities of AJ&K has been visited. Continue reading all the results that will get results as they can only be used (Singleton & Straits, 2005). The study based on a convenience sampling approach to collected data convenience sampling can be regarded as the most common sampling method in

quantitative research because it is based on the easy availability and accessibility to selected sample (Lynch & Baker, 2005).

The table 1 shows the frequency distribution of demographic characteristics , percentage of female, age, university, educational and experience of respondent of respectively,

Table1. Demographics

<i>S. No</i>	<i>Demographics</i>	<i>Nomenclature</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Mean</i>	<i>Standard Deviation</i>
1	Gender	Female	476	100.0	1.0000	.0000
2	Age	20-25	140	29.4	2.1765	.9820
		26-30	166	34.9		
		31-35	116	24.4		
		36 -40 and above	54	11.3		
		Total	476	100.0		
3	University	Females	476	100.0	1.0000	.0000
4	Education	Master	242	50.8	1.4916	.5009
		MPhil	234	49.2		
		Total	476	100.0		
5	Experience	3 years	152	31.9	2.042	.8308
		4 years	154	32.4		
		5 years and above	170	35.3		
		Total	476	100.0		

Table shows that the respondents consist of 100% female. The mean of gender was 1.000 and standard deviation .0000. And the 29.4 % of the respondents were 20-25 years, 39.4 % were 26-30 years, 24.4 % were 31-35 years, 11.3 % of the respondents were 36-40 and above years of age. The means and standard deviation 2.1765 and .98209 respectively. Its means most of the respondents were lies in 26-30 years. Which are more energetic stage. The percentage respondent of university were 100% and its means and standard deviation were 1.000 and .0000.

The background of education 52.8 % respondents were master, 49.2 % were MPhil. The mean and standard deviation of the educational level was 1.4916 and .50098. The work experience 31.9% of 3 years, 32.4% of 4 years and 35.5 were 5 and above years. And the mean and standard deviation of experience 2.0420 and .8308 respectively.

To finding the relationship between dependent and independent variables Pearson correlation analysis was used. The dependent variable in this research was emotional labour and independent variables burnout. The correlation values of demographic section was negative which shows that they have no correlation with burnout and work family conflict have no direct impact on it. Here the means values shows that the averages of respondent and the show the how much result deviate from the means.

Table 2. Correlation analysis

	Gender	Age	Education	Experience	University	EL	BO	WFC
Gender	1							
Age	.446**	1						
Education	.418**	-0.57	1					
Experience	-.042	.496**	.071	1				
University	.174*	-.135	-.069	.078	1			
EL	.052	-.103	.035	.127	.125	1		
BO	.001	-.079	.022	.155*	.001	.363**	1	
WFC	.021	.071	-0.55	.076	.021	.462**	.334**	1

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

N=476, EL= Emotional labour, BO= Burnout, WFC= work family conflict

The Pearson correlation value of emotional labour and burnout ($r = .426^{**}$, $p = 0.000$), this indicates that there is a positive correlation between emotional labour and burnout. On the other hand, the correlation value of emotional labour and work family conflict ($r = .334^{**}$, $p = 0.000$), which also illustrates a positive relationship emotional labour and work family conflict.

Table 3. Regression

Structural path		Standard error	Path coefficient	P value	
Emotional labour	→	Burnout	.054	.321	***

*** $p < .001$, ** $p < .005$, * $p < .01$

The standardized coefficients for structural paths are shown in table 4.4. Results of the study depicted that emotional labour is positive associated to burnout ($\beta = .321$, $p < .001$).

Table4. Testing Mediation Effect of Work Family Conflict on Burnout

Bootstrap results for indirect effect

Bootstrap results for indirect effect				LL 95%CI	UL 95%CI	
EL	→	WFC	→	BO	.137	.372

*** $p < .001$, ** $p < .005$, * $p < .01$

EL= Emotional labour, BO= Burnout, WFC= work family conflict

The indirect effects of work family conflict mediate in relation between emotional labour and burnout lie between .137 and .372. The results indicate that emotional labour is positive associated to burnout ($\beta = .32$, $p < .001$). thus hypothesis that emotional labour is positive associated to burnout is accepted. The indirect effects of Work-family conflict, emotional labor and burnout lies between .137 and .372. Therefore, zero is not present in the 95% confidence interval. So, it can be concluded that Work-family conflict will mediate the relationship between emotional labour and burnout. Consequently, H2 is accepted.

4. Conclusion

This study contributes to the literary understanding of emotional labour and burnout in many ways. First, a sample of women with teaching responsibilities. Emotional labour has positive associated with burnout, ($r = .32$ $p < 0.05$). According to (Montgomery, Panagopolou, & Wildt, 2009) emotional labour to be positive associated with burnout.

Second, the results show that family work is a mediate the relationship between emotional labour and burnout, with the full mediation. According to (Cheung et al, 2012) work family conflict has mediate the relationship between emotional labour and burnout. However, a neutral effect does not affect the relationship between family relationships. These results are still under discussion.

Although these results seem to contradict the circumstances previously reported in (Noor, 2012) women in Malay can be protected from the consequences of social injustice, such as religious and family support, not always keeping track of these recent actions. Their social studies (Din & Noor, 2009) found that women in western cities report more signs of depression than rural women.

4.1.Limitations of the study

This study has several limitations. First, the size of the sample is small. In addition, all the women worked in government sectors. As a result, the results are not generalizable for those teachers which are working in private sectors. Because the working environment of private sectors are different as compare to public sectors. We cannot taught by male teachers who often have greater family responsibilities.

Difference variables (emotional expressivity), job demands (overload), organizational climate (e.g. workload), and support at home were not controlled. These variables may be effect on relationship between emotional labor, work–family conflict, and burnout.

4.2.Theoretical and Practical implication

With increasing the number of female teachers in service sector. It is necessary to understand how to interact with emotion and the needs of work and family for their good. This study has theoretical implication. Previous studies which examined the relationship between emotional labour and organization performance, employee's performance was through social learning and social exchange perspective.

Few other used theory conservation resource theory, however the current used affective event theory (AET), to find out the effect of emotional labour on burnout with mediating role of work family conflict which is new contribution of this study in the existing body of the literature. In the present study have some important implication for the practioners. It is probable that usage these result to find out the major documentation of the females teachers with in universities.

4.3.Limitation and Future Research

There are several limitations of the study; however following are some of them.

The sample size was very minor. Only 476 respondents had become the part of study so future research have to be conduct with large sample size in order to simplify the result of the current study. This research is cross sectional and data was collected in one time. So future research data collected more than one time it would be conducted longitudinal nature to examine the influence of situational factor.

This research refers to future researchers expanding through the selection of other research fields, such as education, health and other organizations. Both qualitative and quantitative can be used to achieve better results. Future research considers an equal number of participants at of all variables, confidence-building options, and the selection of reliable the use of models that are good. We can read many expect like employee's performance, emotional exhaustion, motivation etc. future researcher do search on this variables.

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